



Robert M. La Follette
School of Public Affairs
UNIVERSITY OF WISCONSIN-MADISON

Public Affairs 874 | Public Policy Process

Fall 2022

- *Subject to revision* -

Instructor:	Dr. Manny Teodoro	Lecture:	1295 Grainger Hall
Office:	212 LaFollette House		3:30-5:25 pm Thursday
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Phone:	608.262.3581		2:25-3:15pm Tuesday
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Course description

This course examines the political, social, and economic contexts that shape and are shaped by policy making processes. Although the course's primary focus is the United States, students are encouraged to think about the American context through comparative and international perspectives, and to consider ways in which the models we learn apply elsewhere. Students will become familiar with dominant theories of policymaking and policy change at each stage of the policy process: problem definition, agenda setting, coalition building, enactment, implementation, evaluation, and the reciprocal relationship between policymaking and democracy.

Course learning outcomes

After completing this course, students will be able to:

- Understand how public policies emerge and evolve.
- Use theories of the policy process to explain policymaking in their substantive areas of interest.
- Engage effectively as professionals in pursuit of sound public policy.

Credit hours

This course counts for three credits.

How credit hours are met by the course. One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks. This is the status quo and represents the traditional college credit format used for decades. If you have regular classroom meetings and assign homework, reading, writing, and preparation for quizzes and exams, make this choice.

Requisites

Graduate/professional standing.

Instructional modality

This course is conducted in-person, with one 115-minute meeting and a 60-minute discussion section each week. Instruction may move partially or fully online if public health, emergency, or other urgent conditions preclude in-person instruction.

Regular & substantive student-instructor interaction. This course meets the regular and substantive student-instructor interaction requirement through direct instruction, answering questions about the course content, facilitating discussion, and providing feedback on student work.

Most class meetings will include a significant lecture with discussion or other interactive component. Students are expected to have completed all assigned reading before meetings; those who do will get more out of the lectures. While some lectures will review assigned readings most will not. Discussions will focus on assigned readings and students will be expected to contribute to the conversation based on reading materials.

Teaching Assistant

José Luis Enriquez

Email: jl Enriquez@wisc.edu

Office: 411 North Hall

Office Hours: Tuesdays 11:00am-1:00pm.

Texts

The following books are required for this course:

Kingdon, John. 2003 (1984). *Agendas, Alternatives, and Public Policy Choices*. New York: Longman.

Mettler, Suzanne. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago: University of Chicago Press.

All other course readings are available online via the library's website (<https://library.wisc.edu>).

Grading

This course employs the typical UW-Madison grading scale. The maximum score is 100 points, with grades assigned:

100-93 = A	87-83 = B	70-77 = C	<60 = F
92-88 = AB	82-78 = BC	60-69 = D	

Assignments

Grades are based on discussion participation (20%), weekly response papers (30%), and research project (50%). No extra credit will be awarded. There will be no midterm or final exams.

Discussion participation. Active, intelligent discussion is important to the success of this course—the quality of the experience for everyone will depend on the quality of conversations. Discussion demonstrates engagement with material, allows for a synthetic process of learning, and builds an intellectual community. Students should come to class prepared to discuss the readings assigned for each session. Course participation marks will depend heavily on students’ participation in discussion throughout the term. A good rule-of-thumb is to arrive prepared to make at least two valuable contributions to each conversation. I may “cold call” on students occasionally—don’t be alarmed!—but cold-calls will always be related to assigned readings and/or prompts distributed in advance of class meetings. Participation credit can also be earned by providing excellent feedback other students’ presentations when requested.

Additionally, the TA and I will evaluate contributions to the course’s online discussion boards. Students will be assigned to a discussion board by the second week of the semester. Most weeks there will be a news story on the course discussion board, with an invitation to apply the past week’s theories to the story posted. You ought to participate each week by submitting at least two substantive posts to the class discussion board, at least one of which should be a thoughtful reply to other students’ posts. The TA and/or I will review posts. Additionally, the TA and/or I will randomly sample discussion fora throughout the semester to grade. A rubric outlining standards for evaluation of discussion board participation is posted on Canvas.

Response papers. For most weeks in the term, students will submit a paper commenting on the reading or readings assigned for the coming week. These papers are meant to facilitate and generate ideas for discussion—take them seriously. Do not summarize readings in response papers. They will be graded for clarity of ideas, engagement with readings’ theoretical merits, empirical validity, and implications for practice. High-quality (i.e., well-organized, stylistically appropriate, and mechanically flawless) writing is expected. Each week I will post to Canvas one or more prompts for response papers, though papers may be on other topics, too. These prompts are not so much questions to be answered—this isn’t a take-home exam—so much as opportunities to engage with and apply theories of the policy process. See the FAQ and the course Canvas site for examples of response papers from other courses to get a sense of what a good response paper might look like.

- **Due dates.** Response papers are due to Canvas at noon on Thursdays each week. Response papers should be no more than two pages (less than 700 words) in length, double-spaced. If Canvas is malfunctioning or is otherwise not available, please submit your response paper in hard copy in class.
- **Response paper grades.** Response papers are marked on a satisfactory/unsatisfactory basis. To receive a satisfactory grade, one must complete and submit the response on time. Additionally, the TA and/or I will randomly sample five response papers throughout the semester to grade, and thus, a 0-10 grade will be assigned to these papers. The semester response paper grade is the average of all response paper grades multiplied by ten and then rounded to the nearest tenth. If randomly selected, a zero-grade (i.e., missed response paper) will not be dropped from the average calculation.
- **Getting started early.** If you want to write a response paper but the prompts have not yet been posted for the week, feel free to write on a topic of your own choosing, as long as it relates to the readings assigned for the week.

Research project. Students will be divided into groups of five students to research a public policy of the students' choice. The group may choose any piece of legislation that was adopted by the United States government, a state government, a tribal government, or a local government in the United States. The assignment consists of a report, presentation, and peer evaluation.

1. Report. Each group will turn in one copy of a research report consisting of:

Title page: Title, authors, date, class information (1 page)

Abstract: A 150-word summary of the report (1 page)

Introduction: Describe the policy, its emergence, its evolution, its implementation, and its importance. The introduction also should lay out a "roadmap" that gives the reader an overview of the report as a whole (Suggested 2-4 pages).

Narrative: Provide a chronological narrative of the policy's origins, passage, and/or implementation. This section should give the main relevant facts of the policy at hand (i.e., who, what, when, where, and why). Tables and/or graphs summarizing the important dates, milestones, outputs, and/or outcomes may be part of this section. (Suggested 7-12 pages).

Analysis: Use one or more theories of the policy process to explain the emergence, passage, and/or implementation of your policy. Focusing on a single theory (e.g., incrementalism, multiple streams, etc.) will be most effective, although engaging with another theory may be useful in some cases. To be most successful, the analysis should consult with sources beyond the course's assigned theoretical readings. This analytical section is the most important part of the report, as it involves critically evaluating how the course's ideas apply or do not apply to your chosen case. See [this article](#) for a good example of how analysis might proceed. (Suggested 10-15 pages).

Conclusion: This section will summarize the report's main findings and discuss their implications for the policymaking process. That is, this section will answer the "so what?" question. (Suggested 2-5 pages).

References: Provide full citations for all cited works in the style of the [American Political Science Association](#). For this project, it is best to start with official government sources and then move peer-reviewed journal articles and books, followed by journalistic or "gray" literature studies. If you use websites, be very careful about their veracity.

Other notes on report format:

- The final paper should be no more than 40 pages, including all of the sections above, except the References section. There is no minimum length. Please do not ask for exceptions to the page limit.
- The report should be Times New Roman font, size 12, double-spaced, with 1-inch margins. Number your pages.
- One report for each group should be submitted in hard copy.

- The report's language should be professional, parsimonious, and employ the section headings listed above. Subheadings may be used as you wish.
 - Assume that the reader (your professor and/or TA) is educated, but unfamiliar with the policy being analyzed and unfamiliar with theories of the policy process. The report should explain theories and define terms or jargon.
2. **Presentation.** Each group will present a synopsis of the report to the class during a regular class meeting. The presentation should emphasize the analytical elements of the report. Presentations should be clearly organized and communicate the project's key findings. The presentation will be evaluated based on content and style. The presentation should be 15 minutes long, followed by five minutes of question and answers from the class. Most presentations will employ slide presentations. Professional attire is appropriate. Ample timed practice is *strongly* encouraged.
 3. **Peer and self-evaluation.** Following completion of the presentation, each student will receive a peer and self-evaluation form to rate group members' contributions to the project. Average peer evaluation scores may affect a student's report and/or presentation grade. The instructor will not reveal the names associated with specific ratings.

Discussion section

Section meetings provide further, deeper engagement with course materials and an opportunity to get clarification on assigned work.

Teaching & learning data transparency

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. The university's full teaching and learning data transparency statement is available [here](#).

Course evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is important to the La Follette School's ongoing efforts to provide great teaching.

Attendance & behavior

Attendance is critical for success in the course—you should not miss any scheduled class meetings. However, attendance is not mandatory in the sense that it will not directly affect your course grade. We will not keep attendance records beyond participation marks. *It is not necessary to inform me of absences, except on the day of your project presentation.*

Discussion protocol. In-person and online discussions sometimes may touch on sensitive and controversial topics. Don't be afraid to clash over ideas—that is how we sift and winnow. However, open, spirited and fruitful conversation requires that we treat each other with respect. Advance and defend your points with logic and evidence. When disagreeing, attack ideas, not people, and save side conversations for after class. This is also a place to take intellectual risks; it's OK to be partially or entirely about an idea that you express in earnest. If you go the entire

semester without ever saying or posting something incorrect, you probably aren't getting the most out of your UW experience.

In pursuit of free and open exchange of ideas, class discussions will operate according to the [Chatham House Rule](#): participants are free to share what emerges in conversation, but the identities of speakers or participants may not be revealed to the outside world.

Audio/video recording and use of notes. No audio or video recording of classes is allowed without explicit, advance permission. Unauthorized audio or video recording endangers the environment of openness and trust that are necessary for intellectual risk-taking and learning.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation [Regent Policy Document 4-1]. Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

The first violation of this rule will result in a 10% reduction in the course grade; the second violation will result in failure of the course.

Laptops and other electronics. I strongly discourage the use of computers during course meetings. This stance follows from your instructor's experience, as well as a growing body of research finds that the use of laptops and phones in classrooms is [detrimental to learning](#). Tablet-style computers are acceptable if they are used solely for reading.

Mobile telephones of any type must remain powered off and stored away during class—do not text, tweet, or otherwise communicate with electronic devices during class meetings.

Office Hours and Email

Office hours with your instructor and/or TA are good opportunities to discuss assignments, the course, or political policy in general. You may stop by in person without an appointment during scheduled office hours. If you cannot make scheduled office hours, I will make every reasonable effort to meet you by appointment. Please do not call me on my mobile phone unless personally and explicitly advised to do so.

You may also email me with questions or concerns. When communicating via email, please observe the following:

- Send email from your @wisc.edu account. The university account identifies you as a student and ensures that your message won't end up in a spam filter. There's a good chance that I won't answer email unless it comes from your university account.
- Put "PA 874" in the subject line of your message.

- Treat email with your professor as formal business communications, with appropriate style, spelling, grammatical, and punctuation.
- Many of the questions that students ask via email are addressed in this syllabus or on the course website (especially the FAQ). Search for the answer to your question before asking by email. Students may not receive replies to inquiries that are answered on the syllabus and/or FAQ.
- I do my best to respond to all valid email received Sunday-Thursday within 24 hours. Messages received late on Friday or Saturday may have to wait until Monday for replies.
- I will not summarize lectures, readings, or missed classes via email or in office hours.
- Please check your university email account and the course website regularly to stay up to date on course-related matters.

Other Rules & Guidelines

- **Addressing your instructor.** Graduate students are welcome use my first name (“Manny”). Undergraduates should use my title (“Professor Teodoro” or “Dr. Teodoro”).
- **Grade appeals.** Questions about grading are welcome during office hours. If you wish to appeal of grades on exams or response papers, please follow these procedures:
 - 1) Wait 24 hours after receiving a grade to contact me;
 - 2) Send an email to me notifying me that you would like to appeal the grade and justify your appeal with specific evidence of an error in grading; and then
 - 3) Make an appointment to meet with me.

Evidence supporting a grade appeal must be drawn from readings or lectures.

- **Group work.** I encourage you to work with classmates in every aspect of this course. In-person cooperation is by far the most effective and is the preferred option (public health protocols notwithstanding); live online meetings also are useful. Relying entirely on a Google docs, discussion board, or online media is less effective.
- **Lecture slides.** Selected lecture slides may be posted to Canvas, but full slide decks and/or lectures generally will not.
- **One more thing.** Have fun! It’s a privilege to be a Badger study alongside other Badgers in one of the world’s great universities. You’ll look back on this time fondly someday. Really! I promise!

University of Wisconsin-Madison Policies

Diversity & inclusion. [Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic integrity. By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for students with disabilities. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (UW-855) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. I will work either directly with the you or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA (see: McBurney Disability Resource Center).

Religious observances. Students should notify me within the first two weeks of class if there are specific dates for which they will require accommodation for religious observance. More details on religious observances and course instruction are available [here](#).

Other student rights & responsibilities. Official University of Wisconsin-Madison policies regarding privacy, academic records, grievances, student rights, and responsibilities can be found [here](#).

COVID protocols. It's mostly gone, but not *entirely* gone. We're living through a once-in-a-century pandemic; how the La Follette School, the University, the City of Madison, and the State of Wisconsin manage it is an evolving thing. You can find the latest rules and guidelines [here](#).

Course Outline & Schedule

Sep. 8 Course introduction

What the heck is public policy?

Readings: Snell, Kelsey. 2020. [What's Inside The Senate's \\$2 Trillion Coronavirus Aid Package?](#) *National Public Radio* (March 26).

Vinopal, Courtney. 2021. [How uncertainty surrounding the eviction ban, rental assistance affects housing security.](#) *PBS News Hour* (August 27).

McMinn, Sean & Liz Crampton. 2021. [COVID's deadly tradeoffs, by the numbers: How each state has fared in the pandemic.](#) *Politico* (December 15),

Sep. 15 Problem definition

When is a problem a public problem?

Readings: Downs, Anthony. 1972. "Up and down with ecology—the 'issue-attention cycle'," *The Public Interest* 28: 38-50.

Barbera, Pablo, Andreu Casas, Jonathan Nagler, Patrick J. Egan, Richard Bonneau, John T. Jost & Joshua A. Tucker. 2019. "Who Leads? Who Follows? Measuring Issue Attention and Agenda Setting by Legislators and the Mass Public Using Social Media Data," *American Political Science Review* 113 (4): 883-901.

Bachrach, Peter & Morton S. Baratz. 1963. "Decisions and nondecisions: An analytical framework," *American Political Science Review* 57(3): 632-642.

Pruitt-Young, Sharon. 2021. [In China, Kids are Limited to Playing Video Games for Only 3 Hours per Week](#), *National Public Radio* (August 30).

Sep. 22 Incrementalism

Good enough for government work

Reading: Hayes, Michael. 2006. *Incrementalism and Public Policy*. Lanham, MD: University Press of America. Chapter 3 [Canvas]

Lindblom, Charles E. 1959. "The Science of Muddling Through," *Public Administration Review* 19(2): 79-88.

Allan, Jen Iris. 2019. "Dangerous Incrementalism of the Paris Agreement," *Global Environmental Politics* 19(1): 4-11.

Stavridis, James. 2021. [I Was Deeply Involved in War in Afghanistan for More Than a Decade. Here's What We Must Learn](#), *Time* (August 16).

Sep. 29

Multiple streams

Agendas & arenas

Reading: Kingdon, John. 1984. *Agendas, Alternatives, and Public Policy Choices*. New York: Longman.

Smith, Kelly Anne. 2022. [The Inflation Reduction Act is Now Law—Here’s What it Means for You](#). *Forbes* (August 23).

Kim, Juliana. 2022. [What the Inflation Reduction Act does and doesn’t do about rising prices](#), *NPR* (August 13).

Oct. 7

Entrepreneurs, venues & focusing events

Just win, baby.

Reading: Birkland, Thomas A. 2004. “‘The World Changed Today’: Agenda-Setting and Policy Change in the Wake of the September 11 Terrorist Attacks,” *Review of Policy Research* 21(2): 179-200.

Mintrom, Michael & Jacqui True. 2022. “COVID-19 as a policy window: policy entrepreneurs responding to violence against women,” *Policy and Society* 41(1): 143-154.

Holyoke, Thomas T., Heath Brown & Jeffry R. Henig. 2012. “Shopping in the Political Arena: Strategic State and Local Venue Selection by Advocates,” *State and Local Government Review* 44(1): 9-20.

Barber, Michael & Adam M. Dynes. 2021. “City-State Ideological Incongruence and Municipal Preemption,” *American Journal of Political Science* (early view).

King, Maya. 2021. [‘The world is looking at us’: Minneapolis puts ‘defund the police’ to a vote](#). *Politico* (September 22).

Bates, Josiah & Janell Ross. 2022. [Two Years After George Floyd's Murder, Minneapolis Is Still Struggling to Redefine Policing](#). *Time* (May 25).

Oct. 13

Feedback

Stop worrying and learn to love endogeneity.

Reading: Mettler, Suzanne. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago: University of Chicago Press.

Elkins, Meg, Robert Hoffman & Swee-Hoon Chuah. 2021. [Why lotteries, doughnuts and beer aren’t the right vaccination “nudges”](#) *Medical Xpress* (August 16).

Oct. 20 Social construction

Because sometimes who matters more than what and how.

Reading: Schneider, Anne & Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy," *American Political Science Review* 87(2): 334-347.

Kreitzer, Rebecca J. & Candis Watts Smith. 2018. "Reproducible and Replicable: An Empirical Assessment of the Social Construction of Politically Relevant Target Groups," *PS: Political Science & Politics* 51(4): 768-774.

Mettler, Suzanne. 2002. "Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans," *American Political Science Review* 96(2): 351-365.

Liang, Jiaqi. 2018. "Latinos and Environmental Justice: Examining the Link between Degenerative Policy, Political Representation, and Environmental Policy Implementation," *Policy Studies Journal* 46(1): 60-89.

Video: Vox, [DACA, explained](#) (Youtube).

Vox, [DACA is in jeopardy. Can the Biden administration save it?](#)

Oct. 27 Innovation & diffusion

Follow a winner. Or a loser. Or at least do something. Or don't.

Reading: Boehmke, Frederick J. & Richard Witmer. 2004. "Disentangling Diffusion: the Effects of Social Learning and Economic Competition on State Policy Innovation and Expansion," *Political Research Quarterly* 57(1): 39-51.

Shipan, Charles R. & Craig Volden. 2006. "Bottom-up federalism: The diffusion of antismoking policies from US cities to states," *American Journal of Political Science* 50(4): 825-843.

Bouché, Vanessa & Dana E. Wittmer. 2015. "Gendered Diffusion on Gendered Issues: the Case of Human Trafficking," *Journal of Public Policy* 35(1): 1-33.

Teodoro, Manuel P. 2009. "Bureaucratic Job Mobility and the Diffusion of Innovations," *American Journal of Political Science* 53(1): 175-189.

National Conference of State Legislatures. 2021. [State Renewable Portfolio Standards and Goals](#). (August 13).

Nov. 3 Interest groups & influence

The heavenly chorus and its accents.

Readings: Hall, Richard L. and Alan V. Deardorff. 2006. "Lobbying as a Legislative Subsidy," *American Political Science Review* 100(1): 69-84.

Hall, Richard L. & Molly E. Reynolds. 2012. "Targeted Issue Advertising and Legislative Strategy: The Inside Ends of Outside Lobbying," *Journal of Politics* 74(3): 888-902.

- Shepherd, Michael E. & Hye Young You. 2020. "Career Concerns and Revolving Doors in Congress," *American Political Science Review* 114(1): 270-284.
- Forrest, Julia. 2021. [As Senate brings infrastructure deal to the floor, lobbying groups spend big](#). *Open Secrets* (July 29).
- Torbati, Yeganeh, Jonathan O'Connell & Tony Romm. 2022. ['The mother lode:' Cities and counties across America clamor for slice of new infrastructure funds](#). *Washington Post* (February 1).

Nov. 10 Implementation: rulemaking

Turning poetry into prose.

- Readings: Haeder, Simon and Susan Webb Yackee. 2015. "Influence and the Administrative Process: Lobbying the U.S. President's Office of Management and Budget," *American Political Science Review* 109(3): 507-522.
- Crow, Deserai, Elizabeth A. Albright & Elizabeth Koebele. 2015. "Environmental rulemaking across states: Process, procedural access, and regulatory influence," *Environment and Planning C: Politics and Space* 34(7): 1222-1240.
- Libgober, Brian. 2020. "Meetings, Comments, and the Distributive Politics of Rulemaking," *Quarterly Journal of Political Science* 15: 449-481.
- Richmond, Todd. 2022. [Wisconsin Republicans allow PFAS standards to take effect](#). *Associated Press* (June 13).

Nov. 17 Implementation: devolution & cooperation

Governing the marble cake.

- Readings: Wood, B. Dan. 1991. "Federalism and Policy Responsiveness: The Clean Air Case," *Journal of Politics* 53(3): 851-859.
- Haider, Mellie & Manuel P. Teodoro. 2021. "Environmental Federalism in Indian Country: Sovereignty, Primacy and Environmental Protection," *Policy Studies Journal* 49(3): 887-908.
- Fording, Richard C., Joe Soss & Sanford F. Schram. 2007. "Devolution, discretion, and the effect of local political values on TANF sanctioning," *Social Service Review* 81(2): 285-316.
- Linnane, Rory. 2021. [Every eligible Wisconsin school district is providing all students free meals this year. Except Waukesha](#). *Milwaukee Journal Sentinel* (August 25).
- Wolfe, Anna. 2022. [Inside Mississippi's false promise of putting the Family First](#). *Mississippi Today* (July 20).

Dec. 1 **Research project presentations**

Dec. 8 **Research project presentations**

Teams will receive written feedback on project presentations by 11:59pm on Dec. 11.

Dec. 19 *Research reports due in hard copy to Prof. Teodoro's La Follette House mailbox*