(updated 1.11.21)

Course Information
PSCI 4370
The Policy Making Process

Spring 2021
Monday 6:30-9:30 pm ET (5:30-8:30 pm CT)

Professor Contact Information

Professor	Michelle L. Chin, PhD
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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

Lecturer	**Prof. Diedra Henry-Spires** (cell: 301-221-1807; email: Diedra.Henry-Spires@UTDallas.edu)
	Office Hours - by appointment
Lecturer	**Prof. John Kane** (cell: 202-487-6612; email: John.Kane@UTDallas.edu)
	Office Hours - by appointment
Lecturer	**Prof. Sue Ramanathan (Rah-ma-nah-thun)** (cell: 202-257-3121; email: SRamanathan@UTDallas.edu)
	Office Hours - by appointment
Lecturer	**Prof. 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. In-person classes will be suspended or cancelled if instructors are unable to meet in-person at the Archer Center, or if the Archer Center is closed due to health and safety concerns.
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%3a4b1aa087bdfc45cda2178e34812cb584%40thread.tacv2/conversations?groupId=4b556295-11a0-4554-b1bc-b7a4dc9e5c96&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 to 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).
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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.

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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.

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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](#).

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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 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. The class will operate as a policy simulation in which students role play members of Congress and engage in various policymaking scenarios including committee hearings, bill mark-up, floor proceedings, and reconciling differences between the houses.

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 (unless otherwise noted):

6:30-7:15 pm ET (5:30-7 pm CT) Part I of class: Lecture with Dr. Chin
7:30-9:30 pm ET (7-8:30 pm CT) Part II of class: Workshop Groups directed by the lecturers

Note: Any class sessions with guest speakers will NOT be recorded, and you will not have asynchronous access to the content for these meetings.

Class begins 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	Jan 11	5:30-8:30 pm CT	6:30-9:30 pm ET
2	Virtual only	MON	Jan 18	5:30-8:30 pm CT	6:30-9:30 pm ET
3	Virtual only	*FRI*	Jan 22	9 am - noon CT	10 am - 1 pm ET
4	Virtual only	MON	Jan 25	5:30-8:30 pm CT	6:30-9:30 pm ET
5	Virtual only	MON	Feb 1	5:30-8:30 pm CT	6:30-9:30 pm ET
6	Virtual only	MON	Feb 8	5:30-8:30 pm CT	6:30-9:30 pm ET
7	Virtual + In-Person Bubble Y	MON	Feb 15	5:30-8:30 pm CT	6:30-9:30 pm ET
8	Virtual only	MON	Feb 22	5:30-8:30 pm CT	6:30-9:30 pm ET
9	Virtual + In-Person Bubble Z	MON	Mar 1	5:30-8:30 pm CT	6:30-9:30 pm ET
10	Virtual only	MON	Mar 8	5:30-8:30 pm CT	6:30-9:30 pm ET
11	Virtual + In-Person Bubble X	MON	Mar 15	5:30-8:30 pm CT	6:30-9:30 pm ET
12	Virtual only	MON	Mar 22	5:30-8:30 pm CT	6:30-9:30 pm ET
13	Virtual + In-Person Bubble Y	MON	Mar 29	5:30-8:30 pm CT	6:30-9:30 pm ET
14	Virtual only	MON	Apr 6	5:30-8:30 pm CT	6:30-9:30 pm ET
15	Virtual + In-Person Bubble Z	MON	Apr 12	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.** 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 and work to pass them into law.

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.

Note: Dr. Chin is the instructor of record for this course. The lecturers are responsible for grading all **Policy Simulation** 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. The lecturers have discretion to set alternative deadlines for the policy simulation assignments due in their Workshop Group.

The committee assignments (listed below) will be posted to the PSCI 4370 Teams.

LECTURER	Committee	Law & Group Assignment	
Diedra Henry-Spires **(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)**
John Kane **(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)**
Sue Ramanathan **(C)**	House Homeland Security	Securing American Nonprofit Organizations Against Terrorism Act of 2019 (PL 116-108) **(C1, C2)**	Cybersecurity and Infrastructure Security Agency Act of 2018 (PL 115-278) **(C3, C4)**
Becky Shipp **(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		D*	Ron Wyden (OR)*	Senate Finance
1		D	Debbie Stabenow (MI)	Senate Finance
2		D	Maria Cantwell (WA)	Senate Finance
3		D	Robert Menendez (NJ)	Senate Finance
3		D	Margaret Hassan (NH)	Senate Finance
4		D	Catherine Cortez Masto (NV)	Senate Finance
1		R**	Chuck Grassley (IA)**	Senate Finance
2		R	Mike Crapo (ID)	Senate Finance
2		R	John Cornyn (TX)	Senate Finance
3		R	James Lankford (OK)	Senate Finance
4		R	Todd Young (IN)	Senate Finance
4		R	Ben Sasse (NE)	Senate Finance

Lecturer: John Kane – Group B				
Section Number	**Archer Fellow**	**Party**	**MEMBER PERSONA**	**Committee**
1		D*	Thomas Carper (DE)*	Senate EPW
1		D	Benjamin Cardin (MD)	Senate EPW
2		D	Bernie Sanders (VT)	Senate EPW
3		D	Sheldon Whitehouse (RI)	Senate EPW
3		D	Tammy Duckworth (IL)	Senate EPW
4		D	Chris Van Hollen (MD)	Senate EPW
1		R**	John Barrasso (WY)*	Senate EPW
2		R	James Inhofe (OK)	Senate EPW
2		R	Shelly Moore Capito (WV)	Senate EPW
3		R	Kevin Cramer (ND)	Senate EPW
4		R	Richard Shelby (AL)	Senate EPW
4		R	Joni Ernst (IA)	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	Al Green (TX-9)	House Homeland Security
3		D	Bonnie Watson Coleman (NJ-12)	House Homeland Security
4		D	Val Demings (FL-10)	House Homeland Security
1		D	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	Debbie Lesko (AZ-8)	House Homeland Security
4		R	Michael Guest (MS-3)	House Homeland Security
4		R	Dan Crenshaw (TX-2)	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	Judy Chu (CA-27)	House Ways & Means
2		D	Lloyd Doggett (TX-35)	House Ways & Means
3		D	Linda Sanchez (CA-38)	House Ways & Means
3		D	Jimmy Gomez (CA-34)	House Ways & Means
4		D	Steven Horsford (NV-4)	House Ways & Means
1		D	Gwen Moore (WI-4)	House Ways & Means
2		R**	Kevin Brady (TX-8)**	House Ways & Means
4		R	Jackie Walorski (IN-2)	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

Senate Leadership

Majority Leader	
Majority Whip 1	
Majority Whip 2	
Minority Leader	
Minority Whip 1	
Minority Whip 2	

House Leadership

Speaker	
Majority Leader	
Majority Whip 1	
Majority Whip 2	
Minority Leader	
Minority Whip 1	
Minority Whip 2	

1/18/21 - NOMINATIONS DUE FOR PARTY LEADERSHIP CANDIDATES

2/1/21 - ELECTIONS FOR PARTY LEADERS WILL TAKE PLACE AT BEGINNING OF CLASS

Class 1: Mon, Jan 11, 2021
Introduction to Policymaking Process class – *NEW MEMBER ORIENTATION*

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

6:30-8 pm ET **Foundational Principles of the Federal Policymaking Ecosystem & Why Elections Matter**

8-9 pm ET **"New Member Orientation"** - *Guest Speaker*: *The Honorable [Jack Fields](), **former US Representative.***

> In 1980, at the age of 28, Jack Fields defeated a seven-term incumbent to flip party control of a seat in the U.S. House of Representatives. He was sworn into office on January 3, 1981, just over 40 years to the date of our class. Like many of you, Mr. Fields had a lot to learn about being a member of Congress. He will discuss his experiences as a freshman member of the House, and the challenging path he had to navigate in order to win his first (and succeeding) elections. Please prepare for the meeting by familiarizing yourself with Mr. Fields' background and legislative priorities.

9-9:30 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 from your lecturer.

Required Readings:
- "**The First Day of a New Congress: A Guide to Proceedings on the Senate Floor,**" by Judy Schneider, Congressonal 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)
- *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).

➔**GRADED ASSIGNMENTS – MUST BE SUBMITTED**
1. **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 Spring 2021 Facebook group by 11:59 pm ET on Jan. 25, 2021**. This is worth 5% of the semester grade. **[NOTE: Deadline revised to Feb. 25, 2021 due to delay in arrival]**

2. **Analysis of Member Persona Profile** – Each individual should compile a 2-3 page <u>written profile</u> 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. Remember that you are getting to know the Member of Congress (MOC) that you will be playing. This memo will be your reference for playing your persona, so make it useful (for yourself). What do you want to make sure you remember about this MOC? Include a paragraph that describes and analyzes 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. **Email your completed document to Dr. Chin and your assigned lecturer by 11:59 pm ET on Jan. 28, 2021.** Points deducted for work that is late, sloppy, incoherent or poorly organized. This is worth 10% of the semester grade.

Class 2: Mon, Jan. 18, 2021
People, Politics, Policy and Process

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

6:30-7:15 pm ET – Lecture: Review of Federal Policy Process & Role of Party Leadership
> What role do Party Leaders play in setting legislative priorities for Congress, advancing or obstructing the President's policy agenda, and controlling their rank and file members? What are the qualities that rank and file members should seek in their party leaders?

7:15-7:45 pm ET - 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.

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 by Steven Gillon (Oxford University Press), https://www.usnews.com/news/articles/2008/05/29/the-pact-between-bill-clinton-and-newt-gingrich.
- **CRS REPORTS**
  - "Party Leaders in Congress" (September 2019) - https://crsreports.congress.gov/product/pdf/RL/RL30567
- **"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

8-9:30 pm ET - Workshop Group
- **Principles of Research & Writing Policy – Lecturers**
  - 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
- **Understanding the role of Party Leaders in Congress**
  - **Discuss** selection of party leaders for the policy simulation. **Election occurs 2/1/21.**

Class 3: FRIDAY JAN 22, 2021
Legislative Process & Members of Congress

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

10-11 AM ET (9-10 am CT) "Policy Advisors and Negotiation" – *Guest Speaker:* Paul Begala, former White House advisor

> Paul Begala is a long-time supporter of the Archer Center, an experienced political strategist and CNN contributor. He has been a key player in presidential elections since his success in helping Bill Clinton win the 1992 election. The Texas Exes awarded him one of the 2020 Distinguished Alumnus Awards. Begala graduated with a BA ('83) and JD ('90) from UT Austin. He has also been inducted into the American Association of Political Consultants' Hall of Fame. He will discuss the role that policy advisors play in the relationship between White House and Congress, and the success or failure of the President's policy agenda. Please familiarize yourself with Mr. Begala's background and career to prepare for class.

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. 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.**

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 4: Mon, Jan 25, 2021
Presidential Power: Policy Agendas and Budgets

6:30-9:30 pm ET (5:30-8:30 pm CT)
*ASSIGNMENT DUE: Post to FB your team Declaration of Independence video (11:59 pm ET 1/25—<mark>deadline extended to 2/25/21 due to arrival delay</mark>); Analysis of Member Persona (11:59 pm ET 1/28)

6:30-8 pm ET: Lecture & Guest Speaker – President's Budget-Setting Power
> This week the President traditionally delivers the State of the Union (SOTU) address. Next week, the President typically issues the annual budget for the upcoming fiscal year (FY 2022, which is Oct 1, 2021- Sept. 30, 2022). In class, we will discuss the role that these documents (the SOTU speech and President's Budget) play in setting the policy agenda for Congress. You should be thinking about: (1) your member persona's reaction to these events; (2) the impact of the President's recommendations on your constituency or state; and (3) the political reality for the success of the President's agenda in Congress.

Required Reading
- **"The President's State of the Union Address: Tradition, Function, and Policy Implications,"** January 4, 2016, Congressional Research Service Report (https://www.everycrsreport.com/files/20160104_R40132_9aa80e3d16a78082be8a90fb3f1fe9e654679 49e.pdf).
- **"Introduction to the Federal Budget Process,"** February 26, 2020, Congressional Research Service Report (https://crsreports.congress.gov/product/pdf/R/R46240).

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 (e.g. your member persona's constituents) participate in or influence the President's decisions about policy?
- In what are the procedural tools at your member persona's disposal to respond to the President's policy recommendations? What are the incentives for your member persona to cooperate with or object to the President's agenda? What are the incentives for your member persona to support or oppose your party leadership?
- What power do agencies like OMB and CBO exercise in the policy process?

8:15-9:30 pm ET – WORKSHOP GROUP
1. Discussion about the Background and Analysis Memo **due 2/8/21.**
   a. Rough draft/outline to be sketched out in class tonight.
2. Researching the law and its legislative history
3. 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

Activity: Next week, we will select the 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 via Qualtrics before class on **2/1/21.***

Class 5: Mon, Feb 1, 2021
Committee Hearings PREP

6:30-9:30 pm ET (5:30-8:30 pm CT)
ASSIGNMENT DUE: Difficult Dialogue 1 due by 11:59 pm ET

6:30-7:15 pm ET – Party Caucuses Meet to Select Leadership
1. The party caucuses in each chamber will meet separately to select their leaders.
2. The winners will be decided by a majority vote.
3. All party leadership positions must be announced by 7:15 pm ET.

7:15-7:30 pm ET – Class meets together to hear the election results.

7:45-9:30 pm ET - WORKSHOP GROUP
1. Discuss the committee process for hearings.
2. Watch an actual hearing conducted by your committee.
3. Plan & prep for the committee hearing for 2/8/21
4. Review of final draft of Background & Analysis Memo due 2/8/21.
5. Plan & Prep Hearing Memo due 3/1/21

Required Reading
> * "Types of Committee Hearings" CRS Report (November 15, 2018),
> https://crsreports.congress.gov/product/pdf/RS/98-317

Reference Reading
House Committees
- "House Rules Changes Affecting Committee Procedure in the 116th Congress (2019-2020)" CRS Reports,
  https://crsreports.congress.gov/product/pdf/R/R45731
- "House Committee Hearings: Preparation" CRS Report (August 25, 2015),
  https://crsreports.congress.gov/product/pdf/RS/98-488
- "House Committee Hearings: Arranging Witnesses" CRS Report (August 25, 2015),
  https://crsreports.congress.gov/product/pdf/RS/98-304
- "House Committee Hearings: The 'Minority Witness Rule'" CRS Report (August 14, 2015),
  https://crsreports.congress.gov/product/pdf/RS/RS22637
- "House Committee Hearings: Witness Testimony" CRS Report (August 14, 2015),
  https://crsreports.congress.gov/product/pdf/RS/98-338
- "House Committee Hearings: Scheduling and Notification" CRS Report (August 25, 2015),
  https://crsreports.congress.gov/product/pdf/RS/98-339

Senate Committees
- "Senate Committee Hearings: Preparation" CRS Report (December 4, 2017),
  https://crsreports.congress.gov/product/pdf/RS/98-489
- "Senate Committee Hearings: Arranging Witnesses" CRS Report (December 6, 2017),
  https://crsreports.congress.gov/product/pdf/RS/98-336
- "Senate Committee Hearings: The 'Minority Witness Rule'" CRS Report (August 31, 2015),
  https://crsreports.congress.gov/product/pdf/RS/RS22649
- "Senate Committee Hearings: Witness Testimony" CRS Report (December 6, 2017),
  https://crsreports.congress.gov/product/pdf/RS/98-392

- "Senate Committee Hearings: Scheduling and Notification" CRS Report (December 6, 2017), https://crsreports.congress.gov/product/pdf/RS/98-337
- "The Senate 'Two-Hour Rule' Governing Committee Meeting Times" CRS Report (April 20, 2018), https://crsreports.congress.gov/product/pdf/R/R45170

Class 6: Mon, Feb 8, 2021
Alternative Policy Tools: Rulemaking and Oversight

6:30-9:30 pm ET (5:30-8:30 pm CT)
ASSIGNMENT due: Background and Analysis Memo due by noon on 2/8/21 (Team paper)

6:30-7:15 pm ET – Lecture: Using Congressional Oversight and the Rulemaking Process to Achieve Policy Goals
> 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?

Required Readings
- "Congressional Oversight Manual" CRS Report (January 16, 2020), https://fas.org/sgp/crs/misc/RL30240.pdf
- 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

7:30-9:30 pm ET – WORKSHOP GROUP
- What are non-legislative options for achieving the policy change(s) that your member persona desires?
- What oversight actions would your member persona and/or your committee be likely to pursue?
- Are there any current or pending 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 the Hearing Memo**

Class 7: Mon, Feb 15, 2021
SIMULATION COMMITTEE HEARINGS   [*Bubble Y eligible to meet in person at the Archer Center*]

6:30-9:30 pm ET (5:30-8:30 pm CT)
Meet in your committte groups for the hearing, followed by debriefing with your lecturer.

ASSIGNMENT DUE: Hearing memo due by noon ET on 2/15/21 or the deadline established by your lecturer.

Class 8: Mon, Feb 22, 2021
Writing the Law: Legislative Intent and Judicial Review

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

6:30-7:15 pm ET – Lecture – The Law, Good Public Policy and Judicial Review

> The law is the product of a political process. It may or may not be good public policy, and may or may not be constitutional. These conflicts play out in the courts. This week, we look at one case that illustrates the challenges that arise when Congress oversteps its constitutional authority.

Required Reading

- "When the Supreme Court ruled to allow American flag burning" National Constitution Center, June 21, 2020, https://constitutioncenter.org/interactive-constitution/blog/when-the-supreme-court-ruled-to-allow-american-flag-burning#:~:text=On%20June%2021%2C%201989%2C%20a,who%20had%20burned%20the%20flag.

- "City of Boerne v. Flores (1997)," Susan Gluck Mezey, *The First Amendment Encyclopedia,* https://www.mtsu.edu/first-amendment/article/725/city-of-boerne-v-flores

7:30-9:30 pm ET – WORKSHOP GROUP

1. Discuss legislative drafting strategy.
   a. What language is necessary to satisfy legislative champions and stakeholders? Who would support or oppose your recommendation?
   b. What are legal challenges that may arise because of the language/construction used?
   c. What language or compromises are necessary to win support in committee, in the full House and Senate, and from the President?
   d. 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 9: Mon, Mar 1, 2021	
Committee Mark-up PREP	*[Bubble Z eligible to meet in person at Archer Center]*

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

6:30-9:30 pm ET – WORKSHOP GROUP

1. Planning & Prep for Mark up 3/15/21.
2. Review of legislative draft language
3. Watch and discuss a real-life mark-up conducted by your committee.
4. Prepare questions for witnesses.

Class 10: Mon, Mar 8 – **FINAL MARK UP PREP**

6:30-9:30 pm ET (5:30-8:30 pm CT)
Meet in your committte groups to complete preparations for the committee mark-up with your lecturer.

ASSIGNMENT DUE: Mark up memo with legislative language and advocacy materials due by 11:59 pm ET 3/8/21 or the deadline established by your lecturer.

Class 11: Mon, Mar 15, 2021- SIMULATION COMMITTEE MARK-UP
[Bubble X eligible to meet in person at Archer Center]

6:30-9:30 pm ET (5:30-8:30 pm CT)
Meet in your committte groups for the committee mark-up, followed by debriefing with your lecturer and preparation for floor consideration

Class 12: Mon, Mar. 22, 2021   - MR. ARCHER'S 93RD BIRTHDAY!!
6:30-9:30 pm ET (5:30-8:30 pm CT)

6:30-8 pm ET - "Reflections on the 92nd Congress"
Policy Discussion with Chairman Bill Archer

Required Reading - TBD

8:15-9:30 pm ET - Workshop Group w/ Lecturers
1. Do "compromise" and "bipartisanship" contribute to "good" public policy outcomes?
2. What are tactics and strategies for working with party leadership (whether Democratic or Republican) and other colleagues (partisan v. bipartisan collaboration)?
3. What are lessons that policy leaders/stakeholders learn from (un)successful efforts to make policy

Class 13: Mon, Mar. 29, 2021 – SIMULATION FLOOR CONSIDERATION (House & Senate)
[Bubble Y eligible to meet in person at Archer Center]

6:30-9:30 pm ET (5:30-8:30 pm CT)
Meet in the full House and full Senate for floor debate of the bills, followed by debriefing with your lecturer.

ASSIGNMENT DUE: Post to the class TEAMS page a video of your member persona making a policy statement and post a written copy of the statement to your Teams Workshop Channel by 5 pm ET on 3/29/21 or the deadline established by your lecturer.

Class 14: Mon, Apr 6, 2021 – SIMULATION RESOLVING DIFFERENCES (BETWEEN CHAMBERS or COMMITTEES)
6:30-9:30 pm ET (5:30-8:30 pm CT)

ASSIGNMENT DUE: Difficult Dialogue 2 due by 11:59 pm ET 4/8/21 or the deadline established by your lecturer.

6:30-8 pm – WORKSHOP GROUP
1. "Committee staff" meet to negotiate the policy differences
2. Discussion of the process and options for obtaining final passage
3. Will the President sign it?

8:15-9:30 pm – General Debriefing with Dr. Chin

Class 15: Mon, Apr 12, 2021 - Analysis *LAST CLASS*
Policy Outcomes: Learning from Success and Failure   *[Bubble Z eligible to meet in person at Archer Center]*

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

6:30-8 pm ET – Final Remarks & Debriefing with Dr. Chin

> 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?

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)

8:15-9:30 pm ET WORKSHOP GROUP
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?

Grading Policy

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

Final grades will be determined based on the following:
> **15% Fastwork (*graded by Dr. Chin)***
> - Team reading of *Declaration of Independence (5%)*
> - Analysis of Member Persona (10%)
>
> **15% Participation & Communication (*graded by Dr. Chin & Lecturers)***
> - Class participation (5%) – graded by Lecturers
> - Difficult Dialogues (10%) – graded by Dr. Chin
>
> **70% Policy Simulation Assignments (*graded by Lecturers)***
> - Background & Analysis Memo (25%)
> - Hearing Staff Memo (10%)
> - Mark-up Memo with legislative language & advocacy materials (15%)
> - Member Policy Statement (5%)
> - Policy Simulation participation (15%)

Details

15% Fastwork

- (5%) **Team reading** of Declaration of Independence. **Due 1/25/21. Post video to Facebook group page by 11:59 pm ET.** 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 Spring 2021 Archer Fellows Facebook group page by 11:59 pm ET on Jan 25, 2021. If your team includes a person who is not physically present in DC, please devise a way to include them virtually in the reading. This is worth 2.5% of the semester grade. **[DEADLINE REVISED TO FEB 25, 2021 DUE TO DELAY IN ARRIVAL]**

- (10%) **Analysis of Member Persona**. Due 1/28/21. Email to Dr. Chin by 11:59 pm ET. Each **student** should compile a 2-3 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. Remember that you are getting to know the Member of Congress (MOC) that you will be playing. This memo will be your reference for playing your persona, so make it useful (for yourself). What do you want to make sure you remember about this MOC? Include a paragraph that describes and analyzes 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. **Email your completed document to Dr. Chin and your assigned lecturer by 11:59 pm ET on Jan. 28, 2021.** Points deducted for work that is late, sloppy, incoherent or poorly organized. This is worth 10% of the semester grade.

15% Participation & Communication

- (5%) **Participation** – Participate in weekly class and discussion sections led by the lecturers. You must participate in-person as scheduled, or online.
- (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 by 11:59 pm on the posted due dates.
- **Please proofread** your essays for grammar and punctuation. Points deducted for sloppy work. Dr. Chin will grade these assignments.
- **Deadlines**
    1. (5%) First Difficult Dialogue: **Due 2/1/21**
    2. (5%) Second Difficult Dialogue: **Due 4/8/21**

70% Policy Simulation Assignments

- (25%) **Background & Analysis Memo (Committee Staff Memo)** (2-3 pages) – *team paper*. FINAL DUE: email to your lecturer (and copy Dr. Chin) by **noon ET 2/8/21 or the deadline established by your lecturer.**
- (10%) **Hearing Staff Memo** (Staff Memo to Member Persona) – *solo paper* (2-3 pages) FINAL DUE: email to your lecturer (and copy Dr. Chin) by **noon ET 2/15/21 or the deadline established by your lecturer.**
- (15%) **Mark up Memo that includes draft legislative language & persuasive advocacy materials** (Staff Memo to Member Persona) – *solo paper* (1 page memo, plus additional pages for legislative language and advocacy materials) FINAL DUE: email to your lecturer (and copy Dr. Chin) by **11:59 pm ET 3/8/21. or the deadline established by your lecturer. Copies of your legislative langue must also be shared with the chair and ranking member of your committee by this deadline.**
- (5%) **Member Policy Statement** – *solo paper (2 pages)* Write and record a video of you in the role of your member persona giving a statement regarding the proposed bill. Wear professional dress! FINAL DUE: Post the video to the class Teams group (in the relevant folder marked in the MEMBER POLICY STATEMENTS file) AND submit your written statement to your Teams Workshop Channel by **5 pm ET 3/29/21 or the deadline established by your lecturer.**
- (15%) **Policy Simulation participation** – During the policy simulation events (hearing, mark-up, floor consideration, and conference/resolution of differences), the lecturers will evaluate your participation, knowledge and legislative/negotiation policymaking skills.

The Policy Simulation: As part of the policy simulation, you will be assigned a role of a current member of Congress (House or Senate) and will also be assigned to a 3-person team in a congressional committee. You will research the legislative history of a current statute and work closely with your lecturer to learn about the process for adoption of the statute, and to develop a deeper understanding of the complexities of the policy process. Using the skills you develop doing this research, you will develop a package of legislative reforms from your Committees of jurisdiction that either expand on the statute, reform the statute, or undo parts of the statute. The policy work that you will undertake is a necessary response to the policy scenario described below.

The Scenario: The world has been ravaged by a virus that has changed the face of social interactions, business, communication, education and more. Further complicating matters, multiple hurricanes, wildfires, droughts, and other natural disasters have been impacting communities that are already facing difficulties from prior situations. The Government must act and you as legislators must forge a path forward. The President (a Democrat) has proposed a stimulus package to bring relief to individuals and to make it easier for businesses to operate. Republican and Democratic leadership in the Senate and the House are working on addressing the disasters as well and they have turned to their respective committees and caucuses for solutions.

Objectives for the Simulation
- Understand how policy and the law are constructed and revised over time.
- Identify information sources – original sources for the truth about the legislative history of a law.
- Synthesize knowledge about policy history, policy process, and political realities to identify strategies for achieving desired policy outcomes.
- Develop legislative language to update or revise a statute.

Task
- You will work in (assigned) 3-person teams to research a specific law.
    - *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.*
- Identify the stakeholders for this specific policy and understand their role in the process.
    - Who are the major proponents/opponents of the policy?
    - 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?
    - Who are the stakeholders who are (dis)advantaged with your proposed revisions or policy?
- Understand the politics of the process for adoption or stalemate of the policy.
- Draft legislative language.
    - 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?
- Develop effective advocacy strategies
    - Prepare materials and arguments to use to persuade policymakers and stakeholders to pass your legislative proposals into the law.
    - Understand how to persuade effectively.

NOTE: Pay attention to details!
Failure to follow directions will result in point deductions from your work.
Each of the 3 members of the group will receive **the same grade** for team assignments. Students are encouraged to consult regularly with their lecturers and Dr. Chin about these assignments.

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 events.

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 **March 12, 2021**. Final grades will be reported to your home UT System institution by **April 30, 2021** 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 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 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 any sessions with guest speakers, ==**students 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.

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.

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

- 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 by **11:59 pm on 2/1/21 (Difficult Dialogue 1) and 4/8/21 (Difficult Dialogue 2)**.
- **Please proofread** your essays for grammar and punctuation. Points deducted for sloppy work. Dr. Chin will grade these assignments.

_____Analysis of Member Persona Profile – Each individual should compile a 2-3 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. Remember that you are getting to know the Member of Congress (MOC) that you will be playing. This memo will be your reference for playing your persona, so make it useful (for yourself). What do you want to make sure you remember about this MOC? Include a paragraph that describes and analyzes 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. **Email your completed document to Dr. Chin and your assigned lecturer by 11:59 pm ET on Jan. 28, 2021.** Points deducted for work that is late, sloppy, incoherent or poorly organized. This is worth 10% of the semester grade.

Policy Simulation Assignments

_____**Background & Analysis Memo (2-3 pages):** 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 25% of the semester grade. **It is due by noon ET on Feb 8, 2021. Email the document to your lecturer (and copy Dr. Chin)**.

- 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?
- 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?
- 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.

_____**Hearing Staff 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 10% of the semester grade and the *final draft* is **due by noon ET on Feb. 15, 2021 or the deadline established by your lecturer. Email the document to your lecturer (and copy Dr. Chin).**

- 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.
- Why should the member support/oppose the proposed policy?
- Are there philosophical reasons for the member to support/oppose the proposed policy?
- Who are the other members that support/oppose the policy? Does your Member look to anyone else for decision cues about this policy?
- How does the policy impact the member's constituency? What is the electoral impact of the proposed policy?

_____**Mark-up Memo (including Legislative Revision/Improvement and Persuasive Advocacy Materials)**: Each individual student works with their lecturers to develop specific recommendations 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 11:59 pm ET on Mar. 8, 2021 or the deadline established by your lecturer. Email the document to your lecturer (and copy Dr. Chin). Copies of your legislative langue must also be shared with the chair and ranking member of your committee by this deadline.**

- You should provide a draft of the specific legislative language to be debated during the policy simulation.
- 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.

_____ **Member Policy Statement** – *solo project*: Each individual student must write and record a video of themselves in the role of their member persona giving a statement regarding the proposed bill. <u>Wear professional dress!</u> This is worth 5% of the semester grade for this course. Post the video to the class Teams group (in the relevant folder marked in the MEMBER POLICY STATEMENTS file) AND submit your written statement to your Teams Workshop Channel by **5 pm ET 3/29/21 or the deadline established by your lecturer.**