

Domestic Politics and Policies: 90714

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Course Objectives

1.-Knowledge

The U.S. political system had a near death experience on Jan 6, 2021, and according to many analysts, it is still threatened by multiple forces determined to undermine democratic institutions. As a result, the driving theme of the course is how to keep this democracy from dying.

As noted by historian Timothy Snyder, “It is institutions that help us to preserve decency. They need our help as well. Do not speak of “our institutions” unless you make them yours by acting on their behalf. Institutions do not protect themselves. They fall one after the other unless each is defended from the beginning.”

(<https://equaljusticesociety.org/2020/04/16/on-tyranny-defend-institutions/>)

To understand how democracies work and survive, we need to understand the role of the critical institutions: congress, the presidency, and the courts. We need to understand how they have both been protected and undermined democracy in the past and how they impact society. Because voting is one of the most essential characteristics of a democracy and a republic, we also need to analyze voting rights and the limitations to the right to vote, as well as the role of the different government institutions in pursuing equity and inequities, and inclusion and exclusion through socioeconomic policies. In brief, following Abraham Lincoln, this course’s premise is that “**the legitimate object of government is to do for the people what needs to be done, but which they cannot, by individual effort, or do so well for themselves**” (Jon Meacham, *And there was Light: Abraham Lincoln and the American Struggle*, Kindle version)

2.-Structure of the course

The first section of the course will focus on *How Democracies Die* and the decline of bipartisan politics between the 1990s and today, while the second section will analyze the “embattled right to vote”. The third section will focus on the Supreme Court’s role in defining our rights and the fourth section will allow us to analyze the “hidden rules of race” and their impact on economic exclusion, as well as selected policies that might have the power to repair the exclusion. Due to time limitations, we will not be able to

cover all the policies that could play a role in this process, but students will be encouraged to do presentations on topics not covered by the syllabus such as wages, housing policies, and family policies, among others.

3.-Skills

The course emphasizes the development of qualitative analytical skills. Students will develop these analytical skills in three different forms and through four different processes:

- a) **Class discussions and doing a summary the readings** will allow the students to develop the ability to analyze and discuss different institutions and positions in an academic environment.
- b) **Writing policy memos:** It is critical for all of us to be able to summarize a problem, present possible solutions, and recommend policies/solutions to others. The policy memos allow the students to develop these very important skills. Students are expected to assume the role of a policy maker and provide specific policies recommendations. The policy memos emphasize the use of relevant data, the analysis of the problem, and the policy design.
Detailed memo guidelines will be provided to the class with each memo prompt.
- c) **Group presentations and paper:** Group presentations are geared to allow the student to develop the ability to work in a project with two or three other students, learn about a specific topic in depth, and prepare an effective and well-structured presentation. The presentation will be followed by a group paper which needs to be structured as an analytic professional paper. Detailed instructions will be sent to each group to accomplish this goal and provide the students with a specific learning experience.

4.-Conclusion:

At the end of the course the student is expected to have learned about the specific institutions and policies included in the syllabus and the principles and actors that inform those policies. Students will also develop a set of analytical, presentation, and writing skills that will be used in a professional setting.

Class Requirements

Students are expected to fulfill the class requirements on the assigned dates.

Make-up dates for papers will be granted only for medical reasons, or unique personal reasons. Students should present a note from the attending physician if there is a medical reason for not fulfilling the class requirements.

Students will have:

- a) To write two memos,
- b) To do a group class presentation and submit a group paper that summarizes the presentation's themes, data, and conclusions. Dates and instructions will be provided by the instructor during the second week of classes.
- c) To present the readings assigned for the day, once during the semester
- d) To attend class and participate in the class discussions

Grading:

Doing a summary of the readings for the day: 20% of the grade

Doing a group presentation and paper. The combined assignment equals 30% of the grade

Writing two policy memos= 50% (25% each)

Students are expected to fulfill the class requirements on the assigned dates.

Make-up dates for submitting assigned work will be granted only for medical reasons, or unique personal reasons.

Students should present a note from the attending physician if there is a medical reason for not fulfilling the class requirements.

Class Attendance: Students are required to attend class.

If you are attending remotely due to illness, attending class requires to have the video on during class.

Students who do not attend class will have their grade substantially reduced. Grade reduction will proceed as follows:

4-5 unexcused absences= one-point reduction i.e., from A to B

6-7 unexcused absences=two points reduction i.e., from A to C

Over 8 unexcused absences=student will fail the class

If you have a medical or personal reason for missing class, please make sure to email the instructor before class.

Assignments: Content, dates, and grading criteria

1.- Presenting a summary of class readings:

Your job: To provide the class with a 10–15-minute summary, analysis, and criticism of the readings.

The summary should include your criticism and opinion of the readings and questions that you have based on the readings.

Dates will be assigned during the second week of classes.

If you know you'll be out of town on the assigned date, I'll change it. Please inform me ASAP.
You'll do this from your seat.

2.-Policy Memos: Students will have to write two policy memos.

Detailed guidelines and topics will be distributed about 12-13 days before the memo is due.

All memos should be submitted through Canvas.

Policy memos Due dates

Midterm Memo: Topic distributed on Feb 12. The memo will be due on Feb 25
before 10:00 PM

Final memo: Topic distributed April 10. The memo due April 23 before 10:00 PM

Memo Grading Criteria

Problem

Grammar and spelling: minor problems
to an A-)

Major problems

Impact on the grade

minus half grade point (i.e from an A

minus one point (i.e.from an A to a B)

Missing sections:

a) Abstract and/ or conclusions:

minus half point each

b) Missing one of the content sections:

minus one point

c) Failing to analyze the problem:

minus one point

Recommendations:

No recommendations

minus one point

Recommendation idea, but no development

or implementation:

minus half point per recommendation

Citations: Depending on the seriousness of the problem: minus one point to failing grade

2.-Class presentations and follow up paper

Presentation Guidelines: Please read these guidelines carefully.

Students will be asked to select three topics for class presentation/debate during the second week of classes. The instructor will form groups of 3-4 students based on the students' preferences.

To ensure the effectiveness of the presentation the instructor will meet with the group about two weeks before the presentation to define the parameters of the presentation. A draft of the slides needs to be submitted to the instructor at least 48 hours before the presentation. The instructor will review the slides to verify the effectiveness of the presentation and comments will be sent to the group.

The instructor will form the presentation groups. Information regarding groups, topics and dates will be sent during the third week of classes.

- a. The presenters will meet with the instructor about two weeks before the presentation to determine the format and approach to the issue or policy.
- b. The presentation should last about 20 minutes (about 5 minutes per presenter)
- c. The presenters must prepare a power point presentation.
- d. The presenters must email the instructor a draft of the presentation no later than 48 hours before the presentation. The final copy should be emailed to the instructor and the TA no later than 24 hours before the presentation.

Presentations: Structure:

The presentation can be structured either a debate, or a presentation depending on the nature of the topic.

2.-Content: Presentations should have an agenda, thesis, a brief historical background, policy/issue analysis, data to support the analysis, and conclusions. Please include a couple of policy recommendations at the end. The material needs to be cited.

3.-Topics: Students will select three presentation topics during the second week of classes.

Additional information will be provided after the groups are formed.

The instructor will meet with each group about two weeks before the assigned date.

Presentations: Grading Rubric

The presentation will be graded according to the following guidelines:

Content: Are the critical issues been addressed? Have the presenters complied with the format described in the guidelines? Is the material cited correctly?

Presentation Style: Are the presenters addressing the audience in a clear, professional, and convincing manner?

Quality of the slides: Includes citing the material and making sure the slides look professional.

Each of these factors will account for 1/3 of the grade.

Follow up paper:

The paper will be due ten days after the presentation, and it should be a written version of the presentation. Students will receive specific instructions after the presentation.

Follow up paper: Grading Rubric

Content: Are the critical issues been addressed

Quality of the writing: Please edit your paper carefully.

Structure: All papers must have a title, name of authors, introduction, analysis of the policy or issue, data to support the analysis and conclusions. If possible, also provide recommendations.

Citations: Please use Chicago style citations. If you don't know how to use it, please consult https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

There are also online citations generators.

If needed, please consult with your assigned TA.

Cheating and Plagiarism.

In case of cheating or plagiarism the instructor:

- a) Will make full use of the University and the Heinz College policies and regulations.
- b) A full report of the incident will be sent to the Program Director and the Associate Dean.
- c) Students who plagiarize (representing someone else's work as yours) will fail the exam/paper (get 0 points in the assignment) and as a result will fail the course. There will be no exemptions made to this rule.
- d) Please remember that the internet makes it very easy to plagiarize, but it also makes it very easy to find the plagiarized material. In other words, Google works for you and for me.

For more details, please see the [University Policy on Academic Integrity](#) in the CMU Website.

Use of Artificial intelligence/ChatGPT

To best support your own learning, you should complete all graded assignments in this course yourself, without any use of generative artificial intelligence (AI). Please refrain from using AI tools to generate any content (text, video, audio, images, code, etc.) for an assignment or classroom exercise. Passing off any AI generated content as your own (e.g., cutting and pasting content into written assignments, or paraphrasing AI content) constitutes a violation of [CMU's academic integrity policy](#). If you have any questions about using generative AI in this course, please email or talk to me.

Please note:

Please disconnect your cell phone before class. Texting is not allowed.

Recording of Lectures University policies establish that "no student may record or tape any classroom activity without the express written consent of the instructor".

Use of Internet sources: Please use reliable sources. Blogs and Wikipedia are not reliable sources.

Required readings.

Please make sure to do the readings before class.

Books:

Please note that some of these books are available in Kindle or pdf versions. Feel free to use either a paper or an electronic version if available. If you are using a kindle version, please make sure to keep track of locations for citations.

The required books are:

Steven Levitsky and Daniel Ziblatt, How Democracies Die, Crown Press, 2018.

Allan Lichtman, The Embattled Vote in America: From the Founding to the Present, Harvard University Press, 2018

Andrea Flynn, Susan R. Holmberg, Dorian T. Warren, and Felicia J. Wong, The Hidden Rules of Race: Barriers to an Inclusive Economy, Cambridge Studies in Stratification Economics, Cambridge University Press, 2017

Articles

Articles are listed below, and they will be posted on Canvas.

SYLLABUS

Jan 17 Introduction to the U.S. Constitution and Presidential Power

Read:

The U.S Constitution. Please read Article 1, sections 1-3, and sections 8 and 10. Article 2, sections 1-4, as well as the Bill of Rights. You can find the Constitution here:

<https://constitutioncenter.org/media/files/constitution.pdf>

Richard Neustadt, “Presidential Power” with Matthew Dickinson, On canvas and on the link below

<https://sites.middlebury.edu/presidentialpower/tag/richard-e-neustadt/>

Section 1: How Democracies Die

Jan 22: How did we get here: Newt Gingrich, The Seeds of Dysfunction, and its Consequences.

What are The Iron Triangles?

Read: Articles on Canvas and on links

McKay Coppins, “The Man Who Broke Politics: Newt Gingrich turned partisan battles into blood sport, wrecked Congress, and paved the way for Trump’s rise. Now he’s reveling in his achievements”, *The Atlantic*, October 2018

<https://www.theatlantic.com/magazine/archive/2018/11/newt-gingrich-says-youre-welcome/570832/>

E.J Dionne, Norman Ornstein, and Thomas Mann, “How the GOP Prompted the Decay of Political Norms: The Republican Party laid the Groundwork for Dysfunction long before Donald Trump was Elected President”. *The Atlantic*, September 2017.

<https://www.theatlantic.com/politics/archive/2017/09/gop-decay-of-political-norms/540165/>

Aaman Irfan, “Negative Effects of Iron Triangles on U.S. Defense Programs: Three Specific Examples”

<http://collegeamericangovernment.org/The%20Structure%20of%20Congress.pdf>

<https://medium.com/@amaanirf/negative-effects-of-iron-triangles-on-us-defense-programs-three-specific-examples-2b5162e0268>

Note: You can also follow Norman Ornstein on Twitter or watch his YouTube videos about the decline of American Democracy. Ornstein is an analyst for the American Enterprise Institute and one of the most distinguished experts on Congress.

Jan 24: Fateful Alliances and Gatekeeping in America

Read:

From the book, *How Democracies Die*, pp. 1-71

Jan 29: The Great Republican Abdication and Subverting Democracy

Read:

From the book, *How Democracies Die*, pp. 72-144

Jan 31: The Guardrails of Democracy and the Unwritten Rules of American Politics, The Unraveling and Trump against the Guardrails, Saving Democracy

Read:

From the book, *How Democracies Die*, pp 145-231

Read: Article on Canvas and on link

Feb 5: Conclusion and starting Section 2: Voting Rights: Democracies depend on the right to vote. Old and new forms of voting limitations

Introduction to Voting Rights and wrongs.

Read: Articles on Canvas and on links

Timothy Snyder, “The American Abyss: Trump, the mob and what comes next”, The New York Times Magazine, January 17, 2021.

<https://www.nytimes.com/2021/01/09/magazine/trump-coup.html>

You can also watch an interview with Professor Snyder here

<https://www.youtube.com/watch?v=Ghw-mQB4sQc>

Aila M. Matanock and Paul Staniland, “The Militarization of U.S. Politics: How Trump’s Presidency Opened the Door to Armed Electoral Interference” Foreign Affairs, October 29, 2020

Suzanne Metler and Robert Lieberman, “The Fragile Republic: American Democracy has never faced so many threats all at once”. Foreign Affairs, September/October 2020

Voting Rights and Wrongs: The Founding Father’s Mistakes, and a White Man’s Republic,

Read:

From the book “The Embattled Vote in America”, pp. 1-35

Feb 7: Voting Rights and Wrongs: Constructing and Deconstructing the Vote, Votes for Women, the Absent Voter.

Read:

From the book The Embattled Vote in America, read pp. 36-97

First memo topic distributed Feb 12

Memo due Feb 25 before 10:00 PM

Feb 12: Voting Rights and Wrongs: The Voting Rights Act of 1965; the New Wars over the Vote: Gerrymandering, new forms of voter suppression

Read:

From the book The Embattled Vote in America, read pp. 98-179

Feb 14: Read: Articles on Canvas and on links

Laura Royden and Michael Li, “Extreme Maps”, Brennan Center for Justice
<https://www.brennancenter.org/sites/default/files/publications/Extreme%20Maps%205.16.pdf>

Brennan Center for Justice, “State Guide to redistricting”
<https://www.brennancenter.org/our-work/research-reports/50-state-guide-redistricting>

Brennan Center for Justice, “Early Lessons from the Current Redistricting Round”,
<https://www.brennancenter.org/our-work/analysis-opinion/early-lessons-current-redistricting-round>, November 30, 2021

Feb 19: How to counter voter suppression and foreign interference?

From the book *The Embattled Vote in America*, read pp.180-258.

Read: articles on Canvas and on links

L. Norden and I. Vandewalker, “Securing Elections from Foreign Interference”, Brennan Center for Justice.
https://www.brennancenter.org/sites/default/files/publications/Securing_Elections_From_Foreign_Interference_1.pdf

Jelani Cobb, “Stacey Abrams Fight for a Fair Vote”, The New Yorker, August 12, 2019.
<https://www.newyorker.com/magazine/2019/08/19/stacey-abrams-fight-for-a-fair-vote>

Brennan Center for Justice, “Voting Laws Roundup”, October 2023
<https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-october-2023>

J. Singh and S. Carter, “States Have Added Nearly 100 Restrictive Laws Since SCOTUS Guttled the Voting Rights Act 10 Years Ago” Brennan Center for Justice, 2023
<https://www.brennancenter.org/our-work/analysis-opinion/states-have-added-nearly-100-restrictive-laws-scotus-guttled-voting-rights>

Memo due Feb 25 before 10:00 Pm

Feb 21: A quick look at Foreign Policy and War Powers

Read: Articles on Canvas and on links

War Powers Resolution, Joint Resolution, Concerning the War Powers of Congress, and the President. https://avalon.law.yale.edu/20th_century/warpower.asp

Jennifer K Elsea, et. al. “Congressional Authority to Limit Military Operation”
Congressional Research Service, 2017, <https://fas.org/sgp/crs/natsec/R41989.pdf>

N. Ornstein and T. Mann, “When Congress Checks Out”, Foreign Affairs, Nov 2006,
Vol. 85, No 6, pp. 50-66

B. McKeon and C. Tess, “How Congress can take back Foreign Policy: A Playbook for
Capitol Hill” Foreign Affairs, Jan 2019

Section 3: What is the role of the Supreme Court Decisions in the survival of democracy? How are rights protected or not?

Feb 26 and 28: Introduction to the Supreme Court: How the Supreme Court makes decisions, Judicial Review, Stare Decisis, and the Second Amendment.

Read: Articles on Canvas and on links

Jonathan Mann, “Stare Decisis: Its Definition, Role and Exceptions”
<https://www.law.com/dailybusinessreview/2022/07/15/stare-decisis-its-definition-role-and-exceptions/?slreturn=20230004183408>

National Constitution Center, “District of Columbia v. Heller (2008), 554 U.S. 570 (2008)”
<https://constitutioncenter.org/the-constitution/supreme-court-case-library/district-of-columbia-v-heller>

Notes on Madison v Marbury and the principle of judicial review will be distributed to the class.

ABA (American Bar Association), “Stare Decis: Legal Fact Check”
<https://abalegalfactcheck.com/articles/stare-decisis.html>

Amy Howe, “Justices take up major Second Amendment dispute”
<https://www.scotusblog.com/2023/06/justices-take-up-major-second-amendment-dispute/>

Happy Spring Break

March 11: Freedom of Speech, Campaign Finance, and the Power of Money

Read: Articles on Canvas and Links

For excellent information on money and politics go to the website of the Center for Responsive Politics or [Open Secrets.org](https://www.opensecrets.org).

The Conversation, “Election Spending in 2020 Doubled to \$14 billion – 3 takeaways from a Campaign Finance Expert” Nov 18, 2020. <https://theconversation.com/election-spending-in-2020-doubled-to-14-billion-3-takeaways-from-a-campaign-finance-expert-148700>

Brennan Center for Justice, “Citizens United Explained” Dec 2019
<https://www.brennancenter.org/our-work/research-reports/citizens-united-explained>

Brennan Center for Justice, “Since Citizens United, a Decade of Super PACs”, Jan 2020,
<https://www.brennancenter.org/our-work/analysis-opinion/citizens-united-decade-super-pacs>

Open Secrets.Org, “2020 Presidential Race”
<https://www.opensecrets.org/2020-presidential-race/>

Anna Massoglia, “Money-in-politics stories driving the news in 2023”, Open Secrets.Org
<https://www.opensecrets.org/news/2023/12/money-in-politics-stories-driving-the-news-in-2023>

March 13: Abortion cases

Read: Articles on Canvas and on links

Brennan Center for Justice, “Roe v. Wade and Supreme Court Abortion Cases: Reproductive rights in the United States, explained”. September 28, 2022

Laurence Tribe, “Deconstructing Dobbs”, New York Review Books, Sept 22, 2022,
<https://www.nybooks.com/articles/2022/09/22/deconstructing-dobbs-laurence-tribe/>

Laurence Tribe, “Politicians in Robes” New York Review of Books, March 10, 2022,
<https://www.nybooks.com/articles/2022/03/10/politicians-in-robres-justice-breyer-tribe/>

Sheelah Kolhaktar, “Restrictions on Contraception Could Set Women Back Generations”
The New Yorker, July 1, 2022,
<https://www.newyorker.com/business/currency/restrictions-on-contraception-could-set-women-back-generations>

Center for Reproductive Rights, “After Roe fell: Abortion Laws by State”,
<https://reproductiverights.org/maps/abortion-laws-by-state/>

March 18: Gay Rights and the new restrictive laws

Read: Articles on Canvas and on links

Dahlia Lithwick, “Extreme Makeover: The Story Behind the Story of Lawrence v. Texas”, The New Yorker, 2012

<https://www.newyorker.com/magazine/2012/03/12/extreme-makeover-dahlia-lithwick>

Human Rights Campaign, “Four Cases That Paved the Way for Marriage Equality and a Reminder of the Work Ahead” June 26, 2017

<https://www.hrc.org/news/four-cases-that-paved-the-way-for-marriage-equality-and-a-reminder-of-the-w>

David Cole, Gay Marriage: A Careful Step Forward, N.Y. Review of Books June 27, 2013

<http://www.nybooks.com/daily/2013/06/27/gay-marriage-careful-step-forward/>

Matt Laviettes and Elliot Ramos, “Nearly 240 anti-LGBTQ bills filed in 2022 so far, most of them targeting trans people”

<https://www.nbcnews.com/nbc-out/out-politics-and-policy/nearly-240-anti-lgbtq-bills-filed-2022-far-targeting-trans-people-rcna20418>

Michael Shear, “Biden Signs Bill to Protect Same-Sex Marriage Rights” The New York Times, Dec 2022

<https://www.nytimes.com/2022/12/13/us/politics/biden-same-sex-marriage-bill.html>

Section on the 14th Amendment, Equality and Affirmative Action

March 20: Equality: Are we there yet? How did the constitution deal with slavery?

The implementation of the 14th Amendment

Plessy v Ferguson and Brown v Board of Education

Read: Articles on Canvas and on links

National Archives, “14th Amendment to the U.S. Constitution: Civil Rights (1868)”

<https://www.archives.gov/milestone-documents/14th-amendment>

National Constitution Center, “10 Supreme Court cases about the 14th Amendment, July 9, 2020 | by NCC Staff”

<https://constitutioncenter.org/blog/10-huge-supreme-court-cases-about-the-14th-amendment>

Cornell Law School, “Separate, but Equal”

https://www.law.cornell.edu/wex/separate_but_equal

March 25: The doing and undoing of Affirmative Action

Read: Articles on Canvas and on the links

The Civil Rights Project, “Grutter v. Bollinger: Joint Statement of Constitutional Law Scholars”

<https://civilrightsproject.ucla.edu/legal-developments/court-decisions/joint-statement-of-constitutional-law-scholars>

University of Michigan, “U.S. Supreme Court rules on University of Michigan cases”, June, 2003

<https://news.umich.edu/us-supreme-court-rules-on-university-of-michigan-cases/>

NPR, “How the Supreme Court has ruled in the past about affirmative action?”

<https://www.npr.org/2022/11/01/1132935433/supreme-court-affirmative-action-history-harvard-admissions-university-carolina>

Anna Salvatore, et. al, “The Supreme Court’s decision on affirmative action, explained” The Daily Princetonian, June 2023,

<https://www.dailyprincetonian.com/article/2023/06/princeton-supreme-court-ruling-affirmative-action-explained-college-admissions>

Amy Howe, “Supreme Court strikes down affirmative action programs in college admissions”, June 2023,

<https://www.scotusblog.com/2023/06/supreme-court-strikes-down-affirmative-action-programs-in-college-admissions/>

March 27-April 3: Health Care Section

Introduction to Health Care: The Affordable Care Act, Medicare and Medicaid, The impact of the Supreme Court, Health Inequality

Read: Articles on Canvas and on links

March 27: The US Health Care system

Read: Articles on Canvas and on the links

Kaiser Family Foundation, “Timeline: History of Health Reform in the U.S”

<https://www.kff.org/wp-content/uploads/2011/03/5-02-13-history-of-health-reform.pdf>

Congressional Research Service, “ Medicaid: An Overview”, 2023,

<https://crsreports.congress.gov/product/pdf/R/R43357>

Patricia Davis, “Medicare Financial Status in Brief”, Congressional Research Service, 2021, <https://sgp.fas.org/crs/misc/R43122.pdf>

Chapin White “The Health Care Reform Legislation: An Overview”

<http://www.ncpa.org/pdfs/health-care-reform-legislation-overview.pdf>

Barack Obama, “A President Looks Back on His Toughest Fight: The story behind the Obama Administration’s most enduring—and most contested—legacy: reforming American health care.” The New Yorker, October 26, 2020, <https://www.newyorker.com/magazine/2020/11/02/barack-obama-new-book-excerpt-promised-land-obamacare>

April 1: Focus on the Supreme Court decisions regarding health.

Read: Articles on Canvas and on the links

The Commonwealth Fund, “Supreme Court Upholds Health Care Law in 5-4 Decision” <https://www.commonwealthfund.org/publications/newsletter-article/supreme-court-upholds-health-care-law-5-4-decision>

Supreme Court Rejects Contraceptives Mandate for Some Corporations, The New York Times, June 2014 <https://www.nytimes.com/2014/07/01/us/hobby-lobby-case-supreme-court-contraception.html>

Center for American Progress, “Infographic: The Ripple Effect of the *Hobby Lobby* Decision” <https://www.americanprogress.org/article/infographic-the-ripple-effect-of-the-hobby-lobby-decision/>, 201

Kavita Patel, et. al., “King v. Burwell, Roberts v Scalia”, Brookings Institution, 2015 <https://www.brookings.edu/articles/king-v-burwell-roberts-v-scalia/>

“Little Sisters of the Poor Saints Peter and Paul Home v. Pennsylvania” U.S. Supreme Court, <https://www.oyez.org/cases/2019/19-431>

Section 4: Democracy requires recognizing diversity and inclusion. Thus, this section will focus on race-based exclusions and the policies through which the exclusion happens.

April 3: Health Inequality, Maternal Mortality and Covid19

Read:

From the book, *The Hidden Rules of Race: Barriers to an Inclusive Economy*, pp. 127-144

Read: Article on Canvas and on the link

Joseph Betancourt, MD, PH, “Communities of color devastated by COVID-19: Shifting the narrative.”

<https://www.health.harvard.edu/blog/communities-of-color-devastated-by-covid-19-shifting-the-narrative-2020102221201>

L. Hill, et al., “Racial Disparities in Maternal and Infant Health: Current Status and Efforts to Address Them” Kaiser Family Foundation, 2022, <https://www.kff.org/racial-equity-and-health-policy/issue-brief/racial-disparities-in-maternal-and-infant-health-current-status-and-efforts-to-address-them/>

April 8: Understanding economic exclusion: Focus on housing and employment

Read:

From the book, *The Hidden Rules of Race: Barriers to an Inclusive Economy*, pp. 1-92
Focus on housing, wealth, and income.

April 10: Education policies and educational exclusion

Read:

From the book *The Hidden Rules of Race: Barriers to an Inclusive Economy*, pp. 93-107

Read: Articles on Canvas and on the link

Joseph Carroll, “Race and Education 50 Years after *Brown v. Board of Education*: Majority of whites, Blacks satisfied with their own educations, but Blacks to a lesser extent” Gallup data. <http://news.gallup.com/poll/11686/race-education-years-after-brown-board-education.aspx>

Economic Policy Institute, “Obama education policies a lot like Bush policies”
http://www.epi.org/publication/obamas_education_policies/

Diane Ravitch, “The Dark History of School Choice: How an argument for segregated schools became a rallying cry for privatizing public education.” The New York Review of Books, January 14, 2021, <https://www.nybooks.com/articles/2021/01/14/the-dark-history-of-school-choice/>

April 15: Welfare policies: Analysis and Impact

Read: All articles on Canvas and on links

Robert Moffitt “A Primer on U.S. Welfare Reform” Institute for Research on Poverty
<https://www.irp.wisc.edu/publications/focus/pdfs/foc261c.pdf>

Ashley Burnside and Liz Schott, “States Should Invest More of Their TANF Dollars in Basic Assistance for Families”, Center for Budget and Policy Priorities, February 25, 2020, <https://www.cbpp.org/research/family-income-support/states-should-invest-more-of-their-tanf-dollars-in-basic-assistance>

Eduardo Porter, “The Myth of Welfare Dependency Corrupting Influence on the Poor” The New York Times, 2015
<https://www.nytimes.com/2015/10/21/business/the-myth-of-welfares-corrupting-influence-on-the-poor.html>

Arthur Delaney “Behind the Scenes, Trump Diligently Tries to Slash Social Programs” Huff Post
https://www.huffpost.com/entry/donald-trump-social-safety-poverty-welfare_n_5cd5d5ebe4b054da4e895073

April 17: Something good: Social Security Policy’s Positive Impact

Read: All articles on Canvas and on links

Dawn Nuschler, “Social Security Primer” Congressional Research Service, 2017,
<https://fas.org/sgp/crs/misc/R42035.pdf>

W. Morton and W Liou, “Social Security: The Trust Funds”, Congressional Research Service, 2017, <https://fas.org/sgp/crs/misc/RL33028.pdf>

Benjamin W. Veghte, Elliot Schreur, and Mikki Waid , “Social Security and the Racial Wealth Gap”, National Academy of Social Insurance, December 2016
<https://www.nasi.org/research/2016/social-security-racial-wealth-gap>

Peter Orzag and Peter Diamond, “Saving Social Security: A Balanced Approach”
<https://economics.mit.edu/files/684>

Memo 2: due April 23rd before 10:00 PM

April 22: The Criminal Justice System

From the book, *The Hidden Rules of Race: Barriers to an Inclusive Economy*, pp. 108-126 and pp. 145-174

April 24 Conclusions: Assessment of the political institutions and individual rights

Additional Information

Take care of yourself.

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings such as anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.

Here is information about the [Student Academic Success Center \(SASC\)](#)

SASC focuses on creating spaces for students to engage in their coursework and approach learning through a variety of group and individual options. We offer many opportunities for students to deepen their understanding of who they are as learners, communicators, and scholars. Our services and [workshops](#) are free to the CMU community and meet the needs of all disciplines and levels of study. SASC programs to support student learning include the following (program titles link to webpages):

- [Academic Coaching](#)--This program provides holistic, one-on-one peer support and group workshops to help undergraduate and graduate students implement habits for success. Academic Coaching assists students with time management, productive learning and study habits, organization, stress management, and other skills. Request an initial consultation [here](#).
- [Peer Tutoring](#)--Peer Tutoring is offered in two formats for students seeking support

related to their coursework. Drop-In tutoring targets our highest demand courses through regularly scheduled open tutoring sessions during the fall and spring semesters. Tutoring by appointment consists of ongoing individualized and small group sessions. You can utilize tutoring to discuss course related content, clarify and ask questions, and work through practice problems. Visit the [webpage](#) to see courses currently being supported by Peer Tutoring.

- **[Communication Support](#)**--Communication Support offers free one-on-one communication consulting as well as group workshops to support strong written, oral, and visual communication in texts including IMRaD and thesis-driven essays, data-driven reports, oral presentations, posters and visual design, advanced research, application materials, grant proposals, business and public policy documents, data visualisation, and team projects. Appointments are available to undergraduate and graduate students from any discipline at CMU. Schedule an [appointment](#) (in-person or video), attend a [workshop](#), or consult [handouts or videos](#) to strengthen communication skills. Specific [resources](#) for multilingual students are also available.
- **[Language and Cross-Cultural Support](#)**--This program supports students seeking help with language and cross-cultural skills for academic and professional success through individual and group sessions. Students can get assistance with writing academic emails, learning expectations and strategies for clear academic writing, pronunciation, grammar, fluency, and more. [Make an appointment](#) with a Language Development Specialist to get individualized coaching.
- **[Supplemental Instruction \(SI\)](#)**--This program offers a non-remedial approach to learning in historically difficult courses at CMU. It utilizes a peer-led group study approach to help students succeed and is facilitated by an SI leader, a CMU student who has successfully completed the course. SI offers a way to connect with other students studying the same course, a guaranteed weekly study time that reinforces learning and retention of information, as well as a place to learn and integrate study tools and exam techniques specific to a course. Visit the website to see courses with SI available [here](#).

[Accommodations for Students with Disabilities:](#)

If you have a disability and have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at access@andrew.cmu.edu.

Writing Support: Feel free to get in touch with the Global Communication Center (GCC) if you need writing support. You can schedule appointments by emailing the gcc-cmu@andrew.cmu.edu

