

THE UNIVERSITY OF TEXAS at DALLAS  
ARCHER CENTER GRADUATE FELLOWSHIP

PA 8330 INSIDE WASHINGTON: FEDERAL POLICY MAKING FROM THE GROUND UP  
OVERVIEW OF THE FEDERAL ECOSYSTEM  
(Summer 2021)

May 24 – July 28, 2021

Class Meetings:

The class will be split into two sections, meeting either Tuesday or Wednesday each week. You will receive your group assignments before the beginning of the semester.

**Note**, however that the first week will be a combined session Tuesday, May 25 at 6pE/5pC/4pM.

Group A sessions: Tuesdays 6pE/5pC/4pM  
Group B sessions: Wednesdays 6pE/5pC/4pM

Policy Working Groups:

Mondays, 6pE/5pC/4pM

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Grading Policy: Letter grade only. Credit/No Credit option not available.

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- **Course Objectives**

The course will focus on the three key elements of federal policymaking utilizing assigned readings, classroom discussion, multimedia, case studies, external speakers, written assignments, and participation in a Policy Working Group.

Analysis of the three key elements will reinforce previously acquired theoretical underpinnings by examining contemporary and historical practical implementations. After an initial review of the nature of separation of powers and original constitutional intent, the course will delve into a practical examination of how current operations of federal processes are influenced by governmental and external factors.

Readings will pre-populate classroom discussions and provide a foundation for writing assignments, supplemented by the classroom experience. Each section of the course will include an examination of a case study designed to illustrate practical applications of the elements covered during the section.

Occasionally, external speakers who are practitioners or veterans of the key elements will provide practical application to the theoretical underpinnings and current topics. This will provide the students with a visceral backdrop not otherwise available to non-Archer Center students.

- **Course Organization**

*Section 1: Institutions and Actors (classes 1-2)*

*First, the course examines institutions and actors that inhabit the DC policy world, ranging from the U.S. Federal system, to the multilateral institutions, think tanks, non-profits, and private sector actors, and agencies (e.g. consulting and lobbying firms) that comprise the various sources of authority, influence and information that shape U.S. domestic and foreign policy.*

*Section 2: Transformative Processes (classes 3-6)*

*Second, the course addresses processes that transform ideas into public policies and programs, ranging from political campaigns and lobbying strategy, to design of legislative formats and implementation strategies.*

*Section 3: Agenda Challenges (classes 7-8)*

*Third, students will be introduced to the potential challenges of working in the political environment of Washington DC, including the development of an understanding of power and influence of factions within the policy community and how best to assess the role of these factions in policymaking.*

*Section 4: Limitations on Power (classes 9-10)*

*Students will be exposed to the ethical dimensions of public administration and policy that arise regularly in Washington DC, often without public awareness.*

*Final Analysis and Presentation of Advocacy Campaign Exercise (class 15)*

- **Policy Working Groups**

Each week, students will participate in a Policy Working Group in which you will be expected to apply knowledge gained from this course. In the Policy Working Group you will focus specifically

on developing a policy recommendation on a topic of your choosing. Each Policy Working Group will be supervised by a lecturer who is an experienced policy maker.

- **Class Participation**

Students must prepare for class, arrive on time, and actively participate during class. In particular, students will be expected to report on assigned readings and ask questions of all external speakers. Missing class can have implications for an individual's success in this course. Therefore, overall class participation will be a significant part of our class environment. After each class, I will assess each student's participation. Because of the weight given to class participation, advance notice must be given if a student will miss a class and supplemental work will be assigned.

- **Reading Material**

The majority of reading material will be available electronically. Selections highlighted in **bold** are required readings. Other listings are encouraged for further expansion of the topics.

In addition, students will be required to acquire and read throughout the semester ***Helping the Good Do Better: How a White Hat Lobbyist Advocates for Social Change*** by Thomas Sheridan (TwelveBooks, 2019).

- **Assignments**

Reading assignments will be comprised of texts, excerpts of public domain documents, online resources, and excerpts of published material copied in accordance with published fair use policies as delineated by the University of Texas Libraries *Copyright Crash Course* (<http://copyright.lib.utexas.edu/copypol2.html>). Students are expected to read the assigned material in advance of class in order to facilitate informed discussion.

Writing assignments will consist of critical analyses, a talking-points memo, and material prepared for a final presentation. Papers are to be single-spaced, 12-point font on single-sided paper with one-inch margins. The final presentation materials are to be coordinated in advance with the professor. **Writing assignments are to be posted or emailed to the professor by midnight on the due date.**

Advocacy Campaign Exercise:

At the midpoint of the term students will be teamed and select a policy initiative. Students will apply their acquired knowledge of the key elements of advocacy to create an advocacy campaign to support their chosen position in regards to the policy initiative. In addition to creating their own advocacy strategy and materials, students will identify and analyze political strategies utilized by the proponents and opponents of the topic if actual examples exist.

Student teams will implement their strategy during the Advocacy Campaign Oral Presentation at the conclusion of the course.

Students will be expected to meet with the professor periodically to review their progress in the course to date.

- **Grade Allocations**

Classroom Participation	10%
Discussion Boards	10%
Issue Advocacy Initial Analysis (due Tuesday, June 8 / Wednesday, June 9)	10%
Talking Points Memo (due Tuesday, June 29 / Wednesday, June 30)	20%
Advocacy Campaign Strategic Proposal (due Tuesday, July 13 / Wednesday, July 14)	20%
Advocacy Campaign Oral Presentation (due TBD)	30%

- **Make-up Policy**

Writing assignments must be submitted by midnight of the posted deadline. Late submissions will be subject to grade reduction. A one-time exception may be permitted at the professor's discretion, if coordinated in advance of the deadline and submitted shortly thereafter.

- **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](#).

- **Academic Integrity**

Academic integrity and professional ethics is basic in developing the character, and instilling the values, of policy professionals. I expect students to abide by the academic rules and regulations established by the University of Texas at Dallas, which is the academic home for the Archer Center (see <https://www.utdallas.edu/conduct/integrity/> for a guide to ensuring academic integrity).

### **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.***

## SECTION 1: INSTITUTIONS AND ACTORS

*First, the course examines institutions and actors that inhabit the DC policy world, ranging from the U.S. Federal system, to the multilateral institutions, think tanks, non-profits, private sector actors, and agencies (e.g. consulting and lobbying firms) that comprise the various sources of authority, influence and information that shape U.S. domestic and foreign policy.*

### Class 1

#### **Tuesday, May 25 (joint class)**

Course overview and expectations

Class Exercise: Policy Examples

Overview of the Federal Ecosystem

    Constitutional entities

        Congress (Article I)

        The Executive (Article II)

            Federal Agencies (Article II, sec. 2)

        Judiciary (Article III)

Class Exercise:

    The hinderance of labels

#### **Reading:**

- **Course Syllabus**
- **US Constitution, Articles I-III**

### Class 2

## Tuesday, June 1 / Wednesday, June 2

How Congress “works”

- Organizational structure
- Leadership
- Committee process
- How a bill becomes a law

Separation of Powers (from conceptual origins to modern practice)

- Historical underpinnings
- Textbook v. practical application

Case Study:

- Judicial Procedures Reform Bill of 1937

Modern challenges to Separation of Powers

The impact of the ever-shifting electorate on policy advocacy

The campaign process

- Evolution of campaigning and the role of policy
- Campaign advertising

### Assignment: Issue Advocacy Initial Analysis

(due June 8 / June 9)

Using the key policy objective you have identified for your Independent Study, explain how each branch of the federal government might impact this policy change and identify at least one key player, office, or department within each branch which might shape a policy solution.

Reading:

- **How Congress Works**, <http://www.aacom.org/advocacy/advocacy-resources/how-congress-works>.
- **Introduction to the Legislative Process in the U.S. Congress**. Congressional Research Service. November 15, 2018.
- Hobbes, Thomas. *Leviathan 1*. 1651. 1909 edition. Chapters 13 - 15. Online Library of Liberty. 2004.
- Locke, John. *Two Treatises of Government*. (Hollis ed.) 1689. Book II, sections 4-15, 87-94, 143-158. Online Library of Liberty.
- **James Madison. *Federalist Paper No. 51, (Feb 6, 1788)***
- **Kessler, Charles R. *What Separation of Powers Means for Constitutional Government***. Heritage Foundation First Principles Series. 2007.

- Smith, Hedrick. *The Power Game: How Washington Works*. New York: Random House, 1988. Chapters 6 and 7.

**Case Study Reading:**

- Caldeira, Gregory A. *Public Opinion and The U.S. Supreme Court: FDR's Court-Packing Plan*. *The American Political Science Review*. Vol. 81, No. 4 (Dec., 1987), pp. 1139-1153.
- Rehnquist, William H. "Judicial Independence Dedicated to Chief Justice Harry L. Carrico: Symposium Remarks". *University of Richmond Law Review*. 2004. 38: 579–596.
- Barnes, Roberts. *Roberts Recalls Another Chief Justice and Reveals a Little About Himself*. *The Washington Post*. November 23, 2015.

SECTION 2: THE TRANSFORMATIVE PROCESS OF ADVOCACY

*Second, the course addresses processes that transform ideas into public policies and programs, ranging from political campaigns and lobbying strategy, to design of legislative formats and implementation strategies.*

Class 3

**Tuesday, June 8 / Wednesday, June 9**

The importance of advocacy

Measuring the effectiveness of advocacy

Advocating from the outside

Non-Government Influencers

Special interest organizations

Trade associations

Professional societies

Non-profit organizations

Corporate federal relations

Lobby/law firms

Federal contractors

Foreign agents

Think tanks

NGOs

The role of scientific and policy reports

Media and the evolution of political reporting

The role of social media  
The art of leaking

Fake news and alternative facts

**Reading:**

- **Birnbaum, Jeffrey H. *The Lobbyists: How Influence Peddlers Get Their Way in Washington*. New York Times, 1992. Chapter 1.**
- **Choate, Pat. *Agents of Influence*. New York: A.A. Knopf, 1990. Chapter 9.**
- ***How the Presidential Candidates Use the Web and Social Media*. Pew Research Center. August 15, 2012.**
- ***Elections 101 - The Role of Social Media in U.S. Elections*. A moderated conversation with Professor Patrick Egan, NYU. February 28, 2020.**
- **David Schultz. "What Is a Fact? The Scientific versus Political Definition." The Hill. March 11, 2017.**
- **NOW with Bill Moyers. *Milestones in the History of Media and Politics*. PBS.**
- **Schieffer, Bob. *This Just In: What I Couldn't Tell You on TV*. New York: G.P. Putnam's Sons, 2003. Chapter 10.**
- **Nguyen, Tina. *Obama's Social-Media Team: 20 Aides, Countless Memes*. Vanity Fair. November 9, 2015.**

Class 4

**Tuesday, June 15 / Wednesday, June 16**

Congressional authorization and the power of the purse

**Guest Speaker: Mike Waring**, former Executive Director of Federal Relations for the University of Michigan. Previously, Vice President of Government Relations for the National Association of Broadcasters, Press Secretary for U.S. Representative Harold Rogers (R-KY), and TV/radio news reporter and producer.

Policy Impacts of the Modern Budget Process

Advocacy During the Budget Process

Group Exercise:

Budget creation

**Reading:**

- **Levit, Mindy R. *The Budget Control Act of 2011: Legislative Changes to the Law and Their Budgetary Effects*. Congressional Research Service. March 25, 2015.**



- Lynch, Megan S. *Sequestration as a Budget Enforcement Process: Frequently Asked Questions*. Congressional Research Service. February 27, 2013.
- Rosenthal, Lawrence. *Approach-Avoid: Understanding the Tea Party and the Presidential Election of 2012*. The Huffington Post. September 26, 2012.

## Class 5

**Tuesday, June 22 / Wednesday, June 23**

The role of staff and directors

**Guest Speaker: John Angell**, former legislative aide to Congressman Leon E. Panetta of California. He then served as chief of staff of the House Budget Committee, Executive Associate Director at the Office of Management and Budget, senior advisor to the White House Chief of Staff, Assistant Secretary for Congressional and Intergovernmental Affairs at the Department of Energy, and staff director of the Senate Finance Committee.

The Cardinal Rules

Advocacy within the Constitutional Branches

Executive Branch

- Presidential transitions
- Bully pulpit
- Role of executive orders
- Agency Rulemaking

Legislative Process

Judicial Review

Case Study:

Executive Branch/Congressional Response to National Emergencies

**Reading:**

- Petersen, R. Eric. *Congressional Staff: Duties and Functions of Selected Positions*. Congressional Research Service. June 25, 2008.
- Angell, John. *Four Staff Experiences*. 2016.
- Furlong, Scott R. and Kerwin, Cornelius M. *Interest Group Participation in Rule Making: A Decade of Change*. Journal of Public Administration Research and Theory, July 2005.

- ***Presidential Transition Checklist. Bloomberg Government, 2016.***
- Smith, Hedrick. *The Power Game: How Washington Works*. New York: Random House, 1988. Chapter 11.

**Case Study Reading:**

- **Response to 9/11 Attacks.pdf**
- ***THE COVID STORM: A Collection of the WSJ's Best Reporting on the Causes of the Pandemic and Our Botched Response. Wall Street Journal, 2020.***
- **Igan, Deniz, Mishra, Prachi, and Tressel, Thierry. *A Fistful of Dollars: Lobbying and the Financial Crisis*. NBER Macroeconomics Annual, 2012.**

**Assignment: Talking Points Memo**

**(due Tuesday, June 29 / Wednesday, June 30)**

Assume your Policy Apprenticeship supervisor has been asked to speak to an outside group about your policy objective. To prepare for this speech, your supervisor has requested a bulleted talking-points memo detailing the Problem your objective is addressing, the policy Solution you are proposing, and proposed efforts to move the Political Will in favor of accomplishing your objective.

Class 6

**Tuesday, June 29 / Wednesday, June 30**

The strategy of advocacy

Deconstructing the message

Deconstructionist analysis of advocacy materials

Advocacy advertising

Case Study:

Keystone XL Pipeline

Explanation of Advocacy Campaign assignment

**Reading:**

- **West, Darrell M. *Air Wars: Television Advertising and Social Media in Election Campaigns*. CQ Press. 2014. Ch. 1.**
- *Advocacy Advertising*. AdAge Encyclopedia of Advertising. September 15, 2003.
- *Issue Ads: 1992 Christian Action Network "Clinton's Vision for a Better America"*. insidepolitics.org.

- Marcus, Ruth. *Issue Advocacy Ads Less of an Issue*. The Washington Post. October 23, 1998.

**Case Study Reading:**

- Parfomak, Paul W., et. al. *Keystone XL Pipeline Project: Key Issues*. Congressional Research Service. December 2, 2013.

### SECTION 3: AGENDA CHALLENGES

*Third, students will be introduced to the potential challenges of working in the political environment of Washington DC, including the development of an understanding of power and influence of factions within the policy community and how best to assess the role of these factions in policymaking.*

#### Class 7

#### **Tuesday, July 6 / Wednesday, July 7**

Grassroots: definition and origins

Social Cause Advocacy

Coalition Advocacy

Case Study:

Sheridan book chapters

Group Exercise:

Break-out group discussions and preparations for Advocacy Campaign strategy

**Reading:**

- ***Advocacy Resource: Coalition Checklist***. Alliance for Justice and Bolder Advocacy, <https://bolderadvocacy.org/wp-content/uploads/2018/03/BA-Coalition-Checklist-1.pdf>
- Zakrzewski, Cat, *The Technology 202: Here's what app downloads reveal about technology's role in the protests*, The Washington Post, July 23, 2020.
- *7 Ways to Modernize Your Government and Public Affairs Teams*. FiscalNote, January 29, 2020

**Case Study Reading:**

- Listen to episode 1.7 of *80-Proof Politics*, "Helping the Good Do Better through social advocacy with Tom Sheridan..."

- Sheridan, Thomas F. *Helping the Good Do Better: How a White Hat Lobbyist Advocates for Social Change*. TwelveBooks, 2019.

**Assignment: Advocacy Campaign Strategic Proposal  
(due Tuesday, July 13 / Wednesday, July 14)**

Problem: Briefly explain the policy issue selected by your Advocacy Campaign team.

Solution: Identify one or more possible policy goals/outcomes (e.g., legislation, regulation, Executive Order, etc.)

Decision makers: Identify federal government decision makers that could possibly have a say in your goals/outcomes.

Project how proponents and opponents of your Advocacy Campaign might exploit the checks and balances of the federal government within the confines of the separation of powers doctrine.

Class 8

**Tuesday, July 13 / Wednesday, July 14**

Healthcare policy advocacy

Case Study:

The passage of the Patient Protection and Affordable Care Act and subsequent attempts to scuttle it.

Labor union advocacy

**Case Study Reading:**

- **Timeline: Affordable Care Act.** <http://affordablehealthca.com/timeline-obamacare/>. 2016.
- O'Keefe, Ed. *The House has voted 54 times in four years on Obamacare. Here's the full list.* The Washington Post. March 21, 2014.

**Assignment: Advocacy Campaign Final Presentation  
(due TBA)**

Each of the Advocacy Campaign teams will finalize their Advocacy Campaign strategies designed to persuade an assigned decision maker and his/her staff. Each team will make an oral presentation in the form of a simulated advocacy meeting, with the professor acting as the decision maker.

*Students will be exposed to the ethical dimensions of public administration and policy that arise regularly in Washington DC, often without public awareness.*

## Class 9

**Tuesday, July 20 / Wednesday, July 21**

The desire to be reelected v. ethical limitations

- Congressional ethics rules
- Administration ethics rules
- Revised executive ethics rules
- Administrative law proscriptions

Ethics considerations for non-profit organizations

Case Study:

The Jack Abramoff scandal

Advocacy in the era of disclosure

- The Honest Leadership and Open Government Act
- The Lobby Disclosure Act

**Reading:**

- **Jackson, Brooks. *Honest Graft: Big Money and the American Political Process*. New York: Knopf, 1988. Chapter 4.**
- **Birnbaum, Jeffrey H. *The Lobbyists: How Influence Peddlers Get Their Way in Washington*. New York: Times, 1992. Chapter 4.**
- Birnbaum, Jeffrey H. *The Lobbyists: How Influence Peddlers Get Their Way in Washington*. New York: Times, 1992. Chapter 3.
- Choate, Pat. *Agents of Influence*. New York: A.A. Knopf, 1990. Chapter 7.
- **Minority Staff Report: *Investigation Of Jack Abramoff's Use Of Tax-Exempt Organizations*. U.S. Senate Committee on Finance, S. PRT. 109–68, 109<sup>th</sup> Congress. October, 2006. Pages 59-109**
- **Birnbaum, Jeffrey. *The End of Legal Bribery: How the Abramoff case could change Washington*. Washington Monthly. June 2006.**
- Schmidt, Susan. *A Jackpot From Indian Gaming Tribes*. The Washington Post. February 22, 2004
- Schmidt, Susan and Grimaldi, James V. *The Fast Rise and Steep Fall of Jack Abramoff*. The Washington Post. December 29, 2005.
- Grimaldi, James V., and Susan Schmidt. "Report Says Nonprofits Sold Influence to Abramoff." Washington Post. The Washington Post, 13 Oct. 2006. Web. 26 July 2016.
- Angell, John. *Abramoff Oversight Report*. (Unpublished)

- Straus, Jacob R. *Lobbying Registration and Disclosure: Before and After the Enactment of the Honest Leadership and Open Government Act of 2007*. Congressional Research Service. 2011.

Class 10

**Week of July 26**

Advocacy Campaign presentations