Inside Washington: Federal Policy Making from The Ground Up

Course Information
PA 8330
Inside Washington: Federal Policy Making from The Ground Up

Summer 2024
Tues/Thurs 6-9p ET

Class meets in person at the Archer Center except where noted
Professor Contact Information

Professor: Bill Shute
Phone: 202-669-5176
Email: william.shute@utdallas.edu
Office Location: Virtual, or Archer Center by appointment
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, nor 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.

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

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

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

Admission to Graduate Archer Fellowship Program

Course Overview

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 a final group exercise.

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. Case studies and policy simulations will be utilized to illustrate practical applications of the elements covered throughout the semester.

**Student Learning Objectives/Outcomes**

With a thorough understanding of separation of powers and the influence of external pressures as a backdrop, the next section of the course will explore the elements of advocacy, how the various factions of influencers invoke and apply advocacy techniques, how to deconstruct advocacy messages, and how to prepare an advocacy strategy.

Following the conclusion of these studies, students will acquire an appreciation for the difficulties of navigating the complexities of Washington by exploring the influence of money, the tools and techniques used by various groups, and the practical limitations imposed by overarching budget considerations.

During the final sessions of the course, students will learn about how ethical considerations influence advocacy and policy implementations by focusing on legislative and executive rules, re-election pressures, and operating within the bubble of a 24/7 news cycle. These considerations will provide an editorial filter in preparation for the final assessment of the semester-long exercise.

**Required Textbook and Materials**

**eLearning**

All course materials available on eLearning. All assignments, except where noted, should be submitted to eLearning. Login to your eLearning account [here](#).

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Course Policies

Course Details

Each class meets weekly for three hours at the Archer Center, or other locations as noted. You have been assigned to one of two sections for the class. Please meet with your section at the time/date listed below:

Tuesday, 6-9p – Farragut section
Thursday, 6-9p – Georgetown section

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 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 may be assigned.

Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

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 class simulation. 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 emailed to the professor by midnight on the due date.

Grade Allocations

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Readings Discussion</td>
<td>10%</td>
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<tr>
<td>Advocacy Campaign Visuals [due Sunday, June 2]</td>
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<tr>
<td>Talking Points memo [due Friday, June 14 / Sunday, June 16]</td>
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<tr>
<td>Appropriations Committee Member Profile [due Sunday, July 28]</td>
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<tr>
<td>Appropriations Committee Markup</td>
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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.

Academic Integrity

Academic integrity and professional ethics are 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).

Harassment Reporting Requirements

Senate Bill 212 (SB 212), which took effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that both the instructor and the TA for this class are mandatory reporters and MUST share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information CANNOT be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the Title IX website.

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.”

Academic Support Resources

The information contained in the following link lists the University’s academic support resources for all students.

Please see http://go.utdallas.edu/academic-support-resources.
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 or as scheduling conflicts dictate.
Class 1

[COMBINED]

Tuesday, May 28 @ 7:30a
Lincoln Memorial / Archer Center

Meet at the steps of the Lincoln Memorial for our first class. We will share in a reading of the “I Have a Dream” speech by Dr. Martin Luther King, Jr. then walk to the Archer Center to discuss the course expectations. Wear comfortable walking shoes and bring water bottles.

Course overview and expectations
Class Discussion of Readings
Class Discussion of Policy Interests
The Problem/Solution/Political Will approach to policy development
Class Exercise:
   The hinderance of labels

Reading:

Class 2

[COMBINED]

Wednesday, May 29 @ 9 am
National Archives
Meet at 701 Constitution Avenue NW, special group entrance to the Archives at 9 am

Review of the Constitutional Entities
   Constitutional entities
      Congress (Article I)
      The Executive (Article II)
         Federal Agencies (Article II, sec. 2)
      Judiciary (Article III)
Class Discussion of Readings

Separation of Powers (from conceptual origins to modern practice)
  Historical underpinnings

Reading:
  • US Constitution, Articles I-III.
  • James Madison. *Federalist Paper No. 51*, (Feb 6, 1788).

Class 3

[COMBINED]

**Wednesday, May 29 @ 2p**
**FDR Memorial**
Meet at the FDR Memorial at 2 p.m. Bring your phone and headphones/earbuds

Class Discussion of Readings

Case Study:
  Judicial Procedures Reform Bill of 1937

Group Exercise:
  Separation of Powers applied to Policy Simulations

Reading:
Class 4

[COMBINED]

Thursday, May 30 @ 9a
Library of Congress Kluge Center

8:45a
meet at the carriage entrance to Jefferson Building, Library of Congress

9:00a
Tour of Library of Congress

10:30a
Class Discussion of Readings

How Congress “works”
Organizational structure
Leadership
Committee process
How a bill becomes a law
How to read legislation

The role of staff and directors

Reading:

12:00p
Lunch with AFAA members who work in Congress. Lunch provided at the Kluge Center.
Class 5

[COMBINED]

Thursday, May 30 @ 2p
Capitol Visitors Center (North Congressional Room)

Policy creation within the Executive Branch
  Presidential transitions
  Bully pulpit
  Role of executive orders

Role of Councils within the Executive Office of the President

Case Study: Executive Branch/Congressional Response to National Emergencies

Policy creation during agency rule making

Policy creation during judicial review

Reading:
  • Various Fact Sheets found at https://www.whitehouse.gov/dpc/

Class 6

[COMBINED]

Friday, May 31 @ 9a
Archer Center

Class Exercise:
  Policy Mini-Simulations
    - TikTok Ban
    - Cannabis Regulation

Policy creation from the outside
  Non-Government Influencers
Special interest organizations
Trade associations
Professional societies
Non-profit organizations
Corporate federal relations
Lobby/law firms
Federal contractors
Diplomats
Foreign agents
Think tanks
NGOs

Deconstructing the message
  Deconstructionist analysis of advocacy materials

Advocacy advertising

Class Discussion of Readings
Case Study:
  Keystone XL Pipeline
  *Class Discussion: the two Keystone articles*

**Assignment: Advocacy Campaign Visuals**
*(due Sunday, June 2)*

Find one advocacy campaign visual related your policy topic. Submit it by Sunday the 2d so it can be shared at the start of the next class.

**Reading:**
NOTE: CLASSES 7-15 WILL MEET AT THE ARCHER CENTER

Class 7

[COMBINED]

Tuesday, June 4

Class Review of Advocacy Campaign Visuals

Class Discussion of Readings

Labor union advocacy

Healthcare policy advocacy

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

Reading:


Class 8

Tuesday, June 11 / Thursday, June 13

(Farragut) (Georgetown)

Class Discussion of Readings

Think Tank policy development

The impact of the ever-shifting electorate on policy development

How the campaign process impacts policy creation
  Evolution of campaigning
  Campaign advertising

*assignment details next page*
Assignment: Talking Points memo  
[due Friday, June 14 / Sunday, June 16]  
Students will assume the role of a junior policy analyst working on a policy topic of the student’s choosing. The analyst’s supervisor is scheduled to deliver a brief speech to a 3d-party group explaining the policy topic and calling the group to take some form of action, BUT the supervisor is not familiar with the topic. The student/analyst must draft a short, bulleted memo explaining the topic and call-to-action so that the supervisor appears to be an expert on the topic when speaking.

Reading:  
- Congressional briefing memo, Example 1.  
- Congressional briefing memo, Example 2.

Class 9

Tuesday, June 18 / Thursday, June 20  
(Farragut) (Georgetown)

Class Review of Talking Points Memo

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  
   Fake news and alternative facts

Reading:  
Class 10

Tuesday, June 25 / Thursday, June 27
(Farragut) (Georgetown)

Class Discussion of Readings

Grassroots: definition and origins

Social Cause Policy Advocacy

Coalition Building

Class Exercise:
Discuss Sheridan book chapters in detail

Reading:
- Listen to episode 1.7 of the podcast, *80-Proof Politics*, “Helping the Good Do Better through social advocacy with Tom Sheridan...”

Class 11

[COMBINED NOTE: No class July 4]

Tuesday, July 2

Class Discussion of Readings

Measuring the effectiveness of advocacy

The Cardinal Rules

Reading:

**Class 12**

**Tuesday, July 9 / Thursday, July 11**  
(Farragut) (Georgetown)

Inveterate Antipathies

Grand Strategy

What Are America’s National Interests?

**Group Exercise:**  
Class Prioritization of National Interest Topics

**Reading:**

- *Washington’s Farewell Address*

**Class 13**

**Tuesday, July 16 / Thursday, July 18**  
(Farragut) (Georgetown)

Class Discussion of Readings

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:

Class 14

Tuesday, July 23 / Thursday, July 25
(Farragut) (Georgetown)

Class Discussion of Readings

Advocacy during the budget process

Advocacy during Congressional authorizations and appropriations

Impact of polarization and shifting majorities on modern budget process
  TARP and Stimulus Act
  Tea Party mentality
  Comparison with New Progressives

Assignment: Preparation for In-class Appropriations Committee Markup
[due Sunday, July 28]
Study assigned Congressional profile. Become familiar with Member’s district, supporters, professional background, various policy positions, speeches/comments/posts related to federal spending on social programs, defense, international assistance, etc. Create a two-page summary profile for you to use during the in-class budget markup during our final class.

Reading:

  - Part 1
  - Part 2
  - Part 3

Class 15
[COMBINED]

Tuesday, July 30

Class Exercise: Appropriations Committee Markup

Students will portray the Member of Congress previously assigned to them during a simulated markup of budget legislation.