"Congressional Agenda Control"
Prof. Anthony Madonna
POLS 4620E
Lecture #26
University of Georgia

Agenda-Setting Outline

I. Introduction
    a. Updates
    b. Midterm #2
    c. Aftermath Section

II. Process Sections Redux

III. Terms
    a. Special rule
    b. PQ motion on a special rule
    c. Positive agenda control
    d. Negative agenda control
    e. Roll rate
    f. Traceability again

IV. Finocchiaro and Rohde
    a. CPG v. Party Cartel Theory
    b. argument
    c. Who cares?
    d. Data/hypotheses
    e. Evidence/conclusions ?

V. Conclusion

Course Updates (7/7/21)

MIDTERM #2

Tomorrow. Will be much shorter.

Dropping the Lincoln and Appropriations and Budgeting lectures from Midterm #2.

PAPER MATERIALS

Due Friday Night.

LECTURES & SLIDES

Posted!

Conclusion lecture tomorrow.

EVALS

Are available!

E-MAILS & MEETINGS

Behind a bit! Sorry, I will have these shortly.

Midterm Exam 2 – POLS 4620E

Midterm Exam #2 – The final class midterm is Thursday, June 8th. It is **_NOT_** cumulative, so feel free to forget all the things I taught you in the first half of this class.

It will cover Ideological Scaling; Senate History and Development; Parties in Congress, Krehbiel (1995), Binder et al. (1999), Finocchiaro and Rohde; Congressional Staffing; Elections and Fundraising; Senate Process and the Evolution of the Filibuster, Wawro and Schickler (2004), Madonna (2011); Congressional Negotiations, Binder and Lee (2013); and Using Legislative History Resources.

This exam is open book and open note. I'll be e-mailing a link to it to you at 8:00 am. You will have until 8:00 am on Friday, June 9th to complete it. You're welcome to take it at any time in that 24 hour window. It will not take as long as Exam 1. You can expect four sections: A multiple choice section with 20 questions; A Short Essay section with 4-5 questions; An ideological scaling exercise and a Using Resources Section (that will focus on the Senate). The exam is being given through qualtrics.

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Aftermath Section

AFTERMATH SECTION

For their legislative history project, students are required to complete an "Aftermath Section" that analyzes post-enactment events related to the enactment. This might include the law being amended by a subsequent piece of legislation, being altered by a series of Supreme Court decisions or its enforcement by the President and bureaucracy. The aftermath section is due on ***Monday, April 26th at 11 pm.***
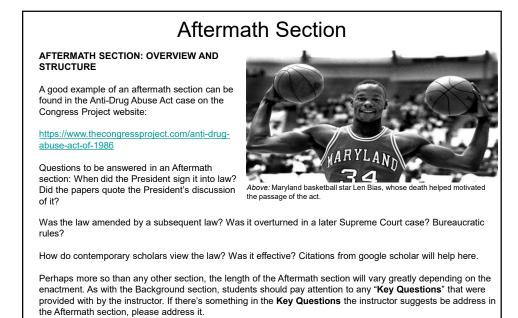
You have been assigned a specific question or set of questions to focus on in your aftermath section in your prompt sheets. **PLEASE READ THESE!** So you shouldn't be following the exact aftermath section format from the "Writing a Legislative History" slides. Again, pull up your prompt sheet, find the number assigned to you (under Assignments) and locate that number on the aftermath questions section. Then answer those questions as best you can.

Median word count on this section from past classes was 850 and the average word count was 950. Median word count for an A was 1266 and the average word count for an A was 1638. The median number of citations was 5, the median number of citations for an A was 5. Does this mean you have to hit these numbers? Of course not, we had A's that were much shorter and low grades that were much longer. But students have asked about length on these sections.

Students are strongly encouraged to consult Bioguide, Historical Newspapers, oyez, JSTOR and google scholar for additional information on this section. Please also consult the prompt sheet for suggested sources.
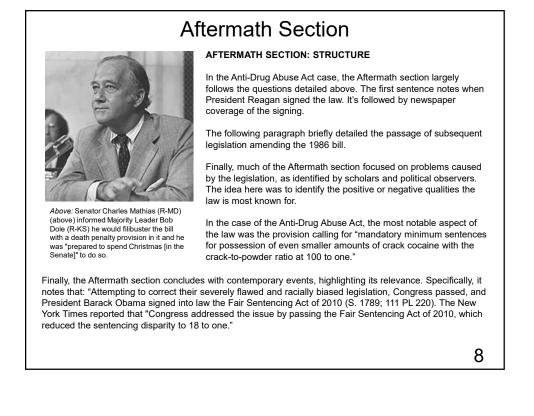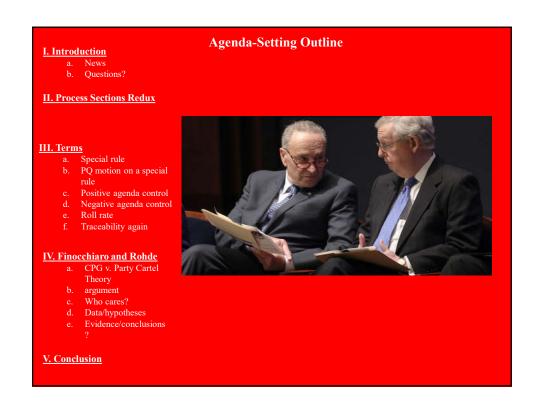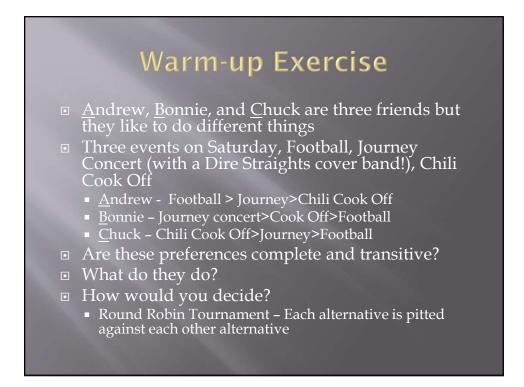

Above: Your Aftermath section will also be "inspired by real events," whatever the hell that means. It should also be good enough to earn "four stars" from Morning Star.

Aftermath Section

AFTERMATH SECTION: OVERVIEW AND STRUCTURE

A good example of an aftermath section can be found in the Anti-Drug Abuse Act case on the Congress Project website:

https://www.thecongressproject.com/anti-drug-abuse-act-of-1986

Questions to be answered in an Aftermath section: When did the President sign it into law? Did the papers quote the President's discussion of it?

Above: Maryland basketball star Len Bias, whose death helped motivated the passage of the act.

Was the law amended by a subsequent law? Was it overturned in a later Supreme Court case? Bureaucratic rules?

How do contemporary scholars view the law? Was it effective? Citations from google scholar will help here.

Perhaps more so than any other section, the length of the Aftermath section will vary greatly depending on the enactment. As with the Background section, students should pay attention to any "**Key Questions**" that were provided with by the instructor. If there's something in the **Key Questions** the instructor suggests be address in the Aftermath section, please address it.

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Aftermath Section

Above: Senator Charles Mathias (R-MD) (above) informed Majority Leader Bob Dole (R-KS) he would filibuster the bill with a death penalty provision in it and he was "prepared to spend Christmas [in the Senate]" to do so.

AFTERMATH SECTION: STRUCTURE

In the Anti-Drug Abuse Act case, the Aftermath section largely follows the questions detailed above. The first sentence notes when President Reagan signed the law. It's followed by newspaper coverage of the signing.

The following paragraph briefly detailed the passage of subsequent legislation amending the 1986 bill.

Finally, much of the Aftermath section focused on problems caused by the legislation, as identified by scholars and political observers. The idea here was to identify the positive or negative qualities the law is most known for.

In the case of the Anti-Drug Abuse Act, the most notable aspect of the law was the provision calling for "mandatory minimum sentences for possession of even smaller amounts of crack cocaine with the crack-to-powder ratio at 100 to one."

Finally, the Aftermath section concludes with contemporary events, highlighting its relevance. Specifically, it notes that: "Attempting to correct their severely flawed and racially biased legislation, Congress passed, and President Barack Obama signed into law the Fair Sentencing Act of 2010 (S. 1789; 111 PL 220). The New York Times reported that "Congress addressed the issue by passing the Fair Sentencing Act of 2010, which reduced the sentencing disparity to 18 to one."

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What is it?

- Rational Choice (Positive Political Theory)
  - Build Formal Models of collective decision making
  - Rely on assumption of self interested rational action
    - Assumes people have goals and will act on those goals
- Normative vs. Positive
  - Normative describes "what ought to be"
  - Positive describes "how the world is"
    - Ideal vs. Real
- Model individuals
  - Individuals rank preferences over outcomes
  - Take risk into account
  - Model of individual actions to predict collective results
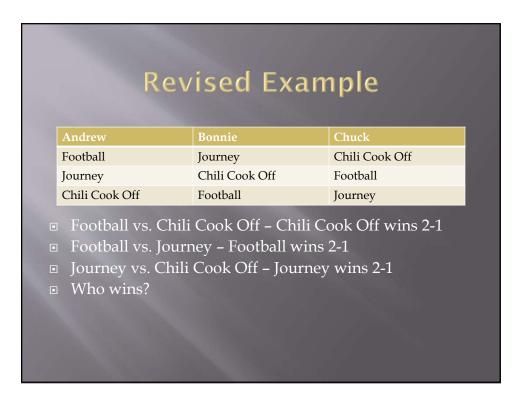
Rationality

- Assume people have preferences
- Preferences must be <u>complete</u>
  - Make comparisons across all pairs of consequences
  - Ex. – Rank 3 sports teams
    - Tigers > Twins, Twins > White Sox, Tigers > White Sox
    - Or Tigers>Twins>White Sox is the same thing
- Preferences must be <u>transitive</u>
  - If I prefer the Tigers to the Twins and Twins to the White Sox, I <u>must</u> prefer the Tigers to the White Sox
- We can assign <u>utility</u> or worth to the outcomes
  - Tigers win = 3
  - Twins win = 2
  - White Sox win = 1

Warm-up Exercise

- <u>A</u>ndrew, <u>B</u>onnie, and <u>C</u>huck are three friends but they like to do different things
- Three events on Saturday, Football, Journey Concert (with a Dire Straights cover band!), Chili Cook Off
  - <u>A</u>ndrew - Football > Journey>Chili Cook Off
  - <u>B</u>onnie – Journey concert>Cook Off>Football
  - <u>C</u>huck – Chili Cook Off>Journey>Football
- Are these preferences complete and transitive?
- What do they do?
- How would you decide?
  - Round Robin Tournament – Each alternative is pitted against each other alternative

Warm-up Exercise

Andrew	Bonnie	Chuck
Football	Journey	Chili Cook Off
Journey	Chili Cook Off	Journey
Chili Cook Off	Football	Football

- Football vs. Journey – Journey wins 2-1
- Football vs. Chili Cook Off – Chili Cook Off wins 2-1
- Journey vs. Chili Cook Off – Journey wins 2-1
- Journey wins because it defeats the other choices

Revised Example

Andrew	Bonnie	Chuck
Football	Journey	Chili Cook Off
Journey	Chili Cook Off	Football
Chili Cook Off	Football	Journey

- Football vs. Chili Cook Off – Chili Cook Off wins 2-1
- Football vs. Journey – Football wins 2-1
- Journey vs. Chili Cook Off – Journey wins 2-1
- Who wins?

Revised Example

- Each alternative is beaten by one of the others
- Chili Cook Off>Football>Journey>Chili Cook Off
- Individual preferences are transitive, collective or group preferences are not
- We call this a cycle
- Agenda setting and voting rules matter
  - Pit two options vs. each other and then the winner vs. the third

Agenda Setting

Andrew	Bonnie	Chuck
Football	Journey	Chili Cook Off
Journey	Chili Cook Off	Football
Chili Cook Off	Football	Journey

- Agenda 1
  - Football vs. Journey – Football wins 2-1
  - Football vs. Chili Cook Off – Chili Cook Off wins 2-1
  - Go to Chili Cook Off

Agenda Setting

Andrew	Bonnie	Chuck
Football	Journey	Chili Cook Off
Journey	Chili Cook Off	Football
Chili Cook Off	Football	Journey

- Agenda 2
  - Football vs. Chili Cook Off – Cook Off wins 2-1
  - Chili Cook Off vs. Journey – Journey wins 2-1
  - Go to Journey

Agenda Setting

Andrew	Bonnie	Chuck
Football	Journey	Chili Cook Off
Journey	Chili Cook Off	Football
Chili Cook Off	Football	Journey

- Agenda 3
  - Journey vs. Chili Cook Off – Journey wins 2-1
  - Journey vs. Football – Football wins 2-1
  - Go to Football
- Agenda setting is extremely important

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Questions, Concerns, Angry Rants?

Have a great day!