

## *Welcome to Congress and the Legislative Process!*

I am excited about our unique opportunity to study America's **most complex** and **most controversial** governmental body, Congress (Government 636), which meets Wednesdays from 9 am to 12 noon in 205 Robertson Hall. You may visit with me in my office, Robertson Hall 225, via appointment or by just dropping in. **What are our goals?** To prepare us (1) to begin work as legislative assistants in the U.S. Congress and (2) to excel in law or graduate school. Many alumni of this class have said that that it prepared them more than any other class for Congressional staff work or to succeed in law or graduate school.

Our **texts** are: Oleszek, *Congressional Procedures and the Policy Process*, 7<sup>th</sup> ed. (CQ Press, 2007) and Barbara Sinclair, *Unorthodox Lawmaking*, 3<sup>rd</sup> ed. (CQ Press, 2007). During each of the first seven weeks, we shall write essays, making at least three affirmative or negative arguments, on this debate proposition: Resolved that Oleszek makes Congress easier to understand than Sinclair. Specifications include: (1) one page only, (2) single-spaced with double-spacing between paragraphs, (3) typewritten, (4) 12-point Times font, (5) one-inch margins, (6) in-text citations, and (7) catchy titles to introduce our essays. We shall also write a weekly one-page outline on the most important benefits of Joseph M. Williams, *Style* 9<sup>th</sup> ed. (Addison-Wesley Longman, Incorporated, 2006). The best essays and outlines will receive *Big Dog Awards*.

<u>Week</u>	<u>Oleszek</u>	<u>Sinclair</u>	<u>Williams</u>
1	1	1, 6	1, 2
2	3	2, 3	3, 4
3	4, 5	7, 8	5
4	6, 7	9, 12	6, 7
5	2	5, 10, 11	8
6	8	4	9
7	9, 10	13	10

Following the models of Travis Christopher Barham, *Freedom of Access to Clinic Entrances Act of 1994*, and Melinda Ann Haring, *National Voter Registration Act of 1992*, **our case studies** shall trace bills through Congress during the tenure of President George W. Bush, using <http://www.regent.edu/general/library/subjects/government/>. Key deadlines are: February 6, approval of our case study topics and sources; March 5, approval of our 3 x 5 research cards; April 9, case studies due; and April 23, oral presentations of our research begin.

Our **final grade** includes one-third each for: (1) research papers, (2) weekly essays/outlines, and (3) a final essay examination on lectures. Tardiness counts as an absence. Our grading scale is A (91-100), B (81-90), C (71-80), D (61-70), and F (60 and below). I reserve the right to make changes in our course and to raise or lower final grades based upon attendance, participation, and punctuality. [http://www.regent.edu/admin/stusrv/student/Student\\_Handbook.pdf](http://www.regent.edu/admin/stusrv/student/Student_Handbook.pdf) is "a must read," especially provisions on academic dishonesty and plagiarism. Let's have **fun in every class** through debates, round tables, buzz groups, and lectures.

*Charles W. Dunn*