Course Information
PA 8331
Archer Center Independent Study and Research

Summer 2023
May 30-July 31, 2023
Mondays 6-8 pm ET

Professor Contact Information
Professor	**Michelle L. Chin-Miller, Ph.D.**
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Office Location	1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006
Office Hours	4-6 pm ET Mon/Tues *or* by appointment

Lecturer Contact Information
All Lecturers hold office hours by appointment.
Lecturer   **Prof**. **Allison Dembeck** (email: ada210000@UTDallas.edu)
Lecturer   **Prof**. **Waverly Gordon** (email: Waverly.Gordon@UTDallas.edu)
Lecturer   **Prof**. **John Kane** (email: John.Kane@UTDallas.edu)
Lecturer   **Prof**. **Lauren Paulos** (email: Aubrie.Paulos@UTDallas.edu)
Lecturer   **Prof**. **Stuart Portman** (email: Stuart.Portman@UTDallas.edu)

Course Pre-requisites, Co-requisites, and/or Other Restrictions
Admission to the Archer Fellowship Program.

Course Description
This course is tailored to each student's graduate program of study. Each student will work independently with Dr. Chin and the Archer Center Lecturers to develop a policy research project that aligns with and advances the student's professional, academic and/or research goals.

Students are required to participate in policy working groups (listed below), where Fellows will meet in person each week with their assigned Archer Center Lecturer and relevant policy experts to discuss their policy proposals. Weekly meetings will take place at the Archer Center.

The policy working groups are:
- General Domestic (GD) Policy Working Group (**Waverly Gordon**)
- Education (ED) Policy Working Group (**Allison Dembeck**)
- Health Policy (HP) Working Group (**Stuart Portman**, **Lauren Paulos**)
  - HP1 – Public Health, Womens Health Subgroup **(Lauren Paulos)**
  - HP2 – Health Insurance, Research & Technology Subgroup (**Stuart Portman**)
- Homeland/National Security & Global Affairs (NS) Policy Working Group (**John Kane**)

Student Learning Objectives/Outcomes
1. Students will identify knowledge resources that are unique to D.C. or which are otherwise more easily obtainable in D.C. than in Texas.
2. Students will identify a public policy problem and will describe and develop strategies for assessing the policy problem.
3. Students will develop strategies for resolving or addressing the policy problem.

4. Students will determine linkages between their specific academic/research interests, their internship experience, and knowledge resources noted above (#1).

Required Textbooks and Materials
You should be able to access the required readings online through the links provided (some may require your UTD credentials to access) or posted to the course website on e-Learning. You can access the UT Dallas Eugene McDermott Library's online catalog and databases here: https://www.utdallas.edu/library/.

Required materials
- Access to a computer and reliable internet service.

General reading
- *Federal Register* (The daily journal of the United States Government) – Become familiar with the website: https://www.federalregister.gov/.
- **Congressional Research Service (CRS) reports** (https://crsreports.congress.gov)
  - **"Policy and Legislative Research for Congressional Staff: Finding Documents, Analysis, News, and Training,"** CRS Report (Updated June 28, 2019) - https://fas.org/sgp/crs/misc/R43434.pdf.
- General periodicals that cover federal policymaking and politics
  - Congress & White House
    - *Politico* (https://www.politico.com/)
    - *Roll Call* (https://www.rollcall.com/)
    - *The Hill* (https://www.thehill.com/)
  - Federal Agencies
    - *Government Executive* (https://www.govexec.com/)
  - General coverage
    - *Axios (*https://www.axios.com)
    - *Congressional Quarterly* (http://library.cqpress.com.libproxy.utdallas.edu/index.php use UTD credentials to access)
    - *Morning Consult* (https://morningconsult.com/washington/)
    - *National Journal* (https://www.nationaljournal.com/)
- Topic-specific periodicals – There are many journals focused on specific policy domains. You should identify the leading journals in your topic area of interest. Work with your lecturer to identify these periodicals.

Policy Working Group
Identify at least one **federal agency** that has jurisdiction over the policies that interest you. Then,
  a. Read the **public law that authorizes the agency**. When was it adopted? What was the congressional vote? Read a few news articles related to the agency's founding to get a sense of the public and political support for the agency. Compare the original coverage to contemporaneous coverage to see how the agency's public/political support has changed.
  b. Read the **agency's strategic plan**. What are the agency's priority goals? How do these goals relate to the preferences/priorities of the President and Congress?
  c. Read the **agency's organizational chart**. Who are the leaders of the agencies key components? How many of these components are staffed by political appointees? How many political appointees have been nominated but are not yet confirmed?
  d. Read the **FY 2023 budget** for the agency that was issued by OMB. What are the Administration's priorities, based on the allocation of resources in the proposed budget?
  e. Read the actual FY 2023 budget adopted by Congress to see how much the agency received in FY 2022 appropriations. What are the differences between the President's proposed budget and actual congressional appropriation?
2. Identify and read the public law that pertains to your policy interest. *Example*: The Elementary and Secondary Education Act of 1965 (ESEA) authorizes federal preK-12 education programs. The Fair Housing Act prohibits discrimination by direct providers of housing. The Goldwater-Nichols Department of Defense Reorganization Act

revised the structure of the Defense Department. The Telecommunications Act of 1996 authorized the E-Rate program to provide telecommunications to schools and libraries. The Social Security Act authorized the system of benefits for old-age workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.

<u>Writing resources</u> (Not required, but listed for reference)
- **Drafting a policy memo**
    - o Thompson Writing Program, Duke University (https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/policy-memo.original.pdf)
    - o Harvard Kennedy School of Government (https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf)
    - o "Writing a Policy Memo" Bush School Texas A&M University (https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos)
- **Use of Social Media**
    - o "Effective Social Media = Storytelling," Tim Jones, *Inside Higher Ed*, April 26, 2016 (https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/effective-social-media-storytelling)
    - o "Mind the Gap: Social Media Engagement by Public Health Researchers," B. Keller, A. Labrique, K.M. Jain, A. Pekosz, O. Levine, *Journal of Medical Internet Research*, January 14, 2014 (https://www.ncbi.nlm.nih.gov/pubmed/24425670).
    - o *Social Media Strategy: Virtual Social Media Working Group and DHS First Responders Group*, U.S. Department of Homeland Security, January 2012 (https://www.dhs.gov/sites/default/files/publications/Virtual%20Social%20Media%20Working%20Group%20VSMWG%20Social%20Media%20Strategy.pdf)
    - o *Social Networking and National Security: How to Harness Web 2.0 to Protect the Country*, James Jay Carafano, *Backgrounder*, The Heritage Foundation, May 18, 2009 (https://www.heritage.org/defense/report/social-networking-and-national-security-how-harness-web-20-protect-the-country)
- **Op-eds and Letters to the Editor**
    - o "How to Write an Op-Ed or Column," Harvard Kennedy School of Government (https://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf)
    - o "Tips for Aspiring Op-Ed Writers," Bret Stephens, *The New York Times*, August 25, 2017 (https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html)
    - o "Writing an Op-Ed," American Association for the Advancement of Science (https://www.aaas.org/page/writing-op-ed)
    - o "Op-ed Writing: Tips and Tricks" The OpEd Project (https://www.theopedproject.org/oped-basics/)
    - o "Pitching" The OpEd Project (https://www.theopedproject.org/pitching/)
    - o "Submission Information" The OpEd Project (https://www.theopedproject.org/submission-information/)
    - o "Tips for Writing Op-eds to Respond to Breaking News," Tyler Creighton, *rethink,* April 4, 2017 (https://rethinkmedia.org/blog/tips-writing-op-eds-respond-breaking-news).

Assignments & Academic Calendar
Students must produce these deliverables by **the posted dates.**
   i. **Participation (20%) – Lecturer to keep track of these grades**
      1. **List of knowledge resources** (such as reference materials/sources, advocacy organizations, policy stakeholders, thought leaders) in DC that are relevant to the policy paper. Submit to your lecturer (worth 5%) by **June 23**, 11:59 pm local time. Email Word document to Dr. Chin-Miller and your lecturer.

2. **Create spreadsheet** with information about relevant policy network sources. Submit to your lecturer (worth 5%). Also include notes of any meetings with real world policy stakeholders to discuss the policy recommendation. Also include notes about relevant linkages to your specific academic/research interests, and/or your internship experience. Due by **July 21**, 11:59 pm local time. Email spreadsheet to Dr. Chin-Miller and your lecturer. **Note**: You should aim to work on this spreadsheet *from the beginning of the summer term.*
3. **Weekly attendance and interaction** with guest speakers (worth 10%).

ii. **Policy Paper (70%) – Lecturer to keep track of these grades (except for first draft submission)**
1. Draft of policy paper submitted by **May 30**. Email Word document to Dr. Chin-Miller prior to arrival in DC, who will forward drafts to the lecturers.
2. Practice Workshop Presentation – **July 17** (worth 5%)
3. *Final Policy Research/Background Paper* electronic copy due by **July 21**, 11:59 pm local time. Email Word document to Dr. Chin-Miller and your lecturer. (worth 60%)
4. Policy Murder Board presentation – **July 24** (worth 5%)

iii. **Advocacy Materials (10%) – Lecturer to keep track of grades for these items.**
1. *Advocacy Materials due* by WORKSHOP meeting **July 17** (5 pm CT/ 6 pm ET). Email to Dr. Chin-Miller and your lecturer.
   a. 1-page summary of your policy recommendation (worth 5%)
   b. PowerPoint presentation (worth 5%)

NOTE: Meet independently with your Archer Center Lecturer to get feedback on written drafts of your policy research/background paper **before the final due date of July 21.**

Details: Policy Research/Background Paper

- *Paper Specs*: No more than 10 pages (excluding Title page, Works Cited/Bibliography, and Appendix), 12-pt font, double-space, APA/MLA format. Each page following the title page should include a header with your full name and the page number.

- *Description*: Papers will address a policy topic relevant to the student's academic and research goals. Students must draw on and incorporate knowledge resources to describe and develop their strategies for assessing and addressing the policy-related issue. The topic can be one that aligns with a student's internship work and/or graduate studies, and the topic that the student has selected in Professor Shute's course.

- *Organization:* The paper should be organized as follows:

  o **Title Page:** Your name, title of the paper, date.

  o **Abstract:** Brief description of research and findings.

  o **Overview/Introduction:** What's the policy topic and specific problem to be analyzed? Why is it important or salient at this time?

  o **Background**: What is known about past and present federal or state government responses to the policy problem? Summarize the legislative history of the policy problem. Who are the stakeholders impacted by the policy?

  o **Analysis of Solution Options:** What are options for solving the policy problem? What are the costs/benefits of these various options? Who benefits and who is disadvantaged by implementation of the options? What governmental policy actors are responsible for the

adoption/implementation/enforcement of the options? What are political obstacles to success in adoption/implementation/enforcement?

- o **Recommendations:** Which solution do you recommend and why? Under what political conditions do you expect to achieve success?

- o **Appendix**: In this section, you should include a list of empirical research questions that emerge from your research on this policy topic, and also provide a proposal(s) for publications, conference presentations and/or future research projects.

- o **Works Cited/Bibliography**: Complete list of citations.

SCHEDULE OF POLICY WORKING GROUP WEEKLY MEETINGS

Unless otherwise noted, the Policy Working Groups will meet **in-person AT THE ARCHER CENTER** each Monday from 6-8 pm ET. In general, the first hour will be reserved for meetings with guest speakers, followed by focused discussions within your policy working group (or subgroup) in the second hour.

Week 1
May 30 (TUES) – Overview of Policy Development
4-6 pm ET   Meet with Policy Working Group lecturers and AFAA members working in congressional offices

Week 2 - June 5 – Budget Development
Guest Speaker: __Marianne Clifford Upton__ (retired Staff Director, Senate Appropriations Subcommittee on Financial Services and General Government)
6-7 pm ET   All Policy Working Groups meet jointly with guests
7-8 pm ET   Meet with your policy working group & lecturer

Week 3 - June 12 – Role of Congressional Leadership
Guest Speakers: __Dr. Brendan Dunn__, Akin Gump (former policy advisor & counsel, Republican Leader McConnell)
6-7 pm ET   All Policy Working Groups meet jointly with guests
7-8 pm ET   Meet with your policy working group & lecturer

Week 4 - June 22 (THU) – Role of White House Policy Advisors
Guest Speaker: __Katie Berger,__ (Director of Education, White House Domestic Policy Council)
6-7 pm ET   All Policy Working Groups meet jointly with guests
7-8 pm ET   Meet with your policy working group & lecturer

ASSIGNMENT due by June 23: Knowledge/Information spreadsheet due to your lecturer by 11:59 pm ET.

Week 5 - June 26– Agency Roles in Policy Development
Guest Speaker: __Prof. John Amaya__ (former deputy chief of staff, US Immigration and Customs Enforcement)
6-7 pm ET   All Policy Working Groups meet jointly with guests
7-8 pm ET   Meet with your policy working group & lecturer

Week 6 - July 3 –Role of Congressional Member Office
Your Lecturers discuss the role that Congressional Member Offices play in the policy process. Be prepared to discuss how you plan to shop your policy proposals to congressional staff and Members.
6-8 pm ET   Meet with your policy working group & lecturer

Week 7 - July 10 - Role of Committees in Congress
Meet with committee staff relevant to your policy working groups to discuss the role that congressional committees play in the policy process, and plan your strategy for advancing your policy proposals.
6-8 pm ET   Meet with your policy working group & lecturer

Week 8 - July 17 - WORKSHOP of Presentations
6-8 pm ET   Each Policy Working Group presents to their lecturer and provides peer-feedback on the proposals. *NOTE*: Visiting graduate students from the University of Mary Hardin Baylor will join the Education Policy workshops as observers.

ASSIGNMENTS due by July 21: Final Policy Paper, Policy network spreadsheet emailed to your lecturer and Dr. Chin-Miller by 11:59 pm ET.

Week 9 - July 24 – Policy Murder Boards
6-8 pm ET   Each Policy Working Group presents their policy recommendations to a panel of experts.

Week 10 – July 31 – Final Evaluation
6-8 pm ET   Each Policy Working Group also meets with their lecturer to discuss their final proposals and to determine the final audience and action for the recommendation.

Course Policies
Late work may be penalized at the discretion of the student's supervising lecturer. Students should contact their supervising lecturer to request any accommodations or additional time to complete the assignment.

Grading Policy
All writing assignments must be submitted before a final grade will be posted.
20% - Participation
10% - Advocacy Materials
70% - Policy Research/Background Paper/Abstract

Grading Scale
A+ (98+)   A (94-97)   A- (90-93)
B+ (88-89)   B (84-87)   B- (80-83)
C+ (78-79)   C (74-77)   C- (70-73)   D (60-69)   F (59 or lower)

Final grades will be reported to UT Dallas and your home UT System institution by **August 9, 2023** and posted in accordance with their respective grade submission deadlines. *Note*: UT System campuses vary in their use of the +/- grading scale. Grades for students enrolled at campuses that do not follow this system will be reported as follows: A (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Comet Creed
This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures
The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor and Lecturers.