**POLI SCI 699: Directed Study**

**Spring 2020**

# *Overview*

The purpose of this independent study is to further explore the correspondence project by specifically looking deeper into the Department of Defense (DoD) and Department of Veteran Affairs (VA) and their sub-agencies. It will also examine what impact the agencies may have had on certain congressmembers, as well as constituents who wrote to the specific agencies/congressmembers. Additionally, I am interested to learn aboutpoliciesimplemented by the Department of Defense motivated by correspondence and how congressmembers addressed constituent-raised concerns relevant to the DoD and its sub-agencies.

# *Course Learning Outcomes*

* Explore several federal agencies within the Department of Defense and Department of Veteran Affairs and use DW Nominate system to do factor analysis on agencies and congress members.
* Understand the relationship between the Department of Defense and Policies that various congressmembers implemented during their time in congress.
* Understand how the communications between the congressmembers and the agencies predict their political affiliation.
* Developing an understanding of issues that may have occurred in the Correspondence project (data collection errors, items that may have been missed while doing this project).
* Development of programming skills in both R and Stata.
* Practice with both critical writing and report formulation (using LaTeX).

***Number of Credits Associated with the Course and How Credit Hours are met for this course:***

2 Credits

(Mini Semester, ranging from approximately January 23-February 16/17)

Credit hours are met for this course by completing 90 hours of reading, writing, lab work, as well as discussion with the professor.

1. “The 45-hour-per-credit standard conforms to the standard Carnegie unit of the federal definition that sets a credit hour as a course that meets weekly for a 50-minute period over a 15-week semester, and expects two hours of student work outside of the classroom for every in-class hour.
2. The 45-hour-per-credit standard is also flexible enough to be used with a standard 15-week semester offering or with sessions of a shorter length. For example, it allows a 1-credit course to be offered in as short a time as a week. It also provides a definition of a credit hour in cases where there is more student-instructor interaction and less out-of-classroom learning time than in the standard Carnegie unit definition”

(Referenced from the following website: <https://kb.wisc.edu/page.php?id=24558>)

# *Prerequisites*

Directed study projects for juniors and seniors as arranged with a faculty member (Consent of instructor).

# *Communication*

I will communicate with the Professor regularly in order to update him/her on my course work. I will also meet with the Professor 1-2 times per week to discuss the course’s topics in person.

# *Textbook and Material*

Correspondence GitHub repository: <https://github.com/judgelord/correspondence>

Amos A. Jordan, William J. Taylor, Jr. and Michael J. Mazar, American National Security (Baltimore: Johns Hopkins University Press, 2009)

John Kingdon. 1973. Congressmen’s voting decisions.

Keith T. Poole and Howard Rosenthal. 2007. Ideology and Congress, Transaction Publishers.

Kingdon, John W. “Models of Legislative Voting.” *The Journal of Politics*, vol. 39, no. 3, 1977, pp. 563–595. *JSTOR*, www.jstor.org/stable/2129644. Accessed 22 Jan. 2020.

Lawrence J. Korb, et al, Building a Military for the 21st Century

Nolan M. McCarty, Keith T. Poole, and Howard Rosenthal. 2006. Polarized America: The dance of ideology and unequal riches, MIT Press.

David W. Rohde. 1991. Parties and leaders in the post-reform House of Representatives, University of Chicago Press.

Fenno, Richard F., “U.S. House Members in Their Constituencies: An Exploration.” American Political Science Review 71 (3, 1977): 883-917.

Fenno, Richard F., The Challenge of Congressional Representation (Cambridge, MA: Harvard University Press, 2013), 138-184.

Congressional Procedures and the Policy Analysis, by Walter J. Oleszek, Congressional Quarterly Press, Ninth Edition, 2013

Laurance, Edward J. “The Changing Role of Congress in Defense Policy-Making.” *The Journal of Conflict Resolution*, vol. 20, no. 2, 1976, pp. 213–253. *JSTOR*, www.jstor.org/stable/173398. Accessed 22 Jan. 2020.

Lindsay, James M., and Randall B. Ripley. “How Congress Influences Foreign and Defense Policy.” *Bulletin of the American Academy of Arts and Sciences*, vol. 47, no. 6, 1994, pp. 7–32. *JSTOR*, www.jstor.org/stable/3824424. Accessed 22 Jan. 2020.

Lindsay, James M., and Randall B. Ripley. “Foreign and Defense Policy in Congress: A Research Agenda for the 1990s.” *Legislative Studies Quarterly*, vol. 17, no. 3, 1992, pp. 417–449. *JSTOR*, www.jstor.org/stable/439739. Accessed 22 Jan. 2020.

REIF, KINGSTON. “Congress Rewrites Missile Defense Policy.” *Arms Control Today*, vol. 47, no. 1, 2017, pp. 40–42. *JSTOR*, www.jstor.org/stable/90004330. Accessed 22 Jan. 2020.

**Updated Readings from 22 January 2020**

Lowande, K. (2018). Who Polices the Administrative State? *American Political Science Review*, *112*(4), 874–890. doi: 10.1017/s0003055418000497

Lowande, K. (2019). Politicization and Responsiveness in Executive Agencies. *The Journal of Politics*, *81*(1), 33–48. doi: 10.1086/700270

Ritchie, M.N. and You, H.Y. (2019), Legislators as Lobbyists. Legislative Studies Quarterly, 44: 65-95. doi:[10.1111/lsq.12221](https://doi.org/10.1111/lsq.12221)

Ritchie, M. N. (2018). Back-Channel Representation: A Study of the Strategic Communication of Senators with the US Department of Labor. *The Journal of Politics*, *80*(1), 240–253. doi: 10.1086/694395

***Potential Readings if time permits:***

How Congress Works and Why You Should Care, by Lee H. Hamilton, Indiana University Press, 2004

Gary W. Cox and Mathew D. McCubbins. 2007. Legislative leviathan, 2nd ed., Cambridge University Press.

Lawrence C. Dodd and Bruce I. Oppenheimer. 2013. Congress Reconsidered, 10th ed., CQ Press.

Keith Krehbiel. 1998. Pivotal politics, University of Chicago Press.

Thomas E. Mann and Norman J. Ornstein. 2012. It’s even worse than it looks: How the American constitutional system collided with the new politics of extremism, Basic Books.

Roscoe Pound, “Common Law and Legislation” 21 Harv. L. Rev. 383, (1908) Read pp.383-385; 402- 407

Public Law and the Legislative Process: A Compendium of Diverse Legislative Materials assimilated by David J. Allen, Copyright 2006 by David J. Allen

# *Grading*

To be determined by Professor and Student.

# *Software Used*

Microsoft Excel (Potentially, if needed)

R ([https://www.r-project.org/)](https://www.r-project.org/) and R Studio

Stata (Potentially, if needed)

LaTeX

# *Academic Integrity*

I have reviewed the University’s policies regarding academic integrity, and I will uphold these standards throughout the duration of this course.

# *Course Outline*

This outline describes the assignments and readings I intend to do in this independent study.

**Edit: If possible, I may also want to specifically read letters from the Correspondence Project related to the Department of Defense.**

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| --- | --- | --- | --- | --- |
| Course Outline | | | | |
| Week | Dates | Topic/Reading | Written assignment due/Meetings | Coding Assignments Due |
| 1 | 1/22  1/23  1/24  1/25  1/26 | Who Polices the Administrative State  Congressional Procedures and the Policy Analysis  -Legislators as Lobbyists  -Lowande 2019  The Challenge of Congressional Representation  -Models of Legislative Voting  -Back-Channel Representation | Met with Professor Powell to go over syllabus  500 Word Summary of Reading |  |
| 2 | 1/27  1/28  1/29  1/30  1/31  2/1  2/2 | U.S. House Members in Their Constituencies: An Exploration  Parties and leaders in the post-  reform House of Representatives  Ideology and Congress  Congressmen’s voting decisions  Polarized America: The dance of ideology and unequal riches | 500 Word Summary of three readings  Meeting with Professor Powell  500 Word Summary of Three Readings | Coding: Factor Analysis between agency and congressmembers |
| 3 | 2/3  2/4  2/5  2/6  2/7  2/8  2/9 | Foreign and Defense Policy in Congress: A Research Agenda for the 1990s.  The Changing Role of Congress in Defense Policy-Making.”  Building a Military for the 21st Century  American National Security  How Congress Influences Foreign and Defense Policy  Congress Rewrites Missile Defense Policy | 500 Word Summary of three readings  Meeting with Professor Powell  500 Word Summary of Three Readings |  |
| 4 | 2/10  2/11  2/12  2/13  2/14  2/15  2/16 | Summary of how the two sections of readings related to each other  Write-up project  Final Summary of Independent Study | Final Write-up on how the two sections of readings related to each other  Meeting with Professor Powell  Final Write-Up due (Summary and Data Analysis shown via LaTeX) | Coding: Discuss Factor Analysis Results with Professor |
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Note: I developed this syllabus by referencing these websites:

# Policy on Directed/Independent Study for Undergraduates:

# <https://kb.wisc.edu/page.php?id=36263>

Credit Hour: <https://kb.wisc.edu/page.php?id=24558>