Pol 1101:
Government of the United States of America
Fall 2021
Georgia Institute of Technology
Course Syllabus, V1
(any version updates will always be posted on Canvas)

Classroom: DM Smith 105
9:30-10:45 Tuesdays and Thursdays

Dr. Julia Melkers, Professor, School of Public Policy, DM Smith 212
- Virtual Student Time/Office Hours: Tuesdays 12-1pm (MS Teams)

TA: Phillip Carnell
- Virtual Student Time/Office Hours: TBA

Contact: Canvas Email (individual questions/issues)

I.   *Course Overview:*

> *Democracy is not a state. It is an act, and each generation must do its part to help build … a nation and world society at peace with itself. (Late Rep. John Lewis)*
>
> *I think science is totally essential to public policy. Policy should not be made in a data-free zone. Policy needs to be made based on the best possible information. (Dr. Anthony Fauci)*

This course is an introduction to American government and politics, and is a foundational course elective for all Georgia Tech undergraduate students. The U.S. government has one national government, 50 state governments, 573 sovereign tribal nations, and more than 100,000 local and other sub-levels of government. Across this vast system, there are dramatic differences in people and communities, economic conditions, geography, weather and natural settings, among many other things, meaning that policy issues and solutions also vary. As a former U.S. Speaker of the House once said "all politics is local." While national level policy making and governance is designed to address issues facing our nation as a whole, state and local governance addresses policy issues that affect our everyday lives. In order to truly understand American government, we must understand how these parts work – separately and together.

We will study American government in a comparative way, using the foundation of **federalism** to examine the structure, politics, and immense variation in public interests, policy priorities and related solutions. We will focus primarily on state governments, including their relationships with one another, and with the national and local governments. Focusing on variation across the states will help us to not only better understand how different policy solutions are applied to address local needs, but also help to understand the fundamental tension in views of U.S. governance - *who decides*?

In this course, we will also grapple with complicated, and sometimes controversial, issues that face our society and our system of government. Emphasis will be placed on understanding the reasons for different perspectives, including your own and that of Generation Z. Finally, this course is designed with engaged learning in mind. While enrollment is high, my goal is to make our classroom feel smaller and more connected by using discussion sessions, applied policy projects, and other mechanisms as learning platforms. You will be able to explore a policy area of interest and apply your knowledge accordingly.

II.   *Learning Outcomes:*

This course is designed to result in the following learning outcomes. You will be able to demonstrate:
- understanding of the multilayered federalist structure of U.S. government and its implications for public policy development, implementation, and governance, with implications for public policy;
- the ability to describe the social, political, and economic forces that influence social behavior;
- the ability to identify and discern policy-relevant evidence and engage and communicate with others on policy issues, including those with different perspectives.

III.   *Course Materials and Technologies:*

Course Mode and Materials: We will meet twice per week in-person. To support students who may have to miss class for illness or any other reason, course lecture recordings from 2020 will be posted along with updated slides. *Caveat:* these lectures were developed early in the pandemic and were intended only for Pol 1101 use in the short-term. While the materials on which those lectures were developed are mostly the same, students who opt to rely on the recorded lectures will want to take care to watch/read all supplementary policy and other videos/readings in addition to the text, some of which are new this term. Current lectures will NOT be recorded nor accessible in real time except in person. In-person lectures will also foster discussion and engagement with students in the classroom.

- **Recordings of Class Sessions and Required Permissions:** Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course. Students may not record or share the materials or recordings, including screen capturing or automated bots, unless the instructor gives permission.

Course Technologies: We will be using Canvas as our "home base" technology, with links (from Canvas) to other software that support your learning and our overall engagement. The entry login page for Canvas is https://canvas.gatech.edu/
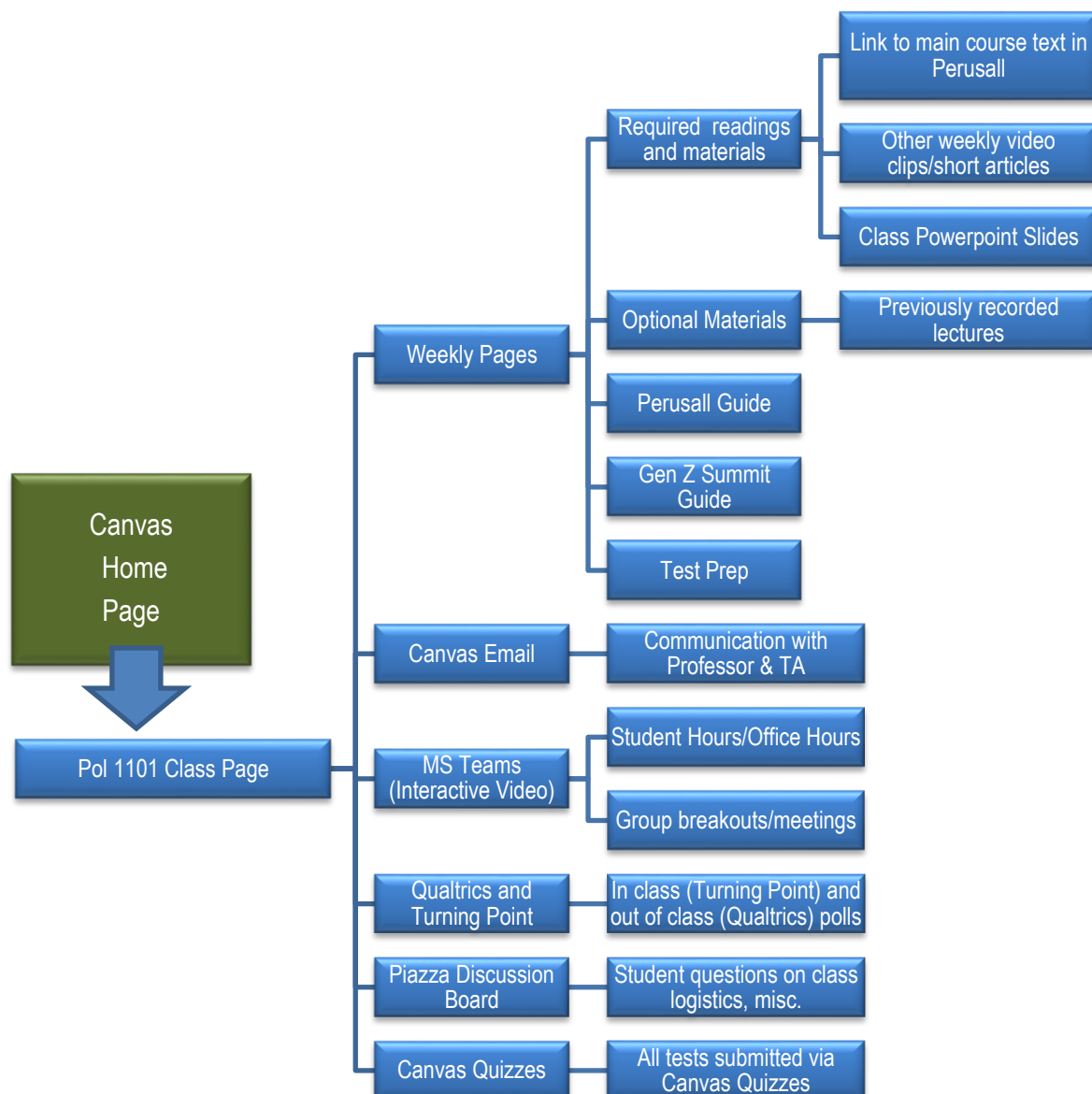
- ➢ *Class Canvas Site: Where do you find what you need? Assignments, recorded lectures, course materials due dates, and submission sites for homework and tests? Canvas is the place!* It is **your responsibility** to check this site and let the teaching assistant know immediately if you are for some reason not able to open any files.
  - o The old-fashioned PDF of the syllabus may be found under "Syllabus." You should view the Canvas site as the portal to week-by-week work and information source for the class.

- ➢ *Perusall: Want to develop better critical reading skills?* We will be using *Perusall (required)*, a software platform that allows you to interactively annotate materials and engage in discussion with your classmates. More details below under "assignments." **You must access readings from Canvas, not from Perusall directly.

- ➢ *Microsoft (MS) Teams: Got questions?* We are holding "Student Hours" sometimes known as "office hours" VIRTUALLY given the current state of the pandemic. Curious about office hours? Check out this nice explanation: https://vimeo.com/270014784. We *may* also use MS Teams for breakout discussions TBA.

- ➢ *Piazza: Have a question and want it answered quickly? Go to Piazza!* The class will use the associated Piazza site for discussion and community building. We have mostly set this up for questions and logistics that can be "crowd sourced" and answered by me or anyone. Depending on student interests, we can also set up discussion streams around policy issues.

IV. <u>Course Policies:</u>

1. <u>Information Related to Covid-19:</u> Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Note that Georgia Tech is encouraging us all to wear masks when indoors. Also note that Stamps Health Services will administer free Covid-19 vaccines at McCamish Pavilion. https://health.gatech.edu/coronavirus/vaccine Find campus operational updates, FAQ, and details on campus surveillance testing and vaccine appointments on the **Tech Moving Forward site.**

2. ***<u>Attendance and Attentiveness:</u>*** ** Unfortunately, in a large class such as this, true class participation cannot be reasonably graded, and *merely showing up is not an adequate nor realistic measure of participation*. <u>Thus, there is no class participation grade nor attendance requirement</u>. In addition, Georgia Tech has asked that attendance be tracked in anticipation of COVID-19 contact tracing, which we will use Turning Point for. "Checking In" to class is for attendance only, and will not affect your grade. ***<u>If you are ill, please stay home. If you are too tired to keep your eyes open, please do not come to class as this is also distracting and not collegial</u>***.

   Despite the large class size, I value (and so should you) the opportunity to discuss, question and assess policy and governance issues. Class will generally be more informative, engaging, and enjoyable if you fully participate in class. While not required, participation in class discussion is strongly encouraged. More importantly, your participation adds to the vibe, energy, and substance of the class! To support these discussions, we will also use Turning Point polling in class to assess our understanding of course topics and gather opinions and perspectives in policy issues.

   The exception to this policy will be for the virtual group meetings, where lack of attendance is likely to negatively impact your peer review and resulting possible grade adjustment. We will periodically have class breakouts to work on exercises relevant to the materials, and to prepare for the Gen Z Summit work below. For these days, NOTED ON THE SYLLABUS, we will generally use Microsoft Teams for these exercises, which means that you can participate from anywhere.

   Student athletes, please provide a schedule to the TA in the first week of class indicating missed classes.

3. <u>Arrive and depart on time:</u> When you do come to class, please be on time! Late arrivals and/or early departures are highly disruptive and disrespectful to your colleagues, and to me. If there is some extreme reason (such as a job or internship interview) that you must arrive late or leave class early (then you will need to sit near the door), please let the TA known in advance and arrive/exit quietly.

4. **Classroom Citizenship and Engagement:** In a large class, it is easy to feel somewhat anonymous. You are not! **Speak up!** Asking questions and presenting a unique viewpoint enables EVERYONE to learn. As a class of young adults and future professionals, we will value each opinion, and use these discussions as starting points for broader discussion and analysis. We all need to work a little harder to connect these days. Be a good class "citizen" by regularly and meaningfully participating in group discussion.

   o *The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.*

   In addition to the above, there are a few other norms of good student and classroom etiquette that I ask of you.

   • *COMMUNICATE* with me and the TA if issues arise – life happens, and we can support you best when we know that you are struggling.
   • *Be engaged, thoughtful, and curious.* Use the hours that you will spend in class, in readings, and study outside of class, to engage and explore. Follow your curiosity! **VOTE! VOLUNTEER!**

5. *Laptops and Other Media: Electronic devices are not allowed in class, with only a few exceptions at designated times* (e.g. group and project work and searching for relevant material for class discussion.) I understand that students also want to use different tools for note-taking, but based on several years of experience as well as the results of empirical research studies (discussed on the first day of class), electronic device use will be limited to designated times in class. This policy is based on continued misuse, where students have continually been observed *checking email, texting friends or family, working on other homework, checking Facebook, Twitter, Instagram or other social media, playing games, doing other homework, arranging a date, shopping, watching videos, among other inappropriate similar uses while in class. Consider this class as 85 minutes of unconnected time. If you continually violate this rule you will be asked to leave class.*

6. *Academic Integrity:* The work you represent as your own must be your own. Misrepresenting your work or cheating in any way diminishes your professionalization and growth and is unfair to all (and simply not worth it). As new university students, it is up to you to understand academic integrity. You should also familiarize yourself with the Georgia Tech Student Honor Code and the Student Bill of Rights. Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit https://osi.gatech.edu/content/honor-code. Any student suspected of cheating or plagiarizing on a test or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations. Students are expected to be familiar with what constitutes plagiarism. Yale University has an excellent guide: https://poorvucenter.yale.edu/using-sources.

7. *Accommodations for Individuals with Disabilities:* If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at http://disabilityservices.gatech.edu/content/welcome-accommodate as soon as possible. If you need any special accommodations during an exam, I will be able to view your request on the "Accommodate" site and provide resources accordingly. For more information, please see this site: http://disabilityservices.gatech.edu/

V. *Required Texts and Materials:*

• **(Textbook) Governing States and Localities**, 7th Edition (2019). Authors Kevin B. Smith and Alan Greenblatt. Sage Publications. ** You **MUST** buy or rent this book through the Perusall site, ONLY accessed through Canvas! This is required for the annotation assignments in class. If you do not, you will receive a ZERO on this portion of your grade (15%).
• **Other readings and materials.** Most of these will be provided as a URL link, or provided at no charge on the Canvas site through Perusall or in assignments.
• **News Media.** *Keep current, there is a lot going on* – enough said.

VI. Coursework and Grading:

Course grades will be based on a combination of tests, active reading and annotation, and a policy project based on original research. Georgia Tech does not have plus/minus grades, and ONLY grades within 0.50% of the next highest grading tier will be rounded up at the end of the term after all other grading is completed. The grading system is the following:

A = 90-100
B = 80-89
C = 70-79
D = 60-79
F = 59 and below

Grading Criteria: Grading guide for Perusall and rubrics for the Gen Z Summit are posted on Canvas. Tests are primarily multiple choice. To be successful, students should show up, be mentally present, keep up on their reading and participate in class and group discussions.

Class Activity	Percent of Final Grade	Grade breakdown
Tests (top scores of 3 of 4 tests)	**40%**	**10% x 4**
Reading and Related Annotation (Perusall, explained below)	**15%**	**15%**
Gen Z Policy Summit: Individual and Group assignments *(additional detail on sub-tasks and due dates in a separate handout)*		
Group Products for Gen Z Policy Summit*		
Policy group topic overview/presentation (group grade) ^	**20%**	**5%**
Policy group poster (group grade) ^		**15%**
Gen Z Summit Participation & Self/ Peer Review (Free Riders beware) ^		**± X%**
Individual Contribution to Gen Z Policy Summit		
Paper #1: Annotated bibliography	**25%**	**12.5%**
Paper #2: Policy Assessment		**12.5%**
TOTAL	**100%**	
*= Group projects are designed in a socially distant safe way and some class time will be given to these activities. More details to be provided. *^ = Mechanisms to provide peer feedback will help in grade adjustments for free riders/poor participation (- point loss) and clear team participants and leaders (+ point gain). Individual grades for students who do not actively participate in group work will be lowered. Every student will be accountable for contributing to the group projects, or face a considerably lower grade.*		

1. Tests:

There will be **five tests** for this course (including the final exam) that assess your understanding of the material and your ability to interpret policy issues. Tests will be based on a**ll required materials. Dates are noted on the syllabus**. Questions will be primarily multiple-choice. ***The lowest of the five test grades will be dropped in the final grade calculation.*** If you are happy with your first three test grades, you do not have to take the final exam. If you miss a test, you should plan on taking the 5th exam. Tests will be administered in Canvas Quizzes and test prep will be provided in advance. Given the current state of the pandemic, you may take the test in the classroom or in a quiet location of your own choosing during the scheduled class time. Given this, we cannot police the use of materials. However, you will lose valuable time if you assume that you can quickly find answers in your notes or readings. Georgia Tech Rules of Academic Integrity applies to tests, and all other work in this class.

2. Required Reading Annotation:

I am assuming that you fully intend to do the required reading, for which you will be rewarded beyond your own sense of self-achievement and satisfaction! We will be using *Perusall,* a software platform that allows you to interactively annotate materials in the required textbook using comments, explanations and Q&A. This is VERY different from any annotating you may have done in high school, and is actually shown to help your reading and understanding. **Your goal in annotating each reading assignment are *to stimulate virtual discussion by posting good questions or comments* and *to help others by answering their questions*. Note that I also read your comments before class and will use them to inform my lectures. Each thread is like a chat with one or more members of your class, and it happens in real time. Directions and suggested focus will be provided weekly. Please see the Perusall guide on Canvas for more details. The first week of Perusall will not count toward your final grade but will get you familiar with the system and scoring.

3. **Generation Z Policy Summit: Paper and Discussion:**

Your learning and hard work this semester will culminate in our end-of-the-term **"Gen Z Policy Summit."** I have found that students really want the opportunity to dig into a policy area of interest. The Gen Z Policy research project gives you a way to apply what you learn from class in an actual real time policy project in your area of interest (e.g. environmental policy, racial inequality, public health, technology-based economic development, voter access, etc.) You will collect, assess, and review evidence and original resources that help you to not only explain the issue and its implications, but then compare, contrast, and assess how different states/localities have approached the issue. You will work with a small group of other students with similar interests. *Additional guidance on this assignment will be posted.*

Deliverables include (in order of submission):

a. **Paper #1: Bibliography Annotation Project** (Materials Scan). Early annotated bibliography of sources to establish a foundation of evidence and policy actions. This will allow you to demonstrate your own knowledge, and prepare materials for your policy memo. *(Individual product)*

b. **Presentation # 1 – Communicating Policy Topic and Importance.** You will participate in a small group (online or outside) presentation session with other similar projects, with guided discussion. At the conclusion, together with your team mates, you will complete a one page form that clarifies your topic and your group commitment. The purpose of the presentation will be to communicate and refine your topic, while also solidifying your group. *(Group product)*

c. **Paper #2: Policy State Report**. You will draft a summary, recommendation and assessment of your policy area in the state for which you were responsible.

   a. **The "Gen Z Policy Summit" and Presentation #2 (Poster)** is a true class celebration during the last full week of class and will involve a LIVE and interactive poster session. I have every hope that this will be a socially distanced and in-person event. "Plan B" is to use MS Teams breakout rooms, which worked successfully in 2020. This will be the opportunity to demonstrate and share your expertise on your policy issues, and learn from others in shared observations and solutions. You will also create a policy poster that summarizes your materials and communicates graphically, which you will present at the Gen Z Summit! A selection of posters will be displayed in DM Smith for the Spring 2021 term! *(Group product)*

VII. <u>Reading Schedule and Assignments:</u>

- o <u>*** Readings and multi-media listed are generally to be completed by Tuesday before class. Exceptions are noted in Assignments in Canvas.*</u>

	Tests
	Group meetings/MS Teams
	Workday—no in class meeting

Day Date	Topic	Readings and Videos
Tuesday 8/24	**Course Intro & Overview**	**Course Introduction and Overview** **<u>Read:</u>** o What policy issues does Gen Z care about? https://www.aecf.org/blog/generation-z-social-issues o Making a difference with data-driven policymaking. https://www.pewtrusts.org/en/research-and-analysis/articles/2020/09/22/states-of-innovation o (Read/skim for key points) Parkhurst, J. (2017). Chapter 3: Bias and the Politics of Evidence in *The politics of evidence: from evidence-based policy to the good governance of evidence*. Taylor & Francis. ▪ (The full book is accessible at no charge if you want to read more!) https://www.taylorfrancis.com/books/oa-mono/10.4324/9781315675008/politics-evidence-open-access-justin-parkhurst?context=ubx&refId=48c43a60-13cd-4ba1-8dc0-1ab80fb7e081 **<u>Watch:</u>** o The March for Science: Myth Busters on the Value of Science (7 min) https://www.kqed.org/education/475423/adam-savage-of-myth-busters-on-why-science-matters *(and if you have not seen the Myth Busters series, you should!)* ***Online Office hours today from 11-12 via MS Teams for any class questions!*
Thursday 8/26	**American Government as a Federalist System** **The US Constitution**	**<u>Read/Annotate (in Perusall):</u>** (Today's annotation does <u>not</u> count toward grade but try it out so that you can familiarize yourself with Perusall!) o Smith, Chapter 1: Introduction to State and Local Government o The US Constitution (Articles & all 27 Amendments) (Annotated version provided) **<u>Read:</u>** o How the Constitution's federalist framework is being tested by COVID-19. https://www.brookings.edu/blog/fixgov/2020/06/08/how-the-constitutions-federalist-framework-is-being-tested-by-covid-19/ **<u>Watch:</u>** o (6 min): The Constitutional Convention https://www.pbs.org/video/constitution-usa-peter-sagal-philadelphia-and-constitutional-convention/ *August 27: last day to drop without W grade*

Tuesday 8/31 & Thursday 9/2	**Federalism and Current Issues**	**Read/Annotate (in Perusall):**
		o Smith, Chapter 2: Federalism
		
		Read:
		o Viewpoints on COVID and constitutional challenges (short readings):
		   o How much authority do state and local officials have during a health emergency, such as the COVID-19 pandemic? https://www.americanbar.org/news/abanews/publications/youraba/2020/youraba-may-2020/state-local-authority-during-covid/
		   o How Federalism Has Harmed Public Health. https://www.theregreview.org/2020/12/23/chung-federalism-harmed-public-health/
		   o Getting Students back in School. https://www.nashp.org/states-enact-policies-to-support-students-transition-back-to-school/
		   o Mask Mandates. https://constitutioncenter.org/blog/the-constitutional-issues-related-to-covid-19-mask-mandates
		
		Watch:
		o (13 min) You Can't Do That: The Political Consequences of Fights About State and National Power *https://canetalks.miami.edu/cane-talkers/charlton-copeland/index.html*

Tuesday 9/7	**State Constitutions**	**Read/Annotate (in Perusall):** o Chapter 3: State Constitutions **Read:** o State Constitutional Changes 2020: https://news.ballotpedia.org/2020/12/14/voters-decided-62-constitutional-amendments-in-29-states-in-2020/ and https://ballotpedia.org/Constitutional_amendments_from_2006_through_2020
Thursday 9/9	**State Constitutions** **Gen Z Summit Overview and Preliminary Work**	****Thursday Student Breakouts (MS Teams) -- State Constitution Scavenger Hunt! (Thursday)** *Meet on MS Teams – be on time for full class overview after which you will be put into breakouts!* *Group Introductions*
Tuesday 9/14	**Test # 1**	**Test administered in Canvas during class time** **You may take the test in the classroom or in a location of your choosing.** **(covers federalism & constitutions)**
Thursday 9/16 & Tuesday 9/21	**Public Policy and Public Budgets in the States**	**Read/Annotate (in Perusall):** o Smith, Chapter 4: Finance **Read:** o State Budgets During COVID (summary only) http://budgetblog.nasbo.org/budgetblogs/blogs/kathryn-white/2021/05/26/new-report-on-state-budget-processes-sheds-light o Strengthening State Budgets. http://budgetblog.nasbo.org/budgetblogs/blogs/brian-sigritz/2021/07/27/strengthening-economy-federal-aid-and-responsible o (Optional) Select Georgia and two states of your choosing: o https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/projects/state-fiscal-pages-covid-edition *In Class Exercise and Discussion: Balance a state budget (Thursday)*

Tuesday 9/23 & Thursday 9/28	**Voting, Public Opinion, and Political Parties in the States**	<u>Read/Annotate (in Perusall):</u> o Smith, Chapter 5: Political Participation and Voting <u>Read:</u> o The Voting Rights Act at 50: How It Changed the World o https://time.com/3985479/voting-rights-act-1965-results/ o The Nature of Public Opinion. https://courses.lumenlearning.com/os-government2e/chapter/the-nature-of-public-opinion/ o Voter Turnout by State: https://worldpopulationreview.com/state-rankings/voter-turnout-by-state o Voting Rights Act in 2021: https://www.rollcall.com/2021/08/16/democrats-push-for-new-voting-rights-act-before-maps-are-drawn/ o Get familiar with public opinion data – explore! 　　▪ https://www.pewresearch.org/ 　　▪ https://news.gallup.com/poll/353825/workers-strong-views-vaccine-mandates-favor.aspx <u>Watch/Listen:</u> o How social media is shrinking your political landscape. (5 min) https://www.refinery29.com/en-us/2016/09/122577/glynn-washington-social-networks-politics-videoNature, Nurture and Politics. https://www.kuow.org/stories/nature-nurture-and-your-politics
Tuesday 9/30	**Test # 2**	<u>Test administered in Canvas during class time</u> **You may take the test in the classroom or in a location of your choosing.** 　　o **(covers budgeting, voting and public opinion polling)**
Tuesday 10/5 & Thursday 10/7 ==****Paper #1 Due 10/9 by midnight**==	**Influencing Policy: Collective Action and Interest Groups**	<u>Read/Annotate (in Perusall):</u> o **Smith, Chapter 6: Parties and Interest Groups** <u>Read:</u> o A "mere mom" moves mountains – and legislation. https://www.councilofnonprofits.org/sites/default/files/documents/SuccessStory--MereMom.pdf o **How the pandemic changed social media and George Floyd's death created a collective conscience** https://theconversation.com/how-the-pandemic-changed-social-media-and-george-floyds-death-created-a-collective-conscience-140104 o **The US has a collective action problem that's larger than the coronavirus crisis.** https://www.vox.com/2020/4/10/21216216/coronavirus-social-distancing-texas-unacast-climate-change <u>Watch:</u> o **Keeping On - A Tribeca Film Fellows Riverkeeper Mini Doc. (8 min)** https://www.youtube.com/watch?time_continue=174&v=lGyWplm7V3w&feature=emb_logo
Tuesday 10/12	**FALL BREAK! No Class**	
Thursday 10/14	**Gen Z Summit Team Work** ==*Group document #1 due by midnight*==	Read: (Skim and hit the key points) 　o Parkhurst, J. (2017). Chapter 6: What is good evidence for policy? in *The politics of evidence: from evidence-based policy to the good governance of evidence*. Taylor & Francis. *Group Work!* *Guided activities & Project Work* *MS Teams and Classroom*

Tuesday 10/19 & Thursday 10/21	**State Legislatures**	**Read/Annotate (in Perusall):** o Smith, Chapter 7 State Legislatures **Read:** o Wyoming freshman lawmakers work to overcome the Legislature's learning curve. https://trib.com/news/local/govt-and-politics/wyoming-freshman-lawmakers-work-to-overcome-the-legislature-s-learning-curve/article_1ca7d6ac-7a3a-5d71-99b2-97cfb0a7075d.html o Review a few states! State Actions on Redistricting. https://www.ncsl.org/research/redistricting/redistricting-systems-a-50-state-overview.aspx Check in on progress -- What redistricting looks like in every state: https://projects.fivethirtyeight.com/redistricting-2022-maps/
Tuesday 10/26 & Thursday 10/28	**Governors**	**Read/Annotate (in Perusall):** o Smith, Chapter 8 Governors and Executives **Watch:** Governors join forces for first multi-state coordinated testing strategy. https://www.youtube.com/watch?v=9o_Eo1gneDU
Tuesday 11/2	**Test # 3**	Test administered in Canvas during class time You may tak9/e the test in the classroom or in a location of your choosing. o (collective action, interest groups, legislatures & governors)
Thursday 11/4 & Tuesday 11/9	**Managing Government: State Offices and Bureaucracy**	**Read/Annotate (in Perusall):** o Smith, Chapter 10 State Bureaucracy **Read:** o Government careers: https://www.learnhowtobecome.org/career-resource-center/government-careers/ **Watch:** o CS in Government -- Data Science and the Public Good. (Singapore example but still relevant!) https://www.youtube.com/watch?v=LD_poLj4siw Choose a couple of videos based on your interests re: careers in government: https://www.usa.gov/engineering-science-career-videos
Thursday 11/11	**Local Government in the U.S.**	**Read/Annotate (in Perusall):** o Smith, Chapter 11: Local Governments **Watch:** o What is most rewarding about working for county government? https://youtu.be/uNtAeFaqOQM o What will the role of counties be in the future? https://youtu.be/OxY4mkqdT-I o Bottoms says she had 'very good conversation' with Kemp, hopeful they can 'agree to disagree'. https://www.11alive.com/article/news/politics/atlanta-mayor-bottoms-georgia-governor-kemp-conversation-jimmy-fallon/85-31099c2e-281e-4ea3-932c-368eb23d339f Draft posters may be submitted for feedback through this week.

Tuesday 11/16	**Tribal Governments**	**Read/Annotate (in Perusall):** o Tribal Nations and the United States: An Introduction **Read/Watch:** o Native American Policies: https://www.justice.gov/otj/native-american-policies o Representation: o https://www.culturalsurvival.org/news/historic-number-native-americans-elected-us-congress **Watch:** o How Independent Are Native American Reservations? (5 min) https://www.youtube.com/watch?v=hcivYX3IUGA o Will Congress Fulfill a 184-Year-Old Promise to the Cherokee? (10 min) https://www.youtube.com/watch?v=_VZEA6rXvDw
Thursday 11/18	**Gen Z Summit Team Work**	*Group Work!* *Guided activities & Project Work* *MS Teams and Classroom*
Tuesday 11/23	**Test # 4**	**Test administered in Canvas during class time** You may take the test in the classroom or in a location of your choosing. **(covers bureaucracy, local and tribal governments)**
Thursday 11/25	*Happy Thanksgiving! No Class!*	
Gen Z Policy Summit: Current Issues		

Tuesday 11/30 & Thursday 12/2	**Generation Z Summit!**	**Participate & Engage:**
		o Mode depending on pandemic, poster presentations assignment to either Tues or Thurs
		o Option A: Meet in person in Klaus atrium, hard copy ratings sheets distributed
		   o **Print posters on MONDAY 11/29!
		o Option B: Poster sessions held in MS Teams breakout rooms. Digital participation and ratings
		   o Posters submitted latest 11/28

Tuesday 12/7	**The Intergovernmental Nature of the U.S.: Looking Forward** ==Individual Paper #2 Due 12/6 by midnight and Summit Self/Peer Review due by midnight 12/7==	**Read/Annotate (in Perusall):** o Re-review Parkhurst chapters on evidence o TBA based on current issues **Read:** o Rep. John Lewis' Last Words
FINAL EXAM (Test #5): **Thursday, Dec 16** **8:00 AM - 10:50 AM**		*Covers: Integrative content – guidance provided.*