2009 Hawaii Legislative Internship Program

Program Notes and Syllabus

Political Science 402 Legislative Internship
Political Science 399 Directed Reading
Sociology 496 Directed Research

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Course Seminar Meeting Time: Tuesdays, 3:306:000 PM, Small Conference Room, Senate President's Office

General Organization:

- o Timetable: We will be governed during the legislative session by the official timetable for 2009: http://www.capitol.hawaii.gov/site1/info/time/2009LegislativeTimetable.pdf
- o The seminar meeting is the prime duty for Tuesdays after 3:30 PM. It shall take precedence over other assignments.
- o General information: You are responsible to be generally well informed about activities in Hawaii that may be reflected in the legislative process. I am recommending that you read the two Honolulu daily English language newspapers, a neighbor island newspaper if you are assigned to a representative or senator from a neighbor island,, and the national magazine of the National Conference of State Legislatures, State Legislatures-the National Magazine of Policy and Politics. (in the Legislative Reference Bureau Library).
- o Internship policy on Sprint Break: The internship runs on the legislative calendar. If you must be absent for any reason, the period in which you can plan this is the break between the first and second half of the legislative session, with the permission of your office. Obviously, if you are the lead on a topic that will be heard in the interim, being absent is not an option.
- Arrangement of academic work: The work of the Internship covers three courses, Political Science 402, Political Science 399, and Sociology 496 [Or a substitute in your major] The segments below will discuss the work in each course
- o If for any reason you need to reach me during the session, please send an e-mail to: Lnitz@hawaii.edu. I monitor e-mail more frequently than I do phone messages.

Task Divisions: Political Science 402:

- This unit of work is based on your reflections on the legislative process, as you have experienced it. To that end, I will ask you to send me an e-mail reflective journal entry every weekend, due before 6PM Sunday evening. The journals for the course shall be a minimum of two pages, single spaced, with normal 60 character lines. There are many competing criteria for reflective journals, as you will see by doing a Google search on the expression "reflective journal." All of them have in common the notion that you think about what you have seen, done, read, or experienced, and having recorded your initial reactions, come back and think about alternate interpretations (or consequences).
- Confidence—your journal is confidential. I will not share it with anyone. But it is important to recognize that much of the work of a legislative office is confidential—like a trade secret to the office. This includes strategies, plans, tactics for securing votes on bills, sequences of proposed revisions, and so forth. Please do not put this confidential material in your journal. You can adequately reflect on the process of a legislature without disclosing the internal strategy of an office.
- Your journal is due as an e-mail every Sunday by 6PM. Journals not received by that time will be discounted one point per late day. If you keep notes on your activities-that is, notes on the substance of what you are doing, writing a reflective journal at the end of the week will not be a death defying task.

- Please be sure to write the journal in an e-mail editor—do not write in Word or MS Works or AppleWorks and attach the document. (Since you are all working on different machines, and may not have control over the machine, I want to avoid viruses transmitted in Word and other documents.) It is important that you use a mail editor which does not write a file to the host machine, especially if you write from the office or from a public machine. Please use UH Webmail as your editor. (mail.hawaii.edu). It writes the owner copy of the e-mail to your UH mail "sent" box. Rather than to the host machine.
- A caution: If you must use your journal to communicate a problem in the office to me, you must do so with directness and clarity. I have heard the excuse, "I tried to tell you things were going badly by writing all those journals that said we did filing all week." First, all offices do filing, all session long, and second, if that notice was to be a reflection on the content of the experience, it failed completely—it did not say the student thought the work unfair, unrewarding, or even an object of dislike. If there is any issue of work organization in the office that is affecting your quality of experience, please write to me directly, and I will come by the Capitol to talk with you about the issue in confidence.
- Assuring delivery: It is OK if you want to ask for a delivery receipt on the e-mail with the journal. It is essential, however, that you put in the subject line (1) the word "Journal" {without quotes}, (2) your last name, and (3) the date. I will set a trap in the mail system to capture all mail that begins with the word "Journal" to store it in a separate directory.

Task Division: Political Science 399 Directed Research

- The 399 designation serves as a vehicle for your reading and for work in the Internship seminar. Generally we will meet for the seminar and begin with a review of activities, or of your reactions to a set of questions or events of the day. As available, we will have guests for a number of the seminar sessions. These will be folks acquainted with the legislative and administrative process who are not now legislators.
- Once the semester is underway, class members will take turns in rotation, in presenting the principle arguments of the texts they have selected from a list of contemporary monographs on American government, policy and legislative process. We will expect you to produce an outline of your presentation. You may use the "6 up" notes page option of Microsoft's Powerpoint program, or the equivalent programs in Word Perfect or Open Office (Open Office is free for the downloadint and emulates most of the features of Microsoft Word.)
- We will put together a schedule for three or four weeks in the beginning, and then refresh this schedule as we make our way through the issues of the session.
- Seminar will begin on the Second Tuesday of January, January 13th.
- The list of monographs follows here. Please plan to pick two books from the list and negotiate the selection with me before acquiring the books. You may find some in local Borders or Barnes and Noble stores, at Amazon, or at used book stores on the internet, such as Powells Books, or Abe Books. In some instances, publishers will ship more quickly than bookstores, if the book is not in stock in the store.
 - Christopher Howard. The Welfare State Nobody Knows: Debunking Myths about US Social Policy. 978-0-691-13833-6.
 - > Jack Buckley & Mark Schneider. Charter Schools: Hope or Hype. 978-0-69101298503.
 - Steven P. Croley. Regulation and Public Interests: The Possibility of Good Regulatory Government.978-0-691-13464-2.
 - Peter H. Schuck & Richard J. Zeckhauser. Targeting in Social Programs: Avoiding Bad Bets, Removing Bad Apples.. 978-0-8157-7880-6.
 - > Anthony Downs. Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion. 978-0-8157-1929-8.
 - Jeffrey R. Henig. Spin Cycle: How Research is Used in Policy Debates: The Case of Charter Schools.
 - John Brehm & Scott Gates. Teaching, Tasks and Trust: Functions of the Public Executive. 978-0-87154-066-9.
 - ➤ Katherine Swartz. Reinsuring Health: Why More Middle Class People are Unisured and What Government Can Do. 978-0-87154-788-0
 - Fredrik Andersson, Harry J. Holzer and Julia I. Lane. Moving Up or Moving ON: Who Advances in the Low-Wage Labor Market. 978-0-87154-056-0.
 - ➤ Valerie Brathwaite and Margaret Levi, eds. Trust and Government. 978-0-87154-135-2.
 - James E. Rosenbaum. Beyond College for All: Career Paths for the Forgotten Half. 978-0-87154-753-8.
 - > Bruce Ledewitz. American Religious Democracy: Coming to Terms with the End of Secular Politics. 978-0-275-=99460-0.
 - Melissa Haussman. The Morning After Pill: The Battle over Emergency Contraception. 978-0-275-99466-2.
 - Alesha E. Doan & Jean Calterone Williams. The Politics of Virginity: Abstinence in Sex Education. 978-0-275-99009-1.

- Gregory E. McAvoy. Controlling Technocracy: Citizen Rationality and the NIMBY Syndrome. 978-0-87840-741-5.
- Andrea L. Bonnicksen. Crafting a Cloning Policy: From Dolly to Stem Cells. 978-0-87840-371-4.
- Dali W. Forsythe. Memos to the Governor: An Introduction to State Budgeting. 978-1-58901-019=-2.
- Malcolm M. Feely. Making Policy, Making Law: An Interbranch Perspective. 978-1-58091-025-3.
- Pamela Winston. Welfare Policy Making in the States: the Devin in Devolution. 978-0-87840-892-4.
- Kenneth S. Abraham. The Liability Century: Insurance and Tort Law from the Progressive Era to 9/11. 978-0-674-02768-8.
- Claudia Goldin and Lawrence Katz. The Race between Education and Technology. 978-0-674-02867-8.
- ➤ John Donahue. The Warping of Government Work. 978-0-674-02788-6.

Please look through the list with your office's committee subject matter in mind. Take two weeks to do this. Then, I will sit with each of you to pick appropriate titles. Usually two books will be appropriate. Some of these works may be in the UH or the public library.

Task Division: Soc 496 Directed Research

- o This course encompasses your term end paper. This will be a 20 to 30 page paper assessing the policy implications of some piece of legislation or package of legislation that survived the crossover to the second half of the session. You will want to monitor several subjects through the session, but won't be able to commit to them until the second half. (One might be advised to wait a week even then to be sure that the bill you are pursuing is not shelved in the first committee hearing in the new house.)
- o You will want to collect and identify relevant testimony as the session progresses. To the extent that proponents or opponents of a bill call on outside expertise or literature, use your time early in the semester to track down the sources of that commentary—the scientific journals, social movements, or whatever.
- o After the crossover, we will ask you to present an outline of your prospective analysis. I will react to the outline, and generally ask for a revision. Your work will progress on the revised outline.

General Skills: The Procedure Manuals for the Hawaii State House and Senate—In your training you should receive one of these manuals, as appropriate to your office. Please read it carefully, and discuss any segments you do not understand with your office's committee clerk. The manual governs the entire workflow of your house, and you will want to know it well.

General Affect: We are grateful to the leadership of both houses and to the representatives and senators who take on our interns. The most important thing about each of these individuals is that he or she has been elected to serve by a district somewhere in the state. Nobody else represents that district—you are working with the one person who does. When you enter that office, you are also representing the district to the outside world—to everyone who comes in the door. Please present the image that you would have others present if it were your elected office.