

## *The Policy Making Process*

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**\*Guest speakers to be added\***

### **Course Information**

PSCI 4370

The Policy Making Process

Spring 2018

Monday/Tuesday 6:30-9:30 p.m.

### **Professor Contact Information**

*Professor* Michelle L. Chin

*Office Phone* 202-955-9035

*Other Phone* 202-262-1413

*Email Address* mlc140530@utdallas.edu

*Office Location* 1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006

*Office Hours* 4-6 pm Mon/Tues

*Other Information* Other meetings by appointment

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Upper-division standing. Restricted to students in the UT in DC Archer Fellowship Program. Taught in Washington, D.C.

### **Course Description**

At a press conference in July 1937, President Franklin D. Roosevelt famously declared that “It is the duty of the President to propose and it is the privilege of the Congress to dispose.” In reality, there are many actors in the federal policymaking process: the executive, legislative and judicial branches of government, the media and the public. It is important for you to understand how these institutions operate and the process by which citizens exercise self-government.

This course will give you a brief introduction to the philosophical foundations of the federal system of government in the United States and the federal policy process. We will also explore the influence of politics on the policy and procedures of the three branches of government, and you will learn about the role each institution plays in a representative democracy. You will also gain practical experience in developing an appropriate solution to a real world policy problem.

### **Student Learning Objectives/Outcomes**

Upon completing the class, students will be able to:

1. Identify the key influences on the American political system.
2. Explain the influence of politics on the policy and procedures of the three branches of government.
3. Explain the role of each of the three branches of government plays in a representative democracy.

4. Conduct in-depth research on a policy issue and then compile a cohesive policy analysis and proposal.

### **Required Textbooks and Materials**

#### *Required Texts*

*There is no assigned textbook for purchase. All course materials are available for free over the Internet. Links to the materials are provided. We will also have a series of guest lecturers and working professionals who will workshop the group projects with you.*

### **Assignments & Academic Calendar**

*Topics, Reading Assignments, Due Dates, Exam Dates*

### **Course Details**

Each class meets weekly for 3 hours, with a short break between sections. In general, the class will follow this format: 6:30-7:25 Guest Speaker; 7:30-8 Workshop for the Collaborative Project; 8-9 Discussion of readings; 9-9:30 Collaborative Project Research time. Unless otherwise noted, the class will always begin at 6:30 p.m.

### **Jan 9 (Tues) – Orientation w/ Dr. Chin**

### **Dissemination of the Declaration of Independence**

**<http://www.smithsonianmag.com/smart-news/breaking-declaration-independence-180964004/>**

- **Declaration of Independence ASSIGNMENT (50 points)**
- **Part A:** In teams of 4, find a public space in DC and record yourselves reading aloud the Declaration of Independence. Each person must be filmed reading a portion of the Declaration. Upload your completed video recording to a Google drive and send the link to Dr. Chin **by 11:59 pm January 19, 2018.**
- **Part B:** Using the Declaration of Independence as a guide, write an outline of your own principles/ideals for the United States of America. Email your document to Dr. Chin **by 11:59 pm January 19, 2018.** Save the document in WORD using this format for the title: LAST NAME\_FIRST NAME.Declaration\_01.19.18. **Make sure your name is also printed in the document.**
- **Read for next week:** How to write a policy memo - <http://libguides.usc.edu/writingguide/policymemo>

**Jan 17 (Wed) - JOINT CLASS – *Founding Principles***

**Guest Speaker: Bill Shute, Vice Chancellor, Office of Federal Relations, UT System**

**DISCUSSION LEADERS**

**Group A: Adriel Morgan, Walker Adams**

**Group B: Lexi Darrow, Nina Hernandez**

**Individual discussion questions due by noon.**

**Read:**

- The [Declaration of Independence \(original document\)](#)
  - Also read “Declaration of Independence” by James R. Stoner, the [Witherspoon Institute \(URL: <http://www.nlnrac.org/american/declaration-of-independence>\)](#).
  - “Is there a Political Philosophy in the Declaration of Independence?” by James Stoner (2005), *Intercollegiate Review* (URL: <https://home.isi.org/there-political-philosophy-declaration-independence>)
- US [Constitution](#) (original document)
  - Also read “[Objections to Proposed Federal Constitution](#),” George Mason, June 18, 1788 (URL: <http://teachingamericanhistory.org/library/document/objections-of-george-mason-to-proposed-federal-constitution/>)
- *Optional reading:* Federalist [10](#) and Anti-Federalist [10](#)
- *Background:* For general info about American Politics, see <http://www.laits.utexas.edu/gov310/index.html>.
- *Questions to consider*
  - Does the Declaration of Independence bind us to a particular political creed? Why or why not?
  - Why were the Framers concerned about preservation of a “United States”? What parts of the Declaration and the Constitution would you consider to be “unifying” ideas for the people of the US?
  - What philosophical conflicts are associated with ratification of the Constitution? How have these conflicts evolved over time?
  - What arguments regarding ratification of the Constitution are still being debated today?
  - In what way(s) is/are the Declaration and the Constitution useful in understanding the constraints on contemporary policymakers?
- **Team Project:** Meet with prospective team members. E-mail a **list of the team members** (groups of 4) to Dr. Chin by 11:59 p.m. FRI, January 19; please cc each member of your team on the email [5 points].

**Jan 22/23 (Mon/Tues) Campaigns, Parties and Elections**

**DISCUSSION LEADERS**

**Group A: Robert Little, Mitchell Johnson**

**Group B: Aayush Prasanna, Shivam Patel**

**Individual discussion questions due by noon.**

**Read:**

- “Why Democrats are taking aim at gerrymandering,” *Economist* (July 12, 2017) Available online: <https://www.economist.com/blogs/economist-explains/2017/07/economist-explains-6>
- “Legislative Responsiveness to Gerrymandering: Evidence from the 2003 Texas Redistricting,” by James Lo (2012, University of Mannheim) Available online: [http://ftp.nowpublishers.com/article/Details/supplementary-info/100.00012073\\_supp.zip](http://ftp.nowpublishers.com/article/Details/supplementary-info/100.00012073_supp.zip)
- “[Evaluating partisan gains from Congressional gerrymandering: Using computer simulations to estimate the effect of gerrymandering in the U.S. House](#),” by Jowei Chen and David Cottrell (2013, *Electoral Studies* pp. 329-340). Available online: <http://www-personal.umich.edu/~jowei/gerrymandering.pdf>
- *Questions to consider*
  - How does redistricting affect the relationship between political parties, party leadership, and rank-and-file members (candidates and incumbents)?
  - How does an individual’s election affect his/her policy preferences and priorities?
  - What factors influence a political party’s institutional and policy preferences?
  - *Application*: What are some examples from your internship that illustrate the relevance of political campaigns and elections?
- **Team Project:** With your team, decide team organization, and identify a policy problem(s) that you wish to investigate. E-mail the **proposed policy problem** your team wishes to address by 11:59 pm Fri. January 26. [5 points]

**Jan 29 (Mon)– JOINT CLASS – *The Presidency*  
(Jan 30 – President’s State of the Union Address)**

**DISCUSSION LEADERS**

**Group A: Douglas Snyder, Jonathan Schueler, Max Rombado**

**Group B: Leonard Ayala, Zachary Boulton, Sam Cervantes**

**Individual discussion questions due by noon.**

**Read:**

- “*The Law: The Unitary Executive Theory and President Donald J. Trump*,” Jeffrey Crouch, Mark J. Rozell, Mitchel A. Sollenberger (2017 *Presidential Studies Quarterly*) Available online: <http://onlinelibrary.wiley.com/doi/10.1111/psq.12401/full>
- “Testimony before the Subcommittee on Commercial and Administrative Law House Judiciary Committee, May 6, 2008,” James Gattuso (*Heritage Foundation*) Available online: <http://www.heritage.org/testimony/the-rulemaking-process-and-unitary-executive-theory>
- “[The Unpersuaded: Who Listens to a President?](#)” by Ezra Klein (2012 *The New Yorker*).
- *See also*
  - “[Empirically Evaluating the Electoral College](#),” by Andrew Gelman, Jonathan N. Katz, and Gary King (2004), in *Rethinking the Vote: The Politics and Prospects of American Election Reform* (Oxford University Press, pp. 75-88).
- *Questions to consider*
  - In what ways have presidents consolidated their policymaking power, and in what ways has this power been eroded?
  - How does the Electoral College system influence presidential campaign and governing strategies?
  - What are the costs/benefits of exercising “unitary executive” power?
  - *Application:* How is the mission of your internship organization affected by the President’s policy/political actions?
- **Team Project: Team Project:** **Develop a work plan for accomplishing all the tasks associated with the report and presentation. Identify the stakeholders who are affected by the policy problem, and the potential solution you are considering. E-mail an outline of your work plan and task assignments by 11:59 pm, Fri. February 2 [10 points]**

Feb 5/6 – (Mon/Tues) – *The Policy Process*

**DISCUSSION LEADERS**

**Group A: Bailey Schumm, Michelle Landry**

**Group B: Morganne Blaylock, Rachel Arreola**

**Individual discussion questions due by noon.**

- **Watch**
  - Primer re: the legislative process <https://www.congress.gov/legislative-process>. Total viewing time is a little over 28 min.
  - Schoolhouse Rocks classic “I’m Just a Bill” - <https://youtu.be/FFroMQIKiag>
  - SNL’s parody <http://www.nbc.com/saturday-night-live/video/capitol-hill-cold-open/2830152?snl=1>
- **Read:**
  - [\*The Policymaking Process: Roles and Responsibilities of Committees, Committee Chairpersons, Staff, and the Board of Directors\*](#), US Chamber of Commerce. Download document from this page: <https://www.uschamber.com/about-us/about-us-chamber/policymaking-process>.
  - Review the multi-stage cycle of the policy process described here: <http://www.laits.utexas.edu/gov310/PEP/policy/>.
- *Questions to consider*
  - What stakeholders are most likely to influence policy, and at what stages in the process?
  - How do stakeholders decide what policy positions to advocate?
  - What role does data play in the identification of a policy problem and the development of an appropriate solution? What is the definition of “appropriate”?
  - *Application:* Describe the ways that your internship host(s) engage in the policy process. What are the constraints on their ability to achieve policy successes?
- **Team Project:** Start work on the communications/media strategy associated with solving the policy problem your team has identified. Dr. Daly’s class can help inform your work in this section. E-mail a rough draft of the **policy background** section by 11:59 pm Fri. Feb 9. [10 points]

Feb 12/13 – (Tues) - *The Media*

**DISCUSSION LEADERS**

**Group A: Ian May, Justin Wolf**

**Group B: Sebastian de Beurs, Antonio Hernandez**

**Individual discussion questions due by noon.**

**Read:**

- [“Sympathy for the Devil: How Broadcast News Reduces Negativity Toward Political Leaders,”](#) by Glen Smith (2016 *American Politics Research* pp. 63-84) Stable URL: <https://doi.org/10.1177/1532673X16643815>
- [“Political Polarization & Media Habits,”](#) by Amy Mitchell, Jeffrey Gottfried, Jocelyn Kiley and Katerina Eva Matsa (Oct. 21, 2014, Pew Research Journalism Project).
- *Questions to consider*
  - What does it mean to provide “fair and balanced” news, or to print “all the news that’s fit to print”? To what extent does audience demand influence the coverage provided by news organizations?
  - How can/do policymakers use journalists to communicate their messages or to achieve specific strategic policy/political goals?
  - What role do journalists play in the US system of government?
  - *Application:* How do your internship hosts communicate their policy messages to the public? To what extent are they dependent on particular media outlets to communicate their messages, or how do they control their messaging?
- **Team Project:** Start an outline of the report and presentation. E-mail a rough draft of your team’s **communications/media strategy plan** by 11:59 pm, Fri, Feb 16. [10 points]

Feb 20 (Tues) – JOINT CLASS – *The Judiciary*

**Guest Speakers: Hon. Clarine Nardi-Riddle** (Kasowitz, Benson, Torres & Friedman)

**DISCUSSION LEADERS**

**Group A: Bahar Sahami, Gabrielle Rodrigues**

**Group B: Victoria Gambrel, Samantha Mendoza**

**Individual discussion questions due by noon.**

**Read:**

- [“Blinking on the Bench: How Judges Decide Cases,”](#) by Chris Guthrie, Jeffrey J. Rachlinski & Andrew J. Wistrich. (2007). *Cornell Law Review*, Vol. 93:1, pp. 1-44.
- Also read: [Methods of Judicial Selection: Florida.](#)

- *Questions to consider*
  - What are differences between intuitive and deliberative decision making?
  - What are possible policy implications of judges' decisions?
  - What are the implications of the method of judicial selection and the length of the judges' tenure in office on their decision making process and their decisions?
- **Team Project:** Begin preparation for first meeting with policy experts to discuss the feasibility of your plan. No assignments due this week.

## Feb 26/27 (Mon/Tues) *The Bureaucracy & National Security*

### DISCUSSION LEADERS

Group A: Anastasia Zaluckyj, Emily Stinnett

Group B: Melissa Ford, Bridget Guien

**Individual discussion questions due by noon.**

### Read:

- [“Separation of Powers and Centripetal Forces: Implications for the Institutional Design and Constitutionality of Our National-Security State,”](#) by Jon D. Michaels (2016 *University of Chicago Law Review*, pp. 199-220). Stable URL: <http://chicagounbound.uchicago.edu/uclrev/vol83/iss1/9/>
- [“Democracy and the New Public Service,”](#) by James L. Perry (2007, *The American Review of Public Administration*, pp. 3-16). Stable URL: <https://doi.org/10.1177/0275074006296091>. Also available at <https://soc.kuleuven.be/io/egpa/HRM/milan/Perry2006.PDF>.
- [“Governance Processes and the New Public Service: An Issue Paper Prepared for the APSA Strategic Planning Process,”](#) by Janet V. Denhardt and Robert B. Denhardt (Arizona State University). Available online: <http://unpan1.un.org/intradoc/groups/public/documents/ASPA/UNPAN006966.pdf>
- *See also:*
  - [“Bureaucracy and Democracy: The Case for More Bureaucracy and Less Democracy”](#) by Kenneth J. Meier (1997 *Public Administration Review*, pp. 193-199) Stable URL: <http://www.jstor.org/stable/976648>
  - [“Responsiveness and Neutral Competence in American Bureaucracy”](#) by Francis E. Rourke (1992 *Public Administration Review*, pp. 539-546). Stable URL: <http://www.jstor.org/stable/977164>
- *Questions to consider*
  - How much control does the President or Congress have over the bureaucracy? What leverage do they have to persuade the bureaucracy to act? How does the constitutional form of government constrain or inhibit decision making and the policy process regarding national security issues?

- How can the public influence the bureaucracy? How do assumptions about the political neutrality of the bureaucracy affect public perceptions/conclusions about bureaucratic politics and policymaking?
- Application: In what ways do your internship host(s) interact with the bureaucracy? What strategies would help your internship host(s) advocate more effectively with career and political staff at federal agencies?
- **Team Project**: By 11:59 p.m. Fri. Mar 2, e-mail an outline of the policy report you plan to discuss with the policy experts next week. [10 points]

***REMINDER! SWITCH GROUP A AND GROUP B: STARTING WITH MARCH 5, GROUP B WILL MEET ON MONDAY AND GROUP A WILL MEET ON TUESDAY.***

### **March 5/6 (Mon/Tues) – WORKSHOP FOR PROJECTS**

Use this week to workshop your policy proposals with policy experts. There will not be a formal class meeting this week, although you may meet at the Archer Center to collaborate on your project. Prior to this week, you must work with Dr. Chin to identify relevant experts with whom you will consult on your project. NOTE: You can use the interviews you must conduct for Dr. Daly's 1<sup>st</sup> and 2<sup>nd</sup> papers to inform your policy projects.

- **TEAM PROJECT**: The team lead should compile notes from each of the team members about the feedback from each of the policy experts about your policy proposal. Each team leader should email one copy of this summary list of notes to Dr. Chin by 11:59 P.M. EST, Saturday, March 17. [50 points]

### **March 12/13 (Mon/Tue) – *Pluralism & the Right to Petition***

#### **DISCUSSION LEADERS**

**Group A: Krista Painter, Ayesha Karnik**

**Group B: Celeste Acevedo, Samiya Khan**

**Individual discussion questions due by noon.**

**Read:**

- [“Images of an Unbiased Interest System”](#) by David Lowery, Frank R. Baumgartner, Joost Berkhout, Jeffrey M. Berry, Darren Halpin, Marie Hojnacki, Heike Klüver, Beate Kohler-Koch, Jeremy Richardson & Kay Lehman Schlozman (2015), *Journal of European Public Policy* (22:8, pp. 1212-1231).
- [“Money, Priorities, and Stalemate: How Lobbying Affects Public Policy,”](#) by Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, David C. Kimball (2014), *Election Law Journal* (13:1, pp. 194-209).

- *Questions to consider*
  - Does the organized interest group system represent the full range of policy interests that exist in the country? Why or why not?
  - Application: How do interest groups, such as your internship hosts, influence the policy agenda?

**\*\*REMINDER: DIFFICULT DIALOGUES assignment due March 30. Each member of the pair must email their report to Dr. Chin by 11:59 p.m. EST Friday, March 30.**

**March 19/20 (Possible joint class, or class on Capitol Hill) – *The Congress***

### **DISCUSSION LEADERS**

**Group A: Alen Thomas, Chris Adkison, Megan Abrameit**

**Group B: James Weber, Elliot Raia, Brittany Tiemann**

**Individual discussion questions due by noon.**

### **Read:**

- [“The Constitution’s Congress”](#) by Gary Lawson (2009 *Boston University Law Review*, 89:2, pp. 399-407).
- [“A Primer on U.S. Immigration Policy”](#) – by Congressional Research Service, November 14, 2017. (PDF available here: [https://www.everycrsreport.com/files/20171114\\_R45020\\_9d37832450d05fc26835b86a591fec7d4aed2434.pdf](https://www.everycrsreport.com/files/20171114_R45020_9d37832450d05fc26835b86a591fec7d4aed2434.pdf))
- *Questions to consider*
  - How has Congress evolved as an institution, and what are the factors that influence decisions about reforming the institution?
  - What constraints do members of Congress and their leaders face in maximizing their policy, political and power goals?
  - What are some policy and political problems associated with current immigration-related policies and programs? Who are the stakeholders in the immigration policy ecosystem, and how are they relevant to members of Congress and the President?
  - Application: What are some legislative priorities for your internship organization? What are congressional actions that would benefit or hurt your organization?

**March 26/27 (Possible Joint Class) - Oversight**

**DISCUSSION LEADERS**

**Group A: Amar Sheth, Kirsten Wolfford**

**Group B: Carly Allen, Rachel Bhalla**

**Individual discussion questions due by noon.**

**Read:**

- [“Congressional Oversight Overlooked: Police Patrols versus Fire Alarms.”](#) by Mathew McCubbins and Thomas Schwartz (1984 *American Journal of Political Science*).
- [“Improving Congressional Oversight,”](#) the Sunlight Foundation.
- *Questions to consider*
  - What are the political and policy implications of conducting oversight?
  - Do elections matter? Would we expect congressional oversight to vary depending on divided or unified government? Why or why not?
  - *Application:* What are some issues or problems for which your internship organization would advocate greater congressional or administrative oversight? What are the obstacles to conducting such oversight?

**\*\*March 30 - DIFFICULT DIALOGUES assignment due. Each member of the pair must email their report to Dr. Chin by 11:59 p.m. EST Friday, March 30.**

**April 2/3 (Mon/Tues) DC Government – JOINT CLASS**

**DISCUSSION LEADERS**

**Group A: Jesse Flores, Jillian Pfleiderer**

**Group B: Renzo Soto, Jamilyn Keeton**

**Individual discussion questions due by noon.**

**Read:**

- [“The Future of District of Columbia Home Rule,”](#) by Philip Schrag (1990 Georgetown University Law Center).
- [“Four Decades After Getting Home Rule, the Fight in DC Goes On,”](#) by Martin Austermuhle (2013 WAMU 88.5).
- *Questions to consider*
  - What challenges does the DC city government face in exercising home rule?
  - What factors contribute to Congress’ (in)attention to policy problems that the DC city council and mayor must solve?
  - *Application:* Since you have been temporary residents of DC, what are some policy concerns that you feel (or believe) deserve attention from DC government?

**April 13 (FRIDAY) - FINAL presentations to panel of experts (“murder board”):** Each team will have 20 minutes to present their report and field questions from the panel. Feedback from this panel of policy experts should be incorporated into the final report that is due **April 18**.

**April 18 (WED) THE LAST CLASS**

**Final report due.** We will conduct group discussion to provide feedback about the class, and the Archer Fellowship Program. Dr. Edward Harpham, Dean of the Wildenthal Honors College at UT Dallas will join us for this segment.

- **TEAM PROJECT: Final report due.** Also, each team member must submit a self-assessment of their work performance (50 points). The written evaluations must be included with the final report. Provide a brief description of your contribution to the project, an assessment of the contributions of the other team members, and feedback regarding the team leader’s performance in coordinating the team.

## Grading Policy

Students are expected to come to class prepared to discuss the assigned reading material and to interact knowledgeably with the guest lecturers. There are a total of 1,000 points that can be earned over the course of the semester.

1. **Attendance/Participation/Readings** (500 points) – regular attendance and participation in weekly class discussions of the readings and workshops.
  - In-class attendance is worth 140 points of the final grade. Students receive up to 10 points for every class attended (140 points total). This is based on 14 scheduled classes. *Penalties for tardies and absences.* Students who miss class will forfeit attendance points, but can still earn 50% of the participation points by submitting their discussion questions.
  - **Participation** (360 points) - Students will earn up to 360 points for leading a discussion and for regular contributions to class discussions.
    - **Discussion Leader** (90 points) - Each student must lead a discussion of the readings. Beginning with the **first week of class**, each class should have at least two students leading the discussion. In weeks with a joint class, we may have a total of no more than 6 discussion leaders (3 from each section). [90 points]
    - **Class Discussion** (260 points) - Students are expected to participate in class discussions by contributing thoughtful, engaged comments and insightful questions. [Worth 20 points each week. Total=260 points]
      - **Discussion Questions** – A student who is not a discussion leader must submit a list of 5-10 questions, thoughts or ideas that are derived from the assigned readings for each week. **A copy of the list should be emailed to Dr. Chin by NOON EST, prior to the beginning of each class day. (If there is no electronic record that your question list has been submitted, you may not receive any credit.)**
      - **Note:** Discussions should not be dominated by the most opinionated, or extroverted public speakers. Quiet students may also participate by submitting questions or comments in writing, or by engaging in conversation/discussion with Dr. Chin in a smaller group or independently.
    - **Engaging w/ Guest Speakers** (10 points) - Students are expected to engage with the guest speakers each week. **Each week, the students who are listed as discussion leaders will also serve as the welcome committee for our guests.** This welcome committee will be expected to escort the guest(s) from the lobby to the classroom. [10 points]
2. **Policy Project** (400 points) – Working in groups of 4 students within each section, identify a policy problem in need of a solution. Develop an appropriate policy response/solution, and a strategic plan for adopting and implementing the solution. Except as noted below, **ALL WEEKLY ASSIGNMENTS ARE DUE BY 11:59 PM EACH Friday.**

- 50 points – Organization
    - Team list (Fri, Jan 19) - 5 points
    - Policy Problem (Fri, Jan 26) - 5 points
    - Work plan and task assignment (Fri, Feb 2) – 10 points
    - Rough draft of policy background (Fri, Feb 9) – 10 points
    - Rough draft of media/communications plan section (Fri, Feb 16) – 10 points
    - Outline of full report (Fri, Mar 2) – 10 points
  - 100 points – Workshop policy presentation with experts (Week of March 4) – Full team participation is worth 50 points; detailed notes about the feedback is worth 50 points. You’re responsible for scheduling the appointments with experts. Consider coordinating your interviews for Dr. Daly’s 1<sup>st</sup> and 2<sup>nd</sup> papers with this policy project.
  - 100 points – Murder boards: Final presentation of policy report (April 13)
  - 50 points – Team members’ self-assessment of work performance (April 18)
    - The written evaluations must be included with the final report. Provide a brief description of your contribution to the project, an assessment of the contributions of the other team members, and feedback regarding the team leader’s performance in coordinating the team.
  - 100 points – Policy Project report (April 18)
3. **Other Assignments (100 points)**
- **Declaration of Independence ASSIGNMENT (50 points)**
    - **Part A (20 points):** In teams of 4, find a public space in DC and record yourselves reading aloud the Declaration of Independence. Each person must be filmed reading a portion of the Declaration. Upload your completed video recording to a Google drive and send the link to Dr. Chin **by 11:59 pm January 19, 2018.**
    - **Part B (30 points):** Using the Declaration of Independence as a guide, write an outline of your own principles/ideals for the United States of America. Email your document to Dr. Chin **by 11:59 pm January 19, 2018.** Save the document in WORD using this format for the title: LAST NAME\_FIRST NAME.Declaration\_01.19.18. **Make sure your name is also printed in the document.**
  - **Difficult Dialogue (50 points)** –Each student must find another student with whom they share significant differences in opinions/ideology/personality/philosophy. **They must work together to identify ways to communicate effectively, build a collaborative relationship, and find some common agreement. Due by 11:59 pm March 30, 2018.**  
Details:
    - Identify another Archer Fellow in the current cohort with whom you have some fundamental point/issue of disagreement. Your Dialogue partner should be a person who is unlike you—it could be someone you don’t know well, or someone whose personality, political or policy views are generally opposite to yours, or someone you don’t like or with whom you don’t naturally “click”. [Do not select your

BFF and start an argument. Do not select a Dialogue partner who is already committed to dialoguing with another Fellow.]

- Over the next few weeks, make an effort to connect with this person and work to identify areas of common understanding or experience. Also work to identify, articulate and practice/implement the tools/skills/tactics/strategies that will best enable you and your “adversary” to reach an agreement or mutually satisfactory decision about an action.
- In an individually-written essay, describe the areas of differences/conflict and the areas of agreement/understanding that you have identified in each other. Then explain how you reached a conclusion about the tools/skills/tactics/strategies that will enable you to effectively communicate your ideas to each other, as well as make decisions in a collaborative manner.
- **Each party** in the pairing must submit an individually-written essay in order to obtain the maximum points available. Email the essay to Dr. Chin by 11:59 pm March 30, 2018.

### **Grading Scale**

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

Midterm grades will be posted by October 14, 2017. Final grades will be reported to UT Dallas and your home UT System institution by **May 10, 2018** 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 (90-99), B (80-89), C (70-79), D (60-69), F (59 or lower).

### **Course Policies**

#### *Make-up exams*

No exams. No make-up exams.

#### *Late Work*

No late work accepted without prior discussion with Dr. Chin.

#### *Special Assignments*

**Policy Project** (400 points) – Working in groups of 4 students within each section, identify a policy problem in need of a solution. Develop an appropriate policy response/solution, and a strategic plan for adopting and implementing the solution. Except as noted below, **ALL WEEKLY ASSIGNMENTS (WORTH 10 PTS EACH) ARE DUE BY 11:59 PM EACH Friday.**

- 50 points – Organization
  - Team list (Fri, Jan 19) - 5 points

- Policy Problem (Fri, Jan 26) - 5 points
- Work plan and task assignment (Fri, Feb 2) – 10 points
- Rough draft of policy background (Fri, Feb 9) – 10 points
- Rough draft of media/communications plan section (Fri, Feb 16) – 10 points
- Outline of full report (March 2) – 10 points
- 100 points – Workshop policy presentation with experts (Week of Mar 12)
- 100 points – Murder boards: Final presentation of policy report (April 13)
- 50 points – Team members’ self-assessment of work performance (April 18)
- 100 points – Policy Project report (April 18)

### *Class Attendance*

In-class attendance is worth 140 points of the final grade. Students receive up to 10 points for every class attended (140 points total). This is based on 14 scheduled classes.

- **Tardies** – Students are expected to be in class by 6:30 p.m. EST. Late arrivals will be penalized unless Dr. Chin has approved the delay.
- **Absences** - Students who find themselves unable to attend class or who may be delayed due to personal or professional circumstances beyond their control should contact the professor as soon as possible (preferably *prior*) to class to make arrangements for a late entry or absence. Students are allowed ONE absence and are expected to make up material missed in the course. Missing additional classes will result in a 25 point penalty. Absent students may receive partial credit for participation if they submit their discussion questions to Dr. Chin prior to the beginning of class.

### *Classroom Citizenship*

- Decorum and professionalism are expected in the classroom at all times. Respect for the professor, classmates and their opinions, guest speakers and their opinions, and Archer Center staff are also required. The professor reserves the right to deduct points from class participation should any improprieties occur throughout the course of the semester.
- During the sessions with guest speakers, students are expected to refrain from using any electronic devices (e.g. laptops, mobile devices, etc.).
  - WHY? When we’re not giving our full attention to our guests, we can leave them with the (incorrect?) impression that we don’t care about what they are saying. We look distracted. We look disengaged. We look disconnected.
  - FYI – it’s a buzz-kill in the professional world. See <http://www.forbes.com/sites/kevinkruse/2013/12/26/why-successful-people-never-bring-smartphones-into-meetings/#1b32b18fa511>.

### **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.***

## Guidelines for

### Policy Project & Presentation

This project will provide you with a unique opportunity to create a product that has practical applications. You will gain experience in thinking through the necessary steps to identify a policy problem, develop an appropriate solution, and create a strategic plan for accomplishing the policy goal. You and your team will have a product that demonstrates your policymaking ability and management/organizational skills. You will also be contributing to the library of policy solutions that can be distributed by The Archer Center to policymakers in DC.

- **Team project:** 4 members per team. Please select a **project manager** to coordinate the work flow, and to act as a point of contact for the instructor.
- **Task:** Identify a federal policy problem and create an appropriate solution. As a team, you must decide what problem to address. Avoid duplication with other teams. You will work together to develop a comprehensive strategic plan for adopting your desired policy solution. You should also take advantage of the weekly guest speakers to provide feedback on your research and strategy.
  - **Tip:** See <http://libguides.usc.edu/writingguide/policymemo> for information about how to write a policy memo. Use this as a guide for preparing the section of your report that describes the policy problem and solution.
- **Presentation:** You should practice your presentation outside of class prior to the murder boards (final presentation) scheduled for **April 13**. You will have time during the week of **March 12** to schedule meetings with experts to get feedback regarding your proposed plan.

## THE REPORT

Your report should be organized as follows and should address the following questions:

### Title Page

**Table of Contents** (include page numbers and enough detail so readers know what's in the report)

### I. Background Information about the policy problem

Give a brief description of the policy problem you're trying to solve and then address the following questions:

1. What is the history of this problem? Why is it a federal problem?
2. Is this a long-standing problem? If so, why have policymakers failed to resolve it? What are the factors that contribute to the persistence of the problem?
3. Who cares about this? Who are the stakeholders that are affected by the policy problem and the solution?

### II. The Policy Solution

1. Are there several possible solutions to the problem you have identified? If so, why do you think the solution you have selected is best?
2. What are the political considerations associated with the solution that you have selected?
3. What political support/opposition should you expect, and why?
4. What is the public opinion regarding your solution?
5. How do you ensure that your policy is not challenged in court?

### **III. Stakeholders**

1. Supporters
2. Opponents
3. Organized interests
4. Unaffiliated interests
5. What is your plan for communicating with the stakeholders?
6. Who will you work with to influence policymakers and thought/opinion leaders? Are there key individuals within government who will be allies, or who will be adversaries? Who are they and how will you manage their reaction?
7. What obstacles do you anticipate the various stakeholders to raise? What is your “path to yes” when this occurs?

### **IV. Communications Plan**

1. What is your message and how will you communicate it? How will you use social media? What are the social media messages to communicate?
2. What audience(s) do you need to reach? How will you reach them?
3. What is your media strategy?
4. Include the list of talking points, press releases, media alerts that you plan to use.
5. Include draft letters/messages to be sent from constituents to policymakers.
6. “List various issues that could be raised during the course of the debate on your proposed legislation. The issues, and your views on them, should be stated succinctly. This section is the most important of the entire resource book and is the ‘party line’ you will expect your members to follow when questioned. It must be very carefully edited and proofread, and should incorporate every issue you can conceive of. This section should be heavily footnoted with sources of your information and should include charts, statistics, and so on upon which your argument relies” [from *The Citizen’s Guide to Lobbying Congress* by Donald E. deKieffer (1997, Chicago Review Press), p. 24].

### **V. Reference Materials**

#### *A. Government Contacts*

1. List the governmental leaders you expect to deal with on your policy issue. This should be a comprehensive list of the relevant leaders that you need to target for action in Congress, the Executive Branch, state/local government, or international governmental organizations. The list should include contact information (phone/fax, email, office address, etc) and relevant staff information if available.

#### *B. Media Contacts*

1. Include a list of media (print, radio, TV, Internet) to whom you will communicate your group's messages. These should also be separately tab-indexed for easy reference. Include reporters' names and contact information (phone/fax numbers, e-mail address, and address).

#### *C. Additional Materials*

1. Include copies of (or electronic links to) any additional materials relevant to the plan. This could include documents, research papers, news articles, etc.

#### *D. Bibliography*

1. Provide a list of references/resources used in identifying the policy problem and developing the solution.

### **Form and Style**

- The report should begin with a title page that follows this format (see attached example):  
**Project Title**  
**“Strategic Policy Plan prepared by” Team Members**  
**Presentation Date**
- Table of Contents follows the title page. The sections of the report should all be clearly marked and easily accessible.
- Sections of the report that are written by the team should be typed, 12-pt. font, with 1-inch margins. Make sure this is organized with proper sub-headings and page numbers.
- Make sure that it's clear to the reader where you have found the information that you're including in the report. You may hand-write reference information on photocopied inserts, but put the references in footnotes in the written text portions of your report.
- Put the materials in a **3-ring binder** that is big enough to hold all the sections of your report.

### **PRESENTATION – Murder Boards**

- The final presentation, simulates a “murder board” at which group organizers present their plans to a panel of experts. The murder board lasts 20 minutes, with 10 minutes for the presentation and 10 minutes for questions. We will schedule the murder boards between **9-4 pm on Friday, April 13** at the Archer Center.
- Every team member must be prepared to answer questions and defend any part of the plan to the instructor and members of the class.
- Make sure you and your team are prepared to give a polished, professional presentation.
- The last week of class, each group will meet to discuss the lessons learned and provide a final assessment of the project and its prospects for “real world” adoption.

## **GRADING**

- *Report* (100 points): I am looking for a neat, organized and complete report. Make sure your arguments are direct and coherent. Also make sure that your facts are accurate and that information presented in one section does not contradict information presented in another section. Points will be deducted for sloppy work, missing information, incoherent or rambling statements and arguments.

*Example of Title Page for Policy Project*

# **Improving Savings for Low Income Individuals**

Strategic Policy Plan  
prepared by

Jack Anderson, Jill Bath, Joe Chase, Jane Dallas, Jay Evert

April 18, 2018

*Presentation* (100 points): This simulates a real-life professional setting, so I expect each team member to present a professional appearance, clearly state their argument and answer questions. Presenters will be evaluated on the following: (1) professional appearance, (2) ability to clearly state the argument, (3) ability to answer questions/defend the plan.

**Assessment of Presentation**  
**(Evaluation of team presentation by professional reviewers)**

**Group:** \_\_\_\_\_

**Policy Problem:** \_\_\_\_\_

**Policy Solution:** \_\_\_\_\_

On a scale of 0-10, please assign a value to these statements, based on the presentation.

\_\_\_\_\_ In your opinion, how important is the policy problem that has been identified? (0=not important and 10=very important)

Additional comments: \_\_\_\_\_

\_\_\_\_\_ In your opinion, how likely is the proposed policy solution to be adopted? (0=not very likely, 10=very likely)

Explain why you come to this conclusion: \_\_\_\_\_

\_\_\_\_\_ What is your overall impression of the professional quality of the presentation? (0=very poor quality, 10=very professional)

What suggestions do you have to improve the quality of the final report?

\_\_\_\_\_

\_\_\_\_\_ How comprehensively/accurately does the presentation account for political realities in the federal policymaking system that may affect the process for *adopting* the proposed policy solution? (0=not accurate or comprehensive, 10=accurate, comprehensive)

\_\_\_\_\_ How comprehensively/accurately does the presentation account for political realities in the federal policymaking system that may affect the process for *implementing* the proposed policy solution? (0=not accurate or comprehensive, 10=accurate, comprehensive)

Additional comments: \_\_\_\_\_