

(updated 01.18.22)

Course Information

PSCI 4370

The Policy Making Process

SPRING 2022

Monday 6:30-9:30 pm ET

Class meets at the Archer Center and on the Teams channel for PSCI 4373

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 Group D **Prof. Yvette Badu-Nimako, JD** (Contact on Teams;
email: Yvette.Badu-Nimako@UTDallas.edu)
Office Hours - by appointment

Lecturer Group B **Prof. John Piazza, JD** (cell: 404-849-0711; email: John.Piazza@UTDallas.edu)
Office Hours - by appointment

Lecturer Group C **Prof. Becky Shipp, MA** (cell: 703-907-9889; email: Rebecca.Shipp@UTDallas.edu)
Office Hours - by appointment

Lecturer Group A **Prof. Adrian Snead, JD** (cell: 917-684-4720; email: Adrian.Snead@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 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.

- ***We're Better Than This: My Fight for the Future of Our Democracy*** by Elijah Cummings with James Dale (provided)
- ***The Death of Politics*** by Peter Wehner (provided)

Class Speakers

- **TBD - Dr. Maya Rockeymore Cummings** discusses ***We're Better Than This*** [co-listed with Dr. Daly's Advocacy & Politics class]
- **TBD - Peter Wehner** discusses ***The Death of Politics***

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

Classes will meet at the Archer Center and on the Teams channel for PSCI 4373.

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

Workshop Group Assignments

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	
<i>Adrian Snead (A)</i>	Senate Judiciary	USA FREEDOM Act (PL 114-23) (A1, A2)	First Step Act (PL 115-391) (A3, A4)
<i>Becky Shipp (C)</i>	Senate Finance	The Family First Prevention Services Act (included in PL 115-123) (C1, C2)	Fostering Connections to Success and Increasing Adoptions Act (PL 110-350) - adoption & kinship provisions (C3, C4)
<i>John Piazza (B)</i>	House Science	America COMPETES Reauthorization Act of 2010 [COMPETES 2] (PL 111-358) (B1, B2)	The U.S. Commercial Space Launch Competitiveness Act (PL 114-90) (B3, B4)
<i>Yvette Badu-Nimako (D)</i>	House Oversight and Government Reform	Federal Employee Paid Leave Act (PL 116-92) (D1, D2)	Fair Chance Act (PL 116-92) (D3, D4)

NOTE: The student assignments will be posted to the Teams Channel for this class.

POLICY SIMULATION MEMBER/COMMITTEE ASSIGNMENTS

* Chair, **Ranking Member

Lecturer: Adrian Snead – Group A				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		D*	Dick Durbin (IL)*	Senate Judiciary
1		D	Cory Booker (NJ)	Senate Judiciary
2		D	Mazie Hirono (HI)	Senate Judiciary
3		D	Alex Padilla (CA)	Senate Judiciary
3		D	Amy Klobuchar (MN)	Senate Judiciary
4		D	Chris Coons (DE)	Senate Judiciary
1		R**	Chuck Grassley (IA)**	Senate Judiciary
2		R	Lindsey Graham (SC)	Senate Judiciary
2		R	John Cornyn (TX)	Senate Judiciary
3		R	Michael S. Lee (UT)	Senate Finance
4		R	Marsha Blackburn (TN)	Senate Finance
4		R	Ben Sasse (NE)	Senate Finance

Lecturer: Becky Shipp – Group C				
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	Catherine Cortez Masto (NV)	Senate Finance
4		D	Elizabeth Warren (MA)	Senate Finance
1		R**	Mike Crapo (ID)**	Senate Finance
2		R	Todd Young (IN)	Senate Finance
2		R	John Thune (SD)	Senate Finance
3		R	Tim Scott (SC)	Senate Finance
4		R	Jim Lankford (OK)	Senate Finance
4		R	Bill Cassidy (LA)	Senate Finance

NOTE: The student assignments will be posted to the Teams Channel for this class.

POLICY SIMULATION MEMBER/COMMITTEE ASSIGNMENTS

* Chair, **Ranking Member

Lecturer: John Piazza- Group B				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		D*	Eddie Bernice Johnson (TX-30)*	House Science
1		D	Zoe Lofgren (CA-19)	House Science
2		D	Suzanne Bonamici (OR-1)	House Science
3		D	Ami Bera (CA-7)	House Science
3		D	Haley Stevens (MI-11)	House Science
4		D	Mikie Sherrill (NJ-11)	House Science
1		D	Jamaal Bowman (NY-16)	House Science
2		R**	Frank Lucas (OK-3)**	House Science
2		R	Brian Babin (TX-36)	House Science
3		R	Anthony Gonzalez (OH-16)	House Science
4		R	Young Kim (CA-39)	House Science
4		R	Carlos Gimenez (FL-26)	House Science
4		R	Stephanie Bice (OK-5)	House Science

Lecturer: Yvette Badu-Nimako – Group D				
Section Number	Archer Fellow	Party	MEMBER PERSONA	Committee
1		D*	Carolyn Maloney (NY-12)*	House Oversight & Reform
1		D	Eleanor Norton (DC)	House Oversight & Reform
2		D	Raja Krishnamoorthi (IL-8)	House Oversight & Reform
3		D	Ro Khanna (CA-17)	House Oversight & Reform
3		D	Alexandria Ocasio-Cortez (NY-14)	House Oversight & Reform
4		D	Rashida Tlaib (MI-13)	House Oversight & Reform
1		D	Danny Davis (IL-7)	House Oversight & Reform
2		R**	James Comer (KY-1)**	House Oversight & Reform
4		R	Virginia Foxx (NC-5)	House Oversight & Reform
2		R	Byron Donalds (FL-19)	House Oversight & Reform
3		R	Nancy Mace (SC-1)	House Oversight & Reform
4		R	Yvette Herrell (NM-2)	House Oversight & Reform

Class Schedule

Class 1: Mon, Jan. 10, 2022

Introduction to Policymaking Process class – **NEW MEMBER ORIENTATION**

6:30-9:30 pm ET

Meet on Teams

6:30-7:30 pm ET

Introduction and Overview – Review the syllabus and meet your lecturers

7:45-8:30 pm ET

Lecture: Foundational Principles of the Federal Policymaking Ecosystem & Why Elections Matter

8:40-9:30 pm ET

Workshop Group: Visit with your lecturer to discuss your assigned committee and member role.

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.

Group Assignment to Complete by Jan 24

Declaration of Independence - Work in 4-person teams (one member from each Group) 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. Post the completed videos to **the Spring 2022 Facebook group by 11:59 pm ET on January 24, 2022**. This is worth 5% of the semester grade. A grade will be assigned to each group, with each member receiving the same grade.

Required Readings before Jan 19 class

- **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)

Class 2: Tues, Jan 18, 2022

The Art of Listening Well: Lessons from “The Control Room” [cross listed with the Internship class]

9 am – noon ET

Meet on Teams

- 9-10:30 am Screening of “The Control Room” in your Pods
- 10:30-noon Debriefing and discussion with Prof. Josh Rushing on our Teams channel

Class 3a: Wed, Jan 19, 2022
The Evolving Congress

6:30-7:30 pm **Guest Speaker** Dr. Maya Rockey Moore Cummings discusses *We're Better Than This*, the book written by her late husband, Rep. Elijah Cummings. [Meet on Teams]

Class 3b: Thu, Jan 20, 2022

11 am Visit National Archives (meet at Constitution Avenue entrance by 10:45 am)

Class 4: Fri, Jan 21, 2022

Basic Skills: Conversational Intelligence, Difficult Dialogues and Diversity Awareness

10 am – 3 pm ET Meet virtually on Teams for a training session on conversational intelligence and conducting difficult dialogues led by **Dr. Neetha Devdas**. We will discuss the application to the policy process.

10 am – Noon: Conversational Intelligence and Difficult Dialogues

Noon- 1 pm: Lunch Break

1-3 pm: Diversity Awareness

Required Reading

- Judith E. Glaser and Richard D. Glaser, "The Neurochemistry of Positive Conversations," Harvard Business Review, June 12, 2014 <https://hbr.org/2014/06/the-neurochemistry-of-positive-conversations>
- Judith E. Glaser, "Conversational Intelligence," The Huffington Post, December 6, 2017 https://www.huffpost.com/entry/conversational-intelligen_b_3773875
- Judith E. Glaser, "Your Brain is Hooked on Being Right," Harvard Business Review, February 28, 2013 <https://hbr.org/2013/02/break-your-addiction-to-being>

HOMEWORK for 1/24 class

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.

Required Reading for 1/24 class

- "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)

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 5: Mon, Jan 24, 2022

Congress 101: Procedures & the Role of Congressional Staff

6:30-9:30 pm ET

Group A & B eligible to meet in person at Archer Center

Group C & D meet on Teams

6:30-7:30 pm Congressional Procedures 101

A review/overview of the federal legislative process.

7:30-9:30 pm Understanding the Role of Congressional Staff

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.

Class 6: Mon, Jan 31, 2022

Party Politics and Agendasetting

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

Group C & D eligible to meet in person at Archer Center

Group A & B meet on Teams

6:30-7:30 pm ET – Lecture: Policy Agendasetters

Guest lecture: Dr. Sean Theriault, UT Austin

What role do congressional party leaders play in setting legislative priorities for Congress, advancing or obstructing the President’s policy agenda, and controlling their rank and file members? How does partisan leadership advance or inhibit “good” public policymaking?

7:30-8 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](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>.
- **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

- **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
- **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
- **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?
 - What lessons from Dr. Daly's Advocacy & Politics class can you apply to understanding the policy process and learning how to effectively advocate for your ideas?
- **Discuss the Hearing Memo**

Class 7: Mon, Feb 7, 2022

Budget, Oversight & Rulemaking

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

Group A & B eligible to meet in person at Archer Center

Group C & D meet on Teams

ASSIGNMENT DEADLINE: Difficult Dialogue 1 due by 11:59 p.m. 2/7/22

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

To be prepared for class, it will be important for you to complete the homework before class. Be sure that you're familiar with the legislative process by watching this primer:

<https://www.congress.gov/legislative-process>.

How do the institutional rules and structure of the House and the Senate create challenges and opportunities for policymakers? 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

- "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>
- "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

- How can you use the budget and appropriations process to achieve your policy goals?

- 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?

Class 8: Mon, Feb. 14, 2022

Writing the Law: Legislative Intent and Judicial Review

6:30-9:30 pm ET

- Groups C & D eligible to meet in person at Archer Center
- Groups A & B meet on Teams

6:30-7:15 pm ET – 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 examine 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. 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
4. Discuss **Hearing memo due by 11:59 pm ET March 7, 2022.**

Review

- **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
- Discuss drafts of the team memos

ASSIGNMENT due: Background and Analysis Memo due by 11:59 pm ET 2/28/22 (Team paper)

NO CLASS FEB. 21

Class 9: Mon, Feb 28 , 2022

Policymaking at the National Security Council

6:30-9:30 pm ET

Virtual class – meet on Teams

Guest Lecture: Dr. Michelle Atchison, Director for Federal Relations, UT San Antonio

6:30 – 7:30 pm ET – Our guest, Dr. Michelle Atchison, meets to discuss the policymaking process at the National Security Council and within the intelligence bureaucracy.

Required Reading

- “Memorandum on Renewing the National Security Council System” (Feb. 4, 2021), <https://www.whitehouse.gov/briefing-room/statements-releases/2021/02/04/memorandum-renewing-the-national-security-council-system/>.
- “The National Security Council: Background and Issues for Congress,” (Updated June 3, 2021), CRS Report, <https://crsreports.congress.gov/product/pdf/R/R44828>.
- Office of Director of National Intelligence (ODNI) Fact Sheet, https://www.dni.gov/files/documents/FACTSHEET_ODNI_History_and_Background_2_24-17.pdf.

7:30-9:30 pm ET – WORKSHOP GROUP

- Discuss the organizational structures and process rules/systems of the agencies within your committee’s jurisdiction.
- How is policymaking influenced by the structure and process rules/systems within these agencies? By the political appointees that control the agencies?
- What do you need to know as a member of Congress, and as a private citizen, about the federal bureaucracies to be able to advocate for your preferred policy changes?
- Consider the laws that you’re researching this semester and the ways that Congress intended for the agencies to implement the policy. Has the agency implemented the law as Congress intended? Why or why not? Is there a remedy or correction that you would recommend to improve the implementation? Are there complexities with the agency that Congress failed to account for when writing the law?

Class 10: Mon, Mar 7, 2022

PREPARATION SIMULATION – COMMITTEE HEARING

6:30-9:30 pm ET

VIRTUAL – some committees (Groups C & D only) may choose to meet in person.

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

Work with your lecturers to draft the **member policy statement**, explaining your position on the committee action and proposed bill to your constituents.

6:30-9:30 pm ET – WORKSHOP GROUP

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

Class 11: Mon, Mar 14, 2022

SIMULATION – COMMITTEE HEARING

6:30-9:30 pm ET

VIRTUAL – some committees (Groups C & D only) may choose to meet in person.

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

Class 12: Mon, Mar 21, 2022

PREPARATION – SIMULATION COMMITTEE MARK-UP

6:30-9:30 pm ET

VIRTUAL – some committees (Group A & B only) may choose to meet in person.

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 3/28/22
2. Review of legislative draft language
3. Watch and discuss a real-life mark-up conducted by your committee.

****Note:** On Tuesday, March 22, you should be prepared to provide an update on your group's Community Service Project as part of the virtual celebration of Mr. Archer's birthday.

***ASSIGNMENT DUE:** Mark up memo with legislative language and advocacy materials due by 11:59 pm ET 3/21/22 or the deadline established by your lecturer.*

Class 13: Mon, Mar 28, 2022

SIMULATION COMMITTEE MARK-UP

6:30-9:30 pm ET

VIRTUAL – some committees (Groups C & D only) may choose to meet in person.

Meet in your committee groups for the committee mark-up, followed by debriefing with your lecturer.

Class 14: Mon, Apr 4, 2022

What happens after committee action?

6:30-9:30 pm ET

VIRTUAL – some committees (Groups A & B only) may choose to meet in person.

Your committee groups will meet with policy experts 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.

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?

Class 15: Mon, Apr 11, 2022

Policy Outcomes: Learning from Success and Failure

Report of community service projects

6:30-9:30 pm ET

- Groups C & D eligible to meet in person at Archer Center
- Groups A & B meet on Teams

6:30-7:45 pm ET – Committee Presentations of Community Service Projects

- 6:35-6:50 pm – Group A
- 6:50-7:05 pm – Group B
- 7:05-7:20 pm – Group C
- 7:20-7:35 pm – Group D

7:35-8 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?

8:15 -9:30 pm ET – BOOK TALK with Peter Wehner

Peter Wehner discusses *The Death of Politics* and lessons you have learned during your semester in Washington.

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>)
- *The Death of Politics* by Peter Wehner

Note: Difficult Dialogue 2 due 4/7/22.

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)

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

30% Participation & Communication (graded by Dr. Chin & Lecturers)

- Community Service Project (15%)
- Class participation (5%) – graded by Lecturers
- Difficult Dialogues (10%) – graded by Dr. Chin

65% Policy Simulation Assignments (graded by Lecturers)

- Background & Analysis Memo (20%)

- Hearing Staff Memo (15%)
- Mark-up Memo with legislative language & advocacy materials (15%)
- Policy Simulation participation & member policy statement (15%)

Details

5% Fastwork

- (5%) **Team reading** of Declaration of Independence. **Due 1/24/22. Post video to Spring 2022 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 2022 Archer Fellows Facebook group page by 11:59 pm ET on Jan. 24, 2022.** 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 5% of the semester grade.

30% Participation & Communication

- (15%) **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 7, 2022.** During a special birthday celebration for Mr. Archer on **March 22**, the committee chairs and ranking members will present a brief report about their group’s project. A final report will be presented in class on **April 11** after the projects have been completed.
 - Each group must e-mail their draft budget and project timeline by **11:59 pm ET on 2/14/22** to your lecturer and to Dr. Chin and also submit the documents to https://utdallas.qualtrics.com/jfe/form/SV_6EvRAGId7slk24S.
 - 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 7, 2022.** For example, the project could be one that involves all 12-13 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.
 - **By 11:59 pm ET February 14, 2022**, 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.
- (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 2/7/22**
 2. (5%) Second Difficult Dialogue: **Due 4/7/22**

65% Policy Simulation Assignments

- (20%) **Background & Analysis Memo (Committee Staff Memo)** (2-3 pages) – *team paper*. **FINAL DUE:** email to your lecturer (and copy Dr. Chin) by **11:59 pm ET 2/28/22 or the deadline established by your lecturer.**
- (15%) **Hearing Staff Memo** (Staff Memo to Member Persona) – *solo paper* (2-3 pages) In this paper, you summarize the issues to be covered at the hearing and provide a list of questions for the witnesses. Your instructor will provide further guidance. **FINAL DUE:** email to your lecturer (and copy Dr. Chin) by **11:59 pm ET 3/7/22 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 3/21/22 or the deadline established by your lecturer. Copies of your legislative language must also be shared with the chair and ranking member of your committee by this deadline.**

- (15%) **Policy Simulation participation** – During the policy simulation events (hearing, mark-up), the lecturers will evaluate your participation, knowledge and legislative/negotiation policymaking skills. Wear professional attire during the simulation!
 - As part of the simulation, you must prepare a **Member Policy Statement** in the role of your member persona in which you explain to your constituents your position on the committee action and the proposed bill. This statement (worth 5%) may be submitted during the hearing or mark-up simulations. **Email your complete written statement to your lecturer by the deadline that they set.**
 - You will also be evaluated based on your engagement with your colleagues and the witnesses during the simulations. Each day of the simulation is worth 5%.

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) 3/4-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, 2022**. Final grades will be reported to your home UT System institution by **April 30, 2022** 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 is in compliance with DC regulations.
- 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 pay attention to the speaker. For students participating in person, this means they should turn put down mobile devices and laptops. Students partipating on Teams are expected to be "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.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: "As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

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

CHECKLIST OF WRITTEN ASSIGNMENTS

___ Difficult Dialogues – Each student must find another student with whom they share significant differences in opinions/ideology/personality/ philosophy. **They must work together to identify ways to communicate effectively, build a collaborative relationship, and find some common agreement.** Each student must write 2 Difficult Dialogues. These can be with two different people, or with the same person at different points in time. 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 2/7/22 (Difficult Dialogue 1) and 4/7/22 (Difficult Dialogue 2).**
- **Please proofread** your essays for grammar and punctuation. Points deducted for sloppy work. Dr. Chin will grade these assignments.

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 20% of the semester grade. **It is due by 11:59 pm ET 2/28/22. 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 15% of the semester grade and the *final draft* is **due by 11:59 pm ET 3/7/22 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 3/21/22 or the deadline established by your**

lecturer. Email the document to your lecturer (and copy Dr. Chin). Copies of your legislative language 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*: As part of the simulation, you must prepare a **Member Policy Statement** in the role of your member persona in which you explain to your constituents your position on the committee action and the proposed bill. This statement (worth 5%) may be submitted during the hearing or mark-up simulations. **Email your complete written statement to your lecturer by the deadline that they set.**