

**PPS 301/ POL SCI 310**  
**POLITICAL ANALYSIS for PUBLIC POLICY MAKING**

Professor Bruce W. Jentleson  
Fall 2018

*Duke University*  
*Sanford School of Public Policy*

*Rubenstein Hall 153*  
*M, W 1:25-2:40*

TAs for Writing/Discussion Sections:

Gabrielle Murphy, Section 04D, Fri 12:00-12:50, Rubenstein Hall 149

Blake Rosser, Section 05D, Fri 1:40-2:30, Sanford 07

Abby Zofchak, Section 06D, Fri 10:20-11:10, Sanford 07

**COURSE SYLLABUS**

**Course Overview**

As a core course in the Public Policy Studies major, as well as one with a Political Science cross-listing, this course focuses on the political processes, institutions and key actors involved in the making of public policy. We will examine major theories about politics and public policy as well as instructive cases, with an added focus on American public policy in the contemporary context of globalization. Course objectives are developing the conceptual understanding, analytic frameworks, substantive knowledge, and research and writing skills necessary to perform political analysis.

The course is structured into three units: How Washington Works, American Politics: Historical and Contemporary, and International Comparative Perspective.

**Course Structure**

Class sessions are lectures with questions and discussion mixed in. Some readings will be covered in class. Some will not, but are important in their own right. If there are readings about which you have questions or want further discussion, you should let Professor Jentleson know (e-mail, comments in class, meetings outside of class). Baseline expectations are completion of the readings and any other preparation by the session for which they are assigned, 100% attendance other than excused absences, and active participation and engagement.

No use of laptops, tablets, cell phones and other electronics in lectures unless otherwise specified; see, e.g., <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html?emc=eta1&r=0>. When PowerPoints are used in lecture, they'll be handed out in class and/or posted on our Sakai site afterwards. Laptops will be used in some sections depending on the topic.

## Sections

The weekly sections have two main purposes: as writing workshops and as small group discussions of course topics. This is a W-designated course (writing-in-the-disciplines), with emphasis on public policy and political science writing formats, styles and standards. It cannot be emphasized enough how important research, analytic and writing skills are to virtually all careers PPS and Political Science majors pursue; nothing is more quickly discrediting of good ideas than bad writing.

You are encouraged to keep up with news, events and policy debates related to the course, whether through a daily newspaper or other quality media source. On most Mondays we'll start class with a brief discussion of news and events relevant to the course that you want to bring up.

## Readings

No book is required. Readings have links on the syllabus and/or are on the Course Sakai Website and E-Reserves.

### **“Civic Engagement and American Democracy” Coursera Online Course Supplement**

With Professor Nick Carnes I coordinated production of “Civic Engagement and American Democracy,” which we are using in PPS 301 as a course supplement and which also is being offered through Coursera to courses in other universities as well as general audiences. It consists of 18 short videos recorded by us as well as other Sanford faculty colleagues that explain key concepts and other information foundational to this course, and brief quizzes afterward to check your knowledge. If you already know the basics of U.S. politics, you should be able to “test out” of many units in a minute or two. This material takes the place of some longer textbook readings that would otherwise be assigned the first few weeks of class. Instead, you are required to complete this Coursera course, including passing the quizzes, **before the end of the second week of classes (by 5pm on Friday, September 7)**. Do NOT leave this too close to the deadline, as if you fail quizzes you may get closed out for a period of time before being able to re-take them. Students who fail to do this will have 5 points deducted from their final course grade.

### **WRITTEN ASSIGNMENTS (45% of course grade, first three assignments 10% each, 4<sup>th</sup> one 15%)**

Each student selects a particular public policy issue currently being considered by Congress or one that interest groups and other political actors are pushing for Congress to consider, and researches and completes all four assignments on that issue.

Students will receive detailed guidelines for completing each assignment; initial brief descriptions and due dates:

#### **Assignment 1: Core Policy Debate and Political History Memo**

*Draft for Peer Review: Fri section 9/21; Final Memo: Thurs 9/27, 5:00* (in Sakai drop-box);  
2-3 pages, single-space, 12 point Times New Roman, normal margins.

2-3 page analysis of the main issues in the debate on your issue, including background on relevant legislation, politics and other aspects that provide crucial context, and initial statement of what your position is.

### **Assignment 2: Key Players and Stakeholder Analysis Memo**

*Draft for Peer Review: Fri section 10/19; Final Memo: Thurs 10/25, 5:00 (in Sakai drop-box); length and specs same as #1.*

Identify the key congressional players (Members, committees, other) and other stakeholders (e.g., interest groups) and their positions on the issue you wrote your first memo on.

### **Assignment 3: Op-Ed/Blog**

*Draft for Peer Review: Fri section 11/9; Final Memo: Thurs 11/15, 5:00 (in Sakai drop-box); 750 words maximum*

Make a persuasive case for your position geared to a broad audience.

### **Assignment 4: Political Strategy Memo (15% final grade)**

*Draft for Peer Review: Fri section 11/30; Final Memo: Thurs 12/5, 5:00 (in Sakai drop-box); 4 pages maximum.*

Present your strategy for succeeding on your issue

**\*\*\* Late penalty for all written assignments: 10 points if submitted at all past the due date and time, and an additional 10 points for each additional day or portion thereof.**

**EXAMS: Two exams, both in class during the semester:**

**Exam #1: Wed 10/3**

**Exam #2: Mon 12/3**

**Exams worth a total of 35%, 20% for your highest grade, 15% for the other (total = 35% final grade)**

**NO FINAL EXAM**

**CLASS AND SECTION PARTICIPATION (20%):** Expectations are for attendance at all classes and sections and for consistent, intensive and creative engagement. That means doing the reading as assigned, giving prior thought to key points, introducing your own thinking into discussions, and generally “digesting” not just “ingesting”. While personal styles vary, all students are expected to be active participants in both lecture/discussions and sections. This is not

necessarily measured by “quantity”. Quality matters too, including demonstration of analytic thinking, engaging in constructive critiques (of lectures, readings, student papers), and other ways of showing digestion not just ingestion.

Scale: 95-100 (substantially exceeds expectations); 90-94 (moderately exceeds expectations); 85-89 (meets expectations); 80-84 (consistent attendance, participation below expectations); 70-79: (inconsistent attendance and/or participation substantially below expectations); below 70 (you’ll know). Around mid-semester you’ll receive your provisional participation grade as it stands at that point.

### **Grading**

Each assignment will be graded on a 100-point basis. Our expectations are high; appropriately so, we believe. We will be looking for excellence in all the assignments, and we will be providing support for you to meet this challenge. We also will be guided by the grading guidelines set by the Department of Public Policy Studies of a 3.2 mean for this course. This is not absolutely fixed but is a guideline. If a final course grade is at the cusp (e.g., between A- and B+), progression over the semester will be taken into account.

Grading is done principally by the section TAs in consultation with Professor Jentleson. Any student can ask Professor Jentleson to read his/her paper or exam for additional comments. Students may also ask for a grade to be reviewed, with the understanding that the review could lead to no change, an increase or a decrease as warranted.

**Academic Integrity:** Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity. Each student is expected to abide by the Duke Community Standard, which can be found at <https://trinity.duke.edu/undergraduate/academic-policies/community-standard-student-conduct>. Any work that you submit must be your own, and you are responsible for ensuring that your submitted work does not contain plagiarism. *Please do not hesitate to meet with me or your TA if you have any questions about proper citations.*

### **Teaching Team**

Professor Jentleson: 122 Rubenstein Hall, 613-9208, [bwj7@duke.edu](mailto:bwj7@duke.edu).

Office hours: Mondays after class, 2:45-4:15. We also can meet by appointment.

TAs will let their sections know about how best to meet with them. Their contact information:

Gabrielle Murphy, Section 04D, Fri 12:00-12:50, [gabrielle.murphy@duke.edu](mailto:gabrielle.murphy@duke.edu), Rubenstein 149

Blake Rosser, Section 05D, Fri 1:40-2:30, [blake.rosser@duke.edu](mailto:blake.rosser@duke.edu), Sanford 07

Abby Zofchak, Section 06D, Fri 10:20-11:10, [abigail.zofchak@duke.edu](mailto:abigail.zofchak@duke.edu), Sanford 07

We also work closely with Ryan Denniston, Perkins Librarian for Public Policy and Political Science, 660-6934, [ryan.denniston@duke.edu](mailto:ryan.denniston@duke.edu).

## CLASS SCHEDULE AND READING ASSIGNMENTS

(Civic Education and American Democracy Videos abbreviated CEAD  
and video number listed with most relevant class sessions)

### M 8/27 **Course Overview**

“Civic Engagement in American Democracy” Online Course Supplement (Coursera)

In Class: “Who was Terry Sanford?”

[https://www.youtube.com/watch?v=ri9i8ZBfBwI&list=PLN185IF16gb\\_WdzUPNfn-1sQ-zZwWJ2aP&index=1](https://www.youtube.com/watch?v=ri9i8ZBfBwI&list=PLN185IF16gb_WdzUPNfn-1sQ-zZwWJ2aP&index=1)

### W 8/29 **Millennial Generation’s Political Views**

Foa and Mounck, “The Democratic Disconnect,” *Journal of Democracy*, July 2016,  
<http://www.journalofdemocracy.org/sites/default/files/Foa%26Mounck-27-3.pdf>

Blasi and Kruse, “Today’s Youth Reject Capitalism, But What Do They Want to Replace It?,” April 4, 2018, <https://theconversation.com/todays-youth-reject-capitalism-but-what-do-they-want-to-replace-it-94247> and Ehrenfreund, “A Majority of Millennials Now Reject Capitalism, Poll Shows,” *Washington Post*, April 26, 2016,  
[https://www.washingtonpost.com/news/wonk/wp/2016/04/26/a-majority-of-millennials-now-reject-capitalism-poll-shows/?utm\\_term=.dc59fe474e96](https://www.washingtonpost.com/news/wonk/wp/2016/04/26/a-majority-of-millennials-now-reject-capitalism-poll-shows/?utm_term=.dc59fe474e96)

Jentleson, “Millennials Are So Over U.S. Domination of World Affairs,” July 26, 2018,  
<https://theconversation.com/millennials-are-so-over-us-domination-of-world-affairs-99167>

### F 8/31 Sections **Overview, Intros**

**Discussion:** *What in your view are the most important political issues facing the United States today? Why?*

## I. HOW WASHINGTON WORKS

### M 9/3 **Agenda Setting**

Kingdon, *Agenda, Alternatives and Public Policies*, Chapter 1, “How Does an Idea’s Time Come?,” Ch. 1 (through p. 18) and Ch. 5.

### W 9/5 **The Presidency: What Makes a Great President?**

CEAD Video 1.2

CBS News, “What Makes a Great President,” January 20, 2013,  
<https://www.youtube.com/watch?reload=9&v=PPTjlc9Ung0>

Karl Rove (President George W. Bush's main political advisor), "What Makes a Great President?," <https://historynewsnetwork.org/article/1529> (read Rove's prepared remarks, up to where audience Q&A starts)

Meacham, *The Soul of America: The Battle for Our Better Angels*, Ch. 1, "The Confidence of the Whole People" (through p. 40, middle of page)

F 9/7 Sections            **Library Resources with TAs and Ryan Denniston, Social Science Librarian  
Bostock Library, Room 023 --- all sections, regular times**

**\*\* F 9/7, 5:00 PM     *Deadline for Completion of Civic Education and American Democracy Videos***

M 9/10            **Congress: Power Structure and Politics**  
CEAD Videos 1.1, 2.4

Bessette and Pitney, *American Government and Politics*, Chapter 13 (skim, but read section "Congressional Organization" carefully)

Arnold, *The Logic of Congressional Action*, Chs 1 and 4

Volden and Wiseman, "Five Habits of Highly Effective Legislators," *Washington Post* "Monkey Cage," January 6, 2015, [https://www.washingtonpost.com/news/monkey-cage/wp/2015/01/06/the-5-habits-of-highly-effective-legislators/?utm\\_term=.17b2bcc2be85](https://www.washingtonpost.com/news/monkey-cage/wp/2015/01/06/the-5-habits-of-highly-effective-legislators/?utm_term=.17b2bcc2be85)

\*Follow news on the confirmation process for Supreme Court Justice Nominee Brett Kavanaugh

W 9/12            **Congress, The President and Policy Making: Foreign Policy as a Case Study**

Goldgeier and Saunders, "The Unconstrained Presidency: Checks and Balances Eroded Long Before Trump," *Foreign Affairs*, August 13, 2018, <https://www.foreignaffairs.com/articles/2018-08-13/unconstrained-presidency>

F 9/14 Sections            **More on Research and Memo Writing**

Hamilton, "Memo Writing"

Lamott, "Shitty First Drafts"

"Art of the Elevator Pitch," <http://readwrite.com/2010/04/16/the-art-of-the-elevator-pitch-10-great-tips/>

Some relevant websites:

[Congress.gov](http://Congress.gov)

[Opensecrets.org](http://Opensecrets.org),

<https://votesmart.org/interest-groups#.W2iNFy2ZMU1>

<http://www.smallwhitefilter.com> (Guide to Political Advocacy Groups)

M 9/17                    **Intra-Executive Branch Politics**

CEAD Video 1.4

Kozak, "The Bureaucratic Politics Approach: The Evolution of the Paradigm," in Kozak and Keagle, Bureaucratic Politics and National Security: Theory and Practice

"Interagency Process," <http://www.au.af.mil/au/awc/awcgate/ccoh/chapter2.pdf>

"The National Security Council Interagency Process," *YouTube*, February 20, 2017, <https://www.youtube.com/watch?v=RBaNiup-qFY>

W 9/19                    NO CLASS (Yom Kippur observance)

F 9/21 Sections            **Peer Review, Draft Memo #1**

Bring hard copy of your draft of Memo #1 to section

M 9/24                    **Public Affairs and Lobbying**

**Guest Speaker: Kelly Williamson, Managing Director, Raleigh-Durham, APCO**

**Worldwide** <http://www.apcoworldwide.com/about-us/our-people/bios/Kelly-Williamson> , <http://www.apcoworldwide.com>

CEAD Videos 1.7, 3.3

W 9/26                    **Interbranch Politics: Federal Budget Process**

"Budget Process," National Priorities Project, <https://www.nationalpriorities.org/budget-basics/federal-budget-101/federal-budget-process/>

**\*\* Thurs 9/27, 5:00 PM, Memo #1 due (in Sakai drop-box)**

F 9/28 Sections            **Federal Budget Policy Process Exercise/Simulation**

<https://www.brookings.edu/events/can-you-fx-the-debt-play-the-fiscal-ship-at-brookings/>

M 10/1                    **Social Movements, Public Opinion**

CEAD Videos 1.8. 3.4

EBSCO, "Four Stages of Social Movements,"

<https://www.ebscohost.com/uploads/imported/thisTopic-dbTopic-1248.pdf>

Putnam and Skocpol, "Middle America Reboots Democracy," *Democracy: Journal of Ideas*, Spring 2018, <https://democracyjournal.org/arguments/middle-america-reboots-democracy/>

Wood, "His Kampf: Richard Spencer is a Troll and an Icon for White Supremacist. He Was Also My High-School Classmate," *The Atlantic*, June 2017,

<https://www.theatlantic.com/magazine/archive/2017/06/his-kampf/524505/>

W 10/3      **EXAM #1** (in class)

**\*FALL BREAK**

## II.      AMERICAN POLITICS: HISTORICAL AND CONTEMPORARY

W 10/10      **"Listen First" Discussion and Class Exercise**

*Led by Pearce Godwin, Founder and CEO, Listen First Project, Duke PPS '08*

<http://www.listenfirstproject.org>

Pearce Godwin, "When It Comes to Politics, Listen First in 2018," *The Hill*, 1/1/2018

F 10/12 Sections    **Discussion: Core Principles of Governance (1): Law and Justice**  
**Martin Luther King, Jr., "Letter from a Birmingham Jail," April 16, 1963**

Listen to the audio by Dr. King: <http://www.latinorebels.com/2013/01/15/audio-recording-of-letter-from-birmingham-jail-by-dr-martin-luther-king-jr/>

And read the text:

[http://kingencyclopedia.stanford.edu/kingweb/popular\\_requests/frequentdocs/birmingham.pdf](http://kingencyclopedia.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf)

Questions for discussion will be circulated

M 10/15      **Core Principles of Governance (2): Limited Government**

CEAD Videos 2.1, 2.2

The Federalist Papers, #10, 51 (Duke Library electronic copy)



De Tocqueville, Democracy in America (ed. Richard Heffner, Abridged Mentor Edition, 1956), Chs, 10, 11, 29

W 10/17 **Core Principles of Governance (3): Balancing National Security and Civil Liberties**  
**Guest Speaker: Professor Shane Stansbury, Duke Law School and Sanford Hart Leadership Program,** <https://law.duke.edu/fac/stansbury/>  
 CEAD Video 1.3

Readings to be assigned

F 10/19 Sections **Peer Review, Draft Memo #2**  
 Bring hard copy of your draft of Memo #2 to section

M 10/22 **Historical Perspective: Progressive Era (1896-1938), Age of Bipartisanship (1938-mid1960s)**  
 Brownstein, *The Second Civil War: How Extreme Partisanship Has Paralyzed Washington and Polarized America* (2007), Chapters 2 and 3

W 10/24 **Structural Inequality**  
**Guest Speaker: Professor Deondra Rose**, Sanford School and Political Science Department, <https://sanford.duke.edu/people/faculty/rose-deondra>  
 CEAD Video 2.5

Rothstein (2017), *The Color of Law*, Preface and pp. 1-57.

President Lyndon B. Johnson (1965), "Commencement Address at Howard University: 'To Fulfill These Rights,'" <http://www.presidency.ucsb.edu/ws/?pid=27021>

**\*\* Thurs 10/25, 5:00 PM, Memo #2 due (in Sakai drop-box)**

F 10/26 Sections **Discussion: Religion and American Politics**  
 Separation of church and state is one of the core principles on which the American political system was founded. Yet religion plays a larger role in American politics than in many other democracies. Why? What are the positives, what are the negatives for American politics and policy?

M 10/29 **2016 Presidential Election: Who Voted How, and Why?**  
 CEAD Videos 1.6, 3.2, 3.5

Griffin, Teixeira and Halpin, *Voter Trends in 2016*, November 1, 2017,  
<https://www.americanprogress.org/issues/democracy/reports/2017/11/01/441926/voter-trends-in-2016/>

Drutman, *Political Divisions in 2016 and Beyond: Tensions Between and Within the Two Parties*, Democracy Fund Voter Study Group, June 2017,  
<https://www.voterstudygroup.org/publications/2016-elections/political-divisions-in-2016-and-beyond>

W 10/31      **Media**

**Guest Lecture, Mark Stencel, Co-Director, Duke Reporters Lab, DeWitt Wallace Center for Media and Democracy, <https://sanford.duke.edu/people/faculty/stencel-mark>**  
 CEAD Videos 1.5, 3.1

Readings to be assigned

F 11/2 Sections                      **Op-Ed, Blog Writing: The Good, the Bad and the Ugly**

Duke Office of Communications, "How to Write an Op-Ed,"  
<https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/>

Stephens, "Tips for Aspiring Op-Ed Writers," *New York Times*, August 25, 2017,  
<https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html>

M 11/5              **Deeper Political Trends: Identity, Economy, Other**

Jones, "The Collapse of American Identity," *New York Times*, May 2, 2017,  
<https://www.nytimes.com/2017/05/02/opinion/the-collapse-of-american-identity.html>,

Chua, *Political Tribes: Group Instinct and the Fate of Nations* (2018), Ch. 8: Democracy and Political Tribalism in America

Cohen, "A Bigger Economic Pie But a Smaller Slice for Half of the U.S.," *New York Times*, December 6, 2016, <https://www.nytimes.com/2016/12/06/business/economy/a-bigger-economic-pie-but-a-smaller-slice-for-half-of-the-us.html?emc=eta1>

Carnes and Lupu, "It's Time to Bust the Myth: Most Trump Voters Were Not Working Class," *Washington Post*, June 5, 2017,  
[https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/05/its-time-to-bust-the-myth-most-trump-voters-were-not-working-class/?utm\\_term=.14c1a6c44a42](https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/05/its-time-to-bust-the-myth-most-trump-voters-were-not-working-class/?utm_term=.14c1a6c44a42)

[Cohen and Gebeloff, "Public Servants Are Losing Their Foothold in the Middle Class," \*New York Times\*, April 22, 2018, <https://www.nytimes.com/2018/04/22/business/economy/public-employees.html>](https://www.nytimes.com/2018/04/22/business/economy/public-employees.html)

W 11/7           **2018 Election**  
Initial analysis and discussion of the midterm election results and their implications

F 11/9 Sections       **Peer Review, Draft Op-Ed/Blog (Assignment #3)**  
Bring hard copy of your draft Op-Ed/Blog to section

M 11/12           **2018 Election, Principal Political Trends**  
Edsall, "Democracy Can Plant the Seeds of Its Own Destruction." *New York Times*,  
October 19, 2017, <https://www.nytimes.com/2017/10/19/opinion/democracy-populism-trump.html?emc=eta1>

[Hohmann, "Poll Commissioned by Bush and Biden Shows Americans Losing Confidence in Democracy," \*Washington Post\*, June 26, 2018,  
\[https://www.washingtonpost.com/news/powerpost/paloma/daily-202/2018/06/26/daily-202-a-poll-commissioned-by-bush-and-biden-shows-americans-losing-confidence-in-democracy/5b318a5030fb046c468e6f48/?utm\\\_term=.4fa73d00a258\]\(https://www.washingtonpost.com/news/powerpost/paloma/daily-202/2018/06/26/daily-202-a-poll-commissioned-by-bush-and-biden-shows-americans-losing-confidence-in-democracy/5b318a5030fb046c468e6f48/?utm\_term=.4fa73d00a258\)](https://www.washingtonpost.com/news/powerpost/paloma/daily-202/2018/06/26/daily-202-a-poll-commissioned-by-bush-and-biden-shows-americans-losing-confidence-in-democracy/5b318a5030fb046c468e6f48/?utm_term=.4fa73d00a258)

W 11/14           **Gerrymandering**  
Guest Lecture, Wes George, Duke Sanford MPP '19, who is playing a lead role in projects on redistricting

**\*\* Thurs 11/15, 5:00 PM, Op-Ed (Assignment #3) due (in Sakai drop-box)**

Fri 11/16 Sections   **Discussion: American Exceptionalism**  
American exceptionalism is the view that American foreign policy has been guided more by democratic and humanist values and principles than most countries. The video below takes this position, the article disputes it. Discuss and debate in your section.

Video, "A City Upon a Hill: American Exceptionalism,"  
<https://www.youtube.com/watch?v=oQsCW1hbOGw>

Walt, "The Myth of American Exceptionalism" *Foreign Policy*, October 11, 2011,  
<https://foreignpolicy.com/2011/10/11/the-myth-of-american-exceptionalism/>

### III. INTERNATIONAL COMPARATIVE PERSPECTIVE

M 11/19           **How We Doing Compared to Other Democracies?**  
Bertelsman Foundation, *Social Justice in the OECD: How Do Member Nations Compare?*,  
[https://news.sqi-network.org/uploads/tx\\_amsqistudies/SGI11\\_Social\\_Justice\\_OECD.pdf](https://news.sqi-network.org/uploads/tx_amsqistudies/SGI11_Social_Justice_OECD.pdf)

Pew Research Center, *Middle Class Fortunes in Western Europe* (and the United States), May 25, 2017, <http://www.pewglobal.org/2017/04/24/middle-class-fortunes-in-western-europe/>

Neate, "Richest 1% Own Half the World's Wealth, Study Finds," *The Guardian*, November 14, 2017, <http://www.pewglobal.org/2017/04/24/middle-class-fortunes-in-western-europe/>

Peterson Institute on International Economics, "U.S. Government is Worst at Reducing Inequality Among All High-Income OECD Countries," October 27, 2017, <https://piie.com/research/piie-charts/us-government-worst-reducing-inequality-all-high-income-oecd-countries#.Wip-PcR-sog.email>

**\*THANKSGIVING BREAK**

M 11/26      **Internationalization of "Domestic" Policy: (1) Case Study, Antitrust Policy**  
CEAD Video 2.3

Federal Trade Commission (FTC), "Antitrust Laws," <https://www.ftc.gov/tips-advice/competition-guidance/guide-antitrust-laws/antitrust-laws>

Reid, *United States of Europe*, Ch. 4 "Welch's Waterloo"

PPS 301 Case Study: The Google Antitrust Case

W 11/28      **Internationalization of "Domestic" Policy: (2) Case Study, Global Jurisprudence, and Data Privacy**

PPS 301 Case Study: Global Jurisprudence

Eddy and Scott, "Facebook and Twitter Could Face Fines in Germany Over Hate Speech Posts," *New York Times*, March 14, 2017, <https://www.nytimes.com/2017/03/14/technology/germany-hate-speech-facebook-tech.html? r=0>

Bennhold, "Germany Acts to Tame Facebook, Learning from Its Own History of Hate," *New York Times*, May 19, 2018, <https://www.nytimes.com/2018/05/19/technology/facebook-deletion-center-germany.html>

F 11/30 Sections      **Peer Review, Draft Memo #4, Final Section Wrap-Up**  
Bring hard copy of your draft of Memo #4 to section

M 12/3 Exam #2 (in class)

**IV. WRAP-UP**

W 12/5 **LAST CLASS: What Is to Be Done to Fix American Politics and Policy?**

Gallup Poll, "In U.S., Record Low 47% Extremely Proud to be Americans," July 2, 2018,  
<https://news.gallup.com/poll/236420/record-low-extremely-proud-americans.aspx>

Langston Hughes, "Let America Be America Again," (1935),  
<https://www.poets.org/poetsorg/poem/let-america-be-america-again>

**\*\* Thurs 12/6, 5:00 PM, Memo #4 due (in Sakai drop-box)**

**NO FINAL EXAM**

**PPS 301 WRITING/DISCUSSION SECTIONS:  
SUMMARY SCHEDULE**

F 8/31 Sections      **Overview, Intros**

**Discussion:** *What in your view are the most important political issues facing the United States today? Why?*

F 9/7 Sections              **Library Resources with TAs and Ryan Denniston, Social Science Librarian  
Bostock Library, Room 023 --- all sections, regular times**

F 9/14 Sections            **More on Research and Memo Writing**

Hamilton, "Memo Writing"

Lamott, "Shitty First Drafts"

"Art of the Elevator Pitch," <http://readwrite.com/2010/04/16/the-art-of-the-elevator-pitch-10-great-tips/>

Some relevant websites:

[Congress.gov](http://Congress.gov)

[Opensecrets.org](http://Opensecrets.org)

<https://votesmart.org/interest-groups#.W2iNFy2ZMU1>

<http://www.smallwhitefilter.com> (*Guide to Political Advocacy Groups*)

F 9/21 Sections            **Peer Review, Draft Memo #1**

Bring hard copy of your draft of Memo #1 to section

**\*\* Thurs 9/27, 5:00 PM, Memo #1 due (in Sakai drop-box)**

F 9/28 Sections            **Federal Budget Policy Process Exercise/Simulation**

<https://www.brookings.edu/events/can-you-fx-the-debt-play-the-fiscal-ship-at-brookings/>

**FALL BREAK**

F 10/12 Sections    **Discussion: Core Principles of Governance (1): Law and Justice  
Martin Luther King, Jr., "Letter from a Birmingham Jail," April 16, 1963**

Listen to the audio by Dr. King: <http://www.latinorebels.com/2013/01/15/audio-recording-of-letter-from-birmingham-jail-by-dr-martin-luther-king-jr/>

And read the text:

[http://kingencyclopedia.stanford.edu/kingweb/popular\\_requests/frequentdocs/birmingham.pdf](http://kingencyclopedia.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf)

Questions for discussion will be circulated

F 10/19 Sections      **Peer Review, Draft Memo #2**  
Bring hard copy of your draft of Memo #2 to section

**\*\* Thurs 10/25, 5:00 PM, Memo #2 due (in Sakai drop-box)**

F 10/26 Sections      **Discussion: Religion and American Politics**  
Separation of church and state is one of the core principles on which the American political system was founded. Yet religion plays a larger role in American politics than in many other democracies. Why? What are the positives, what are the negatives for American politics and policy?

F 11/2 Sections      **Op-Ed, Blog Writing: The Good, the Bad and the Ugly**  
Duke Office of Communications, "How to Write an Op-Ed,"  
<https://styleguide.duke.edu/toolkits/writing-media/how-to-write-an-op-ed-article/>  
  
Stephens, "Tips for Aspiring Op-Ed Writers," *New York Times*, August 25, 2017,  
<https://www.nytimes.com/2017/08/25/opinion/tips-for-aspiring-op-ed-writers.html>

F 11/9 Sections      **Peer Review, Draft Op-Ed/Blog (Assignment #3)**  
Bring hard copy of your draft Op-Ed/Blog to section

**\*\* Thurs 11/15, 5:00 PM, Op-Ed (Assignment #3) due (in Sakai drop-box)**

Fri 11/16 Sections      **Discussion: American Exceptionalism**  
American exceptionalism is the view that American foreign policy has been guided more by democratic and humanist values and principles than most countries. The video below takes this position, the article disputes it. Discuss and debate in your section.

Video, "A City Upon a Hill: American Exceptionalism,"  
<https://www.youtube.com/watch?v=oQsCW1hbOGw>

Walt, "The Myth of American Exceptionalism" *Foreign Policy*, October 11, 2011,  
<https://foreignpolicy.com/2011/10/11/the-myth-of-american-exceptionalism/>

### **THANKSGIVING BREAK**

F 11/30 Sections      **Peer Review, Draft Memo #4, Final Section Wrap-Up**  
Bring hard copy of your draft of Memo #4 to section

**\*\* Thurs 12/6, 5:00 PM, Memo #4 due (in Sakai drop-box)**

**NO FINAL EXAM**