

PUBPOL 301
Political Analysis of Public Policy
Spring 2017
TR 1:25 PM-2:40 PM
03 Sanford Building

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From programs providing income support for senior citizens to federal student loans to tax incentives for homeowners, public policies are the mechanisms by which lawmakers address a broad array of challenges. In political contexts shaped by increasing polarization, declining political participation, and considerable socioeconomic inequality—attaching solutions to a nation’s problems is a complicated task. While students of public policy could limit their analyses to questions of policy structure and direct, quantifiable outcomes, the most powerful policy analyses recognize that public policy is inherently political. As such, a comprehensive understanding of public policy requires that we appreciate the politics shaping the process through which government programs came into existence, the role that politics plays in structuring their content, and the deeply political nature of their outcomes.

This course aims to provide you with the skills necessary to engage in powerful policy analysis that takes seriously the political nature of government outcomes. We will begin by examining the concept of public policy and its objectives, paying particular attention to how politics influences policy development and outcomes. The second and third units of the course survey the institutional foundations, actors, and interest groups that shape—and are shaped by—public policy. Unit four explores the process through which public policies are developed, from agenda setting to policy evaluation. The fifth, and final, unit of the course considers the significance of public policy for important outcomes like citizenship, democracy, and equality. Throughout the semester, we will draw upon case-studies from a range of policy areas, including education policy, environmental policy, and welfare policy. The examples considered in this course are intended to provide a point of departure for students whose interests lie in domestic, international, and/or comparative contexts.

Course Objectives

1. Become familiar with core theories, concepts, and analytical tools that are necessary to analyze public policy from a perspective that takes politics seriously. Students should gain knowledge and develop skills that contribute to a solid foundation for subsequent courses in public policy and other social sciences.
2. Explore the connection between core political phenomena (such as institutional power, competing interests, and strategic coalitions) and policymakers' ability to attach solutions to problems.
3. Enhance analytical and communication skills via discussions, activities, debates, and intensive writing exercises that focus on core issues related to politics and public policy.

Assignments/Grading

Classroom Participation	10%
Lecture/Section Engagement and Presentations (5%)	
Quizzes (5%)	
Midterm Examination	20%
Writing Assignments (4 short papers at 10% each)	40%
Final Examination	30%

Like all core public policy courses, I adhere to a policy that restricts the top grades only to truly exceptional work.

A	94-100	Exceptional	B-	80-83	Adequate	D+	67-69
A-	90-93	High Quality	C+	77-79	Needs Improvement	D	64-66
B+	87-89	Very Good	C	74-76		D-	60-63
B	84-86	Good	C-	70-73		F	<60

Classroom Participation

Engaged Lecture and Section Attendance: Students are expected to attend all lecture and section meetings, to arrive punctually, and to engage in active participation during each session. Please observe courteous behavior during all lecture and section meetings—i.e., please silence all cellular telephones; **no laptops, tablets, cell phones, and other electronic devices, unless otherwise directed**; refrain from eating. Only documented absences that coincide with university-approved purposes (i.e., serious illness or other extraordinary personal circumstance, religious observance, or varsity athletic participation) are excused, given that you make arrangements with the instructor. **Note: Missing more than five (5) class sessions for any reason will result in a grade of F or the option to take an Incomplete and retake the course.** Except in extraordinary cases where excuses are properly documented, late work will not be accepted.

In-Class Presentation: For one class session you will provide a brief (3-5 minutes), informal presentation of your reflections on the day's assigned reading. Your presentation will include three components: (1) thoughtful reflections on the material, (2) connections to current or recent political and/or policy events, and (3) two issues or questions that you would like us to consider as a group. While you may need to draw upon the readings to contextualize your comments, **your presentation should NOT be a mere summary of the assigned material.**

Quizzes: Throughout the semester, there will be five (5) brief, unannounced quizzes on the day's assigned reading. These quizzes are intended to provide an additional incentive for attending class and for keeping up with the reading. **If you miss a quiz during an excused absence, you have until the end of that week's discussion section meeting to make up the quiz with your TA.** Failure to complete a make-up quiz by that time will result in a forfeiture of points. There are no makeup quizzes for undocumented absences.

Examinations

There will be two exams this semester—an in-class midterm on **February 16th** and a final that will be proctored during the exam period on **Tuesday, May 2nd from 7:00 PM-10:00 PM**. Each exam will include short-answer and essay sections that permit you to demonstrate your knowledge of course concepts and your ability to apply them to relevant situations.

Writing Assignments

This is a writing-in-the-disciplines course (W). Using a pre-approved policy issue, students will complete four written assignments that include three policy memos and an op-ed piece. Section meetings will provide students with a designated forum for developing and “work shopping” their written work. TAs will offer feedback on questions as students write, edit, and revise their papers.

When submitting memos on their due dates, please bring a stapled hardcopy to class. Memos should be written in a 12-point Times New Roman font. You will receive additional spacing and formatting information for each assignment.

Students will receive detailed guidelines for completing each assignment; but as a general overview, the memo assignments are as follows:

Assignment 1: Political History Memo

First Draft: 2/3

Final Draft: 2/9

- 3-page legislative history describing the political development of a piece of legislation (enacted, failed, or pending) that you think is important

Assignment 2: Stakeholder Analysis Memo

First Draft: 3/3

Final Draft: 3/10

- 3-page memo outlining the key stakeholders involved in your legislation; includes a 1-page profile of a key legislator

Assignment 3: Strategy Memo

First Draft: 3/31

Final Draft: 4/6

- 3-page memo outlining your strategy for putting your issue at the top of the legislative agenda; should include recommendations for achieving outside mobilization and defeating the status quo

Assignment 4: Op-Ed

First Draft: 4/14

Final Draft: 4/25

- In 725-750 words, vigorously oppose the issue/policy that you advocated in Assignment 3

Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Each student is expected to abide by the Duke Community Standard, which can be found at <http://studentaffairs.duke.edu/conduct/about-us/duke-community-standard>. Any work that you submit must be your own, and you are responsible for ensuring that your submitted work does not contain plagiarism. *Please do not hesitate to meet with me if you have any questions about proper citations.*

Public Policy Internship

A note regarding the PubPol internship requirement: For an internship to count for the PubPol graduation requirement, the position must allow the student to apply concepts, skills, and knowledge from the PubPol core courses to a public policy problem. When you declare a PubPol major, you will receive information on how to get comprehensive assistance with the internship process.

Research Service-Learning (RSL) Gateway Course

This course is a Research Service-Learning (RSL) Gateway course, which includes an optional service-learning component. This centers on participation in a ten-week service project based on a course-related theme, which introduces students to basic research skills and challenges them to integrate the ethical, intellectual, and civic lessons from their field experiences into their Public Policy course work. RSL participants work with a Durham-area organization and produce a “deliverable”—such as a research proposal, a policy memo, or a report on their service experience—at the end of the term. The program is by application only, and space is limited. Participants who successfully complete the module will be exempt from Assignment no. 4 (the Op-Ed paper).

For more information about the RSL Gateway opportunity, visit <https://hart.sanford.duke.edu/programs/rsl/>.

Required Books

Issues for Debate in American Public Policy: Selections from CQ Researcher, 17th ed. 2017. Thousand Oaks, CA: CQ Press.

Smith, Catherine F. 2016. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*, 4th ed. New York, NY: Oxford University Press.

All additional readings will be available on Sakai or on reserve at Perkins Library.

Unit I. The Politics of Public Policy

January 12 Introduction + Research Service Learning (RSL) Overview

- "Introduction to Terry Sanford." Available at:
https://www.youtube.com/watch?v=ri9i8ZBfBwI&list=PLN185IF16gb_WdzUPNfn-1sQ-zZwWJ2aP&index=1

January 13 Section—Overview and Introductions

- Smith, *Writing Public Policy*, Preface and Chapter 1

January 17 Public Policy from a Political Perspective

- Aidan Smith. 2005. "The North Carolina Fund." Learn NC [pp. 1-3].
- Deborah Stone. 2011. *Policy Paradox*. New York: W.W. Norton & Co., Introduction and Chapter 1.

January 19 Governance and the Pursuit of Goals

- "Reforming Juvenile Justice." *Issues for Debate*, Chapter 10 [pp. 223-246].
- Joe Luria. 2014. "Why Won't the U.S. Ratify the UN's Children's Rights Convention?" *Huffington Post*.
[Note: RSL Gateway Program Applications are Due by 11:59pm!]

January 20 Section—Writing in Public Policy

- Smith, *Writing Public Policy*, Chapter 2.

January 24 Types of Policy Solutions I

- Theodore J. Lowi. 1964. "American Business, Public Policy, Case Studies and Political Theory" (Excerpt).

January 26 Types of Policy Solutions II

- Theda Skocpol. "Targeting within Universalism: Politically Viable Policies to Combat Poverty in the United States," [pp. 411-434].

January 27 Section—Resources for Political Analysis of Public Policy

- Bring Laptop to Section

Unit II. Surveying the Policy Scene: The Stage and Key Players

January 31 Institutional Foundations I: Federalism and Government Growth

- Paul E. Peterson. 1995. "Who Should Do What: Divided Responsibility in the Federal System." *Brookings Review*: 7-11.
- Douglas Arnold. 1990. *The Logic of Congressional Action*, Chapter 1.

February 2 Institutional Foundations II: Separation of Powers and Informal Actors

- Barbara Sinclair. 2002. "The 60-Vote Senate": Strategies, Process and Outcomes." In *U.S. Senate Exceptionalism*. Bruce I. Oppenheimer, ed. Columbus, OH: Ohio State University Press, pp. 241-61

February 3 Section—Writing Workshop

- Smith, *Writing Public Policy*, Chapters 5 and 8.
- ***DUE: First Draft of Memo no. 1***

February 7 Political Elites I

- Craig Volden and Alan Wiseman. 2015. “The 5 Habits of Highly Effective Legislators,” Monkey Cage, *The Washington Post*.
- Richard F. Fenno, Jr. 2007. *Congressional Travels: Places, Connections, and Authenticity*, Chapter 6.

February 9 Political Elites II

- Richard F. Fenno, *Congressional Travels*, Chapter 7.
- Nicholas Carnes. 2013. “How Government by the Privileged Distorts Economic Policy.” Scholars Strategy Network (SSN).
- *****DUE: Final Draft of Memo no. 1*****

February 10 Section—Debate: Regulating Marijuana

- “Marijuana Industry.” *Issues for Debate*, Chapter 3 [pp. 53-75].

February 14 Parties, Politics, and Policy

- Samara Klar. 2014. “What Happens when Democrats and Republicans Discuss Partisan Issues?” Scholars Strategy Network (SSN).
- Nolan McCarty. 2007. “The Policy Effects of Political Polarization,” in Paul Pierson and Theda Skocpol, eds. *The Transformation of American Politics: Activist Government and the Rise of Conservatism*. Princeton, NJ: Princeton University Press, pp. 223-49.

February 16 Midterm Examination

February 17 No Section Meetings

Unit III. Policy and the Politics of Influence

February 21 Interest Groups and Lobbyists I

- Deborah Stone, *Policy Paradox*, Chapter 10.

February 23 Interest Groups and Lobbyists II

- Dara Z. Strolovitch. 2012. “Can Advocacy Groups Speak for the Most Disadvantaged?” Scholars Strategy Network (SSN).
- “Unions at a Crossroads.” *Issues for Debate*, Chapter 4 [pp. 77-99].

February 24 Section—Debate: Law Enforcement

- “Police Tactics.” *Issues for Debate*, Chapter 16 [pp. 379-406].

February 28 Subject to Policy: Target Populations

- Anne Schneider and Helen Ingram. 1993. “Social Construction of Target Populations: Implications for Politics and Policy.” *American Political Science Review* 87: 334-47.

March 2 Mass Political Participation, Mobilization, and Public Policy

- Sidney Verba, Kay Lehman Schlozman, and Henry E. Brady. 1997. “The Big Tilt: Participatory Inequality in America,” *The American Prospect* 32: 74-80.
- Steven J. Rosenstone and John Mark Hansen. 1993. *Mobilization, Participation, and Democracy in America*. New York: Macmillan, Chapter 2.

March 3 Section—Writing Workshop

- Smith, *Writing Public Policy*, Chapter 4.
- ***DUE: First Draft of Memo no. 2***

March 7 Political Knowledge and Preference Formation

- Jennifer Hochschild and Katherine Einstein, *Do Facts Matter?*, Norman, OK: University of Oklahoma Press.

March 9 Policy, Public Opinion, and the Media

- Martin Gilens, *Why Americans Hate Welfare*, Chicago: University of Chicago Press, Chapter 5.

March 10 Debate: Climate Change

- “Air Pollution and Climate Change.” *Issues for Debate*, Chapter 1 [pp. 1-23].
- ***DUE: Final Draft of Memo no. 2***

March 14, 16, & 17 Spring Break

Unit IV. The Legislative Process: Attaching Solutions to Problems

March 21 Agenda Setting I

- John W. Kingdon. 2003. *Agendas, Alternatives and Public Policy*. New York: Longman, Chapter 5.
- Thomas F. Remington. 2013. “Why America Needs another ‘Sputnik Moment’ to Tackle National Challenges.” Scholars Strategy Network (SSN).

March 23 Agenda Setting II

- Frank R. Baumgartner and Bryan D. Jones. 1993. *Agendas and Instability in American Politics*. Chicago, IL: University of Chicago Press, Chapter 8.

March 24 Section—Group Project: Agenda Setting and the Media

- Smith, *Writing Public Policy*, Chapter 3.
- Bring Laptop to Section

March 28 Policy Design and Decision Making I

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

March 30 Policy Design and Decision Making II

- Suzanne Mettler. 2011. “Why Americans Can’t See Government—And Why It Matters.” Scholars Strategy Network (SSN).
- “Racial Conflict.” *Issues for Debate*, Chapter 11 [pp. 249-272].

March 31 Section—Writing Workshop

- Smith, *Writing Public Policy*, Chapter 7.
- ***DUE: First Draft of Memo no. 3***

April 4 Policy Legitimation I

- Minimum Wage Hearing of the Committee on Health, Education, Labor, and Pensions. United States Senate, 113th Congress, 2nd Session, March 12, 2014. [READ CAREFULLY: pp. 1-24, 40-46, 58-69; SKIM the rest]

April 6 Policy Legitimation II

- Deondra Rose. 2015. "Regulating Opportunity: Title IX and the Birth of Gender-Conscious Higher Education Policy." *Journal of Policy History* 27(1): 157-183.

*****DUE: Final Draft of Memo no. 3*****

April 7 Section—Debate: Campus Sexual Assault

- "Campus Sexual Assault." *Issues for Debate*, Chapter 9 [pp. 199-220].

April 11 Policy Implementation and Administration

- "FDR Signs G.I. Bill." 2009. Brief Summary. Available at www.history.com
- Suzanne Mettler. 2005. *Soldiers to Citizens: the G.I. Bill and the Making of the Greatest Generation*. New York: Oxford University Press, Chapter 4.

April 13 Policy Sustainability and Evaluation

- Eric Patashnik. 2008. *Reforms at Risk: What Happens After Major Policy Changes are Enacted*. Princeton, NJ: Princeton University Press, Chapter 1.

April 14 Section—Writing Workshop

- Smith, *Writing Public Policy*, Chapter 6.
- "How to Write an Op-Ed Article." Duke Office of News & Communications. Available at: http://newsoffice.duke.edu/duke_resources/oped
- Schanzer, David and Jay Sullivan. 2014. "Cancel the Midterms," *The New York Times*. Available at: <http://www.nytimes.com/2014/11/03/opinion/cancel-the-midterms.html?ref=opinion&r=1>

*****DUE: First Draft of Op-Ed [Assignment no. 4]*****

Unit V. Public Policy, Citizenship, and American Democracy

April 18 Policy Feedback

- Andrea Louise Campbell. 2002. "Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens," *American Political Science Review* 96: 565-74.

April 20 Public Policy and Democratic Responsiveness + RSL Presentations

- Martin Gilens. "Who Gets What They Want from Government?" Scholars Strategy Network (SSN).
- Larry Jacobs and Robert Shapiro. 2000. *Politicians Don't Pander: Political Manipulation and the Loss of Democratic Responsiveness*. Chicago, IL: University of Chicago Press, Chapter 1.

April 21 Section—Final Exam Review

April 25 Politics and the Art of Problem Solving with Public Policy

- *****DUE: Final Draft of Op-Ed [Assignment no. 4]*****
- Bring laptop to class for course evaluations.

Final Examination—Tuesday, May 2th from 7:00 PM-10:00 PM (Sanford 03)

PUBPOL 301 Friday Section Syllabus

January 13 Section Overview and Introductions

- Smith, *Writing Public Policy*, Preface and Chapter 1.

January 20 Writing and Public Policy

- Smith, *Writing Public Policy*, Preface and Chapter 2.

January 27 Resources for Political Analysis of Public Policy

- Bring Laptop to Section

February 3 Writing Workshop

- Smith, *Writing Public Policy*, Chapters 5 and 8.

*****DUE: First Draft of Memo no. 1*****

February 10 Debate: Regulating Marijuana

- “Marijuana Industry.” *Issues for Debate*, Chapter 3 [pp. 53-75].

February 17 No Section Meetings

February 24 Debate: Law Enforcement

- “Police Tactics.” *Issues for Debate*, Chapter 16 [pp. 379-406].

March 3 Writing Workshop

- Smith, *Writing Public Policy*, Chapter 4.

*****DUE: First Draft of Memo no. 2*****

March 10 Debate: Climate Change

- “Air Pollution and Climate Change.” *Issues for Debate*, Chapter 1 [pp. 1-23].

*****DUE: Final Draft of Memo no. 2*****

March 17 Spring Break

March 24 Group Project: Agenda Setting and the Media

- Smith, *Writing Public Policy*, Chapter 3.
- Bring Laptop to Section

March 31 Writing Workshop

- Smith, *Writing Public Policy*, Chapter 7.

*****DUE: First Draft of Memo no. 3*****

April 7 Debate: Campus Sexual Assault

- “Campus Sexual Assault.” *Issues for Debate*, Chapter 9 [pp. 199-220].

April 14 Writing Workshop

- Smith, *Writing Public Policy*, Chapter 6.
- “How to Write an Op-Ed Article.” Duke Office of News & Communications. Available at: http://newsoffice.duke.edu/duke_resources/oped
- Schanzer, David and Jay Sullivan. 2014. “Cancel the Midterms,” *The New York Times*. Available at: http://www.nytimes.com/2014/11/03/opinion/cancel-the-midterms.html?ref=opinion&_r=1

*****DUE: First Draft of Op-Ed [Assignment no. 4]*****

April 21 Final Exam Review