

**PRINCETON UNIVERSITY**  
**Woodrow Wilson School**

WWS 521  
Domestic Politics

Fall 2017  
R. Douglas Arnold

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This seminar introduces students to the political analysis of policy making in the American setting. The focus is on developing tools for the analysis of politics in any setting – national, state, or local. The first week examines policy making with a minimum of theory. The next five weeks examine the environment within which policy makers operate, with special attention to public opinion, elections, race, class, and gender. The next six weeks focus on political institutions and the making of policy decisions. The entire course explores how citizens and politicians influence each other, and together how they shape public policy. The readings also explore several policy areas, including health care, immigration, transportation, agriculture, taxes, education, criminal justice, climate change, and the environment. In the final paper, students apply the tools from the course to a policy area of their choice.

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**\*\*\*\*\* Please Note: Seminar participants are \*\*\*\*\***  
**\*\*\*\*\* required to read one short book and an article \*\*\*\*\***  
**\*\*\*\*\* before the first seminar on September 19. \*\*\*\*\***

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**A. Weekly Reading Schedule**

		Pages
1.	Politics and Policy Making	September 19 125
2.	Public Opinion I: Micro Foundations	September 26 217
3.	Public Opinion II: Macro Opinion	October 3 178
4.	Inequality and American Politics	October 10 174
5.	Race and American Politics	October 17 216
6.	Gender and American Politics	October 24 75
	FALL BREAK	
7.	Agenda Setting	November 7 208
8.	Explaining the Shape of Public Policy	November 14 183
9.	Explaining the Durability of Public Policy	November 21 163
10.	Dynamics of Policy Change	November 28 205
11.	Tough Case: Climate Change	December 5 100
12.	Finale: TBA	December 12 TBA

Mean Pages per Week (11 weeks) 168

## B. Course Requirements

1. **Reading.** The course operates as a seminar. The amount of reading averages 168 pages per week over the first eleven weeks (the range is 75 to 217). Each student is expected to do the assigned reading *before* each seminar and come to class prepared for discussion.
2. **Discussion.** The main event each week is a structured discussion of the week's reading. I provide the structure; you provide the discussion. Our aim is to come to terms with the scholarship on a subject *and* to see what lessons it offers for those involved in making and administering public policy. Each student is expected to participate actively in each week's discussion.
3. **Lecture.** After the discussion, a lecture covers material that is not part of the reading. Often these lectures are forward looking – covering material that is relevant to subsequent weeks.
4. **Three Short Papers.** Each student writes three short papers during the course of the semester. These are opportunities for you to discuss the week's readings, unprompted by the instructor or your fellow students. The purpose of these papers is to develop your skills at political analysis and to gain feedback from the instructor prior to writing the final paper.

The key to a good paper is to pose an interesting question and answer it. You might focus on the value of an author's theory, examining its logical rigor, the plausibility of the arguments, or its relation to other theories. You might focus on the adequacy of the empirical evidence, asking whether the author used appropriate methods, whether the evidence really supports the hypotheses, or whether other evidence contradicts it. Alternatively, you might address the question of how well a piece of scholarship illuminates other happenings in the real world. Does a book help to explain why government makes the decisions it does? Under what conditions does it appear useful? These papers are *not* an opportunity to summarize the week's readings. You should assume that anyone who reads your paper has also done the week's reading.

These papers should be well organized and well written. A paper that fails to develop an argument until the last paragraph is called a first draft. A paper that fails to anticipate potential counter arguments, is written in the passive voice, or is filled with grammatical, spelling, or typing errors, is called a second draft. A paper that you would be proud to read to the class is called a final draft. I like final drafts.

The class will be divided in thirds, with one group writing in weeks 2, 5, and 8, a second writing in weeks 3, 6, and 9, and the third writing in weeks 4, 7, and 10.

Your papers should be typed, 12-point font, double-spaced, single-sided, and a *maximum of five pages*. References to books or articles used in the course should be cited in the text (Zaller 1992, 79). Any other sources should be cited similarly in the text and then

listed in a bibliography (which does not count toward the page limit). *Please attach an extra page to the back of your paper (with your name and date in the upper right corner) for my comments.*

Papers are due at the *start* of the seminar in which their subjects are scheduled for discussion. I will return each of the short papers with comments a week after they are due.

5. **Final Paper.** The final paper requires that you apply the lessons of the seminar to explaining why some governmental institution enacted, or failed to enact, a significant policy change. The aim is to explain how and why political forces combined to produce or thwart change. You may choose any level of American government – national, state, or local – and you may choose any significant policy change, whether adopted or rejected.

Although these papers require some outside research, the emphasis should be on original political analysis, not exhaustive research in primary source materials or interviews with participants. Some description will undoubtedly be necessary, but your paper should primarily be a piece of analysis. You should attempt to *explain* why an institution adopted or rejected a proposed policy change. Just before fall break, I will post an exemplary paper on Blackboard to help you appreciate the difference between good description and powerful analysis.

You are free to choose a policy area in which you already have some expertise. You are free to choose a subject that journalists or other observers have already covered extensively. You are free to select a topic for which the gathering of research materials is relatively easy. I am more interested in observing your analytic skills than your research skills. The only restriction is that you may not choose a subject that we have explored carefully in the course (e.g., Medicare Catastrophic Coverage Act of 1988; Economic Growth and Tax Relief Reconciliation Act of 2001). If you are having trouble choosing (or narrowing down) a topic, please come and see me.

You should select a topic and submit a one-page description of the policy decision that you intend to analyze no later than Tuesday, November 21. Please send the proposal as an *ordinary e-mail (no attachment)* to [arnold@princeton.edu](mailto:arnold@princeton.edu). I will respond by e-mail within a few days.

The final paper should be typed, 12-point font, double-spaced, single-sided, and a *maximum of 25 pages*. The paper is due on Friday, January 12 at noon. Please provide a cover page, number all subsequent pages, cite sources in the text, and attach a bibliography. The cover page and the bibliography do not count against the page limit. *Please note that 25 pages is a maximum length, not a target length. Shorter papers are welcome!*

The real world of politics and public affairs does not grant extensions, and neither do I. Unlike the real world, I do accept late research papers, but only after assessing a penalty of one third of a letter grade for each day of lateness. The penalty is in fairness to other students who manage to submit their papers on time.

Papers should be given to my assistant, Helene Wood, in 301 Robertson Hall. Late papers will be logged in, with date and time.

#### 6. **Due Dates.**

Short papers:	Due at the <i>start</i> of each week's seminar.
Research plan:	Due Tuesday, November 21.
Research paper:	Due Friday, January 12, at noon.

#### 7. **Grading.**

Seminar participation	20%
Short papers	30%
Final paper	50%

### C. **Plagiarism**

The University expects that students will do their own work and cite any arguments or evidence that other scholars, students, or journalists first developed. *Plagiarism* is defined as “the use of any outside source without proper acknowledgment.” *Outside source* means “any work, published or unpublished, by any person other than the student.” Students who are unfamiliar with the University's rules on plagiarism should consult the relevant sections of *Rights, Rules, and Responsibilities*. The penalties for plagiarism range from disciplinary probation to suspension and expulsion.

### D. **Availability of Readings**

1. **Books.** We read major fractions of nine books – far too much, according to copyright law, to place on Electronic Course Reserves. You can gain access to these nine books in various ways, some free, some reasonably priced, some insanely expensive (e.g., Kingdon's book, if bought new).

- Stokes Library in Wallace Hall has at least two copies of each of these nine books on reserve.

- JSTOR has free electronic copies of four books. Click on the links below and then download pdf copies of the assigned chapters.

Abrajano: <http://www.jstor.org/stable/j.ctt1h4mhqs>

Arnold: <http://www.jstor.org/stable/j.ctt32bm5b>

Mayhew: <http://www.jstor.org/stable/j.ctt32bfpb>

Patashnik: <http://www.jstor.org/stable/j.ctt7rw81>

- Other Princeton libraries have additional copies of some books. Check the University Library catalogue (<https://pulsesearch.princeton.edu/>).
  - Labyrinth Books (122 Nassau Street) has both new and used copies for sale of all nine books.
  - Try Amazon for great deals on new, used, or electronic books. On the day I submitted the syllabus, Amazon had between 10 and 50 used copies of each book on the syllabus.
  - Please note the following for books that have several editions.
    - Bartels: you must read the Second Edition (2016).
    - Kingdon: *any* edition will do (1984, 1995, 2010).
    - Mayhew: you must read the Second Edition (2005).
    - Stimson: you must read the Second Edition (2015).
2. **Electronic Course Reserves.** All other published materials are available as part of the library's electronic course reserves (marked **ECR** in the readings). You will find these materials in the E-Reserves section of Blackboard.
  3. **Courses Materials.** Any last minute additions to the syllabus will be posted on the Course Materials section of Blackboard.

## E. Times and Places

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|----|-------------------------|--------------------|--------------------------|
| 1. | <b>Seminar Meetings</b> | Tuesday, 1:00-4:00 | Robertson Hall, Room 015 |
| 2. | <b>Office Hours</b>     | By appointment     | Robertson Hall, Room 310 |

I am readily available by appointment. A week in advance, I post appointment blocks in the Web Appointment Scheduling System for Wednesday or Thursday. You can make an appointment at: <https://wass.princeton.edu/pages/login.page.php>. After you log in, you will find my calendar by entering my NETID (arnold). You can sign up for either a 15 minute or a 30 minute appointment.

## F. Weekly Readings

### 1. Politics and Policy Making (September 19)

*Main Event* (125 pages)

Richard Himelfarb, *Catastrophic Politics: The Rise and Fall of the Medicare Catastrophic Coverage Act of 1988* (1995), pp. vii-ix, 1-103. Congress and the president first enacted, by overwhelming margins, a major increase in health coverage for senior citizens; then, a year later, they repealed it.

Hans Noel (2010), “Ten Things Political Scientists Know that You Don’t,” *The Forum: Political Science and Practical Politics* (volume 8, issue 3, article 12): 1-19 [ECR]. Although journalists write entertainingly about a wide range of political happenings, they often get the fundamentals wrong. They see change, where political scientists see constancy. This essay summarizes ten things that political scientists believe to be true that are contrary to what many journalists write.

### *Discussion*

Our discussion will center on the Himelfarb book, which introduces many of the themes of the course, including the influence of public opinion on public policy. Although the case study is nearly three decades old, it is still timely (or so say students taking 521 in recent years).

The article by Noel introduces several other themes for the course.

## **2. Public Opinion I: Micro Foundations (September 26)**

### *Main Event* (215 pages)

John R. Zaller, *The Nature and Origins of Mass Opinion* (1992), pp. 1-215. A theory of why citizens acquire opinions about policies and politicians.

Read for the logic of his argument. Most of his evidence is presented graphically. Don’t get bogged down in the occasional technical details. Anyone – and especially those writing papers – should feel free to read additional chapters. The whole book is worth reading.

### *Quick Takes* (2 pages)

Mark S. Mellman, “Relationship of Parties and Policies,” *The Hill* (13 March 2013), 2 pages as edited by me [ECR]. A survey experiment to show how much partisanship affects respondents’ answers to policy questions.

### *Papers and Discussion*

Zaller develops a simple theory to explain the fundamental nature of public opinion – why public opinion develops as it does, why it changes, and how it reacts to the events of the day, the actions of political elites, and media coverage.

Paper writers should wrestle with some aspect of Zaller’s theory or its application to current public opinion.

### 3. Public Opinion II: Macro Opinion (October 3)

#### *Main Event* (174 pages)

James A. Stimson. *Tides of Consent: How Public Opinion Shapes American Politics*, 2<sup>nd</sup> ed. (2015), xv-xxiii, 1-84, 125-157. What are the causes and consequences of macro changes in public opinion?  
Please note: you must read the SECOND EDITION.

James N. Druckman and Thomas J. Leeper, “Is Public Opinion Stable? Resolving the Micro-Macro Disconnect in Studies of Public Opinion,” *Daedalus* (Fall 2012), 50-68 [ECR]. More on the differences between micro and macro opinion.

Benjamin I. Page, “Zoe Baird, Nannies, and Talk Radio,” in his *Who Deliberates? Mass Media in Modern Democracy* (1996), pp. 77-105 [ECR]. Ordinarily, the media shapes public opinion. What happens when it doesn’t?

#### *Quick Takes* (4 pages)

Katherine Cramer Walsh, “None of the Politicians Come to See Us at All: How Rural People View Government and Political Parties,” *Scholars Strategy Network Key Findings* (March 2012), 2 pages [ECR]. Why do rural folks feel left out?

Adam J. Berinsky, “What Works – and What Doesn’t – to Discredit Harmful Rumors and Correct Misinformation,” *Scholars Strategy Network Key Findings* (May 2017), 2 pages [ECR]. How can one counteract fake news?

#### *Papers and Discussion*

Stimson focuses on macro opinion – the summation of individual opinions – both about policy issues and incumbent politicians. He argues that macro opinion shifts in sensible ways even if shifts in individual opinions seem less than rational. He also argues that aggregate shifts have important consequences for how politicians behave.

Druckman and Leeper explore further differences between micro and macro opinion.

Page explores how some opinions develop independently of media framing.

Paper writers can focus on any of the three main publications – or some combination of them.

#### 4. Inequality and American Politics (October 10)

*Main Event (174 pages)*

Larry M. Bartels, *Unequal Democracy: The Political Economy of the New Gilded Age*, second edition (2016). How has politics contributed to the increasing economic inequality in America?

Please note: you must read the SECOND EDITION.

- Chapter 1, The New Gilded Age (1-32).
- Chapter 2, The Partisan Political Economy (33-73)
- Chapter 3, Partisan Biases in Economic Accountability (74-104)
- Chapter 5, Homer Gets a Tax Cut (136-69)
- Chapter 8, Economic Inequality and Political Representation (233-268)

As with previous work that contains technical material, read for the author's arguments, research design, and evidence, but don't get bogged down in the details of his occasional regression analysis.

*Papers and Discussion*

Bartels finds that politics – and particularly partisan politics – helps explain why economic inequality in America has been growing for three decades. How convincing is his case? Do you think it applies to state and local politics, too?

#### 5. Race and American Politics (October 17)

*Main Event (216 pages)*

Marisa Abrajano and Zoltan L. Hajnal, *White Backlash: Immigration, Race, and American Politics* (2015), pp. 1-216. How does race affect American politics, seen through the lens of white Americans reacting to recent immigration?

*Papers and Discussion*

Race plays an enormous role in American politics. We have already looked briefly at the subject: (a) Zaller on American's changing attitudes toward race, as well as race-of-interviewer effects; and (b) Stimson on issue evaluation.

Abrajano and Hajnal examine how race affects American politics, seen through the lens of white Americans reacting to recent immigration. They find that that immigration – and particularly Latino immigration – drives white voters to identify as Republicans, vote for Republican candidates, and support anti-immigrant policies. They also find that the level of Latino immigration affects how much states choose to spend on education and corrections, but that the effects are curvilinear: Growth in the Latino population first leads to a decline



in funds for education and a rise in funds for corrections, but as Latinos become a larger share of state population, both trends reverse.

As with previous work that contains technical material, read for the authors' arguments, research design, and evidence, but don't get bogged down in the details of their regression analysis.

How convincing is their case? How does this book speak to the recent presidential election?

## 6. Gender and American Politics (October 24)

### *Main Event* (60 pages)

Danny Hayes and Jennifer L. Lawless, "A Non-Gendered Lens? Media, Voters, and Female Candidates in Contemporary Congressional Elections," *Perspectives on Politics* (2015), pp. 95-118 [ECR]. Why do women perform just as well as men in legislative races?

Jennifer L. Lawless and Richard L. Fox, "Why Are Women Still Not Running for Public Office?" *Issues in Governance Studies* (May 2008), pp. 1-20 [ECR]. It's not the voters; it's the candidates. What encourages people to run for office?

Sarah F. Anzia and Christopher R. Berry, "The Jackie (and Jill) Robinson Effect: Why Do Congresswomen Outperform Congressmen?" *American Journal of Political Science* (2011): 478-493 [ECR]. Women may be less likely to run for Congress, but once there, they outperform their male colleagues.

### *Quick Takes* (15 pages)

John Sides, "What Would Change If There Were More Women in Congress: More than You Think," *Washington Post Monkey Cage* (7 March 2015), 2 pages [ECR]. Why it matters?

Danielle Thomsen, "How Polarization Reduces the Rank of Republican Women in Congress," *Scholars Strategy Network Key Findings* (December 2013), 2 pages [ECR]. Why the number of Democratic, but not Republican, lawmakers is growing.

Michele L. Swers and Danielle M. Thomsen, "This Explains Why There Are So Few Republican Women in Congress," *Washington Post Monkey Cage* (20 June 2017), 3 pages [ECR]. Contributors matter, too.

John Sides, “The Gender Gap in Political Ambition Starts at an Amazingly Young Age,” *Washington Post* Monkey Cage (19 January 2015), 3 pages [ECR]. College is where the gender gap takes off.

Casey Burgat, “Among House Staff, Women Are Well Represented. Just Not in the Senior Positions,” *Washington Post* Monkey Cage (20 June 2017), 5 pages [ECR]. The gender gap in staff positions.

### *Papers and Discussion*

It is midterm week, so we have a lighter than usual reading assignment – just 75 pages. Paper writers should consider writing their papers before the week begins. Everyone should do all the reading and come to class prepared for a lively discussion.

## **7. Agenda Setting (November 7)**

### *Main Event* (208 pages)

John W. Kingdon, *Agendas, Alternatives, and Public Policies*, 2<sup>nd</sup> ed. (1995), pp. 1-208. How does government decide which problems to attack?

Please note: New copies of Kingdon’s book are very expensive. Since we only read chapters 1 through 9 from the original 1984 edition, it does not make any difference whether you read the 1984, 1995, or 2010 editions. Unfortunately, the pagination varies from edition to edition. Here is the correct pagination for the various editions.

- First edition (1984), pages 1-218.
- Later editions (1995, 2010), pages 1-208.

### *Papers and Discussion*

Kingdon explores how particular policy problems and proposals first get on the governmental agenda. Why was health care reform the hot issue eight years ago, while taxes and deficit reduction were the hot issues two years later?

Paper writers might consider how well a theory conjured up during the Carter administration explains agenda setting today. Alternatively, they might consider whether a theory created to explain agenda setting in the areas of health and transportation explains agenda setting in other policy areas.

## 8. Explaining the Shape of Public Policy (November 14)

### *Main Event* (171 pages)

R. Douglas Arnold, *The Logic of Congressional Action* (1990), pp. 3-146, 265-276. What accounts for legislatures sometimes serving narrow and particularistic interests and sometimes serving more general interests? How much does the quest for reelection leave an imprint on congressional policy making?

Stephen Ansolabehere and Philip Edward Jones, "Constituents' Responses to Congressional Roll-Call Voting," *American Journal of Political Science* (2010), pp. 583-597 [ECR]. Do citizens hold representatives accountable for their policy decisions?

As with previous work that contains technical material, read for the authors' arguments, research design, and evidence, but don't get bogged down in the details of their regression analysis.

### *Quick Takes* (12 pages)

Ezra Klein, "Unpopular Mandate: Why Do Politicians Reverse Their Positions?" *New Yorker* (25 June 2012), 8 pages [ECR]. Republicans backed the notion of an individual mandate until President Obama backed it; then they didn't.

David Broockman and Christopher Skovron, "Politicians Think American Voters Are More Conservative than They Really Are," *Scholars Strategy Network Key Findings* (September 2013), 2 pages [ECR]. Evidence from a survey of 2,000 candidates running for state legislative offices.

Joshua Kalla and David Broockman, "Evidence that Legislators Grant Special Access to Donors," *Scholars Strategy Network Key Findings* (February 2016), 2 pages [ECR]. Evidence from a randomized experiment about constituents asking for meetings with their representatives.

### *Papers and Discussion*

Paper writers might consider how well Arnold's theory, conjured up during the Reagan administration, explains congressional action today? Do stronger parties make the electoral connection less relevant today?

Does the paper by Ansolabehere and Jones support or refute Arnold?

## 9. Explaining the Durability of Public Policy (November 21)

### *Main Event* (161 pages)

Eric M. Patashnik, *Reforms at Risk: What Happens After Major Policy Changes Are Enacted* (2008), pp. 1-71, 110-180. What determines whether reforms that pass are reforms that persist? Includes case studies of tax policy, agricultural policy, transportation policy, and environmental policy.

Sarah A. Binder and Frances E. Lee, "Making Deals in Congress," in Jane Mansbridge and Cathie Jo Martin eds, *Negotiating Agreement in Politics* (2013), pp. 54-72 [ECR]. How do coalition leaders assemble legislative coalitions when everyone is worried about their electoral coalitions? How has partisan polarization made deal making even tougher?

### *Quick Takes* (2 pages)

Philip A. Wallach, "The Clean Power Plan, 2014-2017," Brookings Planet Policy Blog, 2 pages [ECR]. Why was President's Obama's Clean Power Plan unsustainable?

### *Papers and Discussion*

Whereas Arnold attempts to explain why Congress adopts policy reforms, Patashnik seeks to explain why Congress adopts lasting reforms. The two books together provide an overall analysis of what budes Congress out of a particularistic mood into a more general interest mood.

Binder and Less focus on building legislative coalitions. Is coalition building really more difficult today?

Paper writers might focus on Patashnik's arguments, on the relationship between Patashnik's and Arnold's theories.

## 10. Dynamics of Policy Change (November 28)

### *Main Event* (205 pages)

David R. Mayhew, *Divided We Govern: Party Control, Lawmaking, and Investigations, 1946-2002*, 2<sup>nd</sup> ed. (2005), pp. ix-xii, 1-7, 34-145, 170-222, 226. Does it matter whether one party controls the House, Senate, and White House? If it doesn't, how can we explain macro changes in lawmaking?

Please note: you must read the SECOND EDITION.

David R. Mayhew, "Lists of Important Enactments by Congress, 1991-2016," (2017): 1-7 [ECR]. Mayhew has updated his original data set (1946-1990) using Sweep One rules. The incomparable Helene Wood has combined the second edition update (1991-2002) with Mayhew's seven biennial updates (2003-2016) to create a single unified chart.

Sarah Binder, "Polarized We Govern?," Center for Effective Public Management at Brookings (May 2014): 1-22 [ECR]. What happens if we consider the agenda of alternatives and not just the enactments themselves? What happens if we extend the time series to 2012? Has polarization made it more difficult to make policy?

### *Papers and Discussion*

Mayhew's book has three virtues for this course. First, it develops a comprehensive list of the most important legislative enactments over nearly seven decades – a bit of policy history that is invaluable for students of domestic policy. Second, it tests an important hypothesis about the impact of party control on legislative productivity. Third, after finding that the party hypothesis explains little, Mayhew develops six additional explanations for legislative productivity, including one that builds on Stimson's notion of macro opinion. In short, Mayhew helps us think about the impact of macro opinion on macro policy. Binder is one of many scholars who have critiqued Mayhew and extended his work.

Questions: So, what does drive macro policy change? Why are some presidents and some congresses so productive while others produce little? How much does opinion change drive policy change? Has the world changed since Mayhew updated his book to 2002?

## **11. Tough Case: Climate Change (December 5)**

### *Main Event* (100 pages)

Patrick Egan and Megan Mullin, "Climate Change: US Public Opinion," *Annual Review of Political Science* 20 (2017): 209-227 [ECR]. A review of what citizens know and believe about climate change.

Toby Bolsen, James N. Druckman, and Fay Lomax Cook, "Citizens', Scientists', and Policy Advisors' Beliefs about Global Warming," *The Annals of the American Academy of Political and Social Science* 658 (2015): 271-295 [ECR]. Why do citizens, scientists, and policy advisors disagree so much?

Coral Davenport and Eric Lipton, “How G.O.P. Leaders Came to View Climate Change as Fake Science,” *New York Times* (3 June 2017), 12 pages [ECR]. Why did Republicans switch sides?

Doug McAdam, “Social Movement Theory and the Prospects for Climate Change Activism in the United States,” *Annual Review of Political Science* 20 (2017): 189-208 [ECR]. Why have social movements been so weak?

Matto Mildenerger, Heidi Binko, and Benjamin Cashore, “Designing Durable and Ambitious Climate Policy in the United States,” GEM Initiative at Yale University (December 2015), 16 pages [ECR]. Ideas about designing politically feasible and durable policies.

James Baker et al, “The Conservative Case for Carbon Dividends,” Climate Leadership Council (February 2017), 8 pages [ECR]. Eight conservative leaders outline a climate strategy.

### *Discussion*

Why has it been so difficult for the United States to deal with climate change? What are the prospects for change?

No short papers this week.

## **12. Finale: TBA (December 12)**

### *Main Event (TBA)*

Readings will be assigned later.

### *Discussion*

Our discussion will focus . . . .

No short papers this week.

## G. Doing Research on Congress

Although students are free to choose research topics at any level of government, many students choose to write about congressional decision making. One advantage of this choice is that there is an abundance of information about congressional policy making. Unfortunately, you won't find most of this information with a Google search.

If you are searching for a paper topic, you should begin with the *CQ Almanac* (described below). This annual volume is organized by policy area, so that you can read about one or two policy areas that you care about and search for interesting or puzzling policy decisions. If you are searching for a paper topic in the current year, you should begin with *CQ Weekly* (described below). Take care to find an issue that Congress has resolved, whether by passing or rejecting a bill.

The electronic version of this syllabus has hyperlinks that go directly to the reference sources listed below. Some of these links require that you be logged in inside the princeton.edu firewall.

### 1. Congressional Quarterly Publications

If you want to know what Congress has done (or is doing) in any policy area, you need to consult one of three titles published by Congressional Quarterly. This is a news organization with more than one hundred reporters, editors, and researchers who cover what is happening on Capitol Hill.

*CQ Magazine* is published each Friday as a magazine and on-line. It was known as *Congressional Quarterly Weekly Report* from 1945 to 1998. Each issue contains articles about what is happening in Congress in specific policy areas. This is the very best source for following the details of policy making. These weekly articles are the foundation for the *CQ Almanac*, which is published annually. There are also lists of how every representative and senator voted on each roll call during the previous week. You will find paper copies of *CQ Magazine* in Stokes Library and the Trustee Reading Room at Firestone Library. Electronic access is available, beginning in 1983, at <http://library.cqpress.com/cqweekly/>.

*CQ Almanac* (formerly *Congressional Quarterly Almanac*) has been published annually since 1945. Each volume is organized by broad policy area, and within each chapter, by specific bills. This is the best source for determining the legislative and political history for any bill. References are included to previous volumes for issues that spanned more than one year. Appendices include how every representative and senator voted on each roll call during the year. You will find complete collections in Stokes Library and Firestone Library (JK1.C66). Electronic access, beginning in 1945, is available at <http://library.cqpress.com/cqalmanac>.

*Congress and the Nation* has been published at four-year intervals since 1965, corresponding to each presidential term (the first volume covered 1945-64). Each volume is organized by broad policy area, and within each chapter, by specific bills. The coverage is not as detailed as in the *CQ Almanac*, but references are included to appropriate volumes of the *Almanac*.

This is a good source for identifying what happened in a specific policy area during a four-year period. You will find complete collections in Stokes Library and Firestone Library (KF49.C653). Electronic access, beginning in 1945, is available at <http://sk.sagepub.com/Search/SavedSearch/250>

Congressional Quarterly has also published *Politics in America* at two-year intervals beginning in 1982. This is a comprehensive guide to the 435 members and their districts and the 100 senators and their states, including biographical material, committee assignments, interest group ratings, and district demographics. Although it is similar to *The Almanac of American Politics* (see below), it places greater emphasis on legislators in Washington, whereas the *Almanac* places greater emphasis on legislators at home. You will find paper copies in Stokes Library and Firestone Library (JK1010.P64). Electronic access, beginning in 2006, at <http://library.cqpress.com/pia/>

Congressional Quarterly also publishes a wide range of other titles about politics and policy making. For electronic access to the complete CQ Press Political Reference Suite, including *Congress A to Z*; *Elections A to Z*; *The Presidency A to Z*; *The Supreme Court A to Z*; *The U.S. Constitution A to Z*; and *Vital Statistics on American Politics*, see: <http://library.cqpress.com/index.php>.

## 2. Congressional Publications

Congress publishes a wide variety of materials including, bills (proposed laws), hearing transcripts (testimony before committees), committee prints (research reports for committees), committee reports (reasons for and against bills reported out of committee), and the *Congressional Record* (a daily record of House and Senate floor debates). Firestone Library has comprehensive paper collections of all these materials. Electronic access is available for many items for more recent years.

Firestone library has an excellent guide to congressional materials at <http://libguides.princeton.edu/c.php?g=84107&p=543004>.

For a guide to all government documents, see <http://libguides.princeton.edu/c.php?g=84107&p=542872>.

Electronic access for some documents is available through several sites, including:

- Pro-Quest Congressional: <http://congressional.proquest.com/profiles/gis/search/basic/basicsearch>
- Government Printing Office: <http://www.gpo.gov/fdsysinfo/aboutfdsys.htm>
- Congress.Gov: <https://www.congress.gov/>
- CQ Press Library: <http://library.cqpress.com/index.php>



### 3. National Journal Publications

*National Journal* is a weekly magazine that has covered policy making in Washington since 1969. It covers both Congress and the executive branch. You will find paper copies in Stokes Library and Firestone Library. Electronic access is available at <http://nationaljournal.com/>

*The Almanac of American Politics*, published biennially since 1972, is a comprehensive guide to the 435 representatives and their districts and the 100 senators and their states. Includes biographical material, committee assignments, interest group ratings, election results, campaign expenditures, and district demographics. You will find paper copies in Stokes Library and Firestone Library. Electronic access is available at <http://nationaljournal.com/almanac/>

### 4. Newspapers

Three Washington newspapers provide superb coverage of Congress. The *Washington Post* provides the most comprehensive coverage. *Roll Call*, which is published Monday through Thursday, strives to cover the people and politics of Congress. *The Hill* is a weekly paper with intensive coverage of Congress. <http://www.lexisnexis.com/hotttopics/lnacademic/>

The *New York Times* is also an important resource. Princeton faculty, students and staff can access The New York Times Digital Edition through an Academic Site License provided by Princeton University Library. To sign up, see <http://libguides.princeton.edu/NYT>.

The *Wall Street Journal* is also a valuable resource. The *Journal* is available through ProQuest <http://library.princeton.edu/resource/11682>.

For a complete guide to United States newspapers at Princeton, see <http://libguides.princeton.edu/newspapers>

### 5. Public Opinion Polls

For a searchable archive of public opinion polls from most of the leading pollsters (Gallup, National Opinion Research Center, Pew Research Center, ABC, CBS, CNN, NBC, *Los Angeles Times*, *New York Times*, *USA Today*, *Wall Street Journal*, and *Washington Post*), use the public opinion archives at the Roper Center. Go to the following site and click on iPoll. You may need to provide your Princeton University e-mail address in order to search the archives. <http://ropercenter.cornell.edu/>

For a comprehensive guide to polling data, see <http://libguides.princeton.edu/politics/opinion>

## 6. Statistical Data

For a guide to all sorts of data provided by the federal government, see <http://libguides.princeton.edu/c.php?g=84107&p=543623>

For statistical data on presidential, congressional, and gubernatorial elections, try the CQ Voting and Elections Collection at: <http://library.cqpress.com/elections/> or consult the guide at <http://libguides.princeton.edu/elections>

## 7. Reference Librarians

You should also consult any of the reference librarians at Stokes Library (Wallace Hall) or Firestone Library. Three librarians who specialize in politics, law, and public policy are listed below.

### **Public Policy**

Ashley Faulkner  
[ashleyf@princeton.edu](mailto:ashleyf@princeton.edu)  
609-258-0459  
Stokes Library

### **Politics**

Jeremy Darrington  
[jdarring@princeton.edu](mailto:jdarring@princeton.edu)  
609-258-3209  
Firestone A-13-H-1

### **Law**

David Hollander  
[dholland@princeton.edu](mailto:dholland@princeton.edu)  
609-258-5316  
Firestone A-14-J-2

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The University Library also publishes its own on-line guides, with lots of clickable links.  
See <http://libguides.princeton.edu/policy/USgov>

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