

Syllabus for POLS 3265, Section 001
Governing New Jersey
Spring 2017
TTh 10:30 am – 12:20 pm, G-207

Professor: Dr. Daniel J. Mallinson

Office:	K-125
Office Hours:	Tuesdays and Thursdays 12:30 pm - 2 pm and by appointment
Email:	Daniel.Mallinson@stockton.edu
Twitter:	@djmallinson
Class Hashtag	#pols3265
Course Webpage	Link

Course Description: With a very high percentage of Stockton's students claiming New Jersey residence, it is important for students to understand the politics of their home state. Furthermore, New Jersey resides within a regional and national political context that shapes its policy problems and available solutions. Students in this course will explore not only the political institutions and behaviors within New Jersey, but will learn to compare structure and outcomes in this state with other states in New Jersey's region. The intent is to gain an understanding of how politics in New Jersey interacts with the surrounding states. We will also explore how New Jersey can share ideas with and learn from other states. The course will examine New Jersey's political history, institutions (executive, legislature, and the courts), political participation and elections, local governance, public administration, and pressing policy issues facing the region.

Prerequisites: There are no specific prerequisites for this course, however it will be very helpful to have a basic understanding of the structure and function of government in the United States.

Learning Goals and Objectives:

- Goal 1: Students will gain factual knowledge about New Jersey political institutions and behavior
 - Objective 1.A: Learn the formal and informal structures of government in New Jersey
 - Objective 1.B: Understand how political science theory applies to these institutions

- Goal 2: Students will critically evaluate pressing policy problems in New Jersey
 - Objective 2.A: Evaluate a policy problem of the student's choosing
 - Objective 2.B: Evaluate options for revitalization of Atlantic City
- Goal 3: Students will critically evaluate how institutions and policy outcomes interact
 - Objective 3.A: Learn about the sources and consequences of economic inequality in New Jersey
 - Objective 3.B: Critically evaluate how formal and informal institutions of political power contribute to economic inequality
- Goal 4: Students will develop their oral and written communication skills
 - Objective 4.A: Write effective policy briefings
 - Objective 4.B: Present an oral policy briefing and answer questions from peers

Methods for Learning and Teaching: This course will contain a mix of lecture and class discussion. It is vital for your own comprehension of the course material that you come to class prepared to discuss the readings and any relevant happenings in the news. Assignments will test your comprehension of the course material and help you develop important writing skills that have practical “on the job” application.

Reaching Our Goals

Attendance: Your attendance in class is always expected. Attending class will allow you to keep up with the course material and provide for meaningful discussion as a class. I will be taking attendance in order to grade participation, but also as a way to get to know you. Please contact me via [e-mail](#) if you are unable to attend class. I will follow the University's attendance policy when it comes to excused absences. See http://intraweb.stockton.edu/eyos/policypro/content/docs/2030_060414.pdf.

Preparation and Participation: I expect you to read the assigned material before class and be able to discuss what you read in class. Contributing to class discussion will make the course more interesting and will enhance your understanding of the material. Furthermore, it is important to keep up with current policy debates in the news (especially in New Jersey), since they will be useful for reinforcing the concepts discussed in class.

Do Not Suffer in Silence: Please do not suffer in silence throughout the course if you are struggling. Instead, let me know — as soon as possible — what things are not making sense and we can work it out. If you are having a problem of any kind in the course, please talk to me about it as soon as possible.

Be Flexible: While the syllabus represents an agreement between us, I reserve the right to revise and modify it throughout the course, if it is necessary to achieve our goals. Situations beyond either of our control can also emerge that require changes to the course. I will notify you right away when any changes are made.

Cell Phones and Laptops: Please be respectful of your fellow students and me by silencing your cell phone during class and limiting laptop use to only class-related activity.¹

Current Events: Politics happens in real time and the material we cover in class relates to these events. This is a great opportunity to become informed about political happenings nationally, in New Jersey, and in Atlantic City. We will regularly discuss current events that are related to the class. Please be aware of what is going on, particularly as it relates to the states. I will regularly tweet news stories relevant to our class using the hashtag #pols3265.

E-mail Policy: I will work to respond to e-mails within 24 hours during the week and 48 hours on the weekend.

Readings

The following book is required for the course:

Salmore, Barbara G. and Stephen A. Salmore. 2013. *New Jersey Politics and Government*. Rutgers University Press. ISBN 978-0-8135-6139-4 (Print); 978-0-8135-6714-3 (Ebook). Fourth Edition.

Additional required readings that are not from the Salmore and Salmore book will be made available on Blackboard.

Lecture Slides

I will be using lecture slides throughout the course. These will be uploaded to the [course website](#) prior to each class period.

¹In fact, research demonstrates that students who take handwritten notes generally perform better than those that use laptops: Mueller, Pam A. and Daniel M. Oppenheimer. 2014. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science* 25(6): 1159-1168.

Assessing Your Progress Towards Our Goals

The following assessments will be used to track your progress towards meeting our course goals and each component represents the following percentage of your final grade:

Exam	15%
Annotated Bibliography	10%
Atlantic City Brief	15%
Inequality Reflection	10%
Legislative Hearing	15%
Written Policy Briefing	25%
Participation and Attendance	10%

We will use the following grade scale:

Letter	Percent
A	94 to 100
A-	90 to 93
B+	87 to 89
B	83 to 86
B-	80 to 82
C+	77 to 79
C	73 to 76
C-	70 to 72
D	60 to 69
F	59 and below

Exam: There will be one exam in the course. It will test your knowledge on the basic foundations of government in New Jersey.

State Policy Projects: For this course, you will complete several assignments that will help you build skills in policy communication. These assignments

Atlantic City Brief: For the first briefing assignment, you will complete a shorter brief on the revitalization of Atlantic City. The purposes of this assignment are two-fold. First, you will learn about an important policy problem in our region. Second, you will have practice writing a policy briefing.

See Appendix [A](#) for more details on this assignment.

Governor's Briefing Book:

As a final project in the course, we will be drafting a briefing book for the next Governor on issues that are important to young New Jerseyans. This book will be then published by the [William J. Hughes Center for Public Policy](#). We will brainstorm topics at the beginning of the course and you will then select a topic of interest. There will be several assignments meant to help you develop a quality policy brief.

Annotated Bibliography: The first assignment that you will complete on your chosen policy topic is an annotated bibliography. The key for this assignment is to find at least 10 original sources of background information on your topic. Original sources include scholarly journal articles, think tank and policy center research reports, government reports, speeches, pamphlets, and interviews. Students should not rely on secondary sources like news articles.

Legislative Hearing: At the end of the course we will spend two weeks holding legislative hearings where you will be placed on a panel with 5-10 other students and provide a brief statement (5–10 minutes) on your policy topic and recommendation. The rest of the class will act like a legislative committee and ask you questions about your proposal. They will also provide me feedback on your presentation, which will not determine your presentation grade, but will be one factor. I will share this feedback with you for the purpose of helping you improve your final policy brief.

Policy Brief: The final policy brief is due during Finals Week. Write a two page, two column, brief on your topic using a common template. It will provide background on the topic, major challenges facing the state of New Jersey or local governments, and potential solutions drawn from New Jersey and out-of-state sources.

Details for all three policy assignments can be found in [Appendix A](#).

Inequality Reflection: We will hold a series of workshops on policy problems related to the broader issue of economic inequality. At the conclusion of this section of the course, you will write a reflection on how the issue of economic inequality is caused by and can be tackled by the governmental and non-government institutions and powers we discussed in the first several weeks of class. See [Appendix B](#) for a prompt.

Deadlines	
Assignment	Due Date
Policy Topic	February 9
Exam	February 23
Annotated Bibliography	March 2
Atlantic City Brief	March 23
Hearings	April 18–27
Final Policy Brief	May 4

Participation: Attending class is incredibly important and active participation in class discussion is a must for a senior seminar. Thus, attendance and participation will represent 25 percent of your final score. Your attendance forms the baseline of your final participation score and your level of in-class participation during the course determines where you fall in the related grade band. Meaning, if you are active in participating, but only attend 70 percent of class sessions, you will likely receive a 79 for participation. Thus, you receive credit for both showing up and participating.

Students also have an obligation to notify me within the first three weeks of the semester if they will miss any class session due to a religious observance. I am pleased to do this, but will need notification in order to plan make-up work.

Extra Credit: I will extend up to 1 percentage point of extra credit to your final grade for attending certain events throughout the semester (one point for each event). I will announce to the class when these events occur and when a related extra credit assignment is due. You must submit a 2-3 page discussion of the event and how it applies to what we are learning in class to a dropbox on Blackboard.

I will also extend up to 3 percentage points of extra credit for submission of an opinion article to the Argo on your policy proposal. I will review and grade this prior to submission.

Late Work: A 10% per week reduction in grade will result from the submission of late work (not applied to approved make-up work).

Make-Up Grades: You are allowed to make-up academic work only in the case of excused absences. These absences may include missing class for a University-sanctioned activity (with proper documentation), illness, religious observance, or family emergency. If you know in advance that you are going to miss class, please contact me before the absence to make arrangements for completing the work. If you are absent for an unexpected reason, please check in with me as soon as possible. You will have one week from the day of your return to class to make up a missed assignment.

Academic Honesty

Stockton University takes violations of academic dishonesty seriously. Observing basic honesty in one's work, words, ideas, and actions is a principle to which all members of the community are required to subscribe.

All course work by students is to be done on an individual basis unless I clearly state that an alternative is acceptable. Any reference materials used in the preparation of any assignment must be explicitly cited. Students uncertain about proper citation should speak with me and review the following [website](#) about conducting research and properly citing sources. Furthermore, please choose a [single citation style](#) and stick with it.

In an examination setting, unless I give explicit prior instructions to the contrary, whether the examination is in class or take home, violations of academic integrity shall consist but are not limited to any attempt to receive assistance from written or printed aids, or from any person or papers or electronic devices, or of any attempt to give assistance, whether the one so doing has completed his or her own work or not.

Lying to me also constitutes a violation of academic integrity.

In cases of any violation of academic integrity it is my policy to follow procedures established by the University. My first approach is to view this as a learning opportunity. The student will have an opportunity to make up the assignment for half credit (within four days of my discovering the violation). If the student does not make up the work or continues to use plagiarized material, the student will receive a zero on the assignment and the violation will be reported to the Provost's office. More information on academic integrity and procedures followed for violation can be found at <http://intraweb.stockton.edu/eyos/page.cfm?siteID=209&pageID=17>.

Accessibility

In accordance with the Americans with Disabilities Act of 1990 as amended and Sections 504 and 508 of the Rehabilitation Act, students with a documented disability and need accommodations, are encouraged to register with the Learning Access Program (LAP). Registration for support services is strictly voluntary and on a confidential basis. Support services provided by LAP are meant to help students devise strategies for meeting the University's educational demands and to foster independence, responsibility, and self-advocacy. The Learning Access Program can be found on campus in room J-204 or online at www.stockton.edu/LAP. Please call 609-652-4988 or send an email to LAP@stockton.edu for more information. Once you have received an accommodation letter from LAP, please contact me to privately discuss your needs as soon as practical to ensure that reasonable accommodations are implemented.

Course Schedule

We will attempt to follow this schedule as closely as possible, but we may take more time on some concepts and less time on others. For this reason, a digital version of this syllabus can be found on [my website](#). Slides used in class will also be posted on the online syllabus before class. All changes to the schedule will be announced in class or via e-mail and the online syllabus will be constantly up-to-date. Required course readings are listed and due dates for assignments are in bold. Links to some additional readings are included in the syllabus on my website, others will be uploaded to Blackboard. If you have trouble, please do not hesitate to [e-mail](#) me.

Week 1: Introduction and History

- January 17: Introduction to the class and each other
 - No reading.
- January 19: Political Foundations
 - Salmore and Salmore, Chapters 2 and 3

Week 2: Institutions

- January 24: The Constitution
 - Salmore and Salmore, Chapter 7
 - **Last Day of Add/Drop**
- January 26: Assembly and the Courts
 - Salmore and Salmore, Chapters 9 and 11
 - Froonjian, John and Kevin Coopersmith. 2016. *New Jersey State Legislature: A Demographic Profile, 2016 Update*. William J. Hughes Center for Public Policy.

Week 3: Institutions

- January 31: The Governor and Bureaucracy
 - Salmore and Salmore, Chapters 8 and 10
 - Carr, David. 2012. *Public Authorities in Governing New Jersey*. William J. Hughes Center for Public Policy. pp 1-23.

- February 2: Interest Group Landscape
 - Salmore and Salmore, Chapter 6
 - Discuss most important topics

Week 4: Citizen and Elite Behavior

- February 7: Voters, Elections, Parties, Corruption
 - Salmore and Salmore, Chapter 5
 - Ingle, Bob and Sandy McClure. 2008. *The Soprano State*. Introduction, Chapter 10, Epilogue.
- February 9: Careers and Internships
 - **Pick Policy Topic.**

Week 5: Finances and Local Government

- February 14: State Finances
 - Kiewiet, D. Roderick and Mathew D. McCubbins. 2014. “[State and Local Government Finance: The New Fiscal Ice Age](#).” *Annual Review of Political Science* 17: 105-122.
- February 16: Local Government Structure and Powers
 - New Jersey League of Municipalities. [Types of New Jersey Municipal Government](#).
 - Trafford, John E. 1995. “[Home Rule in the ‘90s: Is it Alive or Dead?](#).” New Jersey League of Municipalities.
 - Adubato, Steve. 2011. “[An End to NJ ‘Home Rule’?](#).” *NJTV*. September 1.

Week 6: Exam

- February 21: Catch Up and Exam Prep
- February 23: Examination
 - In-class exam.

Week 7: The Beach

- February 28: Beach Communities
 - Elliott, James. 1997. “Management at the local level.” From *Tourism: Politics and Public Sector Management*. New York: Routledge. Chapter 6.
- March 2: Boardwalk Empire
 - Johnson, Brad. 2016. “[The History of Atlantic City](#).”
 - **Annotated Bibliography Due.**

Week 8: The Beach

- March 7: Renewing Atlantic City
 - City of Atlantic City, NJ. 2016. *Five-Year Recovery Plan*.
- March 9: How to Write a Policy Brief
 - “[Guidelines for Writing a Policy Brief](#).”

Week 9: Spring Break

- March 14 and 16: Spring Break
 - No Class

Week 10: Economic Inequality

- March 21: Larger Forces
 - Economic Policy Institute. 2013. *Inequality Is*.
 - Gordon, Colin. (nd). “[Growing Apart: A Political History of American Inequality](#).”
- March 23: New Jersey
 - Sloan, Kelly E. *Views on Economic Inequality in the State of New Jersey*. William J. Hughes Center for Public Policy.
 - **Atlantic City Brief Due.**

Week 11: Inequality Workshops

- March 28: No Class – Preceptorial Advising
- March 30: Education
 - Education Law Center. “[The History of Abbott v. Burke.](#)”

Week 12: Inequality Workshops

- April 4: Criminal Justice System
 - Greene, Judith and Marc Mauer. 2010. *Downscaling Prisons: Lessons from Four States*. Read pages 42-49.
 - Star-Ledger Editorial Board. 2016. “[N.J. is a leader in criminal justice reform. So why this racial disparity?](#)” June 26.
- April 6: Healthcare Access
 - Read Kitchenman, Andrew. 2015. “[Income Inequality, Social Factors Help Determine Statewide Health Rankings.](#)” *NJSpotlight*. March 26.
 - Browse through the [cited data from County Health Rankings](#) (look at all tabs). Consider what surprises you about this data and what it teaches you about income inequality and health outcomes.
 - Also take a look at the [2015 Annual Report for New Jersey](#) at America’s Health Rankings.

Week 13: Inequality Workshops

- April 11: The Environment
 - Holmberg, Susan. 2015. “[Inequality isn’t just bad for the economy – it’s toxic for the environment.](#)” *Grist*. July 5.
 - O’Neill, Erin. 2015. “[More than \\$1B spent replenishing N.J. beaches over past 30 years.](#)” *nj.com*. October 8.
- April 13: Gambling
 - Read the introduction and each of seven debaters in *The New York Times* series “[Are Casinos Too Much of a Gamble?](#)” October 9, 2013.

Week 14: Legislative Hearings

- April 18:
 - To Be Assigned
 - **Inequality Reflection Due.**
- April 20:
 - To Be Assigned

Week 15: Legislative Hearings

- April 25:
 - To Be Assigned
- April 27:
 - To Be Assigned

Week 16: Finals Week

- May 4: Policy Brief due by 12:30 pm via Blackboard dropbox

Appendices

A Policy Assignments

A.1 Annotated Bibliography

This assignment will help you familiarize yourself with the state policy problem that you will be studying throughout the semester. The purpose of this annotated bibliography is to help you develop a foundation of original research that you can draw upon for your final policy brief. For this assignment, you must locate 10 original sources of background information on your topic. Original sources include scholarly journal articles, think tank and policy center research reports, government reports, speeches, pamphlets, and interviews. You should not rely on secondary sources, like news articles, for this assignment. Follow this [link](#) for an explanation of the difference between primary and secondary sources.

A helpful place to start looking for primary research is the library's [Summon](#) search function. This will help you find scholarly articles and books related to your topic. [Google Scholar](#) is also very useful, but you may have to take an extra step of going through the Stockton University Library's website to download the articles. Think tanks are also great sources of information. There are think tanks at both the national and state levels. If you want some help in locating them, please let me know.

As for writing the bibliography, I expect you to follow the guidance of the [Cornell University Library](#). Of course, you may use whichever citation style with which you are most comfortable. Following each citation, I expect to see a short evaluation of each article. This should not be a copy of the article's abstract, but an evaluation of what the article says and how useful it is for your project.

Due Date: March 2

A.2 Atlantic City Brief

A policy brief is a “short, neutral summary of what is known about a particular issue or problem. Policy briefs are a form of report designed to facilitate policy-making.”² Writing clear and accurate briefs is an essential skill of successful professionals in both the public and private sectors. A skillfully crafted brief has many advantages, including (1) improving the reader’s understanding of the topic, (2) saving time by making the information available to many people at once, (3) providing the basis for securing an agreement among contending people, and (4) providing a written record that may become important in reviewing the history of decisions made within the organization. Additionally, a brief is meant to encourage action, not just provide information.

We will spend two weeks of the course discussing the special governance concerns of beach communities. This will include a workshop where we will brainstorm ideas for helping Atlantic City. For this brief, I would like you to first skim through the City of Atlantic City’s *Five-Year Recovery Plan*. The plan provides some initial background information on the issues in Atlantic City and some proposed solutions. You are STRONGLY encouraged to do additional research on both problems and solutions.

In this brief, I would like you to make three specific recommendations for urban renewal in Atlantic City. Those recommendations should be backed up by research supporting their economic and/or social benefits for the city. You may choose up to two proposed items from the Mayor’s recovery plan (going into further depth than the mayor’s report, of course), but I would like one original idea. It is fine to also draw from ideas discussed in our workshop that did not appear in the Mayor’s report.

This brief should be no longer than eight double spaced pages, but can certainly be less, as long as there is enough information presented for it to be effective. Your grade will be based on meeting the requirements of the brief and upon the evaluation of content, form, and grammar. Remember that polished, persuasive writing is expected. Please attach to each brief the list of references you use to support your ideas. Feel free to use quotations, examples and data as well; just be sure to stay within the eight page limit.

Due Date: March 23

²Eisele, F. Preparing a Policy Brief Issue [PDF Document]. Retrieved from https://www.courses.psu.edu/hpa/hpa301_fre1/IBInstructions_fa02.PDF

A.3 Legislative Hearings

Members of the public and private sectors that work on complex policy problems not only have to present their ideas in writing, they often have to also present them orally. This assignment will help you build skills in presenting a complicated policy problem and a proposed solution in a manner that is clear to the listener. It will also help you learn how to field questions from your audience.

Students will be assigned to panels that will present an oral version of their draft policy brief to the class. This presentation must not exceed 10 minutes. PowerPoint is optional. The hearings will be held from April 18 to April 27. Students in the class will provide one or two comments regarding areas of improvement for the briefing.

Students will be graded using the following criteria:

1. Presentation of the topic/problem (20 points)
2. Presentation of proposed solutions – not just your chosen solution (30 points)
3. Presentation of your recommendation(s) (40 points)
4. Style and clarity (5 points)
5. Time management (5 points)

A.4 Final Policy Brief

This final brief requires a great deal of thought and careful attention to detail. Using a common template, you will produce a high quality two page (two columns) decision brief. The class briefs will be published in an edited report on issues facing the new Governor from the William J. Hughes Center for Public Policy. The purpose of this project is to inform decision makers and the public on the issues that college students view as pressing for the new administration. We will look at example briefs in class and your legislative hearing presentation will provide an opportunity to gather feedback about your topic and arguments. The brief should give a short background on the specific policy you are addressing and lay out two to three recommendations for action.

You will select the topic for your brief and need to inform me of your selection by **February 9**. Your grade will be based on meeting the requirements of the brief and upon the evaluation of content, form, and grammar. Remember that polished, persuasive writing is expected. Feel free to use quotations, examples and data as well; just be sure to stay within the two page limit.

Due Date: May 4

B Inequality Reflection

Economic inequality is a multifaceted social problem. Its causes and consequences are interwoven in complex ways. We touched on several causes and consequences of economic inequality during our policy workshops. I would like you to write a short reflection on our discussion and how it ties in with the formal and informal structures of power in New Jersey that we learned about earlier in the course. First, provide a short summary of what economic inequality is and its causes. Then, make an argument for how the formal and informal governmental structures we discussed on Weeks 2–5 contribute to the problem of economic inequality and how they could also be used to work towards a solution. Use the specific policy areas we discussed during the workshops (i.e., education, criminal justice, healthcare, the environment, and gambling) as examples in your argument. You will not be able to discuss all possible structures or policies, but choose the ones that you think are most important and use examples that make sense to your argument. The reflection should be no more than 5 pages double spaced.

Due Date: April 18