

(updated 1.08.23)

Course Information

PSCI 4370

The Policy Making Process

Spring 2023

Monday 6:30-9:30 pm ET

Class meets at the Archer Center and on the Teams channel for PSCI 4370

Professor Contact Information

Professor **Dr. Michelle Chin-Miller, PhD**
Office Phone 202-955-9035
Other Phone 202-262-1413
Email Address mlc140530@utdallas.edu
Office Location 1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006
Office Hours 9 am – 5 pm ET M-F daily or by appointment

Lecturer Contact Information – contact on Teams or email.

Lecturer (Dupont) **Prof. John Amaya, JD** (email: John.Amaya@UTDallas.edu)
Office Hours - by appointment

Lecturer (Anacostia) **Prof. Emmanuel Guillory, MA** (email: Emmanuel.Guillory@UTDallas.edu)
Office Hours - by appointment

Lecturer (Brookland) **Prof. Sandra LaMura, JD** (email: Sandra.LaMura@UTDallas.edu)
Office Hours - by appointment

Lecturer (Capital) **Prof. John Piazza, JD** (email: John.Piazza@UTDallas.edu)
Office Hours - by appointment

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 federal policymaking process from the perspective of the legislative branch of government in the United States. 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. The class will operate as a policy simulation in which students role play members of Congress and learn how to craft legislative policy through participating in simulated congressional hearing and bill mark-up in a congressional committee.

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 legislative branch of government.
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 (unless otherwise noted):

6:30-7:30 pm ET Part I of class: Lecture with Dr. Chin-Miller

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

Except where noted, classes will meet at the Archer Center. Additional meetings may be scheduled on Teams.

Course Policies

Late Work: No late work accepted without prior discussion with Dr. Chin-Miller or your lecturer.

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-Miller as soon as possible (preferably *prior to class*).

Classroom Citizenship

- 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.
- Masks are encouraged, but not required, to be worn while inside the Archer Center.
- During any sessions with guest speakers, **students are expected to pay attention to the speaker. For students participating in person, this means they should turn put down mobile devices and laptops. During virtual sessions, students should remain “on camera.”**
 - 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.

Grading Policy

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

Final grades will be determined based on the following:

5% Fastwork (graded by Dr. Chin-Miller)

- Team reading of *Declaration of Independence* (5%)

35% Community Service, Attendance, Difficult Dialogues (graded by Dr. Chin-Miller)

- Community Service Project (10%)
- Class Attendance (15%)
- Difficult Dialogue (10%)

60% Policy Simulation Assignments & Participation (graded by Lecturers)

- Background & Analysis Memo (10%)
- Hearing Participation & Staff Memo (25%)
- Mark-up Participation & Memo with legislative language (25%)

Details

5% Fastwork

- (5%) **Team reading** of Declaration of Independence. **Due 1/20/23. Post video to Spring 2023 Facebook group page by 11:59 pm ET.**
 - Each 4-5-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 **Spring 2023 Archer Fellows Facebook group page by 11:59 pm ET on January 20, 2023.** This is worth 5% of the semester grade.

35% Community Service, Attendance, Difficult Dialogues

- (10%) **Community Service Project** – You will work with your lecturer and individual group (congressional committee) to design and implement a service project to address a need in the metropolitan Washington, D.C. area. The stakeholders who will benefit from this project should be a group whose interests are relevant to the committee that is represented by the workshop group. The projects must be completed by **April 5, 2023.** In class on **April 10, 2023,** the committee chairs and ranking members (or their designees) will present a brief report about their group's project in the first hour of class. The committee leadership may delegate responsibility for leadership of the community service project to other members of the committee.
 - **By 11:59 pm ET February 13, 2023,** the committee chairs and ranking members should submit a written plan describing the project. Your plan should include a timeline for completion of the task(s), and an outline of the persons who are responsible for these tasks. You should also include an itemized budget spreadsheet for the project. If you need to order any items, please include in the spreadsheet a list of the items, the source for the items, and the person responsible for receiving delivery of the items. *Each group must e-mail their draft budget and project timeline by 11:59 pm ET on 2/13/23 to your lecturer and Dr. Chin-Miller and also submit the documents to https://utdallas.qualtrics.com/jfe/form/SV_6EvRAGld7sIk24S.*
 - Work with your lecturer and classmates to decide what your group wants to do. You are free to decide how many projects your committee/workshop group will complete by **April 5, 2023.** For example, the project could be one that involves all members of your committee; or a joint collaboration with another committee; or several smaller group projects within each committee/workshop group.
 - Generous donors to the Archer Center have provided funding for this project. Each committee/workshop group will have up to **\$500** to cover expenses associated with the project. **The project must require personal engagement of each member of the committee/workshop**

group. It cannot simply be a directive to send money to an organization. Your goal should be to achieve maximum impact with minimal cost.

- (15%) **Class Attendance** – Attend weekly class and workshop group sessions. You must participate in-person as scheduled. There are 15 class periods in the semester; each class period is worth 1% of your total grade. Unexcused absences will result in a reduction in your final grade.
- (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. Your Difficult Dialogue partner must **NOT** be one of the people who share an apartment with you.
 - **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.*]
 - Over the next few weeks, make an effort to connect with this person and work to identify areas of common understanding or experience. Also work to identify, articulate and practice/implement the tools/skills/tactics/strategies that will best enable you and your “adversary” to reach an agreement or mutually satisfactory decision about an action.
 - In an individually-written essay, describe the areas of differences/conflict and the areas of agreement/understanding that you have identified in each other. Then explain how you reached a conclusion about the tools/skills/tactics/strategies that will enable you to effectively communicate your ideas to each other, as well as make decisions in a collaborative manner.
 - **Each party** in the pairing must submit an individually-written essay. **Email the essay to Dr. Chin-Miller by 11:59 pm on the posted due dates.**
 - **Please proofread** your essays for grammar and punctuation. Points deducted for sloppy work. Dr. Chin-Miller will grade these assignments.
 - **Deadlines**
 1. (5%) First Difficult Dialogue: **Due 1/30/23**
 2. (5%) Second Difficult Dialogue: **Due 4/10/23**

60% Policy Simulation Participation & Assignments

- (10%) **Background Memo** (1-2 pages) in which you summarize the legislative history of the law and analyze areas for improvement/revision. Discuss drafts with your lecturer during class. **FINAL DUE:** email to your lecturer (and copy Dr. Chin-Miller) by **11:59 pm ET 2/27/23.**
- (25%) **Hearing Participation & Staff Memo** (Staff Memo to Member Persona) – (1-2 pages) In this paper, you summarize the issues to be covered at the hearing and provide a list of questions for the witnesses. **FINAL DUE:** email to your lecturer (and copy Dr. Chin-Miller) by **11:59 pm ET 3/09/23.**

- (25%) **Mark up Participation & Memo that includes your amendments.** (Staff Memo to Member Persona) - (1 page memo, plus additional pages for amendments). **A discussion draft of your amendments is due by 6:30 pm, ET Monday, March 27, 2023; this will be essential to prepare for your committee mark-up simulation. FINAL DUE:** email to your lecturer (and copy Dr. Chin-Miller) by **11:59 pm, ET Thursday, March 30, 2023.**

Late assignments will be penalized! Nevertheless, lecturers also have discretion to offer options for revising and resubmitting assignments up to the posted deadlines.

Note: Dr. Chin-Miller is the instructor of record for this course. The lecturers are responsible for grading all **Policy Simulation** participation and assignments. The lecturers will report these grades to Dr. Chin-Miller, who is responsible for taking class attendance, and grading the fastwork, community service projects and Difficult Dialogues, and compiling the final grades and review of each student enrolled in the course.

Grading Scale

A+ (98-100)	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 12, 2023**. Final grades will be reported to your home UT System institution by **April 30, 2023** 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 Professor.

Workshop Group Assignments

As an Archer Fellow, you have been assigned to one of four groups named for neighborhoods in Washington, DC: Anacostia, Brookland, Capital, Dupont.

The Policymaking Process class is divided into **four Workshop Group sections that correspond to the four cohort groups. Each workshop group is assigned to one of the lecturers.** Over the course of the semester, your lecturer will coach you on the legislative and policymaking process and also help you prepare for the policy simulation. Each Workshop Group represents a specific 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 (1) how policy change occurs over time, (2) how legislative history is constructed, and (3) how policy outcomes are shaped by political realities. As part of the course, you will participate in a policy simulation where you develop policy solutions within your assigned committees.

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 weekly 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.

LECTURER	Committee	Law
<i>John Amaya</i> (Dupont)	Senate Judiciary Committee	Matthew Shepard and James Byrd Jr. Hate Crimes Prevention Act (PL 111-84)
<i>Emmanuel Guillory</i> (Anacostia)	House Education and Workforce	Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (PL 116-91)
<i>Sandra LaMura</i> (Brookland)	Senate Health, Education, Labor and Pensions Committee	Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (PL 116-91)
<i>John Piazza</i> (Capital)	House Science	America COMPETES Reauthorization Act of 2010 [COMPETES 2] (PL 111-358)

Class Schedule

Class 1: Mon, January 9, 2023

Introduction to Policymaking Process class – NEW MEMBER ORIENTATION

6-8 pm

Archer Center

6-7 pm ET

7-7:30 pm ET

Introduction and Overview – Review the syllabus and meet your lecturers

The Policy Simulation Explained

Key concepts to learn:

- (1) how policy change occurs over time,
- (2) how legislative history is constructed, and
- (3) how policy outcomes are shaped by political realities.

7:30-8 pm ET

Workshop Group: Visit with your lecturer to discuss your assigned committee and member role. You will draw names in each group to determine the member that you will role play during the semester.

Workshop Group

Each student will 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 from your lecturer.

Required Reading

- ***The Constitution of the United States*** – <https://www.archives.gov/founding-docs/constitution>
 - See also *Interactive Constitution*: <https://constitutioncenter.org/interactive-constitution>
- ***Declaration of Independence*** - <https://www.archives.gov/founding-docs/declaration>
- **FOR REFERENCE:** *Setting Course: A Congressional Management Guide* (https://www.congressfoundation.org/storage/documents/CMF_Pubs/cmf_settingcourse_117thcongress.pdf).

**Classes 2-3: Tue, Jan 10 (Groups: Capital, Dupont)
Wed, Jan 11 (Groups: Anacostia, Brookland)**

The Founding Documents: Who are We the People and What Does it Mean to Form a More Perfect Union?

***Note: You will find your group assignment posted in eLearning and with your Welcome Week/Orientation materials.**

**9:30 am – Noon ET
Field Trip!**

- 9:30 am Meet at the U.S. Navy Memorial Visitors Center (inside)
(701 Pennsylvania Ave. NW, across from Archives/Navy Memorial Metro).
**Read about the Texas Legation in DC:*
<http://republicoftexaslegationmemorial.org/kitty-mellen-hoeck/>
- 9:30-10:30 am ET “We the People and Forming a More Perfect Union” – class activity at Navy Memorial

Consider: How does the federal policy process reflect the ideals established in the Declaration, Constitution and Bill of Rights? What tools are provided by the Declaration and Constitution for forming a “more perfect union”? To what extent does the Constitution establish a government that is 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?
- 10:45 am – Noon ET Visit the National Archives. Inside, view the Declaration of Independence, Constitution and Bill of Rights.

Task: Explore the Archives to find answers to the following questions. How long are the time lapses between constitutional action that changes the constitutional definition of “we the people”? How would you describe the process for advocates to prevail in changing policy? Identify other materials that you can find at the Archives that help tell the story of the United States and progress towards achieving the ideals of the Declaration of Independence, the Constitution?
- 12:15-1:30 pm ET Lunch at Museum of American History
- 2-4:30 pm ET Visit Museum of American History
Task: Explore the museum to find evidence of changes in the definition of “we the people,” and examples of federal policy, congressional action, or events associated with an act of Congress. Find examples of events or organizations that fall within the jurisdiction of your committee (House Ed & Workforce, Senate HELP, House Science, Senate Judiciary). Working in your committee groups, compile photographs of these items for discussion. Meet Dr. Chin-Miller in the Nieman Jazz Café to discuss.

Extra Reading

- “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>)

Group Assignment: Declaration of Independence - Work in groups of 4-5 people to publicly recite the Declaration of Independence at public locations in DC. Each group should feature a different public location. Be sure to video-record **each** individual speaking some lines of the Declaration. Post the completed videos to **the Spring 2023 Facebook group by 11:59 pm ET on Jan. 20, 2023**. This is worth 5% of the semester grade. Each member will receive the same grade for participating in and completing this assignment.

Class 4: Fri, Jan. 20, 2023

Basic Skills: Legislative Support Services

8:45 am -1 pm

Library of Congress, Jefferson Building (101 Independence Ave SE, Washington, D.C., DC 20543)

8:45 am Arrive Library of Congress Jefferson Building (carriage entrance)

9-noon Policy Research and Legislative Support Services for Congress

9-10 am - Tour of Library of Congress; obtain reader card

10-11 am - Learn about the Congressional Research Service

11-noon – “Impact of House Rules Committee on Policy Outcomes” with **Dr. Breanna Gray**, Kluge Center Fellow.

Required Reading

- “The Pact Between Bill Clinton and Newt Gingrich” Reprinted from [The Pact: Bill Clinton, Newt Gingrich, and the Rivalry That Defined a Generation](https://www.usnews.com/news/articles/2008/05/29/the-pact-between-bill-clinton-and-newt-gingrich) by Steven Gillon (Oxford University Press), <https://www.usnews.com/news/articles/2008/05/29/the-pact-between-bill-clinton-and-newt-gingrich>.
- “Examining the Post-1990 Shift in the Use of Restrictive Special Rules in the U.S. House of Representatives,” Breanna Gray, Working Paper No. 2022-10 (UCL Centre on US Politics), https://www.ucl.ac.uk/political-science/sites/political_science/files/gray_2022.pdf.

HOMEWORK

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. Each individual should take detailed notes.

As a “new member of Congress” you are responsible for understanding the legislative process. These videos provide general explanations of the process.

You MUST be prepared to discuss your role in the process during your Workshop Group at our next class.

Difficult Dialogues & Resolving Conflicts, Virtual Follow-up with Dr. Neetha Devdas (Mandatory)

- 2-2:30 p.m. –Anacostia
- 2:30-3:00 p.m. –Brookland
- 3-3:30 p.m. –Capital
- 3:30-4:00 p.m. –Dupont
- **Note:** Fellows will receive a calendar invitation with a meeting link for their small-group session. Fellows are warmly invited to set up 1:1 follow up conversations with Dr. Devdas after these sessions to continue the conversations, at any time.

Class 5 – Mon, Jan 23, 2023

Congress 101: Procedures & the Role of Congressional Staff

6:30-9:30 pm

Archer Center

6:30-7:30 pm **Lecture: Understanding the Legislative Process**

7:30-9:30 pm **Meet in your working group with your lecturer** to discuss the role of congressional staff, decisionmaking strategies and learning to work collaboratively. What are lessons they have learned from their professional experience in Congress and working with policymakers?

Reference: "Congressional Staff and Roles" -

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

Workshop Group Exercises

1. Know Your Member

- Use workshop group time to compile the Member profile
- 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.
- Describe and analyze the ways that your own views either align with or differ from your MOC persona. This exercise will help you better understand the MOC and should not be seen as your personal endorsement of their values/ideology.
- **Deliverable:** Each student should prepare a worksheet that provides this information for their member persona. This worksheet will NOT be graded, but is critical for role-playing the member persona.
- **Each Week:** Be prepared to provide a brief update on the activities/actions that your member persona has engaged in since the last class. Your lecturer will ask questions about the members.

2. Committee Rules & Procedures

- What does a new member need to know and understand about their committee assignment, and the committee rules, norms and practices?

3. Community Service Project

- Discuss ideas for the community service project that your committee/workshop group will conduct during the semester.

Required Reading

- **"The First Day of a New Congress: A Guide to Proceedings on the Senate Floor,"** by Judy Schneider, Congressional Research Service (Dec. 19, 2018) (<https://www.senate.gov/CRSPubs/cf80c40a-29bc-4d1b-9dec-541dff2349b6.pdf>).
- **"The First Day of a New Congress: A Guide to Proceedings on the House Floor,"** Congressional Research Service (Dec. 19, 2018) (https://www.everycrsreport.com/files/20181219_RL30725_45e6fed3e44b9356413ddaab18565a4a43b1f3dc.pdf)

ASSIGNMENT due: Difficult Dialogue 1 due by 11:59 p.m. 1/30/23

Class 6: Mon, Jan 30, 2023

Workshop: How to Write

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

Archer Center (or other location determined by your lecturer)

Meet with your lecturer in your committee group to discuss how to write policy memos, hearing memos, and other legislative/congressional communications.

- **Principles of Research & Writing Policy**
 - Developing policy ideas/proposals
 - Writing persuasive/effective memos (Committee briefing memos, staff briefing memos)
 - Research and due diligence
 - Researching Your Member Persona & Federal Policy Actions
 - Discuss drafts of the team memos
- **Impact of partisanship on policy**
 - 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
- **Engaging in Difficult Dialogues with Policymakers**
 - What lessons have the lecturers learned about productive dialogues with policy stakeholders and other policymakers?
 - What are three tips for understanding the concerns of stakeholders who oppose your ideas?
 - What are three tips for building productive relationships with policymakers and staff?

Required Reading

- “The Public Policy Process” - <http://www.laits.utexas.edu/gov310/PEP/policy/>
- **Policy Memo resources** from the Bush School Writing Program - <https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos>

For Reference (Digital resources)

- Congressional Research Service (CRS) - <https://crsreports.congress.gov/>
- 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 7: Mon, Feb. 6, 2023

Understanding the Budget and Appropriations Legislative Process

6:30-9:30 pm ET

Archer Center

Guest Speaker: Marianne Clifton Upton, retired Democratic Staff Director, Senate Appropriations Subcommittee on Financial Services & General Government

6:30-7:30 pm ET – Lecture: Budget and Appropriations 101

To be prepared for class, you should be familiar with the legislative process. For a refresher see <https://www.congress.gov/legislative-process>.

Required Readings

- “Policy Basics: Introduction to the Federal Budget Process,” Center on Budget and Policy Priorities, <https://www.cbpp.org/research/introduction-to-the-federal-budget-process>

7:30-9:30 pm ET – WORKSHOP GROUP

- How can you use the budget and appropriations process to achieve your policy goals?
- Examine the level of funding (annual appropriations) allocated to programs that your committee has authorized.
- Discuss the strategies employed in building support with congressional appropriators for your committee’s priorities.

ASSIGNMENT due: Background Memo due by 11:59 pm on 2/27/23

Class 8: Mon, Feb. 13, 2023

Congress & The White House: We’re Better Than This

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

Archer Center

Guest Speaker: Dr. Maya Rockeymoore Cummings, widow of Rep. Elijah Cummings

*Required reading: *We’re Better Than This*, by Elijah Cummings

6:30-7:30 pm – In-person meeting with Dr. Rockeymoore Cummings to discuss *We’re Better Than This*

7:45-9:15 pm – Workshop Groups

- Discuss the relationship between Congress, your committee, its leadership and the White House. How do the President and their advisors influence: (1) your party leadership in Congress, (2) your committee’s policy agenda and priorities, (3) your own member persona? What are electoral concerns that your member persona and your committee must take into consideration when you’re making policy decisions? How do these political realities impact or shape your decisions about strategy and policy outcomes?
- Use the Workshop Group time to begin preparing your background memo.

***ASSIGNMENT due: Submit your plan and budget for the community service project by 11:59 pm, 2/13/23. Email details to your lecturer and Dr. Chin-Miller.**

Note: NO CLASS MEETING ON Feb. 20, 2023

Class 9: Mon, Feb. 27, 2023
Oversight & Accountability

ASSIGNMENT due: Background Memo due by 11:59 pm on 2/27/23

6:30-9:30 pm ET

Archer Center

6:30-7:30 pm LECTURE: Good government and accountability through oversight

Required Readings

- "Congressional Oversight Manual" CRS Report (January 16, 2020), <https://fas.org/sgp/crs/misc/RL30240.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>
- Office of the Federal Register, "**A Guide to the Rulemaking Process**." Available at: https://www.federalregister.gov/uploads/2011/01/the_rulemaking_process.pdf

ASSIGNMENT due: Background Memo due by 11:59 pm on 2/27/23

7:30-9:30 pm ET – WORKSHOP GROUP

- With your lecturer, watch a recording of an oversight hearing held by your committee. Stop/pause the recording to discuss the action, and to ask questions to gain a better understanding of what happens at a committee hearing.
- Some questions for consideration:
 - What does your committee do to ensure accountability and "good government" from the agencies that are in the committee's jurisdiction?
 - What oversight actions would your member persona and/or your committee be likely to pursue?
 - Are there any current or pending agency rules that pertain to your policy? What action would you and/or your committee want to take to support or oppose the rulemaking?
 - How would an oversight hearing help your committee improve the legislation you are drafting?
- Discuss any final questions about the Background Memo due at 11:59 pm.

Class 10: Mon, Mar. 6, 2023

PREPARATION - SIMULATION – Committee Hearing

6:30-9:30 pm ET

Archer Center

Meet in your committee groups to prepare for the committee hearing.

1. Watch and discuss a real-life hearing conducted by your committee.
2. Prepare questions for witnesses.
3. **Refine draft Hearing memo.**
4. **Final Hearing Memo due by 11:59 pm 3/9/23.**

Class 11: Mon, Mar. 13, 2023

SIMULATION – COMMITTEE HEARING

6:30-9:30 pm ET

Archer Center & other locations TBD

Meet in your committee groups for the committee hearing, followed by debriefing with your lecturer.

Class 12: Mon, Mar. 20, 2023

Legislative Strategy

6:30-9:30 pm ET

Archer Center

6:30-7:30 pm Panel Discussion: Strategic Policymaking and Politics

7:30-9:30 pm WORKSHOP GROUP

1. Discuss legislative drafting strategy.
 - a. How do you collect information about the policy? Discuss use of public hearings as way to create a record or legislative history.
 - b. What language is necessary to satisfy legislative champions and stakeholders? Who would support or oppose your recommendation?
 - c. What are legal challenges that may arise because of the language/construction used?
 - d. What language or compromises are necessary to win support in committee, in the full House and Senate, and from the President?
 - e. How vague or specific should the language be in order to ensure that the law is implemented as Congress intends?
2. Begin drafting legislative language
3. Discuss advocacy materials

Class 13: Mon, Mar. 27, 2023**PREPARATION – SIMULATION COMMITTEE MARK-UP**

6:30-9:30 pm ET

Archer Center

Meet in your committee groups to prepare for the committee mark-up.

6:30-9:30 pm ET – WORKSHOP GROUP

1. Planning & Prep for Mark up 4/3/23
2. Review of legislative draft language
3. Watch and discuss a real-life mark-up conducted by your committee.

***ASSIGNMENTS DUE: DRAFT Amendments due 11:59 pm 3/27/23.**

NOTE: FINAL mark up memo with amendments due by 11:59 pm 3/30/23.*

Class 14: Mon, April 3, 2023**SIMULATION COMMITTEE MARK-UP**

6:30-9:30 pm ET

Archer Center

Meet in your committee groups for the committee mark-up, followed by debriefing with your lecturer and related policy experts. Be prepared to discuss the options for your legislative proposals and analyze the prospects for success in adoption by the full House or Senate, and by the President. In addition, you should be prepared to discuss alternate, non-legislative remedies that your member persona and their allies could pursue in order to achieve the policy changes you desire.

***ASSIGNMENT DUE: Difficult Dialogue 2 due 11:59 pm ET 4/10/23.**

Class 15: Mon, April 10, 2023

Last Class

What's the Change We Created? Community Service Reports and Discussion of Policymaking Lessons Learned

6:30-9:30 pm

Archer Center

6:30-7:30 pm ET - Community Service Reports [joint class]

Each committee chair and ranking member will have 30 minutes to present their committee's community service report, a summary of the lessons learned from their policy simulation and to take questions and answers from the audience and any class guests.

7:45-9:15 pm ET– Final Workshop Group Meeting

1. Final debriefing and feedback with your lecturer
2. What would/could you have done differently to achieve a different outcome in the simulation?
3. How will you use this knowledge in the future?

***ASSIGNMENT DUE: Difficult Dialogue 2 due 11:59 pm ET 4/10/23.**