**State and Local Politics**

**790:205**

**Fall 2018**

**Law 206**

**Tuesday/Thursday 3:35-4:55**

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**OVERVIEW**This course is designed to provide students with an introduction to politics and sub-national government in the U.S., focusing nearly exclusively on the 50 states. While it is not possible to cover all important topics in a single survey class, this course will cover a broad overview of how the political system functions in the U.S. states. We will use comparative methods to explore differences in states' political institutions, ideology, culture, behavior and policy, paying particular attention to intergovernmental relationships and the changing place of states in the US political system.  Our goal is to move beyond simple description of how the government operates and into understandings of why it functions the way it does. This course assumes no prior knowledge of the US subnational politics and is appropriate for students of all levels.

**LEARNING OBJECTIVES**

On completion of this course, each student should have an in-depth understanding of and be able to discuss the following:

* The responsibilities of state and local governments in the United States
* The role of federalism in the United States
* State constitutions
* State finances and tax policies
* Political attitudes and participation as they relate to state politics
* Political parties and interest groups
* Leadership at the state and local levels
* State-level legislative processes
* The power and role of bureaucracies
* The state and local role in education, healthcare and environmental protection

Additionally, students should be able to provide analysis of these topics as they relate to sociodemographics, topographical, and cultural differences, as well as to critically examine arguments.

**DISABILITIES**

Students with disabilities are welcome in this class.  If you have a disability or suspect you might have a disability but do not yet have documentation, please contact the Coordinator of Disability Services immediately: [(856) 225-6442](tel:%28856%29%20225-6442), Armitage Hall, Room 231 (in the Rutgers-Camden Learning Center).  No accommodations may be made without the explicit approval of the Office of Disability Service.  If you already have documentation of a disability, please present it to me within the first week of class so I may work with you to ensure you can properly access and complete the work for this course.

**INCLUSIVITY AND NAMES**

This is an inclusive classroom that is welcoming of all people and perspectives, including those of diverse races, religions, ethnicities, ages, gender identities and sexual orientations. If you go by a name or gender that is different from the one on official Rutgers documents, please let me know so that I can use the proper name and pronouns.

**EXPECTATIONS AND ATTENDANCE**

In this class we will create a learning community where you will develop the foundational skills to be able to complete and analyze research. To do this, attendance and preparation are necessary. As your teacher, I expect you to complete the readings and assignments and show up to class, ready to actively engage in your own learning process. In return, you can expect me to be prepared, present the material enthusiastically, respond to your questions and concerns in a timely fashion, and lead you in a learning experience that will help give you skills and tools that you can apply in both your academic and professional lives.

**Class Attendance is Mandatory.** You may miss no more than three classes without providing documentation of an extenuating circumstance. After the first three absences, you will lose 10% of your participation grade for each unexcused absence. Legitimate reasons for additional absences include severe illness, death, family emergencies, and other issues evaluated at my discretion.

**Tardiness:** You are expected to be in class on time. Being late is disruptive, impedes others’ ability to learn and limits your access to valuable information and class time.   
  
If tardiness becomes a problem I reserve the right to enforce the following tardiness policy: If you are late you will be marked tardy. Every three tardies will convert to an absence and will be subject to the attendance policy. For example, if you are late 6 times it will count as 2 absences (6/3=2).

To reiterate: 1-3 absences-no penalty; 4+ absences: -10% of participation grade for each absence; Tardies: Every 3 tardies = 1 absence

**LATE POLICY**

Except for extenuating circumstances or with prior approval, late work will only be accepted within three days of the established due-date. You will lose 10% of your grade for each day that it is late. For example, if the assignment is due on Monday and you submit it on Tuesday you would lose 10% of your grade, if you submitted it on Wednesday you would lose 20%, and if you submitted it on Thursday you would lose 30%. It would not be accepted on Friday or any day thereafter. All work must be submitted in the manner identified in the syllabus (either paper or in Sakai’s Dropbox). I WILL NOT ACCEPT ASSIGNMENTS BY EMAIL.

**ASSIGNMENTS**

There are 1000 possible points.

1. Attendance and Participation 100 points (10%)
2. Reading Quizzes 6pnts/Day, 120 points total (12%)
3. Analytic Paper 250 points (20%)
4. Group Project 280 points (28%)
   1. Introductory Presentation 75
   2. Fact Sheet & Introductory Bibliography 50
   3. Follow Up Presentation 75
   4. Issue Brief & Bibliography 80
5. Midterm Exam 250 points (25%)

**GRADE SCALE**A= 900-1000  
B+= 875-899   
B= 800-874   
C+= 775-799  
C= 700-774  
D= 600-699  
F= 0-599

**REQUIRED TEXTS**

There are three types of required texts:

1. Smith, Kevin B., and Alan Greenblatt. *Governing states and localities*. Cq Press, 2017.
2. Assorted articles, book chapters and essays posted on Sakai. These will be under the Resources tab in our class Sakai site.

The required textbook is available in the university bookstore and on Amazon. It can be rented through Amazon for about $40. If you are unable or cannot afford to purchase a copy of the book, it is on reserve in the library where you can check it out for 2 hours at a time.

**ACADEMIC HONESTY**

PLAGARISM AND CHEATING OF ANY KIND WILL NOT BE TOLERATED. Blatant plagiarism and cheating will be reported to the Dean of Social Sciences. I don’t want to do this, so don’t cheat. I have software that checks for plagiarism and I will use it if I feel this is becoming a problem.

## According to the Merriam-Webster Online Dictionary, to "plagiarize" means

* to steal and pass off (the ideas or words of another) as one's own
* to use (another's production) without crediting the source
* to commit literary theft
* to present as new and original an idea or product derived from an existing source

It is your responsibility to be familiar with Rutgers’ academic honesty statement. This statement is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>.

**COMMUNICATION BETWEEN PROFESSOR AND STUDENTS**

Email is an essential communication tool between our class meetings. It is up to you to ensure that you are receiving the email updates I regularly send to the class. This includes letting me know the email address you use if it is not your Rutgers one. I may need to change the readings around a bit sometimes or make an important announcement to all students between classes. You need to regularly check your email and read the emails from me in full. Failure to do so could affect your grade and your preparation for our class meetings.

I also encourage you to talk with me in person before or after class or during my office hours (listed at top, along with office location information). If you have a scheduling conflict with office hours, I will happily meet you at a mutually-agreeable time and place – you may email me to set up a time.

**Email Response Policy***:* I will respond to all emails within 24 hours M-Th, or by Monday if you write after 3pm on Friday. If I can reply more quickly, I will – but do not expect an immediate response. If you wait until the last day to email me about a project, I may not respond to your email in time for the project deadline. Please plan ahead.

**TECHNOLOGY IN THE CLASSROOM**

Computers and tablets are not necessary to be successful in this class, but they *are* frequently disruptive. As a consequence, they are prohibited except during specific times that I will identify for you. Please plan to take class notes with a pen and paper. Phones are strictly prohibited in class. IF YOU ARE USING YOUR PHONE IN CLASS YOU WILL BE ASKED TO LEAVE.

**SAKAI**

We will use Sakai in this class. You will use the following folders:

**Syllabus**: Your syllabus

**Resources**: Readings, assignment descriptions and tools, rubrics etc.

**Gradebook**: Where you’ll keep track of your grade

**Tests and Quizzes**: Where you will find daily reading quizzes

**Assignments:** Where you will submit your analytic essay, fact sheet and policy brief

**News:** Where you can follow important state-government news from Governing Magazine

**Site Info:** Sign up for a Group

**SCHEDULE OF READINGS AND ASSIGNMENTS  
\*\*All readings and assignments must be completed before class on the assigned day\*\***

# Unit 1: Introduction

***Tuesday September 4:* Getting Started**

READING: NO READING

# *Thursday* September 6*:* Does State Government Matter?

## READINGS

## State Politics vs. the Federal Government, New York Times Opinion Pages. Read all 7 pieces <https://www.nytimes.com/roomfordebate/2013/07/16/state-politics-vs-the-federal-government/states-matter-america-is-a-federal-republic>

## The Biggest Issues for States to Watch in 2018. Governing. <http://www.governing.com/topics/politics/gov-2017-9-issues-to-watch.html>

## ASSIGNMENT:

## Reading Quiz on Sakai (6 points)

## Sign up for a group under the Site Info Tab on Sakai- “Groups you can join”

## Week 2:

## Tuesday September 11: Federalism

# READING: Greenblatt and Smith Chapter 2

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## Thursday September 13: Federalism in Practice- The Case of Immigration Policy

## READING: Reich, Gary. 2018. Hitting a Wall? The Trump Administration Meets Immigration Federalism. Publius: The Journal of Federalism 48(3).

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

# Week 3:

## Tuesday September 18: Research 101+Group Strategizing

## READING: 1. How People Use Social Media to Learn About Current Events <https://bryanalexander.org/technology/how-people-use-social-media-to-learn-about-current-events-new-research/>

## 2. Complete Indiana University’s Plagiarism Tutorial <https://www.indiana.edu/~istd/test.html>

## 3. Evaluating the Credibility of Your Sources [https://www.college.columbia.edu/academics/integrity-sourcecredibility](https://www.college.columbia.edu/academics/integrity-sourcecredibility%20%0d4)

## [4](https://www.college.columbia.edu/academics/integrity-sourcecredibility%20%0d4). How to Spot Fake News <https://www.factcheck.org/2016/11/how-to-spot-fake-news/>

## ASSIGNMENT: Complete Indiana University’s Plagiarism Tutorial, print verification and bring to class <https://www.indiana.edu/~istd/test.html> (6 points)

# Unit 2: How State Government Works

## Thursday September 20: State Constitutions

## READING: Greenblat and Smith Chapter 3- Constitutions: Operating Instructions

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

# Week 4:

## Tuesday September 25: What State Governments Do and How they Pay for it

## READING: Greenblat and Smith Chapter 4-Finance

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## Thursday September 27: Governors and Executives

## READING: Greenblat and Smith: Chapter 8

## ASSIGNMENT:

## Reading Quiz on Sakai (6 points)

**Week 5:**

## Tuesday October 2: State Legislatures

## READING: Greenblat and Smith: Chapter 7

## ASSIGNMENT

## Reading Quiz on Sakai (6 points)

## Group 1, 2, 3, 4 Opening Presentation and Fact Sheet (bring 40 copies) and bibliography

## Thursday October 4: Public Opinion and State Responsiveness

## READING:

## 1. Phillips, Justin. Public opinion and morality in Politics in the American States. Pgs 138-154

## 2. Dizikes, Peter. 2018. People Power: State Level Policy in the US is responsive to Public Opinion. MIT Press. <http://news.mit.edu/2018/state-level-policy-responsive-public-opinion-0511>

## 3. A vote expanded Medicade in Main. The Governor is Ignoring it. <https://www.nytimes.com/2018/07/24/health/maine-medicaid-expansion-lepage.html>

## ASSIGNMENT

## Reading Quiz on Sakai (6 points)

## Group 5,6,7 Opening Presentation and Fact Sheet (bring 40 copies) and bibliography

## Week 6:

## Tuesday October 9: Catch Up Day

## READING:

## ASSIGNMENT: No New Readings

## Reading Quiz on Sakai (6 points)

## Group 8, 9, 10 Opening Presentation and Fact Sheet (bring 40 copies) and bibliography

## Thursday October 11: State Courts

## READING: Green and Smith Chapter 9

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## Week 7:

## Tuesday October 16: Bureaucracy

## READING: Green and Smith Chapter 10

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## Thursday October 18: Elections

## READING:

## Elections and Political Parties in Why States Matter: An Introduction to State Politics (On Sakai)

## More women than men: State legislatures could shift for the first time new york times <https://www.nytimes.com/interactive/2018/06/30/us/politics/women-state-legislators.html> (On Sakai)

## . In the States, Republicans Have Never Been So Dominant- Or Vulnerable. NPR. <https://www.npr.org/2017/08/05/541698071/in-the-states-republicans-have-never-been-so-dominant-or-vulnerable> (On Sakai)

## 9 states where Democrats can win back legislative control from Republicans in 2018 <https://www.vox.com/policy-and-politics/2018/7/30/17614554/2018-midterms-state-legislature-elections-gerrymandering> (On Sakai)

## Democratic Governors Campaign as Last Line of Defense on Abortion <https://www.politico.com/story/2018/07/17/abortion-governors-democrats-roe-wade-725072> (On Sakai)

**Week 8: Midterm Week**

## Tuesday October 23: Midterm Review

## READING: No New Reading

## ASSIGNMENT: Review lectures and reading BEFORE class, bring questions to class

## Thursday October 25: Midterm Exam

## READING: No New Reading

**Week 9**:

## Tuesday October 30: Parties and Gerrymandering

## READING:

## Read Greenblat and Smith Chapter 6

## Listen to: Planet Money “RedMap” <https://www.npr.org/sections/money/2018/06/01/616216560/episode-845-redmap>

## Listen to Planet Money : “Ungerrymandering Florida” <https://www.npr.org/sections/money/2018/06/08/618410306/episode-846-ungerrymandering-florida>

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## Thursday November 1: Interest Groups

## READING:

## Amid federal gridlock, lobbying rises in the states <https://www.publicintegrity.org/2016/02/11/19279/amid-federal-gridlock-lobbying-rises-states>

## Politics of Pain: Drugmakers Fought State Opioid Limits Amid Crisis <https://www.publicintegrity.org/2016/09/18/20200/politics-pain-drugmakers-fought-state-opioid-limits-amid-crisis>

## Fossil-fuel lobbyists, bolstered by GOP wins, work to curb environmental rules. <https://www.washingtonpost.com/politics/fossil-fuel-lobbyists-bolstered-by-gop-wins-work-to-curb-environmental-rules/2014/12/07/3ef05bc0-79b9-11e4-9a27-6fdbc612bff8_story.html?utm_term=.d2a09d9c68ff>

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

**Week 10:**

## Tuesday November 6: Participation

## READING: Greenblat and Smith Chapter 5

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## \*\*\*VOTING DAY, GO VOTE!!!\*\*\*

## Thursday November 8: NO CLASS

## READING: No New Reading, work on second presentation

**Week 11:**

## Tuesday November 13: Local Government and Intergovernmental Relationships

## READING: Greenblat and Smith Chapter 11 ASSIGNMENT: Reading Quiz on Sakai (6 points)

# Unit 3: Policy

## Thursday November 15: Laboratories of Democracy- Policy Learning and Marijuana

## READING: 1. Firestone, David: Let States Decide on Marijuana New York Times <https://www.nytimes.com/2014/07/27/opinion/sunday/high-time-let-states-decide-on-marijuana.html>

## 2. The Great Colorado Weed Experiment. New York Times <https://www.nytimes.com/2014/08/03/opinion/sunday/high-time-the-great-colorado-weed-experiment.html?opinion-series>

## 3. NJ Marijuana Legalization: Home Grow, 400 Legal Weed Dispensaries OK in New Bill

## <https://www.app.com/story/news/local/public-safety/2018/03/13/new-jersey-marijuana-legalization-weed-dispensaries-home-grow-2018/420023002/>

## 4. NJ Marijuana Legalization: kids eating pot products and other mistakes to avoid <https://www.app.com/story/news/2018/03/20/nj-marijuana-legalization-policy-expert-says-learn-now-other-states-missteps/442258002/>

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

**Week 12:**

## Tuesday November 20:

## Health and Welfare Policy

## READING: Green and Smith Chapter 15

## ASSIGNMENT:

## Reading Quiz on Sakai (6 points)

## Thursday November 22: Thanksgiving- NO CLASS

## READING: NO READING

**Week 13:**

## Tuesday November 27: Environmental Policy

## READING: Green and Smith Chapter 16

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## 

## Thursday November 29: Criminal Justice Policy

## READING:

## 1. Green and Smith Chapter 14

## 2. Read “Shrinking Prisons,” State Legislatures <http://www.ncsl.org/research/civil-and-criminal-justice/shrinking-prisons.aspx>

## 3. Read “High-Yield Corrections,” State Legislatures <http://www.ncsl.org/research/civil-and-criminal-justice/high-yield-corrections.aspx>

## ASSIGNMENT:

## Reading Quiz on Sakai (6 points)

## Group 1,2, 3, 5,6 Follow-Up Presentation and Bibliography

**Week 14:**

## Tuesday December 4: Education

## READING:

## 1. Green and Smith Chapter 13

## 2. States to Colleges: Prove you're worth it <http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2015/07/28/states-to-colleges-prove-youre-worth-it>

## ASSIGNMENT: Reading Quiz on Sakai (6 points)

## Thursday December 7: Economic Development

## READING:

## Economic Development and Infrastructure Policy in Politics in the American States in Politics in the American States

## Listen to podcast: “How to Create a Job” This American Life <http://www.thisamericanlife.org/radio-archives/episode/435/how-to-create-a-job>

## ASSIGNMENT:

## Reading Quiz on Sakai (6 points)

## Group 7, 8, 9, 10 Follow-Up Presentation and Bibliography

## Week 15:

## Tuesday December 11: Wrap Up

## READING: No New Reading

## ASSIGNMENT:

## Issue Brief Due

## Final Analytic Paper Due

## Thursday December 13: No Class

**EXPLANATION OF ASSIGNMENT**

# Reading Quizzes

# Due by 3:30 the day of class

# 6 points/Day, 120 points total

# You will take an open note reading quiz for every reading assignment. Reading quizzes will be completed on Sakai under the Tests and Quizzes tab BEFORE class begins. They are worth 6 points each. You cannot make up a reading quiz. Once the quiz is closed it is closed for good. However, you may drop your lowest 3 quizzes. Quizzes be 2-6 questions and will cover major concepts from the reading.

# Final Analytical Essay

# Due 12/11, Printed in Class and Submitted in Assignments on Sakai

# 250 Points

# In lieu of a midterm exam, you will write an analytical paper that connects course materials with independent research and reflects your thinking on this topic. This is an analytical paper in which you should make a clear argument that is supported by evidence from scholarly sources, class materials and newspapers. Be sure that your paper has an introduction, body and conclusion and that you thoroughly explain the subject of your prompt as well as your argument.

* Papers should be 5-6 pages, not including citations, double-spaced, 12 pnt Times New Roman font, 1” margins.
* You must provide evidence to support your argument.
* Each paper should have a minimum of **seven academic or professional sources** that are properly cited using Chicago style. Be sure you also cite facts or quotes taken from the book, including a page number.
* **MUST BE SAVED AS A WORD DOCUMENT**

You will chose *one* of the following topics to address in your paper:

* In the 2013 case *Shelby County v. Holder*, the U.S. Supreme Court ruled Section 4 of the Voting Rights Act (VRA) unconstitutional. Sections 4 and 5 of the VRA allowed the federal government to veto changes to election laws and procedures in certain states and local jurisdictions. Do you think that states should be permitted to set their own election standards? Why or why not?
* Some folks argue that public policy in states that permit ballot initiatives is more congruent with and responsive to the preferences of the general citizenry than it is in states that prohibit ballot initiatives. Do you agree or disagree with this argument? What does this argument assume about citizens and the initiative process?
* The Affordable Care Act compels individuals to purchase health insurance, and states to expand their Medicaid efforts, a joint federal-state program that traditionally provides health insurance for the poor and disabled. In its 2012 ruling, the U.S. Supreme Court upheld the so-called individual mandate but argued that the federal government does not have the constitutional authority to compel states to expand Medicaid. What role do state governments have in maintaining public health, and what are the advantages and disadvantages of federal involvement?
* State legislators control the budget for the state’s court system. How might this act as a conflict and lead to power struggles between the branches?
* What are the different kinds of primary systems? How have primary systems change over time? What kind of primary system do you think is the fairest, and why?
* What is the difference between direct lobbying and indirect lobbying? Why might an interest group choose one strategy over another? What statewide political conditions might encourage each? What are the advantages and disadvantages of each?
* In what ways do term limits affect the composition of state legislatures and the behavior of state legislators, according to advocates of term limits? How valid is their argument? What is NJ’s term limit policy? What do you think of the state’s policy? What reforms might you suggest and why?
* What are the different types of education that are generally considered to be part of the “school choice” movement? How have these options changed over time? What are the options available in Camden and why do these options exist? Do you support these options? Why or why not?
* Why do some states tax and spend more than others? Are some states at a comparative advantage such that they are able to employ more lucrative tax systems than other states? If so, what effect, if any, do you think this tax gap has on the states? Should the federal government intervene to ensure greater equity across the states?
* The Obama administration planned to stop using private prisons, something the Trump administration reversed. Does NJ use private prisons? What about PA? What are the arguments for and against the use of private prisons? Do you feel like they are being used correctly? Why or why not?
* Why are some states’ judges elected and some appointed? What are the advantages and disadvantages of electing judges? Should judges be appointed or elected? Why or why not?

1. **Group Assignment**

**Due Dates Varies, Check Course Schedule**

**280 Points Total**

State politics is moving in many directions that have important implications for United States. In fact, there are so many things happening that it can feel overwhelming to try to keep track of them all. You will help alleviate this challenge by working in groups to follow and report on a single issue over the course of the semester.

Working in groups of 3 or 4 you will choose one of the topics listed below. You will then begin researching the topic, looking for information about what the topic is, its history, why it matters, who it affects, what analysts think about the topic, what the next steps are (where relevant) and ultimately what happens (when relevant). You will present your findings to the class in two segments. First, you will introduce the topic in a presentation where you also provide the class with a fact sheet. Then, towards the end of the semester you will give a follow-up presentation that provides updates on the topic, analyst insights, implications, etc. You will produce the following products:

1. **Introduction**

***Due: October 2, 4, or 9- check the syllabus for your group’s presentation day***

* 1. Your group will give a 5-minute **introductory** **presentation** to the class that covers:
     1. What is the topic?
     2. What is the history surrounding the topic?
     3. Why are people paying attention to the topic?
     4. How does it affect state, local and/or national politics?
     5. Who does it affect? Are there winners and losers?
     6. What are people concerned and excited about?
     7. What should your classmates be paying attention to over the rest of the semester/what are the important next steps?
     8. Be sure to include pictures, graphs, charts, etc. that help explain your topic.
  2. Your group will create a **1-page fact sheet** on the topic that you will give to the class before your presentation. \* **You should bring 40 copies and also submit your fact sheet in the Assignments tab on Sakai** \*You must provide information about where your facts come from using end notes. For example, according to the State of New Jersey Website…with an endnote that includes the full citation.
  3. Your group will submit a **bibliography with a minimum of** **10 sources** you used to create your presentation. Your bibliography should be in Chicago format. You will submit the bibliography to the professor before your presentation and on Sakai Assignments.

1. **Follow-Up**   
   ***Due: November 20, 22, or 27- check the syllabus for your groups presentation day***
   1. Your group will give a 5-minute **follow up presentation** to the class that covers:
      1. Updates about the topic
         1. If it is about an election, who won
         2. If it is about a policy issue, have there been any changes, updates, next steps etc.
      2. Discussion of what analysts are saying about this issue- be sure to provide a balanced account
      3. How is the public reacting to this issue
      4. Are we seeing any policy-learning/contagion (if relevant)
      5. What are the next steps for this issue
         1. If an election, what does the candidate promise to do
         2. If a policy issue, what is expected to happen, is it being challenged in the courts etc.
      6. Be sure to include pictures, graphs, charts, etc. that help explain your issue.
   2. Your group will submit a **follow up bibliography with a minimum of 5 new sources,** properly cited using Chicago format, to the professor before your presentation. Bring printed to class for the Professor.
2. **Issue Brief**

***Due December 7 for all groups***

* 1. Your group will produce a **2-page issue brief** (2 pages does not include works cited) that summarizes and properly cites the research you’ve done. This should be in a professional format and include a minimum of two properly cited pictures, charts, graphs etc. that highlight your issue. All of the information in your brief should be properly cited using end notes. **Your paper should be printed, stapled and brought to class AND submitted to Assignments folder on Sakai.** Your brief should cover:
     1. What is the issue?
     2. Why is it an issue?
     3. Who is involved?
     4. How does it affect local politics?
     5. What happened/is expected to happen?
     6. How did the public and analysts respond?
     7. What are the next steps?
     8. You should provide a separate works cited sheet

**Group Project Topics**

Group 1: Florida Governor’s Race- extreme polarization trump pick vs. black socialist (would be first black governor)

Group 2: Arizona Senate Race – all female senate race

Group 3: Wisconsin, Maine and Colorado State Legislature Race- could flip back Dem- matters for state policy

Group 4: Federal tax changes limiting state and local tax deductions- How is it/is it expect to affect states like NJ compared to states like CO

Group 5: Medicaid Work Requirements- State Medicaid Waivers from the Centers for Medicare and Medicaid Services to require work for Medicaid benefits– choose two states to investigate from the following: Arizona, Kansas, Maine, Mississippi, North Carolina, Ohio, Utah, New Hampshire, Wisconsin, Arkansas, Indiana, Kentucky

Group 6: PA and NC redrawing congressional districts

Group 7: State of Emergency Declarations over Opioid Epidemic- choose 2 PA, SC, MD, AK, VA, MA, FL, AZ

Group 8: Iowa and Mississippi 2018 Abortion Laws

Group 9: Puerto Rico/USVI Recovery from Hurricane Maria

Group 10: Bail reform in CA and NJ

1. **Final Exam**

**300 Points**

**Tuesday December 18: FINAL EXAM 2:45-5:45**

You will take a cumulative final on major course concepts. This exam will include multiple choice, short answer, matching, and fill in the blank questions. It is important that you take notes throughout the course that you can study and prepare for this exam.