

POLITICAL SCIENCE 312: THE U.S. CONGRESS

FALL 2015

Dr. Kate Knutson

Department of Political Science * Old Main 204-A

knutson@gustavus.edu

CLASS MEETING: Tuesdays and Thursdays 12:00-1:20pm in Beck 219

OFFICE HOURS: Tuesdays 1:30-3:00pm, Thursdays 9:00-11:00am, and by appointment

Almost everyone has an opinion regarding the U.S. Congress. Many of those opinions are negative...Members of Congress are liars, cheats, or just plain lazy. Most people also have an opinion on the various bills Congress produces, or fails to produce. What many people lack, however, is an understanding of the process by which ideas become law and the role played by Members of Congress in this process.

In this course, we study the institution of Congress in great detail. We learn about the formal structure of Congress, identify the constraints and challenges faced by Members of Congress, explore the nuances of the legislative process, and discuss the concept of “good” representation. In these ways, this course is quite similar to many other college courses on the topic. However, in our course, you will explore these topics, ideas, and concepts through the eyes of a U.S. Representative.

Throughout this semester, we experience the legislative process using a web-based Congressional simulation program called LEGSIM. This course requires you to think beyond the traditional four walls of the classroom as you explore the workings of Congress. At times it will be frustrating, at times exciting; whatever your reaction at the moment, I know that you will learn more than you could from a basic lecture format. I encourage you to enter this class with a positive attitude and adventurous spirit.

TEXTBOOKS & COURSE MATERIAL

- *Congress and Its Members, 15th Edition* by Davidson, Oleszek, Lee, and Schickler (2016)
- Registration with LEGSIM (<http://www.legsim.org/>). I will talk you through this process in class. It will cost \$16 to register for LEGSIM and you must pay with a credit card.
- Selected readings available on Moodle reserve (please print and bring to class).

STUDENT LEARNING OUTCOMES

This course is designed to address three student learning outcomes identified by the Department of Political Science:

1. Students will be able to identify and analyze key political institutions, processes, and issues at the national level.
2. Students will be able to evaluate political arguments, identifying underlying assumptions and the strengths and weaknesses of the arguments presented
3. Students will make arguments that are cogent, compelling, and well-substantiated

This course also addresses three Institutional Student Learning Outcomes identified by the College:

1. Cognitive Practice: Students will thoughtfully analyze enduring and contemporary questions from multiple perspectives, will independently develop original and creative solutions to complex problems, and will support their reasoning while considering other possibilities
2. Intellectual Capacities: Students will demonstrate the ability to understand and communicate effectively across a variety of modes, including written, oral, and visual.

- Ethical Reflection: Students will critically contemplate the conflicting value choices of the ethically complex world in which we live, will articulate their own values, and will reflect on how these values shape their ethical decisions.

GRADES AND ASSIGNMENTS

Grades in this course are based primarily on writing assignments and class participation. There is usually one assignment due per class period. Full descriptions of all assignments are listed at the end of the syllabus. Your participation is an integral part of this class. Participation includes attending class and being on time (obviously, you can't participate if you're not here), completing the assigned readings before class, contributing to class discussions with thoughtful comments, listening attentively, and being a rigorous and consistent participant in the online simulation. As in the real Congress, where Members are rewarded for hard work (in their case, getting reelected, creating good public policy, and exerting influence), Members of the 312th Congress who are successful will be rewarded through the legislative effectiveness component of the grade and reelection report assignment.

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Member briefs (10 of 13 + final revision)	25%	Various (Dec. 21 final)
Issue briefs (2 @ 10% each)	20%	Sept. 24 & Oct. 8
Member journals (4 of 6 @ 5% each)	20%	Various
Rules Quiz	2.5%	Oct. 13
Bill	10%	Oct. 28
Reelection report	10%	Dec. 15
Legislative effectiveness	2.5%	Throughout
Participation	10%	Throughout

COURSE POLICIES

Attendance: You are an adult and therefore you do not need to notify me when you miss class or explain your absences to me, but please do not send me an email asking if you “missed anything important in class”! If you miss class for any reason, it is your responsibility to contact a classmate for notes. If you have any questions about your notes, please see me during my office hours. Missing more than **three** classes during the semester *will negatively affect your participation grade* regardless of the reasons for the absences. Missing more than **five** classes during the semester may result in an F for the course.

Academic Honesty: Gustavus Adolphus College standards for academic honesty apply in this class. If you have questions about these standards, please consult the College Honor Code. Your decision to remain enrolled in this class will serve as your agreement to abide by the following statement for each assignment you submit: *“On my honor, I pledge that I have not given, received, or tolerated others’ use of unauthorized aid in completing this work.”* Plagiarism—using the words or ideas of someone else without attribution--will not be tolerated under any circumstance. Any thoughts or ideas that are not your own, even if you are not directly quoting a source must be attributed to their source through in-text citations. When in doubt, over-cite. If you are unsure what constitutes plagiarism, consult pages 172-175 in the Lunsford handbook or come and talk to me. Plagiarized work will be given a zero, cases will be reported to the dean, and the incident may result in failure of the course.

Classroom Distractions: Turn off your cell phone, ipod, MP3 player, computer, and other electronic devices before discussion-based classes. Some people like to take notes on a laptop, but it is my experience that having a laptop open creates a physical barrier in the classroom that impedes discussion. It also creates temptation to engage in non-class related internet use, which is a distraction to everyone in the class. Unless you have a documented need for a laptop, please leave it in your bag during class. If a cell phones rings during class time, the owner will be asked to bring a

treat to share with the entire class during our next meeting to compensate us for the distraction. It should go without saying that you should not be texting during class time. During the simulation (October 13-November 24), the chamber gets to set the policy for electronics use.

Grade Dispute: I am happy to meet with you to clarify feedback I give you on any coursework. It is important to me that you understand why you received the grade you did and that you are able to use feedback constructively to improve on future assignments. Any formal grade disputes must be submitted in writing to me no later than two weeks after the assignment is returned.

Late Paper Penalty: Assignments will be penalized 5% for each day (or portion thereof) they are late. Member Briefs and Member Journals may not be turned in late

Multilingual Learners: Support for English learners and multilingual students is available through the Academic Support Center's Multilingual Learner Academic Specialist, Jody Bryant (jbryant2@gustavus.edu or x7197). The MLAS can meet individually with students for tutoring in writing, consulting about academic tasks, and helping students connect with the College's support systems. When requested, the MLAS can consult with faculty regarding effective classroom strategies for English learners and multilingual students. The MLAS can provide students with a letter to a professor that explains and supports appropriate academic arrangements (e.g., additional time on tests, additional revisions for papers). Professors make decisions based on those recommendations at their own discretion. In addition, English learners and multilingual students can seek help from peer tutors in the Writing Center (www.gustavus.edu/writingcenter/).

Special Accommodations: Gustavus Adolphus College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or you think you may have a disability of any nature) and, as a result, need reasonable academic accommodation to participate in class, take tests or benefit from the College's services, then you should speak with the Disability Services staff, for a confidential discussion of your needs and appropriate plans. Course requirements cannot be waived, but reasonable accommodations may be provided based on disability documentation and course outcomes. Accommodations cannot be made retroactively; therefore, to maximize your academic success at Gustavus, please contact Disability Services as early as possible. Disability Services (www.gustavus.edu/advising/disability/) is located in the Academic Support Center. Disability Services Coordinator, Kelly Karstad, (kkarstad@gustavus.edu or x7138), can provide further information.

Things I Value: To clarify my own expectations for your work this semester, here is a list of three things I value in the educational process:

- **Teamwork:** I believe that learning how to work as a part of a team is one of the most important skills a person can learn. This means learning how to play a healthy role in the group, being neither "the person who does everything" nor "the person who is dead weight." This requires some self-reflection on your part.
- **Creativity and Risk Taking:** I appreciate creative approaches to thought, research, and presentations. This involves creative problem-solving to research challenges and the willingness to take risks in your thinking.
- **Intellectual Curiosity:** College is an opportunity to explore interesting questions simply for the sake of learning something new. I value this process of learning for the sake of learning (rather than learning for the sake of getting a good job or getting a good grade on an exam). This involves being willing to ask and wrestle with questions that go beyond what might be on a test. In particular, it involves taking the initiative to pursue ideas and concepts that are particularly interesting to you.

COURSE SCHEDULE

Week 1

Tuesday, September 8: Welcome to U.S. Congress!
In Class: Explanation of Member Brief assignments

Thursday, September 10: An introduction to Congress
Read: DOLS 1; Mayhew article (Moodle)
In Class: Explanation of Issue Brief assignments
Due: Member Brief #1 (Kate will provide ungraded feedback on all that are submitted)

Week 2

Tuesday, September 15: The structure of Congress
Read: DOLS 2; Article II of the U.S. Constitution
In Class: Explanation of LEGSIM and district profile preferences
Due: Member Brief #2

Thursday, September 17: Congressional districts and recruitment
Read: DOLS 3
Due: Member Brief #3

Week 3

Tuesday, September 22: Representation
Read: DOLS 5
Due: Member Brief #4

Thursday, September 24: Leadership and political parties
Read: DOLS 6
Due: Member Brief #5; Issue Brief #1

Week 4

Tuesday, September 29: Committees
Read: DOLS 7; Oleszek (Moodle)
In Class: District profile preferences
Due: Member Brief #6

Thursday, October 1: Decision making
Read: DOLS 9
In Class: Introduction to LEGSIM
Due: Member Brief #7

Week 5

By Friday, you should have created your legislative profile on LEGSIM

Tuesday, October 6: No Class (Nobel Conference)

Thursday, October 8: Congressional rules and procedures

Read: DOLS 8

In Class: Explanation of Member Journal assignments (Distribution of Member Journal #1)

Due: Member Brief #8; Issue Brief #2

Week 6

By the end of the week, everyone should have submitted at least one bill to LEGSIM and committee assignments should be complete

Tuesday, October 13: New member reception and leadership elections

Read: LEGSIM Rules of Procedure (read the version on Moodle; also available on LEGSIM website)

Due: Rules Quiz (must be completed by noon on Moodle)

Thursday, October 15: Unstructured LEGSIM Time (1) (“Unstructured LEGSIM time” may be used for committee meetings, party/caucus meetings, floor proceedings, or other LEGSIM-related business at the discretion of the Speaker. If this time is not required, the Speaker should notify me a minimum of 24 hours in advance.)

In Class: Distribution of Member Journal #2

Due: Member Journal #1

Week 7

Tuesday, October 20: Congress and the President

Read: DOLS 10

In Class: Explanation of Bill assignment

Due: Member Brief #9

Thursday, October 22: Unstructured LEGSIM Time (2)

In Class: Distribution of Member Journal #3

Due: Member Journal #2

Week 8

By the end of the week, everyone should have submitted at least two bills to LEGSIM

Tuesday, October 27: No Class (Fall Break)

Due: Bill (Submitted on LEGSIM by Oct. 28)

Thursday, October 29: Unstructured LEGSIM Time (3)

Read: Arnold (Moodle)

In Class: Distribution of Member Journal #4

Due: Member Journal #3

Week 9

Tuesday, November 3: Congress and the bureaucracy

Read: DOLS 11

Due: Member Brief #10

Thursday, November 5: Unstructured LEGSIM Time (4)

Read: Kingdon (Moodle)

In Class: Distribution of Member Journal #5

Due: Member Journal #4

Week 10

Tuesday, November 10: Congress and the courts

Read: DOLS 12

Due: Member Brief #11

Thursday, November 12: Unstructured LEGSIM Time (5)

In Class: Distribution of Member Journal #6

Due: Member Journal #5

Week 11

Tuesday, November 17: Congress and interest groups

Read: DOLS 13

Due: Member Brief #12

Thursday, November 19: Unstructured LEGSIM Time (6)

Due: Member Journal #6

Week 12

Tuesday, November 24: Unstructured LEGSIM Time (7)—LAST DAY OF LEGSIM

Thursday, November 26: No Class (Thanksgiving Recess)

Week 13

Tuesday, December 1: Debriefing LEGSIM

In Class: Explanation of Reelection Report assignment

Thursday, December 3: Campaigns and elections

Read: DOLS 4

In Class: Taking on the Kennedys (Film)

Due: Member Brief #13

Week 14

Tuesday, December 8: Campaigns and elections
In Class: Taking on the Kennedys (Film)

Thursday, December 10: Evaluating Congress
Read: Adler and Wilkerson (Moodle)

Week 15

Tuesday, December 15: Closing reception
Due: Reelection report and campaign advertisements

Monday, December 21:
Due by 10:00am: Final Member Brief (10 topics, stapled together with cover page)

AN OVERVIEW OF LEGSIM

LEGSIM is a web-based congressional simulation. My goal here is to provide you with a brief overview of the simulation, but you will learn most of it as we progress in the class. This means that you won't always have all the answers to every question, but I will help direct you to find your own answers to questions and challenges as they arise.

The simulation will be fun (it will also be frustrating at times!), but there is an educational purpose behind it as well. **Here are the primary learning goals I have for this class:**

- That you improve your **research skills** as you research topics for bills.
- That you improve your **writing skills** as you write research briefs, bills, and journals.
- That you improve your **oral communication skills** as you participate in informal negotiations and formal debates.
- That you learn to **collaborate on projects** through working with committees, parties, and caucuses.
- That you learn to **articulate your own beliefs** in a persuasive manner while working with people with diverse viewpoints.
- That you learn **creative problem solving skills**.
- That you learn about the **general structure and processes** of the U.S. Congress.
- That you broaden your **knowledge of current national policy debates**.
- That you **understand the constraints and challenges** facing Members of Congress.

The first step is to register for LEGSIM. You should register by the end of week 3 using the following instructions.

- Please read and follow all of the instructions carefully during the registration process. There is a \$16 registration fee that can be paid by credit card or by PayPal.
- Go to www.legsim.org, select the "Gustavus: Gustavus Adolphus College Fall 2015" session, and click 'new user' (blue button). Enter the following session code:
154c9c0b0a850b4c066363b2a1c29c1f
- After you have registered, LegSim will send a confirmation e-mail (this may take up to 15 minutes). If you do not receive this e-mail, please check to see whether your e-mail system has filtered it out as spam. If you need additional assistance, send your name, e-mail address used in the transaction, and explanation to support@legsim.org
- Write down the user name and password you use!

Our simulation will model the U.S. House and each student will need to identify a district to represent. Only one student will be allowed to represent each state. Be prepared to choose districts in class on Tuesday, September 29.

Our simulation allows for members to form and join political parties and/or caucuses.

There are many leadership positions you might hold in this simulation. The Speaker of the House has the most powerful leadership role in the simulation, but must work with the majority and minority leaders to operate effectively. All leadership positions are elected positions, some by the whole chamber and others by the party caucus. Another leadership opportunity is serving as a chair of one of the standing committees. Depending on the Speaker's prerogative, these may be appointed or elected positions. Serving in a formal leadership position in Congress involves extra work. To simulate the benefits of leadership, Members elected to leadership positions are rewarded with "campaign contributions" (\$1 million = 1 extra credit point toward the final grade).

- Election to Speaker of the House: \$2 million
- Selection as Committee Chair: \$1 Million

In addition, the Speaker and committee chairs have campaign funds to distribute to other senators. A leader may give a check to him/herself:

- Speaker: 2 checks of \$1 million
- Committee Chair: 2 checks of \$1 million

At the end of the semester, all leaders will be subject to “reelection.” Leaders who are reelected will earn an additional \$1 million.

This simulation features a pared down number of committees (rather than the 20 standing committees in the real House). In the House, each Representative sits on approximately 6 committees or sub-committees. In our simulation, each Member is required to serve on a minimum of three committees. This will create some natural tensions, especially concerning scheduling and time management, which are meant to approximate the constraints faced by real Members of Congress. Committees will discuss, debate, and modify bills within their jurisdiction. When committees decide to report bills to the full chamber, they will submit a committee report, providing a summary of the bill and information about the committee’s decision. Committee chairs are responsible for submitting committee reports, but any member of a committee may author the report.

As the simulation progresses, you will author bills, resolutions, and constitutional amendments, debate these in committees and as a full House, and vote on legislation. You should be prepared to write several bills or resolutions during the semester (one will be graded). You may draw upon existing bills for most of your bill (as long as you cite your sources), but the bill you submit for grading must be original.

As you might imagine, many of the policy issues you debate in the simulation will mirror those facing the actual U.S. Congress. Because of this, it will be to your advantage to be familiar with current political debates by reading a daily newspaper that focuses on national politics, such as the *New York Times* or *Washington Post*. Other useful sources for political news include *RealClearPolitics.com*, *Politico.com*, or *CQPolitics.com*.

During the simulation, you will be paired with an opponent. Your opponent will not represent the same district as you, nor do you need to oppose each other during the simulation (it may happen on if you are ideologically opposed but you might also work closely with the person). The purpose of including opponents in the simulation is to build in a means of accountability to your constituents. At the end of the semester, you will write a strategy for reelection for yourself, and you will also write a strategy for defeating your opponent. This means that you should pay attention both to how well your actions represent your constituents (because your opponent will be watching) and how well your opponent’s actions represent their constituents.

Some tips for success in LEGSIM:

- Burning bridges is a bad idea...you never know when you might need help from an “enemy” and, as they say, politics makes strange bedfellows!
- Decorum is important both in the real House and in our simulation.
- Work horses often fare better in the end than show horses.
- Creativity is key! There are always ways around roadblocks and rules in the House...you just need to be creative enough to figure them out.
- The person who knows the rules best almost always wins (see the above point).
- The world (and Congress) is more about shades of gray than black and white (despite the rhetoric). As one congressional aide put it, “sometimes the best is the enemy of the good.”
- Your reputation matters.

MEMBER BRIEFS

You are a staffer for a newly elected Member of Congress. The congressperson you work for has very limited knowledge of congressional history or how Congress operates. Your job is to prepare one page briefings for the congressperson on various topics (corresponding to the chapters in DOLS). For each topic, you will write a briefing paper that succinctly and clearly summarizes the 2-3 most important thing(s) the congressperson should know about the topic. Your briefs should take a formal tone and be written in narrative form (not bullet points). The congressperson is very busy, so your entire brief for each topic may not be more than one single-spaced page in length. You will submit 10 briefing papers throughout the semester (of 13). You will submit Member Briefs via Moodle each day before class. I will provide feedback at four times throughout the semester (3 graded). At the end of the semester, you will submit ten (of your choice) along with a cover page in which you summarize the three most important points (from all of the material) you think this new Member of Congress ought to know. You are welcome to revise Member Briefs for your final submission based on class discussion or my comments.

The purpose of this assignment is to give you an opportunity to reflect on and respond to the material presented in the text. The assignment forces you not just to read the material but to make choices about which information and ideas are the most significant. Different people will probably emphasize different points, and that is fine. It will all serve as interesting fodder for class discussions.

Evaluation:

- Rubric distributed in class
- Grade based out of 100 points (106 points are possible)
 - 2 points for each on-time submission (20-26 points)
 - Maximum of 15 points for each of three random evaluations throughout the semester (45 points)
 - Maximum of 35 points for evaluation of final submission

ISSUE BRIEFS

You are a staffer for a member of Congress. The congressperson has asked you to conduct background research on two policy issues that would make interesting topics for bills. You are welcome to select any issues as long as there is or is potential for the federal government to play a role in addressing the issue. The congressperson is very busy and so your reports need to be comprehensive, yet succinct and easy to digest. In each issue brief you should:

1. Explain the public policy issue/problem
2. Provide an overview of the history of the issue
3. Summarize the key actors and arguments involved in the issue/problem
4. Describe what action federal or state governments have taken to address the issue (if any)

You may find it helpful to think of these issue briefs as mini research papers. Experience drafting succinct, yet thorough, briefs is a useful skill if you ever choose to work in the field of politics. These issue briefs will provide you with the necessary background information to write bills for the simulation. In fact, you might end up including some of your research for these assignments in the bills you write.

Issue Brief Guidelines:

- 3-5 typed and double spaced pages (normal font, size, and margins)
- Includes page numbers and a works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

There are many places to start your research, but you should explore these sources specifically dedicated to issues discussed by state and federal legislatures:

- Track bills and find information on individual members of Congress: www.govtrack.us or www.opencongress.org
- Congressional Research Service reports: <http://www.library.unt.edu/collections/government-documents/crs-archive>
- *Lexis Nexis Congressional Database* (available from the library webpage)—Includes links to the full text of congressional hearings and provides links to news coverage of current political issues from *The Hill*, *Roll Call*, and the *Washington Post*.
- Congressional Hearings: <http://congressional.proquest.com/congressional>
- Research on state legislative issues: *Ncsl.org*
- Almanac of American Politics (reference book)
- CQ's Politics in America (reference book)
- Congressional Quarterly's Guide to Congress (reference book)
- The CQ Researcher (reference section)
- CQ Weekly (periodical)
- *Congressional Digest*
- *Congressional Quarterly Weekly Report*
- *National Journal*

Evaluation: Rubric distributed in class

BILL ASSIGNMENT

You will select one bill for me to grade. You are welcome to select any bill that you have written and may even revise a bill you already submitted to LegSim to use as your graded assignment. There is no specific page length for this assignment (you are graded on quality, not quantity). In evaluating your bill I will look at the following four components, each of which will be weighted equally in the grading of your bill:

1. **Problem Identification:** Your bill identifies a clear problem that is both important to address and falls within the jurisdiction of Congress. You are able to clearly articulate the problem and explain why Congressional action is necessary.
2. **Research:** Your bill is clearly based on research regarding both the problem and the proposed solution. You provide factual evidence to support your proposal, appropriately citing supporting material. You demonstrate awareness of proposals and ideas from the real Congress regarding this topic (in part so that you are not inadvertently guilty of plagiarism).
3. **Thoughtfulness & Creativity:** The solution you identify through your bill creatively and originally addresses the problem you outline. You are thorough in terms of the details of your plan and the costs associated with your plan.
4. **Clarity & Presentation:** Your bill is clear and succinct. You have proofread your bill for spelling and grammatical errors. Your bill includes the important sections contained in a real bill (including, but not limited to, short title, findings and purposes, proposed legislation, and authorization of appropriations). You do not need to write your bill in "legalese."

Bill Assignment Guidelines

- No length requirements
- Typed and double spaced (normal font, size, and margins)
- Includes page numbers and a works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

MEMBER JOURNAL

Throughout the semester I will pose six questions that require you to apply the material covered in class readings, lectures and discussion to your experience in the simulation. These assignments are designed to assess your understanding of the theoretical material and require you to synthesize and apply information from two dramatically different sources (the course readings and your personal experiences). ***I expect you to draw heavily from the readings and course material in constructing your responses to these questions.*** Be sure to explain or define the course terms and concepts you use. I cannot read your mind and so you must demonstrate to me that you know what these terms and concepts mean. ***I also expect you to use specific examples from LEGSIM to illustrate the points you make.*** Each journal prompt will be distributed in class at least one week before the journal is due.

Journal Guidelines

- 2-3 typed, double spaced pages in length (normal font, size, and margins)
- Page numbers
- Includes page numbers and a works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

Evaluation: Rubric distributed in class

REELECTION REPORT ASSIGNMENT

This assignment asks you to make connections between readings and experience. You are a paid political consultant hired to write a reelection report for two different candidates. The first candidate is one you wish to see reelected. The second is one you want defeated. Your job is to evaluate the record of accomplishments of each candidate given the district they represent and develop a reelection strategy and a strategy for defeat appropriate for each candidate. You should clearly demonstrate to me that you understand the theoretical material by incorporating the language of the readings and the concepts from the readings in your paper. ***I expect you to draw heavily from course readings and concepts in your report.*** Any readings you reference should be properly cited. Your Reelection Report is comprised of two parts:

Part I: Two More Years!

- Objectively evaluate the candidate's (your) legislative accomplishments. Highlight both the activities that will help them get reelected in your state, as well as the activities that may create problems during the reelection campaign. Remember to think more broadly than simply the votes they took. You may want to draw upon leadership experience, committee actions, bill submissions, or informal activities that helped to "represent" their constituents.
- Design a reelection strategy. This strategy must be sensitive to the district and it should describe specific tactics for emphasizing aspects of their legislative record that help win reelection. It should also anticipate and describe how the candidate should respond to the issues that their opponent is likely to raise during that campaign.
- Design a campaign poster/advertisement that illustrates your reelection campaign strategy

Part II: Throw the Bum Out!

- Objectively evaluate the legislative accomplishments of the candidate (your opponent). Highlight both the activities that will help them get reelected in their district, as well as the activities that may create problems during their reelection campaign.
- Design a strategy for defeating the candidate *in his or her district*, by drawing on his/her record in office. It should describe specific tactics for emphasizing aspects of their legislative record. Remember, you are designing a campaign against them in their district—not in your district. This means that you may need to do a little research regarding their district because it will be less familiar to you.
- Design a campaign poster/advertisement that illustrates your campaign to defeat this candidate.

Reelection Report Guidelines

- 8-10 typed, double spaced pages in length (normal font, size, and margins)
- Page numbers
- Includes page numbers and a works cited page (APA or Chicago Style)
- Fully proofread for spelling, grammar, and style errors
- Stapled

Evaluation: Rubric distributed in class

Grading Scale for Written Assignments

You can earn an A or A- if you do a superior job of developing original ideas, organizing arguments logically, finding credible supporting evidence, and communicating the information without stylistic or mechanical errors. These papers present a significant and thoughtful position that is both convincing and thought-provoking. These are the kind of papers that leave a memorable and lasting impression on the reader. I reserve this grade for papers that are truly excellent, and A grades, in particular, are rare.

You can earn a B+, B, or B- if you do a good job developing your paper, organizing arguments in a logical way, finding credible supporting evidence, and communicating the information without distracting stylistic or mechanical errors. These are papers to be proud of because they are very strong and reflect a clear understanding of both the assignment and the course material, however, they lack the sophistication and polish of A papers.

You can earn a C+, C, or C- if you do an average job of developing your paper, organizing arguments in a logical way, finding credible supporting evidence, and communicating the information without distracting stylistic or mechanical errors. These papers reflect the average expectations I have for good college-level work. They clearly answer the question, but arguments may need to be more clearly developed, or supporting evidence may be inappropriate and/or lacking. These papers often contain distracting stylistic or mechanical errors or they may be poorly organized in a way that impedes your ability to construct a persuasive argument. This grade often reflects a lack of time or effort in researching, writing, revising, editing, or proofreading.

You can earn a D+ or D if you do a poor job of developing your paper, organizing arguments in a logical way (you may not have supporting arguments or any sort of organizational structure), finding credible supporting evidence (you may not have the right kind or amount of evidence or you may not be citing that evidence properly), and communicating the information without distracting stylistic or mechanical errors. These papers reflect poor-quality college-level work with little time or effort put into the writing process.

You can earn an F if you do not turn in a paper, plagiarize your paper in any way, do not answer the question, and/or do such a poor job in writing your paper that it is impossible to understand what message you want to communicate with the paper.

Course Grade Scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	65-69
D	60-64
F	<59