Overview:

This 3 credit course is designed to introduce students to the who, what, where and why of creating policies. We will study the decisionmaking process, the dynamic between federal and state governments and examine the major players in the policymaking process. Then we will look at selected controversial policy issues, including immigration, education, voting rights and health care and analyze these policies using concepts we have discussed. Focusing on the role of institutions, the actors, theories and the multiple factors that impact the policy process, this course will discuss various ways to look at policies.

We will use readings, news articles, class discussions and visual aids including movies and clips from the internet to examine this process. Since policymaking is a dynamic process, please note that your assigned readings may change weekly to capture the up-to-date reform happenings.

Learning Methods. This course includes lectures, class discussions, group projects, written assignments, quizzes and a final exam. Discussion and class participation are key components to this class. I will repeat - DISCUSSION and CLASS PARTICIPATION ARE KEY COMPONENTS TO THIS CLASS. Class participation comprises 25% of the final grade.

Class is structured for participatory learning. Each class session will contain a didactic presentation of the week’s topic but not summarizing the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues. Guest speakers, as appropriate, will present in their topic of expertise.

Course Learning Objectives. By the end of the semester, students should understand and be able to identify and/or explain the following:

1. The role of government in the policymaking process: three branches, institutions, federalism - role of states
2. How and Why deliberation is part of the policy process – at least two sides to each issue  
3. The 5 players in the policy process and how they impact public policies  
4. Other external influences on the debate: private sector, values and morality, communication  
5. Some theories in the policymaking process  
6. Understand how the “case study” issues we discuss in class fit in with these major themes.

Additionally, since this class is part of the SAS Core Curriculum, at the end of the semester, students should be able to fulfill the following goals of the SAS Core Curriculum:

- **Goal J**: Identify and critically assess ethical issues in social sciences and history;  
  Assessed through class participation/discussion, quiz and exam  
- **Goal M**: Understand the different theories about human culture, social identity, economic entities, political systems and other forms of social organization;  
  Assessed through class participation/discussion, quiz and exam  
- **Goal S1**: Communicate complex ideas effectively, in standard written English, to a general audience;  
  Assessed through reaction papers and petition project  
- **Goal T**: Communicate effectively in modes appropriate to a discipline or area of inquiry;  
  Assessed through petition project  
- **Goal U**: Evaluate and critically assess sources and use the conventions of attribution and citation correctly.  
  Assessed through reaction papers and petition project

**Required Texts and Readings:**

*Textbook*: There are 2 books required for this class. It will be supplemented by other readings including journal, newspaper or magazine articles and will vary from week to week.


Additionally, we will view relevant movies or clips from the internet.

*Articles*: In addition to the texts, you will be assigned a number of articles each week. These articles may be from a newspaper, a website or an academic journal and vary in
length. Newspaper articles are often short, while journal articles tend to run a number of pages.

I will provide citations for the articles, not direct links. With few exceptions, the articles will not be posted on SAKAI. Although this is not a research class, I expect every student to be able to locate an article when given the citation. These are skills that college students should possess. It is your responsibility to print copies of the articles, read them prior to class and bring them to class for discussion.

Tips on finding the assigned articles: Every student has access to the Rutgers University Library databases and research tools. Use them! Some of the articles will not be accessible through Google. Some databases/websites you may find of particular help include:

**Databases:**
- Access World News: Use for the Star Ledger
- EBSCO database
- JSTOR database
- CQ Researcher database
- Factiva Database: Can use this for the New Jersey Law Journal
- Westlaw Database – News and Business Tab

**Websites:**
- Pew Research
- National Council of State Leg.
- Journalistsresources.org: TIPSHEET Tab
- Generation Progress
- Memorandum – press updates
- Daily Skimm e-mail daily

Occasionally, an article is particularly difficult to find, or the citation is incorrect. Please let me know if you have trouble locating a particular article.

**Suggested Resources**
An awesome resource can be found right in the RU Library system. There is a special section for PUBLIC POLICY ANALYSIS that provides information regarding the BIG 5, policy memos, etc...
You can access it by logging into the Library => Find tab => click on “Research Guides” => then enter “Public Policy Analysis”

Another great resource for policy issues, especially about the budget is The Hutchins Center Explains – through the Brookings Institute.

**COURSE ASSESSMENT TOOLS AND GRADING.**
Five components will be used to assess student learning in this course: 1 in class test, a 3-part group project, class participation, 2 reaction papers and the possibility of graded homework assignments. Pop quizzes are also a possibility and may be factored into the final grade. All materials covered by the texts, class discussions, videos, special readings, lectures and guest lecturers are to be expected on the test.
Final Grade Rubric:

- **In Class Test:** 25%
  - Comprehensive Quiz
  - Lectures 1-6

- **Homework Assignments:**
  - Graded for extra credit on final exam

- **Class Participation:** 25%
  - Quality of remarks, not quantity

- **Petition Project:** 25%
  - Paper 10%
  - Presentation 10%
  - Video 5%

- **2 Reaction Papers:** 25%
  - Based on readings prior to class discussion
  - Paper 1: 10%
  - Paper 2: 15%

**Grading Explanation.** An A grade will be awarded to an assignment that both fulfills the terms of the assignment and shows evidence of out-of-the-ordinary original, creative, analytical, and interesting thought. A B grade will be awarded if the terms of the assignment have been fulfilled thoroughly and thoughtfully, with some evidence of originality and creativity. Assignments that merely fulfill the terms of the assignment will receive a C grade. Assignments that fail to fulfill the terms of the assignment will receive a D. An assignment that does not approximate the terms of the assignment will receive an F. Assignments must be handed in on time. If emergencies occur, let the instructor know in a timely fashion.

**ASSESSMENT TOOL: CLASS PARTICIPATION.** Special Grading Rubric for Class Participation. After each class I assign all students an individual grade based on the following 5 indicators scale: +(92-97); +/- (87-91); - (81-86); -/0 (79-81); 0 (70-75); NP (65). Class participation is assessed weekly based on the quality of comments, not quantity. You are expected to come to class every week having done the readings and be prepared to discuss/question/comment on them. I am looking for evidence that a student has completed the assigned readings and arrives to class prepared for discussion. I assess this through the questions, comments and statements made (or not) by students each week. To calculate the final class participation grade, I use an average of these class-specific grades.
Please note that **no special waivers** will be given for those not participating in class discussion. While I understand that not every student is comfortable speaking in class, this is your chance to “think outside the box” and work on communication skills that you will need when you graduate and enter the workforce. I am happy to meet with students who would like to discuss tips/suggestions for increasing their class participation voice.

Lastly, attendance will be taken for record keeping purposes only. Attendance by itself **DOES NOT COUNT** toward the class participation grade.

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**Let’s Talk About It: The Importance of Class Discussion**

Students enrolling in this class should understand that discussions will present at least two sides to each topic. All views are welcome and encouraged. A classmate, or professor, may present an argument that you strongly disagree with. Constructive dialogue will be strongly supported throughout the semester, as Rutgers provides a unique opportunity for considering diverse and different approaches to topics. **If you are not comfortable hearing views that may differ from your own, or if you are uncomfortable participating in class discussions, please see Dr. Berger to discuss if this class is the right one for you.**

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**Requirements for Assignments.** All assignments that are to be handed in are due at the beginning of the class period. Unless otherwise noted, assignments are to be handed in by **hard copy, NOT e-mail.** Late assignments will lose one 1/3 of a grade for each day they are late. Extension requests must be discussed no less than 3 days in advance of the due date.

**Electronic Submissions of Assignments**

Students are responsible for assuring that all electronic submissions are readable in common formats regularly used by Rutgers University. Most frequently, these common formats are Adobe Acrobat’s PDF and Microsoft’s Word and Excel. Apple’s word processing and spreadsheets programs, Pages and Numbers, are not common formats regularly used by the university; as such, Pages and Numbers documents are not acceptable for electronic submission. In all class of electronic submission, the risk is with the student to ensure that the document or other electronic files open and is readable as intended on commonly available operating systems and formats. Electronic submissions that fail to open, or open but display unreadable characters, and cannot be timely corrected under ordinary circumstances, are subject to a grade of “F” due to non-submission.

Any questions regarding the grading of exams, quizzes, group projects or papers must be brought to Prof. Berger’s attention within **2 DAYS after receipt back of the grade in question**
**ASSESSMENT TOOL: TESTS.** This class has an in-class test during the final weeks of class to be used as a semester-long assessment. It is listed on the syllabus - test date clashes must be discussed AT LEAST TWO WEEKS IN ADVANCE of scheduled testing date. Additionally, there is one short quiz scheduled in the middle of the semester. ONE alternative testing date will be offered for use by ALL students. Requests for an alternative date received less than this time period will not be honored except for extreme circumstances. Only valid exam clashes will be grounds for utilizing the alternative date such as a conflict with another exam. Family social engagements and volunteer activities are NOT legitimate conflict reasons.

If there is serious illness or an emergency on the day of the exam, contact Ms. Berger IMMEDIATELY. **Failure to make alternative arrangements prior to an exam, presentation or a paper due date will result in a failure for that assignment.** There are no make-up exams for unexcused absences.

**Quizzes.** You may have a number of pop quizzes based on the assigned readings throughout the semester. The short quiz will be based on the readings for THAT WEEK, not prior readings. Quizzes will NOT be announced ahead of time.

**Absences:** Class participation is a key element of this class. Discussions and lectures will touch on points not covered by the lecture notes, so attending each class is important as is taking notes during class. If you don’t attend class, you can’t participate in the discussion. If you expect to miss one or two classes, please use the University absence reporting website, [https://sims.rutgers.edu/ssra/](https://sims.rutgers.edu/ssra/) to indicate the date and reason for your absence. An email is automatically sent to me. While this is officially true, you may also opt to speak with me directly about your absences.

**ASSESSMENT TOOL: Petition Project:**
This group project consists of 3 related pieces- a written paper, a video, and a presentation - and is in total worth 25% of your final grade. You will be graded AS A GROUP, not individuals, meaning each group member receives the same grade.

**Basic Description:**
1. Review the website [whitehouse.gov](http://whitehouse.gov) to understand what it means to petition the federal government and for specific examples of petitions. Note the language and format of the petitions. You are only allowed a limited number of characters when you post your petition to the website.
2. Working in small groups, you will create a petition focusing on a public policy problem on Whitehouse.gov.
3. Your group will submit a 3 pages only research paper (4th page for references only) explaining the policy and your solution with the petition language.
4. Your group will also create a video of approximately 1 ½, but NOT to exceed 2, minutes encouraging the public to sign your petition which you will upload to youtube.
5. The paper and video must be presented to the class during a presentation not to exceed 10 minutes, including the video.

More information:
The U.S. Constitutions guarantees every citizen the right to “petition” the government. What exactly does this mean? How does one do this? This project will help you answer these questions as you create your own petitions that address a public policy problem with a solution on the White House website.

Government has some role to play in whichever issue you choose to address in this project. To further examine the various connections between government and policy, you are asked, working in small groups, to pick a topic, research the issue and create a policy solution for topic you research. In a paper of 3 double-spaced pages, you will lay out the policy problem and your solution. This paper will contain the petition language to be used to create an entry on the Whitehouse.gov site. Then, your group will create a brief video aimed at encouraging the public to sign your petition.

We will discuss the role of the public, petitions and policies in class. However, here are the specific steps you must take for this assignment and the requirements you must follow:

Individual work
Visit petitions.whitehouse.gov to get an understanding of what a petition is and how it is written. You eventually need to create an account and file your own petition . Review the document “Public Policy Petition Project We the People” letter in Sakai Resources.

The Petition.
1. Choose a group of students to work with. Thinking about some of the issues we have discussed in class, pick a specific policy of interest to you THAT WE WILL NOT DISCUSS during the semester. I have purposely left this broad as I want you to be creative in your approach. However, there are certain guidelines you must keep in mind.
   a. Your topic must focus on a federal policy
   b. You must pose a policy question, or statement; then answer the question by suggesting a government action or describe the policy you would implement to support your statement. The petition will introduce a policy problem and then suggest an answer to the problem.
2. Will you examine a financial impact? A programmatic change? One with broad appeal or targeted to a specific group?
3. More specifically, your petition, then later your paper, should follow this general format: General topic => Specific Problem=> Policy Action to be taken to address the problem / solution to the problem.
4. You must submit for approval to Dr. Berger your group members (first and last names), topic and a rough idea of 1 or more solutions, in writing via e-mail, by
Wednesday 9/27 @ 8pm. You must lay out the action that you are asking people to support by signing the petition. For example, will you address the problem of the uninsured by creating special medical clinics for this population? Will you help low income students afford a college education by increasing taxes? Note that you should review the whitehouse.gov website for specific examples of petitions.

Groups and topics due in e-mail format by 9/27 @ 8 pm

Once your petition idea has been approved, you need to draft a final version of your petition that will be posted on the whitehouse.gov website. Your petition must be submitted to me, for my approval, prior to your posting it on the website. Final Petitions must be submitted to me in e-mail format by Sunday, 10/1 @ 1 pm

As you write your petition, think about the following:
- Your petition is in response to a policy problem. Clearly explain the issue and the problem.
- You must give suggestions on how to solve/address the policy problem. List them clearly so the public will understand what you are trying to accomplish and how you suggest doing it. Briefly explain why and how your suggestions are worth considering as a solution to this policy problem.
- Remember that you are appealing to the public to support your petition! You are limited by the website on the number of words you can use so you must be concise yet informative.
- After receiving approval from Dr. Berger, create your petition on the whitehouse website! You must send me the link to your petition once it is created (so I can confirm it is up and sign it!)
- MOST IMPORTANT, EXTRA CREDIT GOES TO THE GROUP WHO CAN COLLECT 150 SIGNATURES WITHIN 2 WEEKS OF POSTING THEIR PETITION!

Paper Guidelines

1. For the above discussion, your group must submit a short paper detailing your topic, research, petition, and reasons to support the petition, not to exceed more than 3 double-spaced pages (references ONLY may be listed on a 4th page). Your paper must include the following:
   - Your topic
   - How does this topic contribute to the discussion about public policy?
   - Reminder – General Guide: General Topic=>Specific Problems=>Action to be Taken
   - You should begin your discussion with your petition language as the petition language should direct the contents of the paper.
   - What is the policy question or problem you pose and then address in your paper and what does the research tell you about this issue? Make connections
between the themes/concepts we talked about so far and your topic. Think about your issue in the broad sense of what would make a good federal policy to address your question.

- You must include research to support your assertion that your problem is a legitimate policy issue.
- Explain why your group believes that the specific suggestions you make in your petition are the appropriate ones to address your policy problem. For example, are they cheap? Costly but proven effective? Politically popular or unpopular?
- Again, you must cite supporting research to explain why your solution is an appropriate policy answer to a problem.
- Based on your research, what are some concrete arguments that may be used for encouraging the public to sign your petition?
- Include a conclusion in your paper. This paper is your final version. Do not submit a draft.
- Your reference page must show that you have taken this assignment seriously as a research based project. Therefore, you must include AT LEAST 6 peer-reviewed/academic journal articles and AT LEAST 6 other references.
- Paper due in hard copy AT THE BEGINNING OF CLASS, November 1.
- I will review the papers and return them ASAP with corrections, if needed!

2. REVISIONS. After Dr. Berger reviews the papers, your group may be asked to revise their paper. If so, your final version is due via e-mail depending upon when you are scheduled to present. Dates will be determined later in the semester.

Video
1. Your role in producing the video is to advocate for your issue and present a compelling argument to convince people to support you.
2. The video should be between 1 ½ - 2 minutes and the purpose is to encourage the public to sign your petition.
3. To create your video, you may use any method you choose. In the past, students have used a variety of methods. For example, some used video-producing programs using newsclips, animated characters; some simply filmed themselves or their friends reading material or acting out scenes.
   - The purpose of the video is convince people to sign your petition.
   - You must include in the video a link or information to make it easy for participants to find your petition!
   - You petition language must be communicated in the video
   - Creativity can go a long way. I do not expect students to produce a professional quality video; however, I do expect students to put more thought into the video than just recording a person looking into the camera and reading the petition and/or their paper.
   - I am looking to see how effectively the group communicates their policy problem, solutions and petition in the video as well as
considering how likely I would be to support the petition after I viewed the video.

Advocacy is the key here.

Please send me the link to your video ON THE DAY YOU PRESENT in case I need to review it as I assign the grade for this portion of the project. Points will be deducted if I do not receive this link PRIOR to your presentation.

Presentations
1. Class presentations regarding the petition papers and videos will be held on: Nov. 15, Nov. 29, Dec. 6
2. ALL group members must speak during the presentation
3. The presentation MUST NOT EXCEED 10 MINUTES, INCLUDING VIDEO

Please note:
A. If I do not receive the information as requested, in the proper form and within the proper time limitation, I will deducted 1/3 of a grade off the final project grade for the group per day the information is late.

Attendance is MANADTORY for all students on the designated presentation days whether you are presenting or not. I will deduct points off the final presentation grade if a student has an unexcused absence for a presentation day.

ASSESSMENT TOOL: Reaction Papers
You will have two short reaction papers to write during the semester based on the lectures of your choice. The first paper must address a topic covered in Lectures 2-5 only: the second paper must address a topic covered in Lectures 6-9 only. NO papers will be accepted on Lecture 10 or 11.

Each paper MUST be written on the lecture for that week and MUST be handed in on the first day of that Lecture, unless otherwise noted. You may NOT write about a lecture that we have already discussed. I want to hear your views on the readings before they are discussed in class. Late papers will not be accepted.

Having read the week’s assignment, please frame a good question about the topic overall or a particular reading and briefly wrestle with an answer. For example: Were you convinced by the author’s argument? Why or why not? Has “X” factor been overlooked? Might “Y” be a better way to approach the issue because …

Samples of reaction papers may be found on the SAKAI site. It may be helpful for you to look at these examples before you write your first paper. These are just some examples of approaches to take in your reactions papers.

Specific parameters to follow:
- You MAY NOT simply summarize the article. Critical thinking is required.
Your papers may not be longer than 2 PAGES in length, double spaced. I will allow a 3rd page for references only.
Papers will be accepted only at the beginning of class. I will not accept papers via e-mail, they must be in hard copy.
Unexcused, late papers will not be accepted
Papers exceeding 2 double spaced pages of text will not be accepted
Papers must include specific examples to support your viewpoint. Do not use general concepts, “This article was interesting.” Instead, make an assertion, “Morone’s analysis conflicted with Smith’s view of issue framing” and then use two or three examples to specify where the ideas conflicted and why/how they promote different solutions.
I am looking for critical thinking and analysis in your reaction papers. Show me you really thought about the article(s) you have chosen to write about.
No ‘stream of conscience’ writing. Stay focused on your topic
Back up your thoughts with specific examples, not generalities
Your examples may be either academic or personal experiences
PLEASE do not repackage the author’s arguments in your paper. Add something new to the discussion – that means no summarizing!
You may choose to focus on one reading, or more than one, it is your choice. However, the paper may only be TWO PAGES.
I have posted samples of reaction papers on Sakai.

<table>
<thead>
<tr>
<th>Due dates for Reaction Papers:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reaction 1</strong></td>
</tr>
<tr>
<td>Lecture 2: 9/13</td>
</tr>
<tr>
<td>Lecture 3: 9/20</td>
</tr>
<tr>
<td>Lecture 4: 10/4</td>
</tr>
<tr>
<td>Lecture 5: 10/11</td>
</tr>
</tbody>
</table>

Use of electronics in class: Laptops are to be used by students for notetaking only EXCEPT when otherwise advised. Please do not surf the net or send e-mails during class. Cellphones must be turned to vibrate during class time. Please keep phones off your desk during class time. Texting and/or sending e-mails during class time will not be tolerated.

E-mail: I do my best to check e-mail daily. Please make sure you include the following: a greeting (such as “Dear Professor Berger” or “Hello Dr. Berger”); the class name (I teach more than one class); and please sign off with your name. Do NOT send me an e-mail in the form of a text or use text language (such as “U” for “you” or “R” for “are”).

It is important that each student checks their e-mail and / or SAKAI daily as I will communicate changes with you through SAKAI.
Coursework Requirements:
Rutgers University Policy on Academic Integrity applies to all coursework. Students in this class and in all courses at Rutgers University are expected to uphold the highest standards of academic integrity. Cheating, plagiarism in written work, receiving and providing unauthorized assistance and sabotaging the work of others are among the behaviors that constitute violations of the Policy on Academic Integrity. You are expected to be familiar with this policy.
If you are not familiar with this policy, please review it at: http://ctaar.rutgers.edu/integrity/policy.html.

You are expected to complete the assigned readings prior to class to be able to participate in a class discussion.

SCHEDULE/ ASSIGNMENTS

September 6
LECTURE 1: What is Public Policy?
 Definitions...Players in the Process...Role of Values...2 Sides to Every Issue
Readings:
Text: Kraft and Furlong (K&F) –Chapter 1

Articles:

   www.civiced.org: Public Policy: What is Public Policy?

View:


Note: We will spend time in class reviewing the syllabus so we begin the semester on the same page regarding assignments and expectations. Please review the syllabus, found on Sakai, and bring a copy with you to class or make sure you have electronic access.

IN CLASS: take quiz – Citizenship Test

September 13
LECTURE 2: Role of Government
Reaction Paper 1, first chance. Discuss Petition project and take time to create groups. Information due next Wednesday.

Checks and Balances...Size of the Federal Government...Institutions...Federalism.

Readings:
Text: K&F: Chapter 2, pp. 35-58; good chart on p. 44

Articles:
- AEL.com: “A Call For Action Against Government Overreach”
- The Atlantic: “2016: A Year Defined by American’s Diverging Economies” by Anne Lowrey, 12/30/16
- The Constitution of the United States. You can find this in numerous places. If you are interested in Constitutional or early American government history, check out the National Constitution Center for information.

View for Homework:

VIEW IN CLASS: VICE Special Report: A House Divided, HBO

Recommended: Schoolhouse Rock “I’m Just a Bill”

September 20: Class Cancelled

September 27
LECTURE 3: Creating and Evaluating Policy: Influences and Tools
Petition Project Topics and Groups due today by 8pm; Full petitions due 10/1 by 1:00 pm
Written homework due next week at the beginning of class in HARD COPY
Reaction Papers 1 second chance;

Readings:
Text: K&F: Chapter 6, pp.179-199; 207-212; great chart p. 183
Articles:
- Ellwood, David. Poor Support: Poverty in the American Family Chapter 2," Values and the Helping Conundrums" 1988 @ MIT Open Source
Center for American Progress (americanprogress.org): States of Change: The Demographic Evolution of the American Electorate, 1974-2060. Read only pages iv-17. {NOTE: I realize this report is somewhat old but it provides a great explanation of the importance of demographics.}

Washington Post: "For 2016, Let's Keep on Arguing" by E.J. Dionne Jr., 12/30/15

Thedailybeast.com: "Winning Is Trump's Only Value-But Can a Value-Less Country Win?" by Tim Miller, 5/15/17

October 4
LECTURE 4: Policy Creation: Stages and Theories

Reaction Paper: 1 third chance. Written homework due.

Questions to Ponder: Which theory do you find the most useful and why? Which policy tools work most effectively with each theory?

Written homework: Due at the beginning of class today in hard copy ONLY. No e-mail and you may NOT submit it during class.

Who are your representatives? We have spent time in this class discussing the role of government and its impact on policy. So it is important for you to know...who represents YOUR interests on the federal and state levels? Please find out the following information and bring it to class to hand in at the start of class. The homework will not be accepted at the end of class or any other time and must be handed in – no email. You must include your HOME address on your homework:

1. Your federal representatives, namely 2 U.S. Senators and 1 Congressman/woman;
2. Your state representatives, namely 1 State Senator and 2 Assemblypersons.
3. Please use your home addresses. If you do not live in New Jersey, use your New Brunswick address. Only New Jersey legislators should be included in this assignment.
4. Pick a piece of legislation that you feel strongly about, either federal or state, and find out how your representatives voted on it. Briefly explain why you focused on this bill, why is it important to you?
5. To help you find this information, here are some helpful websites: www.nj.leg.state.nj.us; www.house.gov; www.usa.gov; www.congress.org

Readings:

Text: K&F: Chapter 3 pp. 98-111.

Kingdon: pp. 86-89, "A Revised Model [of Agenda Setting]"
pp. 79-83, "Incrementalism"

Articles

- NYT: “We Are the 96 Percent” by Suzanne Mettler and John Sides, 9/25/12
- Time.com: “What We Talk About When We Talk About Political Correctness” by Katy Steinmetz, 10/13/16
VIEW IN CLASS: If time permits, begin All The President’s Men


October 11

LECTURE 5: Back to Policymakers: Revisiting Inside and Outside Government Influences – The Big 5

Questions to Ponder: Should the media have any role in the policymaking process? Which branch has the most policy influence? Are interest groups too powerful?

Guest Speaker on Student Engagement: Dr. Elizabeth Matto, Eagleton Institute

Readings:

Text: No K&F

Kindgon, p. 23-26, Executive.

p. 34 – 40 Congress

p. 45-60 Interest Groups, Professionals, Media

Articles:

Brookings.edu: “With Live Streaming Video, Lawmakers Become Citizen Journalists” by Jack Karsten and Darrell West, 6/27/16

Brookings. Edu: “What exactly was Watergate and is it happening again?” by Elaine Kamarck, 3/7/17

Washington Post: “From hospitals, doctors and patients, a last gasp of opposition to the Senate health-care bill” by Juliet Eilperin and Paige Winfield Cunningham, 7/12/17

Vox.com: “For democracy to survive, it requires civic engagement” updated by Hollie R. Gilman, 1/31/17

VIEW IN CLASS: All the President’s Men

Recommended Reading: Feldstein, M. “Watergate Revisited” American Journalism Review, August/September 2004


October 18
LECTURE 6:
CASE STUDY: IMMIGRATION

Questions to ponder: What should the role of the states be in immigration policy? Should all illegal immigrants be given the opportunity to obtain legal citizenship? How strictly should we monitor our borders? Should the U.S. close its doors to refugees from the Middle East due to terrorism fears?

Readings:
Text: No Text

Articles:
- McDonald, L and Karen Morgaine: “Progressive and Conservative ‘Freedom’ Through the Lens of FOX and MSNBC” found at SAGE Open, published 8/16/16; SAGE Open July-September 2016, vol. 6 no.3. Read the section on Immigration – Health Care will be assigned for next week.
- Journalist’s Resource: “Sanctuary cities and federal funds: Interpreting Trump’s Executive Order” by David Trilling, 4/16/17
- CQ Researcher: Immigration. By Reed Karaim, 6/13/17

Recommended Reading: ProCon.org: Historical Timeline: History of Legal and Illegal Immigration to the United States

VIEW IN CLASS:

October 25
LECTURE 7:
CASE STUDY: Health Policy and Health Care Reform

Readings:
Text: No Text.

Articles:

VIEW AT HOME: Obamacare Explained: An Explanation of Obamacare (about 17 minutes)

READ:
- NYT: “Plan on Growing Old? Then the Medicaid Debate Affects You” by Ron Lieber, 6/30/17
- AEI.org: “The GOP is right: Medicaid Needs Fundamental Reform” by James Capretta, 6/26/17
November 1

LECTURE 8:
CASE STUDY: Religious Rights vs. Civil Rights: An Unsolvable Clash?

Reaction Paper 2 third chance; Petition Papers due in hard copy at the beginning of class.

Questions to ponder: What if issues like civil rights were left to individual states to decide instead of the federal government? Should morality play a role in policymaking process? Which branch of government should be responsible for making these policies? Why do you think the generational differences are so great when it comes to the issue of gay marriage?

Readings:
Text: None

Articles:
- Available on Sakai: “Framing Matters” from the Star Ledger, 11/27/11
- The Daily Dot: “What Does the ‘Right to Refuse Service’ Really Mean?”
- CQResearcher: CQResearcher: “Religious Freedom: Do US laws adequately protect religious rights?” Jan. 1, 2016, vol. 26, #1. Read the following sections: Issues, Background, At Issue, Outlook. You can also omit the short stories in the boxes about Muslims and Issues Abroad. MUST USE RU LIBRARIES TO ACCESS THIS DATABASE. Great Resource!!!

November 8

LECTURE 9:
CASE STUDY: VOTING RIGHTS

Reaction Paper 2 – Final Opportunity

Questions to ponder: Should people be required to participate in the electoral process? Do you think Voting Rights are a key public policy issue? Why? How important is it to prevent voter fraud?
Readings:  No Text

Articles:

- **Brookings.edu:** Center for Effective Public Management: The Case For Universal Voting: Why Making Voting a Duty Would Enhance Our Elections and Improve our Government, by William Galston and EJ Dionne, Jr. 9/15
- **W.P.:** “Supreme Court Rules Race Improperly Dominated N.C. Redistricting Efforts” by Robert Barnes, 5/22/17
- **S.L.:** “Jersey Denies Trump Panel Request for Data on Voters” by Claude Brodesser-Akner and Jonathan Salant, 7/6/17
- **NYT:** “Justices to Hear Major Challenge to Partisan Gerrymandering” by Adam Liptak, 6/19/17

**Recommended Reading:** Vox.com: “19 Maps and Charts That Explain Voting Rights in America” by Dara Lind, 8/6/15

**VIEW IN CLASS:** * A History of Voting Rights (NYT); *Bloody Sunday (History Channel); * Last Week Tonight With John Oliver, 2/14/16 Section on Voting Rights

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**November 15:**
Mandatory Attendance: Presentations

**November 22:**
Friday classes! Happy Thanksgiving

**November 29**
GUEST LECTURER: REAL ESTATE POLICY.
Readings: TBA
Mandatory Attendance: Presentations following guest lecture

**December 6**
Mandatory Attendance: Presentations
Review for test

December 13: In Class Test. Last Class! Have a great break.