The Policymaking Process

Course Information
PSCI 4370
The Policymaking Process

Mondays 6:30-9:30 pm
Class meets in person at the Archer Center
UPDATED 01.13.25

Dr. Michelle Chin-Miller

Professor Contact Information

Professor	**Dr. Michelle Chin-Miller, PhD**
Office Phone	202-955-9035
Other Phone	202-262-1413
Email Address	mlc140530@utdallas.edu
Office Location	1750 Pennsylvania Ave NW Suite 900, Washington, DC 20006
Office Hours	9 a.m.-5 p.m. ET, M-F daily or by appointment

Lecturer Contact Information

Lecturer (Anacostia)   ***Prof. Emmanual Guillory, MA***
(email: Emmanual.Guillory@UTDallas.edu)
Office Hours   - by appointment

Lecturer (Brookland)   ***Prof. Yvette Badu-Nimako, JD***
(Email: Yvette.Badu-Nimako@utdallas.edu)
Office Hours   - by appointment

Lecturer (Capital)   ***Prof. John Piazza, JD***
(email: John.Piazza@UTDallas.edu)
Office Hours   - by appointment

Lecturer (Dupont)   ***Prof. Adrian Snead, JD***
(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, they 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 Archer Fellowship Program taught in Washington, D.C.

Course Overview

This course will give you a brief introduction to the federal policymaking process from the perspective of the legislative branch of government in the United States. 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 learn how to craft legislative policy through participating in simulated congressional hearings and bill mark-up in a congressional committee.

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 legislative branch of government.
2. Conduct in-depth research on a policy issue and then compile a cohesive policy analysis and proposal for revising an existing statute.
3. Write policy memos.

Relationship of learning objectives to Archer Center Mission and Vision Statements.

Our Mission: We educate the next generation of leaders for local, state, federal, and international service by offering varied experiential learning programs for undergraduate, graduate, and medical students from The University of Texas System.

Our Vision: To develop public- and private-sector leaders **who understand the federal policy-making process, are able to solve relevant policy problems**, contribute to improved civic engagement and civil society, and who elevate the public discourse about policy and politics.

Required Textbooks and Materials

Required Texts
All course materials are provided or available for free over the Internet. Links to the materials are provided, or copies will be posted to the class eLearning site.

Required Materials
Access to a computer and reliable internet service.

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

Assignments & Academic Calendar

Course Details

Each class meets weekly for 3 hours, with short breaks between sections.

Except where noted, classes will meet in person at the Archer Center.

Course Policies

Late Work
No late work is accepted without prior discussion with Dr. Chin-Miller or your lecturer.

Class Attendance
All classes are in-person at the Archer Center, except where noted.

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-Miller as soon as possible (preferably *prior to class)*.

Classroom Citizenship
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. This means you should NOT use your mobile devices or laptops (screens down)**. 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.

Grading Policy

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

Final grades will be determined based on the following:

Fastwork (graded by Dr. Chin-Miller) – 5%
Team reading of *Declaration of Independence* & analytical essay (5%) due

Guest Speakers – 15%
- **Congressional Conversation** (5%) - Date TBD (7:45-9 a.m.) – 2128 Rayburn House Office Building – Coffee & Conversation with US Rep. French Hill and US Rep. Ritchie Torres.
- **Congressional Constituent events** (10%)
  - Attend a congressional constituent event hosted by the member that you are role-playing in the simulation.
  - **Feb 27 (8:45-10 am)** – Location TBD – Texas Thursday Coffee with Sen. John Cornyn.
- **Practitioner Roundtables (8:45-10 am)** – Archer Center
  - **Jan. 31, 2025** – Policy Windows of Opportunity: How to identify opportunities to advance your policy interests when the political balance of power appears to be a disadvantage.
  - **Mar. 14, 2025** – Successful Advocacy: How to build an effective legislative strategy.
  - **Apr. 11, 2025** – Policy Case Studies: A discussion of lessons learned in a specific policy area.

Attendance, Difficult Dialogues (graded by Dr. Chin-Miller) – 20%
- Class Attendance (10%)
- Deep Dialogues (10%)

Policy Simulation Assignments & Participation (graded by Lecturers) – 60%
- Background & Analysis Memo (10%)
- Hearing Participation & Staff Memo (25%)
- Mark-up Participation & Memo with legislative language (25%)

Grading Details

Fastwork - Team reading of the Declaration of Independence (5%)

- *Video:* Work in teams of 4 people to read ALOUD the full and complete text of the *Declaration of Independence*. Give your team a name. Find a public space in DC to film your team reading. Each member should read a portion of the Declaration. In your video, make sure to post your team name, and list the names of each team member. Each team must select a location for their reading that does **not** duplicate the site of another team's reading. *Points deducted for failing to work in a 4-person team.*
- *Personal essay:* In addition to the video of the group's reading of the Declaration, please submit a short 300-500 word essay in which you discuss what you understand the principles of the Declaration to be, and how these principles relate to your lived experience in the US and your hopes for the future.
- **Deadline**: Post completed videos to the class Facebook group and submit your personal essay to eLearning **by 2/7 at 11:59 p.m.**

Guest Speakers (15%)

- **Congressional Conversation (5%):** Meet in person for an off-the-record Coffee and conversation with a bipartisan pair of Members of Congress (Republican US Rep. French Hill and Democrat US Rep. Ritchie Torres). Use this opportunity to learn more about how members balance their political and policy priorities and constituent interests.
    - o **Submit your questions in writing to eLearning by 2/26 11:59 pm.**
    - o **Attendance is MANDATORY**
        - ▪ Mark your attendance by completing this Qualtrics survey (submit by **TBD at 11:59 p.m.)**
- **Congressional Constituency Events (10%)**
    - o Attend a congressional constituent event hosted by the member that you are role-playing in the simulation. Analyze the experience and **share your feedback on eLearning by April 1, 2025, 11:59 pm.**
    - o **Feb 27, 2025 (8:45-10 am)** – Coffee with Sen. John Cornyn (location TBD). **Attendance is MANDATORY.** Submit brief reflection about the event. What did you learn and how does this type of event foster or inhibit stronger connections between a senator and their constituents? **Due in eLearning by 11:59 pm by March 1.**
- **Practitioner Roundtables [Mandatory]**
    - o **Jan 31 – due 1/31 at 11:59 pm** – Mark your attendance by completing this Qualtrics survey.
    - o **March 14 – due 3/14 at 11:59 pm** -- Mark your attendance by completing this Qualtrics survey.
    - o **April 11 – due 4/11 at 11:59 pm --** Mark your attendance by completing this Qualtrics survey.
- **Last Guest Speaker Carol Schwartz: Apr 21, 2025, 6:30-7:30 pm** – Meet in person at the Archer Center for a conversation with Carol Schwartz, a retired member of the DC City Council and UT alum, about the lessons she has learned from her life and long career in public service and Washington, DC.
    - o **4/21 - 11:59 pm -** Mark your attendance by completing this Qualtrics survey.

Attendance, Deep Dialogues (25%)

Class Attendance (15%)
Attend weekly class and workshop group sessions. You must participate in-person as scheduled. **Any absence will result in a reduction in your final grade.**

Deep Dialogues (10%)
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 Deep Dialogues. These can be with two different people, or with the same person at different points in time. Your Deep Dialogue partner must **NOT** be one of the people who share an apartment with you.

You must also select **both** of your partners by **Feb 5, 2024. Post your selection in eLearning by 11:59 p.m.**

Objectives
- Develop skills for listening to people who disagree (or are disagreeable), and for 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, 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 communicate your ideas effectively to each other and make decisions collaboratively.
- Each party in the pairing must submit an individually written essay. **Submit the essay to eLearning by 11:59 p.m. on the posted due dates.**
- Please proofread your essays for grammar and punctuation. Points are deducted for sloppy work. Dr. Chin-Miller will grade these assignments.

Deadlines – submit to eLearning
First Deep Dialogue (5%): **Feb 21, 2025 – 11:59 pm**
(Second Deep Dialogue 5%): **Apr 16, 2025 – 11:59 pm**

Policy Simulation Participation & Assignments (60%)
Background Memo (10%)

1-2 pages in which you summarize the legislative history of the law and analyze areas for improvement/revision. A discussion draft is due in class on **Monday, 2/24 at 6:30 pm** with your lecturer during class.

- o **FINAL DUE 3/6:** Submit to eLearning by Thursday, March 6 at 11:59 p.m.

Hearing Participation & Staff Memo (25%)
Staff Memo to Member Person – (1-2 pages) Include questions for the witnesses. A discussion draft of your memo is due in class on **Monday, 3/10 at 6:30 pm**.

- o **FINAL DUE 3/27:** Submit to eLearning by 3/27 at 11:59 p.m.

Mark-up Participation & Memo That Includes Your Amendments (25%)
Staff Memo to Member Persona) - (1 page memo, plus additional pages for amendments). A discussion draft of your amendments is due by **Monday, 4/7, at 6:30 p.m.**; this will be essential to prepare for your committee mark-up simulation.

- o **FINAL DUE 4/10:** Submit to eLearning by Thursday, 4/10, at 11:59 p.m.

==Late assignments will be penalized!== **Nevertheless, lecturers also have the discretion to offer options for revising and resubmitting assignments PRIOR to the posted deadlines.**

Note: Dr. Chin-Miller is the instructor of record for this course. The lecturers are responsible for grading all Policy Simulation participation and assignments. The lecturers will report these grades to Dr. Chin-Miller, who is responsible for taking class attendance, grading the fastwork and Deep Dialogues, and compiling the final grades and review of each student enrolled in the course.

Grading Scale

A+ (98-100)	B+ (88-89)	C (77-70)
A (94-97)	B (84-87)	D (60-69)
A-(90-93)	C+ (78-79)	F (59 or lower)

Midterm grades will be posted by ==3/15/2025==. ==Final grades will be reported to your home UT System institution by 5/21/2025 and post==ed 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.

Workshop Group Assignments

As an Archer Fellow, you have been assigned to one of four groups named for neighborhoods in Washington, DC: **Anacostia, Brookland, Capital, Dupont**. The Policymaking Process class is divided into **four Workshop Group sections that correspond to the four cohort groups. Each workshop group is 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.

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.

Committee Assignments

LECTURER	Committee	Law
(Anacostia) Emmanual Guillory	House Education and Workforce	Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act (PL 116-91)
(Brookland) Yvette Badu-Nimako	House Oversight and Government Reform	Federal Employee Paid Leave Act (PL 116-92)
(Capital) John Piazza	House Science	Combating Sexual Harassment in Science Act enacted in the CHIPS and Science Act (P.L. 117-167).
(Dupont) Adrian Snead	Senate Judiciary	USA FREEDOM Act (PL 114-23)

Class Schedule

Academic Overview

Jan. 21, 2025
10:30 am -12:30 pm
*Meet at the Aria in your neighborhood groups to discuss the academic expectations for the class. Your neighborhood group assignments are posted in eLearning.

10:30-11 – Anacostia Neighborhood Group
11-11:30 – Brookland Neighborhood Group
11:30-noon – Capital Neighborhood Group
12-12:30 – Dupont Neighborhood Group

Key concepts to learn:
   (1) philosophical foundations for US government
   (2) how policy change occurs over time,
   (3) how legislative history is constructed, and
   (4) how policy outcomes are shaped by political realities.

Policy Simulation
Each student will 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.

Class 1: The Founding Documents: Who are We the People?

Jan. 27, 2025
1:45-4:45 pm
National Archives
Meet at the Visitor Entrance on 701 Constitution Avenue NW by 1:45 pm.

We will tour the Archives and meet with staff from the Office of the Archivist.

Required Reading
   • **The Constitution of the United States**
      ○ **See also: Interactive Constitution**
   • **Declaration of Independence**

Activity: After the tour and meeting, you will have time to explore the Archives exhibit by working in 2-person pairs. Discuss these questions with your partner:
   • Who are excluded from the definition of "We the People" in 1789?
   • When do they gain inclusion?
   • What legislative action is necessary to achieve the constitutional changes?
   • What are examples of legislative action taken by *your committee* that contribute(d) to policy changes?
*Dr. Chin-Miller will be in the café on the lower level to debrief and discuss your findings until 4:30 pm. We will leave at 4:45 pm to go to Teaism.

Class 2: Dinner & Workshop Group

Jan. 27, 2025
5-8 pm
Teaism (lower level)
400 8ᵗʰ St. NW, Washington, DC 20004

First meeting with lecturers
Visit with your lecturer to discuss your assigned committee and member role. You will draw names in each group to determine the member that you will role-play during the semester. Dinner will be provided.

5-6 pm – Dinner & meeting with lecturers
6-8 pm – Discussion with lecturers
- Workshop Group structure
  - Lecturer office hours/accessibility
  - Communicating with your lecturer (email/text/call/Teams)
- Member persona selections & committee leadership
- Overview of workshop sessions
  - Use of class time to complete the written assignments
  - Guest speakers
- Assignments
  - Deadlines
  - Grading rubric
  - eLearning

FOR REFERENCE: Setting Course: A Congressional Management Guide

Required Reading
- "Job Description for a Member of Congress," Congressional Management Foundation
- Read about the Texas Legation in DC
- Republic of Texas diplomats are honored in Paris and London. Why not in Washington?" by Tom Benning, *Dallas Morning News*, August 28, 2018

Class 3: Representation & The Legislative Process

Jan. 28, 2025
8:30 am – 1:30 pm
US Capitol Visitor Center
1ˢᵗ Street and East Capitol St. NE

*Please arrive at the Visitor Center by 8:30 am in order to clear security. Here's what to know before you arrive at the Visitor Center.
  * How to get to the Capitol (Map)
  * Inside the Visitor Center (Map) – meet at the statue in front of the entrance to the Exhibition Hall by 8:45 am.
This morning, we will visit the Capitol to learn more about the place where Congress does the work of representing the people. Learn about representation and the legislative process in the Exhibit Hall at the Capitol Visitors Center.
Activity
9-10:30 am   Capitol Tour
10:30-Noon   Democracy Lab – New Member Orientation & Exploration of Exhibit Hall
Noon – 1:30 pm   Lunch provided with AFAA congressional staffers at CVC Café
Learn more about how Congress works by talking with congressional staffers who are also Archer Fellow Alumni.

Required Reading
  * **The Legislative Process** – Congress.gov - watch all of the videos
    * House Proceedings – CRS
    * Senate Proceedings - CRS
  * **Federal Budget Process** – CRS Report
  * "**Representation**" in *Creating the United States* – Library of Congress
  * "**The Changing Face of Congress**" – Pew Research Center
  * "**Being an Effective Lawmaker from Day One**" – Center for Effective Lawmaking

Class 4: What Does it Mean to Form a More Perfect Union?

Jan. 28, 2025
3-5 pm
National Portrait Gallery
8th St NW & G St NW, Washington, DC 20001

Assemble in Kogod Courtyard at 3 pm. Return to Courtyard by 4 pm for debrief/discussion.
Instructions: Work in 2 person pairs; take a selfie with your partner at each of the following:
  1. Preamble to the Constitution
  2. A portrait or depiction of an author or signer of the Declaration, Federalist Papers, or Constitution
  3. A portrait or depiction of an individual whose work/life/service has contributed to changes in the definition of "We the People" or towards "forming a more perfect union."
  4. An object or exhibit that helps explain the power of individuals to solve policy problems.
  5. An object or exhibit in which you see a representation of yourself, your story, or your lived experience.
Discuss: Why did you choose these selections? Also, what policy problems/solutions are overlooked/ignored in the museum's content?

Class 5: Policy and We the People

Jan. 29/30, 2025
9 am – noon
Old Post Office + National Museum of American History
- Jan. 29, 2025 (Capital, Dupont)
- Jan. 30, 2025 (Anacostia, Brookland)

9 am: Meet at the Old Post Office to get a comprehensive view of the city, DC government, and the National Mall.

Old Post Office (Waldorf Astoria Hotel)
- Intersection of 12th Street and Pennsylvania Ave NW
- *Meet at south entrance to the building, accessible on 12th Street.

"Old buildings are like old friends. They reassure people in times of rapid change. They encourage people to dream about their cities - to think before they build, to consider alternatives before they tear down." Nancy Hanks

Required Reading
- **About the Old Post Office tower**: https://www.nps.gov/nama/planyourvisit/opot.htm

10 am: Meet at the National Museum of American History (1300 Constitution Ave. NW, Washington, DC 20560)

Instructions: Work in 2 person pairs; take a selfie with your partner at each of the following:
1. 4 items/objects in the American Democracy exhibit that relate to the portrait or depiction of an author or signer of the Declaration, Federalist Papers, or Constitution that you selected at the Portrait Gallery on Jan. 28.
2. An item/object that tells the story of how the definition of "We the People" has changed over time, or the story of the work of "forming a more perfect union."
3. An item/object or exhibit that tells the story of the power of individuals to solve policy problems.
4. An object or exhibit in which you see a representation of yourself, your story, or your lived experience.

Discuss: Why did you choose these selections? What policy problems/solutions are overlooked/ignored in the museum's content? Compare and contrast your experience at the American History Museum to your experience at the American Art Museum/National Portrait Gallery. Is there a coherent or contradictory image of US government, representation and public policy that emerges from visiting both museums?

Class 6: Practitioner Roundtables (3 different dates)
Jan 31, Mar 14, Apr 11, 2025
8:45-10 am
Archer Center
*These practitioner roundtables are conversations with policymakers and stakeholders. Attendance is mandatory.
- **Jan. 31, 2025** – Policy Windows of Opportunity: How to identify opportunities to advance your policy interests when the political balance of power appears to be a disadvantage.
Due 1/31: Mark your attendance by completing this Qualtrics survey by 1/31 at 11:59 pm.
- **Mar. 14, 2025** – Successful Advocacy: How to build an effective legislative strategy.
- **Apr. 11, 2025** – Policy Case Studies: A discussion of lessons learned in a specific policy area.

*Due 2/5: Deep Dialogue partner selection due 2/5. Post in eLearning.

*Due 2/7: Declaration of Independence group videos + personal essay due 2/7. Post video in class Facebook page, and submit essay in eLearning by 11:59 pm.

No class Feb. 3

Class 7: Workshop "How to Write" and "Working with Congressional Staff & Committees"
Feb. 10, 2025
6:30-9:30 pm
Archer Center

Each workshop group meets with their lecturer to discuss the art of writing memos. Each Fellow should plan to use the workshop time to complete draft outlines of their memos.

No class Feb. 17

*Due 2/21: Deep Dialogue 1 due 2/21. Post in eLearning by 11:59 pm.

Class 8: Workshop "How to Research Legislative History & Working with Executive Branch"
Feb. 24, 2025
6:30-9:30 pm
Archer Center

Each workshop group meets with their lecturer to discuss how to research legislative history. Each Fellow should plan to use the workshop time to complete a draft of their background memo.

*Due 2/26: Questions for Rep. Hill and Rep. Torres due in eLearning by 11:59 pm on Feb. 26.

Congressional Constituent Event
Feb 27, 2025 (8:45-10 am) – Coffee with Sen. John Cornyn (location TBD). **Attendance is MANDATORY.**

Due 3/1: Submit brief reflection about the Sen. Cornyn Coffee. What did you learn and how does this type of event foster or inhibit stronger connections between a senator and their constituents? **Due in eLearning by 11:59 pm by March 1.*

Class 9: Workshop "Congressional Oversight"

Mar. 3, 2025
6:30-9:30 pm
Archer Center

Each workshop group meets with their lecturer to discuss how committees conduct oversight. Workshop group time should be used to complete the working draft of the hearing memo.

Due 3/6: Background Memo due 3/6. Post in eLearning by 11:59 pm.

Class 10: Workshop "Organized Interest Groups & Advocacy"

Mar. 10, 2025
6:30-9:30 pm
Archer Center or alternate location

Each workshop group meets with their lecturer to discuss working with advocates and other policy stakeholders. Workshop group time should be used to complete the working draft of the hearing memo.

Practitioner Roundtable 2: Successful Advocacy: How to build an effective legislative strategy

Mar 14, 2025
8:45-10 am
Archer Center
*These practitioner roundtables are conversations with policymakers and stakeholders. Attendance is mandatory.

Due 3/14: Mark your attendance by completing this Qualtrics survey by 3/14 at 11:59 pm

*Note: No class March 17!

Class 11: Workshop Simulation Hearing Prep

Mar. 24, 2025
6:30-9:30 pm
Archer Center or alternate location

Due 3/17: Hearing Staff Memo due 3/27.

Class 12: Workshop Simulation Hearing

Mar. 31, 2025
6:30-9:30 pm
Archer Center or alternate location

Due 4/1: Report on constituent event hosted by your member persona due 4/1. Post in eLearning by 11:59 pm.

Class 13: Workshop Simulation Markup preparation

Apr. 7, 2025
6:30-9:30 pm
Archer Center or alternate location

==*Due 4/10: Final Markup Memo due 4/10. Post in eLearning by 11:59 pm.*==

Practitioner Roundtable 3: **Policy Case Studies: A discussion of lessons learned in a specific policy area**

Apr 11, 2025
8:45-10 am
Archer Center
*These practitioner roundtables are conversations with policymakers and stakeholders. Attendance is mandatory.

==*Due 4/11: Mark your attendance by [completing this Qualtrics survey](#) by 4/11 at 11:59 pm.*==

Class 14: Workshop Simulation Markup

Apr. 14, 2025
6:30-9:30 pm
Archer Center or alternate location

==*Due 4/16: Deep Dialogue 2 due 4/16. Post in eLearning by 11:59 pm.*==

Class 15: Last Lecture with Carol Schwartz: My Journey From Texas to DC

Apr. 21, 2025
6:30-9:30 pm
Archer Center

Meet in person at the Archer Center for a conversation with [Carol Schwartz](#), a retired member of the DC City Council and UT alum, about the lessons she has learned from her life and long career in public service and Washington, DC.

==*Due 4/21: Mark your attendance by [completing this Qualtrics survey](#) by 4/21, 11:59 pm.*==