

Archer Center Independent Study and Research Syllabus
Updated 05.21.2021

Course Information

PA 8331

Archer Center Independent Study and Research

Summer 2021

May 24-July 31, 2021

Mondays 5-7 pm CT (6-8 pm ET) and by appointment

Professor Contact Information

<i>Professor</i>	Michelle L. Chin, Ph.D.
<i>Office Phone</i>	202-955-9035
<i>Other Phone</i>	202-262-1413
<i>Email Address</i>	mlc140530@utdallas.edu , mchin@utsystem.edu
<i>Office Location</i>	1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006
<i>Office Hours</i>	4-6 pm ET Mon/Tues or by appointment

Lecturer Contact Information

All Lecturers hold office hours by appointment.

<i>Lecturer</i>	Prof. Rosaline Cohen (cell: 571-733-0812; rcb210002@UTDallas.edu)
<i>Lecturer</i>	Prof. Allison Dembeck (cell: 571-227.8416; email: ada210000@UTDallas.edu)
<i>Lecturer</i>	Prof. Diedra Henry-Spires (cell: 301-221-1807; email: Diedra.Henry-Spires@UTDallas.edu)
<i>Lecturer</i>	Prof. John Kane (cell: 202-487-6612; email: John.Kane@UTDallas.edu)
<i>Lecturer</i>	Prof. Stuart Portman (cell: 314.607.1082; Stuart.Portman@UTDallas.edu)
<i>Lecturer</i>	Prof. Becky Shipp (cell: 703-907-9889; email: Rebecca.Shipp@UTDallas.edu)

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

Acceptance into the Archer Fellowship Program.

Course Description

This course is tailored to each student's graduate program of study. Each student will work independently with Dr. Chin and the Archer Center Lecturers to develop a policy research project that aligns with and advances the student's professional, academic and/or research goals.

Students are required to participate in policy working groups (listed below), where Fellows will meet virtually each week with their assigned Archer Center Lecturer and relevant policy experts to discuss their policy proposals. All meetings of the Policy Working Groups will occur via Microsoft Teams.

The policy working groups are:

- General Domestic (GD) Policy Working Group (John Kane)
- Education (ED) Policy Working Group (Allison Dembeck)
- Health Policy (HP) Working Group (Diedra Henry-Spires, Stuart Portman, Becky Shipp)
 - HP1 - Insurance Coverage and Technology Subgroup (Stuart Portman)
 - HP2 - Medical Access Subgroup (Becky Shipp)
 - HP3 - Public Health Subgroup (Diedra Henry-Spires)
- National Security & Global Affairs (NS) Policy Working Group (Rosaline Cohen)

Student Learning Objectives/Outcomes

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

Required Textbooks and Materials

You should be able to access the required readings online through the links provided (some may require your UTD credentials to access), or posted to the course website on e-Learning. You can access the UT Dallas Eugene McDermott Library's online catalog and databases here: <https://www.utdallas.edu/library/>.

Required materials

- Access to a computer and reliable internet service.

General required reading

- **Federal Register** (The daily journal of the United States Government) – Become familiar with the website: <https://www.federalregister.gov/>.
- **Congressional Research Service (CRS) reports** (<https://crsreports.congress.gov>)
 - “Policy and Legislative Research for Congressional Staff: Finding Documents, Analysis, News, and Training,” CRS Report (Updated June 28, 2019) - <https://fas.org/sgp/crs/misc/R43434.pdf>.
- General periodicals that cover federal policymaking and politics
 - Congress & White House
 - *Politico* (<https://www.politico.com/>)
 - *Roll Call* (<https://www.rollcall.com/>)
 - *The Hill* (<https://www.thehill.com/>)
 - Federal Agencies
 - *Government Executive* (<https://www.govexec.com/>)
 - General coverage
 - *Axios* (<https://www.axios.com>)
 - *Congressional Quarterly* (<http://library.cqpress.com.libproxy.utdallas.edu/index.php> use UTD credentials to access)
 - *Morning Consult* (<https://morningconsult.com/washington/>)
 - *National Journal* (<https://www.nationaljournal.com/>)
- Topic-specific periodicals – There are many journals focused on specific policy domains. You should identify the leading journals in your topic area of interest. Work with your lecturer to identify these periodicals.

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

1. Identify at least one **federal agency** that has jurisdiction over the policies that interest you. Then,
 - a. Read the **public law that authorizes the agency**. When was it adopted? What was the congressional vote? Read a few news articles related to the agency's founding to get a sense of the public and political support for the agency. Compare the original coverage to contemporaneous coverage to see how the agency's public/political support has changed.
 - b. Read the **agency's strategic plan**. What are the agency's priority goals? How do these goals relate to the preferences/priorities of the President and Congress?
 - c. Read the **agency's organizational chart**. Who are the leaders of the agency's key components? How many of these components are staffed by political appointees? How many political appointees have been nominated but are not yet confirmed?
 - d. Read the **FY 2022 budget** for the agency that was issued by OMB. What are the Administration's priorities, based on the allocation of resources in the proposed budget?
 - e. Read the actual FY 2022 budget adopted by Congress to see how much the agency received in FY 2020 appropriations. What are the differences between the President's proposed budget and actual congressional appropriation?
2. Identify and read the public law that pertains to your policy interest. *Example:* The Elementary and Secondary Education Act of 1965 (ESEA) authorizes federal preK-12 education programs. The Fair Housing Act prohibits discrimination by direct providers of housing. The Goldwater-Nichols Department of Defense Reorganization Act revised the structure of the Defense Department. The Telecommunications Act of 1996 authorized the E-Rate program to provide telecommunications to schools and libraries. The Social Security Act authorized the system of benefits for old-age workers, benefits for victims of industrial accidents, unemployment insurance, aid for dependent mothers and children, the blind, and the physically handicapped.

Writing resources (Not required, but listed for reference)

- **Drafting a policy memo**
 - Woodrow Wilson School, Princeton University (<http://www.princeton.edu/admissions/wws-blog/item/policy-memo-writing-tips>)
 - Thompson Writing Program, Duke University (<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/policy-memo.original.pdf>)
 - Harvard Kennedy School of Government (https://projects.iq.harvard.edu/files/hks-communications-program/files/lb_how_to_write_pol_mem_9_08_17.pdf)
 - "Examples of Policy Writing" Gerald R. Ford School of Public Policy, University of Michigan (<http://fordschool.umich.edu/files/policy-writing.pdf>)
 - "Writing a Policy Memo" Bush School Texas A&M University (<https://sites.google.com/site/bushschoolwriting/policy-documents/policy-memos>)
- **Use of Social Media**
 - "Effective Social Media Strategies – Four Tips, Four Benefits," Madhur Chaturvedi, Oracle (<http://www.oracle.com/us/corporate/profit/big-ideas/042213-mchaturvedi-1937903.html>).
 - "The Impact of Utilizing Social Media as a Communication Platform During a Crisis Within the Oil Industry," Nor Emmy Shuhada Drani and Prashalini Naidu, *Procedia*

Economics and Finance, 35 (2016) 650-658. (https://ac.els-cdn.com/S2212567116000800/1-s2.0-S2212567116000800-main.pdf?tid=e649fc96-b18c-4964-9e9b-3d05414b4a70&acdnat=1525910874_b09c82979024a11727d88a93c36466d9)

- o “Effective Social Media = Storytelling,” Tim Jones, *Inside Higher Ed*, April 26, 2016 (<https://www.insidehighered.com/blogs/call-action-marketing-and-communications-higher-education/effective-social-media-storytelling>)
- o “Mind the Gap: Social Media Engagement by Public Health Researchers,” B. Keller, A. Labrique, K.M. Jain, A. Pekosz, O. Levine, *Journal of Medical Internet Research*, January 14, 2014 (<https://www.ncbi.nlm.nih.gov/pubmed/24425670>).
- o *Social Media Strategy: Virtual Social Media Working Group and DHS First Responders Group*, U.S. Department of Homeland Security, January 2012 (<https://www.dhs.gov/sites/default/files/publications/Virtual%20Social%20Media%20Working%20Group%20VSMWG%20Social%20Media%20Strategy.pdf>)
- o *Social Networking and National Security: How to Harness Web 2.0 to Protect the Country*, James Jay Carafano, *Backgrounders*, The Heritage Foundation, May 18, 2009 (<https://www.heritage.org/defense/report/social-networking-and-national-security-how-harness-web-20-protect-the-country>)
- **Op-eds and Letters to the Editor**
 - o “How to Write an Op-Ed or Column,” Harvard Kennedy School of Government (https://shorensteincenter.org/wp-content/uploads/2012/07/HO_NEW_HOW-TO-WRITE-AN-OPED-OR-COLUMN.pdf)
 - o “Tips for Aspiring Op-Ed Writers,” Bret Stephens, *The New York Times*, August 25, 2017 (<https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html>)
 - o “13 Tips for Writing and Pitching Op-Ed Stories,” Cision Bloggers, PR Newswire, July 17, 2014 (<https://www.prnewswire.com/blog/13-tips-for-writing-and-pitching-op-ed-stories-10590.html>)
 - o “Writing an Op-Ed,” American Association for the Advancement of Science (<https://www.aaas.org/page/writing-op-ed>)
 - o “Op-ed Writing: Tips and Tricks” The OpEd Project (<https://www.theopedproject.org/oped-basics/>)
 - o “Pitching” The OpEd Project (<https://www.theopedproject.org/pitching/>)
 - o “Submission Information” The OpEd Project (<https://www.theopedproject.org/submission-information/>)
 - o “Tips for Writing Op-eds to Respond to Breaking News,” Tyler Creighton, *rethink*, April 4, 2017 (<https://rethinkmedia.org/blog/tips-writing-op-eds-respond-breaking-news>).

Assignments & Academic Calendar

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

i. Participation (20%) – Lecturer to keep track of these grades

1. **List of knowledge resources** in DC that are relevant to the policy paper. Submit to your lecturer (worth 5%) by **July 23**, 11:59 pm local time. Email Word document to Dr. Chin and your lecturer. **Note:** You should aim to work on this list *from the beginning of the summer term*.
2. **Create spreadsheet** with information about relevant policy network. Submit to your lecturer (worth 5%). Also include notes of any meetings with real world policy stakeholders to discuss the policy recommendation. Also include notes about relevant linkages to your specific academic/research interests, and/or your internship experience. Due by **July 23**, 11:59 pm local time. Email spreadsheet to Dr. Chin and your lecturer. **Note:** You should aim to work on this spreadsheet *from the beginning of the summer term*.
3. **Weekly attendance and interaction** with guest speakers (worth 10%).

ii. Policy Paper (70%) – Lecturer to keep track of these grades (except for first draft submission)

1. Draft of policy paper due on **May 15**, 11:59 pm local time. Email Word document to Dr. Chin prior to arrival in DC (worth 10%) – Points awarded for timely completion. Dr. Chin will forward drafts to the lecturers.
2. Practice Workshop Presentation (worth 5%)
3. *Final Policy Research/Background Paper* electronic copy due by **July 23**, 11:59 pm local time. Email Word document to Dr. Chin and your lecturer. (worth 50%)
4. Policy Murder Board presentation (worth 5%)

iii. Advocacy (10%) – Lecturer to keep track of grades for these items.

1. *Advocacy Materials* due by class meeting (5 pm CT/ 6 pm ET). Email to Dr. Chin and your lecturer.
 - a. 1-page summary of your policy recommendation (worth 5%)
 - b. PowerPoint presentation (worth 5%)

NOTE: Meet independently with your Archer Center Lecturer to get feedback on written drafts of your policy research/background paper **before the final due date of July 23**.

Details: Policy Research/Background Paper

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

SCHEDULE OF POLICY WORKING GROUP WEEKLY MEETINGS

Unless otherwise noted, the Policy Working Groups will meet virtually with their Archer Center Lecturer each Monday from 5-7 pm CT (6-8 pm ET). In general, the first hour will be reserved for meetings with guest speakers, followed by focused discussions within your policy working group (or subgroup) in the second hour.

May 24 – Overview of Policy Development

5-6 pm CT (6-7 pm ET) All Policy Working Groups meet jointly with Dr. Chin

6-7 pm CT (7-8 pm ET) Meet with your policy working group & lecturer

June 3 (Thursday) – Role of Congressional Member Office

Your Lecturers discuss the role that Congressional Member Offices play in the policy process. Be prepared to discuss how you plan to shop your policy proposals to congressional staff and Members.

5-7 pm CT (6-8 pm ET) Meet with your policy working group & lecturer

June 7 – Role of the White House

*Guest Speaker: Negotiating With Your Frenemies: A Conversation with **Paul Begala** (former White House Advisor to Pres. Clinton)*

5-6 pm CT (6-7 pm ET) All Policy Working Groups meet jointly with guests

6-7 pm CT (7-8 pm ET) Meet with your policy working group & lecturer

June 14 – Budget Development

Guest roundtable: Using Earmarks to Transform Texas: A Conversation with Former Appropriations Staffers for Sen. Kay Bailey Hutchison

5-6 pm CT (6-7 pm ET) All Policy Working Groups meet jointly with guests

6-7 pm CT (7-8 pm ET) Meet with your policy working group & lecturer

June 21– Agency Roles in Policy Development

*Guest Speaker: Making Policy and Influencing Decisions at Federal Agencies: A Conversation with **Elizabeth Neumann** (Global Security Risk and Operations Executive; ABC News consultant)*

5-6 pm CT (6-7 pm ET) All Policy Working Groups meet jointly with guests

6-7 pm CT (7-8 pm ET) Meet with your policy working group & lecturer

June 28 – Role of Committees in Congress

Meet with committee staff relevant to your policy working groups to discuss the role that congressional committees play in the policy process, and plan your strategy for advancing your policy proposals.

5-7 pm CT (6-8 pm ET) Meet with your policy working group & lecturer

July 8 (Thursday) – Role of Congressional Leadership

Guest Speakers: Leadership staff (House/Senate) discuss the agenda setting process and rules that govern the federal legislative process.

5-6 pm CT (6-7 pm ET) All Policy Working Groups meet jointly with guests

6-7 pm CT (7-8 pm ET) Meet with your policy working group & lecturer

July 12 – WORKSHOP of Presentations

5-7 pm CT (6-8 pm ET) Each Policy Working Group presents to their lecturer and provides peer-feedback on the proposals.

July 19 – Policy Murder Boards

5-7 pm CT (6-8 pm ET) Each Policy Working Group presents their policy recommendations to a panel of experts.

July 26 – Final Evaluation

5-7 pm CT (6-8 pm ET) Each Policy Working Group meets with their lecturer to discuss their final proposals and to determine the final audience and action for the recommendation.

Course Policies

Late work may be penalized at the discretion of the student's supervising lecturer. Students should contact their supervising lecturer to request any accommodations or additional time to complete the assignment.

Grading Policy

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

20% - Participation

10% - Advocacy Materials

70% - Policy Research/Background Paper/Abstract

Grading Scale

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

Final grades will be reported to UT Dallas and your home UT System institution by **August 6, 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 (90-100), B (80-89), C (70-79), D (60-69), F (59 or lower).

Comet Creed

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

UT Dallas Syllabus Policies and Procedures

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

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

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