

This is a summarized version of the syllabus. See the complete syllabus on Canvas.

Course Information

Course Title: GOVERNING NEW JERSEY

Course Number and Section: PA 5470 01

Campus Location: KEAN UNIVERSITY UNION

Semester: 23/SP

Meeting Days and Times: T 07:30PM - 10:15PM

Meeting Location: BLDG: HYN ROOM: 306

Instructor Information

Instructor Name: Joao V. Guedes-Neto

Office Location: Hynes Hall, 504I

Office Hours: Tuesday (4:30-6:30 pm); Wednesday (2:00-4:00 pm); Thursday (2:00-3:00 pm)

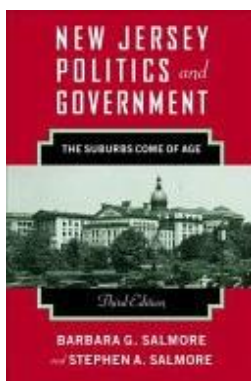
Office Phone: 908-737-4278

Email: jguedesn@kean.edu

Course Description

Analysis of governmental institutions and decision-making processes in New Jersey state government; with particular emphasis on the role of the bureaucracy. Examination of legislative-executive interaction; policy-making in departments and agencies; current issues and controversies.

Required Textbooks and Materials



New Jersey Politics and Government

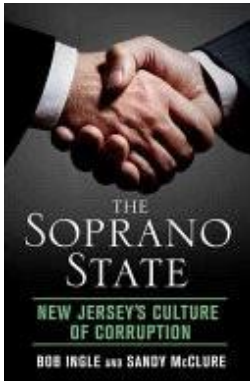
9780813543918

Barbara G. Salmore, Stephen A. Salmore Rutgers
University Press

2008-01-17

OER Link: <https://kean.on.worldcat.org/oclc/853495733>

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The Soprano State

9780312368944

Bob Ingle, Sandy McClure Macmillan

2008-02-19

Topics and Assignments

Unit	Topics	Readings	Activities/Deadlines
1 (01/17)	Introduction	-	Group Selection (Soprano & Paper)
2 (01/24)	History <i>W: Good vs. Bad Papers</i>	NJ P&G, Ch. 2, 3	-
3 (01/31)	Politics <i>W: The Publishing Process</i>	NJ P&G, Ch. 4, 5, 6	G1: Soprano, Ch. 1 D: Paper's Topic
4 (02/07)	Institutions <i>W: The Literature Review</i>	NJ P&G, Ch. 7, 8, 9	G2: Soprano, Ch. 2
5 (02/14)	Bureaucracy <i>W: Academic Writing</i>	NJ P&G, Ch. 10, 12, 13	G3: Soprano, Ch. 3
6 (02/21)	Budgets	NJ P&G, Ch. 14, 15	G4: Soprano, Ch. 4
7 (02/28)	General Overview Guest Speaker (tentative)	-	D: Paper's Theory Section
- (03/07)	No Class	-	-
8 (03/14)	Contracting Out W: Elite Interviews	Kim (2017)	G5: Soprano, Ch. 5
9 (03/21)	Community Organization W: Process Tracing	Gibbons (2015)	G6: Soprano, Ch. 6
10 (03/28)	Bilingual Communities W: Basic Statistics	Mann et al. (2020)	G7: Soprano, Ch. 7
11 (04/04)	Smart Cities W: Discussing Findings	Wiig (2018)	G8: Soprano, Ch. 8 D: Paper's Empirical Section

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12 (04/11)	University-led Innovation W: Academic Conferences	Addie et al. (2018)	G9: Soprano, Ch. 9
13 (04/18)	Disaster Preparedness	Burger et al. (2019)	G10: Soprano, Ch. 10
14 (04/25)	Writing Session	-	-
- (05/02)	No Class	-	-
15 (05/09)	Conclusion	-	Final Presentation D: Final Paper

Notes: W = Workshop. D = Deadlines (in red; you must submit your assignment on Canvas before the class starts).

Assessment

Assessment Type	Total Points	Date
Participation	200	All Classes
Soprano's Presentation	200	Depends on Group
Paper's Topic	100	U3: 01/31 (before class)
Paper's Theory Section	100	U7: 02/28 (before class)
Paper's Empirical Section	100	U11: 04/04 (before class)
Final Presentation	100	U15: 05/09
Final Paper	200	U15: 05/09 (before class)
<i>*Bonus: Brief Critique</i>	<i>20 each (up to 120)</i>	<i>U8-U13 (before class)</i>

Note: The "*Bonus*" activity is voluntary but I strongly recommend doing it. It is designed to improve your grade and help you understand the discussions in class better.

Participation

I will award a participation grade for each class. The final participation grade is the sum awarded in each class. Please, notice that attendance is not the same as participation.

You are expected to participate in every class by asking questions, engaging in the discussions by expressing your opinion, and relating the content of the readings to in-class debates.

To be prepared to participate, you must read the assigned materials before the class. This will allow you to understand better the content discussed in class and to participate in all the activities.

Furthermore, this will help you prepare for the assignments.

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The Soprano's Presentation

This is a group assignment. Groups must consist of 2 students (exceptions may be made on a case-by-case basis if necessary). I will assign the dates on the first week of classes considering the students' preferences.

Bob Ingle and Sandy McClure wrote "The Soprano State." The book follows a journalistic style and reports relevant political events that occurred in New Jersey. In the book, each chapter regards a different event.

You are responsible for presenting one of these chapters in class. The whole presentation should last roughly 30 minutes (including in-class discussion). This must include: (1) A description of the events reported in the chapter; (2) your own perceptions of the case (you are encouraged to use additional sources to supplement your presentation); and (3) two or three questions to motivate in-class discussion.

You will be graded based on your ability to accurately describe the chapter's content, critically discuss the event, and engage your colleagues to discuss the topic.

Paper (see breakdown)

You will write your paper individually or in pairs. You should inform me of your choice in the first week of classes.

You will write one academic paper throughout the semester. This paper should focus on any aspect of New Jersey's politics or government, including but not restricted to public policy, bureaucracy, and non-profit organizations.

Your final paper should have no less than 15 pages. Please, use font Times New Roman size 12, line spacing of 1.5, and 1-inch margins.

Your paper must include the following sections: (1) Introduction; (2) Theory; (3) Empirics; (4) Discussion and Conclusion. You will deliver the full paper on Canvas and present it in class on 05/09.

You are responsible for submitting parts of your paper throughout the semester. Each of these parts will be graded separately (you will find detailed information regarding each of these parts below).

Furthermore, I will provide feedback on these parts of the paper throughout the semester. This will allow you to improve your writing before the final submission.

All documents are due before 7:30 pm.

- Paper's Topic

You will write between 1 and 2 pages. This document functions as your "guide" for the whole paper. You will specify your (1) paper's topic, (2) what exactly about this topic you are going to discuss, (3) how you are going to collect empirical data to justify your arguments, and (4) which contribution you plan to make.

For instance, you could investigate (1) the implementation of sanctuary cities (for immigrants) in

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New Jersey, focusing on (2) how mayors and local bureaucracies modified their rules and procedures to protect immigrants. You could collect (3) qualitative data by interviewing public employees from selected municipalities or quantitative data from the Migration Policy Institute, the DHS, and the Census. Finally, your discussion would contribute (4) to a better understanding of the challenges faced by local governments to implement the sanctuary designation or the outcomes of this designation on the number of immigrants per locality.

- [Paper's Theory Section](#)

You will write between 4 and 6 pages. In this section, you will show what other authors are talking about when they investigate the same topic (even if they are not writing about New Jersey). You will critically assess this literature and argue what should and should not work for the case of New Jersey. This section must include at least 10 academic references (i.e., books or academic articles published in peer-reviewed journals). You are encouraged (but not required) to propose one or two hypotheses.

Consider my example of sanctuary cities. Your theory section could include a review of recent publications from Martha Davis, Tom Wong, Elsa Mescoli, Jennifer Ridgley, Benjamin O'Brien, Harald Bauder, and David Kaufmann. Their papers deal with this topic from different perspectives and focus on different cities in and outside of the US. Your theory section would review their findings, discuss whether there are any tensions (disagreements) between them, and discuss what could and could not be applied to New Jersey. Remember that this section will motivate the data that you will collect for the empirical section.

- [Paper's Empirical Section](#)

You will write between 4 and 6 pages. In this section, you will provide evidence testing the arguments that you make in the theory section. It is fine if your evidence goes against your arguments--this is part of the scientific process. However, you need to make sure that there is a connection between theory and empirical evidence. That is, you should have either qualitative or quantitative data related to each main argument that you made in the theory section.

There are different types of data that you may consider. You can use secondary data (i.e., compiled by other researchers). Consider the example of sanctuary cities. You may visit the websites of the Migration Policy Institute, the DHS, and the Census to collect information on the number of immigrants by county, where they come from, and how it has changed over time (before and after the sanctuary designation).

Alternatively, you may interview public employees, NGO activists, and government officials from selected municipalities. You may schedule Zoom calls and ask them about the challenges they faced after the designation. You can utilize your theory section to design adequate questions and present the interviewees' perspectives as evidence to support or reject your arguments.

- [Final Paper](#)

Your final paper should have at least 15 pages. Based on the feedback received throughout the term and your learning process, you will revise the theory section and the empirical section. You will add an introduction, where you specify your research question, motivate it, and present your contributions (this is an improved version of the paper's topic). You will also add a final section (Discussion and Conclusion), where you discuss how your empirical evidence relates to your

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theory, how it contributes to (i.e., confirms or contradicts) the literature you reviewed, and what topics scholars should investigate in the future. You may also use this final section to make policy recommendations based on your findings.

In terms of structure, your final paper will ideally look like the academic papers that you are citing.

Final Presentation

You will present your paper to the class. The presentation will follow the format of an elevator pitch. In most real settings, you will not have much time to present your ideas. It requires learning how to be very concise. If you choose to use PowerPoint, you can only use 1 slide.

I recommend reading Carmine Gallo's article (Harvard Business Review) on preparing a good elevator pitch: <https://hbr.org/2018/10/the-art-of-the-elevator-pitch>.

Your presentation must be based on your final paper and must include:

1. Your paper's topic and research question (be specific about the problem that you will discuss).
2. Your theoretical motivation (how other authors deal with the topic when considering other parts of the US and the world).
3. Your empirical evidence (how the data you collected adds knowledge to this debate).
4. Your contributions to the discussion and recommendations for future studies and policy reforms.

Bonus: Brief Critique

This is a voluntary assignment. We will read one academic paper per class between Units 8 and 13, totalizing 6 papers. You are required to read these papers before class (this is not voluntary). You may earn up to 20 extra points per class if you write a critical summary of the paper assigned for that specific class and submit it on Canvas before 7:30 pm. Since there are 6 possibilities for this extra assignment, you may earn up to 120 additional points if you write the 6 brief critiques.

Your brief critique must include (1) the paper's topic, (2) its main argument, (3) a brief description of the data, and (4) your critical opinion regarding any element of the paper (e.g., why you believe the data is or is not good, whether you believe that the findings could or could not be applied to a different region, etc.).

Each brief critique must have at least 300 words.

Since this is a bonus assignment, late submissions will not be accepted.

Grading Scale

Letter Grade	Points	Letter Grade	Points
A	940-1,000	C+	770-799
A-	900-939	C	700-769

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B+	870-899	D (Undergraduate only)	600-699
B	840-869	F	599 and below
B-	800-839		

Readings

Units 2-6: Salmore, Barbara G., and Stephen A. Salmore. "New Jersey politics and government." Rutgers University Press (Rivergate Books), 2013. [NJ P&G]

Units 3-13: Ingle, Bob, and Sandy McClure. "The Soprano State: New Jersey's Culture of Corruption." St. Martin's Press, 2008.

Unit 8: Kim, Soojin. "Lessons learned from public and private contract managers for effective local government contracting out: The case of New Jersey." *International Journal of Public Administration* 40.9 (2017): 756-769.

Unit 9: Gibbons, Joseph. "Does racial segregation make community-based organizations more territorial? Evidence from Newark, NJ, and Jersey City, NJ." *Journal of Urban Affairs* 37.5 (2015): 600- 619.

Unit 10: Mann, Christopher B., Melissa R. Michelson, and Matt Davis. "What is the impact of bilingual communication to mobilize Latinos? Exploratory evidence from experiments in New Jersey, North Carolina, and Virginia." *Electoral Studies* 65 (2020): 102132.

Unit 11: Wiig, Alan. "Secure the city, revitalize the zone: Smart urbanization in Camden, New Jersey." *Environment and Planning C: Politics and Space* 36.3 (2018): 403-422.

Unit 12: Addie, Jean-Paul D., Mariarosalba Angrisani, and Stefano De Falco. "University-led innovation in and for peripheral urban areas: new approaches in Naples, Italy and Newark, NJ, US." *European Planning Studies* 26.6 (2018): 1181-1201.

Unit 13: Burger, Joanna, Michael Gochfeld, and Clifton Lacy. "Concerns and future preparedness plans of a vulnerable population in New Jersey following Hurricane Sandy." *Disasters* 43.3 (2019): 658-685.

Course Policies

Nature of times:

This course takes place as we recover from the COVID-19 pandemic. Understandably, some students may face additional difficulties. If you believe you will face or are facing a challenge that is not covered by this syllabus, contact me as soon as possible to discuss the matter. Whereas I will not be able to solve some issues, I will be mindful of the situation and try to provide solutions through a case-by- case analysis.

Late essays:

Late essays will be penalized with 5% of the grade per day, including weekends and holidays,

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except in the case of a verified emergency or documented medical excuse.

This policy does not apply to the Bonus Activity. Extra assignments will not be accepted after the deadline.

Re-grading policy:

You have 7 days after your graded work is returned to request a re-grade. You should send me by email a written statement of at least 150 words explaining why you think your work deserves to be re-graded. Remember that after re-evaluating your work, your grade may remain unchanged or could be adjusted to higher or lower.

Excused absence:

If you have any case of verified emergency or documented medical excuse that forces missing one or more classes and you would like to have your absence excused, you must send me by e-mail the documented evidence up to 48 hours after the class.

Diversity as a core element of this course:

We are diverse in many ways. It refers to the ways we identify, including but not limited to race, ethnicity, national origin, language, sex, gender, disability, age, faith, ideology, belief, and veteran status. Students from all diverse backgrounds and perspectives should be well-served by this course. The diversity that students bring to this class must be viewed as a resource, strength, and benefit. We must treat every individual with respect.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. This may include multiple interactions, such as in-class discussions. Furthermore, at least part of the readings may be restricted to the views and experiences of the subset of voices responsible for them. You are encouraged to contact me (anonymously or not) to share your concerns and suggestions.

Furthermore, I strongly suggest that you make yourself familiar with all the resources made available by Kean University through its Office of Diversity, Equity and Inclusion (<https://www.kean.edu/diversity-equity-inclusion>).