

The U.S. Congress  
POLI:7150  
Department of Political Science  
College of Liberal Arts and Sciences  
University of Iowa

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**Instructor:** Prof. Colin Case

**Meeting Time:** Tuesday 2:00 – 4:50

**Classroom:** SH 131

**Email:** colin-case@uiowa.edu

**Office:** 359 Schaeffer Hall

**Office Hours:** Tu 9-12 (or by appointment)

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## COURSE DESCRIPTION

This is a graduate course designed to introduce students to research and theoretical approaches to studying the U.S. Congress. In this course, we will discuss a variety of research areas, including congressional elections, the committee system, the legislative process, the role of political parties, and inter-branch relations. We will examine different explanations for and models of the sources of institutions, discuss their internal organization and governance, and consider the effects of institutions on outcomes of interest. For most topics, we will tackle questions in the field by reading classic empirical pieces and newer research that engages with fundamental questions about congressional politics. By the end of this course, students should be sufficiently acquainted with the survey of congressional literature, both historical and contemporary, that they can excel on a PhD general exam question about Congress, in addition to conducting original research in the field.

## LEARNING OBJECTIVES

- Students will be able to **explain** key canonical theories of congressional behavior and institutions, as well as major findings from contemporary empirical research, and **analyze** how recent studies build upon, diverge from, or challenge foundational works.
- Students will be able to critically **evaluate** the theoretical frameworks, research designs, and empirical strategies used in scholarship on the U.S. Congress, **assessing** the strengths and limitations of each approach.

- Students will be able to **develop** an original research proposal that identifies a novel question about the U.S. Congress, situates it within existing literature, and articulates a theoretically grounded and methodologically rigorous research design.

## CLASS STRUCTURE AND EXPECTATIONS

This class is a seminar-style course. As such, students will participate in weekly discussions about the readings and come prepared to class to engage in these discussions. When reading articles, students should keep the following topics and questions in mind:

1. Theory: What is the current state of the literature? What is the argument being addressed? Who is the author responding to or building on? What is the author's original contribution to this debate?
2. Data: What data are they using? What is an observation in the dataset? What are the key dependent and independent variables? What are the strengths/limitations of this data?
3. Results: What are the findings? Are the findings compelling or substantively meaningful?
4. Conclusion: How did this paper advance our knowledge of the topic? What were the limitations of the study? What is the next step?
5. Relationships: How does this paper relate to other readings from the class (either from the same week or throughout the semester)? Does it build on previous readings or contradict them?

Our class discussions each week will center on these points. Students should be prepared in class to not only discuss readings in this context but also to analyze research related to these questions critically.

In pursuit of the course's learning objectives, students will be assigned to read papers that represent historical "canonical" works as well as new empirical work that relates to the topic. As such, students should ensure they are reading the material presented in the syllabus in the order it is presented. This will enable students to observe the development of the field as they progress through the week's readings. It is important to emphasize that the readings included on the syllabus are only an introduction to each of the week's topics. Depending on the students' research proposal and future research agenda, they are highly encouraged to read other work related to the topic.

Student preparation and participation are essential to class success. Students are required to read the assigned materials before class and be prepared to discuss them during the seminar. Given that many students choose to read the assigned readings on electronic devices, laptops will be allowed in class. However, laptops are only to be used to refer to readings and take notes. You should be engaging with your classmates during the discussion and using your laptop as a reference only. Should conversation cease, discussion seem lacking, or laptop use seem unrelated to the course, I will ask that laptops no longer be used in the course.

## REQUIRED TEXTS

All required readings are available on the course ICON page. Throughout the semester, we will read sections of books. While students are not required to purchase these books for the course, these readings often reflect canonical works that would be beneficial for students to have and read in full. If students are considering pursuing the U.S. Congress or political institutions as a research agenda, I would encourage students to consider purchasing some of these books.

## COURSE REQUIREMENTS AND GRADING

### Grading Ranges

A+: 100-99.00  
A: 98.99-93.00  
A-: 92.99-90.00  
B+: 89.99-87.00  
B: 86.99-83.00  
B-: 82.99-80.00  
C+: 79.99-77.00  
C: 76.99-73.00  
C-: 72.99-70.00  
D+: 69.99-67.00  
D: 66.99-63.00  
D-: 62.99-60.00  
F: 59.99-00.00

### Course Components

Attendance, Participation, and Participation (40%): Students are expected to complete the assigned readings before class meets and be an active participant in seminar discussions. Your active participation is how I know you came to class prepared. Each week, students are expected to submit at least 3 discussion questions/comments by 5 PM on Monday before that week's class on the relevant discussion forum on ICON. Each of the three discussion posts must address at least 3 of the readings. I will use these posts when preparing for class to guide our discussion.

Next Steps Memo (30%): Three weeks throughout the semester, when readings are assigned, students must submit a 1-2 page "Next Steps Memo". These memos should address what you think the next steps in this research area should be. Use your creativity here. Think outside the box. Take risks. The idea is to start thinking constructively and creatively about research, building toward your own final project. Next steps memos are due by 5 PM on the Monday before class. I will provide written feedback to you by Friday after class.

Research Design (30%): Students will complete a full research design that incorporates the U.S. Congress on a topic of their choice. There are two components to this research design. The first is a "Chalk Talk" worth 5% of your final grade that will be given in class on November 4<sup>th</sup>. As a part of

this activity, students must submit An 800-word proposal and annotated bibliography to include 5-10 outside sources you intend to consult (beyond course readings). This is due November 3<sup>rd</sup> at noon on ICON. Its main purpose is to get you thinking about the final project early on, and to give your classmates and me an opportunity to help steer you (I expect you to read other students' proposals) in the right direction. The second component is a full research proposal that includes the following elements: (1) statement of the question/problem, (2) literature review, (3) hypothesis formation, and (4) methodology and potential data sources. For more details on each component, please see the document on ICON. Final research proposals are worth 25% of your final grade and are due on December 17<sup>th</sup>.

## Student Complaints

Students with a complaint about a grade or a related matter should first discuss the situation with the instructor and/or the course supervisor (if applicable), and finally with the DEO (Chair) of the department, school or program offering the course. Sometimes students will be referred to the department or program's Director of Graduate Studies (DGS). Graduate students should contact the CLAS Graduate Affairs Manager when additional support is needed.

## COMMUNICATION

I am happy to meet with students outside of class time. Whether it be to discuss concerns about the course, questions about the material, or to engage further with the topic, please feel free to come to office hours. I will be holding office hours in 359 Schaeffer Hall. If you cannot meet during my office hours, which are listed at the top of this syllabus, please email me to set up an alternative time. Office hours are an important resource that should be utilized to improve understanding of the material or ask more personalized questions.

Outside of office hours, e-mail is the easiest way to contact me. I will typically respond to emails within 48 hours. Please send a follow-up if I do not respond to your email within this time frame. Unless the question you are asking is easily expressed in a short paragraph or less, you should plan on attending office hours to ask course-related questions or ask questions during class. I will frequently send emails about the course. You should check your UI email regularly to stay on top of these updates. Students are responsible for all official correspondences sent to their UI email address (uiowa.edu) and must use this address for any communication with instructors or staff in the UI community. For the privacy and the protection of student records, UI faculty and staff can only correspond with UI email addresses.

## ACADEMIC HONESTY AND MISCONDUCT

### Cheating and Plagiarism

Academic dishonesty — including cheating, plagiarism, or any instance of taking credit for work that is not your own — will not be tolerated in this course. All students in CLAS courses are expected to abide by the [college's standards of academic honesty](#). Graduate academic misconduct must be reported to the Graduate College according to Section F of the Graduate College Manual.

## AI Policy

You probably have had a chance to work with generative A.I. models such as chat-GPT. These tools are incredibly powerful and can be a huge resource to us as researchers. But just as being exposed to tools like a calculator can prevent you from developing foundational mathematical skills and mental frameworks, pre-trained large language models can hinder your development as a researcher. Essential skills, such as the ability to evaluate existing work, generate research ideas, analyze connections between different papers, and create research projects, **cannot** be replaced by large language models. For this reason, I am adopting the following policy for this course:

### **When AI is allowed:**

- “As a critical friend”: provoking reflection, suggesting structure, and providing organizational feedback.
- “Editing”: editing tone, improving clarity and readability, fixing grammar, or shortening text.
- “Feedback”: providing feedback and potential suggestions on original content.

### **When AI is NOT allowed:**

- “Generating content”: writing some text without first being given author-generated text
- “Engaging with the literature”: summarizing literature, identifying methodologies, explaining jargon, or fixing references

As a general rule, AI should not be used to explain or try to understand readings for this course (and in fact, it often isn’t good at this anyway), and it should not be used to generate original content that you submit as your own. If you are ever in doubt about how you are using AI in this course, please ask.

## MENTAL HEALTH RESOURCES AND STUDENT SUPPORT

Students are encouraged to be mindful of their mental health and seek help as a preventive measure or if feeling overwhelmed and/or struggling to meet course expectations. Students are encouraged to talk to their instructor for assistance with course-related concerns. For additional mental health support, please see the guidance and resources at [mentalhealth.uiowa.edu](https://mentalhealth.uiowa.edu), including the 24-7 UI Support and Crisis Line.

Additionally, the Office of the Dean of Students can help students navigate personal crisis situations. They can provide one-on-one support, help with identifying options, and access to basic needs resources (such as food, rent, childcare, etc.). Student Care and Assistance: 132 IMU, [dos-assistance@uiowa.edu](mailto:dos-assistance@uiowa.edu), or 319-335-1162 and more info: [dos.uiowa.edu/assistance](https://dos.uiowa.edu/assistance).

## ADMINISTRATIVE HOME

The College of Liberal Arts and Sciences (CLAS) is the home of this course, and CLAS governs the policies and procedures for its courses. Graduate students, however, must adhere to the academic deadlines set by the Graduate College.

## COURSE ICON SITE

To access the course site, log into [Iowa Courses Online \(ICON\)](#) using your Hawk ID and password.

## DROP DEADLINE FOR THIS COURSE

You may drop an individual course before the drop deadline; after this deadline you will need collegiate approval. You can look up the drop deadline for this course here. When you drop a course, a “W” will appear on your transcript. The mark of “W” is a neutral mark that does not affect your GPA. To discuss how dropping (or staying in) a course might affect your academic goals, please contact your Academic Advisor. Directions for adding or dropping a course and other registration changes can be found on the Registrar’s website. Undergraduate students can find policies on dropping CLAS courses here. Graduate students should adhere to the academic deadlines and policies set by the Graduate College.

## UNIVERSITY POLICIES

This course adheres to University policies set by the Provost’s office. To view University policies related to Free Speech and Expression, Accommodations for Students with Disabilities, Absences for Religious Holy Days, Non-Discrimination Statement, Classroom Expectations, Sexual Harassment/Sexual Misconduct and Supportive Measures, Conflict Resolution, Class Recordings, Absences from Class, and Absences for Military Service Obligations, please visit <https://provost.uiowa.edu/student-course-policies>.

The [final examination date and time](#) will be announced by the Registrar generally by the fifth week of classes, and it will be announced on the course ICON site once it is known. **Do not plan your end of the semester travel plans until the final exam schedule is made public. It is your responsibility to know the date, time, and place of the final exam.** According to the Registrar’s final exam policy, students **have a maximum of two weeks after the announced final exam schedule** to request a change if an exam conflict exists or if a student has more than two exams scheduled for the same day (see the [policy](#) here).

## COURSE SCHEDULE AND READINGS

Below is the course schedule and reading list for the semester. All readings will be posted to ICON. If you are considering pursuing Congress or political institutions as your main area of study, I do encourage you to purchase some of the books and read them in full that are on the calendar. In addition, a deeper reading list can be found here: [additional readings](#).

Class Date	Readings and Due Dates
Aug 26	<div>Week 1: Introduction to Course (no discussion questions due)</div> <ul style="list-style-type: none"><li>• Polsby, Nelson W., and Eric Schickler. "Landmarks in the Study of Congress since 1945." Annual Review of Political Science 5, no. 1 (2002): 333-367.</li></ul>

Class Date	Readings and Due Dates
Sep 2	<ul style="list-style-type: none"> <li>• Binder, Sarah A. "Challenges ahead for legislative studies." <i>Legislative Studies Quarterly</i> (2015): 5-11.</li> <li>• Noble, Benjamin. "Don't Take Shortcuts When It Comes to Course Readings."</li> <li>• Noble, Benjamin. "Write Your First Draft Faster by Writing the Minimum Viable Paper."</li> <li>• (Optional) Carsey, Tom. "Tom's Comments: Advice about Graduate School, Finding a Job, Reaching Tenure in Political Science and other Social Sciences, and All of the Steps in Between."</li> </ul> <p>Week 2: Elections I (Experience and Success)</p> <ul style="list-style-type: none"> <li>• Mayhew, David R. 1974. <i>Congress: The Electoral Connection</i>. New Haven: Yale University Press. Part 1.</li> <li>• Levitt, Steven D., and Catherine D. Wolfram. "Decomposing the sources of incumbency advantage in the US House." <i>Legislative Studies Quarterly</i> (1997): 45-60.</li> <li>• Maestas, Cherie D., and Cynthia R. Rugeley. "Assessing the "experience bonus" through examining strategic entry, candidate quality, and campaign receipts in US House elections." <i>American journal of political science</i> 52, no. 3 (2008): 520-535.</li> <li>• Dancey, Logan, John Henderson, and Geoffrey Sheagley. "The Personal Vote in a Polarized Era." <i>American Journal of Political Science</i> 68, no. 4 (2024): 1479-1497.</li> <li>• Porter, Rachel, and Sarah A. Treul. "Evaluating (in) experience in congressional elections." <i>American Journal of Political Science</i> 69, no. 1 (2025): 284-298.</li> </ul>
Sep 9	<p>Week 3: Elections II (Responsiveness and Accountability)</p> <ul style="list-style-type: none"> <li>• Ansolabehere, Stephen, James M. Snyder Jr, and Charles Stewart III. "Candidate positioning in US House elections." <i>American Journal of Political Science</i> (2001): 136-159.</li> <li>• Canes-Wrone, Brandice, David W. Brady, and John F. Cogan. "Out of step, out of office: Electoral accountability and House members' voting." <i>American Political Science Review</i> 96, no. 1 (2002): 127-140.</li> <li>• Brady, David W., Hahrie Han, and Jeremy C. Pope. "Primary elections and candidate ideology: Out of step with the primary electorate?." <i>Legislative Studies Quarterly</i> 32, no. 1 (2007): 79-105.</li> <li>• Hayes, Matthew, Matthew V. Hibbing, and Tracy Sulkin. "Redistricting, responsiveness, and issue attention." <i>Legislative Studies Quarterly</i> 35, no. 1 (2010): 91-115.</li> <li>• Case, Colin R. <i>Measuring Strategic Positioning in Congressional Elections</i>. <i>Journal of Politics</i> (2025). <i>*Also skim the corresponding revision memos</i></li> </ul>
Sep 16	<p>Week 4: Representation I (Issue Representation)</p> <ul style="list-style-type: none"> <li>• Miller, Warren E., and Donald E. Stokes. "Constituency influence in Congress." <i>American political science review</i> 57, no. 1 (1963): 45-56.</li> </ul>

Class Date	Readings and Due Dates
Sep 23	<ul style="list-style-type: none"> <li>Fenno Jr, Richard F. "US House members in their constituencies: An exploration." <i>American Political Science Review</i> 71, no. 3 (1977): 883-917.</li> <li>Sulkin, Tracy. "Campaign appeals and legislative action." <i>The Journal of Politics</i> 71, no. 3 (2009): 1093-1108.</li> <li>Ahler, Douglas J., and David E. Broockman. "The delegate paradox: Why polarized politicians can represent citizens best." <i>The Journal of Politics</i> 80, no. 4 (2018): 1117-1133.</li> <li>Hertel-Fernandez, Alexander, Matto Mildemberger, and Leah C. Stokes. "Legislative staff and representation in Congress." <i>American Political Science Review</i> 113, no. 1 (2019): 1-18.</li> <li>Crosson, Jesse, and Jaclyn Kaslovsky. "Do local roots impact washington behaviors? District connections and representation in the US congress." <i>American Political Science Review</i> 119, no. 2 (2025): 887-904.</li> </ul>
	<p>Week 5: Representation II (Descriptive Representation)</p> <ul style="list-style-type: none"> <li>Mansbridge, Jane. "Should blacks represent blacks and women represent women? A contingent" yes"." <i>The Journal of politics</i> 61, no. 3 (1999): 628-657.</li> <li>Griffin, John D., Brian Newman, and Christina Wolbrecht. "A gender gap in policy representation in the US Congress?." <i>Legislative studies quarterly</i> 37, no. 1 (2012): 35-66.</li> <li>Carnes, Nicholas. "Does the numerical underrepresentation of the working class in Congress matter?." <i>Legislative studies quarterly</i> 37, no. 1 (2012): 5-34.</li> <li>Broockman, David E. "Distorted communication, unequal representation: constituents communicate less to representatives not of their race." <i>American Journal of Political Science</i> 58, no. 2 (2014): 307-321.</li> <li>Lowande, Kenneth, Melinda Ritchie, and Erinn Lauterbach. "Descriptive and substantive representation in congress: Evidence from 80,000 congressional inquiries." <i>American Journal of Political Science</i> 63, no. 3 (2019): 644-659.</li> <li>Kaslovsky, Jaclyn, and Jon C. Rogowski. "Under the Microscope: Gender and Accountability in the US Congress." <i>American Political Science Review</i> 116, no. 2 (2022): 516-532.</li> </ul>
Sep 30	<p>Week 6: Institutional Dynamics I (Theories of Organization)</p> <ul style="list-style-type: none"> <li>Krehbiel, Keith. <i>Information and legislative organization</i>. University of Michigan Press, 1992. Chapters 1, 3-4 (Ch 3 is optional).</li> <li>Shepsle, Kenneth A., and Barry R. Weingast. "Positive Theories of Congressional Institutions." <i>Legislative Studies Quarterly</i> 19, no. 2 (1994): 149-79.</li> <li>Cox, Gary W., and Mathew D. McCubbins. <i>Setting the agenda: Responsible party government in the US House of Representatives</i>. Cambridge University Press, 2005. Ch 1-2, 4-5 (Ch 3 is optional).</li> </ul>



Class Date	Readings and Due Dates
Oct 7	<ul style="list-style-type: none"> <li>Aldrich, John H., and David W. Rohde. "The logic of conditional party government: Revisiting the electoral connection." (2000).</li> </ul>
Oct 14	<p>Week 7: No Class</p> <p>Week 8: Institutional Dynamics II (Party Theories)</p> <ul style="list-style-type: none"> <li>Krehbiel, Keith. "Where's the Party?." <i>British Journal of Political Science</i> 23, no. 2 (1993): 235-266.</li> <li>Butler, Daniel M., and Eleanor Neff Powell. "Understanding the party brand: experimental evidence on the role of valence." <i>The Journal of Politics</i> 76, no. 2 (2014): 492-505.</li> <li>Hall, Andrew B., and Kenneth A. Shepsle. "The changing value of seniority in the us house: conditional party government revised." <i>The journal of Politics</i> 76, no. 1 (2014): 98-113.</li> <li>Curry, James M. <i>Legislating in the Dark: Information and Power in the House of Representatives</i>. University of Chicago Press, 2015. Chapters TBD.</li> <li>Ballard, Andrew O., and James M. Curry. "Minority party capacity in congress." <i>American Political Science Review</i> 115, no. 4 (2021): 1388-1405..</li> </ul>
Oct 21	<p>Week 9: Institutional Dynamics III (Committees)</p> <ul style="list-style-type: none"> <li>Hall, Richard L., and Bernard Grofman. "The committee assignment process and the conditional nature of committee bias." <i>American Political Science Review</i> 84, no. 4 (1990): 1149-1166.</li> <li>Grimmer, Justin, and Eleanor Neff Powell. "Congressmen in exile: The politics and consequences of involuntary committee removal." <i>The Journal of Politics</i> 75, no. 4 (2013): 907-920.</li> <li>Curry, James M. "Knowledge, expertise, and committee power in the contemporary congress." <i>Legislative Studies Quarterly</i> 44, no. 2 (2019): 203-237.</li> <li>Fong, Christian. "Expertise, networks, and interpersonal influence in congress." <i>The Journal of Politics</i> 82, no. 1 (2020): 269-284.</li> <li>Ommundsen, Emily Cottle. "The Institution's Knowledge: Congressional Staff Experience and Committee Productivity." <i>Legislative Studies Quarterly</i> 48, no. 2 (2023): 273-303.</li> </ul>
Oct 28	<p>Week 10: Roll Call Voting and Ideology</p> <ul style="list-style-type: none"> <li>Kingdon, John W. "Models of legislative voting." <i>The Journal of Politics</i> 39, no. 3 (1977): 563-595.</li> <li>Roberts, Jason M. "The Statistical Analysis of Roll-Call Data: A Cautionary Tale." <i>Legislative Studies Quarterly</i> 32, no. 3 (2007): 341-360.</li> <li>Lee, Frances E. <i>Beyond ideology: Politics, principles, and partisanship in the US Senate</i>. University of Chicago Press, 2009. Chapters 1-4.</li> <li>Tausanovitch, Chris, and Christopher Warshaw. "Estimating candidates' political orientation in a polarized congress." <i>Political Analysis</i> 25, no. 2 (2017): 167-187.</li> </ul>

Class Date	Readings and Due Dates
Nov 4	<ul style="list-style-type: none"> <li>Bonica, Adam. "Inferring roll-call scores from campaign contributions using supervised machine learning." <i>American Journal of Political Science</i> 62, no. 4 (2018): 830-848.</li> </ul>
Nov 11	<p>Week 11: Research Chalk Talk</p> <ul style="list-style-type: none"> <li>Read classmates research proposals before class</li> </ul> <p>Week 12: Lawmaking</p> <ul style="list-style-type: none"> <li>Volden, Craig, and Alan E. Wiseman. <i>Legislative effectiveness in the United States congress: The lawmakers</i>. Cambridge university press, 2014. Chapters 1-3.</li> <li>Curry, James M., and Frances E. Lee. <i>The limits of party: Congress and lawmaking in a polarized era</i>. University of Chicago Press, 2020. Chapters 1-3.</li> <li>Casas, Andreu, Matthew J. Denny, and John Wilkerson. "More effective than we thought: Accounting for legislative hitchhikers reveals a more inclusive and productive lawmaking process." <i>American Journal of Political Science</i> 64, no. 1 (2020): 5-18.</li> <li>Harbridge-Yong, Laurel, Craig Volden, and Alan E. Wiseman. "The bipartisan path to effective lawmaking." <i>The Journal of Politics</i> 85, no. 3 (2023): 1048-1063.</li> <li>Curry, James M., and Jason M. Roberts. "Interpersonal relationships and legislative collaboration in congress." <i>Legislative Studies Quarterly</i> 48, no. 2 (2023): 333-369.</li> </ul>
Nov 18	<p>Week 13: Congressional Communication and Messaging</p> <ul style="list-style-type: none"> <li>Grimmer, Justin, Solomon Messing, and Sean J. Westwood. "How words and money cultivate a personal vote: The effect of legislator credit claiming on constituent credit allocation." <i>American Political Science Review</i> 106, no. 4 (2012): 703-719.</li> <li>Grimmer, Justin. "Appropriators not position takers: The distorting effects of electoral incentives on congressional representation." <i>American Journal of Political Science</i> 57, no. 3 (2013): 624-642.</li> <li>Grose, Christian R., Neil Malhotra, and Robert Parks Van Houweling. "Explaining explanations: How legislators explain their policy positions and how citizens react." <i>American Journal of Political Science</i> 59, no. 3 (2015): 724-743.</li> <li>Lee, Frances E. <i>Insecure majorities: Congress and the perpetual campaign</i>. University of Chicago Press, 2016. Chapters 1-2.</li> <li>Gaynor, SoRelle Wyckoff. "Following the leaders: Asymmetric party messaging in the US Congress." <i>Legislative Studies Quarterly</i> 50, no. 1 (2025): 85-106.</li> </ul>
Nov 25	Week 14: No Class Thanksgiving Break
Dec 2	<p>Week 15: Policy Making and External Actors</p> <ul style="list-style-type: none"> <li>Krehbiel, Keith. <i>Pivotal politics: A theory of US lawmaking</i>. University of Chicago Press, 1989. Chapters 1-2.</li> <li>Canes-Wrone, Brandice. "The president's legislative influence from public appeals." <i>American Journal of Political Science</i> (2001): 313-329.</li> </ul>

Class Date	Readings and Due Dates
	<ul style="list-style-type: none"> <li>• Box-Steffensmeier, Janet M., Dino P. Christenson, and Alison W. Craig. "Cue-taking in congress: Interest group signals from dear colleague letters." <i>American Journal of Political Science</i> 63, no. 1 (2019): 163-180.</li> <li>• Miller, David R. "On whose door to knock? Organized interests' strategic pursuit of access to members of congress." <i>Legislative studies quarterly</i> 47, no. 1 (2022): 157-192.</li> <li>• Ban, Pamela, Ju Yeon Park, and Hye Young You. "Bureaucrats in Congress: The Politics of Inter-branch Information Sharing." <i>Journal of Politics</i> (forthcoming).</li> </ul>
Dec 9	<p>Week 16: Polarization</p> <ul style="list-style-type: none"> <li>• McCarty, Nolan, Keith T. Poole, and Howard Rosenthal. "Does gerrymandering cause polarization?." <i>American Journal of Political Science</i> 53, no. 3 (2009): 666-680.</li> <li>• Bafumi, Joseph, and Michael C. Herron. "Leapfrog representation and extremism: A study of American voters and their members in Congress." <i>American Political Science Review</i> 104, no. 3 (2010): 519-542.</li> <li>• Theriault, Sean M., and David W. Rohde. "The Gingrich senators and party polarization in the US Senate." <i>The Journal of Politics</i> 73, no. 4 (2011): 1011-1024.</li> <li>• Thomsen, Danielle M. "Ideological moderates won't run: How party fit matters for partisan polarization in Congress." <i>The Journal of Politics</i> 76, no. 3 (2014): 786-797.</li> <li>• Anderson, Sarah E., Daniel M. Butler, and Laurel Harbridge-Yong. <i>Rejecting Compromise: Legislators' Fear of Primary Voters</i>. Cambridge University Press, 2020. Chapters TBD.</li> </ul>
Dec 17	<ul style="list-style-type: none"> <li>• Final Paper Due</li> </ul>