

Political Science 138-601: Public Policy Process

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Course Description:

When many people think of the policymaking process, they think either of the School House Rock video that describes how a bill becomes a law, or, given the current state of government, they think of dysfunction and chaos. Nonetheless, the policymaking process is actually far more complicated than the path that a bill takes through congressional committees, floor action, and a conference committee before landing on the president's desk for his signature or veto. The policymaking process is in many ways an obstacle course— a policy idea must navigate a treacherous path littered with impediments, including, but not limited to, lobbyists whose clients have a vested interest in the outcome of the bill, unrelated political currents that can impede legislation, some unique American philosophical predilections, and now, individual activists who harness the power of social media to attempt to influence legislation. Even getting a problem addressed by proposed legislation, or an idea into proposed legislation is an achievement. The policymaking process is also substantially affected by the institutional culture and procedure in Congress— in many ways this culture is the football field on which the legislative game takes place. When the political culture breaks down, it is akin to playing on a wet and muddy field. This class will explore all of the various aspects of the policymaking process, broadly defined. We will also study each of the various actors in the process. We will evaluate the obstacle course and we will work to understand how it functions, why it functions in the way that it does, and where the power lies in the process. Additionally we will ponder what has changed in the policymaking process over the last forty to fifty years and what has remained the same. We will also question whether the policymaking process is still functioning capably to address major national problems, and if it is not, what has changed to render it dysfunctional? Finally, we will consider what improvements could be made to the policymaking process and whether or not they are achievable.

Among the other questions that we will consider: how do classic theories of the policymaking process hold up in a twenty-first century world? Where does power lie in the policymaking process? How has the policymaking process changed over the past forty to fifty years? How have new technological advancements affected the policymaking process? Who are the key players in the policymaking process and why? How and why do items make it onto the public agenda? Has increased transparency reduced the role of lobbyists in the policymaking process? Is increased transparency good for policymaking or bad? Is there to a way to ensure that the policymaking process produces policies that primarily advance the public good without sacrificing other key American values? What role does the President play in the policymaking process— is too much expected of the President given his powers to affect the policymaking process? Does the policymaking process function better for certain types of issues than other types

of issues? Why or why not? What impact does the American preference for “government out of sight” and/or a submerged state have on the policymaking process?

Grading Breakdown:

Participation: 30%

Group Project: 35%

Research Paper: 25%

Op- Ed: 10%

Class Participation: The quality of the class discussion in a seminar truly defines how educational and interesting the class is. Reflecting that importance, class participation is worth thirty percent of your class grade. We have an opportunity to learn from one another and to push ourselves to think about the material in new and innovative ways. Students are always encouraged to share thoughts— **there is no stupid idea or question.** This is the one component of your grade over which you have total control— a student who comes to class each week and says nothing all semester will receive a C for class participation. Students who are active participants each week will do well. Do not feel as though you need to say something about each topic. Participation grades will **not** reflect quantity of participation alone. Quality matters as well. A student who makes three really tremendous points in a class may do as well as a student who makes ten comments. But when you have a thought, share it. Also do not hesitate to push each other. As long as interaction is respectful, some of the best classroom discussions come when students question one another and we puzzle together over a topic.

Class will not always consist of one large group discussion; on occasion the class will be split into smaller groups to ponder a question or to do an exercise. Sometimes the instructor may ask the class to identify and explain the significance of a key term related to the class material. The objective of this exercise is not to play “gotcha” or to force students to memorize definitions. Rather, the goal will be to make sure that all members of the class are working from the same playbook, and to ensure that students are pulling key concepts from the readings and are comfortable working with these terms as we assess broader questions.

Students will be responsible for sending discussion questions to the instructor by 12 PM on the day of class on 4 occasions. There should be 2-3 well formed, thoughtful discussion questions, or 2-3 well formed discussion themes (i.e. you don’t need to feel as though you must force your topics into question form) that reflect what you found notable or discussion worthy in the reading. These should not be simple summary type questions (i.e. what did the author say about this topic?). Instead, they should be interrogations of themes, reflections on the author’s potential biases/blind spots, ideas

that tie together multiple readings or integrate a prior reading or discussion into the current reading. Students have a wide berth as to the content of these questions, but they must reflect an understanding of the reading in question.

There may also be several short quizzes or writing assignments (as in 10-15 minutes or less). Again, the goal is not to play “gotcha;” rather the goal is to help you to organize your thoughts and to make sure that everyone is coming away from the readings with the key points. These quizzes will be elements of your class participation grade. To a certain degree, whether or not there will be quizzes will be dependent on the quality of class discussion and whether it appears from discussion that everyone is gleaning the key arguments in the readings.

The instructor understands that some students are shy and have difficulty with public speaking. Such shyness, however, does not excuse students from their responsibility to participate in class. Rather, participation can come in many forms— e-mailing questions or thoughts about the readings to the instructor in advance of class, participating in class discussion using twitter (we will sometimes use hashtags and have twitter discussions), disseminating relevant articles and some brief commentary linking them to the class themes to the class or the instructor, participating in smaller group activities, etc. If you are shy and looking for an alternative means of participating in the seminar, come speak with me early in the semester so that we can work out an arrangement. Too often students wait until the end of the semester to inform an instructor about such shyness, at which point it is too late to help the student salvage his/her participation grade. Students should also be aware that I like to ask follow up questions during discussions. This practice should not intimidate anyone. It’s merely an attempt to push students to think critically about their views, as well as the course material. These questions are not reflective of any judgment regarding your ideas, nor are they an attempt to intimidate students in any way.

One final note: class participation does not end when class ends. Students are encouraged and invited to circulate relevant materials that they may come across in the news, be they clips from the *Daily Show*, tweets, news stories, etc. As we’re studying the policymaking process in real time, we will often devote time to tying the current happenings in the policymaking process to the course material.

Reading: As a seminar, this class will require more reading and a different type of reading than a lecture class on the same topic might require. Additionally, in some weeks, we’ll incorporate an element of “crowd sourcing” into the class in which certain students will read one book and others will read another book, which will allow us to double the amount of material on the table for our discussion while keeping the reading load manageable. Keep in mind that for some of the more theoretical/data driven works, reading every page of the book may not be necessary. **Rather, the key will be reading the book closely enough to gain a good grasp of the argument being presented.**

Keeping Up With the News: This class will happen in real time. As such, we'll integrate current events with the bigger questions posed by the readings. Indeed, sometimes present day events will present contrasts to the material in the reading, will illustrate a point that we are considering, or pose new questions for us to tackle. As we want to integrate these contemporary events into our discussions, you will need to keep abreast of the goings on in government, and I encourage you to contribute material to the class, either by sending it to me, bringing it up in class, or sharing it with your peers. I encourage you to keep up with some of the excellent resources available for studying Congress and the public policy process including the *Washington Post* Monkey Cage blog (<http://www.washingtonpost.com/blogs/monkey-cage/>), which presents scholarly takes on current day happenings, the *Mischiefs of Faction* blog maintained by several political scientists (<http://mischiefsoffaction.blogspot.com>) and some of the better news sources accessible to you such as *National Journal* (nationaljournal.com) or *Roll Call* (rollcall.com). There are also excellent web resources available for following specific policy issues, including the Kaiser Family Foundation (kff.org) for health care policy.

Task Group project: With the assistance of the instructor, each group will select one major policy area by **within the first ten days of the semester**. After choosing a policy area, the group project will orient your study of public policy throughout the semester. The project has several components.

First, task groups will then be responsible for constructing 5 500-1500 word blog posts on the chosen policy area throughout the semester. These posts can be placed on the internet, but, if the group so chooses, can also simply be submitted to the instructor. The groups will have wide latitude to be creative with these posts. They can relate to or explain relevant current events if such a tie is warranted, they can trace the development of policy in this area over time, they can relate a specific element of the policymaking process to current policy in the area, they can involve video clips, images, etc. The posts can be part of a series, or they can each be a stand alone piece. If the group chooses to turn the posts into an actual blog (using word press or another similar site), the group may also choose to launch a related twitter account, etc. **How the work is divided among the group is up to the group. Some groups may choose to have each person write a post, others may choose to write and edit each post collectively, and still others might have two people work on each post. Keep in mind, however, that each member of the group receives the same grade for their overall effort. Posts will be graded for the quality of the analysis, the research, and the writing. Creativity may improve a group's grade, but the lack thereof will not be a detriment if the post does not call for unique elements. Groups will also have the flexibility to submit these posts as best fits their work schedules for the semester. The only requirement is that no fewer than 1 post be submitted each month beginning in February.**

As a capstone to the project, each group will also prepare a written report and a presentation, and help to lead a follow up discussion on their topic. For this capstone report, each group should envision themselves to be staffers for the Congressional Research Service or journalists for a long form publication like the *New Yorker* or the *New York Review of Books*. Their task will be to provide a comprehensive overview of their policy area—How and why does policy look the way that it does in this area, and how might the constraints of the policymaking process shape what is possible legislatively in the future? Among the areas which must be covered: the history of major legislative changes in the policy area over the last twenty-five years, current problems in this realm of policy, potential solutions, an assessment of how practical these solutions are in light of what we've studied about the policymaking process, and analysis of how the structures, tactics, and realities of the policymaking process have shaped this area of policy.

Each group will essentially serve as reporters for their classmates— researching a topic and synthesizing information for their peers. As such, each group's written report must be distributed to the class **no later than 12 PM on the day before** their presentation. This will allow classmates the opportunity to read the report and reflect on it, which will lead to a richer discussion of the policy area.

Ideally, if the research for the blog posts is thorough, they will help prepare the group to write the longer report and presentation.

Op-Ed (due April 15th): Students may write one of two op-eds in 1000-1200 words. Option #1 is to write an op-ed explaining why all of the claims that the policymaking process is broken are incorrect and explaining why you believe Congress to be functioning well. Option #2 is to write an op-ed explaining how you believe the policymaking process could be fixed/improved.

This is a think piece. It is clearly a very short assignment. As such, you won't be able to cite voluminous evidence. This piece calls more for analysis and thought than it does for significant citation of evidence. That doesn't mean that you cannot use an example here or there—indeed a well placed example can substantially bolster your argument— but the key to the assignment is to think critically about what we've learned to this point of the course, and what your view of the policymaking process is, and to take a stand of some sort.

Research Paper: Students will write a research paper of no less than 3000 words and no more than 5000 words on some aspect of the policymaking process that interests them. Topics must be approved by the instructor either by email or in office hours no later than **March 19th**. Students must use a combination of primary and secondary sources and

they must present an argument. **A fantastically written paper that is entirely summary and citations will earn no higher than a B+.** The idea is to present an argument on a topic of interest and to utilize research findings to support that argument. It behooves students to have a rough hypothesis as they start their research, but to be willing to adapt that hypothesis in accordance with what they find while researching. Students should make sure to have a clear thesis stated in the most specific terms possible before the end of the second page of their papers. Appropriate citations are required, though the instructor does not care which citations style students use (i.e. Chicago Manual, APA, etc).

Academic Integrity: It goes without saying that students are required to comply with the university's academic integrity policies. All violations of these regulations will be reported to the relevant authorities. **It cannot be stressed enough, if you have any questions as to what compliance entails— be it regarding citations in written work, referencing your own prior work, collaborating with peers, etc—that you should ask the instructor in advance of completing an assignment.** Erring on the side of caution never hurt anyone, and I'm happy to answer any questions you might have about my expectations. The only students who run into problems are those who choose not to ask questions.

Texts: Some of the following books are required for purchase, others are recommended. The recommended texts are books from which I have assigned chapters, which I will scan and put on the course website. However, I have also ordered the books because I know that some students prefer having the entire book, especially since most of them are fairly short and relatively inexpensive. All books are available at the Penn Book Center, and are easily accessible on Amazon.com and half.com. Almost all of the books are also available as ebooks. You're welcome to acquire used books, ebooks, etc. as per your preference. I've tried my best to assign full books and/or chapters to make it easier to choose any version of a text. **In some cases, as noted below, you will only be required to read one out of two books on a topic.**

Required:

1. John W. Kingdon, *Agendas, Alternatives, and Public Policy* (New York: Longman, 2011), http://www.amazon.com/Alternatives-Policies-Epilogue-Classics-Political/dp/020500086X/ref=sr_1_1?ie=UTF8&qid=1388184754&sr=8-1&keywords=john+w.+kingdon.
2. Eric M. Patashnik, *Reforms at Risk: What Happens After Major Policy Changes Are Enacted* (Princeton: Princeton University Press, 2008), http://www.amazon.com/Reforms-Risk-Princeton-American-Politics-ebook/dp/B001O5BEQO/ref=sr_1_1?ie=UTF8&qid=1388184987&sr=8-1&keywords=eric+m+patashnik.
3. Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, David C. Kimball, Beth L. Leech, *Lobbying and Policy Change: Who Wins, Who Loses, and Why* (Chicago:

University of Chicago Press, 2009), http://www.amazon.com/Lobbying-Policy-Change-Wins-Loses/dp/0226039455/ref=sr_1_4?ie=UTF8&qid=1388185122&sr=8-4&keywords=jeffrey+m+berry.

4. Nelson W. Polsby, *How Congress Evolves: Social Bases of Institutional Change* (New York: Oxford University Press, 2004), http://www.amazon.com/How-Congress-Evolves-Social-Institutional-ebook/dp/B0013O9TO0/ref=sr_1_4?s=books&ie=UTF8&qid=1388185709&sr=1-4&keywords=nelson+w.+polsby.

5. Clay Risen, *The Bill of the Century: The Epic Battle for the civil Rights Act* (New York: Bloomsbury Press, 2014), http://www.amazon.com/dp/1608198243/ref=wl_it_dp_o_pd_nS_ttl?_encoding=UTF8&colid=2D4Q1AKSH954&coliid=I3UVKMFDOEJGMT **OR**

6. Todd S. Purdum, *An Idea Whose Time Has Come: Two Presidents, Two Parties, and the Battle for the Civil Rights Act of 1964* (New York: Henry Holt & Co, 2014). http://www.amazon.com/Idea-Whose-Time-Has-Come-ebook/dp/B00G8BHKUS/ref=sr_1_2?ie=UTF8&qid=1411619483&sr=8-2&keywords=civil+rights+act

7. Barbara Sinclair, *Party Wars: Polarization and the Politics of National Policymaking* (Norman: University of Oklahoma Press, 2006), http://www.amazon.com/Party-Wars-Polarization-Politics-National-ebook/dp/B007RN543G/ref=sr_1_3?s=books&ie=UTF8&qid=1388185920&sr=1-3&keywords=barbara+sinclair. **OR**

8. Steven S. Smith, *The Senate Syndrome: The Evolution of Procedural Warfare in the Modern U.S. Senate (The Julian J. Rothbaum Distinguished Lecture Series)* (Norman: University of Oklahoma Press, 2014), http://www.amazon.com/dp/0806144394/ref=wl_it_dp_o_pC_S_ttl?_encoding=UTF8&colid=2D4Q1AKSH954&coliid=IEHYJMJV15O9Z

9. Robert G. Kaiser, *Act of Congress: How America's Essential Institution Works, and How It Doesn't* (New York: Random House, 2013), http://www.amazon.com/Act-Congress-Americas-Essential-Institution-ebook/dp/B009UAO0BQ/ref=sr_1_1?s=books&ie=UTF8&qid=1388186156&sr=1-1&keywords=act+of+congress.

10. Suzanne Mettler, *The Submerged State: How Invisible Government Policies Undermine American Democracy* (Chicago, University of Chicago Press, 2011), http://www.amazon.com/Submerged-State-Invisible-Government-Undermine-ebook/dp/B005PY34VI/ref=sr_1_1?s=books&ie=UTF8&qid=1388186554&sr=1-1&keywords=suzanne+mettler.

11. Benjamin C. Waterhouse, *Lobbying America: The Politics of Business from Nixon to NAFTA (Politics and Society in Twentieth-Century America)* (Princeton: Princeton University Press, 2013), http://www.amazon.com/dp/069114916X/ref=wl_it_dp_o_pC_S_ttl?_encoding=UTF8&colid=2D4Q1AKSH954&coliid=I1UWW5XPKPY2X7

Recommended:

1. Charles M. Cameron, *Veto Bargaining: Presidents and the Politics of Negative* (New York: Cambridge University Press, 2000), http://www.amazon.com/Veto-Bargaining-Presidents-Political-Institutions-ebook/dp/B000VDMTZU/ref=sr_1_4?s=books&ie=UTF8&qid=1388186461&sr=1-4&keywords=charles+m.+cameron.
2. Frances Lee, *Beyond Ideology: Politics, Principles, and Partisanship in the U. S. Senate* (Chicago: University of Chicago Press, 2009), http://www.amazon.com/Beyond-Ideology-Politics-Principles-Partisanship/dp/0226470768/ref=sr_1_1?ie=UTF8&qid=1411767233&sr=8-1&keywords=frances+lee.

Schedule:

Jan 21- Introduction & Agenda Setting

Activities: How do we conceive of the policymaking process?
Mapping the policymaking process.

Reading:

1. John W. Kingdon, *Agendas, Alternatives and Public Policy*, 4, 5, 7, 8, 9, & Epilogue.
2. Frank R. Baumgartner and Bryan D. Jones, *Agendas and Instability in American Politics*, Introduction to the 2nd edition, available on Amazon for free at http://www.amazon.com/Agendas-Instability-American-Politics-Edition/dp/0226039498/ref=sr_1_1?ie=UTF8&qid=1389590838&sr=8-1&keywords=frank+baumgartner OR on the course website **and** chapters 2 & 4 (25-38 & 59-82) on the course website.
3. Wolbrecht and Hartney, “Ideas About Interest,”: Explaining the Changing Partisan Politics of Education, *Perspectives on Politics*, September 2014, 12(3), 603-631.

January 28—Agenda Setting Cont. & the Difficulty of Sustaining Reforms

Reading:

1. Patashnik, *Reforms At Risk*, Chapters 1, 2, 4, 5, 7, & 9.
2. Julian Zelizer and Eric Patashnik, “The Struggle to Remake Politics: Liberal Reform and the Limits of Policy Feedback in the Contemporary American State,” *Perspectives on Politics*, Vol 11, Number 4, December 2013, 1071-1087.

3. Read or Watch Barack Obama, “The State of the Union Address 2015,” and consider chart on previous SOTU promises: <http://graphics.wsj.com/sotu-proposals/?mod=e2tw>.

Feb 4— The Submerged State and Bureaucracy

1. Brian Balogh, *Government Out of Sight*, Introduction & Conclusion (1-17 & 379-400).
2. Suzanne Mettler, *The Submerged State*, 1-30 & 69-121.
3. Eric Lipton, “Lobbyists, Bearing Gifts, Pursue Attorneys General,” *The New York Times*, October 28, 2014, http://www.nytimes.com/2014/10/29/us/lobbyists-bearing-gifts-pursue-attorneys-general.html?src=twr&_r=0,”
4. Charles Shipan and Craig Volden. 2012. “Policy Diffusion: Seven Lessons for Scholars and Practitioners.” *Public Administration Review* 72(6): 788-96.
5. Lawrence Jacobs, “Health Reforms and the Future of American Politics,” *Perspectives on Politics*, Vol 12, No 3 (2014), 631-642.
6. *NFIB V. Sebelius* 132 S. Ct. 2566 (2012), 41-47.

February 11 & February 18: Lobbyists & the New “Lobbyists”

1. (Feb 11) Baumgartner, et. al., *Lobbying and Policy Change: Who Wins, Who Loses, and Why* Chapters 9-12.
2. (Feb 11) Read and watch the *Daily Show* clip embedded in Melissa Bell, “SOPA and the ‘angry nerds’: Jon Stewart weighs in,” *The Washington Post*, http://www.washingtonpost.com/blogs/blogpost/post/sopa-and-the-angry-nerds-jon-stewart-weighs-in-video/2012/01/19/gIQADqaUAQ_blog.html
3. (Feb 11) Benkler, Yochai and Roberts, Hal and Faris, Robert and Solow-Niederman, Alicia and Etling, Bruce, *Social Mobilization and the Networked Public Sphere: Mapping the SOPA-PIPA Debate* (July 19, 2013). Berkman Center Research Publication No. 2013-16. Accessible at <http://dx.doi.org/10.2139/ssrn.2295953> OR on the class website.
4. (Feb 18) Waterhouse, *Lobbying America*, Chapter 4-Conclusion.
5. Chris Cillizza, “This Chart Is Why People Hate Washington,” *The Washington Post The Fix Blog*, <http://www.washingtonpost.com/blogs/the-fix/wp/2014/01/24/this-chart-is-why-people-hate-washington/>.

6. Eric Lipton and Ben Protess, "Law Doesn't End Revolving Door on Capitol Hill," *The New York Times*, February 1, 2014, <http://dealbook.nytimes.com/2014/02/01/law-doesnt-end-revolving-door-on-capitol-hill/?ref=politics>.
7. Andrew Prokop, "The Lobbying Economy Is Twice as Big As We Think," [vox.com](http://www.vox.com), October 3, 2014, <http://www.vox.com/2014/10/3/6889413/lobbyists-unregistered-tim-lapira>.

Congress: Then and Now:

Congress in the Mid to late 20th Century:

Feb 25:

Reading:

1. Read either Risen OR Purdum, pages TBA.

March 4:

Reading:

1. 1. Polsby, *How Congress Evolves*, 3-155.
2. Zelizer, *On Capitol Hill: The Struggle to Reform Congress and its Consequences* (New York: Cambridge University Press, 2004), 1-32.

March 11: No Class, Enjoy Spring Break!

Today & The Way Congress Has Changed

March 18, The current state of Congress

Reading:

1. Kaiser, *entire*

2. Nicholas Confessore, "How School Lunch Became the Latest Political Battleground," *The New York Times Magazine*, http://mobile.nytimes.com/2014/10/12/magazine/how-school-lunch-became-the-latest-political-battleground.html?_r=2&referrer=,

March 25:

1. Sinclair, Pages TBA OR Smith, Pages TBA
2. Lee, Pages TBA
3. Nolan McCarty, "What We Know and Don't Know About Our Polarized Politics," *The Monkey Cage*, January 8, 2014, <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/01/08/what-we-know-and-dont-know-about-our-polarized-politics/>.
4. Sarah Binder, "How political polarization creates stalemate and undermines lawmaking," *the Monkey Cage*, January 13, 2014, <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/01/13/how-political-polarization-creates-stalemate-and-undermines-lawmaking/>.
5. Chris Cillizza, "The ideological middle in Congress is dead. So, who killed it?" *The Fix*, April 15, 2014, <http://www.washingtonpost.com/blogs/the-fix/wp/2014/04/15/the-ideological-middle-in-congress-is-dead-so-who-killed-it/>.
6. Chris Cillizza, "Bob Dole says the GOP is way more conservative than it was even 20 years ago. He's right," *The Fix*, April 23, 2014, <http://www.washingtonpost.com/blogs/the-fix/wp/2014/04/23/bob-dole-says-the-republican-party-is-way-more-conservative-than-it-was-even-20-years-ago-hes-right/>.

April 2: The Presidency and the Policymaking Process

Reading:

1. Cameron, Chapters 1, 7 from 178-181 & 193-198, 8, & 9 through 260.
2. Sinclair, Chapter 7
3. Frances Lee, *Beyond Ideology*, Chapter 4.
4. John Aloysius Farrell, "The LBJ Delusion," *Politico Magazine*, February 2, 2014, <http://www.politico.com/magazine/story/2014/02/lyndon-johnson-barack-obama-congress-103011.html#.UvAFXH18fy8>.

Discussion Questions:

1. What is the President's role in the policymaking process?
2. How much power does the President have to affect policy?
3. Has that power increased or decreased over the last fifty years?
4. Do we overestimate how much the President can achieve policy-wise?

April 9: Media and the Policymaking Process

Reading:

2. Julian E. Zelizer, *On Capitol Hill*, 206-232.
3. Jeremy W. Peters, "Thanks to the Digital Revolution, a Conservative Uprising Can Rally Its Troops," *The New York Times*, September 28, 2013, http://www.nytimes.com/2013/09/28/us/politics/thanks-to-the-digital-revolution-a-conservative-uprising-can-rally-its-troops.html?ref=us&_r=0.
4. Matthew A. Blum, "Partisan Media and Attitude Polarization: The Case of Healthcare Reform," in *Regulatory Breakdown: The Crisis of Confidence in U.S. Regulation*.
5. Jaime Fuller, <http://www.washingtonpost.com/blogs/the-fix/wp/2014/03/11/funny-but-true-how-the-white-house-uses-will-ferrell-to-sell-policy/>
6. Jeffrey M. Berry and Sarah Sobieraj, *The Outrage Industry*, Chapter 7.
7. "This is how Congress connects on Twitter," *The Boston Globe*, <http://www.bostonglobe.com/2014/10/30/how-congress-interacts-twitter/LoAAnEClYSgbIF6YltzinN/story.html>.

April 15: Op-ed Due Via E-mail

Group Project Presentations/Discussions of Public Policy

April 16: Groups 1 & 2

April 23: Groups 3 & 4

April 30: Groups 5 & 6

May 7: Research Paper due by 7:30 PM by email