

There will be quizzes throughout the semester to test your knowledge and understanding of both readings and lectures. Quizzes will be conducted both on Blackboard and in-class (sometimes in the form of Pop Quizzes). It, therefore, is important to stay updated on r

Late homework assignments will be marked down 20% for each day, and late papers will be marked down 10% for each day. There will be no assignments designated purely as "extra credit." At times, there will be opportunities for extra credit within a homework assignment, quiz, or test, but you cannot earn more than 100% credit on any assignment.

When determining the final grade, the following grading scale will be used. I will round final grades. Depending on the distribution of grades, I reserve the right to impose curves to assignments and final grades

A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

When translating letter grades into numeric grades, the midpoint of the range will be used (e.g. A = 96.5%, A- = 91%, etc.)

Due to the university calendar or Professor Rogers' professional obligations, we will not hold class on the following days:

- : Martin Luther King Day
- Spring Break
- Easter Break
- Midwest Political Science Association Meeting in Chicago

Students are requested to fill out a course evaluation at the end of the course.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly b1Tm(text direc)-4(ndm)-5her pubin004C0051004A>2003>29004>3003>290052n5(be)-2(low)-3(60%

larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/x12657.xml>

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at [314-977-8885](tel:314-977-8885) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

The following text should be available from the University Bookstore or online retailers, such as Amazon.com. Other readings will be made available via Blackboard.

Davidson, Roger H., Walter J. Oleszek, Frances E. Lee and Eric Schickler. 2013. *Congress and Its Members*, CQ Press: Washington, DC.

The Monkey Cage - <http://www.washingtonpost.com/blogs/monkey-cage/>

Mischiefs of Faction – <http://www.mischiefsoffaction.com/>

Politico – <http://www.politico.com/congress>

The National Journal – <http://www.nationaljournal.com/>

CQ Weekly - <http://library.cqpress.com/cqweekly/>

The following listing of topics outlines the subjects we will cover in class and the reading assignments for each of the topics. This is a tentative outline intended to give you an overview of the course. I will notify you throughout the semester of when you will be responsible for certain readings. I reserve the right to make change to the syllabus as the semester progresses. You are responsible for any of the changes to the assigned readings. All of the articles and readings on the syllabus will be available on Blackboard. If you have any trouble accessing any of the on-line pieces,

Davidson, Chapters 1 & 2

Articles of Confederation

US Constitution

Toobin, Jeffery. "Our Broken Constitution," *The New Yorker*. 2013.

Schickler, Eric. "Institutional Development of Congress." Chapter 2 in *The Legislative Branch*. 2005.

Davidson, Chapter 3

Draper, Robert. "The League of Dangerous Mapmakers," *The Atlantic*. 2013.

Nyhan, Brennan, Eric McGhee, John Sides, Seth Masker, and Steven Greene. "One Vote out of Step? The Effects of Salient Roll Call Votes in the 2010 Election." *American Politics Research*. 2012.

Jacobson, "The Politics of Congressional Elections: Congressional Campaigns." p. 29 -

Davidson, Chapter 8

Krehbiel, Keith. "Pivotal Politics" Chapters 1 - 2. (1997).

Binder, Sarah and Steven Smith. "Politics or Principle?" Chapters 1 - 2. (1997).

Davidson, Chapter 7

Fenno, Richard. *Congressmen in Committees* pp. Prologue & Ch. 1. (1973).

Granat, Diane. "1st Freshman Test: The Right Committee Seat." *CQ Weekly*. (1985).

Evans, Lawrence. "Congressional Committees." *The Oxford Handbook of the American Congress*. 2011.

Davidson, Chapter 6

Aldrich, John. "Why Parties?" Chapter 7. 2011.

Cox & McCubbins.