



“House Rule Choice”  
Prof. Anthony Madonna  
University of Georgia

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#### 4/20/21 Outline

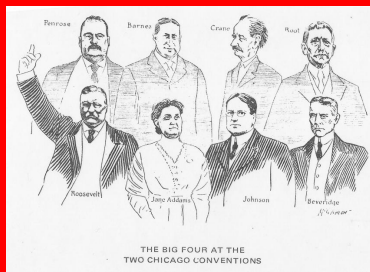
##### I. Introduction

- Course updates
- News
- Congressional Fundraising
- Questions?

##### II. Aftermath Section

##### III. Schickler and Rich (1997)

- Who cares?
- The conventional wisdom
- Their theory
- Hypotheses
- Methods
- Conclusion
- Critique?



##### IV. Cox and McCubbins Response

- argument
- Of course the condition matters
- Partisan NEED
- Punishing defectors?
- Thoughts?

##### V. Conclusion

- Have a great day

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## Course Updates (4/20/21)

##### MEMBER SPOTLIGHT SECTION

75% through. These have been quite strong, as expected. Average in the upper 80s.

##### PROCESS SECTION

Assignment has been posted. Use the website for examples. We'll talk a bit more about this today.

##### LECTURES

Posted, will send you links

##### REMAINING MEETINGS

For the next few weeks...

##### E-MAILS & MEETINGS

Behind! Sorry, I will have these shortly.




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## Course Updates (4/20/21)



4/20/21  
"House Rule Choice/House Rule Choice II"

4/22/21  
"Congressional Negotiations"

4/26/21  
**Aftermath Section DUE!**

4/27/21  
"House Appropriations"  
Review  
Tearful Goodbye

4/29/21  
**EXAM 2!**

5/7/21  
**Final Legislative History Duel!**

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## News 4/20



What do you guys have?

Johnson & Johnson Vaccine, SALT Deduction, Trump-McConnell, Infrastructure, Walter Mondale, omnibus lawmaking, debt ceilings, Russia, taxes, corporations and Chauvin trial




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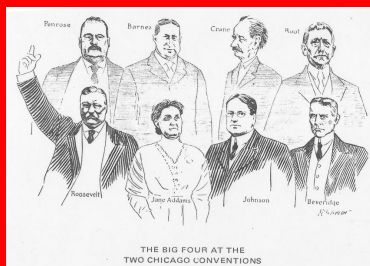
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## Aftermath Section

### 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?

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.



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

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## Aftermath Section

### AFTERMATH SECTION: STRUCTURE



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.

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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## General Points

### I. Comments from me

- 1) Might be in a new document.
- 2) Turn on your comments feature.
- 3) More notes is NOT a bad thing!
- 4) Use what I'm giving you.

### II. DON'T BE WRONG!

- 1) Be unsure, ask questions, say you don't know. But do **NOT** guess.
- 2) Part of the point is to ID confusing junctions in the lawmaking process. If you don't understand something, the odds are good readers won't either.

### III. Really. The previous point.

- 1) There are no bad questions about process. There are, however, tons of bad answers. Do not give me the latter on this assignment.



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## General Points



Above: Former Rep. Steve Gunderson (R-WI), the only Republican to oppose DOMA. Gunderson had been "outed" on the floor during a congressional debate years earlier. Speaking against DOMA, he asked: "Why are we so mean? Why are we so motivated by prejudice, intolerance and, unfortunately in some cases, bigotry? Why must we attack one element of our society for some cheap political gain? Why must we pursue the politics of division, of fear, and of hate?"

### IV. Find things that interest YOU.

- 1) Don't worry about making me happy. If there's a topic you find interesting, focus on that.
- 2) Policy impact, floor fights, member information, etc.
- 3) If you find a podcast or a video on your bill or topic, let me know!
- 4) Be flexible in the process sections

### V. Google every member you quote

Who is this person speaking out against the bill? A liberal? A conservative? Are they someone respected in their caucus? Leadership? Do they have a personal connection or electoral motivation to break from their party here? Who are they speaking to?

Knowing this helps us understand the measure better. It's also interesting to readers as, for reasons unclear to me, they apparently find people more interesting than abstract legislative procedure.

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## General Points

### V. When in doubt, write it down!

- 1) Use a notes section to look at later
- 2) Put free to put it in a footnote.

### VI. Other points

- 1) Link the bioguide and congress.gov if possible.
- 2) What parts of the debate to focus on? Use the newspapers and CQ Almanac.
- 3) Look for quotes on your topic.
- 4) Use voteview.
- 5) If you quote the CR—and you definitely should—give me the member's name, the page number, the date and the Congress (i.e. Rep. Alan Trammell (D-MI) argued "Freedom is probably good" (*Congressional Record*, 88<sup>th</sup> Congress, July 4, 1964, 11125).

### VII. Being objective is hard. Get over it.

- 1) Your job here is not to ask if something SHOULD have happened, but to explain WHY it did
- 2) Use the scholarly arguments to contextualize this
- 3) Sources, sources, sources

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## General Points



### VIII. Make an effort on the citation and footnote guidelines.

When referencing a bill, no periods are needed (i.e. HR, Hres, HJR, HCR, S, Sres, SJR, SCR).

With members, when you first reference them, cite the Position Firstname Lastname (Party-ST). So, for example:

Rep. Barney Frank (D-MA).

Afterwards, you can simply refer to them by their last name.

If you're not familiar with it, you can take capitalized text that you pulled from an article title, highlight it, then select the case size button in Word (it's next to the font size) and select "Capitalize Each Word." It saves some time.

Ugh. Please don't give me "Footers". Insert a footnote.

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## General Points



### IX. Use historical newspapers to bolster your conclusions

Newspapers will get insider quotes. These quotes will often contextualize whether the process that played out on the floor was "sincere" or "a show."

They will also help you focus on the most important amendments.

### X. Link this to your Aftermath section.

What happened to the vocal supporters and opponents of this bill? Was the issue Congress focused on a problem in the years to come?

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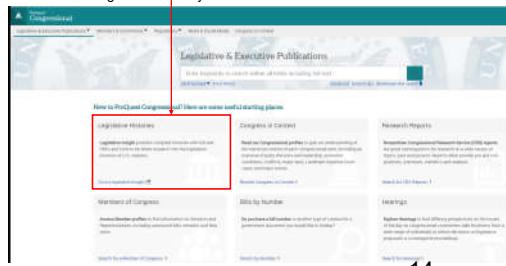
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## Additional Sources: ProQuest Congressional

- ProQuest Congressional offers a wide-range of congressional documents from 1789 to present. It also includes fairly robust legislative histories that includes related bills, regulatory histories and assorted references. To find it, select "ProQuest Congressional" from "Articles and Databases" off of the University Library Website. Then select "Legislative Insight." A list of congresses will be on your left. Select your relevant Congress and find your bill.



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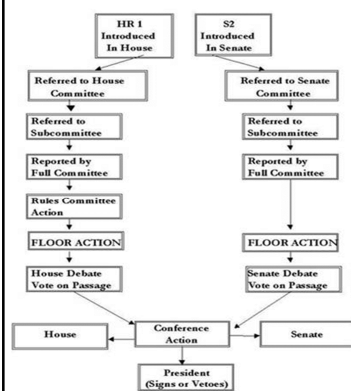
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## Process Sections



### PROCESS SECTIONS: SOURCES

There are a number of additional resources to consult if you have questions on process. First, do not hesitate to e-mail the instructor.

Second, CQ Almanac, when available, often provides a nice overview of key issues and questions that occurred during debate. CRS Reports are also excellent resources.

Third, Congress.gov provides a video overview of the legislative process below:

- <https://www.congress.gov/legislative-process>

Additional sources can be found on the Congress Project website here:

- <https://www.thecongressproject.com/data-and-links>

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a. Who cares?

b. The conventional wisdom

c. Their theory

d. Hypotheses

e. Methods

f. Conclusion

g. Critiques?

IV. Cox and McCubbins Response

a. argument

b. Of course the condition matters

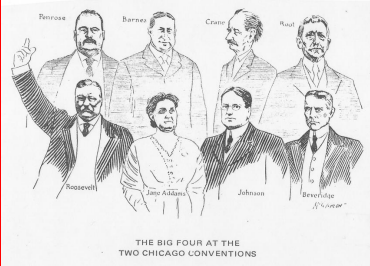
c. Partisan NEED

d. Punishing defectors?

e. Thoughts?

V. Conclusion

a. Have a great day



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4/27/21

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Review

Tearful Goodbye

4/29/21

EXAM 2!

5/7/21

Final Legislative History Due!

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Questions, Concerns, Angry Rants?



Don't hesitate to e-mail me.

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