

**NOTE: This is the past syllabus for spring 2018; I will update it for spring 2019 but we will use the same general format and readings, including the textbook**

**PA 5012  
The Politics of Public Affairs  
Spring 2018  
Thursday, 6:00-8:45pm  
Humphrey 15**

Professor: Henriët Hendriks

Office Hours: Thursday 4:30-5:30pm and by appt.

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**Course description**

Politics is messy, complex, unpredictable, and sometimes ugly. Yet, most of you want to work in environments that are heavily influenced by politics. So how do we make sense of the political world around us? How do we navigate it? How do we understand the behavior and choices of the political actors around us? How do we make our own choices—whether it's what issues to work on, what solutions to propose, whom to align ourselves with—that lead to preferred outcomes?

To understand the politics of public affairs, it can be helpful to understand what motivates people who work in and around politics. Is it party, ideology, public opinion, the laws or the Constitution, personality, or a combination of these factors? During the semester, we will examine these, and other, factors and discuss to what extent they help us understand various policy issues and outcomes.

**Required readings**

There is a textbook that is required. You can buy it at the University Bookstore or online. Make sure to buy the latest (6<sup>th</sup>) edition.

*The Lanahan Readings in the American Polity, Sixth Edition* (2016), edited by Ann G. Serow & Everett C. Ladd. Lanahan Publishers.

Other readings can be found on the Moodle site or through the links on the syllabus.

**Assignments**

Your course grade will be based on class participation (10%), three writing assignments (25% each), and a group presentation (15%).

*Class participation (10%)*

This course is conducted as a seminar, and regular attendance and active engagement are essential to make it a success. Because the readings serve as a springboard for class discussion, I expect you to have read and thought about the readings prior to class.

Your participation grade will be based on your presence and engagement in class, your preparation and contributions to small group and class-wide discussions, and your courtesy and respect for others.

Please come to class on time and stay for the entire session. If you must arrive late, leave early, or if you anticipate missing a class, please notify me ahead of time. Failure to do so will result in a lower participation grade. In addition, more than one unexcused absence will lower your participation grade.

### *Writing Assignments (25% each)*

Students in this course are responsible for three individual writing assignments. Each assignment will be about 5-7 pages, double-spaced. Detailed assignments will be handed out at least two weeks before the due date.

### *Group presentation (15%)*

As a group, you will develop a political strategy for an advocacy group working on a major public issue. You are free to pick your issue, what specific outcome you desire, and at what level of government you want to advocate for it. Using what you've learned in class and from the readings, your group will explain how you will attempt to persuade or mobilize key political actors around your issue and how this will lead to your desired outcome. More detailed guidelines will be handed out in class.

### **Grades**

Letter grades are assigned as follows. 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, and so on. Unless prior arrangements have been made, late papers will be penalized three points immediately and then again for each 48 hours that passes after the due date/time.

## **University Policy**

### **Student Conduct Code**

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### **Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: <http://policy.umn.edu/education/studentresp>.

## Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/education/instructorresp>.

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-....> If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

## Makeup Work for Legitimate Absences

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/education/makeupwork>.

## Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/education/studentresp>.

## Grading and Transcripts

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

A	4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667
B+	3.333
B	3.000 - Represents achievement that is significantly above the level necessary to meet course

	requirements
B-	2.667
C+	2.333
C	2.000 - Represents achievement that meets the course requirements in every respect
C-	1.667
D+	1.333
D	1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

For additional information, please refer to: <http://policy.umn.edu/education/gradingtranscripts>.

## Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

[https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\\_Harassment\\_Sexual\\_Assault\\_Stalking\\_Relationship\\_Violence.pdf](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

## Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

[http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

## Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - [612.626.1333](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (<https://diversity.umn.edu/disability/>) or e-mail ([drc@umn.edu](mailto:drc@umn.edu)) with questions.

## **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

## **Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

## Course outline

### **January 18: Introduction/What is politics?**

- Lanahan Readings, #s 1 and 8.
- Alan S. Blinder. 1997. "[Is Government Too Political?](#)" *Foreign Affairs*. 76 (November/December): 115-126.
- Eric Liu. 2014. "[How to Understand Power.](#)" Read transcript and/or watch video.

### **January 25: Who governs? What is power? What are the stages of the policy-making process?**

- Lanahan Readings, #s 2, 4, 5, 6, 7, 58
- Birkland, T. A. (2007). [Agenda setting in public policy](#). *Handbook of public policy analysis: Theory, politics, and methods*, 125, 63-78.
- The case of health care in the U.S.:
  - Hacker, J. (2010). The Road to Somewhere: Why Health Reform Happened: Or Why Political Scientists Who Write about Public Policy Shouldn't Assume They Know How to Shape It. *Perspectives on Politics*, 8(3), 861-876. doi:10.1017/S1537592710002021

### **February 1: Rules of the game**

- Lanahan Readings, #s 13, 10, 11, 12, 35
- The case of Minnesota politics:
  - Start here: Bierschbach, B. (2018). [Why 2018 is going to be an absolutely nutty year in Minnesota politics](#). Minnpost, 1/4/2018.
  - Read as much as you can about Governor Dayton's line-item veto of the Legislature's 2018 budget and the legal aftermath. Bring notes and questions to class.
- Bring to class one example from your own professional life where a rule affected a certain outcome. Hypothesize how the absence of the rule could have changed the outcome. Bring notes to class.

### **February 8: Federalism**

- Lanahan Readings, #s 15, 16, 17, 18
- The case of economic inequality and the minimum wage:
  - Hacker, J., & Pierson, P. (2010). Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States. *Politics & Society*, 38(2), 152-204.
  - Kelly, N., & Witko, C. (2012). Federalism and American Inequality. *The Journal of Politics*, 74(2), 414-426.
  - Helgeson, B. (2014). [Minnesota Makes History with Largest Minimum Wage Hike](#). *StarTribune*, 9/6/2014.

## February 15: Representation

- Lanahan Readings, #s 19, 20, 22, 23, 24
- The case of gerrymandering:
  - Drew, E. (2016). [American Democracy Betrayed](#). In *The New York Review of Books*. 8/18/2016.
  - The following three states have been in the news regarding their redistricting (gerrymandering) efforts: Wisconsin, Texas, and North Carolina. Based on your last name, you are assigned to research the situation of one of these states and come to class prepared to explain the case to classmates, including the technical details, what's at stake, and what might happen in the next couple of weeks/months (so bring notes/articles/etc.!)
    - **A-H:** Wisconsin
    - **I-O:** Texas
    - **P-Z:** North Carolina

## February 22: Ideology and party (ASSIGNMENT #1 DUE)

- Lanahan Readings, #s 3, 9, 61, 77

## March 1: Ideology and party

- Lanahan Readings, #s 67, 68, 69, 72
- Bawn, K., Cohen, M., Karol, D., Masket, S., Noel, H., & Zaller, J. (2012). A theory of political parties: Groups, policy demands and nominations in American politics. *Perspectives on Politics*, 10(3), 571-597.
- Williamson, V., Skocpol, T., & Coggin, J. (2011). The Tea Party and the remaking of Republican conservatism. *Perspectives on Politics*, 9(1), 25-43.

## March 8: Personality

- Lanahan Readings, #s 27, 33, 43, 44
- Gallagher, M. E., and Allen, S. H. (2014). Presidential personality: Not just a nuisance. *Foreign Policy Analysis*, 10(1), 1-21.
- Gallagher, M. E. and Blackstone, B. (2015). Taking Matters into Their Own Hands: Presidents' Personality Traits and the Use of Executive Orders. *Presidential Studies Quarterly*, 45, 221-246.

## March 15: SPRING BREAK

## March 22: Group identity: Race, gender, and religion

- Lanahan Readings, #s 7, 70, 71
- Klein, E. and Chang, A. (2015). [Political Identity is Fair Game for Hatred: How Republicans and Democrats Discriminate](#). *Vox*. December 7.
- Reingold, B., Kreitzer, R., Osborn, T., and Swers, M. L. (2015, September). [Antifeminism and Women's Representation in the States](#). In *Annual Meetings of the American Political Science Association, San Francisco, CA, September*.
- Explore [Building the We: Healing-Informed Governing for Racial Equity in Salinas](#). From *Race Forward: The Center for Racial Justice Innovation*.

**March 29: Group identity: Race, gender, and religion, cont'd (ASSIGNMENT #2 DUE)**

**April 5: Interest groups, social movements, and activism**

- Lanahan Readings, #s 54, 55, 56, 59
- McAdam, D. (1986). Recruitment to high-risk activism: The case of freedom summer. *American journal of sociology*, 92(1), 64-90.

**April 12: Political discourse, the media, and public opinion**

- Lanahan Readings, #s 26, 51, 53, 49, 50, 39, 47, 52
- The case of gay marriage in Minnesota:
  - <https://www.mprnews.org/story/2012/11/09/marriage-how>

**April 19: Creating communities of participation (ASSIGNMENT #3 DUE)**

- Feldman, M. S. and Khademian, A. M. (2007), The Role of the Public Manager in Inclusion: Creating Communities of Participation. *Governance*, 20: 305–324.

**April 26: What's at stake? The future of public policy**

- Lanahan Readings, #s 34, 35, 37, 73, 74, 79

**May 3: Class presentations**