

## Syllabus

### **SPP 510: Section 002**

#### **The Politics of Public Policy Mondays and Wednesdays, 8:30-10:00 am**

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### **Fall 2018**

What happens when politics meets policy? The cynical, and all-too-common answer, is that “good policy” dies. But this separation between politics and policy is exactly what policy analysts, administrators, and advocates must reject. Within a democratic system, policies without political support or an institutional sponsor are only ideas. To successfully put ideas into practice, you need to understand and work with the motivations and constraints of your fellow actors in the political system.

This section of 510 follows the policymaking process after legislators claim credit and the TV cameras shut down: the work of trying to implement and interpret the law. In the United States, the executive branch guides this process through rulemaking, and the judicial branch oversees it. But neither of these two branches of government operates in isolation from each other, from Congress, or most importantly, from the democratic process. This extent to which bureaucracy and the courts are insulated or open to public influence, and the channels through which that influence occurs, explain a large part of what happens “on the ground” in the United States. It also serves as a key point of contrast in understanding how policymaking in other countries compares to the United States.

### **What Inclusion Means to Me**

Both the Ford School and I are committed to ensuring your full participation in class. I want to make it possible for you and your classmates to learn as much and as well as you can, to challenge yourselves to acquire new skills, to hone talents you already have, and to help and support each other. I am always eager to know what we can do to make your learning possible. You will see that I require accommodations in order to teach, and I encourage you to be open with Morgan and me, or with Corey Stork at Student Services ([storkc@umich.edu](mailto:storkc@umich.edu)) and the Associate Dean, Paula Lantz, ([plantz@umich.edu](mailto:plantz@umich.edu)) about your needs and your suggestions.

## **Ford School Inclusivity Statement**

Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

## **Accommodations for Students with Disabilities**

If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

## **Resources for Student Mental Health and Well-Being**

The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>

## **Plagiarism**

Copying and pasting is so quick, and web sources are so numerous, that it is easy to get lazy about citing sources and even about putting ideas into your own words. It is even easier to justify copying and pasting when you are writing from the point of view of a real person or organization: isn't it more accurate to use their press releases, their speeches, or their Congressional testimony instead of your own words?

**NO.** Our expectation, in this and in every class, is that you can learn to write it better than the original – and that's what you're in school to do. **Put ideas in your own words. If you**

**have to use a quote, put it in quotation marks. Cite every source you use, including sources that yield information but not quotes. Copying or cutting and pasting from web sites or published sources is never acceptable.** The syllabus shows the preferred citation format, but the basic rule is simple: citations help your reader, and you, locate the source. As long as you provide that information, the exact format is secondary.

**Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at this link: <http://fordschool.umich.edu/academics/expectations>**

**Assignments and Grading: Please see the “Assignment Guide” for details.**

### **Class Schedule**

Please purchase one book:

John Lewis, Andrew Aydin, and Nate Powell. *March: Book Three*. Marietta, GA: Top Shelf Productions, 2016.

This book is available on Amazon and from other online retailers in new, used, and e-copies. Students from last year’s 510 (only my section) may also have copies they can lend or sell to you.

**Wed., 9/5: Introduction**

**Fri., 9/7: Turn in your roundtable survey answers by 9 pm**

**today:** [https://docs.google.com/forms/d/e/1FAIpQLSfncvhF3nBpg9u7cG9SBgLKjCLsHL4Zql4QXPRbgs0iu62Daw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfncvhF3nBpg9u7cG9SBgLKjCLsHL4Zql4QXPRbgs0iu62Daw/viewform?usp=sf_link)

**Mon., 9/10: Essay #1: What is important to me, and why**

**Due (in class):** Write a short essay explaining why some political position or belief is important to you. For instance, you might write about how your family’s three generation history of farming has made you sensitive to food security and availability around the world; how being an evangelical makes you a liberal on fiscal policy but a conservative on social policy; or how you rejected your parents’ Vietnam Era radicalism to become a U.S. Marine and a national defense hawk.

Include a paragraph in the essay where you consider why OTHERS also value this position/belief and discuss why their reasons are similar or different from yours. For instance, you might recognize that other people value food security because of poverty or malnutrition; how is their commitment to this issue similar to, or different from yours? The entire essay should not be longer than 300 words.

You will be sharing your essay with classmates, so please bring **TWO paper copies** of your essay to class. (Also remember to bring a pen, to write comments for your classmates.)

## **Wed., 9/12: Introduction to the Civil Rights Movement**

*As you read:* John Kingdon's model identifies "problems" and "solutions" that must both be available when a "policy window" opens. In 1960, what "problems" were grassroots civil rights activists identifying? What "solutions" or "alternatives" were available? Is there a good match between "problems" and "solutions"?

John Kingdon. 1995. "The Policy Window, and Joining the Streams." Chapter 8 in *Agendas, Alternatives, and Public Policies*. New York: Harper Collins College Publishers. Read p. 165-183.

Office of the Historian, U.S. House of Representatives. (n.d.) "The Civil Rights Movement and the Second Reconstruction, 1945-1968." Accessed at: <http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Essays/Keeping-the-Faith/Civil-Rights-Movement/>

Brian D. Feinstein and Eric Schickler. 2008. "Platforms and Partners: The Civil Rights Realignment Reconsidered." *Studies in American Political Development* 22 (Spring):1-31. Focus on p. 1-6 (end at the paragraph beginning "To better understand"); p. 9-11 (start with "Sec 5. Findings"); p. 15-26.

Alicia W. Stewart and Tricia Escobedo, "What You Might Not Know About the 1964 Civil Rights Act." *CNN.com*. April 10, 2014. Accessed at: <http://www.cnn.com/2014/04/10/politics/civil-rights-act-interesting-facts/index.html>

**Fri., 9/14, at 9 pm:** Revised version of Essay #1 due on Canvas. Remember that the completed essay may not be longer than 300 words.

## **Mon., 9/17: Social movement mobilizing for the Civil Rights Act of 1964**

*As you read:* For each reading, identify the activists (there may be more than one activist group) and their audience(s). Are they the same people? If not, how are the activists appealing to their audiences? How is the message different (if it is) than the message that might have inspired the activists themselves to act? What tensions are created when the activists are speaking to an audience that is different from themselves?

John Lewis, Andrew Aydin, and Nate Powell. 2016. *March: Book Three*, p. 1-56. Marietta, GA: Top Shelf Productions.

James F. Findlay. 1990. "Religion and Politics in the 1960s: The Churches and the Civil Rights Act of 1964." *Journal of American History* 77(1): p. 66-92. June.

Carl M. Brauer. 1983. "Women Activists, Southern Conservatives, and the Prohibition of Sex Discrimination in Title VII of the 1964 Civil Rights Act." *Journal of Southern History* 49(1): 37-56. February.

Herbert H. Haines. 1984. "Black Radicalization and the Funding of Civil Rights, 1957-70." *Social Problems*. 32(1): 31-43.

### **Wed., 9/19: Identifying stakeholders for your roundtable issue**

**Due (in class):** Create a google doc shared with all the members of your roundtable group, the professor, and the GSI. Before class, each student should add a section (1) identifying one news article about the roundtable issue with the appropriate citation; (2) summarizing the article, with a focus on potential stakeholders; (3) listing at least two stakeholders whom the student would like to represent. News articles should not be duplicated. This assignment must be completed before class so that during class, each group can come to a tentative decision on the specific policy and the stakeholders for its roundtable.

**Fri., 9/21, at 9 pm:** Submit your roundtable issue and stakeholder list via Canvas. Each stakeholder must be matched with the student who will represent it.

### **Mon., 9/24: Audiences and activism**

*As you read:* Using Lupia's discussion, assess how successful the social movement groups you read about were at reaching out to their audiences. Then, using Lupia and Lakoff, create an equally sincere – but unsuccessful – effort to reach out to those audiences. Finally, apply these readings to today's politics: which social movement activists need to mobilize audience support? What are successful or unsuccessful ways of doing so?

Arthur Lupia, *Uninformed: Why People Know So Little About Politics and What We Can Do About It*. New York: Oxford University Press 2016, p. 66-94.

George Lakoff, "How to Help Trump." December 15, 2016. Accessed at: <https://georgelakoff.com/2016/12/15/how-to-help-trump/>

### **Wed., 9/26: Nonviolence as philosophy and tactic**

*As you read:* Think about the condemnations of violence that you have heard since the Charlottesville demonstrations in August 2017. Who are the audiences for these condemnations? Do any of them share a belief in the philosophy of nonviolence that these readings present? If not, how can activists who believe in nonviolence appeal to these audiences?

“Nonviolent Philosophy and Self-Defense,” *Library of Congress Civil Rights History Project: Articles and Essays*. Accessed at: <https://www.loc.gov/collections/civil-rights-history-project/articles-and-essays/nonviolent-philosophy-and-self-defense/>

Martin Luther King Jr., “Letter from Birmingham Jail.” August 1963. [https://web.cn.edu/kwheeler/documents/Letter\\_Birmingham\\_Jail.pdf](https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)

Lewis, Aydin, and Powell, *March: Book Three*, p. 126-245.

Kazu Haga, “Don’t Feed the Trolls: How to Combat the Alt-Right.” Waging Nonviolence.com. August 22, 2017. Accessed at: <https://wagingnonviolence.org/feature/dont-feed-trolls-combat-alt-right/>

Recommended:

Malcolm X, “Speech at the Founding Rally of the Organization of Afro American Unity.” June 28, 1964. Accessed at: <http://www.blackpast.org/1964-malcolm-x-s-speech-founding-rally-organization-afro-american-unity>

### **Mon., 10/1 Essay #2: Identifying the audience for your roundtable group**

**Due (in class):** You are a staffer for your roundtable group. Write a memo to the head of your group explaining what audience your group needs to win support from in order to achieve its goals. Your memo must have a **thesis**: a single sentence in which you **take a position** (“Trump’s evangelical supporters must be involved in the battle to confirm Brett Kavanaugh” and offer an **explanation** (“because they may otherwise choose to sit out the midterm election.”) It should also offer a **counter-argument**: a paragraph in which you consider an alternative analysis. (“Since evangelical leaders have consistently supported the president, an active effort to engage them in the confirmation battle may seem like a waste of energy. Instead, our resources could be used to activate lawyers, especially conservative lawyers who may be uneasy about some of the president’s actions.”) Justify your counter-argument, but also explain why you have offered the recommendation in your thesis instead.

Please bring **TWO paper copies** of your memo to class. (Also remember to bring a pen, to write comments for your classmates.) The final paper is limited to 500 words, but you do not need to observe the limit in your draft.

### **Wed., 10/3: The dynamics of compromise**

*As you read: The readings today describe a variety of (attempted) compromises: between the Kennedy Administration, House Democrats, and House Republicans; between Southern Democrats in the Senate and the Senate Democratic leadership; between Democratic committee chairs and Democratic committee members. Using Binder and Lee’s definitions, are these compromises distributive or integrative? Why?*

Sarah Binder and Frances Lee. 2013. "Making Deals in Congress." Chapter 3 in American Political Science Association, *Report of the Task Force on Negotiating Agreement in Politics*, p. 54-72. Accessed at: [http://www.andre-baechtiger.ch/tl\\_files/baechtiger/pdf/Negotiating%20Agreement%20in%20Politics.pdf#page=64](http://www.andre-baechtiger.ch/tl_files/baechtiger/pdf/Negotiating%20Agreement%20in%20Politics.pdf#page=64)

Todd Purdum. 2014. *An Idea Whose Time Has Come: Two Presidents, Two Parties, and the Battle for the Civil Rights Act of 1964*. New York: Henry Holt and Co. Read p. 117-147.

Clay Risen. 2014. *The Bill of the Century: The Epic Battle for the Civil Rights Act*. New York: Bloomsbury Press. Read p. 189-239.

Stephen C. Halpern. 1995. "Appendix B: The Evolution of the Language of Title VI in the Legislative Process." From *On the Limits of the Law: The Ironic Legacy of Title VI of the 1964 Civil Rights Act*. Baltimore: Johns Hopkins University Press.

**Fri., 10/5 at 9 pm:** Draft policy explainer and article selection due on Canvas.

**Mon., 10/8: Understanding wins and losses: what are the activists' goals?**

*As you read:* Unlike the tortuous, multi-year negotiation that created the Civil Rights Act of 1964, the Voting Rights Act of 1965 was introduced to Congress and signed into law within five months. How did it address the concerns that activists had about the 1964 Act? Should it be seen as part of the negotiation over the Civil Rights Act, rather than as a separate legislative achievement?

John Kingdon. 1995. "The Policy Window, and Joining the Streams." Chapter 8 in *Agendas, Alternatives, and Public Policies*. New York: Harper Collins College Publishers. Read p. 184-195.

Lewis, Aydin, and Powell, *March: Book Three*, p. 57-125.

Kevin J. Coleman, "The Voting Rights Act of 1965: Background and Overview." Congressional Research Service. R43626. July 30, 2015. Accessed at: <https://fas.org/sgp/crs/misc/R43626.pdf>  
Read "Summary," p. 1-17, and "Concluding Observations" (p. 26-27).

**Wed., 10/10: Implementation strategies in the Civil Rights and Voting Rights Acts**

*As you read:* You will be assigned to a group working on one of the titles of the Civil Rights Act of 1964. Read the text carefully. Can you determine what the enforcement mechanism for your title is? That is, how will violations of this title come to light? When they do, how will they be stopped?

Library of Congress. N.d. "Epilogue: The Civil Rights Act of 1964: The Long Struggle for Freedom." Accessed at: <http://www.loc.gov/exhibits/civil-rights-act/epilogue.html>

Equal Employment Opportunity Commission. N.d. "The Civil Rights Act of 1964." Accessed at: [https://www.eeoc.gov/eeoc/history/35th/thelaw/civil\\_rights\\_act.html](https://www.eeoc.gov/eeoc/history/35th/thelaw/civil_rights_act.html)

Clay Risen. 2014. *The Bill of the Century: The Epic Battle for the Civil Rights Act*. New York: Bloomsbury Press. Read p. 244 (start at "The next morning, customers at Leb's Restaurant. . .") -251 (end at "Thanks to them . . . changed forever.").

Robert Barnes. 2017. "Supreme Court asked if baker's case protects religious rights or illegal discrimination" *Washington Post*. December 4. Accessed at: [https://www.washingtonpost.com/politics/courts\\_law/supreme-court-asked-if-bakers-case-protects-religious-rights-or-illegal-discrimination/2017/12/04/1a56624e-d6d8-11e7-95bf-df7c19270879\\_story.html?utm\\_term=.2f1898272c8e](https://www.washingtonpost.com/politics/courts_law/supreme-court-asked-if-bakers-case-protects-religious-rights-or-illegal-discrimination/2017/12/04/1a56624e-d6d8-11e7-95bf-df7c19270879_story.html?utm_term=.2f1898272c8e)

Todd A. Cox. 2018. "Civil Rights on Trial: How a Case Currently Before the Supreme Court Could Potentially Unravel Landmark Civil Rights Protections." Medium.com. March 18. Accessed at: [https://medium.com/@NAACP\\_LDF/civil-rights-on-trial-how-a-case-currently-before-the-supreme-court-could-potentially-unravel-442d322c7a25](https://medium.com/@NAACP_LDF/civil-rights-on-trial-how-a-case-currently-before-the-supreme-court-could-potentially-unravel-442d322c7a25)

Steven Smith. 2017. "What Masterpiece Cakeshop Is Really About." *Public Discourse*. The Witherspoon Institute. October 24. Accessed at: <http://www.thepublicdiscourse.com/2017/10/20148/>

**Fri., 10/12 at 9 pm:** Revised version of Essay #2 due on Canvas. Remember that the essay may not be longer than 500 words.

**Mon., 10/15: FALL STUDY BREAK**

**Wed., 10/17: Direct action as a policy tool: The Voting Rights Act**

Anthony Peacock. N.d. "Election Regulations," in *The Heritage Guide to the Constitution*. Heritage Foundation. Accessed at: <http://www.heritage.org/constitution/#!/articles/1/essays/19/election-regulations>

Amy Howe. 2013. "We gave you a chance: Today's *Shelby County* decision in Plain English." SCOTUSBlog.com. June 25. Accessed at: <http://www.scotusblog.com/2013/06/we-gave-you-a-chance-todays-shelby-county-decision-in-plain-english/>

Ilya Shapiro. 2013. "Supreme Court recognizes Jim Crow's demise, restores Constitutional order." SCOTUSBlog.com. June 25. Accessed at: <http://www.scotusblog.com/2013/06/supreme-court-recognizes-jim-crows-demise-restores-constitutional-order/>



U.S. Court of Appeals for the Fourth Circuit. 2016. *U.S. v. North Carolina*. Read Lin excerpts as indicated on pdf.

Michael Wines. 2018. "North Carolina Republicans Are Back with a New Plan for Strict Voter Laws." *New York Times*. June 15.

**Mon., 10/22: Is funding like pre-emption? (I): Congressional implementation**

Paul I. Posner, *The Politics of Unfunded Mandates: Whither Federalism?*. (Washington D.C.: Georgetown University Press 1998), p. 1-14, 78-90.

Kathryn McDermott and Laura Jensen, "Dubious Sovereignty: Federal Conditions of Aid and the No Child Left Behind Act." *Peabody Journal of Education* 80(2): 39-56.

**Wed., 10/24: Is funding like pre-emption? (II): Agency implementation**

C.Q. Almanac. 1966. "Desegregation Rules." *CQ Almanac 1966, 22<sup>nd</sup> Edition*, p. 477-481. Washington DC: Congressional Quarterly, 1967.

Jill Quadagno, "Promoting Civil Rights Through the Welfare State: How Medicare Integrated Southern Hospitals." *Social Problems* 47(1): 68-89. February 2000.

**Mon., 10/29: Essay #3: Creating an integrative compromise for your roundtable group OR Managing federal-state cooperation for your roundtable issue**

**Due (in class):** The head of your roundtable group has asked you to write a strategic plan for your group. You must specify an overall goal that your group wants to achieve, and create a strategy to achieve it, either by (1) proposing a new compromise with legislators, agency staff, or other groups active in your issue area, who otherwise could threaten your goal; or (2) proposing a substantial change in the current level of cooperation with federal or state actors, through the creation of new law, new funding mandates, or new agency policy. Note that neither strategy can rest upon gaining more support for your position by rhetorically reframing it for new audiences. Instead, you must propose a substantive legislative or regulatory change. Include a discussion of the costs of this strategy and a justification for why the strategy is nevertheless worthwhile.

Please bring **TWO paper copies** of your memo to class. (Also remember to bring a pen, to write comments for your classmates.) The final paper is limited to 500 words, but you do not need to observe the limit in your draft.

**Wed., 10/31: Happy Halloween: Laws disguised as rules, rules disguised as guidance**

Mary Whisner. 2013. "Some Guidance about Federal Agencies and Guidance." *Law Library Journal* 105(3): 385-394.

EEOC. 2016. “Proposed Rule: Affirmative Action for Individuals With Disabilities in the Federal Government.” Docket: EEOC-2014-0004-0091. RIN: 3046-AA94. Date Posted: February 24. Accessed at: <https://www.regulations.gov/document?D=EEOC-2014-0004-0091> Skim the Proposed Rule and then click on “Related Comments: View All” under “Docket Information” in the gray box on the right side of the page. Skim several of the comments.

EEOC. 2012. “Enforcement Guidance on the Consideration of Arrest and Conviction Records in Employment Decisions Under Title VII of the Civil Rights Act of 1964.” No. 915-002. Date Posted: April 25. Accessed at: [https://www.eeoc.gov/laws/guidance/upload/arrest\\_conviction.pdf](https://www.eeoc.gov/laws/guidance/upload/arrest_conviction.pdf) Read p. 1-6 (stop at Sec. IV), p. 20 (start at Sec. VI)-26.

Andrew Rudalevige. 2016. “Old Laws, New Meanings: Obama’s Brand of Presidential ‘Imperialism’.” *Syracuse Law Review* 66: 1-39.

### **Mon., 11/5: Tracking the evolution of guidance: Campus sexual misconduct investigations**

Office of Civil Rights, Department of Education. 2011. “‘Dear Colleague’ Letter on Title IX of the Education Amendments of 1972.” Accessed at: <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf> Read p. 1-3 (stop at “Title IX requirements”); p 8 (start at “(C) Grievance Procedures) – 14 (stop at “Remedies and Enforcement.”)

Office of Civil Rights, Department of Education. 2017. “Q and A on Campus Sexual Misconduct.” September. Accessed at: <https://www2.ed.gov/about/offices/list/ocr/docs/qa-title-ix-201709.pdf>

Emily Yoffee. 2017. “The Question of Race in Campus Sexual Assault Cases.” *The Atlantic*. September 11. Accessed at: <https://www.theatlantic.com/education/archive/2017/09/the-question-of-race-in-campus-sexual-assault-cases/539361/>

Emily Yoffee. 2017. “An Unexpected Ally for Betsy DeVos on Campus Sexual Assault.” *The Atlantic*. October 19. Accessed at: <https://www.theatlantic.com/education/archive/2017/10/a-unexpected-ally-for-betsy-devos-on-campus-sexual-assault/543459/>

Erica L. Green. 2018. “New U.S. Sexual Misconduct Rules Bolster Rights of Accused and Protect Colleges.” *New York Times*. August 29. Accessed at: <https://www.nytimes.com/2018/08/29/us/politics/devos-campus-sexual-assault.html>

Susan Adams. 2018. “New Campus Sexual Misconduct Rules from Betsy DeVos Protect the Accused and Colleges.” *Forbes*. August 29. Accessed

at: <https://www.forbes.com/sites/susanadams/2018/08/29/new-campus-sexual-misconduct-rules-from-betsy-devos-protect-the-accused-and-colleges/#108879374501>

Dana Elger. 2018. "OIE Releases Annual Report on Prohibited Student Conduct." *The University Record*. September 5. Accessed at: <http://record.umich.edu/articles/oie-releases-annual-report-prohibited-student-conduct-0>

### **Wed., 11/7: Judicial oversight of agencies**

Cornelius M. Kerwin and Scott R. Furlong. 2019. *Rulemaking, Fifth Edition*. Thousand Oaks, CA: CQ Press. Read "Accountability to the Courts," p. 234-249.

Dan Farber. 2017. "Everything you always wanted to know about the *Chevron* doctrine." LegalPlanet.com. October 23. Accessed at: <http://legalplanet.org/2017/10/23/everything-you-always-wanted-to-know-about-the-chevron-doctrine/>

Amanda Reilly. 2018. "Would Kavanaugh limit the Chevron Doctrine?" E and E News: Greenwire. July 10. Accessed at: <https://www.eenews.net/stories/1060088675>

Nick Anderson. 2018. "Lawsuit challenges Trump's rollback of guidance on campus sexual violence ." *Washington Post*. January 25. Accessed at: [https://www.washingtonpost.com/news/grade-point/wp/2018/01/25/lawsuit-challenges-trumps-rollback-of-guidance-on-campus-sexual-violence/?utm\\_term=.06c1ff579af2](https://www.washingtonpost.com/news/grade-point/wp/2018/01/25/lawsuit-challenges-trumps-rollback-of-guidance-on-campus-sexual-violence/?utm_term=.06c1ff579af2)

**Fri., 11/9 at 9 pm:** Revised version of Essay #3 due on Canvas. Remember that the essay may not be longer than 500 words.

### **Mon., 11/12: State attorneys general and the multistate lawsuit**

Margaret H. Lemos and Kevin M. Quinn. 2015. "Litigating State Interests: Attorneys General as Amici." *New York University Law Review* 90:1229-1268. Read 1229-1242 (stop at "Research Design and Findings."); p. 1263 (start with "That said," in line 3)-1268.

Paul Nolette. 2017. "State attorneys general have taken off as a partisan force in national politics." *Washington Post*. October 23. Accessed at: [https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/23/state-attorneys-general-have-taken-off-as-a-partisan-force-in-national-politics/?utm\\_term=.20cf4475a089](https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/23/state-attorneys-general-have-taken-off-as-a-partisan-force-in-national-politics/?utm_term=.20cf4475a089)

Neena Satija. 2017. "Texas vs. the Feds: A Look at the Lawsuits." *Texas Tribune*. January 17. Accessed at: <https://www.texastribune.org/2017/01/17/texas-federal-government-lawsuits/>

**Wed., 11/14: Roundtable #1**

**Mon., 11/19: Roundtable #2**

**Wed., 11/21: THANKSGIVING – NO CLASS**

**Mon., 11/26: Roundtable #3**

**Wed., 11/28: Roundtable #4**

**Mon., 12/3: Roundtable #5**

**Wed., 12/5: Roundtable #6**

**Mon., 12/10: The effect of the 2018 midterm elections on future political strategy –  
Readings TBA**

**Mon., 12/17 at 9 am: Strategy Memo due on Canvas**