

The Policy Making Process

Course Information

PSCI 4370
The Policy Making Process

Spring 2019

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

Professor Contact Information

<i>Professor</i>	Michelle L. Chin, PhD
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<i>Office Hours</i>	4-6 pm Mon/Tues
<i>Other Information</i>	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 Overview

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 focus on identifying stakeholders in the federal policy process and understanding the various entry points for these stakeholders to influence the policy outcomes.

Our inquiry is guided by three questions:

1. How does the US representative democracy influence the structure of federal government and the policy process?
2. What is the role of the individual in this system?
3. What outcomes does this system of government produce?

Student Learning Objectives/Outcomes

Upon completing the class, students will be able to:

1. Identify 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, or copies will be posted to Canvas.

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: 6:30-7:30 Guest Speaker; 7:30-9 Discussion of readings; 9-9:30 Collaborative Legislative Research time. Unless otherwise noted, the class will always begin PROMPTLY at 6:30 p.m.

Schedule of Discussion Leaders

NAME	GROUP	DATES	
ACUNA, Samantha	B	1/9/19	3/11/19
AGUILAR, Jose	B	1/15/19	4/1/19
ARCHIE, Amahree	A	1/29/19	3/26/19
ASHCRAFT, Alyssa	A	2/4/19	3/18/19
COOK, Laura	B	2/5/19	1/14/19
D'SOUZA, Clisha	B	2/25/19	3/5/19
DAVIDSON, Katherine	A	1/9/19	3/11/19
DE LA ROSA, Katarina	B	2/25/19	3/5/19
DURAND, Nicholas	A	1/15/19	4/1/19
EGBUNA, Michelle	B	1/29/19	3/25/19
EVERETT, Michael	B	2/5/19	3/18/19
FRIEDL, Richard	B	2/5/19	1/14/19
GEHRLEIN, Matthew	B	2/25/19	3/5/19
GONZALEZ, Alejandra	B	1/9/19	3/11/19
GONZALEZ, Ana-Sofia	B	1/15/19	4/1/19
GUERTLER, Ann-Cathrin	A	1/29/19	3/26/19
HADDEN, Ariana	A	2/4/19	3/18/19
HALL, Melissa	B	2/11/19	1/14/19
HANNAN, Shezaz	B	2/25/19	3/5/19
HAYAUD-DIN, Ariana	A	1/9/19	3/11/19
HOBOHM Shelby	A	1/15/19	4/1/19
JOYNER, Courtney	B	1/29/19	3/25/19
KEITH, Madeleine	A	2/4/19	3/18/19
KINTADA, Lekhya	A	2/11/19	1/14/19

Schedule of Discussion Leaders-p.2

NAME	GROUP	DATES	
LAZENBY, Anna	A	2/25/19	3/5/19
MADDEN, Connor	B	2/25/19	3/5/19
MARA, Priyanka	B	2/11/19	1/14/19
MCHENRY, Nicholas	A	2/4/19	3/18/19
MENEZES, Aisleen	A	1/29/19	3/26/19
MENSAH, Delia	B	1/15/19	4/1/19
MORRISON, Caleb	B	1/9/19	3/11/19
NAM, Brandon	A	2/25/19	3/5/19
NEWLAND, Carleigh	A	2/11/19	1/14/19
O'HANLON, Julia	B	2/5/19	3/18/19
OYENUBI, Mayowa	A	1/29/19	3/26/19
REYNOSO, Beatriz	B	1/15/19	4/1/19
ROITBERG, Veronica	B	1/9/19	3/11/19
SAMPAT, Payal	A	2/11/19	1/14/19
SANTOYO, Steven	A	1/29/19	3/18/19
SCHEIBMIER, Austin	B	2/11/19	3/25/19
SINKAR, Shruti	B	1/15/19	4/1/19
SOLLOWS, Jack	A	1/9/19	3/11/19
SPENCER, Maranda	A	2/25/19	3/5/19
TAPER, Jason	A	2/11/19	1/14/19
THOMAS, Lauren	B	2/11/19	3/25/19
TREVINO, David	A	1/29/19	3/18/19
VILLEGAS, Cristian	A	1/15/19	4/1/19
XIE, Louisa	A	1/9/19	3/11/19

Jan 9, 2019 – Introduction

10:30 am – 4 pm

Location: Archer Center

Assigned reading: Filmmaker Letter from Morgan Neville, director
(<https://www.landmarktheatres.com/wont-you-be-my-neighbor-filmmaker-letter>)

TASKS:

1. **Team Reading of Declaration of Independence:** Divide into teams of 4-6 people; find a public space and record a video of your team reading the entire Declaration of Independence out loud. Each member of the team should be shown reading a portion of the document. Compile the recording and send it to Dr. Chin – suggest using Google Drive. **Due: 11:59 pm Jan 9, 2019.**
2. **Congressional Role:** You will role play a member of Congress, either a U.S. Representative or a U.S. Senator, in the policy simulation scheduled for **April 12, 2019**. You will be randomly

assigned to either the House of Representatives or the Senate. Then, you must identify 2 current members of the 115th Congress that you will role-play: one who most closely represents your own political preferences, and one whose political philosophy is most contrary to your own. You will role-play one of the members in the simulation; Dr. Chin will make this determination by **Jan 29, 2019**. Send the list with info that includes the name of each Member, the Member's party affiliation, the state/district they represent, and their committee assignments to Dr. Chin with a short explanation about why you selected these two members. **Due: 11:59 pm Jan 17, 2019.**

- 10:30-noon Introduction to Policymaking Process class
Declaration of Independence and the Constitution – discussion and group task.
- 12-1 pm Lunch
- 1:15-3:15 pm Screening: “Won’t You Be My Neighbor” documentary
- 3-4 pm Discussion Session w/ Dr. Chin & Dr. Swerdlow

Questions to consider:

1. What do you recall from personal experience about Mr. Rogers and this television show?
2. How would you define “neighbor”?
3. What makes a neighborhood? What assumptions do we make about the social ties between residents of a neighborhood? What are the policy and political/representation implications of these assumptions?
4. How does one’s personal history influence or shape one’s personal/professional decisions? How does one grow from these childhood experiences to become a productive member of society?
5. What is the role of individual interactions (e.g. communications, interpersonal relationships, conflicts, etc.) in shaping an individual or a collective perspective/opinion about a person or groups of people?
6. How would you describe your neighborhood in DC? How would you compare it to your neighborhood at school, or the neighborhood in which you grew up?
7. What makes you feel like you belong (in a neighborhood)? In what ways would you be responsible for (or contribute to) the quality of life in your neighborhood?

Jan 14, 2019 – Foundational Principles of the Federal Policymaking Ecosystem

9:30 am - 7 pm

Location: 902 Hart Senate Office Building, other Capitol Hill offices, Arena Stage

Assigned Readings

- Congressional Procedures
 - **“Committee Assignments and Party Leadership: An Analysis of Developments in the Modern Congress,”** Judy Schneider, *The Evolving Congress*, Senate Committee on Rules and Administration, December 2014, S.Prt. 113-30, pp. 299-322 (full print available here: <https://www.gpo.gov/fdsys/pkg/CPRT-113SPRT89394/pdf/CPRT-113SPRT89394.pdf>).
 - How does personal (mis)conduct affect policymaking? What’s the value of transparency and accountability?
 - “Sex in the Senate: Bobby Baker’s salacious secret history of Capitol Hill,” Todd S. Purdum, *Politico*, November 19, 2013 (<https://www.politico.com/magazine/story/2013/11/sex-in-the-senate-bobby-baker-099530>).

- Transcript. Oral History – Bobby Baker. (Posted at <https://assets.documentcloud.org/documents/836424/baker-text.pdf>)
 - How does the institution of Congress respond to change? What’s the impact of Watergate, the Congressional Budget Act, political enfranchisement?
 - Transcript. Oral History – Donald K. Anderson (posted at <http://history.house.gov/Oral-History/People/OHPeople-Transcripts/anderson-transcript/>).
 - Year of the Woman – Oral History – Eva Clayton (posted at <http://history.house.gov/Oral-History/Women/Women-Transcripts/clayton-transcript/>).
- *Questions to consider*
 - In reading the transcript of Bobby Baker’s oral history, what do you believe to be true and what might you question? Would you describe the policy system/process as functional or dysfunctional? Explain why. How would you describe the policy outputs (i.e. legislation introduced, laws passed, policies adopted, etc.) from that time period? Would you say these were “good” public policies? Why or why not?
 - How does Watergate change the composition of the House, the rules and procedures that govern the institution?

- 9:30 am Arrive Hart Senate Office Building to clear security. Go to 9th floor (902 Hart).
- 10-10:45 am “The House of Representatives” – **Albin Kowalewski**, Office of the Historian, House of Representatives
- 11-11:45 am “Policy, Politics and Process,” – **Bill Shute**, Vice Chancellor for Federal Relations, University of Texas System
- Noon-1 Lunch & Learn with Congressional Staff – Hart 902
- 1:30-3:30 pm Meet the Texas Delegation (visit staff for US Representatives who represent UT System campuses)
- NOTE: Be sure to observe your surroundings and be critically aware of the meeting. *Some things to remember/consider:*
 - What does the office look like?
 - Who are the first people you meet when you enter the office?
 - What is your impression of the member’s policy interests/priorities, based on the things you see in the office?
 - What does the person you’re meeting with know? How long have they been on the job? How did they get this job? Why are they interested in being a congressional staffer?
 - How does the staffer interpret his/her constitutional duties? (Congressional staff have to swear an oath to uphold and defend the Constitution as a condition of their employment.)
 - How does the member and his/her staff determine what is “good” public policy? How do they know their constituents’ interests have been adequately represented?
- 5 pm Reception for Civil Dialogues at Arena Stage at the Mead Center for American Theater 1101 Sixth Street SW, Washington, DC 20024

5:30-7 pm “Must we be tribal? The role of community in our personal and collective future. Celebrating Amitai Etzioni at 90.” – Arena Stage

Dialogue Starters

Amitai Etzioni (University professor at The George Washington University)

Bill Galston (Ezra K. Zilkha Chair and senior fellow, governance studies at The Brookings Institution)

Isabel Sawhill (Senior fellow, economic studies, Center on Children and Families at The Brookings Institution)

Moderator: Xolela Mangcu, professor of sociology at The George Washington University.

Jan 15, 2019 – Knowledge Sources: Were to find information about the policy process

8:30 am – 5 pm

Location: Library of Congress (Whittall Pavilion), Firehook Bakery (215 Pennsylvania Ave SE, Washington, DC 20003)

Assigned Reading

- “**The Library of Congress: ‘The book Palace of the American People’**”, Ernest Hilbert, *The Washington Post*, March 1, 2018, (https://www.washingtonpost.com/entertainment/books/the-library-of-congress-the-book-palace-of-the-american-people/2018/02/27/318091ba-1bc5-11e8-ae5a-16e60e4605f3_story.html?utm_term=.66a17aab8100)
- “**The Unchanging Nature of Congressional Elections**,” Kevin J. Coleman and R. Sam Garrett, *The Evolving Congress*, Senate Committee on Rules and Administration, December 2014, S.Prt. 113-30, pp. 163-187 (full print available here: <https://www.gpo.gov/fdsys/pkg/CPRT-113SPRT89394/pdf/CPRT-113SPRT89394.pdf>)
- **Digital Resources (select):**
 - Congress.gov (www.congress.gov) – legislative information for current and past Congresses.
 - The Association of Centers for the Study of Congress has a number of useful links for researching congressional action (see <http://acsc.lib.udel.edu>).
 - US Government Printing Office (<https://www.gpo.gov/>) – access to the Congressional Record, Federal Register, US Code.
 - US Government Accountability Office (<https://www.gao.gov/>)
 - Center for Legislative Archives (<https://www.archives.gov/legislative>)
 - US Senate Historical Office (https://www.senate.gov/artandhistory/history/common/generic/Senate_Historical_Office.htm)
 - US House of Representatives Historian (<http://history.house.gov/>)
 - US Capitol Historical Society (<https://uschs.org/>)
 - Association of Former Members of Congress (<https://www.usafmc.org/>)

8:30 am – Meet at Library of Congress, Visitor entrance to Jefferson Building (1st and Independence Streets SE -- across from the U.S. Capitol)

9-9:45 am - “The Evolving Senate” – **Dr. Don Ritchie**, retired Senate Historian

10-11 am – **“How to use the Library of Congress resources,”** Travis Hensley, Program Specialist, Kluge Center, Library of Congress (Whittall Pavilion)

11 am -12 pm – Tour of Library of Congress reading rooms

12-1:30 pm – Lunch at Hunan Dynasty. *Discussion topic: “Why Elections Matter”* – panel/roundtables with campaign professionals

NOTE: This is an off-the-record meeting. You will meet in groups of 8-9 with campaign professionals with experience representing Republicans or Democrats. The purpose of these conversations is to help you understand the nature of political campaigns and their relationship to Members of Congress, Congress as an institution, and to the legislative process.

- *Questions to consider:*
 - What is the individual’s current job? What was the individual’s career path/professional development experience?
 - How does a member’s election strategy affect the member’s policy agenda? To what extent does a political party influence congressional party leaders’ decisions about a legislative agenda?
 - In what way does a party’s strategy for elections (and policy?) differ depending on their majority/minority status?
 - What qualities make a “good” candidate? Are these the same/different qualities that make a “good” member of Congress?

1:30-3 pm - **“Legislative Process”** – TBD

3-4 pm Get your Library of Congress researcher cards

3-5 pm - NOTE: During this time, Dr. Chin will be at the Firehook Bakery (215 Pennsylvania Ave SE, Washington, DC 20003) to meet with students to discuss the policy project and related questions.

PLAN AHEAD - TASKS – LEGISLATIVE BILL RESEARCH

- Work in 4 person teams to identify a specific congressional bill to research. Discuss with **Dr. Chin by 1/17.**
 - i. Select a policy topic: Domestic/Foreign policy
 - ii. Research a specific bill/law related to this topic. Legislative history is very important.
 - iii. Identify the stakeholders for this specific policy.
 - iv. Understand the politics of the process for adoption or stalemate of the policy.
 - v. Recommend an improvement or modification of the bill to be introduced in the current Congress.
- Identify original source material about the bill and related policy issue that are available at the National Archives, Library of Congress or other DC-based repositories (e.g. congressional committees, Senate/House historical offices, etc).
- Write a report that includes chapters detailing the bill’s legislative history, policy conflicts, analysis of stakeholders, and legislative strategy for success. Each individual should contribute a chapter to the final report on the policy topic. The final chapter , written by the team, should include detailed legislative language for a modification or

improvement to the bill that will be introduced in the current Congress. The final report is **due April 7**.

- **Objectives**
 - Understand legislative history – punctuated v. incremental change
 - Identify information sources – original sources for the truth about legislative history.
 - Synthesize knowledge about policy history, policy process, and political realities to identify strategies for achieving desired policy outcomes.
 - Draft legislative language.
 - Assessment: Show use of Library of Congress, National Archives for original sources; interviews/conversations with actual stakeholders; identification of policy opportunities.

The paper should be organized as follows:

- **Title Page**: Your names (listed in order of the chapter authored), title of the paper, date.
- **Abstract**: Brief description of research and findings.
- **Chapter 1: Overview/Introduction**: What's the bill that you're researching? Why is/was it important or significant?
- **Chapter 2: Background**: What is the policy problem that this bill sought to solve? Summarize the legislative history of the bill. Who were/are the stakeholders that were/are affected by the bill? Who were the legislative champions/foes of the bill? How did the bill change during its advancement through the legislative process? What were the compromises and amendments that were adopted?
- **Chapter 3: Analysis**: Does the bill solve the problem it was intended to solve? What are the costs/benefits of the bill? Who benefits and who is disadvantaged by implementation of the bill? What governmental policy actors are responsible for the adoption/implementation/enforcement of the bill? What are political obstacles to success in adoption/implementation/enforcement? Has the bill been adopted? Why or why not?
- **Chapter 4: Conclusion**: Does the bill reflect a condition of policy stasis or policy punctuation? Under what political conditions do you expect to achieve success?
- **Chapter 5: Revision/Improvement**: This chapter should contain legislative language for a bill that contains revisions for improving the bill that you researched. This is the bill language that will be debated during the policy simulation.
- **Works Cited/Bibliography**: Complete list of citations.

NOTE: NO Class w/ Dr. Chin the week of Jan 21-25 BUT

USE THE WEEK OF JAN 21-25 TO REVIEW THE FOLLOWING READINGS & VIDEOS:

- **Watch**
 - Primer re: the legislative process <https://www.congress.gov/legislative-process>. Total viewing time is a little over 28 min. [CONTINUED NEXT PAGE]

- 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**
 - **“Punctuated-Equilibrium Theory Explaining Stability and Change in Public Policymaking,”** James L. True, Bryan D. Jones, and Frank Baumgartner, in *Theories of the Policy Process, 2nd Edition*, ed. Paul Sabatier (https://www.unc.edu/~fbaum/teaching/articles/True_Jones_Baumgartner_2006_chapter.pdf).
 - Review the multi-stage cycle of the policy process described here: <http://www.laits.utexas.edu/gov310/PEP/policy/>.
 - **“Resolving Legislative Differences in Congress: Conference Committees and Amendments Between the Houses,”** Elizabeth Rybicki, Congressional Research Service, 98-696, February 15, 2018 (<https://fas.org/sfp/crs/misc/98-696.pdf>).

Jan 29, 2019 – JOINT class

What is a policy problem and how do you solve it? What is good Public Policy?

6:30-9:30 pm – Archer Center

Guest: Kevin Wilson, Director of Public Policy and Media Relations for The American Society for Cell Biology

Assigned Readings

- “The Public, Political Parties, and Stem-Cell Research,” by Robert Blendon, Minah Kang Kim, John Benson. 2011. *New England Journal of Medicine*. Copy posted to Canvas.
- “International Summit on Human Gene Editing: A Global Discussion,” National Academies of Sciences, Engineering and Medicine, Committee on Science, Technology, and Law Policy and Global Affairs. 2015. Copy posted to Canvas.
- “Asilomar 1975: DNA modification secured,” by Paul Berg. 2008. *Nature* Vol. 455, pp. 290-291. Copy posted to Canvas.

Questions to consider:

- What is “good” public policy?
- What is the relationship between facts/evidence and policy decisions? What role do or should policy experts play in the process?
- What stakeholders are most likely to influence policy, and at what stages in the legislative process? How do stakeholders decide what policy positions to advocate?
- What/who do you need to know in order to be successful in advocating a policy preference?

Feb 4/5, 2019

Separation of Powers: The Judiciary and the Legislative Branch

6:30-8 pm The Archer Center

Guest speakers: Adrian Snead, former clerk and former advisor to Sen. Jeff Merkeley (D, OR), Associate, Whiteford Taylor Preston

Assigned Readings:

- **Federalist 78. “The Judiciary Department,”** Alexander Hamilton (<https://www.congress.gov/resources/display/content/The+Federalist+Papers#TheFederalistPapers-78>).
- **“Nuclear Option’ Helps Obama Reshape The Courts for a Generation,”** Sahil Kapur (Dec. 18, 2014) TPM [URL: <https://talkingpointsmemo.com/dc/senate-nuclear-option-seals-obama-judicial-legacy>].
- **“5 Years After Going Nuclear, Democrats Have Reaped What They Sowed,”** Tom Jipping (Nov. 26, 2018) Commentary, *The Heritage Foundation* [URL: <https://www.heritage.org/political-process/commentary/5-years-after-going-nuclear-democrats-have-reaped-what-they-sowed>].
- **“Harry Reid’s Nuclear Blunder,”** Marc A. Thiessen (Oct. 7, 2011) *The Washington Post* (URL: https://www.washingtonpost.com/opinions/harry-reids-nuclear-blunder/2011/10/07/gIQAeqtwTL_story.html?noredirect=on&utm_term=.2454f76a94ee).
- **“Senate Majority Leader Bill Frist Criticizes Blocking Judicial Nominees,”** Transcript PBS News Hour (Apr. 25, 2005). [URL: <https://www.pbs.org/newshour/show/senate-majority-leader-bill-frist-criticizes-blocking-judicial-nominees>].
- **“The Institutionalization of the U.S. Supreme Court,”** Kevin T. McGuire (2017), *Political Analysis* *Political Analysis*, Vol. 12, No. 2 (Spring 2004), pp. 128-142 [URL: <https://www.jstor.org/stable/25791761>].

Questions to consider:

- In reading Federalist 78, would you agree with Hamilton that in comparison to the legislative and executive branches of government that the judiciary is the “weakest of the three departments of power”? Why or why not?
- In what ways does Hamilton imagine the judiciary to function as a check against the legislative and executive branches? Are you persuaded by his argument in favor of lifetime appointments? Why or why not?
- In what ways does McGuire show that the Court as an institution has changed since Hamilton wrote Federalist 78? What factors contribute to these changes?
- Under what conditions would judges be inclined to seek ways to expand their powers? What constrains them from overstepping their authority?
- What are the political costs/benefits associated with the method by which federal judges were confirmed? What is the relationship between elections and lifetime judicial appointments?

TASK

- Difficult Dialogue 1 due **2/7**

Feb 11, 2019

Checks and Balances: Congressional and Administrative Oversight

6:30-9:30 pm *The Archer Center*

Guest Speaker: Allison Lerner, Inspector General, National Science Foundation (invited)

Assigned Readings:

- ALL read:
 - **“The Offices of Inspectors General: Congress’s Indispensable Eyes and Ears Inside the Departments and Agencies of Government,”** (<https://constitutionproject.org/wp-content/uploads/2017/05/Chapter-9.pdf>)
 - **“The Watchdogs After Forty Years: Recommendations for Our Nation’s Federal Inspectors General,”** Project on Government Oversight, July 9, 2018 (http://docs.pogo.org/report/2018/2018-07-09_POGO_The_Watchdogs_After_40_Years_IG_Report.pdf).
 - **“Statement of Michael E. Horowitz, Inspector General, U.S. Department of Justice, before the U.S. Senate Committee on the Judiciary concerning ‘Inspector General Access to All Records Needed for Independent Oversight,’”** August 5, 2015 (<https://oig.justice.gov/testimony/t150805.pdf>).
 - **“Lead Testing of School Drinking Water Would Benefit from Improved Federal Guidance”** General Accountability Office (GAO), July 2018 (<https://www.gao.gov/assets/700/692979.pdf>).
- **Watch: “Part One – Top Challenges for Science Agencies: Reports from the Inspectors General,”** House Science, Space, and Technology Subcommittee on Oversight hearing, February 28, 2013 (<https://democrats-science.house.gov/legislation/hearings/part-one-top-challenges-science-agencies-reports-inspectors-general>).

Questions to consider:

- Why is policy oversight important?
- Are GAO and the Inspectors General effective institutions for promoting public accountability? Why or why not?
- Is “public accountability” a politically neutral concept? Why or why not?
- How would policy stakeholders use the oversight process to advance their policy objectives?

NO CLASS FEB. 19

Feb 25, 2019 – JOINT class

The Importance of Budget Policy & Process

6:30-9:30 pm The Archer Center

Guest Speakers: Cortney Sanders, Center on Budget and Policy Priorities (9/25) – Steve Townsend, Senate Budget Committee.

Assigned Reading

- **Watch: “The High Cost of Good Intentions”** <https://www.hoover.org/events/high-cost-good-intentions>
- Office of Management and Budget – Read about the office and their role in the policy process (<https://www.whitehouse.gov/omb/>)
- Congressional Budget Act – History of Budget committee - <https://budget.house.gov/about/history/>
- **Review - “Punctuated-Equilibrium Theory Explaining Stability and Change in Public Policymaking,”** James L. True, Bryan D. Jones, and Frank Baumgartner, in *Theories of the Policy Process*, 2nd Edition, ed. Paul Sabatier (https://www.unc.edu/~fbaum/teaching/articles/True_Jones_Baumgartner_2006_chapter.pdf)

Questions to Consider:

- How does Congress exercise its “power of the purse”? What are fiscal constraints on the federal policy process?
- Where do you find information about federal budgets and appropriations? Who are the policy stakeholders that control this process?
- How would you characterize the balance of power between Congress and the Executive on questions of budget policy?
- Why is OMB such a powerful agency in the policy process?

TASK - Chapter 1 & 2 drafts due 2/27.

- **Chapter 1: Overview/Introduction:** What’s the bill that you’re researching? Why is/was it important or significant?
- **Chapter 2: Background:** What is the policy problem that this bill sought to solve? Summarize the legislative history of the bill. Who were/are the stakeholders that were/are affected by the bill? Who were the legislative champions/foes of the bill? How did the bill change during its advancement through the legislative process? What were the compromises and amendments that were adopted?

Your team analysis should be based on individual meetings with policymakers about what organizations and individuals are influential in your bill’s legislative path/process. You should be able to draw on the research for your two papers for Dr. Daly to inform these chapters. **The objective:** Understand what policymakers (in congress, the executive branch, judiciary and states) view as good public policy, and what is influential or persuasive information. Draft a bill that revises, corrects or improves on the original bill.

Mar 5, 2019 - JOINT

Pluralism: Organized v. Individual Interests

6:30-9:30 pm The Archer Center

Guest speakers: Steve Munisteri, Deputy Dir, Office of Public Liaison, White House; Paul Begala.

Assigned Readings:

- **“How Corporate Lobbyists Conquered American Democracy,”** Lee Drutman, *Atlantic*, April 20, 2015 (<https://www.theatlantic.com/business/archive/2015/04/how-corporate-lobbyists-conquered-american-democracy/390822/>).
- **“Secrecy and Openness in Lyndon Johnson’s White House: Political Style, Pluralism and the Presidency,”** David M. Barrett, *The Review of Politics*, (Vol. 54, No. 1, Winter 1992), pp. 72-111. (<https://www.jstor.org/stable/1407928>).
- **“The Office of Public Engagement During the Obama Years,”** Heath Brown, The White House Transition Project 1997-2017, *Smoothing the Peaceful Transfer of Democratic Power Report 2017-35* (http://whitehousetransitionproject.org/wp-content/uploads/2016/03/WHTP2017-35_Public_Engagement.pdf).

Questions to consider:

- Does transparency in the policy process contribute to “good public policy” outcomes?
- Is access equivalent to influence? Why or why not?
- Are the full range of constituent policy interests represented in the policy process? By organized interest groups? Are there some interests that should not legitimately be represented in the federal policy process? Why or why not?

Mar 11, 2019 – JOINT WITH YOUNG LEADERS NETWORK

Legislating and the Art of Compromise: The 1996 Telecommunications Act

6:30-9:30 pm The Brademas Center at NYU DC campus

Guest Speakers: Sen. Edward Markey (D, MA) and Hon. Jack Fields

Assigned Readings:

- **“Is Our Constitutional System Broken?”** William F. Connelly, Jr. for *Congress Project Seminar*, Woodrow Wilson International Center for Scholars, September 17, 2010 (<https://www.wilsoncenter.org/sites/default/files/Connelly.doc>)
- **“The Impact of the Telecommunications Act of 1996 in the Broadband Age,”** by Hanlong Fu, Yi Mou, and David Atkin (September 2015), (https://www.researchgate.net/publication/281389845_The_Impact_of_the_Telecommunications_Act_of_1996_in_the_Broadband_Age)
- **“Was the 1996 Telecommunications Act successful in promoting competition?”** by Stuart N. Brotman, Brookings Institution (Feb. 8, 2016), (<https://www.brookings.edu/blog/techtank/2016/02/08/was-the-1996-telecommunications-act-successful-in-promoting-competition/>)
- **"The Greatest Story Never Told: How the 1996 Telecommunications Act Helped to Transform Cable's Future,"** Roberts, Brian L. (2006) *Federal Communications Law Journal*: Vol. 58: Iss. 3, Article 16. (<http://www.repository.law.indiana.edu/fclj/vol58/iss3/16>)

- **“Unplanned Obsolescence: The Telecommunications Act of 1996 Meets the Internet,”** John D. Podesta, 45 DePaul L. Rev. 1093 (1996) [URL: <https://via.library.depaul.edu/law-review/vol45/iss4/8>]

Questions to consider:

- What are tactics and strategies for working with party leadership (whether Democratic or Republican) and other colleagues (partisan v. bipartisan collaboration)?
- How does a member’s legislative strategy change when seeking re-election?
- To what extent do political parties contribute to policy stasis or policy change?

TASK – Chapter 3-4 drafts due 3/14/19, 11:59 pm.

- **Chapter 3: Analysis:** Does the bill solve the problem it was intended to solve? What are the costs/benefits of the bill? Who benefits and who is disadvantaged by implementation of the bill? What governmental policy actors are responsible for the adoption/implementation/enforcement of the bill? What are political obstacles to success in adoption/implementation/enforcement? Has the bill been adopted? Why or why not?
- **Chapter 4: Conclusion:** Does the bill reflect a condition of policy stasis or policy punctuation? Under what political conditions do you expect to achieve success?

Mar 18, 2019 – JOINT CLASS

Media – Role of the Free Press

6:30-9:30 pm The Archer Center

Guest Speaker: Ariel Moutsatsos, Bureau Chief, Televisa

Assigned Readings:

- **“Media, Public Opinion, and Foreign Policy.”** By Stuart N. Soroka, *The International Journal of Press and Public Opinion*, January 1, 2003, Volume: 8 issue: 1, page(s): 27-48 (<https://doi.org/10.1177/1081180X02238783>).
- **“Al-Jazeera English: A conciliatory medium in a conflict-driven environment?”** by Mohammed el-Nawawy and Shawn Powers, *Global Media and Communication*, April 12, 2010, Volume 6(1): 1–24 (<https://doi.org/10.1177/1742766510362019>).
- **“Mass Media and Politics in Latin America”** by Taylor C. Boas, in Jorge I. Domínguez and Michael Shifter, eds., *Constructing Democratic Governance in Latin America*, 4th ed. Baltimore: Johns Hopkins University Press (http://people.bu.edu/tboas/media_LA.pdf).

Questions to consider:

- How do governments use news media in communicating with the public, shaping policy narratives to influence public opinion and policy outcomes?
- What structures, systems or rules are necessary to ensuring a free press?

TASK – Chapter 5 draft due 3/19/19, 11:59 pm.

- **Chapter 5: Revision/Improvement:** This chapter should contain legislative language for a bill that contains revisions for improving the bill that you researched. This is the bill language that will be debated during the policy simulation.

Mar 25/26, 2019

Providing for the Common Defense: National Security Policy

6:30-9:30 pm The Archer Center

Guest Speakers: TBD

Assigned Readings:

- See **Homeland Security Digital Library** - <https://www.hsdl.org/c/about/>
- See **National Security Archive** - <http://nssarchive.us/>
- **Goldwater-Nichols at 30: Defense Reform and Issues for Congress** – by Kathleen J. McInnis (Congressional Research Service, June 2, 2016). <http://www.fas.org/sgp/crs/natsec/R44474.pdf>
- For background reading: <http://www.defense.gov/About-DoD/DoD-101>

Questions to consider:

- What is “good” public policy on military and national security issues? Who are the stakeholders in the decision making processes? How are policy problems and solutions defined?
- What are the tensions between career civil servants and elected/political appointees?
- How does transparency affect public perception of national security policy?

TASK

Difficult Dialogue 2 due **3/28/19**

Apr 1, 2019 – JOINT CLASS

Home Rule and Representation: DC Government Case Study

6:30-7:30 pm – The Archer Center

Guest Speaker: Carol Schwartz, former member DC City Council

Assigned Reading:

- Washington Post article about Carol Schwartz’s recent autobiography: https://www.washingtonpost.com/lifestyle/style/carol-schwartz-survived-tragedy-and-five-losing-races-for-dc-mayor-her-new-memoir-is-suitably-epic/2017/12/13/a2a07b8e-df7b-11e7-8679-a9728984779c_story.html?utm_term=.90cf66dd964c

TASK – FINAL LEGISLATIVE BILL RESEARCH PAPER DUE 4/7/19, 11:59 PM

Apr 12, 2019 – FRIDAY – 8-5:30 pm – Policy Simulation

Location: Hoover Institution (1399 New York Ave NW #500, Washington, DC 20005)

- Day long simulation of policy process. Fellows will participate in real-time negotiations on several different bills.
- **Objective:** To understand the federal policy process and access points for influence.

TASKS

Due April 18, 2019 –

- Analysis of Guest Speakers

April 24, 25 – Course Evaluation Feedback

6:30-9:30 pm The Archer Center

8-9 am The Archer Center

Provide feedback on academic courses with Katie Romano & Dr. Edward Harpham, Dean, Wildenthal Honors College, UT Dallas. (Dr. Chin and Christine Anderson will also conduct program evaluation during this time period.)

- Dr. Chin will post the schedule. Each Fellow must sign up for a time slot.

Grading Policy

Students are expected to come to class prepared to discuss the assigned reading material and to interact knowledgeably with the guest lecturers. Grades will be determined based on the following:

1. 25% Attendance, Participation & Communication

- (10%) **Discussion Leader & Participation** – Participate in weekly class discussions. Lead the discussion. Unexplained or unexcused tardies/absences will result in a lower grade.
 - Each student will be responsible for leading 2 discussion sessions during the semester. The assignments are listed on pp. 2-3 of the syllabus. The discussions will be with small groups of 5 students in addition to the leader. Discussion leaders should be prepared to foster an analytical discussion about the readings and information shared by the guest speakers.
- (10%) **Difficult Dialogues** – 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.** Each student must write 2 Difficult Dialogues. These can be with two different people, or with the same person at different points in time.
 - Objectives**
 - Develop skills for listening to people who disagree (or are disagreeable), and understanding their perspective.
 - Identify areas of common agreement/beliefs.
 - Assessment:** Clear prose, analysis, engagement with subject. Demonstrate that you have reached an understanding of how the other person interprets information, understands/perceives conversations/ideas.
 - Task**
 - 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.]

2. 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.
 3. 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.
 4. **Each party** in the pairing must submit an individually-written essay. Email the essay to Dr. Chin by 11:59 pm on the posted due dates.
 5. **Please proofread** your essays for grammar and punctuation. Points deducted for sloppy work.
 - iii. (5%) First: **Due 2/7/19**
 - iv. (5%) Second: **Due 3/28/19**
- c. (5%) **Speaker Analysis** – Select at least 3 guest speakers and provide your analysis of their presentations and lessons learned from their input. Electronic copy **due 4/18/19**.
2. **40% Legislative Bill Research** –Team project that may be linked to topics you cover in the papers assigned by Dr. Daly. Work in 4-person teams to research legislative history of a related bill. Based on your research, craft a legislative update or revision of this bill. This legislative draft will be debated during the policy simulation at the end of the semester.
- a. **Objectives**
 - i. Understand legislative history – punctuated v. incremental change
 - ii. Identify information sources – original sources for the truth about legislative history.
 - iii. Synthesize knowledge about policy history, policy process, and political realities to identify strategies for achieving desired policy outcomes.
 - iv. Develop legislative language to update or revise the bill.
 - v. **Assessment**: Show use of Library of Congress, National Archives for original sources; interviews/conversations with actual stakeholders; identification of policy opportunities.
 - b. **Task**
 - i. Select a policy topic: Domestic/Foreign policy
 - ii. Research a specific bill/law related to this topic. Legislative history is very important.
 - iii. Identify the stakeholders for this specific policy.
 - iv. Draft legislative language.
 - v. Understand the politics of the process for adoption or stalemate of the policy.
 - c. **Grade Distribution**
 - i. (extra 1%) Discuss bill topic with Dr. Chin – Due by **1/17/19**
 - ii. 2% Draft Chapters 1-2 – Due **2/27/19, 11:59 pm**
 - iii. 2% Draft Chapters 3-4 – Due **3/14/19, 11:59 pm**
 - iv. 1% Draft Chapter 5 – Due **3/28/19, 11:59 pm**
 - v. 35% FINAL Report – Due **4/7/19, 11:59 pm**
 - d. **Guidelines for Paper** – Your paper should be organized as follows:

- i. **Title Page:** Your names (listed in order of the chapter authored), title of the paper, date.
- ii. **Abstract:** Brief description of research and findings.
- iii. **Chapter 1: Overview/Introduction:** What's the bill that you're researching? Why is/was it important or significant?
- iv. **Chapter 2: Background:** What is the policy problem that this bill sought to solve? Summarize the legislative history of the bill. Who were/are the stakeholders that were/are affected by the bill? Who were the legislative champions/foes of the bill? How did the bill change during its advancement through the legislative process? What were the compromises and amendments that were adopted?
- v. **Chapter 3: Analysis:** Does the bill solve the problem it was intended to solve? What are the costs/benefits of the bill? Who benefits and who is disadvantaged by implementation of the bill? What governmental policy actors are responsible for the adoption/implementation/enforcement of the bill? What are political obstacles to success in adoption/implementation/enforcement? Has the bill been adopted? Why or why not?
- vi. **Chapter 4: Conclusion:** Does the bill reflect a condition of policy stasis or policy punctuation?
Under what political conditions do you expect to achieve success?
- vii. **Chapter 5: Revision/Improvement:** This chapter should contain legislative language for a bill that contains revisions for improving the bill that you researched. This is the bill language that will be debated during the policy simulation.
- viii. **Works Cited/Bibliography:** Complete list of citations.

3. 30% Policy Simulation

- a. Verbal oath to Constitution. In Class – **1/29**.
- b. (5%) Team reading of Declaration of Independence. **Due 1/9**.
- c. (5%) ROLE info – list of members, researched background. **Due 1/17**.
- d. (10%) Participation
- e. (10%) Knowledge/skills
- f. **Objective**
 - i. Demonstrate application of theoretical lessons learned.
 - ii. **Measurement:** Individual performance/participation in simulation, negotiation skills, peer evaluation
- g. **Task**
 - i. Role play a member of Congress. You must identify 2 current members of the 116th Congress that you will role-play: one who most closely represents your own political preferences, and one whose political philosophy is most contrary to your own. You'll be free to choose any current member of the 116th Congress, as long as there are no other Archer Fellows who have first claimed the member. You will play one of these members in the final simulation. Dr. Chin will let you know by **Jan. 29, 2019** which member you will be playing.
 - ii. During the simulation, be prepared to support your arguments with logic/evidence. During the simulation, the House and Senate will act to pass legislation, gain support from the President, and stakeholders.
 - iii. Final simulation will consist of a consensus policy agenda that is derived from the policy topics/bills that each team of Fellows has proposed.

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 **March 9, 2018**. Final grades will be reported to your home UT System institution by **May 6, 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.

Late Work: No late work accepted without prior discussion with Dr. Chin.

Class Attendance

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. Unexplained or unexcused absences will result in a lower grade.

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.