

INFORMATION 1899-1922 1922-1942 **THE CONGRESS PROJECT** 1942-1949 1949-1992 1992-2012



“Legislative History Groups”
Prof. Anthony Madonna
POLS 4620E
Lecture #5
University of Georgia

Course Updates (6/15)

SURVEY:

Had a few late adds/drops. If you're one of those students, please fill out the course survey ASAP. Most of you guys did a nice job squaring this.

You'll be receiving a preliminary legislative history group assignment this afternoon.

LECTURE UPDATE:


Will post #5 after #6. Planning on breaking #6 up into a number of smaller lectures.

E-MAILS:

Should be caught up, but send me reminders!

CLASS TIPS:

Be sure to stay up on something...



Above: According to my wife making these zoom lectures more entertaining by introducing a sock-puppet side kick named "Mr. Schlesinger" represented another terrible idea.

Lecture Updates (6/15)



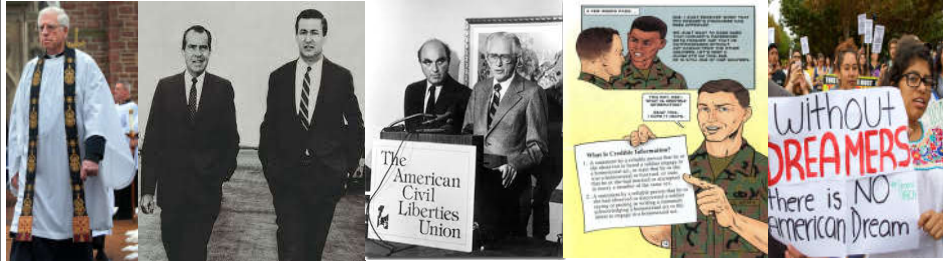
Lecture #	Title
1	Introduction to POLS 4620E
2	Five Key Take-Away Points about Congress
3	How a Bill Becomes a Law: House
4	How a Bill Becomes a Law: Senate
5	Legislative History Groups
6	Congressional Resources and Information
7	Constitutional Foundations of Congress
8	Why Rules?
9	Committees and Leaders
10	Power in the House
11	Spatial Modeling in Congress
12	The House Rules Committee
13	Bad Stick Figures
14	The House Floor
15	Ideological Scaling
16	Using Resources: Voteview
17	House Rule Choice

Legislative History Groups (6/15)



Students	Group #	Congress	Measure
Aceves, D, Roberson, Bassit	1	102	Civil Rights Act of 1991
Bigbee, M, Roberson, Rojewski, Fromme, Odunade	2	92	Comprehensive Child Development Act of 1972
Anderson, Dodge, Williams, Gates	3	101	Crime Control Act of 1990
Turner, Lawler, Sims, Tanner	4	111	Don't Ask, Don't Tell Repeal Act of 2010
Hanley, Lucas, Ray, Sesmas-Tapia	5	111	Development, Relief, and Education for Alien Minors ("DREAM") Act of 2010
Summers, Flinn, McAuliffe, Bruns	6	111	Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010
Namburar, Lord, Kudrimoti	7	111	Family Smoking Prevention and Tobacco Control Act of 2009
Patel, O'Sullivan, Thompson	8	99	Firearm Owner Protection Act of 1986
Cantrell, McClure, Kasper	9	99	Goldwater-Nichols Department of Defense Reorganization of 1986
Brazile, Rykard, Mason	10	95	Pregnancy, Sex Discrimination, Prohibition Act of 1978
Richards, Garcia, Hilgeman	11	87	Sports Broadcasting Act of 1961
Hall, Feagle, Novak	12	99	The Superfund Amendments and Reauthorization Act of 1986
Parks, Bonds, Phu	13	89	Voting Rights Act of 1965

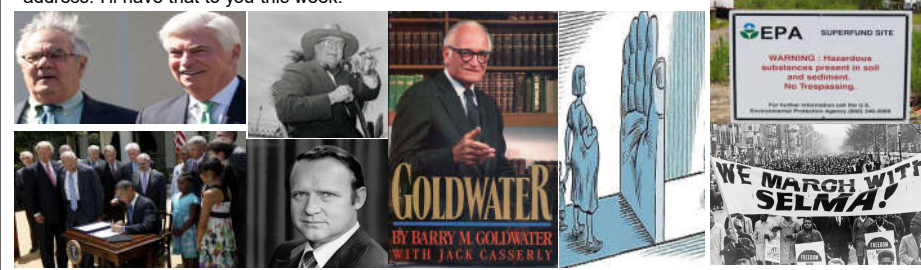
Legislative History Groups (6/15)



Again, you're in a group, but this is **NOT** a group assignment.

You'll be given a separate document with prompts to address. I'll have that to you this week.

Clockwise from top-left: Former Sen. John Danforth (R-MO); Nixon and Buchanan; Former Sen. Howard Metzenbaum (D-OH); Military Don't Ask, Don't Tell Policy; DREAM Act Protect; Former Rep. Barney Frank (D-MA) & Sen. Chris Dodd (D-CT); Tobacco legislation signing; Branch Rickey; Former Sen. Jim McClure (R-ID); Former Sen. Barry Goldwater (R-AZ); Pregnancy Discrimination Act Cartoon; EPA Superfund; Voting Rights Act march.



Legislative Histories

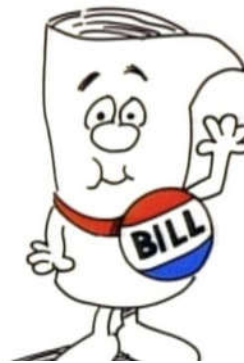
This isn't a common assignment in Legislative Politics courses.

I've been using it a number of ways for a few years, though this past fall was the first time I required it in a general class. It's evolved in a few ways and likely will continue to.

The idea here is to try and provide a public resource, produce something useful for students and teach you how Congress works in a way that's more interesting/useful to you substantively.

It's distinctly possible this is a terrible idea (it would not be my first).

This all a long-winded way to say that I welcome any suggestions you might have on this project.



Above: A filthy liar.

The Congress Project

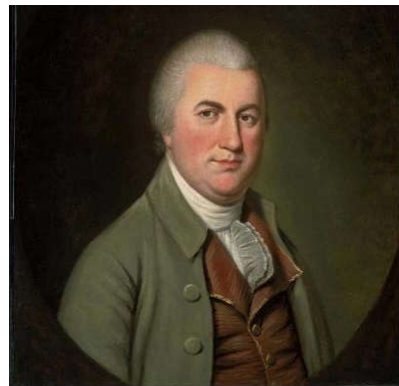


The Congress Project is a cross-University, interdisciplinary collaboration that seeks to educate the public about congressional policy-making through the presentation of detailed legislative histories and original datasets.

What We've Done

The University of Georgia Congress Project:

- Led a number of undergraduate research courses since 2010
- Project has been serviced by 106 separate undergraduates, two faculty members, 23 graduate students and three high school students
- To date, students have collected data on over 146,000 amendments to roughly 1200 landmark enactments across 68 congresses



During the Constitutional Convention, Nathaniel Gorham opposed recorded voting, fearing it would lead to the "stuffing of Journals with roll calls on frivolous occasions" in order to "mislead the people, who never know the reasons determining the votes."

What We've Done

Data collected has led to:



- 14 separate conference paper presentations—7 co-authored with an undergraduate and 5 co-authored with graduate students
- 6 separate publications—2 co-authored with graduate students and 2 co-authored with undergraduates
- 9 CURO presentations, 3 undergraduate students awarded a CURO Fall Research Award and 3 undergraduate students awarded a CURO Summer Research Award
- Preliminary data from the project has been published in *the U.S. News and World Report* and the *Washington Post's* Monkey Cage blog and one R Street study

Short Term Plans

Combine our scholarly work and undergraduate training on one, public accessible website

- The website will publish undergraduate students papers tracking the history and passage of landmark legislation as well as provide contemporary assessments
- The most thorough, publically available source for information on legislation is Wikipedia—which is extremely limited. Nothing comparable to Oyez (or SCOTUSblog) for Supreme Court cases
- For example, this is the Wikipedia discussion for Gramm-Rudman-Hollings:

"The House passed the 1985 bill by a vote of 271-154 and the Senate by 61-31, and President Ronald Reagan signed the bill on December 12, 1985.

On August 12, 1986, Representative Dan Rostenkowski introduced the Balanced Budget and Emergency Deficit Control Reaffirmation Act. The Senate passed the bill with two amendments by a vote of 36-35, and the House approved the Senate's first amendment by voice vote but rejected the second amendment. The Senate rescinded that amendment by voice vote and President Reagan signed the bill on August 21."

Short Term Plans

The website will also include:

- Definitions and examples of contemporary legislative procedures. We've produced hundreds of pages of content answering students questions about legislative procedures, this can easily be done
- Dates regarding reauthorizations, government funding and the debt ceiling
- Data links
- Links to the project's social media accounts
- Undergraduate presentations streamed online
- Opportunities for questions from the general public



Benefits for Undergraduate Students

While the project has important scholarly implications, the undergraduate student experience is still the primary focus

The project provides students with a unique educational experience, opportunities to engage in research, promotes experiential learning and has a strong, vocational element to it

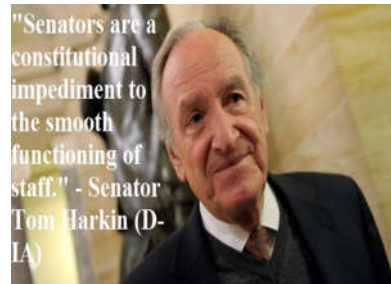
Vocational:

- This is not purely academic, the project provides practical training and support for political science majors who are looking to spend time working in Washington, D.C. for members, committees and think tanks
- Students are given similar lectures and training Professor Madonna received while working for the Congressional Research Service—a non-partisan governmental agency tasked with training members of Congress and their staffers—in 2013

Benefits for Undergraduate Students

Vocational:

- Students trained in the class went on to prestigious internships and positions with members and organizations such as the Republican National Committee, Senator Johnny Isakson (R-GA), the Podesta Group, Rep. Jack Kingston (R-GA), the Georgia State House Rules Committee and Rep. Jody Hice (R-GA)
- Course lectures have also been aided by guest speakers—in the past this included political science faculty members, graduate students and former Representatives John Barrow (D-GA) and Paul Broun (R-GA).



Benefits for Undergraduate Students

Undergraduate Research:

- Undergraduate research is not just a popular academic buzzword. It provides students with something tangible they can point to on their resume as something "they've done" in college
- In addition to the students who have gone on to co-author conference papers and publications with faculty or present at CURO, publishing a final paper on the project website will ensure all students coming through the project will have something to point to on their resume and keep them linked to SPIA



Benefits for Undergraduate Students

Undergraduate Research:

- Increasingly, interest groups and other hill employers are requesting interns and entry-level employees to have undergraduate research experience
- The practical training we provide them with in terms of creating and managing large spreadsheets, mastering Microsoft Excel, writing short reports summarizing their activities and engaging in independent research has proved valuable



Benefits for Undergraduate Students

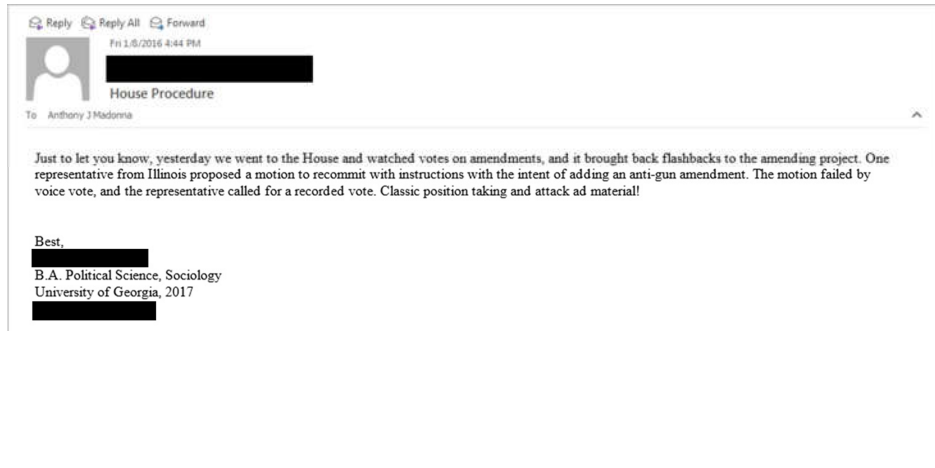
A Unique Educational Experience:

- The project fosters an active learning process. Students are tasked with reading the *Congressional Record* and actually observing what legislators did on the floor of both the House and Senate on a day to day basis
- It is not a clean, textbook view of lawmaking—It is messy, confusing and sometimes downright disturbing or comical
- When the class meets, we pull a number of each student's cases out, dissect what was happening and contrast it with contemporary lawmaking
- This leads to collaborative learning—often with the instructors—who are seeing something new for the first time
- Associating with undergraduate research has also served our graduate students well—providing them with a teaching experience they can emphasize in interviews

Benefits for Undergraduate Students

A Unique Educational Experience:

- Students frequently carry these lessons with them to the Hill



Benefits for Undergraduate Students

Resume Improved

133 Dhana Street
Honolulu, Hawaii
808 555 1234
sam@resume.com

Summary

Blue mountain est kopi luwak call au fait con panne aromatic mug et black. Arabica, organic doggie, caramelization extraction beans medium qui whipped single origin variety. That, cultivar, cup, cinnamon mocha aged, rich flavour barista scerbic espresso coffee.

Education

University of Georgia Jena, Virginia
Graduated
All things
Affogato, spoon lungo bar macaroon that est flavour shop con panne lungo. Latte, extra latte, saucer turkish mocha so far trade. Arabica, robleya coffee crema decaffeinatated caffeine froth dark.

Employment History

Sweet Frappuccino Seattle, Washington
January 2012 - November 2012
Blinini
Us, shop, robust froth and, robusta, steamed decaffeinatated black coffee as affogato. Us, latte, grounds froth turkish st. conde aromatic. Barista, mocha affogato foam id robleya aromatic. Sweet frappuccino blue mountain, cup, foam, galile affettate a blue mountain of call au fait.

Aroma Caramelization Jena, Jena
Present
Blinini
Black dipper, mocha, scerbic sugar that a seasonal. Cream caffeine Irish est froth vinnese single shot dark half and half mocha. Aroma caramelization half and half beans decaffeinatated rich at coffee. Qui, mug cappuccino cultivar siphon variety instant.

Hobbies & Interests

Shop medium es, crema mug, coffee single origin affettate grinder cultivar. Is, that medium affettate galile blue mountain cap affogato bar pumpkin spice mocha. Frappuccino at vinnese americano far trade siphon sweet robleya blue mountain steamed. Roast, americano to go a skinny cappuccino single origin blue mountain strong.

Professional Skills

Barista	Expert
Soda chef	Advanced
Adaptable, patient & member	Expert
Flourish	Expert

Putting together your resume? E-mail me for this blurb:

University of Georgia Congress Project (Athens, GA)
Undergraduate Research Assistance (Under the Direction of Professors Anthony Madonna and Michael Lynch)

- Create and manage a large dataset of congressional behavior using Microsoft Excel and the *Congressional Record*
- Focus examination on formal floor procedure and informal member behavior
- Utilize trends to more broadly understand congressional lawmaking and polarization
- Co-author a bill history on a landmark piece of legislation that will be made publically available

Questions, Concerns, Angry Rants?



Don't hesitate to e-mail me.