COURSE SYLLABUS

Harvard Kennedy School: DPI-120
Harvard Law School: HLS-48225A

The U.S. Congress and Law Making
Fall 2010

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**Lectures:** Tuesdays and Thursdays, 1:10 to 2:30 in L-230

**Course Description.** The U.S. Congress and Law Making blends theory and practice at every stage. You will read foundational works in the Congress literature and assess legislatures through topical cases and an active simulation. You will become effective working in or dealing with the U.S. Congress and state legislatures. You will come to understand how legislatures work (and why they sometimes do not work) from two perspectives: the "inside" as a legislator or a legislative staffer, and the "outside" as a lobbyist, reporter, or member of the executive branch.

Legislatures in the United States are very much alike; the differences among them are points along a continuum and not differences in kind. Grasping their differences is easy; understanding what they have in common is more important. This course will prepare you for working in any U.S. legislature, not just the Congress. Furthermore, legislative behavior and the legislative process are very different from their executive and judicial counterparts. What works in the executive branch will not necessarily work in the legislature, and vice versa.

**Prerequisites.** None.

**Class Participation.** Students are expected to come to class prepared to discuss the readings. Grading guidelines on class participation is discussed below.

**Exams.**
- An in-class midterm (20 minutes long), on Tuesday, October 5
- An in-class midterm (20 minutes long) on Thursday, October 21
- A 10-page final paper is due on Monday, December 13 in lieu of a final exam.

**Grading.** There are three components to student grades. (1) two in-class exams accounts for 30 percent of the course grade. (2) the quality (not simply the quantity) of participation in the course, and in the simulation, accounts for 30 percent, and (3) a final paper, 10 pages (or 3,000 words) comprises the final 40 percent of the grade. Students will receive feedback on a number of additional assignments – such as the personal motivations memo – but these additional assignments will not be graded.
Student participation assessments will be done as follows: Professor King and the course assistants will monitor attendance and will note the students who are speaking up. Students should be able to demonstrate that they have completed the reading assignments for that day’s class. Students should expect to be cold-called at any time, especially when a case is being discussed. For the simulation, Professor King and the course assistants will pay particular attention to student participation in the committee hearings and markups. Students acting as lobbyists and reporters will be assessed accordingly.

As requested by the HKS and HLS deans, we will adhere, as much as possible, to the recommended grade distributions. Those distributions for HLS students are described here. The HKS dean has asked faculty to adhere to the following distribution for non-HLS students: A (10-15% of students), A- (20-25%), B+ (30-40%), B (20-25%), and B- or lower (5-10%).

**Textbooks.** Three required books are available at the Harvard Coop Bookstore, and a course packet of other readings is available at the Course Materials Office on the ground floor of the Belfer Building. The books are:


**Useful Internet Resources.** [Overview of the U.S. Congress](#) / [U.S. House of Representatives](#) / [U.S. Senate](#) / [House Legislative Procedures](#) / [Senate Legislative Procedures](#) / [Congressional Elections, calendars and analysis](#) / [Legislative Staff Salaries](#)
Class Meetings, Readings and Assignments:

Shopping Day – Tuesday, August 31

Course Overview
Readings: none.
Video:
1. “I’m Just a Bill” http://www.youtube.com/watch?v=mEJL2Uuv-oQ
2. Floor vote on Appropriations Amendment, July 2001
3. Representative Frank (D-MA) on Parliamentary Inquiries, January 12, 2007
   http://www.youtube.com/watch?v=RWU0HQTpF5s
4. Representative Weiner (D-NY) on Voting No, July 29, 2010
   http://www.youtube.com/watch?v=W4zwCMf8dsc
   http://video.ksg.harvard.edu:8080/ramgen/hosting/kennedyspeaks.rm

Class # 1 – Thursday, September 2
Problems in Representation


“Certainly, Gentlemen, it ought to be the happiness and glory of a Representative, to live in the strictest union, the closest correspondence, and the most unreserved communication with his constituents. Their wishes ought to have great weight with him; their opinion high respect; their business unremitted attention. It is his duty to sacrifice his repose, his pleasures, his satisfactions, to theirs; and, above all, ever, and in all cases, to prefer their interest to his own. But, his unbiased opinion, his mature judgment, his enlightened conscience, he ought not to sacrifice to you; to any man, or to any set of men living. These he does not derive from your pleasure; no, nor from the Law and the Constitution. They are a trust from Providence, for the abuse of which he is deeply answerable. Your Representative owes you, not his industry only, but his judgment; and he betrays, instead of serving you, if he sacrifices it to your opinion.”

Readings:
1. “Senator McGrail and the Death Penalty, KSG Case #825 [handed out in class]

Questions:
1. When might you prefer a “trustee” and when a “delegate?”
2. Is it easier to represent a “homogeneous” or “heterogeneous” district?
3. How can one observe when someone is being a “trustee?”
Class # 2 – Tuesday, September 7

The Congress and the Constitution

Readings:
2. The Federalist 10 & 51. (American Congress Reader, Chapter 5).

Class # 3 – Thursday, September 9 (Rosh Hashanah)

Formal and Informal Power

Readings:

Questions:
1. Was Robert Moses an effective public manager?
2. What tools did he employ?
3. What was his strategy?
4. Was he a good public manager?

Class # 4 – Tuesday, September 14

Individual Motivations and their Connections to Institutional Design

Readings:

Questions:
1. Does it matter that Mayhew uses simplifying assumptions about reelection?
2. What legislative institutions seem immutable to change, if any?
3. How can one observe, or know, a legislator’s motivations?

Personal Motivations Memo

Due in class on Tuesday, September 14

Please write a single page describing what motivates you to care about politics or public policy. These papers will not be shared with other students. This memo should be no longer than 200 words.
Class # 5 – Thursday, September 16

**Formal and Informal Leadership**

Readings:

Questions:
1. Did Wilbur Mills “exercise leadership?”
2. What were the sources of Mills’ power?
3. After reading the Oleszek chapter, what are the sources of formal and informal leadership in Congress?

Class # 6 – Tuesday, September 21

**In-Class Introductions**

Reading:

**Introductions**

As with any legislature, our class is composed of members with diverse personal and professional backgrounds, ideologies, interests, and expertise. Each student will briefly introduce who they are, where they’re from, their purpose and goals for taking this course, and the role of politics in their prospective employment upon graduation.

**Simulation Role Preference Sheet**

*Due in class on Tuesday, September 21*

Professor King will appoint members to committees. Each student member should indicate committee preferences along with an ideological self-assessment on the page at the very end of this syllabus. Take the page off and turn it in to your section leader. Please indicate committee preferences and your ideological self-assessment even if you would prefer to be a lobbyist or a journalist.

Class # 7 – Thursday, September 23

**The Nature of Politics and Politicians**

Reading:

Questions:
1. What bromides resonated with you?
2. Why might it be “better to receive than to give?”
3. How can you “hang a lantern on your problem?”
4. If politics really is as described in this handbook, do you want any part of it?

Class # 8 – Tuesday, September 28

Lawmaking: Introduction, Referrals, Committee Actions

Readings:

Questions:
Be prepared to answer specific questions in cold-calls

Class # 9 – Thursday, September 30

Lawmaking: Floor Actions and Budgeting

Readings:

Questions:
Be prepared to answer specific questions in cold-calls

Class # 10 – Tuesday, October 5

Midterm One, and a Case

Reading:
"The Regulation of Mud Flaps," Kennedy School Case Study. [Class Page]. The epilogue will be handed out in class.

Questions:
1. What, specifically, would you recommend that the “old” mudflap industry do to turn the situation around? Please develop a strategy (or strategies) with your classmates before coming into class.
2. What does it mean to “implement” a law in the context of the case?
Midterm:

A 20-minute in-class closed-book exam will be given during the first half-hour of the class session. Approximately 75 percent of the questions will be drawn directly out of the Oleszek text. The format will be short-answer and multiple-choice. Students are encouraged to study together.

Simulation Role Assignments Made

Your role assignments will be announced in class today. Note that, if you are a legislator, you will need to complete the biography page for Thursday’s class.

Class # 11 – Thursday, October 7
Collective Action Dilemmas

Readings:

Exercise in Class: “A Collective Action Game.” [On-line materials section of the classpage]

Biography for the Simulation Roster
Submitted electronically prior to class on Thursday, October 7

In the blink of an eye, you’ve been elected. Congratulations. We need to know who you are, what your district looks like, and what kinds of votes you've cast recently. Take a look through the Almanac of American Politics, which is in the non-circulating reference section in the library, and choose a "persona."

Write a TWO page description of yourself, borrowing freely from the Almanac. Indeed, you may copy the district description word-for-word, though your member description should be based on your own experiences. An example is attached. One goal of the assignment is to make sure you're familiar with the Almanac, so take your time and enjoy. A legislative directory for the Legislature of North America (LoNA) will be made available based on these descriptions.

SAMPLE below

Q MEMBER PROFILE
111th CONGRESS

Rep. Dan Maffei (D–N.Y.)
25th District, North central -- Syracuse, most of Irondequoit

Pronounced: muh-FAY  
Residence: DeWitt  
Born: July 4, 1968; Syracuse, N.Y.  
Religion: Roman Catholic  
Family: Wife, Abby Davidson Maffei  
Military Service: None  
Career: Investment firm executive; political consultant; congressional aide; television reporter and producer  
Elected: 2008 (1st term); Defeated Dale A. Sweetland, R, to succeed James T. Walsh, R, who retired  
Political Highlights: Democratic nominee for U.S. House, 2006  
Committees:  
- Financial Services (Housing & Community Opportunity; International Monetary Policy & Trade)  
- Judiciary (Commercial & Administrative Law)  

Phone: 202-225-3701 | Fax: 202-225-4042 | Web: maffei.house.gov  
1630 Longworth Bldg. | Washington, DC 20515-3225

Member Profile

A former congressional staffer, Maffei hails from his district’s urban center, Syracuse, and fervently hopes to put the struggling city “back on the map economically.” But he says he’s prepared to represent rural interests, too — he notes that some of his relatives were farmers.

Maffei (muh-FAY) campaigned on using alternative energy technology to create jobs while forging public-private partnerships to add workers in health care. He also pledged to work on ending tax breaks that reward companies for moving jobs overseas. Another idea — shared with other upstate New York lawmakers — is to bring high-speed rail or similar upgrades to the region. “It’s been 50 years since we had any new infrastructure” upstate, he said. “We are sort of cut off … We need a 21st-century Erie Canal.”

A member of the Financial Services Committee, Maffei cosponsored 2009 legislation to crack down on abusive credit card practices. He also serves on the Judiciary panel, where he will have influence over bankruptcy law. “I am committed to using my position and power through the Judiciary Committee to fight for regular people who are facing this recession,” he said.

Maffei began his career as a journalist. “I liked the excitement of TV, the immediacy of it,” he said, but he became restless, yearning to be more of an advocate. So he shifted gears, working for Democratic Sens. Bill Bradley of New Jersey and Daniel Patrick Moynihan of New York. He also worked on the House Ways and Means Committee staff.

In 2006, he ran for the House against nine-term Republican Rep. James T. Walsh, losing by 3,417 votes. Two years later, with Walsh retiring, Maffei tried again, facing Republican Dale A. Sweetland. Maffei raised more than $2.3 million, a record for the 25th District, and won by 13 percentage points.

His past work as an aide has given him a leg up on other freshmen, particularly in understanding legislative rules, but it didn’t prepare him for everything. “What’s very different is the things members do,” he said. “Committee selection. Figuring out how to balance different constituent groups when you decide how to vote. That’s as new to me as it would be to anyone else.”

District Profile

Syracuse, in the district’s east, is the 25th’s only major city and its economic hub. The district stretches west, roughly along Lake Ontario in the north and the Erie Canal in the south, from Onondaga County to reach most of Irondequoit in the Rochester suburbs. Syracuse and the Rochester area are home to diverse economies that rely on educational institutions to spur other industries. Small towns and farms fill much of the land between the two cities.

More than two-thirds of the 25th’s residents live in Onondaga County, which is home to Syracuse. Syracuse University drives the city’s economy. Syracuse University and the State University of New York Upstate Medical University, both located in the city on University Hill, are the county’s top two employers.
South of Syracuse, dairy and produce farms dot the landscape. The district also includes coastal and inland farming-based towns stretching from Moon Beach in the east to the banks of the Genesee River in the west. Many Rochester-area residents work in white-collar industries.

Minorities and blue-collar workers contribute to the Democratic vote in Syracuse, while GOP candidates get votes from conservatives scattered throughout the 25th, particularly in more lightly populated Wayne County, which voted for John McCain by a 10-percentage-point margin in the 2008 presidential election. The district as a whole gave 56 percent to Barack Obama in 2008.

**Major Industry**
Higher education, agriculture, health care

**Cities**
Syracuse, 147,306; Irondequoit (unincorporated) (pt.), 32,661

**Notable**
Syracuse University’s Carrier Dome is the nation’s largest on-campus domed stadium.

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**Class # 12 – Tuesday, October 12**

**Authorizing and Appropriating**

**Readings:**

**Questions**
1. What do you make of the “bicameral rivalry theory?”
2. Why might it even matter whether theories predict outcomes in legislatures?
3. If you were Ambrose, what would you have done differently?

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**Legislators: Introduce your Bill**

Submited electronically prior to class on Tuesday, October 12

**The assignment:** Write a one-page bill formatted using a template that is available on the course web page. Your bill must include a realistic budget estimate. You are encouraged – though not required – to write a bill that may create general controversy within your committee. As we are a national legislature, bills should be sensitive to the national mood.

**Considerations:** The LoNA Parliamentarian will assign bills to committees. Each Member may have a personal or emotional stake in advancing a bill as far as possible in the process, though the fate of a student’s bill will not directly impact a student’s grade. Referral decisions may be appealed during the class session on Thursday, October 14, though the unanimous consent of legislators is required to move a bill from one committee to another.
Class # 13 – Thursday, October 14

Partisanship

Readings

Questions
1. What are the formal and informal sources of power for political parties?
2. How do Richard Fenno’s ideas of “constituencies” map onto the descriptions of parties in today’s readings?
3. How do you characterize the strengths and weaknesses of parties in the following senses: in Congress, as Organizations, and in the Electorate?

Class # 14 – Tuesday, October 19

Pressure Groups and Lobbying

Readings:
2. Richard L. Hall, Alan V. Deardorff, “Lobbying as Legislative Subsidy,” American Political Science Review, 100(1: February 2006), pgs. 69-83. [Class Page]
   http://www.policy.hu/muntean/SG_S8_2.pdf

Questions:
1. How would you test, empirically, the proposition that money “buys” votes?
2. Under what conditions would lobbyists pressure their opponents and fence-sitters?
3. What kinds of technical and institutional mechanisms might improve the quality and quantity of information provided to legislators and staffers?

Lobbyists in the Simulation and “Benjamins”

Lobbyists will be given a limited number of tickets (called “Benjamins”). A member may not participate in the final session of the legislature without handing at least one Benjamin to Professor King on during the class session just prior to the evening Floor Session. There will be just one more Benjamin available than there are students in the class.
Legislators obtain Benjamins after meeting with the lobbyists to discuss legislative business. Importantly, lobbyists may not withhold Benjamins from legislators, as long as a substantive discussion has taken place. Any appeals should be brought to Professor King.

Lobbyists must disclose the names of members who received Benjamins. The process and timing of these disclosures will be discussed in class.

Class # 15 – Thursday, October 21

**Midterm Two, and a Case**

Reading:

Question:
As Skinner, what are you going to say to the Council Chair?

Midterm:
A 20-minute in-class closed-book exam will be given during the first half-hour of the class session. All of the questions will come directly out of Groseclose & King (2001). King & Zeckhauser (2003), and Layman, et. al (2010). The format will be short-answer and multiple-choice. Students are encouraged to study together.

Class # 16 – Tuesday, October 26

**Executive-Congressional Relations**

Readings:

Questions:
1. Based on Cameron’s analysis, are vetoes a sign of a president’s strength or weakness?
2. What do you imagine the effects of “line item vetoes” might be in the balance of power between governors and state legislatures? Be precise.
3. Please be ready to discuss the implications of the July 27, 2010 CBO report.

**The President in the Simulation**

President Benjamin Benjamin is a first-term Democrat who ran as a centrist and has been governing through bipartisan coalitions. On issues especially central to his core beliefs, President Benjamin sometimes works exclusively within the Democrat party in the LoNA. President Benjamin is a fiscal conservative, and he has often spoken about the threat of the looming national debt.

In this simulation, President Benjamin may veto up to two bills on the night of the simulation. The president may also include signing statements when approving of legislation. The LoNA can override presidential vetoes with a vote of 2/3rds of members present and voting, but such number
counted as “present” shall also include members identified as present in the chamber but who have not otherwise voted.

Class # 17 – Thursday, October 28

Committees in Session

Committee Hearings

Each committee will produce a draft bill or bills and hold a hearing. Each committee is responsible for establishing internal rules. Lobbyists should (but are not required to) testify. Journalists will cover bills assigned them by their editor.

All hearings will be open to the public and to the news media.

Room assignments (to be announced)

Armed Services and International Relations
Commerce, Trade, and Industrial Regulation
Criminal Justice and Legal Resources
Energy and Natural Resources
Health and Human Services

Class # 18 – Tuesday, November 2

Representation: Race, Class, Gender

Readings:


Questions:

Pay particular attention to the Mansbridge article.

1. Should legislative districts be drawn so as to maximize the electoral chances of ethnic or religious minorities?
2. Should there be some sort of affirmative action to increase the percentages of minorities?
3. When would you “know” that turnout in legislative election is “high enough?”
Class # 19 – Thursday, November 4

Committees in Session

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**Committee Markups**

Markups will take place during the regularly-scheduled class time. Committees may markup no more than two bills for submission to the Legislature of North America. Each bill must be logically and topically coherent, and no “non-germane” sections of bills may be included. Bills with non-germane sections will be dismissed by Professor King and not allowed onto the Floor.

All markups will be open to the public and to the news media.

Room assignments (to be announced)

- Armed Services and International Relations
- Commerce, Trade, and Industrial Regulation
- Criminal Justice and Legal Resources
- Energy and Natural Resources
- Health and Human Services

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Class # 20 – Tuesday, November 9

**Time Management.**

Readings:

2. David King, “A Scheduling Exercise.” [On-line materials section of the class page]

Questions:

Students should be prepared to discuss each choice made by their committees or groups.

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Class # 21 – Tuesday, November 16

**Committee Reports**

Committee product will be a Committee Report for each bill that they report out of committee. The Report should consist of a research memorandum analyzing the problem; a bill; a brief section-by-section analysis of the bill; and an explanatory memorandum identifying the policy alternatives and justifying the Committee's choices.

On many bills, the Committee will be closely divided. It is the job of the committee chairs to make sure that there is a majority in favor of the bill (which does not have to include the chair). The Report must be signed by a majority of the Members of the Committee and it must indicate which Member is carrying the majority report on the floor of the House. Members of the majority may, if they wish,
file separate statements further explaining their positions. These additional statements may be individual, collective, or both.

The committee report should be signed by a majority of the committee.

Committee designees will describe each reported bill in class on Tuesday, November 16. All reports must be photocopied and signed by a majority of the committee members – by the end of class on November 16.

Class # 22 – Thursday, November 18
Simulation: Election of the Speaker

Elections will be by secret ballot. (Note: most legislatures do not allow for a secret ballot on such votes, but we will.) There may be several rounds of voting, until a single candidate holds a majority of votes cast. If multiple rounds are needed, the person receiving the fewest votes in a round will not proceed to the next round. Party caucuses may want to meet in advance to select a candidate.

The Speaker shall select a rules committee, with members from each party and each committee.

Class # 23 – Tuesday, November 23
Legislature of North America in Session – during the regular class time.

Class # 24 – Tuesday, November 23, 6pm (Note New Date and Time)
Legislature of North America in Session – in a room to be announced

Thanksgiving Vacation: Thursday, November 25 through Sunday, November 28.

Class # 25 – Tuesday, November 30
Debriefing the Simulation; what happened?
Reading
Ken Nelson, MPA 1993. “Some Ethical Tensions I have experienced as a Minnesota State Legislator” (See this list, appended to the syllabus.)
Questions: please come to class ready to discuss, in detail, what you felt, and what you learned, in the simulation. Pay particular attention to how the feelings that emerged through the simulation may (or may not) change your view of the descriptions of legislatures that dominated the first half of the course. Also pay close attention to what “made for a good leader” in the course and speculate about whether those characteristics and behaviors can generalize beyond the course.

Class # 26 – Thursday, December 2
Debriefing the Simulation; can we generalize?
Readings:
Questions:
1. What constitutes “legislative intent?”
2. What did you learn about yourself this semester?

Information about the Final Paper

Due: Monday, December 13, at 5:00 p.m. Please turn in a hard-copy of the paper to Professor King’s office at HKS-L303. If you need to be out of town on that day, you may submit the paper electronically as a Word document.

Length / Word Count: The paper should not exceed 10 pages, nor should it exceed 3,000 words. A word count must be included on the front page of the final paper, along with a mailing address if the student would like the paper mailed during the Winter recess.

Assignment: Students will read Samantha Black, 2010, “Achieving Mental Health Parity,” which is available on the course website.

Answer the questions in ONE of the categories listed below. Use course readings and theories, along with any original data analysis might want to use, to answer ONE set of questions.

Key Stakeholders:
- Who are the key stakeholders in mental health parity?
- What are their key interests?
- What role do these stakeholders play in the passage of mental health parity?
- What key stakeholders in mental health parity were not part of the legislative debate or the compromise negotiations? Why were they not included, and what could they have done to increase their impact?

Procedural and Structural Issues:
- What was the impact of the committee structure on the attempts to advance mental health parity?
- What role did political party leadership play in the attempts to advance mental health parity? Did having bipartisan sponsorship help mental health parity advocates? How or how not?
- What were the key procedural mechanisms used in the Congress to advance the interests of mental health parity advocates? Which mechanisms were particularly effective? Which failed? Why?
- Were there missed opportunities to advance mental health parity legislation? When? How could advocates have better used procedures to their advantage?
- Were their missed opportunities for mental health parity opponents to derail proposed legislation? When? How could opponents have better used procedures to their advantage?

Personal Commitment, Personalities and Personal Relationships:
- What were the key issues that maintained the Congressional mental health parity coalition?
- Are there particular pitfalls that can arise from a coalition built on personal experience? How did those arise here?
- Were the personalities and personal relationships of parity advocates to achieving the legislation? In what specific ways did the personalities and personal relationships impact the success or failure of the legislation?
- Were there additional opportunities to use personality and personal relationships to either advocate for or oppose the legislation? How should those opportunities have been best utilized?
1. The ethical tension of living and working in the political culture, which operates on the pervasive and dominant value of re-election, while voting and working against those special interests who can best help you get re-elected. ("You ought to be able to drink their wine, eat their food, take their contributions, look them in the face, and vote against them.")

2. The ethical tension of voting against your own district, even the people who helped elect you, but for an issue that solves a statewide problem. (Policy by printout and parochialism.)

3. The ethical tension of voting for an issue you are against, either because you need that issue's supporters for your next vote (trading votes), or because you are a leader in your caucus, and the caucus members have decided they want this issue to pass. (lottery - less latitude as you rise in leadership)

4. The ethical tension of taking credit on the campaign trail for what you have done for your district, but not wanting your colleagues at the capitol to hear this because they already believe you have benefited your district at the expense of theirs and it can negatively impact your effectiveness to deliver again.

5. The ethical tension of overusing the "I" pronoun, rather than the "we" pronoun when you work on an issue, pass a bill, chair a committee or give a legislative report.

6. The ethical tension of working against good ideas because they are promoted by people of the minority party which is trying to take away your majority status.

7. The ethical tension of preserving human relationships while working against people because they are of the other party or on the other side of an issue.

8. The ethical tension of telling your supporters all you know or have done on an issue, knowing that it will erode their support for you.

9. The ethical tension of providing a quick budget fix, to get through the next election, knowing that you are compounding the long-term fiscal problem of the state.

10. The ethical tension of characterizing an issue for the press in an objective manner, increasing the likelihood that you won't get quoted, or overstating it to get quoted.

11. The ethical tension of criticizing or not criticizing the press, even when you believe they deserve it, because you know they have more ink than you do.

12. The ethical tension of operating by certain rules; for instance, seniority, when you know that other people could better chair the committees.

13. The ethical tension of challenging your own leadership through a clandestine process of collaboration with the minority party.

14. The ethical tension of voting without adequate knowledge, having others vote for you, being intimidated to vote against what you believe is right, or using the vote to get even.

15. The ethical tension of telling people what they want to hear, knowing that they won't find out that you acted and voted otherwise; or couching it in such a language that they will be led to believe you were on their side when, in fact, you were not.

16. The ethical tension of ripping the system and its process, when you are frustrated with it, knowing that your criticism plays into the hands of those who are anti-government or those who are struggling to believe in democracy but are becoming despondent and disengaged.

17. The ethical tension of periodically asking yourself, "Why am I elected? Who am I serving?" and objectively measuring your answer against democratic ideals and goals and not just personal ambitions, and then asking your family the same question.
Rules of the Legislature of North America

Please note that Professor King reserves the right to modify these rules.

Since at least early September, you may have noticed coalitions forming to support various Speaker candidates. These negotiations were important because the Speaker selects all Rules Committee members. The Rules Committee, in turn, decides which bills get to the floor and what amendments, if any will be in order.

When a bill is brought to the floor, the Committee Chair or another Member of the Committee designated to carry the majority report will be responsible for an opening statement explaining the Committee's position. The Speaker will recognize him/her first, and then recognize for a similar opening statement the Member carrying the minority position. Each Member of the Committee will be expected to speak during the debate; all members of the Legislature of North America are encouraged to participate as well. All Members, but Committee Members in particular, are urged to make whatever additional efforts in or out of session that might be helpful or necessary for legislative success.

Amendments may be submitted to the Speaker with the Committee Report, before the session, or during the debate. All amendments must be submitted in writing prior to introduction. The Speaker reserves the right to table any amendments not specifically granted a rule by the Rules Committee. Any legislator may offer amendments. As a general rule, sponsors of amendments will be recognized in the order in which the amendments are offered. The Speaker will not be responsible for the reproduction of amendments.

All legislators -- except perhaps those who are involuntarily assigned to the minority position -- should act as they imagine they would if they were representing their own districts in the Legislature of North America. They should be prepared to speak, vote, and defend their position as they would if they were serving in their own state legislature representing their own hometown.

1. The Speaker is all powerful but may not vote except when there is a tie.
2. Every Member, when about to speak, shall rise and address the Speaker, shall when recognized confine himself or herself to the question under debate and avoid personalities, and shall sit down when finished. No Member shall speak without leave of the Speaker.
3. No member shall interrupt another while speaking except by rising and seeking to be recognized.
4. No Member shall speak more than once to the prevention of those who have not spoken and desire to speak on the same question.
5. A motion to amend an amendment shall be received, but no amendment to the third degree shall be allowed.
6. Amendments must be germane to the bill under consideration.
7. Debate upon a motion for suspension of any of the Rules shall be limited to five minutes, and no Member shall occupy more than two minutes.
8. Every bill shall be read once before debate, and the question comes, "Shall this bill be enacted?"
9. When a question is put, the sense of the House shall be taken by the voice of the Members, and the Speaker shall first announce the vote as it appears by the sound. If the Speaker is unable to decide by the sound of the voices, or if the announcement made there upon is doubted by a Member rising for that purpose, the Speaker shall order a division of the number voting in the affirmative and in the negative, without further debate upon the question.
10. When a return by division of the Members voting in the affirmative and in the negative is ordered, the Members for and against the question, when called upon by the Speaker, shall rise in their place and stand until they are counted.

12. If requested by one-third of the Members present, and in any event on the enactment of any bill, there shall be a recorded vote.

13. A motion to reconsider a vote shall be in order before any subsequent matter is before the House. Debate on such a motion is limited to five minutes, and no Members shall occupy more than two and a half minutes. If reconsideration prevails, debate on the previous motion shall be limited to fifteen minutes.
Fall 2010

Legislature of North America Membership Form

Name ____________________________________________

State: _________
District: _________
Party: _________

Committee Preferences (please indicate preferences by number, from 1 to 5, with 1 being your first choice):

__ Armed Services and International Relations
__ Commerce, Trade, and Industrial Regulation
__ Criminal Justice and Legal Resources
__ Energy and Natural Resources
__ Health and Human Services

Ideological Self-Assessment: Please circle the closest description of how you think of yourself ideologically:

Very Left   Moderate Left   Centrist   Moderate Right   Very Right

If needed, are you willing to resign from the Legislature to be a reporter? Yes __   No __
If needed, are you willing to resign from the Legislature to be a lobbyist? Yes __   No __