1. Choose and motivate a topic. Each student can choose any topic covered on the syllabus, broadly speaking. The first assignment entails posing a question and explaining why it is interesting. This will be roughly half a page. This is due Sept. 6, with class discussion the following Tuesday.

2. Find literature on the topic. Identify at least seven academic sources, drawing on Google Scholar, JSTOR, and the bibliographies and reference lists in readings assigned for class. No more than three of these seven sources should be from class readings. For this assignment, simply identify the sources and type out a bibliography, using full citations. This is due Sept. 20, with class discussion the following Tuesday.

3. Identify primary sources that you can draw on to study your question. These could include historical newspapers, historical records of debates in Congress, biographies and autobiographies, data on committee assignments, roll call votes, demographics of members of Congress, or other material drawn from congressional institutions. Summarize these sources in a page and provide one or two examples from these sources. This is due Sept. 27, with class discussion the following Tuesday.

4. Hone or change your topic. Now that you have found literature, identified primary sources, and

1. For short papers, include 8-10 citations, in parentheses, giving exact page numbers (or paragraph number, for a reading lacking page numbers) for ideas that come from the readings. About 3-5 of these citations should be for brief exact quotes, with the others being paraphrases of ideas. For the research paper, there should be an average of 2 4 citations on every page following these rules.

2. Include no material that does not appear in the cited readings.

As long as you do the reading, outlining, and writing on your own writing down page numbers as you take notes there is no risk of you violating either of these rules. Papers that follow these rules will be graded normally. Should a short paper violate one or both of these rules, it will be returned ungraded and with no credit for the assignment, the presumption being that AI-powered tools were used exclusively or primarily to develop the paper. Should the research paper or a second (or any other subsequent) short paper violate these rules, all relevant papers will be turned over to the Academic Honesty Board, and the absence of accurate citations and/or inclusion of non-assigned material will be regarded as evidence of academic dishonesty.

Should you choose to use AI-powered tools for your papers, therefore, it is essential that you know the assigned material incredibly well better, in fact, than almost anyone else in the class since you will be responsible for identifying the specific page numbers where 8-10 of the ideas in the paper originated, and you will be responsible for removing any statements, facts, or ideas that did not appear anywhere in the assigned material. This will be much more time-consuming, and much riskier, than simply doing the work on your own and without any aid. Note that AI-powered tools struggle to

THE TEXTBOOK CONGRESS

Aug. 27 Introductions
Background: Overview of the semester.

Sept. 3 Representation
Background: Where to find historical sources of data.

Sean M. Theriault and Mickey Edwards, *Congress: The First Branch* (New York: Oxford
University Press, 2020), chap. 2.
U.S. House Members in Their Constituencies: An Exploration
American Political Science Review 71 (1977), 883 917.
Should Blacks Represent Blacks and Women Represent Women? A
Journal of Politics 61 (1999), 628 57.

Sept. 10 Member Goals
Research paper: *Choose and motivate a topic (due by email Sept. 6).*

Theriault and Edwards, *Congress: The First Branch*, chap. 4.
David R. Mayhew, *Congress: The Electoral Connection* (New Haven: Yale University Press,
1974), introduction and chap. 1.

Sept. 17 The Textbook Congress
First short paper due in Blackboard by today, along with dates for two other papers.

Theriault and Edwards, *Congress: The First Branch*, chap. 5, also pp. 211 18.
Schoolhouse Rock.
The Folkways of the United States Senate: Conformity to Group
Norms and Legislative Effectiveness   *American Political Science Review* 53 (1959),
1064-89.
Mayhew, *Congress: The Electoral Connection*, chap 2.
The Institutionalization of the U.S. House of Representatives   *American
Political Science Review* 62 (1968), 144 68.

CONGRESSIONAL ORIGINS

Sept. 24 Parties and Leaders in the Early House
Research paper: Find literature on the topic (due by email Sept. 20).

Sarah A. Binder, *Minority Rights, Majority Rule: Partisanship and the Development of Congress* (Cambridge: Cambridge University Press, 1997), chaps. 1 and 3.
Emergence of Legislative Institutions: Standing Committees in the House and Senate, 1810 1825   *Legislative Studies Quarterly* 14 (1989), 39 66.
From Moderator to Leader: Floor Participation by U.S. House Speakers, 1789 1841   *Social Science History* 30 (2006), 51 74.

Oct. 1 Parties and Leaders in the Early Senate
Research paper: Identify primary sources (due by email Sept. 27).

Gerald Gamm and Steven S. Smith, *Steering the Senate: The Emergence of Party Organization and Leadership, 1789–2024* (Cambridge: Cambridge University Press, forthcoming), chaps. 1, 2, 3, and 4.

Oct. 8 Thomas Reed, Joe Cannon, and the Origins of the Modern House
Research paper: Hone or change your topic (due by email Oct. 4).

Theriault and Edwards, *Congress: The First Branch*, pp. 248 53.
Binder, *Minority Rights, Majority Rule*, pp. 122 40.
Institutional Context and Leadership Style: The House from Cannon to Rayburn   *American Political Science Review* 75 (1981), 411 25.
Organizing for Insurgency: Intraparty Organization and the Development of the House Insurgency, 1908-1910   *Studies in American Political Development* 27 (2013), 86-110.

Oct. 15   No class—Fall Break

Oct. 22 Arthur Pue Gorman, John Kern, and the Origins of the Modern Senate
Research paper: Write a 3–5 page literature review