

(updated 8.19.20)

Course Information

PSCI 4370
The Policy Making Process

Fall 2020

Monday 6:30-9:30 pm ET (5:30-8:30 pm CT)

Professor Contact Information

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Office Hours 9 am – 5 pm ET M-F daily or by appointment

Lecturer Contact Information

Lecturer **Diedra Henry-Spires** (cell: 301-221-1807; email: Diedra.Henry-Spires@UTDallas.edu)
Office Hours - by appointment
Lecturer **John Kane** (cell: 202-487-6612; email: John.Kane@UTDallas.edu)
Office Hours - by appointment
Lecturer **Sue Ramanathan** (cell: 202-257-3121; email: SRamanathan@UTDallas.edu)
Office Hours - by appointment
Lecturer **Becky Shipp** (cell: 703-907-9889; email: Rebecca.Shipp@UTDallas.edu)
Office Hours - by appointment

Course Modality and Expectations

Instructional Mode	This class is classified as a blended (hybrid) course with a combination of online and face-to-face meetings. Students will be assigned to 12-person groups and will have the option to meet in-person at the Archer Center according to a posted schedule each week; the class will also be available online for students who do not participate in the in-person meeting. For more details about the instructional mode see: https://www.utdallas.edu/fall-2020/fall-2020-registration-information/
Course Platform	The course will be delivered via Teams. Students registered for this course can access it using this link: https://teams.microsoft.com/l/team/19%3aaf72e22ccb7436fcca406e067%40thread.tacv2/conversations?groupId=88ff598f-5ea5-4089-8382-6fe94b09f76a&tenantId=8d281d1d-9c4d-4bf7-b16e-032d15de9f6c
Expectations	Students are expected to engage with guest speakers, instructors, colleagues in learning about the federal policy process. They should be prepared each week to discuss the assigned readings and complete all required assignments.
Asynchronous Learning Guidelines	Students who opt for asynchronous access in this course will need to meet the requirements and standards set forth by the instructor and their lecturer; and will need to follow along at the pace of the class even though the student is not meeting at the time of the class. Asynchronous access means flexibility is given to the student to complete the course at a distance (see https://www.utdallas.edu/fall-2020/asynchronous-access-for-fall-2020/).

COVID-19 Guidelines and Resources

The information contained in the following link lists the University's COVID-19 resources for students and instructors of record: <http://go.utdallas.edu/syllabus-policies>.

Classroom Conduct Requirements Related to COVID-19

UT Dallas requires that all students must wear a face covering that covers the nose and mouth in all university buildings and classrooms. To help protect the health and safety of students, instructors, and the University community, students who choose not to wear a face covering may not attend class in person but may attend a course remotely. Anyone attending class in person without a face covering will be asked to put one on or leave. Instructors may end the class if anyone present refuses to appropriately wear a face covering for the duration of class. Students should also be sure they are at least six feet away from their fellow students and faculty, and seated in a seat that is designated to ensure that distance. Students who either refuse to wear face coverings appropriately or to adhere to other social distancing protocols may face disciplinary action for [Student Code of Conduct](#) violations. Students who are unable to comply with the university policies including wearing a face covering should consult the [Comets United](#) webpage for further instructions.

Students who have tested positive for COVID-19 or may have been exposed should not attend class in person and should instead follow required disclosure notifications as posted on the university's website (see "[What should I do if I become sick?](#)" webpage).

Class Attendance

Regular and punctual class attendance is expected regardless of modality. Students who fail to attend class regularly are inviting scholastic difficulty and will miss opportunities to engage with guest speakers and their lecturers.

In-person participation records may be used to assist the University or local public health authorities in performing COVID-19 occurrence monitoring. Please note – in-person attendance requires consistently adhering to University requirements, including wearing a face covering and other public safety requirements related to COVID-19, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or workshop group). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Some meetings in this course may be recorded. Any recordings will be available to all students registered for this class as they are intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. *Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation.* If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

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

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. Students will work closely with the class lecturers, each of whom is an experienced policy expert, to identify stakeholders in the federal policy process and understand the various entry points for these stakeholders to influence the policy outcomes.

Our inquiry is guided by three questions:

1. How does the US Constitution 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. Explain the influence of politics on the policy and procedures of the executive and legislative branches of government.
2. Explain the role that each of the three branches of government plays in the federal policy process.
3. Conduct in-depth research on a policy issue and then compile a cohesive policy analysis and proposal for revising an existing statute.
4. Write policy memos.

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 eLearning and Teams.

Required Materials

Access to a computer and reliable internet service.

Assignments & Academic Calendar

Course Details

Each class meets weekly for 3 hours, with a short break between sections, and will follow this format:

6:30-8 pm ET (5:30-7 pm CT) Part I of class: Lecture with Dr. Chin and/or guest speakers

8-9:30 pm ET (7-8:30 pm CT) Part II of class: Workshop Groups directed by the lecturers

Unless otherwise noted, the class will always begin PROMPTLY at 6:30 pm ET (5:30 pm CT). **Please log on 5 min ahead of class time to ensure we are able to start promptly.**

The following meetings are posted to the **PSCI 4370 Teams**.

Class#	MODE	DAY	DATE	TIME – CENTRAL (Texas)	TME – EASTERN (DC)
1	Virtual only	MON	24-Aug	5:30-8:30 pm CT	6:30-9:30 pm ET
2	Virtual only	FRI	28-Aug	9 am - noon CT	10 am - 1 pm ET
3	Virtual only	MON	31-Aug	5:30-8:30 pm CT	6:30-9:30 pm ET
4	Virtual + In-Person	MON	7-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET
5	Virtual + In-Person	MON	14-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET
6	Virtual + In-Person	MON	21-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET
7	Virtual + In-Person	MON	28-Sep	5:30-8:30 pm CT	6:30-9:30 pm ET
8	Virtual only	MON	5-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET
9	Virtual only	MON	12-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET
10	Virtual only	MON	19-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET
11	Virtual only	MON	26-Oct	5:30-8:30 pm CT	6:30-9:30 pm ET
12	Virtual + In-Person	MON	2-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET
13	Virtual only	MON	9-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET
14	Virtual only	MON	16-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET
15	Virtual + In-Person	MON	23-Nov	5:30-8:30 pm CT	6:30-9:30 pm ET

The class is divided into four Workshop Group sections, each assigned to one of the lecturers. You will work in these small groups to study several existing statutes, learn the legislative history and identify areas for improvement for each law. Within each Workshop Group, students will work in 3-person groups to study one of these laws. These group assignments will be posted to the class Teams channel (see:

<https://teams.microsoft.com/l/team/19%3aaf72e22ccbec4756b7436fcca406e067%40thread.tacv2/conversations?groupId=88ff598f-5ea5-4089-8382-6fe94b09f76a&tenantId=8d281d1d-9c4d-4bf7-b16e-032d15de9f6c>)

Each individual student will be assigned to play the role of a member of Congress (i.e. their “Member Persona”). Some students will be assigned to the House and others to the Senate. Each student will also be assigned to one congressional committee. During the Workshop Group sessions, the lecturers will work with students to explain the various facets of the committee’s legislative process and will also coach the students as they develop their policy proposals. Each student must research the background of their Member Persona in order to role-play that member in the end-of-course policy simulation. During the Workshop Group sessions, each student must be prepared to explain their Member Persona’s reaction to the policy proposals that are being developed.

Note: Dr. Chin is the instructor of record for this course. The lecturers are responsible for grading all **Workshop Group** assignments, taking attendance during the Workshop Group sessions, and evaluating participation during the policy simulation. The lecturers will report these grades to Dr. Chin, who is responsible for grading the Difficult Dialogues, and compiling the final grades and review of each student enrolled in the course.

Class Subdivisions & Group Assignments

Lecturer schedule

Over the course of the semester, each student will work with one lecturer, who will coach you on the legislative and policymaking process and also help you prepare for the policy simulation. You will each be assigned to work in one congressional committee.

In your workshop group, you will study specific bills that have been passed into law. You will use these bills to learn about the policy process. Specifically, you will understand how policy change occurs over time, how legislative history is constructed, and how policy outcomes are shaped by political realities. In the latter part of the course, you will participate in a policy simulation where you develop policy solutions within your assigned committees and work to pass them into law.

The committee assignments (listed below) will be posted to the PSCI 4370 Teams and the course site on e-Learning.

Professor Diedra Henry-Spires (A group)

Professor John Kane (B group)

Professor Sue Ramanathan (C group)

Professor Becky Shipp (D group)

LECTURER	Committee	Law & Group Assignment	
<i>Diedra Henry-Spires</i> (A)	Senate Finance	Maternal Infant and Early Childhood Home Visiting (MIECHV) included in PL 111-148 (A1, A2)	Fostering Connections to Success and Increasing Adoptions Act (PL 110-350) (A3, A4)
<i>John Kane</i> (B)	Senate Environment & Public Works	America's Water Infrastructure Act (PL 115-270) - Army Corps section (B1, B2)	America's Water Infrastructure Act (PL 115-270) - EPA section (B3, B4)
<i>Sue Ramanathan</i> (C)	House Homeland Security	Preventing Emerging Threats Act (S. 2836) passed in PL 115-254 (C1, C2)	Cybersecurity and Infrastructure Security Agency Act of 2018 (PL 115-278) (C3, C4)
<i>Becky Shipp</i> (D)	House Ways & Means	The Family First Prevention Services Act (included in PL 115-123) (D1, D2)	Fostering Connections to Success and Increasing Adoptions Act (PL 110-350) - adoption & kinship provisions (D3, D4)

POLICY SIMULATION MEMBER/COMMITTEE ASSIGNMENTS

* Chair, **Ranking Member

Lecturer: Diedra Henry-Spires – Group A				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		R	Chuck Grassley (IA)*	Senate Finance
1		R	Mike Crapo (ID)	Senate Finance
2		R	Pat Roberts (KS)	Senate Finance
3		R	Michael Enzi (WY)	Senate Finance
3		R	Steve Daines (MT)	Senate Finance
4		R	Todd Young (IN)	Senate Finance
1		D	Ron Wyden (OR)**	Senate Finance
2		D	Debbie Stabenow (MI)	Senate Finance
2		D	Maria Cantwell (WA)	Senate Finance
3		D	Robert Menendez (NJ)	Senate Finance
4		D	Margaret Hassan (NH)	Senate Finance
4		D	Catherine Cortez Masto (NV)	Senate Finance

Lecturer: John Kane – Group B				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		R	John Barrasso (WY)*	Senate EPW
1		R	James Inhofe (OK)	Senate EPW
2		R	Shelly Moore Capito (WV)	Senate EPW
3		R	Kevin Cramer (ND)	Senate EPW
3		R	Richard Shelby (AL)	Senate EPW
4		R	Joni Ernst (IA)	Senate EPW
1		D	Thomas Carper (DE)**	Senate EPW
2		D	Benjamin Cardin (MD)	Senate EPW
2		D	Bernie Sanders (VT)	Senate EPW
3		D	Sheldon Whitehouse (RI)	Senate EPW
4		D	Tammy Duckworth (IL)	Senate EPW
4		D	Chris Van Hollen (MD)	Senate EPW

POLICY SIMULATION MEMBER/COMMITTEE ASSIGNMENTS

* Chair, **Ranking Member

Lecturer: Sue Ramanathan – Group C				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		D	Bennie Thompson (MS-2)*	House Homeland Security
1		D	Sheila Jackson Lee (TX-18)	House Homeland Security
2		D	James Langevin (RI-2)	House Homeland Security
3		D	Cedric Richmond (LA-2)	House Homeland Security
3		D	Nanette Barragan (CA-44)	House Homeland Security
4		D	Val Demings (FL-10)	House Homeland Security
1		R	Mike Rogers (AL-3)**	House Homeland Security
2		R	Peter King (NY-3)	House Homeland Security
2		R	Michael McCaul (TX-10)	House Homeland Security
3		R	John Katko (NY-24)	House Homeland Security
4		R	Michael Guest (MS-3)	House Homeland Security
4		R	Dan Bishop (NC-9)	House Homeland Security

Lecturer: Becky Shipp – Group D				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		D	Richard Neal (MA-1)*	House Ways & Means
1		D	John Larson (CT-1)	House Ways & Means
2		D	Lloyd Doggett (TX-35)	House Ways & Means
3		D	Mike Thompson (CA-5)	House Ways & Means
3		D	Jimmy Gomez (CA-34)	House Ways & Means
4		D	Steven Horsford (NV-4)	House Ways & Means
1		R	Kevin Brady (TX-8)**	House Ways & Means
2		R	Devin Nunes (CA-22)	House Ways & Means
2		R	Vern Buchanan (FL-16)	House Ways & Means
3		R	Adrian Smith (NE-3)	House Ways & Means
4		R	Drew Ferguson (GA-3)	House Ways & Means

Class Schedule

Class 1: Mon, Aug. 24, 2020

Introduction to Policymaking Process class

6:30-9:30 pm ET (5:30-8:30 pm CT)

6:30-7:30 pm ET **Foundational Principles of the Federal Policymaking Ecosystem & Why Elections Matter**

7:45-9:30 pm ET **Workshop Group**

Workshop Group

Each student will be assigned to play the role of a member of Congress. Some students will be assigned to the House and others to the Senate. You will learn more about your role within your assigned committee, and have an opportunity to meet with staff for these members.

Required Readings:

- **“Separation of Powers: An Overview,”** by Matthew E. Glassman, Congressional Research Service (January 8, 2016) - <https://fas.org/sgp/crs/misc/R44334.pdf>
- ***The Constitution of the United States*** – <https://www.archives.gov/founding-docs/constitution>
- ***Declaration of Independence*** - <https://www.archives.gov/founding-docs/declaration>

→FASTWORK

1. **Policy Simulation Member Persona Profile** – Each individual should compile a 1-2 page written profile of the member that you are role-playing. What are the member’s committee assignments, biographical and demographic details, election history, policy priorities, constituency characteristics? If you wished to defeat this member of Congress in the next election, what are some important factors to consider—e.g. the incumbent’s strengths and vulnerabilities? Proofread carefully to ensure the document is grammatically correct and clearly written. **Email your completed document to Dr. Chin by 11:59 pm ET on Sept. 7, 2020.** Points deducted for work that is late, sloppy, incoherent or poorly organized. This is worth 2.5% of the semester grade.
2. **Declaration of Independence** - Work in your assigned 3-person teams to publicly recite the Declaration of Independence at 12 different locations in DC. Be sure to video-record each individual speaking some lines of the Declaration. *IF you have team members who are unable to be physically present with you for this team reading, then the absent team member(s) can join by phone/video conference.* Post the completed videos to the **Fall 2020 Facebook group by 11:59 pm ET on Sept. 10, 2020.** This is worth 2.5% of the semester grade.

Class 2: Fri, Aug. 28, 2020

Legislative Process & Members of Congress

10-1 pm ET (9-Noon CT) – The Archer Center

10-11 AM ET (9-10 am CT)

Researching Your Member Persona & Federal Policy Actions

11:15-NOON ET (10:15-11 am CT)

Understanding the Role of Congressional Staff

Read: "Congressional Staff and Roles" -

<https://webapps.cap.org/apps/docs/advocacy/network/congressional-staff-guide.pdf>

12:15-1 pm ET (11:15-noon CT)

Understanding Legislative Procedures & Effective Advocacy

Activity: Watch primer re: the legislative process <https://www.congress.gov/legislative-process>. Total viewing time is a little over 28 min. Email a list of notes from the videos to **Dr. Chin by 9 am ET Tomorrow.**

For Reference (Digital resources)

- 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/>)
- House Leadership - <https://www.house.gov/leadership>
- Senate Leadership - <http://www.senate.gov/senators/leadership.htm>

Class 3: Mon, Aug. 31, 2020
People, Politics, Policy and Process

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Readings

- “The Public Policy Process” - <http://www.laits.utexas.edu/gov310/PEP/policy/>
- John Kingdon, “A Model of Agenda-Setting with Applications,” L. REV. M.S.U.-D.C.L. 331 (2001), (<https://www.scribd.com/document/367095185/Kingdon-a-Model-for-Agenda-Setting>)
- 1976 Memo from Alice Rivlin (https://www.cbo.gov/sites/default/files/Public_Policy_Issues_Memo_Rivlin_1976.pdf)

Workshop Group

- **Principles of Writing Policy – Lecturers**
 - Developing policy ideas/proposals
 - Writing persuasive/effective memos
 - Research and due diligence
 - Building supporting coalitions
- **Understanding the role of Party Leaders in Congress**
 - **Activity:** Selection of party leaders for the policy simulation. Each party will meet separately to deliberate about the leadership in the House and Senate. In the House, each party must nominate a member to be Speaker. The full House will vote on the candidates to determine which one will serve as Speaker. Vote will take place in class on 9/7.

Class 4: Mon, Sept. 7, 2020

Presidential Power: Policy Agendas and Budgets

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Reading

- “Think tank new 'training ground' for Obama's green team,” by Robin Bravender, *E&E News*, April 7, 2015 (<https://www.eenews.net/stories/1060016366>)
- “Trump Administration Embraces Heritage Foundation Policy Recommendations,” *Heritage Impact*, January 23, 2018 (<https://www.heritage.org/impact/trump-administration-embraces-heritage-foundation-policy-recommendations>)
- Center on Budget and Policy Priorities, “Introduction to the Federal Budget Process,” Updated July 8, 2019. Available at: <https://www.cbpp.org/sites/default/files/atoms/files/3-7-03bud.pdf>
- “10 Things to Know about CBO” (<https://www.cbo.gov/about/10-things-to-know>)
- *Extra*: Eloise Pasachoff, “The President's Budget as a Source of Agency Policy Control,” 125 *Yale L.J.* (2016). Available at: <https://digitalcommons.law.yale.edu/ylij/vol125/iss8/1>
- *EXTRA*: “The Conservative Insurgency and Presidential Power: A Developmental Perspective on the Unitary Executive,” by Stephen Skowronek, *Harvard Law Review* (<https://cdn.harvardlawreview.org/wp-content/uploads/pdfs/skowronek.pdf>)

Questions to Consider:

- How does the President use the federal budget process to set the policy agenda and control the executive agencies?
- In what ways can the public participate in or influence the President’s decisions about policy?
- What power do agencies like OMB and CBO exercise in the policy process?

Workshop Group w/ Lecturers

1. Researching the law and its legislative history
2. Identifying and working with key policy actors (President/Executive branch)
 - a. How do you work with the President and the White House to ensure support for your policy proposal?
 - b. How do you work with the relevant executive agency to create support for your policy proposal?
 - c. Why is CBO scoring so important? How do you go about getting a CBO score for your policy proposal?

→ HOMEWORK: Take the Federal Budget Challenge and bring the printed report to class NEXT WEEK (Sept. 14): <https://www.federalbudgetchallenge.org/pages/overview>

Class 5: Mon, Sept. 14, 2020
Congressional Budget Politics

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Reading & Task

- Todd Garvey and Daniel J. Sheffner, “**Congress’s Authority to Influence and Control Executive Branch Agencies**,” *CRS REPORT R45442*, December 19, 2018. Available online: <https://fas.org/sgp/crs/misc/R45442.pdf>
- **Task:** Take the Federal Budget Challenge and bring the printed report to class. Federal Budget Challenge: <https://www.federalbudgetchallenge.org/pages/overview>
- **Before class watch:** “The High Cost of Good Intentions” <https://www.hoover.org/events/high-cost-good-intentions>

Questions to Consider:

- What does a generation owe to future generations?
- What are the practical implications of rising federal deficits?

Workshop Group w/ Lecturers

1. Discuss drafting the background analysis memo
2. How to build/find agreement when resources are limited? What are options to consider when questions about cost/affordability threaten to disrupt progress on your policy proposal?

Class 6: Mon, Sept. 21, 2020

Legislative Intent and Judicial Review: Congress and the Judiciary

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Readings

- Congressional Research Service Report 97-589: “**Statutory Interpretation: General Principles and Recent Trends**” (September 24, 2014). Available at: <https://www.everycrsreport.com/reports/97-589.html>
- *Extra:* “**Without the Pretense of Legislative Intent**,” by John F. Manning, *130 Harvard Law Review* 2397 (October 26, 2017), <https://harvardlawreview.org/2017/10/without-the-pretense-of-legislative-intent/>

Questions to consider:

- What is legislative or statutory intent?
- Why should Congress be concerned about judicial deference to agency legal interpretations?
- How does judicial review strengthen or weaken the separation of powers?

Workshop Group w/ Lecturers

1. When writing a bill or regulatory action, how important are details like spelling, grammar, and word choice?
2. How does Congress ensure that the laws it passes are properly implemented as intended?

Class 7: Sept. 28, 2020

Pluralism: Organized v. Individual Interests

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Reading

- “**The Democratic Deficit Laid Bare**,” Review by Lance Selfa, *International Socialist Review* (<https://isreview.org/issue/90/democratic-deficit-laid-bare>)
- “**Book Review: The Unheavenly Chorus: Unequal Political Voice and the Broken Promise of American Democracy**” Reviewed by Andrew Reeves, *De Gruyter* (https://pdfs.semanticscholar.org/8d1d/39644845f8d981640e573073689c472502ba.pdf?_ga=2.74332818.1634962628.1597449067-342849619.1597449067)
- “**Who gets access?**” *Experiments in Advocacy: What Works and Why* by Marc Porter Magee, pp. 22-24 (<https://www.future-ed.org/wp-content/uploads/2020/07/Experiments-in-Advocacy.pdf>).
- **LISTEN: “Lobbying for Good?”** – Sept. 4, 2019, podcast, *SLATE* (<https://slate.com/podcasts/the-gist/2019/09/thomas-sheridan-book-white-hat-lobbyist-social-change>)
- **EXTRA: “Observations on Lobbyists’ Compliance with Disclosure Requirements,”** GAO Highlights, Marh 2020 (<https://www.gao.gov/assets/710/705614.pdf>)

Questions to consider:

- Are the full range of constituent policy interests represented in the policy process? Are there some interests that should not legitimately be represented in the federal policy process? Why or why not?
- Is access equivalent to influence? Why or why not?
- Would greater equity in access to the policy process contribute to “good public policy” outcomes? Why or why not?

Workshop Group w/ Lecturers

1. What is the role that lobbyists and other policy advocates play in the policy process? What makes an effective, trusted advisor?
2. What are factors that influence the way that House and Senate staff and members interact with organized interests and lobbyists?
3. What are costs/benefits of decisions to “go public” or expand the level of public awareness of an issue or policy proposal compared to keeping a low profile on the issue? What are costs/benefits of expanding vs. limiting the number of stakeholders who are engaged in developing the policy proposal or goals?

REFERENCE: Congressional Research Service Reports

- “**The Lobbying Disclosure Act at 20: Analysis and Issues for Congress**,” (Updated December 1, 2015). Available at: <https://fas.org/sgp/crs/misc/R44292.pdf>
- “**Lobbying Registration and Disclosure: The Role of the Clerk of the House and the Secretary of the Senate**,” (Updated April 19, 2017). Available at: <https://www.senate.gov/CRSpubs/63879f94-6966-4341-9342-03ab6d8bff33.pdf>

Class 8: Mon, Oct. 5, 2020

Alternative Policy Tools: Rulemaking and Oversight

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Readings

- Office of the Federal Register, “**A Guide to the Rulemaking Process.**” Available at: https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf
- Government Accountability Office, “**About GAO: Reports & Testimonies,**” website available at: <https://www.gao.gov/about/what-gao-does/reports-testimonies/#01>
- Congressional Research Service Report, “**Statutory Inspectors General in the Federal Government: A Primer,**” (Updated January 3, 2019). Available at: <https://crsreports.congress.gov/product/pdf/R/R45450>

Question to consider:

- In the U.S., how can we ensure that the policy process is not completely blocked to new ideas or limited to participation by a few stakeholders. What are other ways that stakeholders can influence policy outcomes?

Workshop Group w/ Lecturers

- What are other non-legislative options for achieving policy change?

Class 9: Mon, Oct. 12, 2020

Policy Outcomes: Learning from Success and Failure

6:30-9:30 pm ET (5:30-8:30 pm CT)

Required Readings

- “A Madisonian Constitution for All” by Daniel Stid, National Constitution Center (<https://constitutioncenter.org/debate/special-projects/a-madisonian-constitution-for-all/essay-series/recovering-a-madisonian-congress>)

Question to consider:

- Would you (dis)agree that this statement: Constitution establishes a government that is remarkably accessible to the public?
- Is the gridlock and conflict that are observed in Congress and the federal policy process a natural byproduct of such an open system?

Workshop Group w/ Lecturers

- How do you overcome inertia/intransigence/hostility to policy proposals?
- Do “compromise” and “bipartisanship” contribute to “good” public policy outcomes?
- What are tactics and strategies for working with party leadership (whether Democratic or Republican) and other colleagues (partisan v. bipartisan collaboration)?
- What are lessons that policy leaders/stakeholders learn from (un)successful efforts to make policy

Class 10: Mon, Oct. 19, 2020 – SIMULATION COMMITTEE HEARINGS

6:30-9:30 pm ET (5:30-8:30 pm CT)

Under direction of their Lecturers, the Fellows will organize and conduct a virtual committee hearing, including hearing testimony from witnesses.

Class 11: Mon, Oct. 26, 2020 – SIMULATION COMMITTEE MARKUP

6:30-9:30 pm ET (5:30-8:30 pm CT)

Under direction of their Lecturers, the Fellows will organize and conduct a virtual committee mark-up of pending legislation for consideration by the committee.

Class 12: Mon, Nov. 2, 2020 (Day before Election)

6:30-9:30 pm ET (5:30-8:30 pm CT)

TOPIC: Impact of the Presidential Election on Congress and the Federal Policy Process

Required Reading:

- The Cook Political Report (<https://cookpolitical.com/>)
- Sabato's Crystal Ball (<https://centerforpolitics.org/crystalball/articles/the-2020-congressional-elections-a-very-early-forecast/>)
- Five Thirty Eight (<https://fivethirtyeight.com/politics/>)

Workshop Group w/ Lecturers

- How does the election affect your committee's policy agenda? Your member persona's policy agenda?
- What are your member persona's prospects for advancement in the 117th Congress?
- What would you (in your member persona) want to accomplish in the 117th Congress? What election outcome would help you achieve your goals? What are your contingency plans if the election outcome is not in your favor?

Class 13: Mon, Nov. 9, 2020 – SIMULATION FLOOR CONSIDERATION (House & Senate)

6:30-9:30 pm ET (5:30-8:30 pm CT)

Fellows will participate in real-time negotiations on several different bills in the House and Senate chambers.

- **Objective:** To understand the federal policy process and practice negotiation skills learned during the group project and discussion groups.

Class 14: Mon, Nov. 16, 2020 – SIMULATION RESOLVING DIFFERENCES (BETWEEN CHAMBERS or COMMITTEES)

6:30-9:30 pm ET (5:30-8:30 pm CT)

Fellows will work with their Lecturers to resolve any differences that exist in the bills that have been passed out of committee or have been passed by the House and/or the Senate.

Class 15: Mon, Nov. 23 - Analysis *LAST CLASS*

6:30-9:30 pm ET (5:30-8:30 pm CT)

Discussion and debriefing regarding the simulation.

Grading Policy

Students are expected to come to class prepared to discuss the assigned reading material and to interact knowledgeably with the guest lecturers.

Final grades will be determined based on the following:

5% Fastwork

15% Participation & Communication

60% Legislative Bill Research and Analysis

20% Policy Simulation

Details

1. 5% Fastwork

- a. (2.5%) **Analysis of Member Persona. Due 9/7/20. Email to Dr. Chin by 11:59 pm ET.**
 - i. Each **student** should compile a 1-2 page written profile of the member that you are role-playing. What are the member's committee assignments, biographical and demographic details, election history, policy priorities, constituency characteristics? If you wished to defeat this member of Congress in the next election, what are some important factors to consider—e.g. the incumbent's strengths and vulnerabilities? Proofread carefully to ensure the document is grammatically correct and clearly written. **Email your completed document to Dr. Chin by 11:59 pm ET on Sept. 7, 2020.** Points deducted for work that is late, sloppy, incoherent or poorly organized. This is worth 2.5% of the semester grade.
- b. (2.5%) **Team reading of Declaration of Independence. Due 9/10/20. Post video to Facebook group page by 11:59 pm ET.**
 - i. Each 3-person **team** must read the Declaration out loud in a public space. A video of the reading, which shows each member of the team reading a portion of the Declaration, must be posted to the **Fall 2020 Archer Fellows Facebook group page by 11:59 pm ET on Sept. 10, 2020.** This is worth 2.5% of the semester grade.

2. 15% Participation & Communication

- a. (5%) **Participation** – Participate in weekly class and discussion sections led by the lecturers. You must participate in-person as scheduled, or online.
- b. (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.
 - i. **Objectives**
 1. Develop skills for listening to people who disagree (or are disagreeable), and understanding their perspective.
 2. Identify areas of common agreement/beliefs.
 3. **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.
 - ii. **Task**
 1. 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. Dr. Chin will grade these assignments.

iii. **Deadlines**

1. (5%) First Difficult Dialogue: **Due 9/14/2020**
2. (5%) Second Difficult Dialogue: **Due 10/19/2020**

3. **60% Legislative Bill Research and Analysis** –Work in 3-person teams to research legislative history of a current statute. You will be assigned to a team, and will be given a law to research. You will work closely with the lecturers to learn about the process for adoption of the statute, and will develop a deeper understanding of the complexities of the policy process. Based on your research, you will 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.

b. **Task**

- i. You will work in (assigned) 3-person teams to research a specific law.
 1. *Note: In the real world, individuals are often assigned to specific work teams and do not have the luxury of choosing their team. The ability to collaborate productively and effectively is an important professional skill to develop and exercise.*
- ii. Identify the stakeholders for this specific policy.
 1. Who are the major proponents/opponents of the policy?
 2. Who are the key legislative brokers, i.e. the actors who are responsible for advancing or delaying the policy process? At what stage in the policy process do they have the most power?
 3. Understand the politics of the process for adoption or stalemate of the policy.
- iii. Draft legislative language.
 1. What are improvements or necessary revisions to the law? Alternatively, what are other policy problems within your committee's jurisdiction for which you would like to propose a legislative solution?

- 2. Who are the stakeholders who are (dis)advantaged with your proposed revisions or policy?
- iv. Persuade other stakeholders
 - 1. Prepare materials and arguments to use to persuade policymakers and stakeholders to pass your legislative proposals into the law.

c. **Grade Distribution**

- i. (30%) **Background & Analysis Memo** (2-4 pages) – *team paper*
FINAL DUE: email to Dr. Chin and the relevant lecturer by **noon ET 10/26/20**
- ii. (10%) **Member Role Policy Memo** – *solo paper*
FINAL DUE: email to Dr. Chin and the relevant lecturer by **noon ET 11/2/20**
- iii. (15%) **Draft legislative language & persuasive advocacy materials** – *solo project*
FINAL DUE: email to Dr. Chin and the relevant lecturer by **noon ET 11/9/20**
- iv. (5%) **Member Floor Statement** – *solo project*
 Record a video of you in the role of your member persona giving a floor statement regarding the proposed bill. Wear professional dress!
FINAL DUE: Post the video to the class Facebook group by **5 pm ET 11/16/20.**

NOTE: Pay attention to details!

- 1. Failure to follow directions described below will result in point deductions from your work.
- 2. Each of the 3 members of the group will receive **the same grade** for team assignment. Students are encouraged to consult regularly with their lecturers and Dr. Chin about these assignments.
- 3. **Late assignments will be penalized! Nevertheless, lecturers also have discretion to offer options for revising and resubmitting assignments up to the date of the policy simulation.**

d. **Guidelines** – Your memos should be organized as follows:

- i. **Label:** Label the document:
 GROUPNUMBER_MemoType_alphaorderStudentLastNames.doc (*Example: A1.1_BACKGROUNDMEMO_ChinCourtlandNguyenTorres.doc*)
- ii. **Document format**

MEMO

To: (Name of lecturer)
From: (Alphabetical order of students' first & last names)
Subject: (What is the type of memo you're submitting? Policy Background, Analysis of...)
Date: (Due date)

TEXT OF MEMO HERE
 |

- 1. **Background & Analysis Memo:** In this memo, each 3-person team must demonstrate that you understand why the law was adopted and the policy problem that it sought to resolve. This is worth 30% of the semester grade. **It is due by noon ET on Oct. 26, 2020. Email document to Dr. Chin and the relevant lecturer.**
 - a. Your team should provide a brief summary of 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?

- b. Your team must also analyze the law to determine if it solves the problem it was intended to solve. What are the costs/benefits of the law? Who benefits and who is disadvantaged by implementation of the law? What governmental policy actors are responsible for the adoption/implementation/enforcement of the law? Has the law created new problems (unintended consequences) that require a federal solution?
 - c. Your team must explain what revisions or changes to the law are necessary. Provide the rationale/arguments and talking points that justify the revisions that you're proposing. In the memo, also consider how to respond to critics and opponents of the policy you're proposing.
2. **Member Role Policy Memo:** Each student will be required to **write a brief memo** that articulates the policy positions that *their Member* would take on the law, and the Member's concerns about the law and revisions to address their constituency. This is worth 15% of the semester grade and is **due by noon ET on Nov. 2, 2020. Email the document to Dr. Chin and the relevant lecturer.**
- a. Write the memo as if you are a staffer who is advising your Member Persona. In this memo, describe the arguments or rationale for the member's position on the proposed policy.
 - b. Why should the member support/oppose the proposed policy?
 - c. Are there philosophical reasons for the member to support/oppose the proposed policy?
 - d. Who are the other members that support/oppose the policy? Does your Member look to anyone else for decision cues about this policy?
 - e. How does the policy impact the member's constituency? What is the electoral impact of the proposed policy?
3. **Legislative Revision/Improvement and Persuasive Advocacy Materials:** Each ***individual student*** works with their lecturers to develop specific revisions for improving the bill that *their Member persona* would prefer. The draft of legislative language and advocacy materials are worth 15% of the semester grade for the course, and **are due by noon on Nov. 9, 2020. Email the document to Dr. Chin and your relevant lecturer.**
- a. Provide a **draft** of the specific legislative language to be debated during the policy simulation.
 - b. Provide **some advocacy materials** (e.g. talking points, letters, op-eds, etc.) to be used to persuade policymakers to support your policy proposal, and/or to refute opponents of your proposal.
4. **20% Policy Simulation**
- a. **Grade distribution:** (20%) Participation, knowledge/skills
 - i. (20%) Participation in simulation – **REQUIRED Oct. 19, 26, Nov. 9, 16, 2020**
 - b. **Description:** During the policy simulation, you will act in the role of your Member persona to develop legislation to solve a problem within your committee's jurisdiction. Your lecturers will give you more details.
 - c. **Objective**
 - i. Demonstrate application of theoretical lessons learned.

- ii. Measurement: Individual performance/participation in simulation, negotiation skills
- iii. Simulation
 1. Final simulation will focus on debating the policy topics/bills that each team of Fellows has proposed.
 2. During the simulation, be prepared to support your arguments with logic/evidence. During the simulation, the House and Senate will debate the proposed bills in the relevant committees and in the full chamber.

Grading Scale

A (94-99)	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 10, 2020**. Final grades will be reported to your home UT System institution by **December 12, 2020** 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 & Absences – Students are expected to be in **class by the posted start time (for most classes, this is 6:30 p.m. EST)**. Students who find themselves unable to attend class (or the discussion sessions) or who may be delayed due to personal or professional circumstances *beyond their control* should inform Dr. Chin as soon as possible (preferably *prior to class*).

Classroom Citizenship

- Students who participate in class at the Archer Center on their assigned night are expected to abide by the Center’s public health and safety rules. Violation of these rules will be considered a violation of the UTD Student Code of Conduct, and may also be grounds for disciplinary action.
 - Students may only visit the Archer Center on the date and time that they are scheduled to attend class, unless prior arrangements have been made with relevant staff or faculty.
 - Any staff, faculty or student who wishes to visit the Archer Center is also required to complete a daily health screen no more than 1-2 hours prior to arrival at the Archer Center. This is the same screening required of all students, staff and faculty on the UT Dallas campus. Any individual who reports any COVID-19 symptoms on the daily health screen is expected to quarantine at home.
 - On class nights, the Archer Center staff will meet students in the building lobby to verify the students’ daily health screen before sending the students to the office suite. This secondary health screen will also include a temperature check and verification that the student is wearing a face mask. If there are insufficient Archer Center staff available to perform the lobby screening procedures in advance of any in-person meeting at the Archer Center, then such events will be shifted to virtual delivery only.

- Inside the Archer Center, each individual is required to wear a face covering (this includes a face mask and face shield while in the classroom).
- Decorum and professionalism are expected in the classroom and online 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 IN THE CLASSROOM are expected to refrain from using any electronic devices (e.g. laptops, mobile devices, etc.). Students who are participating remotely are expected to be “On Camera” and paying attention to the speaker.**
 - 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.

CHECKLIST OF WRITTEN ASSIGNMENTS

____ **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. This assignment is worth 10% of the semester grade (each Difficult Dialogue is worth 5%).

a. Details

- i. 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.*]
- ii. 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.
- iii. 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.
- iv. **Each party** in the pairing must submit an individually-written essay. Email the essay to Dr. Chin by 11:59 pm on **9/14/20 (Difficult Dialogue 1) and 10/19/20 (Difficult Dialogue 2).**
- v. **Please proofread** your essays for grammar and punctuation. Points deducted for sloppy work. Dr. Chin will grade these assignments.

____ **Policy Simulation Member Persona Profile** – Each student should compile a 1-2 page written profile of the member that you are role-playing. What are the member's committee assignments, biographical and demographic details, election history, policy priorities, constituency characteristics? If you wished to defeat this member of Congress in the next election, what are some important factors to consider—e.g. the incumbent's strengths and vulnerabilities? Proofread carefully to ensure the document is grammatically correct and clearly written. **Email your completed document to Dr. Chin by 11:59 pm ET on **Sept. 7, 2020.**** Points deducted for work that is late, sloppy, incoherent or poorly organized. This is worth 2.5% of the semester grade.

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b. Details

- i. Your team should provide a brief summary of 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?
- ii. Your team must also analyze the law to determine if it solves the problem it was intended to solve. What are the costs/benefits of the law? Who benefits and who is disadvantaged by implementation of the law? What governmental policy actors are

- responsible for the adoption/implementation/enforcement of the law? Has the law created new problems (unintended consequences) that require a federal solution?
- iii. Your team must explain what revisions or changes to the law are necessary. Provide the rationale/arguments and talking points that justify the revisions that you're proposing. In the memo, also consider how to respond to critics and opponents of the policy you're proposing.

_____ **Member Role Policy Memo:** Each student will be required to **write a brief memo** that articulates the policy positions that *their Member* would take on the law, and the Member's concerns about the law and revisions to address their constituency. This is worth 15% of the semester grade and the *final draft* is **due by noon ET on Nov. 2, 2020**. **Email the document to Dr. Chin and the relevant lecturer.**

c. **Details**

- i. Write the memo as if you are a staffer who is advising your Member Persona. In this memo, describe the arguments or rationale for the member's position on the proposed policy.
- ii. Why should the member support/oppose the proposed policy?
- iii. Are there philosophical reasons for the member to support/oppose the proposed policy?
- iv. Who are the other members that support/oppose the policy? Does your Member look to anyone else for decision cues about this policy?
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_____ **Legislative Revision/Improvement and Persuasive Advocacy Materials:** Each individual student works with their lecturers to develop specific revisions for *improving the bill or creating a new bill* that their Member persona would prefer. The *final* draft of legislative language and advocacy materials are worth 15% of the semester grade for the course, and **are due by noon on Nov. 9, 2020**. **Email the document to Dr. Chin and the relevant lecturer.**

d. **Details**

- i. You should provide a draft of the specific legislative language to be debated during the policy simulation.
- ii. You should provide some advocacy materials (e.g. talking points, letters, op-eds, etc.) to be used to persuade policymakers to support your policy proposal, and/or to refute opponents of your proposal.