

THE POLICY-MAKING PROCESS  
ARCHER CENTER, SPRING 2010  
Julie S. Donnelly, Ph.D.

**GOVT 4370**

The Policymaking Process  
Spring, 2010  
Mondays: 5:45pm-8:45pm  
Location: Archer Center

**Contact Information:**

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**Course Pre-requisites, Co-requisites and/or other Restrictions:**

Acceptance into the University of Texas, Archer Fellowship Program

**Course Description:** This course will focus on the role of Congress and the President in policy-making process. Through a variety of sources (academic texts, newspaper and journal articles, websites, blogs, advocacy papers) we will look at (and hopefully reconcile) the textbook and “real world” versions of how policy is made in Washington, D.C.

This course is divided into three phases where we will use a variety of techniques (in-class presentations and discussions, legislative simulation, guest speakers) to gain a better understanding of the policy-making process. In Phase One we will study how legislative structures and the political environment affect the policy-making progress. In Phase Two we will look at three case studies: Iraq, Health Care and the Auto Industry Bailout to help broaden our understanding of the complexity of the policy-making process. In Phase Three we will conduct a student analysis and legislative simulation of H.R. 2454: American Clean Energy and Security Act of 2009.

**Student Learning Objectives/Outcomes:** It is my hope that at the end of this course, not only will you have a greater appreciation of the complexity of the policy-making process, but that you will understand the crucial role that Congress and the President play in this process. Upon completing the course, students will be able to: (1) describe the role of Congress and the President in the policy-making process, (2) critically evaluate a variety of research sources related to the policy-making process and (3) be able to present your ideas about the policy-making process in a coherent, concise and compelling manner in both written and verbal formats.

**Required Textbooks and Materials**

Davidson, Oleszek and Lee: *Congress and its Members*, 12<sup>th</sup> Edition, CQ Press  
Listed weekly readings

## **Date/Topic/Assignments**

### ***Part I Legislative Structures and the Policy-Making Process***

**January 11<sup>th</sup>**

Readings:

#### **Introduction and Political Environment**

Davidson, Oleszek and Lee: Chapter 1

Taibbi: "Four Amendments & a Funeral"

Hamilton: "What I wish Political Scientists would teach about Congress"

**January 19<sup>th</sup>**

*(Please note: Class will held on Tuesday night because Monday, January 18<sup>th</sup> is a national holiday: Martin Luther King Day.)*

#### **Rules/Norms, Leadership and Party Structure**

Readings:

Davidson, Oleszek and Lee: Chapters 6 & 8

Gary W. Cox and Mathew D. McCubbins, "A Precis on Legislative Leadership", *Extensions*, Spring, 2003.

[www.ou.edu/special/alberctr/extensions/fall2003/Cox.html](http://www.ou.edu/special/alberctr/extensions/fall2003/Cox.html)

Speaker:

Mr. Donald Carlson, Chief-of-Staff to Congressman Bill Archer

**January 25<sup>th</sup>**

Readings:

#### **Committee System**

Davidson, Oleszek and Lee, Chapter 7

Jenks: "Committee Mark-up"

Speaker:

Congressman Bill Archer

**February 1<sup>st</sup>**

Readings:

#### **President and Congress and Policy-making**

Bai, "Taking the Hill" New York Times Magazine

"An Interview with Mickey Edwards", *Extensions*, Spring 2008

[www.ou.edu/carlabertcenter/extensions/spring2008/Interview.pdf](http://www.ou.edu/carlabertcenter/extensions/spring2008/Interview.pdf)

Barbara Sinclair, "Barack Obama and the 111<sup>th</sup> Congress: Politics as Usual?", *Extensions*, Spring 2009

[www.ou.edu/carlabertcenter/extensions/spring2009/Sinclair.pdf](http://www.ou.edu/carlabertcenter/extensions/spring2009/Sinclair.pdf)

Davidson, Oleszek and Lee, Chapter 10

Stephen J. Wayne, "Bush and Congress: Communication without Much Consultation", *Extensions*, Spring, 2006.

[www.ou.edu/special/albertctr/extensions/spring2006/Wayne.pdf](http://www.ou.edu/special/albertctr/extensions/spring2006/Wayne.pdf)

**February 8<sup>th</sup>**

Readings:

#### **Domestic Policy Making**

Davidson, Oleszek and Lee, Chapter 14

Speaker:

TBA

**February 15th      Foreign Policy Making**

*Short paper on congressional policy-making process due in class: Monday, February 15<sup>th</sup>, 2009*

Readings:                      Davidson, Oleszek and Lee, Chapter 15  
Ripley, "Congress and Foreign Policy: 1945-2005"  
*Extensions*, Spring, 2001  
([www.ou.edu/special.albertctr/extensions/spring2001/Ripley.html](http://www.ou.edu/special.albertctr/extensions/spring2001/Ripley.html))

Speaker:                      TBA

***Part II Three Case Studies: Iraq, Health Care and the Auto Industry Bailout***

**February 22<sup>nd</sup>      Iraq**

Readings:                      4 articles from The Atlantic Monthly on the Iraq War all by James Fallows. Please come prepared to ask questions of our student presenters.

The Fifty-First State:      [www.theatlanticmonthly.com/doc/200211/fallows](http://www.theatlanticmonthly.com/doc/200211/fallows)  
Blind into Baghdad:      [www.theatlanticmonthly.com/doc/200401/fallows](http://www.theatlanticmonthly.com/doc/200401/fallows)  
Bush's Lost Year:          [www.theatlanticmonthly.com/doc/200410/fallows](http://www.theatlanticmonthly.com/doc/200410/fallows)  
Why Iraq has No Army:    [www.theatlanticmonthly.com/doc/200512/iraq-army](http://www.theatlanticmonthly.com/doc/200512/iraq-army)

Speakers:                      Student presenters

**March 1<sup>st</sup>              Iraq**

Readings:                      Review readings from previous week and come prepared with questions for our student presenters.

Speaker:                      student presenters

**March 8<sup>th</sup>              Health Care**

*Case Study Memo due in class, March 8<sup>th</sup>, 2009*

Readings: The following articles and please come prepared with questions for our student presenters.

Americans struggle to pay for healthcare-study (Reuters)  
[www.reuters.com/article/email/idUSN2146504720090622](http://www.reuters.com/article/email/idUSN2146504720090622)

Obama's Ratings Remain High Despite Some Policy Concerns  
[people-press.org/report/522/](http://people-press.org/report/522/)

Health debate shifting from public vs. private (Lisa Wangsness)  
[http://www.boston.com/news/nation/washington/articles/2009/06/21/healthcare\\_debate\\_shifting\\_to\\_public\\_vs\\_private/?s\\_campaign=8315](http://www.boston.com/news/nation/washington/articles/2009/06/21/healthcare_debate_shifting_to_public_vs_private/?s_campaign=8315)

Health Care Showdown (Paul Krugman)  
[www.nytimes.com/2009/06/22/opinion/22krugman.html?emc=eta1](http://www.nytimes.com/2009/06/22/opinion/22krugman.html?emc=eta1)

In Poll, Wide Support for Government-Run Health (Kevin Sack & Marjorie Connelly)  
[www.nytimes.com/2009/06/21/health/policy/21poll.html?emc=eta1](http://www.nytimes.com/2009/06/21/health/policy/21poll.html?emc=eta1)

One-stop shopping at heart of health debate (Richard Wolfe)  
[www.usatoday.com/news/washington/2009-06-21-exchange\\_N.htm?POE=click-refer](http://www.usatoday.com/news/washington/2009-06-21-exchange_N.htm?POE=click-refer)

One tough sell: paying for healthcare overhaul (Adriel Bettelheim)  
[www.cqpolitics.com](http://www.cqpolitics.com) (cannot find the exact location--it was on other websites as well under CQ Today Online News)

Health Reform: a Reminder of what and who it's all about (Meredith Hughes)  
[www.newamerica.net/blog/new-health-dialogue/2009/health-reform-begala-says-health-reform-must-take-priority-12679](http://www.newamerica.net/blog/new-health-dialogue/2009/health-reform-begala-says-health-reform-must-take-priority-12679)

Health Reform: Take a Deep Breath and Put it all in Perspective (Len Nichols)  
[www.newamerica.net/blog/new-health-dialogue/2009/health-reform-next-week-will-be-better-12674](http://www.newamerica.net/blog/new-health-dialogue/2009/health-reform-next-week-will-be-better-12674)

Speakers: Student presenters.

**March 15<sup>th</sup>** **No Class: Spring Break**

**March 22<sup>nd</sup>** **Health Care Reform**

Readings: Review readings from previous week and come prepared with questions for our student presenters.

**March 30<sup>th</sup> Auto Industry Bailout**

*(Please note: Class will held on Tuesday night because Monday night, March 29<sup>th</sup> is the first night of Passover.)*

Readings: The following articles and please come prepared with questions for our student presenters.

The Future of manufacturing: Can we live without GM? (Robert Reich)  
[www.salon.com/opinion/feature/2009/06/01/reich\\_manufacturing\\_gm/print.html](http://www.salon.com/opinion/feature/2009/06/01/reich_manufacturing_gm/print.html)

What if there is no Auto Bailout (Leamer, Burtless, Auerbach and Niskanen)  
[economy.nationaljournal.com/2008/12/what-if-there-is-no-auto-bailout.php](http://economy.nationaljournal.com/2008/12/what-if-there-is-no-auto-bailout.php)

Auto Bailout: What Drucker Would have said (Rick Wartzman)  
[www.businessweek.com/managing/content/nov2008/ca20081121\\_135700.htm](http://www.businessweek.com/managing/content/nov2008/ca20081121_135700.htm)

The Policies that Ruined the auto industry (Barry Lynn)  
[www.newamerica.net/publications/articles/2008/policies\\_ruined\\_auto\\_industry\\_8844](http://www.newamerica.net/publications/articles/2008/policies_ruined_auto_industry_8844)

Speakers: Student presenters

**April 5<sup>th</sup> Auto Industry Bailout**

**Legislative Simulation Memo due in class, Tuesday, March 30<sup>th</sup>, 2009**

Readings: Review readings from previous week and come prepared with questions for our student presenters.

Speakers: student presenters

**Part III Student Analysis and Legislative Simulation of H.R. 2454  
(American Clean Energy and Security Act of 2009)**

**April 12<sup>th</sup> Legislative Simulation  
Phase One: Committee Hearings  
Phase Two: Committee Mark-up**

**April 19<sup>th</sup> Legislative Simulation  
Phase Three: Floor Debate**

**Grading Policy and Assignments:** *There are no quizzes or written exams for this course. Instead your grade will be based on a variety of short written assignments, class presentations and participation in class discussions as well as participation in the legislative simulation at the end of the term.*

**Each assignment/activity is worth the following:**

**General class participation and attendance (10%):** Students are expected to come to class fully prepared to participate in class discussion and our analysis of the weekly topic(s). This means that you will complete reading assignments in advance of each class meeting and will come to class ready to discuss the readings, answer and ask questions and generally to be engaged in class activities and general discussion.

**Short paper on how institutional structures affect the policy-making process (20%):** This assignment asks you to select one aspect of legislative and/or executive structure and write a short 3-5 page essay on how this structure affects the policy-making process. A more detailed hand-out will explain the expectations for this paper. **The paper is due in class: Monday, February 15, 2010**

**Issue presentation to class and accompanying memo (total 35%):** Each student will give a short presentation on one of the three case study issues (15%). In addition, students will prepare a short accompanying memo that will be worth (20%). A more detailed hand-out will explain the expectations for your presentation and memo. **The memo is due in class Monday, March 8, 2010.**

**Legislative simulation participation and memo (total 35%):** Each student will play a roll in the legislative simulation (15%). You will be graded on how well you play your role. (No you won't be graded on your acting skills!) In addition, each student will prepare an accompanying legislative simulation memo (20%). A more detailed handout will explain how to successfully play your role and how to prepare your memo. **The memo is due in class, Tuesday, March 30, 2010.**

**Some thoughts on assignments, deadlines and your workload:**

I have attempted to create a series of assignments, none of which will individually “make or break” a student’s final grade. In other words, I have created multiple opportunities for each of you to excel in this course. Having said this, I understand that each of you will be juggling multiple classes and a full-time job while living in one of the most exciting cities in the world (okay, I think it’s pretty exciting). You may end up having an unexpected deadline at work that forces you to miss class or delay work on an assignment, you might get sick, or you might have a family emergency. In this case, please don’t wait until after the fact to let me know what’s going on. I have spent most of my professional career as either a faculty member or an academic dean, so I understand

the multiple stresses that students face. I am more than willing to help support you in any way I can; but I cannot be of help to you if I don't know what's going on. **As a general policy, I do not accept late papers or grant extensions.** But having said this, if there is an actual emergency I am more than willing to work with you to find a solution to the problem.

I am here to be a resource to you, so please be in touch with questions, ideas, concerns. The best way to reach me is via email: [julie\\_donnelly81@yahoo.com](mailto:julie_donnelly81@yahoo.com). While I check my email multiple times during the day, please know that if you email me after 11pm, I will not read the email until the next morning. I am happy to meet with students before class (and a little bit after) and will try to arrive at the Archer Center about an hour before class begins. Finally, you are welcome to call me at home, **but unless it is an emergency, please do not call after 9pm** since my kids are asleep by this hour.

Finally, while I cannot read a draft of everyone's paper, I am happy to meet individually with each of you to discuss any or all of the assignments. **Also, I reserve the right to ask a student to re-write and re-submit a paper if I believe that without revisions the paper will not earn a grade higher than a C.** In other words, I will do everything in my power to help you succeed in this course.

## **Information on university policies from the University of Texas System and UT-Dallas:**

### **Technical Support**

If you experience any problems with your UTD account you may send an email to: [assist@utdallas.edu](mailto:assist@utdallas.edu) or call the UTD Computer Helpdesk at 972-883-2911.

### **Field Trip Policies, Off-campus Instruction and Course Activities**

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Copyright Notice**

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues

concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

## **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

## **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:  
The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)  
[disabilityservice@utdallas.edu](mailto:disabilityservice@utdallas.edu)

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

## **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***

