

Archer Center Independent Study and Research Syllabus

Course Information

PA 8331

Archer Center Independent Study and Research

Summer 2018

June 4-July 30, 2018

Mondays 6-8 pm and by appointment with professors

Professor Contact Information

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Other Information Other meetings by appointment

We will return your email or telephone call within 24 hours. If you do not hear from us, please assume that your message or email was electronically lost and call or write again.

Office Hours: We will always be able to meet with you at a time that does not conflict with your internship. Please call or write to make an appointment.

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

Acceptance into the Archer Fellowship Program.

Course Description

This course is tailored to each student's graduate program of study. An Archer Center faculty member will work independently with each student to develop a research project with the intent to advance the student's academic and research goals. The project will align with the requirements of the student's graduate degree. Each student will work with a supervising professor, either Dr. Chin, Dr. Swerdlow, or Dr. Suthammanont for the duration of the term; these assignments will be posted by May 25, 2018.

Students are required to participate in policy working groups (listed below), where Fellows will discuss and review each other's work in consultation with the supervising professor and relevant policy experts in D.C.

The policy working groups are:

- General Policy Working Group
- Education Policy Working Group
- Health Policy Working Group
- National Security & Global Affairs Policy Working Group

Student Learning Objectives/Outcomes

1. Students will identify knowledge resources that are unique to D.C. or which are otherwise more easily obtainable in D.C. than in Texas.
2. Students will identify a public policy problem and will describe and develop strategies for assessing the policy problem.
3. Students will develop strategies for resolving or addressing the policy problem.
4. Students will determine linkages between their specific academic/research interests, their internship experience, and knowledge resources noted above (#1).

Required Textbooks and Materials

Required Texts will be posted to Canvas

General required reading

- **Federal Register** (The daily journal of the United States Government) – Become familiar with the website: <https://www.federalregister.gov/>.
- **Memoir on Pauperism**, Alexis de Tocqueville (http://www.civitas.org.uk/pdf/Tocqueville_rr2.pdf)
- **Federalist 51** [assigned in Vice Chancellor Shute's class, available <https://www.ourdocuments.gov/>]
- Excerpts from **The Oxford Guide to Library Research (4th Edition)**, Thomas Mann (2015: Oxford University Press)
- “**Of 2 Minds: How Fast and Slow Thinking Shape Perception and Choice [Excerpt]**,” Daniel Kahneman, *Scientific American*, June 15, 2012 (<https://www.scientificamerican.com/article/kahneman-excerpt-thinking-fast-and-slow/#>)
- “**How the Republicans Broke Congress**,” Thomas E. Mann and Norman J. Ornstein, *The New York Times*, Dec. 2, 2017 (<https://www.nytimes.com/2017/12/02/opinion/sunday/republicans-broke-congress-politics.html>)

- “**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>)

Policy Working Group (Readings will vary depending on your policy interest and your working group)

1. Identify at least one **federal agency** that has jurisdiction over the policies that interest you. Then,
 - a. Read the **public law that authorizes the agency**. When was it adopted? What was the congressional vote? Read a few news articles related to the agency’s founding to get a sense of the public and political support for the agency. Compare the original coverage to contemporaneous coverage to see how the agency’s public/political support has changed.
 - b. Read the **agency’s strategic plan**. What are the agency’s priority goals? How do these goals relate to the preferences/priorities of the President and Congress?
 - c. Read the **agency’s organizational chart**. Who are the leaders of the agencies key components? How many of these components are staffed by political appointees? How many political appointees have been nominated but are not yet confirmed?
 - d. Read the **FY 2018 budget** for the agency that was issued by OMB. What are the Administration’s priorities, based on the allocation of resources in the proposed budget?
 - e. Read the actual FY 2018 budget adopted by Congress to see how much the agency received in FY 2018 appropriations. What are the differences between the President’s proposed budget and actual congressional appropriation?
2. Identify and read the public law that pertains to your policy interest. *Example:* The Elementary and Secondary Education Act of 1965 (ESEA) authorizes federal preK-12 education programs. The Fair Housing Act prohibits discrimination by direct providers of housing. The Goldwater-Nichols Department of Defense Reorganization Act revised the structure of the Defense Department. The Telecommunications Act of 1996 authorized the E-Rate program to provide telecommunications to schools and libraries. The Social Security Act authorized the system of benefits for old-age workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.

Writing resources (Not required, but listed for reference)

- **Drafting a policy memo**
 - o Woodrow Wilson School, Princeton University (<http://wws.princeton.edu/admissions/wws-blog/item/policy-memo-writing-tips>)
 - o Thompson Writing Program, Duke University (<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/policy-memo.original.pdf>)

- o Harvard Kennedy School of Government (https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf)
- o “Examples of Policy Writing” Gerald R. Ford School of Public Policy, University of Michigan (<http://fordschool.umich.edu/files/policy-writing.pdf>)
- o “Writing a Policy Memo” Bush School Texas A&M University (<https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos>)
- **Use of Social Media**
 - o “Effective Social Media Strategies – Four Tips, Four Benefits,” Madhur Charturvedi, *Oracle* (<http://www.oracle.com/us/corporate/profit/big-ideas/042213-mchaturvedi-1937903.html>).
 - o “The Impact of Utilizing Social Media as a Communication Platform During a Crisis Within the Oil Industry,” Nor Emmy Shuhada Drani and Prashalini Naidu, *Procedia Economics and Finance*, 35 (2016) 650-658. (https://ac.els-cdn.com/S2212567116000800/1-s2.0-S2212567116000800-main.pdf?_tid=e649fc96-b18c-4964-9e9b-3d05414b4a70&acdnat=1525910874_b09c82979024a11727d88a93c36466d9)
 - o “Effective Social Media = Storytelling,” Tim Jones, *Inside Higher Ed*, April 26, 2016 (<https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/effective-social-media-storytelling>)
 - o “Mind the Gap: Social Media Engagement by Public Health Researchers,” B. Keller, A. Labrique, K.M. Jain, A. Pekosz, O. Levine, *Journal of Medical Internet Research*, January 14, 2014 (<https://www.ncbi.nlm.nih.gov/pubmed/24425670>).
 - o *Social Media Strategy: Virtual Social Media Working Group and DHS First Responders Group*, U.S. Department of Homeland Security, January 2012 (<https://www.dhs.gov/sites/default/files/publications/Virtual%20Social%20Media%20Working%20Group%20VSMWG%20Social%20Media%20Strategy.pdf>)
 - o *Social Networking and National Security: How to Harness Web 2.0 to Protect the Country*, James Jay Carafano, *Backgrounders*, The Heritage Foundation, May 18, 2009 (<https://www.heritage.org/defense/report/social-networking-and-national-security-how-harness-web-20-protect-the-country>)
- **Op-eds and Letters to the Editor**
 - o “How to Write an Op-Ed or Column,” Harvard Kennedy School of Government (https://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf)
 - o “Tips for Aspiring Op-Ed Writers,” Bret Stephens, *The New York Times*, August 25, 2017 (<https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html>)
 - o “13 Tips for Writing and Pitching Op-Ed Stories,” Cision Bloggers, PR Newswire, July 17, 2014 (<https://www.prnewswire.com/blog/13-tips-for-writing-and-pitching-op-ed-stories-10590.html>)

- o “Writing an Op-Ed,” American Association for the Advancement of Science (<https://www.aaas.org/page/writing-op-ed>)
- o “Op-ed Writing: Tips and Tricks” The OpEd Project (<https://www.theopedproject.org/oped-basics/>)
- o “Pitching” The OpEd Project (<https://www.theopedproject.org/pitching/>)
- o “Submission Information” The OpEd Project (<https://www.theopedproject.org/submission-information/>)
- o “Tips for Writing Op-eds to Respond to Breaking News,” Tyler Creighton, *rethink*, April 4, 2017 (<https://rethinkmedia.org/blog/tips-writing-op-eds-respond-breaking-news>).

Assignments & Academic Calendar

Students must produce these deliverables by **the following dates**.

1. **June 4** – Topic for Policy Research/Background Paper – Printed copy due at 7 pm.
2. **June 11** - Bring an example of an effective or good/great policy paper from your internship. Ask your internship supervisor to give you some examples of good policy papers. – Bring the copy to discuss in class.
3. **June 18** – *Discussion draft/outline of Policy Research/Background Paper* – Printed copy due at 7 pm.
4. **June 25** - *Abstract of Policy Research/Background Paper*; electronic copy due by 11:59 pm. *NOTE: Send this to your supervising professor with a cc to Dr. Chin if she is not your supervising professor.*
5. **July 2** – Summary of comments/feedback from policy experts regarding your project. Interview at least 3 different policy experts about your proposal. Summarize feedback from the experts in a 3-5 page memo; electronic copy due by 7 pm.
6. **July 9** - *Advocacy Materials* – printed and electronic copies of each of the following due by 7 pm:
 - a. 1 page handout/deliverable/infographic
 - b. 2 page policy brief
 - c. 4 Tweetable messages
 - d. 1 draft op-ed or letter to the editor
7. **July 16** – *Peer Review & Policy Conference (PRPC)* - IN CLASS presentations of your policy project with panel of visiting graduate students. MANDATORY FOR ALL FELLOWS; begins at 6 pm.
8. **July 23** – *Final Policy Research/Background Paper* electronic copy due by 11:59 pm.
9. **July 30** - *Speaker Analysis* – a 2-3 page analysis of a minimum of 3 guest speakers that compares or contrasts their perspectives on the policymaking process or policy as it relates to their respective agency or organization. Electronic copy due by 11:59 pm.

NOTE: Meet independently with your supervising professor (either Dr. Chin, Dr. Swerdlow or Dr. Suthammanont) to get feedback on written drafts of your policy research/background paper before the final due date of **July 23**.

Details: Policy Research/Background Paper

- **Paper Specs:** 5-10 pages (excluding Title page, Works Cited/Bibliography, and Appendix), 12-pt font, double-space, APA/MLA format. Each page following the title page should include a header with your full name and the page number.
- **Description:** Papers will address a policy topic relevant to the student's academic and research goals. Students must draw on and incorporate knowledge resources to describe and develop their strategies for assessing and addressing the policy-related issue. The topic can be one that aligns with a student's internship work and/or graduate studies, and the topic that the student has selected in Vice Chancellor Shute's course.
- **Organization:** The paper should be organized as follows:
 - **Title Page:** Your name, title of the paper, date.
 - **Abstract:** Brief description of research and findings.
 - **Overview/Introduction:** What's the policy topic and specific problem to be analyzed? Why is it important or salient at this time?
 - **Background:** What is known about past and present federal or state government responses to the policy problem? Summarize the legislative history of the policy problem. Who are the stakeholders impacted by the policy?
 - **Analysis of Solution Options:** What are options for solving the policy problem? What are the costs/benefits of these various options? Who benefits and who is disadvantaged by implementation of the options? What governmental policy actors are responsible for the adoption/implementation/enforcement of the options? What are political obstacles to success in adoption/implementation/enforcement?
 - **Recommendations:** Which solution do you recommend and why? Under what political conditions do you expect to achieve success?
 - **Appendix:** In this section, you should include a list of empirical research questions that emerge from your research on this policy topic, and also provide a proposal(s) for publications, conference presentations and/or future research projects.
 - **Works Cited/Bibliography:** Complete list of citations.

SCHEDULE OF POLICY WORKING GROUP WEEKLY MEETINGS

Policy Roundtable with guest speakers (6-7 pm)

Peer Discussion Group (7-8 pm)

Unless otherwise noted, the Policy Working Groups will meet each Monday from 6-8 pm at the Archer Center. A guest speaker(s) will meet with Fellows from 6-7 pm for a policy roundtable discussion (cross-listed with Vice Chancellor Shute's course), followed by peer discussion about Fellows' research projects from 7-8 pm. Note: The location for specific Policy Working Groups may change, depending on availability of the guest speakers. Notices of any such changes will be communicated by e-mail and posted to Canvas.

Each Fellow must attend the July 16 Peer Review & Policy Conference (PRPC) in addition to **at least 7 of the 8** scheduled policy roundtables and peer discussions.

May 25 (Friday): 10 am-1 pm – **Meet at the Newseum** with Dr. Swerdlow and Dr. Chin. You'll have a chance to visit the museum (your ticket provides entry that is valid for 2 consecutive days) and consider how policy issues are covered by news media. Be prepared to discuss these readings:

- **"Of 2 Minds: How Fast and Slow Thinking Shape Perception and Choice [Excerpt],"** Daniel Kahneman, *Scientific American*, June 15, 2012 (<https://www.scientificamerican.com/article/kahneman-excerpt-thinking-fast-and-slow/#>)
- ***Memoir on Pauperism***, Alexis de Tocqueville (http://www.civitas.org.uk/pdf/Tocqueville_rr2.pdf)

June 4 – "Policy Messaging and Media Relations" (Guest: Paul Begala)

- **Discussion:** Identifying policy problems and solutions. Topics to consider. Be prepared to refer to the excerpt from ***The Oxford Guide to Library Research (4th Edition)***, Thomas Mann (2015: Oxford University Press), ***Memoir on Pauperism***, Alexis de Tocqueville (http://www.civitas.org.uk/pdf/Tocqueville_rr2.pdf) and ***Federalist 51*** [assigned in Vice Chancellor Shute's class, available <https://www.ourdocuments.gov>].

June 11 – "Federal Agencies and the Public"

- **Discussion:** Compare examples of good policy papers. Discuss the applications to your policy project. Be prepared to discuss the organizational structure of federal agencies and the options for public intervention in agency-level policymaking. Also be prepared to refer to your reading about the Federal Register, in particular the data/documents that allow for public oversight/transparency.

June 18 – "Identifying Policy Problems"

- **Discussion:** Thinking about your internship, your policy project and your Archer Fellow experiences to date, what are critical or important policy problems that have not received sufficient attention from Congress, the Executive Branch, the Courts, or the public? Within the agencies, who is

responsible for addressing policy problems/solutions, how are options defined and decided, and who are stakeholders that are impacted by the decisions?

June 25 – “Congressional Politics: Winning Against the Odds” (Guest: US Senator Ted Cruz)

- **Discussion:** Assess the political support/opposition in Congress to your policy. Be prepared to refer to your reading:
 - **“How the Republicans Broke Congress,”** Thomas E. Mann and Norman J. Ornstein, *The New York Times*, Dec. 2, 2017 (<https://www.nytimes.com/2017/12/02/opinion/sunday/republicans-broke-congress-politics.html>)
 - **“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>)
 - Public law authorizing a federal agency of your interest; congressional budget politics.

July 2 – “Policy Advocates and Thought Leaders” (Guests: Dr. Joe Minarik & Cindy Cisneros, *Committee for Economic Development*)

- **Discussion:** Who are the stakeholders in your policy ecosystem? Who or what messages are most influential or persuasive in the policy process you’re seeking to affect? Be prepared to refer to readings about effective use of social media, op-eds and other forms of persuasive speech.

July 9 – “Public Accountability and Transparency”

- **Discussion:** What are the public agencies/organizations responsible for ensuring transparency and accountability for the federal government (executive, legislative, judicial)? Once again, be prepared to refer to your reading about the Federal Register, in particular the data/documents that allow for public oversight/transparency. What are new ideas you’ve identified since our last discussion on this topic?

July 16 – JOINT CLASS Peer Review & Policy Conference (PRPC) with graduate students from the University of Mary Hardin Baylor (UMHB). Archer Fellows will present their research to the UMHB students and receive peer feedback. Each UMHB student will hear from 12 Archer Fellows;

July 23 – “Who cares? Why Government, Policy and Politics Matter”

- **Discussion:** What are your lessons/takeaways from your internship, research experience, and meetings with practitioners? What tools, strategies or skills have you identified that will help you be an effective citizen/resident and/or policy leader?

EXTRA: July 30 – MANDATORY – Meet with Dr. Edward Harpham (Dean, Wildenthal Honors College, UT Dallas) and Katie Romano to provide feedback regarding the Archer Fellows graduate program and the academic courses. Schedule for meetings will be emailed to you.

Course Policies

Late work may be penalized at the discretion of the student's supervising professor (either Dr. Chin, Dr. Swerdlow, or Dr. Suthammanont). Students should contact their supervising professor to request any accommodations or additional time to complete the assignment.

Grading Policy

All writing assignments must be submitted before a final grade will be posted.

25% - Advocacy Materials (due 7 pm, July 9)

65% - Policy Research/Background Paper/Abstract (due 11:59 pm July 23)

10% - Analysis of speakers (due 11:59 pm July 30)

Grading Scale

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

Final grades will be reported to UT Dallas and your home UT System institution by **August 8, 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 (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.

Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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