COURSE SYLLABUS

Harvard Kennedy School: DPI-122
Politics and American Public Policy
Fall 2015

Faculty: Professor David C. King
Faculty Assistant: Eneida Rosado
Office: Littauer 303
FA Office: Littauer 211B
Telephone: 617-495-1665
FA Telephone: 617-496-2280
Email: David_King@Harvard.edu
FA Email: Eneida_Rosado@Harvard.edu
Office Hours: Wednesdays, 8:30 – 11:30 a.m.
CA: Ella Goren-Gratzyani
Lectures: Tuesdays and Thursdays, Time: 1:15 to 2:30 p.m. Littauer Building, L-130

Course Description. How do major, transformative changes in public policy take place? Why do some big public policy reforms succeed while others fail or languish for decades? Major public policy changes often begin in the orderly world of analysis - but end in the messy world of partisan politics. To succeed, a new initiative has to coincide with a political climate and a leadership capacity that allows the proponents to overcome the natural resistance to change. This course explores the major political institutions and organizations in the U.S. policy process. A “lobbying simulation” plays an important role in integrating elements of the course, and the course underscores the important roles of state, local, and tribal governments in addition to the federal government.

Required Reading. There are three required books for this course, one of which will be provided for you (The Lobbying Handbook by John L. Zorack). The other two required books are available at the Harvard Coop Bookstore. Used copies can be found at a significant discount. This is a “green course, so all other readings are available on-line.


Reserve materials Are available through Harvard Kennedy School library.

The pedagogical approach in DPI-122 combines: (1) a grounding in theories of public policy, (2) a sweeping history of a specific local, state, and national policy, (3) practical exercises, and (4) a final 15-page paper on course theories.

The touchstone case in DPI-122 is described in Daniel Okrent’s account of Prohibition. The final 15-page paper will focus on this case in detail.
Practical exercises include
- Answering a reporter’s question about polling (*Appendix I*)
- Writing a “Letter of Inquiry” for a (fake) grant application (*Appendix II*)
- Volunteering in a Fall 2015 Political Campaign (see *Appendix III*)
  - A Nonpartisan local School Committee campaign, or
  - Observing at the Boston Polls on Election Day
- A Lobbying Simulation (*Appendix IV*)

Assignment Due Dates.
1. Either a two-page analysis of the “polling assignment” due on **Tuesday, September 22**, or a one-page LOI memo due on **Tuesday, October 6**. Notice that you do not have to do both assignments – just choose one.
2. The Two page campaign memo due on **Thursday, November 5**.
3. One page Lobbying briefing sheet due on **Tuesday, November 24**.
4. Final Projects. The final paper will be due by 5pm on **Tuesday, December 8**.

Grading. All grading will be done collaboratively by the professor and a course assistant. Each assignment will be graded on a 0 to 100 point scale, and the final grade will reflect these weights: 40% for the final paper, 10% for a one-page memo associated with the lobbying simulation, and 10% for the polling or LOI assignment, 20% for the campaign assignment memo, and 20% for classroom participation.

As requested by the HKS dean, we will adhere, as much as possible, to the recommended grade distributions. The HKS dean has asked faculty to adhere to the following distribution for non-HLS students: A (10-15% of students), A- (20-25%), B+ (30-40%), B (20-25%), and B- or lower (5-10%).
## Schedule Matrix

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shopping Day</td>
<td>Tuesday, September 1</td>
<td>Course Overview</td>
</tr>
<tr>
<td>Class # 1</td>
<td>Thursday, September 3</td>
<td>Rural Democracy CASE</td>
</tr>
<tr>
<td>Class # 2</td>
<td>Tuesday, September 8</td>
<td>Intro to Policy Process Models</td>
</tr>
<tr>
<td>Class # 3</td>
<td>Thursday, September 10</td>
<td>Power Wheel CASE (Hamilton &amp; Wenham)</td>
</tr>
<tr>
<td>Class # 4</td>
<td>Tuesday, September 15</td>
<td>Exploring American Exceptionalism</td>
</tr>
<tr>
<td>Class # 5</td>
<td>Thursday, September 17</td>
<td>Opinions and Preferences (Ideology)</td>
</tr>
<tr>
<td>Polling Memo</td>
<td>Tuesday, September 22</td>
<td>Submit through Canvas before class. (note: do this or the LOI memo, but not both)</td>
</tr>
<tr>
<td>Class # 6</td>
<td>Tuesday, September 22</td>
<td>Measuring Public Opinion (Assignment Due)</td>
</tr>
<tr>
<td>Class # 7</td>
<td>Thursday, September 24</td>
<td>Introduction to Models of Politics</td>
</tr>
<tr>
<td>Class # 8</td>
<td>Tuesday, September 29</td>
<td>Mental Health Parity CASE</td>
</tr>
<tr>
<td>Class # 9</td>
<td>Thursday, October 1</td>
<td>Interest Group Pluralism I</td>
</tr>
<tr>
<td>Class # 10</td>
<td>Tuesday, October 6</td>
<td>Interest Group Pluralism II (non-profits)</td>
</tr>
<tr>
<td>LOI Memo</td>
<td>Tuesday, October 6</td>
<td>Submit through Canvas before class. (note: this or the polling memo, but not both)</td>
</tr>
<tr>
<td>Class # 11</td>
<td>Thursday, October 8</td>
<td>Non-profits and Funding</td>
</tr>
<tr>
<td>Class # 12</td>
<td>Tuesday, October 13</td>
<td>Elite Theory I</td>
</tr>
<tr>
<td>Class # 13</td>
<td>Thursday, October 15</td>
<td>Elite Theory II</td>
</tr>
<tr>
<td>Class # 14</td>
<td>Tuesday, October 20</td>
<td>Knowing your Number</td>
</tr>
<tr>
<td>Class # 15</td>
<td>Thursday, October 22</td>
<td>Political Parties</td>
</tr>
<tr>
<td>Class # 16</td>
<td>Tuesday, October 27</td>
<td>Managing a Campaign</td>
</tr>
<tr>
<td>Class # 17</td>
<td>Thursday, October 29</td>
<td>Election Mechanics</td>
</tr>
<tr>
<td>Class # 18</td>
<td>Tuesday, November 3</td>
<td>Election Day – School Committee Elections</td>
</tr>
<tr>
<td>Campaign Memo</td>
<td>Thursday, November 5</td>
<td>Submit through Canvas before class.</td>
</tr>
<tr>
<td>Class # 19</td>
<td>Thursday, November 5</td>
<td>Debrief the Elections</td>
</tr>
<tr>
<td>Class # 20</td>
<td>Tuesday, November 10</td>
<td>Running a City</td>
</tr>
<tr>
<td>Class # 21</td>
<td>Thursday, November 12</td>
<td>Scared Straight CASE</td>
</tr>
<tr>
<td>Class # 22</td>
<td>Tuesday, November 17</td>
<td>Preparation for the Lobbying</td>
</tr>
<tr>
<td>Class # 23</td>
<td>Thursday, November 19</td>
<td>Lobbying Visits</td>
</tr>
<tr>
<td>Lobbying Sheet</td>
<td>Tuesday, November 19</td>
<td>Submit through Canvas before class.</td>
</tr>
<tr>
<td>Class # 24</td>
<td>Tuesday, November 24</td>
<td>Debrief the Lobbying Visits</td>
</tr>
<tr>
<td>Class # 25</td>
<td>Tuesday, December 1</td>
<td>Prohibition</td>
</tr>
<tr>
<td>Class # 26</td>
<td>Thursday, December 3</td>
<td>Final day – summarizing lecture</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Tuesday, December 8</td>
<td>Submit through Canvas by 5pm on Dec 8</td>
</tr>
</tbody>
</table>
Class Meetings, Readings and Assignments:

Shopping Day – Tuesday, September 1

Course Overview

Reading:

Discussion: This brief reading will be handed out during shopping day, and we will discuss it after we describe the full course. How would you begin to think about whether the “process” of policymaking should be obscured from public view – if at all? For a contemporaneous example, see “Brazil’s House Bans Secret Voting after Protests,” September 4, 2012 BBC Online. We also introduced the team building exercise, “Helium Stick,” which is described at this link. Our participants on “shopping day” mastered the stick with ease. I have never seen this happen, right off, with students from the Business School. Why do you think that is?

Class # 1 – Thursday, September 3

School Funding in Polk County, Georgia

Readings:

Discussion: The “rural democracy” case is 4 pages long, and it should be read before class. As for the case, please put yourself in Tom Skinner’s position at the end of the case. The school bond referendum was defeated, though you (Skinner) have several options, including a Lease-Purchase agreement and the possibility of going to the Georgia General Assembly for the authority to issue bonds. As you pick up the phone to speak with the council chair, what do you say?

If you Google looking for the Martin School in Polk County, you will be disappointed to find that it does not actually exist. The actual school and actual county were obscured by
the case’s author. It is, though, instructive to look at the structure of the actual Polk County. I encourage you to spend some time on their official county website. Take a look, for example, at the structure of the county’s water and sewage district, and imagine how one might finance and govern these kinds of districts. The panoply of local governments is impressive. An overview, from the 2012 “Census of Governments” is available here.

The basic question raised in this case – and one you will need to weigh very often in your own work – is, “When should I do what the public is ‘telling’ me I should do, and when should I do the ‘right thing?’”

Class # 2 – Tuesday, September 8

Introduction to Policy Process Models

Readings:


Discussion: Process models are the most commonly taught approaches at policy schools, and they have their utility. While the group and elite theories purport to uncover important sources of political power and legitimacy, process models are largely descriptive. They’re useful to practitioners in that these models give us signposts and checklists. Too often, interest groups and legislators seem to overlook how policies are likely to be implemented, and we rarely build in “feedback loops” for improving how well programs perform. This article by Nowlin is a very general overview and introduction, and it will be clear to you that there are many ways that scholars have tried to describe the policy process. We will touch on the literature, and we will also attempt to sketch out the process from scratch in class.

To the extent possible, please create parsimonious models. Understand the importance of “Occam’s Razor.” Should we pay close attention to the assumptions in models or to the predictions made through the models? Many critiques of models are based around “unrealistic” assumptions. Milton Friedman, in “A Methodology of Positive Economics,” (1953) argued that we should test models based on their predictions – on what we can observe, not on the truthfulness of assumptions. Which do you think is more important for a “policy process” model: to be realistic, or to yield accurate predictions?

---

1 From Wikipedia: Also written as Ockham's razor is the law of parsimony, economy, or succinctness. It is a principle urging one to select from among competing hypotheses that which makes the fewest assumptions. The razor asserts that one should proceed to simpler theories until simplicity can be traded for greater explanatory power.

Class # 3 – Thursday, September 10
Building Power Wheels

Reading:

Discussion: Please read the case carefully and completely. Since the class size and composition will still be shaking out at this point, we will be asking a vague question at the start of the class, “What is this case about?” Please be prepared to give specific answers, and back them up with evidence from the case. You may find it helpful to read about both cities at their municipal town pages, in Wenham, and Hamilton. They share a local newspaper, and you may want to look at the latest headlines to get a better sense of the town cultures. I will be very interested to hear what you think this case is about. And I wonder if you can guess why we are using it at a policy school.

Our in-class discussion highlighted the following. (1) This is possibly a case about economies of scale. (2) This is possibly a case about a community’s identity or culture. And (3) this is an opportunity for me to introduce the concept of a “power wheel.” We will reflect on the “power wheel” in our next class as well.

Class # 4 – Tuesday, September 15
Exploring American Exceptionalism

Readings:

Discussion: Please read the Hoover speech carefully and keep the Pew report in mind. The Pew report helps frame our discussion around how many people in the U.S. think about relationships between “the people” and “the state.” It would also be helpful to review the Pew “trend table,” which is linked here. To what extent are the sentiments about “rugged individualism” in Hoover’s speech consistent with Pierson’s analysis of the Welfare State? His empirical work is rudimentary, and maybe not as convincing as one would like, though pay particular attention to the ways that Pierson raises the canonical literature. His brief sketch of the “societal” causes of rugged individualism is spot-on. For more up-to-date comparisons of European and U.S. welfare spending, please see the OECD spreadsheets available here: http://www.oecd.org/ctp/tax-policy/revenue-statistics-ratio-change-latest-years.htm
If you are not already familiar with the concept of Lockean Liberalism (*qua* Rugged Individualism *qua* American Exceptionalism), please see Louis Hartz, *The Liberal Tradition in America*, (Harcourt, Brace, 1955). Hartz was a historian, and his early works focused on the development of economic and political institutions in Pennsylvania after the Revolutionary War. Hartz became intrigued by the connection between how colonial settlements operated and the ways that political/social institutions operated in Europe. This line of argument is wonderfully made in Alan Taylor’s *American Colonies*, (Penguin, 2002).

Class # 5 – Thursday, September 17

**Opinions and Preferences**

Readings:

- Pew Research Center Political Typology Quiz. 2011. Please take the quiz, linked [here](#). After you have your own estimate from the quiz, please watch [this video](#). Do the descriptions and analysis seem to fit you? Do you think they’re generalizable? Consider these carefully before reading the next to (much more “difficult” readings. There is a similar (though not so sophisticated) survey from the University of Virginia linked [here](#).


Discussion: “Political Ideology” is difficult to define, and we’re going to spend the class session working through three ways that they’ve been handled. The first is reflected in basic public opinion polling, in which respondents usually asked, “Generally speaking, do you usually think of yourself as …” (randomize choice [Conservative, Moderate, or Liberal]). The Ellis reading distinguishes between “symbolic” ideology (what people call themselves) and “operational” ideology (how they answer related questions). For the purposes of our discussion, please treat “operational” ideology and “Mood” ideology as the same thing. Third, we could think of ideology as something that as “latent.” Latent ideology is a term of art, and you will need to read Treier and Hillygus carefully when they introduce the multi-dimensionality of latent ideology. It’s helpful to think of Latent Ideology by considering synonyms: hidden, concealed, underlying, and invisible.

There is also an art to measuring PID. The standard way is to ask, “Generally speaking, do you usually think of yourself as …” (randomize choice [an Independent, a Republican, or a Democrat]). You can see this question in action in a recent *Washington Post* poll linked [here](#). To the extent that party “leaners,” (that is, self-identified Independents who say that they lean to one or the other party) aren’t “really” independent, please notice how leaners are discussed by the Gallup organization, linked [here](#).
Please be quizzical about how polls are run. Roper’s overview of polling methods is a good place to start. If you’d like to get into the weeds with non-response problems, there was a special edition of Public Opinion Quarterly devoted to it in 2005, linked here. Survey practitioners tend to be defensive about possible biases introduced by low response rates. Gary Langer (ABC News polling) has a typical response: “Non-contact and non-response should not affect data quality to the extent that they occur randomly.” But of course… they do not occur randomly. There is much more to say about all of this, and it is a good subject area for research. For basic current polling summaries, see http://www.pollingreport.com/

Class # 6 – Tuesday, September 22
Measuring Public Opinion

Readings:

Guest:
John Della Volpe, Harvard University & SocialSphere, Inc.

Class # 7 – Thursday, September 24
Introduction to Models of Politics

Reading:

Discussion: The second chapter of Dye’s book is brief, but it will be a touchstone. Dye introduces eight “policy models,” and we will put emphasis on four the (1) group model, the (2) elite theory model, (3) the institutional model, and (4) the process model. By the end of the semester, you should be able to analyze any public policy problem from each of those four perspectives. This approach should be familiar to many at HKS through Graham Allison’s Essence of Decision: Explaining the Cuban Missile Crisis, in which the history of the crisis is explored from three sometimes conflicting perspectives. Come to class familiar with each of the eight models in the chapter, but be absolutely certain that you are prepared to discuss these: group theory, elite theory, institutionalism, and process modeling.
Class # 8 – Tuesday, September 29
Case Discussion: Mental Health Parity

Reading:


Discussion: This case unfolds over nearly two decades, culminating in an unexpected vote just before the 2008 presidential election. I am including the case here simply to bring out how many players, institutions, and “accidents” converged to pass the law. Please be prepared to discuss specific events and moments in the case when the outcome “turned” on something noteworthy. In most ways, this is a perfectly typical case in that it includes clever (and driven) policy entrepreneurs, arcane institutional procedures, interactions between the legislature and the executive branch, deep-pocketed interest groups, and the outcome is tied to a budget resolution (of sorts). As you review congressional action, you should look at three brief YouTube videos: Amy Smith (2007), Patrick Kennedy (2008), and Jim Ramstad (2008). Also take some time to look at the websites of the interest groups involved. The group, Mental Health America, is just one of many. Then look up a “Federal 990” report from the Foundation Center’s site. The MHA’s 2011 tax year 990 form is linked here. Regardless where you work in the policy community, you will need to learn how to find, and how to interpret, 990 forms. This is a very rich case. Consider it carefully.

Class # 9 – Thursday, October 1
Interest Group Pluralism I

Readings:


Discussion: First, you should understand that the Federalist Papers were essentially editorials written to encourage ratification of the U.S. Constitution. They were structured as persuasive essays, and the typically to (1) identify a significant issue in human nature that, uncontrolled, causes mischief, and (2) show how the proposed Constitution improves things. “Factions” are the main problem in Federalist 10, though notice how differently de Tocqueville treats the problem just two generations later. What basic assumptions do Madison and de Tocqueville make about why people join groups?
The popular interpretation of Madison is that Federalist 10 was a blueprint for a “pluralist” system, but notice that Madison did not distinguish between majority- and minority-factions. And notice that all factions were defined as adverse to the public interests. It’s the combination of Madison and de Tocqueville that gives us a basis for understanding why and how “associations” form “naturally,” and why the U.S. could be so (relatively) stateless. The “Different Democracy” chapter provides a very useful overview of basic differences between the U.S. system and other modern democracies – and I want you to read it with two questions in mind: (1) what differentiates “interest groups” from “parties?” and (2) “Why do some groups exist while others don’t?”

Class # 10 – Tuesday, October 6
**Interest Group Pluralism II**

Readings:

Class #11 – Thursday, October 8
**Nonprofits and Funding**

Guest in Class
- Katharine Canfield, Director of Foundation Relations, Boston University School of Medicine.

Class # 12 – Tuesday, October 13
**Elite Theories of Democracy I**

Readings:

Discussion: The readings are straightforward, and you are introduced to two of the more important agonists in Michels and Mills. Also, in preparation for class, explore ways of
measuring the extent to which people or groups might be classified as “elites.” As background, it may be helpful to review:


How would you “know” the elites today? And what would constitute “evidence” of their existence?

Class # 13 – Thursday, October 15
**Elite Theories of Democracy II**

Class # 14 – Tuesday, October 20
**Knowing Your Number**

Class # 15 – Thursday, October 22
**Political Parties**

Class # 16 – Tuesday, October 27
**Managing Political Campaigns**

Readings:

Guest: Douglas Rubin, Northwind Strategies.

Class # 17 – Thursday, October 29
**The Mechanics of Elections**

Readings:
- David C. King. 2007. “A Blueprint for Transforming the Boston Election Department.”

Discussion: The reading for today is light. Rather than reading about election mechanics, we will toy – in real time – with possible ways of running an election. What drives voter
registration laws? How should polling locations be organized? What kinds of voting machines should be used, and for what purposes? Every choice in “running an election” has an impact on who votes, who does not vote, and how well preferences are mapped onto outcomes.

Class #18 – Tuesday, November 3

**Election Day** (No class- CAMPAIGN MEMO DUE)

*Please see Appendix III for complete details.*

For today, if you have not chosen to volunteer in a local School Committee campaign, you are expected to volunteer at a polling station for the 2015 School Committee Elections *either* in Cambridge, MA or Medford, MA (compensation is provided). Below you will find useful links to polling locations and candidate information for both Cambridge and Medford School Committee Elections on November 3rd, 2015. Keep in mind that these are nonpartisan races and be sure to review the platforms on which School Committee candidates are running. It will also be valuable to review the structure and goals of each city’s School Committee as well as the role the Massachusetts Association of School Committees (MASC) plays in the statewide public school system along with individual district governance. Prior to Election Day, you must contact the election office of either Cambridge or Medford to apply for paid positions at the polling locations on Election Day. See Appendix III for all necessary information.

Massachusetts Association of School Committees (MASC):
http://www.masc.org/about-us-3/about-us

Cambridge, MA School Committee Elections
Candidate Information and Elections Calendar:
http://cambridgecivic.com/vote/
http://cambridgecivic.com/vote/calendar2015.htm

Map of Polling Locations:

**City of Cambridge Polling Locations**

By Ward and Precinct

**Legend**
- Polling Location
- Ward & Precinct Boundary

**Medford, MA School Committee Elections**
Candidate Information and Elections Calendar:
http://insidemedford.com/election-2015/
List of Polling Locations:
http://www.medfordma.org/departments/voter-registration/polling-locations/

Class # 19 – Thursday, November 5
Debriefing the Elections

Class # 20 – Tuesday, November 10
Running a City

Readings:
- Please review the International City/County Management Association website. Please also review the website for the Massachusetts Municipal Association.

Guest: James McKenna, Town Manager, Winthrop, MA.

Class # 21 – Thursday, November 12
Case Discussion: Scared Straight

Readings:
- Case: Freeport City Council Takes on Juvenile Delinquency, Part A
- Please take the quiz linked here https://80000hours.org/articles/can-you-guess/

Video Assignment:
http://www.bing.com/VIDEOS/SEARCH?Q=SCARED+STRAIGHT+PROGRAMS&FORM=VIRE2#VIEW=DETAIL&MID=014C3B8036A0D9FD4931014C3B8036A0D9FD4931
(You don’t need to watch the entire video, but enough to get a sense of what the Scared Straight program is.)

Discussion Questions:
1. What do you think about the Scared Straight program? What is it trying to accomplish? What is the “mechanism” it uses to achieve these goals?

2. Cherise Nelson is a newly elected city council member and her vote on authorizing the funding to increase the capacity of the Scared Straight program
will be the first she casts. As she thinks about how to vote, what are the issues Nelson needs to consider – political and financial as well as “fact” issues? How should she think about trade-offs such as spending less for other programs in order to increase funding for Scared Straight? Should she consider giving the police even more money than they are requesting? Should she recommend that the Police do something other than or in addition to running the Scared Straight program?

3. This is just one of many items on the agenda, so she doesn’t have a lot of time to prepare. What information should she try to gather before the city council meeting? What questions should she ask the Police Chief when he comes before the city council?

4. How should Nelson vote?

Class # 22 – Tuesday, November 17
**Preparations for Lobbying Visit**

Video Assignment (please watch before class):
These two videos are each about 30 minutes long. They were produced by the National School Boards Association: [http://www.nsba.org/](http://www.nsba.org/)

1. How to Lobby your Member of Congress, Part 1: [http://www.youtube.com/watch?v=9FQNDClHZO0](http://www.youtube.com/watch?v=9FQNDClHZO0)
2. How to Lobby your Member of Congress, Part 2: [http://www.youtube.com/watch?v=-d-cgW82Hfo](http://www.youtube.com/watch?v=-d-cgW82Hfo)

Readings:

Class # 23 – Thursday, November 19
**Lobbying Visits**

**Regulating and Innovating Ride-for-Hire in a Sharing Economy**

Room: TBA

Please see Appendix IV for details.

Class # 24 – Tuesday, November 24
**Debriefing the Lobbying Visits**
Class # 25 – Tuesday, December 1

Case Discussion: Prohibition

Reading:

Discussion: We are spending our last week on Prohibition because it brings to the surface almost everything you will be confronting in your policy careers – but though a “case” in which you are not (presumably) emotionally or politically invested. The Prohibition case has it all: a history embedded in cultural conflicts dating to the Founding; multiple attempts to get Prohibition on the national agenda; policy entrepreneurs employing “outsider” and “insider” strategies; state’s rights; tax policy; coalition formation around three Constitutional amendments; the institutional capacity of the courts, and so on. Read the first two parts and take careful notes. For class discussion, I am especially interested in hearing about where the interest groups came from (including the ASL, the WCTU, and the KKK). How were they formed? How were they funded? And where and when did they access the policy process?

Continuing with groups and the role of policy entrepreneurs, consider where Wayne Wheeler’s real “power” came from. What of Mabel Willebrand? Why did she form the kids of coalitions that she did, and would you be willing to something similar on behalf of a cause in which you believe? How did the size of voting districts – and differential abilities of certain kinds of people to vote – have an impact on Prohibition? Throughout the book, I’d like you to consider Alex Keyssar’s question at the heart of DPI-710: Why did this happen when it happened?

Class # 26 – Tuesday, December 3

Course Summary
Appendix I
DPI-122 Polling Memo

An email from a reporter is pasted below. The poll she is referring to can be found at this link: http://www.foxnews.com/politics/interactive/2015/08/14/fox-news-poll-sanders-gains-on-clinton/. Please answer her question in 500 words or less. Please explain anything else you might want this reporter to know or to notice about the poll. You may not use graphs or pictures in your reply – text only. A strong memo will answer her specific question quickly and provide a few non-obvious insights either on polling or on interpreting this specific poll.

Please turn in your two-page memo through Canvas by the beginning of class on Tuesday, September 22.

From: Person, Real - Time U.S. <
Sent: Tuesday, August 25, 2015 1:50 PM
To: King, David
Subject: Question for TIME Magazine

Hello David,

Hope you're doing well. I am a reporter at TIME Magazine, and was looking at voter demographic trends, and was wondering if you could clarify a doubt that I had. I used the two Fox News Polls from July 15 and August 2 as my reference points.

I saw that there was a 10% jump in Donald Trump's white women supporters in the given period, while the jump in Trump's overall supporter base was 8%.

Does the increase in the white women support base mean anything? Is it significant?

(The July 3 margin-of-errors were as follows:
White -> +/- 3.5
Men -> +/- 3.5%
Women -> +/- 4%

And the August 15 margin-of-errors were as follows:
White -> +/- 3
Men -> +/- 4
Women -> +/- 3.5)

Best,
Real Person
Appendix II
DPI-122 Letter of Inquiry Assignment

Overview. The goal in this assignment is to help students become familiar with the basics of how organizations raise money through non-profit grants. The work product – a one page Letter of Inquiry, or LOI – is a hallmark of the non-profit world, and writing a good one entails understanding how to think about 990s.

Assignment: Guided by Chapter 2 (pgs 21-30) in Winning Grants Step by Step, write a compelling one-page (no longer) letter of inquiry. The LOI is due through Canvas 5pm on Tuesday, October 6. The LOI is for the following initiative, addressed to:

Ms. Joy Walker
President
Open Spaces ‘R Us Foundation
1765 Canine Way
Ruff, WI 54321

You are the executive director of a 501(c)(3) nonprofit, Bow WOW, which has a mission to “bring community members together to advance the quality of life for all dogs in Watertown, Wisconsin.” In existence since 1999, Bow WOW has become a resource for dog-lovers throughout Watertown, a community of 10,000 members, including 1,000 households that consist of at least one dog. Some of Bow WOW’s most popular programs include its dog-walking service (a training program for local youth), a wash-and-go salon where owners can bathe their dogs, an overnight weekend inn for dogs whose owners are away, and a socialization class for dogs that are experiencing behavioral issues. In addition, Bow WOW hosts frequent social events for dog owners, with and without dogs, ranging from singles groups to community volunteer opportunities to family potlucks. The organization relies on 20 full-time employees and 200 volunteers, and has won various awards for its contributions to the city of Watertown. The organization’s annual budget is $2 million, with half of these revenues coming from sliding-scale fees for its services, the other half from special events and contributions from individuals, local businesses, and private grants.

Based on community feedback, a needs assessment, and a recent decision by its board, Bow WOW has embarked on a campaign to raise funds to create a local dog park in Watertown. The city currently has no open space for dogs to run and for dog-owners and their pets to congregate. The community has voted to establish this dog park on the city’s outskirts. Because the nearest residential neighborhood is a mile away, a parking lot will also be needed. The cost to convert this now-wooded area into a 5-acre open space and to build the lot has been estimated at $500,000. Future maintenance of the park is expected to cost $50,000 a year. To date, you have raised $100,000 from two local foundations and an auction of dog items you held three months ago. Your LOI should convey that you would like to submit a full proposal requesting $100,000 from the Open Spaces ‘R Us Foundation. You need to state with reasonable confidence why and how you expect you’ll be able to raise the remaining funds needed to complete development of the park.
and pay for its ongoing maintenance. Most of all, you need to make the case to the foundation that this project is well worth its support -- and why.

**Grading Criteria.**

The writer of the LOI with the highest score will win a prize. Scoring will be based on the following criteria:

1) *Clarity.* Are the organizational background, need, plan, and anticipated impact communicated in an understandable way?

2) *Quality of writing.* Does the language used demonstrate suitable word choice and professional tone while avoiding jargon and wordiness? Is the content well organized, with a logical flow of ideas?

3) *Compelling-ness.* Is the letter more than just a statement of facts? Does it inspire? Does it convey that this initiative will have meaningful impact on multiple levels?
Appendix III  
DPI-122 Campaign Assignment

Elections for local, state, and federal offices will be held on Tuesday, November 3, 2015. This year, your assignments will be based on the local School Committee elections in Cambridge and Medford, Massachusetts.

Your assignment is (1) to volunteer for at least eight hours on one of the campaigns between now and Election Day, and (2) write a 2-page memo, which is **due in class on Thursday, November 5th**.

1. **Volunteering**: There are two general options. Either you can volunteer to work at a polling place, or you can volunteer for one of the campaigns listed in the associated tables, below.
   a. **Observing the Polling Place.** Note that you will need to be available all day on Election Day, and you need to make arrangements with your other professors to miss class that day.
   b. **Work on a Campaign.** Please choose a candidate from the list below and reach out to the campaign directly. Identify yourself as a student in this class and explain that you are there to get some experience in the closing days of the campaign. Offer to do anything – even the most menial assignments are fine. Throw yourself into the tasks. While there, please observe how the campaign is organized, how volunteers are used, who else is active in the campaign, how voters are targeted, and so on. Note: you do not have to be a U.S. citizen to work on a campaign.

2. **Your Memo** should not exceed 2 pages or 500 words. If you chose to work as a “polling place observer,” please use your memo to describe and analyze, “What physical and procedural structures in the polling place made participation more – and less – likely among potential voters?” If you chose to work in a campaign, please use your memo to describe and analyze, “Who were the campaign volunteers, and why did they volunteer their time and energy to the campaign?”
## Poll Worker Information

<table>
<thead>
<tr>
<th>Location</th>
<th>Application</th>
<th>Training / Work</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| City of Cambridge| Application: https://www.cambridgema.gov/~/media/Files/electioncommission/2015%20Election%20Worker%20Application.pdf Must be a registered voter in Cambridge | • Required training: 1-2 hours  
• Election Day Hours: 6:30am-9:00pm  
• Paid ~$14.95 - $16.95 / hour  
• Positions: Warden, Clerk, Inspector | Tanya L. Ford, Director  
Phone: 617.349.4361  
elections2@cambridgema.gov  
Website: https://www.cambridgema.gov/election/electionworkerrecruitment |
| City of Medford  | Application: Must call City of Medford Registrar to sign up. Phone: 781-393-2426 Must be registered voters in MA, must have recent voter history | • There are stipends ranging from $135-$175 for Poll Workers.  
• Election Day Hours: 6:00am-9:00pm  
• Paid $120 for the day  
• Positions: Warden, Clerk, Inspector | * Dottie Donehey, Assistant City Clerk  
Phone: 781-393-2426  
Website: http://www.medfordma.org/departments/city- clerk/  
Email: cfinn@medford.org |

## Local Campaigns: Cambridge

<table>
<thead>
<tr>
<th>Office</th>
<th>Candidate</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
• Email: bowmanforcps@gmail.com  
• Phone: 857-209-4509 |
• Contact: [http://piaforcambridgeschoolcommittee.nationbuilder.com/contact_us](http://piaforcambridgeschoolcommittee.nationbuilder.com/contact_us) |
|                         | Fran Cronin [francronin.com](http://francronin.com)   | • Online signup form: [http://francronin.com/volunteer/](http://francronin.com/volunteer/)  
• Email: cronin4cambridge@gmail.com  
• Phone: 617-497-2115 |
• Email: VotelakeCrutchfield@gmail.com |
|                         | Emily Dexter [publicschoolnotes.wordpress.com](http://publicschoolnotes.wordpress.com) | • Email: emilydextersc@gmail.com  
• Phone: 617-460-1597 |
|                         | Alfred B. Fantini [http://cambridgecivic.com/vote/fantini.htm](http://cambridgecivic.com/vote/fantini.htm) | • Email: fredfan1@aol.com  
• Phone: 617-577-1755 |
|                         | Richard Harding [www.voteharding.com](http://www.voteharding.com) | • Email: schools02139@yahoo.com |
|                         | Elechi Kadete [http://cambridgecivic.com/vote/kadete.htm](http://cambridgecivic.com/vote/kadete.htm) | • Email: ekadete@brandeis.edu  
• Phone: 617-504-1679 |
• Email: kathleen@kathleenkelly.com |
|                         | Patricia N. Nolan [www.pattynolan.org](http://www.pattynolan.org) | • Online signup form: [http://www.pattynolan.org/contact.html](http://www.pattynolan.org/contact.html)  
• Email: pattynolan@gmail.com  
• Phone: 617-661-0729 |
• Email: votedavidweinstein@gmail.com |
## Local Campaigns: Medford

<table>
<thead>
<tr>
<th>Office</th>
<th>Candidate</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| **Medford: School Committee Member** | John Amirault [http://www.johnformedford.com](http://www.johnformedford.com) | • Online signup form: [http://www.johnformedford.com/volunteer](http://www.johnformedford.com/volunteer)  
• Email: jjamirault16@gmail.com  
• Phone: 781-258-1614 |
|                               | Erin DiBenedetto [https://www.facebook.com/erinfor34](https://www.facebook.com/erinfor34) | • Contact: [https://www.facebook.com/erinfor34](https://www.facebook.com/erinfor34) |
|                               | David McKillop [https://www.facebook.com/mckillopforschoolcommittee](https://www.facebook.com/mckillopforschoolcommittee) | • Contact: [https://www.facebook.com/mckillopforschoolcommittee](https://www.facebook.com/mckillopforschoolcommittee) |
|                               | Christopher Murphy [http://www.murphyformedford.com](http://www.murphyformedford.com) | • Online signup form: [http://www.murphyformedford.com/contact-us.html](http://www.murphyformedford.com/contact-us.html)  
• Email: chrisamurphy@gmail.com  
• Phone: 781-858-9296 |
|                               | Mea Mustone [https://www.facebook.com/MeaforSchoolCommittee](https://www.facebook.com/MeaforSchoolCommittee) | • Contact: [https://www.facebook.com/MeaforSchoolCommittee](https://www.facebook.com/MeaforSchoolCommittee) |
Appendix IV
DPI-122 Lobbying Simulation

Overview

Written Assignment
Each student will write a one-page brief, delivered to CCCCC at the time of the meeting, which must include the group’s analysis and “ask.”

Videos that should have been reviewed before class on November 17
Two helpful videos produced by the National School Board Association (http://www.nsba.org/)
  o How to Lobby your Member of Congress, Part 1: http://www.youtube.com/watch?v=9FQNDCIHZO0
  o How to Lobby your Member of Congress, Part 2: http://www.youtube.com/watch?v=d-cgW82Hfo

The Case:

Group Assignments

Background Information