

Capital Hill Internship Program 2008¹
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COURSE OBJECTIVES

The Capitol Hill Internship Program is designed to integrate hands on experience in Congress with a theoretical understanding of the legislative process. To meet these experiential and theoretical goals requires continuous reflection on your role in the classroom and your role in a congressional office. You will be expected to record, analyze, interpret, and discuss the legislative process in light of your personal experience and the assigned readings.

Participants in the Capitol Hill Internship Program receive a total of nine credits. Only the three seminar credits (GVPT 377A) count toward satisfying upper-level GVPT requirements. The six fieldwork credits (GVPT 376A) count as elective credit only.

Several outcomes are expected from the totality of the internship experience and seminar:

- (1) an integration of theory and practice;
- (2) pre-professional training;
- (3) work experience;
- (4) networking; and
- (5) exposure to public service.

FIELDWORK

Your work schedule on the Hill is to be negotiated with your internship supervisor, provided your total time commitment is between 18 and 20 hours per week for the length of the semester. You are urged to contact me if there appears to be any confusion about what is expected of you or if you have difficulty working out an appropriate set of duties. Do not hesitate to notify me of any potential problems.

To make the most of your experience it is important to be alert to what happens around you. Carefully observe even those people and activities with which you are not directly involved. Remember that what you observe may in some cases be confidential; you must honor that confidentiality.

You were screened and selected for your personal as well as academic qualifications. Mature judgment and discretion are expected of you at all times and places, including at social events to which you have been invited because of your internship. Remember you have made a professional commitment. You have a responsibility to take that commitment seriously and fulfill your duties to the best of your ability. Your legislative supervisor will make a final evaluation of your work. I will *consider* this evaluation when giving you a grade. Your activities in the class will be the most important determination of your grade.

¹ This syllabus is subject to change throughout the semester. Students will get ample notice of changes in the syllabus.

The Seminar

The seminars will meet on Monday from 6:30-9:45 on campus. Attendance is mandatory. Since this class meets only one time per week, there will be absolutely no excused absences except for documented cases of serious illness or a death in the immediate family. A few classes during the semester may meet downtown in order to hear a guest speaker. On these days, we will meet briefly and discuss the reading material in a public meeting space before heading over as a group to hear the guest speaker.

Papers will be lowered by 10 points for every day they are late.

During the seminar we will discuss theoretical concepts that will further your understanding of your internship experience and place that experience into the larger context of American politics. The observations and reflection that you make from the readings and from your experience on Capitol Hill should serve as the basis for the ideas you present in the seminars. Pop quizzes may be given in order to insure that students understand the material. Therefore it is imperative that you do all the assigned readings. In addition, other assignments may be given which often involve collecting information about the member of Congress who you intern for. Each intern is expected to make unique and substantive contributions to the discussions, and the quality of your participation will be reflected in your course grade.

In class, I expect all students to observe some basic rules of courtesy, which include the following: (1) arrive on time for class and do not leave before class is over; (2) turn off cell phones, pagers, and beepers, blackberrys, etc.; (3) no eating during class; (4) do not read the newspaper, listen to music through headphones, etc., during class; (5) do not sleep during class; (6) do not carry on private conversations with others in the classroom while someone is speaking (this is easy to do in a seminar like this); and (7) be courteous to your classmates and respectful of your fellow students' views, comments, and questions. Failure to follow these basic rules will adversely impact your participation grade and may result in you being asked to leave class and /or drop the course.

I will strictly enforce the college code of academic integrity in this course. Any cheating, plagiarism, falsification, or attempts to compromise academic integrity will be dealt with harshly.

If anything about these rules is unclear to you, see me, review the Code of Academic Integrity on the web site of the Student Honor Council at <http://www.studenthonorcouncil.umd.edu/code.html> or visit the web site of the Office of Student Conduct at <http://www.jpo.umd.edu/>. Be aware that professors are **required** to bring all cases of suspected violation to the Student Honor Council. Penalties typically include automatic course failure and an explanatory note on one's transcript indicating a violation of the rules of academic integrity.

I will not tolerate any behavior that could be perceived as discriminatory or harassing. This includes discrimination/harassment based on age, disability, gender, national origin, *political*

orientation/affiliation, race, religion, sexual orientation, etc. Students who feel they have been mistreated in my classroom should bring it to my attention right away.

I will see to it that every possible accommodation is made for students with any documented disability.

If you will miss class because of a religious observance, you must bring it to my attention immediately. Please look over the course dates and check your calendars. Religious observances will be excused if they are brought to my attention by the second class. It is your responsibility to think ahead.

Grading

- **20%: Participation**: Class meetings will focus on assigned readings as well as the ability of students to understand topics and make connections to their Congressional office. Both attendance and meaningful participation are necessary for success in this course. Students will be given ample opportunity to participate and will not be excused from partaking in discussion. Come to class prepared to discuss your experience on the hill and how it is similar to or differs from the readings. I will give occasional pop quizzes if students appear to be falling behind on reading assignments.
- **10%: Journals**: (10% for journals for mid-semester journals, 10% for journals for end of semester journals). Record: Hours worked, activities, observations, relate experiences to your classroom learning. As a general rule every 3rd entry has to be dedicated to reflection; I suggest that you use the readings from class or other sources to guide your reflections. Substandard journal entries, i.e., too short or insufficiently analytical will result in a lower course grade. These should be kept in a word document that can be emailed to the professor on their due date. If you prefer to print them and hand them in for privacy reasons, that is acceptable.
- **60%: Papers**: 3 papers are due through the course of the semester.
 - **Paper 1: Homestyle: 5-7 Pages**
 - Discuss the concept of home style, your member's home style, how that home style helps your member accomplish his or her goals, and how it influences the operations of Congress in general.
 - **Paper 2: Choose One: 5-7 Pages**
 - **2A: Congressional Committees**
 - Discuss your member's committee assignments, how they contribute to your member's ability to accomplish his or her goals, and how the committee system influences Congress's ability to conduct its business. What are the flaws/benefits of the committee system that you have witnessed?
 - **2B: Congressional Campaigns**
 - Discuss your member's congressional campaign. What type of candidate is she/he (freshman, long-term

incumbent, etc.)? What have their elections looked like in the past (close, landslide, etc.)? How do these factors affect their legislative style? How does the campaign interfere or promote Congressional activity? How does the member deal with the division between campaign and legislative office? Do you feel it is effective? Why are these barriers necessary (are they)?

- **Paper 3: Public Policy: 10-15 Pages**
 - Using the policy process as a framework, discuss a public policy you became familiar with through your internship. Present the history behind this policy, the politics involved in the policy process regarding the policy, the reasons different people support and/or oppose the legislation (fairly present both sides), the chances of failure/success. What are the major obstacles this policy has to being successfully passed *and*, if passed, implemented?
- **10%: Presentation of Paper 3**: Students will give a 10-minute presentation on their third paper. Students should be prepared to field questions about their topic.

Required Textbooks

Lawrence Dodd and Bruce Oppenheimer, *Congress Reconsidered* (CQ Press, 8th Edition)
Paul S. Herrnson, *Congressional Elections* (CQ Press, 5th Edition).
Amy Black, *From Inspiration to Legislation: How an Idea Becomes a Bill*. (Pearson-Longman)

***all other readings will be available on the Blackboard website or on JSTOR.

Course Outline

9/9 Day 1: Course and Subject Introduction

Syllabus

In Class Movie, *The Congress*

9/15 Day 2: Structure of a Congressional Office

Hawkings. Setting Course (BLACKBOARD)

The Legislative Setting

Dodd and Oppenheimer, Part 1: Chapters 1-3:

Assignment: TURN IN ONE JOURNAL ENTRY FOR COMMENT – NO GRADE

9/22 Day 3: Theory and Practice of Representation:

Fenno, Roger. 1977. "U.S. House Members and their Constituencies." (JSTOR)

Kingdon, John. "The Constituency" Chapter 2 of *Congressmen's Voting Decisions*. (BLACKBOARD)

Heinz Eulau and Paul D. Karps. 1977. "The Puzzle of Representation: Specifying Components of Responsiveness." (JSTOR)

Canon, David T. 2005. Representing Racial and Ethnic Minorities. In *The Legislative Branch*, edited by P. J. Quirk and S. A. Binder. Oxford: Oxford University Press.(BLACKBOARD)

Assignment: ORGANIZATIONAL CHART OF THE OFFICE

9/29 Day 4: Congressional Elections I

Hernnson, Chapters 1-3

Lublin, David. 1997. "The Paradox of Representation: Racial Gerrymandering and Minority Issues in Congress." (JSTOR)

Facebook Never Forgets. L.A. Times: [Available](#) on line.

10/6 Day 5: Congressional Elections II

Hernnson, Chapters 5, 7, and 8
Dodd and Oppenheimer, Chapters 4 –6

In class film: The War Room

10/13 Day 6: Interest Groups

Herrnson, Chapter 6

Anders, Gary, *Lobbying Reconsidered*, Chapters 1-4. (BLACKBOARD)

Assignment: PAPER 1 ON HOME STYLE DUE IN CLASS

10/20 Day 7: Interest Groups II

Mills, C. Wright. *The Power Elite*, excerpt. (BLACKBOARD)

Lowi, Theodore J., "American Business, Public Policy, Case-Studies, and Political Theory." (BLACKBOARD)

Birkland, Thomas, *An Introduction to the Policy Process*, Chapter 4.
"Unofficial Actors and Their Roles in Public Policy." (BLACKBOARD)

Assignment: FIRST JOURNAL ENTRIES DUE IN CLASS

10/27 Day 8: Parties

Herrnson, Chapter 4
Dodd and Oppenheimer, Chapters 8-10

11/3 Day 9: Congressional Committees

Dodd and Oppenheimer, Chapters 11-12.

Lee, Frances. "Bicameral Institutions and Geographic Politics: Allocating Federal Funds for Transportation in the House and Senate." (JSTOR)

Birstein and Bircher. "Problem Definition and Public Policy: Congressional Committees Confront Work, Family, and Gender, 1945-1990." (JSTOR)

11/10 Day 10: Trip downtown for presentation by either a committee or party staffer.

Individual discussions with students regarding final papers.

Assignment: PAPER 2 DUE

11/17 Day 11: Networking in Congress

Mathews, Chris. *Hardball: How Politics is Played Told by One Who Knows the Game*, Chapters 1 & 2. (BLACKBOARD)

Salisbury, Heinz, Lauman, and Nelson. 1987. "Who Works with Whom? Interest Group Alliances and Opposition." (JSTOR)

Black, Amy. *From Inspiration to Legislation: How an Idea Becomes a Bill*, Chapter 4.

11/24 Day 12: Media and Congress:

Black, Amy. *From Inspiration to Legislation: How an Idea Becomes a Bill*, Chapter 7.

Williams, Walter. *Honest Numbers and Democracy*, Chapter 10.
(BLACKBOARD)

(Possibly meeting downtown and seeing guest speaker from the Wall Street Journal on Covering Congress and Reporter Chris Conkey on Covering Government Agencies. We will go to the Wall Street Journal Offices and have a tour).

Assignment: Bring at least 3 questions to ask the reporters about covering Congress and Congressional Agencies.

12/1 Day 13: Public Policy I
Hernson, Chapter 10

Black, Amy. *From Inspiration to Legislation: How an Idea Becomes a Bill*, Chapters, 1-3.

Birkland, Thomas. *An Introduction to the Policy Process*, Chapter 5.
(BLACKBOARD)

12/8 Day 14: Public Policy II
Birkland, Thomas. *An Introduction to the Policy Process*, Chapters 7 and 8.
(BLACKBOARD)

(Possible Guest Speaker on the policy process—a legislative director from a Senate office, most likely)

Assignment: Bring at least 3 questions about how policy is made to ask speaker

12/15 Day 15: Student Presentations of Final Papers

Discussion of Experience and Institutional Reforms