

## **POLS 440-501: Public Policies and Policymaking**

Texas A&M University

Spring 2010

M W F, 9:45 – 10:35 a.m., Allen 1016

Instructor Chris Olds

Office Location: Allen 2067

Office Hours: Wednesday 11:15-12:15 and by appointment

Course email: pols440@yahoo.com

**Course Description from Texas A&M University Undergraduate Catalog:** Socio-economic, political, and institutional factors as they affect the development, implementation and impact of public policies. Strategies of choice by political regimes in the formation of public policies. **Prerequisite:** POLS 206 or approval of department head.

**Specific Goals of the Course:** This course is designed to introduce students to the major actors, stages, and academic theories of public policymaking. In doing so, the course will show students how theoretical concepts of the policymaking process relate to substantive policy issues in contemporary society. This course will also explore the various approaches available to analyze or evaluate government policies.

**Course Objectives:** As the instructor of this course, I expect that my students at the end of the course will-

1. Be able to understand the major theories of the policymaking process.
2. Be able to evaluate the strengths and weaknesses of major theories of the policymaking process.
3. Be able to identify the major actors involved and their respective activities in the policymaking process.
4. Be able to identify the major stages of the policy process.
5. Be able to understand multiple approaches to analyzing government policy.
6. Be able to evaluate arguments made in substantive policy issue debates, and detail the strengths and weaknesses offered in the multiple arguments presented in these debates.

**Grades:** Grades will be based on the following assignments. Students can earn one hundred points in this course. Please note that this is a course where extra credit assignments are not made available. Your grades will reflect your performance on the five assigned items only. I will take attendance in each session, but your attendance record is not factored in to your final score in the course. Although attendance is not incorporated in to the final score, attending lecture is expected; missing multiple sessions will make it difficult for you to follow the material and receive a passing grade in the course.

In terms of assignments submitted late with an unexcused absence, I will deduct one letter grade for each day an assignment is late. If there is a personal conflict with any of the assignment due dates, please notify me as soon as possible.

Special Note: You cannot turn in the assignment late and say that the assignment did not go through to the class e-mail account. If in the very rare case that the e-mail cannot get through, submit it to my general school account, colds1@tamu.edu or my department account, colds1@politics.tamu.edu. Barring any unforeseen circumstances like a mass power outage or natural disaster, an assignment submitted just one minute late (based on the timestamp of the email) is considered a late assignment and will receive an automatic half letter grade reduction. Do not wait until the last minute to complete and submit your work.

### **Item #1--10 points: Reflection Journal**

On Friday, March 5<sup>th</sup> at 12 p.m., a submission of typed-up entries of journal topics is due. Each Friday in from Week 2 to Week 6, students are given a topic related to the course material of that week to reflect on and discuss. The submitted reflection journal is the collection of all five of the assigned entries. Each of the five entries is not required to be a specific length, but they should be long enough for the student to offer their own thoughts on each topic. Scoring of the reflection journal is based on whether the student displays a legitimate effort to reflect on each of the five prompts.

The reflection journal must be typed in a word-processing computer program and follow specific formatting rules (12-pt Times New Roman font, double spaced, and one inch margins). Microsoft Word .doc files or Adobe Acrobat .pdf files are preferred. The email address to submit your reflection journal is immediately below-  
pols440@yahoo.com

### **Item #2--10 points: Stages of the Policy Process Newspaper Article Analysis**

On Monday, March 22<sup>nd</sup> at 12 p.m., a five-pages maximum typed analysis of a newspaper article is due. The specific article the student chooses to evaluate is their individual choice, but must be from one of the following newspapers: *New York Times*, *The Houston Chronicle*, *The Dallas Morning News*, *The Los Angeles Times*, or *The Wall Street Journal*. The student must cite the article title, the newspaper the article was published in, the article author, and the date published.

The student must select a non-editorial based newspaper article that describes the status of a policy problem at one or more stages of the policy process model discussed in class. In their analysis, the student must provide justification for their selection of the article. The justification is provided by the student in their comparison of the status of the policy problem as described in the newspaper article to materials presented in lecture and in the assigned readings on specific characteristics of one or more stages of the policy process. In the process of making this comparison, the student must also summarize the main points of interest in the newspaper article. The student should cite course materials using guidelines presented in the American Political Science Association Style Manual.

The article analysis must be typed in a word-processing computer program and follow specific formatting rules (12-pt Times New Roman font, double spaced, and one inch margins). Microsoft Word .doc files or Adobe Acrobat .pdf files are preferred. The email address to submit your newspaper analysis is immediately below-  
pols440@yahoo.com

The scoring of this assignment is based on the following (out of 10 points possible)

- 3 Points- The student provides an easy to understand summary of the article in their own words.
- 4 Points- The student offers reasons as to why they think the article offers information that suggests a policy problem is at one or more stages of the policy process model.
- 3 Points- The student's writing is clearly structured following the basic structure of an essay (introduction-body-conclusion). The student follows requested formatting rules and avoids frequent spelling and grammatical errors.

### **Item #3--35 points: First Take-Home Examination**

On Wednesday, March 24<sup>th</sup> in class, five essay-based questions will be distributed to students. Students will have one week to answer all five of these questions. Each of the questions is worth seven points. The test is open-note, meaning students can refer to the required reading materials assigned in the course, as well as notes they have personally taken during lectures and while reading the assigned materials. The student should cite course materials using guidelines presented in the American Political Science Association Style Manual. Throughout the time of the examination, students cannot discuss any of the test items with other students in the course.

All essay responses must be typed in a word-processing computer program and follow specific formatting rules (12-pt Times New Roman font, double spaced, and one inch margins). Microsoft Word .doc files or Adobe Acrobat .pdf files are preferred. Finished exams have to be submitted to the instructor by e-mail Wednesday, March 31<sup>st</sup> before 12 p.m. The email address to submit exams is immediately below-  
pols440@yahoo.com

### **Item #4--10 points: Substantive Issue Newspaper Editorial Analysis**

On Friday, April 30<sup>th</sup> at 12 p.m., a five-pages maximum typed analysis of a newspaper editorial is due. The specific editorial the student chooses to evaluate is their individual choice, but must be from one of the following newspapers: *New York Times*, *The Houston Chronicle*, *The Dallas Morning News*, *The Los Angeles Times*, or *The Wall Street Journal*. The student must cite the editorial title, newspaper the editorial was published in, the editorial author(s), and the date published. The student should cite course materials using guidelines presented in the American Political Science Association Style Manual.

The student must select an opinion/editorial piece that discusses one of the major substantive policy issues discussed in class (refer to April 12<sup>th</sup> – April 26<sup>th</sup> in the syllabus). In their analysis, the student must provide a clear summary of the argument made in the editorial. In addition, the student must compare whether the points made in the argument presented in the editorial are similar to points discussed in lecture and in the assigned reading. The student has to evaluate the strength of the argument made in the editorial. In other words, does the student agree or disagree with the argument of the editorial, and why?

All essay responses must be typed in a word-processing computer program and follow specific formatting rules (12-pt Times New Roman font, double spaced, and one inch margins). Microsoft Word .doc files or Adobe Acrobat .pdf files are preferred. The email address to submit exams is immediately below-  
pols440@yahoo.com

The scoring of this assignment is based on the following (out of 10 points possible)

- 2 Points- The student provides an easy to understand summary of the editorial in their own words.
- 2 Points- The student describes whether there are similarities to points made in the editorial to points discussed in the lecture or in the assigned reading.
- 3 Points- The student takes a position about the quality of the argument made in the editorial and offers reasons for why they offer the evaluation of the editorial that they do.
- 3 Points- The student's writing is clearly structured following the basic structure of an essay (introduction-body-conclusion). The student follows requested formatting rules and avoids frequent spelling and grammatical errors.

### **Item #5--35 points: Second Take-Home Examination**

On Friday, April 30<sup>th</sup> in class, five essay-based questions will be distributed to students. Students will have until May 10<sup>th</sup> at 10 a.m. to answer all five of these questions. Each of the questions is worth seven points. The test is open-note, meaning students can refer to the required reading materials assigned in the course, as well as notes they have personally taken during lectures and while reading the assigned materials. The student should cite course materials using guidelines presented in the American Political Science Association Style Manual. Throughout the time of the examination, students cannot discuss any of the test items with other students in the course.

All essay responses must be typed in a word-processing computer program and follow specific formatting rules (12-pt Times New Roman font, double spaced, and one inch margins). Finished exams have to be submitted to the instructor by e-mail Monday, May 10<sup>th</sup> before 10 a.m. The email address to submit exams is immediately below-[pols440@yahoo.com](mailto:pols440@yahoo.com)

Upon completion of the five items, final class grades will be assigned with the following grading scale, out of one hundred total points possible.

A = 89.50 - 100

B = 79.50 - 89.49

C = 69.50 - 79.49

D = 59.50 - 69.49

F = 0 - 59.49

### **Course Readings**

There is no specific textbook that is required. Readings will be posted on course reserves online. Details will be given in class.

### **Statement about Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall, or call 845-1637.

### **Statement about Course Materials/Copyright and Plagiarism**

The materials used in this course are copyrighted. By "materials," I mean anything generated for this class, which include but are not limited to syllabi, presentations, web pages, quizzes, exams, lab problems, in-class materials review sheets, and additional problem sets. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is a serious offense and students can face severe consequences if they have been found to plagiarize the work of others. If you have any questions regarding plagiarism, please consult the Texas A&M University web site, <http://aggiehonor.tamu.edu>.

### **Classroom Protocol**

Since this course covers substantive issues in contemporary society, class discussion might raise views or positions you have

strong personal feelings about. Nonetheless, the best learning experience is one where we respect differing viewpoints, and express our own viewpoints in a civil way. If any student does not follow these guidelines, I reserve the right to excuse them from the classroom.

### **Statement about University Excused Absences**

The following reasons are deemed by Texas A&M University as acceptable reasons for being absent to a class (from Section 7.1 from student rules <http://student-rules.tamu.edu/rule07>)

1. Participation in an activity appearing on the university authorized activity list. Notify me prior to your participation in this activity.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Students who are unable to complete graded work by the due date as a result of an excused absence have a very limited amount of time to notify the instructor that the absence is an acceptable excused absence given university policy and need to provide documentation.

### **Course Outline**

#### **Week 1**

*\*Wednesday, January 20<sup>th</sup>*

#### **Introduction to Class**

- Discuss expectations of the course
- What is Public Policy?

#### **No Required Reading for Today**

*\*Friday, January 22<sup>nd</sup>*

#### **Foundations of Public Policy**

- Discuss history of philosophical perspectives on public policy
- Discuss the impact of values and ideology on policy preferences

#### **Required Reading:**

- Kraft, M.E. and S.R. Furlong. 2010. "Chapter 1: Public Policy and Politics." *Public Policy: Politics, Analysis, and Alternatives*. CQ Press. (pg. 1-26).
- Simon, C.A. 2010. "Chapter 1: Policy and Visions of Governance." *Public Policy: Preferences and Outcomes*. Longman. (pg. 1-17).
- Simon, C.A. 2010. "Chapter 3: Values and Public Policy." *Public Policy: Preferences and Outcomes*. Longman. (pg. 37-53).

#### **Week 2: Formal and Informal Actors in the Policy Process**

- Detail the role of government institutions in shaping public policy
- Examine how public opinion and interest groups influence policy
- Discuss the concept of issue networks/iron triangles

\*Monday, January 25<sup>th</sup>

**Required Reading:**

Kraft, M.E. and S.R. Furlong. 2010. "Chapter 2: Government Institutions and Policy Actors." *Public Policy: Politics, Analysis, and Alternatives*. CQ Press. (pg. 30-63).

\*Wednesday, January 27<sup>th</sup>

**Required Reading:**

Anderson, J.E. 2006. "Chapter 2: The Policy-Makers and Their Environment." *Public Policymaking*. Wadsworth. (pg. 35-79).

Gosling, J.J. 2004. "Chapter 2: Fragmented Government and Policy Making." *Understanding, Informing, and Appraising Public Policy*. Longman. (pg. 23-37).

\*Friday, January 29<sup>th</sup>

-Reflection Journal Topic Given

**Required Reading:**

May, P.J. 1991. "Reconsidering Policy Design: Policies and Publics." *Journal of Public Policy*. 11 (2): 187-206.

Schneider, S.K. and W.J. Jacoby. 1996. "Influences on Bureaucratic Policy Initiatives in the American States." *Journal of Public Administration Research and Theory*. 6: 495-523.

Mintrom, M. 1997. "Policy Entrepreneurs and the Diffusion of Innovation." *American Journal of Political Science*. 41(3): 738-770.

**Week 3: Public Policy Theories, the Policy Process Model, and Policy Typologies**

- Introduce major theories used to predict and explain policy phenomena
- Discuss how policymaking has been identified as a series of processes
- Discuss criticisms in the scholarship of the process model
- Discuss typology systems intended to help build generalizable theories

\*Monday, February 1<sup>st</sup>

**Required Reading:**

Dye, T.R. 2008. "Chapter 3- The Policymaking Process: Decision-making Activities." *Understanding Public Policy*. Pearson. (pg. 31-59).

Simon, C.A. 2010. "Chapter 2: Theories of Public Policy: How Choices Are Made." *Public Policy: Preferences and Outcomes*. Longman. (pg. 18-37)

\*Wednesday, February 3<sup>rd</sup>

**Required Reading:**

Gosling, J.J. 2004. "Chapter 6: Explaining Public Policy Choice." *Understanding, Informing, and Appraising Public Policy*. Longman. (pg. 87-101).

Sabatier, P. 1991. "Toward Better Theories of the Policy Process." *PS: Political Science and Politics*. 29: 147-156.

\*Friday, February 5<sup>th</sup>

-Reflection Journal Topic Given

**Required Reading:**

Lowi, T.J. 1964. "Review: American Business, Public Policy, Case Studies, and Political Theory." *World Politics*. 16 (4): 677-715.

Greenberg, G.D., J.A. Miller, L.B. Mohr, and B.C. Vladeck. 1977. "Developing Public Policy Theory: Perspectives from Empirical Research." *American Political Science Review*. 71 (4): 1532-1543.

Gormley Jr, W.T. 1986. "Regulatory Issue Networks in a Federal System." *Polity* 18: 595-620.

Hayes, M.T. 2007. "Policy Characteristics, Patterns of Politics, and the Minimum Wage: Toward a Typology of Redistributive Policies." *Policy Studies Journal*. 35 (3): 465-480.

**Week 4: Problem Definition and Agenda Setting**

- Describe how problems get on systemic and institutional agendas
- Examine the ability of policy actors to set the policy agenda

\*Monday, February 8<sup>th</sup>

**Required Reading:**

Simon, C.A. 2010. "Chapter 5: Agenda Setting." *Public Policy: Preferences and Outcomes*. Longman. (pg. 71-85).

\*Wednesday, February 10<sup>th</sup>

**Required Reading:**

Anderson, J.E. 2006. "Chapter 3: Policy Formation- Problems, Agendas, and Formulation." *Public Policymaking*. Wadsworth. (pg. 80-103).

\*Friday, February 12<sup>th</sup>

-Reflection Journal Topic Given

**Required Reading:**

Downs, A. 1972. "Up and Down with Ecology: The 'Issue-Attention Cycle.'" *Public Interest*. 28: 38-50  
Kingdon, J. 2002. *Agendas, Alternatives, and Public Policy*. Selected Portions. New York: Longman.

**Week 5: Policy Formulation**

- Describe the formulation of alternatives to address public problems
- Describe the participants in the policy formulation process
- Discuss theories used to illustrate the policy formulation process

\*Monday, February 15<sup>th</sup>

**Required Reading:**

Simon, C.A. 2010. "Chapter 6: Policy Formulation." *Public Policy: Prefer and Outcomes*. Longman. (pg. 86-102).

\*Wednesday, February 17<sup>th</sup>

**Required Reading:**

Stewart Jr., J., D.M. Hedge, and J.P. Lester. 2008. "Chapter 6: Policy Formulation." *Public Policy-An Evolutionary Approach*. Thomson. (pg. 88-105).

\*Friday, February 19<sup>th</sup>

-Reflection Journal Topic Given

**Required Reading:**

Lindblom, C.E. 1959 "The Science of 'Muddling Through.'" *Public Administration Review*. 19 (2): 79-88.  
Schulman, P.R. 1975. "Nonincremental Policy Making: Notes Toward an Alternative Paradigm." *American Political Science Review*. 69 (4): 1354-1370.

**Week 6: Policy Legitimation**

- Discuss the decision to authorize one policy solution over others
- Examine multiple styles of collective decision-making

\*Monday, February 22<sup>nd</sup>

**Required Reading:**

Peters, B.G. 2010. "Chapter 5: Legitimizing Policy Choices." *American Public Policy: Promise and Performance*. CQ Press. (pg. 93-112).

\*Wednesday, February 24<sup>th</sup>

**Required Reading:**

Anderson, J.E. 2006. "Chapter 4: Policy Adoption." *Public Policymaking*. Wadsworth. (pg. 139-161).

\*Friday, February 26<sup>th</sup>

-Reflection Journal Topic Given

**Required Reading:**

Berry, F.S. and W.D. Berry. 1990. "State Lottery Adoptions as Policy Innovations: An Event History Analysis." *American Political Science Review*. 84 (2): 395-415.  
Volden, C. 2006. "States as Policy Laboratories: Emulating Success in the Children's Health Insurance Program." *American Journal of Political Science*. 50 (2): 294-312.

## **Week 7: Policy Implementation**

- Discuss efforts at applying policy solution to address public problems
- Discuss potential problems encountered during policy implementation
- Discuss concerns about how implementation has been studied in academia

\*Monday, March 1<sup>st</sup>

### **Required Reading:**

Anderson, J.E. 2006. "Chapter 6: Policy Implementation." *Public Policymaking*. Wadsworth. (pg. 200-254).  
Peters, B.G. 2010. "Chapter 6: Organizations and Implementation." *American Public Policy: Promise and Performance*. CQ Press. (pg. 113-140).

\*Wednesday, March 3<sup>rd</sup>

### **Required Reading:**

Stewart Jr., J., D.M. Hedge, and J.P. Lester. 2008. "Chapter 7: Policy Implementation." *Public Policy-An Evolutionary Approach*. Thomson. (pg. 106-128).  
Sabatier, P.A. 1986. "Top-down and Bottom-up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis." *Journal of Public Policy*. 6: 21-28.  
O'Toole, L.J. 2000. "Research on Policy Implementation: Assessment and Prospects." *Journal of Public Administration Research and Theory*. 10 (2): 263-288.

\*Friday, March 5<sup>th</sup>

### **-No Class Today**

Reflection Journals due to class e-mail by 12 p.m.  
E-mail address: pols440@yahoo.com

## **Week 8: Policy Evaluation**

- Discuss the types of evaluation conducted to analyze policies
- Discuss the difficulties involved when evaluating policies

\*Monday, March 8<sup>th</sup>

### **Required Reading:**

Peters, B.G. 2010. "Chapter 8: Evaluation and Policy Change." *American Public Policy: Promise and Performance*. CQ Press. (pg. 179-198).

\*Wednesday, March 10<sup>th</sup>

### **Required Reading:**

Anderson, J.E. 2006. "Chapter 7: Policy Impact, Evaluation, and Change." *Public Policymaking*. Wadsworth. (pg. 255-301).

\*Friday, March 12<sup>th</sup>

### **Required Reading:**

Currie, J. and D. Thomas. 1995. "Does Head Start Make a Difference?" *American Economic Review*. 85 (3): 341-64.  
Scholz, J.T. and W.B. Gray. 1997. "Can Government Facilitate Cooperation? An Informational Model of OSHA Enforcement." *American Journal of Political Science*. 41 (3): 693-717.

\*Monday, March 15<sup>th</sup> – Friday, March 19<sup>th</sup>

Spring Break-**No Class This Week**

## **Week 9**

\*Monday, March 22<sup>nd</sup>

Review Session In-Class

Stage of Policy Process Newspaper Article Analysis Due by Email by 12 p.m.

\*Wednesday, March 24<sup>th</sup>

First Take-home examination distributed to students in-class

Finished exams submitted to instructor by e-mail Wednesday, March 31<sup>st</sup> by 12 p.m.

\*Friday, March 26<sup>th</sup>

**No Class Today**

Work on take-home examination

Finished exams submitted to instructor by e-mail Wednesday, March 31<sup>st</sup> by 12 p.m.

**Week 10**

\*Monday, March 29<sup>th</sup>

**No Class Today**

Work on take-home examination

Finished exams submitted to instructor by e-mail Wednesday, March 31<sup>st</sup> by 12 p.m.

\*Wednesday, March 31<sup>st</sup>

**No Class Today**

Finished exams submitted to instructor by e-mail at 12 p.m. today

\*Friday, April 2<sup>nd</sup>

University Assigned Reading Day Today- No Class Today

**Week 11: Policy Analysis**

- Discuss the available tools to perform a policy analysis
- Discuss the multiple types of policy analyses that can be performed

\*Monday, April 5<sup>th</sup>

**Required Reading:**

Kraft, M.E. and S.R. Furlong. 2010. "Chapter 4: Policy Analysis-An Introduction." *Public Policy: Politics, Analysis, and Alternatives*. CQ Press. (pg. 96-123).

\*Wednesday, April 7<sup>th</sup>

**Required Reading:**

Peters, B.G. 2010. "Chapter 17: Policy Analysis- Cost-Benefit Analysis and Ethical Analysis." *American Public Policy: Promise and Performance*. CQ Press. (pg. 443-473).

\*Friday, April 9<sup>th</sup>

**Required Reading:**

Bardach, Eugene. 2009. "Part 1: The Eightfold Path." *A Practical Guide for Policy Analysis-The Eightfold Path to More Effective Problem Solving*. CQ Press. (pg. 1-64).

**Week 12: Substantive Policy Issues**

- Discuss multiple arguments presented on how to address specific problems
- Evaluate the strengths and weaknesses of the presented arguments

\*Monday, April 12<sup>th</sup>

Economic Policy

**Required Reading:**

"Financial Bailout" and "Auto Industry's Future" in *Issues For Debate in American Public Policy: Selections from CQ Researcher*. 10<sup>th</sup> edition. 2010. CQ Press.

\*Wednesday, April 14<sup>th</sup>

Education Policy

**Required Reading:**

Hird, J.A., M. Reese, and M. Shivelock. 2004. "Chapter 2: Education Policy- 'Will Uniform Standards and Testing Improve Public Education?'" *Controversies in American Public Policies*. Thomson. (pg. 30-57).

\*Friday, April 16<sup>th</sup>

Environmental Policy

**Required Reading:**

“Confronting Warming” and “Reducing Your Carbon Footprint” in *Issues For Debate in American Public Policy: Selections from CQ Researcher*. 10<sup>th</sup> edition. 2010. CQ Press.

**Week 13**

\*Monday, April 19<sup>th</sup>

Immigration Policy

**Required Reading:**

Hird, J.A., M. Reese, and M. Shivelock. 2004. “Chapter 6: Immigration Policy- ‘Should the United States Admit Fewer Immigrants?’” *Controversies in American Public Policies*. Thomson. (pg. 146-167).

\*Wednesday, April 21<sup>st</sup>

Health Care Policy

**Required Reading:**

Peters, B.G. 2010. “Chapter 11: Health Care Policies.” *American Public Policy: Promise and Performance*. CQ Press. (pg. 259-293).

\*Friday, April 23<sup>rd</sup>

Homeland Security and Foreign Policy

**Required Reading:**

“Closing Guantánamo” and “Homeland Security” in *Issues For Debate in American Public Policy: Selections from CQ Researcher*. 10<sup>th</sup> edition. 2010. CQ Press.

**Week 14**

\*Monday, April 26<sup>th</sup>

Civil Liberties and Civil Rights

**Required Reading:**

“Gun Rights Debates” and “Wrongful Convictions” in *Issues For Debate in American Public Policy: Selections from CQ Researcher*. 10<sup>th</sup> edition. 2010. CQ Press.

\*Wednesday, April 28<sup>th</sup>

Review of course

\*Friday, April 30<sup>th</sup>

Substantive Issue Newspaper Editorial Analysis Due by e-mail by 12 p.m.

Second Take-home examination distributed to students in-class

Finished exams submitted to instructor by e-mail Monday, May 10<sup>th</sup> before 10 a.m.

\*Monday, May 3<sup>rd</sup>

**No Class Today**

Work on take-home examination

Finished exams submitted to instructor by e-mail Monday, May 10<sup>th</sup> before 10 a.m.