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Course Description

One of the primary purposes of our government is to serve the public good by developing and executing policies that benefit society as a whole. However, the process of determining what is best for society often generates debates and controversy. The give and take, bargaining, competition and compromise that arise from this process are called *politics*. All in all, *PLCY 220: The Politics of Public Policy* is concerned with the ways in which politics advances, hinders, encumbers, enhances, or just plain screws up meaningful and necessary public policy.

The purpose of this course is three-fold. The first is to provide a **framework for analyzing and understanding the politics of public policy formation**. In order to do this, we will delve into analyzing the levers of power—that is to say, the sources, distribution, manifestation, uses, abuses, limitations, and ramifications of power—in order to answer questions such as:

- What are the organizations, institutions and policy actors (formal and informal) that motivate and shape public policy?

- How and why do certain issues reach the policy agenda?
- Why do some policies and issues fail to reach the policy agenda?
- What gets in the way of *good* public policy?
- When are we likely to see major changes in public policies?

The second purpose of this course is to **assess the implementation of policy**:

- How well are the policies working?
- Do they affect different groups of people differently?

The third purpose of this course is to provide you with the **tools to allow you to more critically analyze public policy and politics** in your day-to-day life.

This course will primarily focus on the politics of *American public policy*, though the lessons from this course can easily apply to policy outside of the United States. You should note that this course does not provide a sanitized version of American politics or public policy. The U.S. was founded on the principles of liberty and equality but has faced and continues to be challenged by a dilemma as to how to accomplish these ideals due to on-going inequalities based on race, gender, religion, class, and sexuality. We will, at times, discuss these inequalities as well as analyze the ways in which disparities between groups have been developed, perpetuated, or ameliorated by public policies. PLCY 220 is a required course for the Public Policy Major, and satisfies 3 of the required 12 credits of designated coursework in the Public Policy minor.

Key Learning Objectives

- **Identify and explain** key institutions shaping American politics & public policy
- **Apply and critique** major theories shaping the development of public policy in the U.S. context
- **Identify, apply, and critique major theories** to on-going debates about public policy
- **Compare and contrast patterns in the politics** of policy formation and implementation across and within various policy domains
- **Demonstrate understanding** of contemporary policy problems and **generate** meaningful, advocacy-oriented written communication aiming to solve policy problems
- **Illustrate connections** between historic and contemporary American politics & public policy

Required Materials

Textbooks are cost-prohibitive and quickly become outdated. Instead of assigning a course text, I assign a mix of academic articles, book chapters, news reports, podcasts, and engaging video clips to aid in my instruction of the course. All text materials will be made available on our course Sakai page. Links to podcasts and video clips will be provided in the syllabus. If you are unable to access a link through the syllabus, please attempt to search for it via Google, then contact a classmate, then contact me.

We will regularly draw on **contemporary political developments and current events** in our class discussions. The concepts discussed in class will be clearer to you when you make connections with current events. I recommend following a combination of major news sources (*New York Times*, *Washington Post*, *Wall Street Journal*, *USA Today*, etc.), politics-oriented sources (*The Hill*, *Politico*, etc.) and academic blogs (*Monkey Cage*, *Mischiefs of Factions*, *538blog*, etc.).

If you're on Twitter, I suggest you follow representatives in your [state legislature](#) (link for those living in North Carolina) as well as your [Congressional representatives](#). I would encourage you to follow some people or news outlets that you tend to not agree with, too.

Assessment

Your final grade will be determined by your performance on regular quizzes, a term-long project with multiple deliverables, a midterm and final examinations conducted on Sakai, and effective participation in our required synchronous sessions.

Quizzes	20%
Policy Brief	40%
<i>Annotated Bibliography (10%)</i>	
<i>Fact Sheet (15%)</i>	
<i>Advocacy Brief (15%)</i>	
Midterm Exam	15%
Final Exam	20%
Participation	5%

Quizzes. Throughout the Summer Session, you will be expected to take multiple quizzes based on the assigned readings and topics discussed in the lectures. There will be a total of 11 quizzes throughout the summer session (Syllabus Quiz + 10 substantive quizzes), and **I will keep your best 9** when calculating your overall Quiz grade. Think of this as an additional layer of accountability built in to keep you progressing properly through an online course. The course calendar at the end of the syllabus reflects the day in which the Quiz on Sakai will open. **All quizzes will open at 12am EDT (midnight) on Sakai**, and will **close at 11:55pm EDT**. The substantive quizzes are short, multiple choice assessments with only a few questions. Students will have 5 minutes to complete each substantive quiz.

Policy Brief. Throughout the Summer Session, you will be working on a policy brief assignment with multiple components meant to build upon one another. The objective of the assignment, collectively, is to teach yourself more about a social, political, or economic problem and learn about possible policy solutions to the problem. **Policy brief topics are meant to be a “small slice” of an area of public policy.** More details will be provided in separate assignment instruction sheets, however, in short, the policy brief is comprised of three individually-assessed, yet very much related, deliverables.

Annotated Bibliography. Annotated bibliographies provide a brief summary on a collection of sources and are essential to gaining deeper understanding of contemporary debates in different policy areas. The primary task of this portion of the policy brief assignment is to provide you the space to engage with scholarly literature in the policy area you have specified as the direction for your term-long assignment.

Fact Sheet. Now that you have summarized what scholarly articles say about your topic, now it's your time to create a 3-4 page, double-spaced fact sheet. For this part of the project, you will take what you learned through your deep dive into the literature about your problem and highlight the policy problem, myths and misconceptions, the politics shaping the problem, and potential solutions.

Advocacy Brief. Now it's your turn to synthesize that information into an infographic for a general audience! In this two-page assignment, you will work to communicate your policy problem and potential solutions (hence, “advocacy”) in an engaging and effective way. This is unlike other policy briefs you may have written in other PLCY courses because it requires students to work on a different type of communication style frequently used in public policy.

Midterm Exam. You will complete an exam on **Monday, June 7th** that will be administered on Sakai. Students will have 1 hour and 45 minutes to take the exam. It will open at 12am EDT (midnight) and close at 11:55pm EDT. The exam will be cumulative based on the topics presented in readings and lectures. The

questions will go beyond simply restating what was in the lecture slides, but rather, applying these concepts and reaching a deeper level of thinking. Once the exam opens, all lecture videos will be taken down. Students are permitted to complete the exams using their own course notes and readings, but **collaborative study documents are prohibited** during the exam.

Final Exam. You will complete a final exam at the conclusion of the term. Following the university's final exam schedule, our Final Exam will be held on **Wednesday, June 23rd** and administered through Sakai. Students will have 2 hours to take the exam. It will open at 12am EDT (midnight) and close at 11:55pm EDT. The final exam will be cumulative with a focus on the second half of the course material. Once the exam opens, all lecture videos will be taken down. Students are permitted to complete the exams using their own course notes and readings, but **collaborative study documents are prohibited** during the exam.

Participation. Participation will be graded by attendance and engagement in our class meetings. Throughout the term, we will be holding required synchronous sessions where **your engagement is critical to our class's success**. Our synchronous sessions will be interactive and foster communication between you and your peers. Students will work collaboratively to apply course material and draw connections to contemporary public policy debates. Attendance and participation is required at each of these sessions. It is not enough simply to log on to our class meeting call. I expect students to make contributions to our learning process. The participation grade is not an assessment of contribution quantity; rather, I am looking for quality. In the event of an excused absence, students will be asked to complete an asynchronous assignment. Note: contributing to Slack channels is 100% welcome, but not a component of your participation grade.

Grading

The following definitions of grades were adopted by the University Faculty and are the official basis for assigning and interpreting undergraduate grades. Note that they are based on performance, not on effort or individual improvement.

- **A** - Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
- **B** - Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
- **C** - A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
- **D** - A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
- **F** - For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Typically, you will be provided a numerical grade upon receiving feedback. Numerical grades will be translated to letter grades using the rubric below:

	A	B	C	D
+		87-89	77-79	67-69
Base	94-100	83-86	73-76	63-66
-	90-93	80-82	70-72	60-62

Lower grades can be earned. I round up grades, so to get an A, you need to get a 93.45. I rarely round up more than this.

Additional Policies and Things to Note:

Taking a Summer Session Course: By choosing to take this course, you are making a commitment to your classmates, yourself, and me to be an active and engaged participant in our academic community, even if this might be a bit untraditional given our online format. **A Summer Session course is demanding**, as we condense what would usually take us 16 weeks into 6 weeks. While I have adjusted the assessment points and course instruction to accommodate our expedited timeline as much as possible, **this class will still require a high level of dedication on your behalf** to stay on top of lectures and readings. I have tried to make sure there was a balance in the required materials for the class so it is not just book chapters and academic articles (though clearly there are some of these). This, hopefully, will help break up the material and make it feel more engaging.

Academic Honesty: It is my understanding that Carolina students “pledge ‘not to lie, cheat, or steal’ and to hold themselves, as members of the Carolina community, to a high standard of academic and non-academic conduct while both on and off Carolina’s campus.... this commitment is codified in both the University’s Honor Code and in other University student conduct-related policies.”

- For our purposes, this means that students can share their thoughts and ideas about readings and assignments, but that any written work (including quizzes) should be their own. Plagiarism is form of lying, stealing, and cheating all combined. If you have questions about what constitutes plagiarism, you should check out [this](#) resource or ask me.

Late Assignments: Assignments, exams, and quizzes are due at a specified time. I am willing to accommodate only exceptional circumstances if the student made arrangements in advance and the exceptional circumstances are *well documented*. This means that students should get in touch with me days – not hours – before the assignment is due. In fairness to everyone, you should turn in your assignments on time, as additional time is a luxury. Assignments turned in after the deadline *but within three days* of the due date may receive partial credit. Quizzes and exams are unable to be turned in late.

Re-grading: I will gladly take another look at exams, papers or presentations, etc. that students feel are not graded fairly if students approach me about it in my office hours or appointment. I will only do this over 24 hours *after* the grades are returned. The purpose of this waiting period is to give you a chance to really think about the graded item and consider your response. Students must type up a justification for why they believe the score should be different. If I feel the assignment was graded unfairly, I’ll change the grade in the student’s favor, but I also reserve the right to lower the grade upon reading if, after reevaluation, I think the student received too high a grade. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal. It is also to ensure fairness to all students by ensuring grading standards are equitable across students.

Academic Freedom: Because this is a class on politics, you will encounter people with different perspectives on politics. Students in this class come from a variety of personal and academic backgrounds which leads to a variety of worldviews. Having multiple viewpoints makes our discussions interesting and will allow us to learn from each other. No student's grade will be affected by their personal views.

Diversity and Disability: My goal is to create learning environments that are equitable, inclusive and welcoming. If there are aspects of this course that result in barriers to your inclusion, I invite any student to meet with me.

Discrimination and Harassment: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Resources for Success in Writing: UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the [Writing Center's](#) online resources, or submit a draft online. They [have additional useful information](#), such as handouts on how to cite online.

Accessibility Resources: [The Office of Accessibility Resources & Service](#) provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. ARS can be reached at SASB (Student and Academic Services Building), Suite 2126, 450 Ridge Road, 919-962-8300 or ars@unc.edu.

Basic Needs Security: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the [Dean of Students](#) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any relevant resources that I may possess. Here is a link to [a local food pantry](#) if you are facing food insecurity.

Mental Health Resources: Students who are experiencing mental health issues are strongly encouraged to seek support. We have many resources available on campus. I will happily point you in their direction if requested. But in case you don't feel comfortable asking, here is some quick info:

- **Counseling and Psychological Services (CAPS):** 919-966-3658 | caps.unc.edu
- **Carolina Women's Center:** 919-962-8305 | womenscenter.unc.edu
- **LGBTQ Center:** 919-843-5376 | lgbtq.unc.edu

Syllabus Changes: The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Copyright and Faculty Lecture Content: UNC's Copyright Policy prohibits students from making commercial use of notes taken in class; you may not sell or otherwise acquire financial or commercial gain from notes you take in this class. This includes exchanging uploaded notes for access to websites that trade in course materials (notes, tests, etc.). Students do not have rights to post or sell materials from a class without permission from the original faculty member who created the material.

Course Calendar

Week	Date	Topic	Readings	Assignments
Week 1	Wednesday, May 19th, 2021	Course Introduction and the Role of Government	Davidson, John Daniel. 2017. "Trump's Presidency is Already Making Republicans Love Big Government More." <i>The Federalist</i> Hoover, Herbert. 1932. "Against the Proposed New Deal" Obama, Barack. 2012 Convention Speech (40 minutes—mostly because of clapping) or read the transcript (a much quicker task). Roosevelt, Franklin D. 1932. "Call for Federal Responsibility"	Syllabus and Course Introduction Quiz (due by 11:55pm)
	Thursday, May 20th, 2021	Theories of Power & Who Governs	Bachrach, Peter and Baratz, Morton S. 1962. 'Two Faces of Power', <i>The American Political Science Review</i> , 56 (4), 947-52. Dahl, Robert Alan. 1961. <i>Who Governs?: Democracy and Power in an American city</i> . New Haven: Yale University Press. "Chapter 1. The Nature of the Problem" Gill, Timothy. 2018. Why the power elite continues to dominate American politics. <i>Washington Post</i> 12/24/2018. Mills, C. Wright. <i>The Power Elite</i> . In <i>American Polity, Fifth Edition</i> . Lanahan Publishers (edited by Ann G. Serow and Everett C. Ladd).	
	Friday, May 21st, 2021	Incentives and Goals Synchronous Session: Policy Problems and Goals	Fenno, Richard F. Jr. 1978. <i>Home Style: House Members in their Districts</i> . Glenview, Ill.: Scott, Foresman and Company. Introduction, Chapter 1 and pages 171-186 of Chapter 6 Mayhew, David R. 1974. <i>Congress: The Electoral Connection</i> . New Haven: Yale University Press. In <i>American Polity, Fifth Edition</i> . Lanahan Publishers (edited by Ann G. Serow and Everett C. Ladd).	Quiz 1 - Theories of Power & Incentives and Goals (due by 11:55pm)

Week 2	Monday, May 24th, 2021	Constitutions	<p>Read the U.S. Constitution. Easy to find online, but here is a link to the National Archives website.</p> <p>Read the N.C. Constitution. (Skim looking for major differences between NC Constitution and US Constitution)</p> <p>Levinson, Sanford. "Our Imbecilic Constitution" New York Times 5/28/12</p> <p>Overby, Peter. 2018. "After A Year in Office, Trump Still Facing Constitutional Challenges Over Business." NPR 1/21/2018</p> <p>Risinger, Corey. 2015. "'Almighty God' Clause Still on the Books in N.C." Daily Tarheel 9/29/15</p>	
	Tuesday, May 25th, 2021	Federalism	<p>Badger, Emily. 2017. "Blue Cities Want to Make Their Own Rules. Red States Won't Let Them." New York Times 7/6/2017</p> <p>Birkland, Thomas, and Sarah Waterman. 2008. "Is Federalism the Reason for Policy Failure in Hurricane Katrina?" Publius: The Journal of Federalism no. 38 (4):692-714.</p> <p>Obergefell et al. v Hodges. Supreme Court of the United States. 2015 (Syllabus & Justice Alito's Dissent)</p> <p>SoRelle, Mallory E. and Alexis N. Walker. 2017. "Both Democrats and Republicans care about 'states' rights – when it suits them." Washington Post 6/23/17</p>	Quiz 2 - Constitutions & Federalism (due by 11:55pm)
	Wednesday, May 26th, 2021	Separation of Power, Checks and Balances, and the Presidency	<p>Appelbaum, Binyamin and Michael D. Shear. 2016. "Once Skeptical of Executive Power, Obama has Come to Embrace it." The New York Times.</p> <p>Azaria, Julia. 2019. "The Constitution doesn't say enough about limiting executive power." Vox 4/11/19</p> <p>@MattGlassman312 Twitter Thread: is Congress a "Co-equal" branch? 10/3/19.</p> <p>@michaelharriot Twitter Thread: History of Johnson Impeachment 12/11/19</p>	Policy Brief - Short Paragraph Due

	Thursday, May 27th, 2021	US Congress and State Legislatures	<p>Brookings Podcast. 2010. The Senate Filibuster. 5/28/10 (6 minutes)</p> <p>Packer, George. 2010. "The Empty Chamber". The New Yorker.</p> <p>Sinclair, Barbara. 2008. "Orchestrators of Unorthodox Lawmaking: Pelosi and McConnell in the 110th Congress." The Forum. 6(3).</p>	Quiz 3 - Separation of Power & Legislatures (due by 11:55pm)
	Friday, May 28th, 2021	Representation Synchronous Session: Centralized and Decentralized Policy	<p>Mansbridge, Jane (1999), 'Should Blacks Represent Blacks and Women Represent Women? A Contingent "Yes"', The Journal of Politics, 61 (3), 628-57.</p> <p>Osborn, Tracy, and Rebecca Kreitzer. 2014. "Women State Legislators: Women's Issues in Partisan Environments." In Woman and Elective Office: Past, Present and Future, edited by Sue Thomas and Clyde Wilcox, 181-198. Oxford: Oxford University</p>	
Week 3	Monday, May 31st, 2021	MEMORIAL DAY		
	Tuesday, June 1st, 2021	Policy Enforcers: Bureaucrats	<p>Smith, Steven Rathgeb. 2012. "Street-Level Bureaucracy and Public Policy." Sage Handbook of Public Administration, eds. Guy Peters and Jon Pierre. London: Sage Publications Ltd. (431-447)</p> <p>Lewis, Paul G., Doris Marie Provine, Monica W Varsanyi, and Scott H Decker. 2012. "Why Do (Some) City Police Departments Enforce Federal Immigration Law? Political, Demographic, and Organizational Influences on Local Choices." The Journal of Public Administration Research and Theory</p> <p>Fountain, Matt. 2015. "How Important is Racial Diversity in Community Policing?" The Tribune.</p>	Quiz 4 - Representation & Bureaucracy (due by 11:55pm)
	Wednesday, June 2nd, 2021	Courts	<p>All Things Considered. "The Roots of Judicial Activism" NPR 2009. (4 minutes)</p> <p>Federalist Society. "How Are State Supreme Court Justices Selected?" 3/14/2019. (5 minutes)</p> <p>Viser, Matt. 2018. "Conservative plan, years in the making, is occurring as Trump fills federal bench." Boston Globe 7/21/2018.</p> <p>Corbin, Caroline Marla. 2019. "Opportunistic Originalism and the Establishment Clause." Wake Forest Law Review, Vol 53, p 617, 2019.</p>	Policy Brief - Annotated Bibliography Due

	Thursday, May June 3rd, 2021	Policy as a Political Actor	<p>Galewitz, Phil. 2019. Federal Judge Again Blocks States' Work Requirements for Medicaid. NPR 3/27/19</p> <p>Kreitzer, Rebecca J., and Candis Watts Smith. 2018. "Reproducible and Replicable: An Empirical Assessment of the Social Construction of Politically Relevant Target Groups." PS: Political Science & Politics.</p> <p>Schneider, Anne, and Helen Ingram. 1993. "Social construction of target populations: Implications for politics and policy." American Political Science Review no. 87 (2):334-347.</p>	Quiz 5 - Courts & Policy as a Political Actor (due by 11:55pm)
	Friday, June 4th, 2021	<p>Light Lifting - Data Visualization</p> <p>Synchronous Session: Drawing Connections - Midterm Review</p>		
Week 4	Monday, June 7th, 2021	MIDTERM EXAMINATION		
	Tuesday, June 8th, 2021	Media	<p>Farris, Emily and Heather Silber Mohamed. 2018. "The news media usually show immigrants as dangerous criminals. That's changed – for now, at least." Washington Post, 6/27/19.</p> <p>Gilens, Martin (1999), Why Americans Hate Welfare (Chicago: University of Chicago Press). Chapter 6: Media Distortions: Causes and Consequences.</p> <p>VanDam, Andrew. 2019. Searching for images of CEOs or managers? The results almost always show men. Washington Post, 1/3/2019</p>	
	Wednesday, June 9th, 2021	Interest Groups and Money	<p>Miller, Maya. 2019. "How the IRS Gave Up Fighting Political Dark Money Groups." ProPublica, 4/18/19.</p> <p>This American Life "Take the Money and Run for Office." (about 60 minutes)</p>	Quiz 6 - Media & Interest Groups (due by 11:55pm)

	Thursday, June 10th, 2021	Partisanship, Ideology, and Polarization	<p>Azarai, Julia. 2016. "Weak parties and strong partisanship are a bad combination." Vox, 11/3/16.</p> <p>Chinoy, Sahil. 2019. "Quiz: Let Us Predict Whether You're a Democrat or a Republican" New York Times, 8/8/19.</p> <p>Mason, Liliana. "Uncivil Agreement: How Politics Became Our Identity." University of Chicago Press. Chapters 1 and 2.</p> <p>Masket, Seth. 2019. "What is polarizing legislatures? Probably not what you think." Vox, 4/16/19.</p> <p>Vedantam, Shankar. "Partisan Psychology: Why Do People Choose Political Loyalties Over Facts?" NPR (4 minutes)</p>	
	Friday, June 11th, 2021	Public Opinion Synchronous Session: Peer Review of Fact Sheet	<p>Lax, Jeffrey and Justin Phillips. 2009. "Gay Rights in the States: Public Opinion and Public Responsiveness." American Political Science Review. no.103(3)</p> <p>Taber, Charles S. and Milton Lodge. 2006. "Motivated Skepticism in the Evaluation of Political Beliefs." American Journal of Political Science. 50(3), 755-769</p>	Quiz 7 - Partisanship & Public Opinion (due by 11:55pm)
Week 5	Monday, June 14th, 2021	Elections and Direct Democracy	<p>Cohen, Karole, Noel and Zaller, From "The Party Decides: Presidential Nominations Before and After Reform" (Readings in American Politics)</p> <p>McElwee, Sean. 2014. "5 Ways Life in America Would Be Better If Everyone Voted." Rolling Stone 10/29/2014.</p> <p>Menand, Louis. 2004. "The Unpolitical Animal." The New Yorker.</p> <p>Gerber, Elisabeth R. 1998. "Pressuring Legislatures through the Use of Initiatives: Two Forms of Indirect Influence." in Citizens as Legislatures: Direct Democracy in the United States (edited by Shaun Bowler, Todd Donovan, and Caroline Tolbert).</p> <p>This American Life's "House Divided: War of Northern Aggression." (25 minutes)</p>	Policy Brief - Fact Sheet Due

<p>Tuesday, June 15th, 2021</p>	<p>Voting Rights and Gerrymandering</p>	<p>Epps, Garrett, 2012. "Voting: Right or Privilege?" The Atlantic 9/18/12.</p> <p>Liptak, Adam. 2019. "Supreme Court Bars Challenges to Partisan Gerrymandering." The New York Times 6/27/19.</p> <p>Soffen, Kim. "How racial gerrymandering deprives black people of political power." Washington Post, 6/9/19</p> <p>Timm, Jane C. 2019. "Florida Republicans move to limit felon voting rights despite constitutional amendment." NBC News 3/19/2019</p> <p>Wang, Sam. 2019. Gerrymandering, or Geography?: Computer-based techniques can prove that partisan advantage isn't an accident. The Atlantic 3/26/19.</p> <p>Recommended, Not Required Annenberg Classroom. "One Person, One Vote: Baker v Carr and Reynolds v Sims."</p> <p>@Taniel – Twitter Thread: The origins of disenfranchisement statutes. 4/22/19</p> <p>Play the Redistricting Game online!</p>	<p>Quiz 8 - Elections and Direct Democracy & Voting Rights (due by 11:55pm)</p>
<p>Wednesday, June 16th, 2021</p>	<p>Social Movements & Protests</p>	<p>Lipsky, Michael. 1968. "Protest as a Political Resource." The American Political Science Review no. 62 (4):1144-1158.</p> <p>Nathanson, Constance. 1999. "Social Movements as Catalysts for Policy Change: The Case of Smoking and Guns" The Journal of Health Politics, Policy and Law: 24(3).</p>	

	Thursday, June 17th, 2021	Social Policy and Religious Rights	<p>Chiu, Allyson. 2019. "A Mississippi wedding venue rejected an interracial couple, citing 'Christian belief.' Facing a backlash, the owner apologized." <i>Washington Post</i>, 9/3/19.</p> <p>Green, Emma. 2015. "Gay Rights May Come at the Cost of Religious Freedom." <i>The Atlantic</i>.</p> <p>Kreitzer, Rebecca J, Allison J Hamilton, and Caroline J Tolbert. 2014. "Does Policy Adoption Change Opinions on Minority Rights? The Effects of Legalizing Same-Sex Marriage." <i>Political Research Quarterly</i></p> <p>Mendoza, Jessica. 2019. Is our political divide, at heart, really all about abortion? <i>Christian Science Monitor</i> 4/9/19</p>	Quiz 9 - Social Movements & Social Policy and Religious Rights (due by 11:55pm)
	Friday, June 18th, 2021	Choice - HEALTH POLITICS AND POLICY	<p>Michener, Jamila. 2018. <i>Fragmented Democracy</i>. Cambridge University Press. Chapter 1 (p. 1-10)</p> <p>Michener, Jamila. 2018. <i>Fragmented Democracy</i>. Cambridge University Press. Chapter 3</p> <p>Kreitzer, Rebecca J., Candis Watts Smith, Kellen A. Kane, and Tracee Saunders. 2021. "Affordable but Inaccessible? Contraception Deserts in the US States". <i>Journal of Health Politics, Policy, and Law</i>.</p> <p>Keith, Tamara. 2021. "Biden Administration Looks for Help with Next Phase of Pitching COVID Vaccines". NPR. https://www.npr.org/2021/04/23/989954894/biden-administration-looks-for-help-with-next-phase-of-pitching-covid-vaccines</p>	
Week 6	Monday, June 21st, 2021	Choice - RACE AND EDUCATION	<p>"The Problem We All Live With" This American Life PODCAST (about 60 minutes)</p> <p>Goldstein, Dana. 2019. "San Francisco Had an Ambitious Plan to Tackle School Segregation. It Made It Worse." <i>The New York Times</i>, 4/24/19.</p> <p>Lee, Trymaine. 8/15/11. "The Koch Brothers and the Battle Over Integration in Wake County's Schools." <i>Huffington Post</i>.</p> <p>Strauss, Valerie. 2019. "A new story of school segregation in North Carolina: A private white-flight academy turning charter." <i>Washington Post</i> 3/11/19</p> <p><u>Recommended, Not Required</u> John Oliver's Last Week Tonight on School Segregation (18 minutes) (NOTE: John Oliver usually drops at least one f-bomb, but his clips are very educational. I encourage you to watch it, but leave it as recommended because some may find his</p>	Quiz 10 - Health & Education (due by 11:55pm) Policy Brief - Advocacy Brief Due

			humor offensive.)	
			"The Problem We All Live With, Part Two" This American Life PODCAST (about 60 minutes) . (Note: This one is about magnet schools!)	
	Tuesday, June 22nd, 2021	Reading Day		
	Wednesday, June 23rd, 2021	Final Exam		

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