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, unequal 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 also 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 knowledge and skills necessary to engage in powerful policy analysis that takes politics seriously. Throughout the semester, we will combine solid conceptual and analytical grounding with application in the form of policy case-studies and skill building activities. These elements are intended to provide a point of departure for students whose interests lie in domestic, international, and/or comparative contexts. Additionally, given that this is a writing-in-the-disciplines course, we will devote particular attention to the development of strong public policy research and writing skills, which we will use to make direct contributions to real-world policy making efforts.
Course Objectives
1. Become familiar with core theories, concepts, and analytical tools for analyzing public policy from a perspective that takes politics seriously. Students should develop knowledge and skills that contribute to a solid foundation for subsequent courses in public policy and other social sciences.

2. Apply rigorous political analysis to real-world policy cases.

3. Enhance analytical and communication skills via discussions, group activities, and intensive writing exercises, and drawing upon those skills to contribute to real-world policy making efforts.

Assignments/Grading
Participation
- Engaged Attendance/Discussion Facilitation (5%)
- Event Attendance (5%)
- Policy Solution Plan (Team) 25%
- Duke Sanford PolicyLab 25%
  - Team Memo (20%)
  - Team Infographic (5%)
- Op-Ed (Individual) 10%
- Analytical Paper (Take-home Final) 30%

You will receive detailed guidelines for completing each assignment; but as a general overview, the assignments are as follows (note: all paper assignments must be submitted as Word documents):

Policy Pitch (Team)  First Draft: 2/19 Final Draft: 3/2
- You will research and develop a policy proposal offering a solution to a selected issue/problem.
- Teams will submit final proposals to the Polis Policy Solutions competition.

PolicyLab Memo (Team)  First Draft: 3/18 Final Draft: 4/1
- 3-page memo informing, analyzing, and making politically informed policy recommendations in response to a policy question submitted by a North Carolina policymaker or advocate

PolicyLab Infographic (Team)  First Draft: 3/18 Final Draft: 4/1
- 1-page data visualization tool that raises awareness of the topic that you and your teammates investigated for your first group policy memo; intended for a general audience

- A brief opinion piece (725-750 words) that could be published on the editorial page of a national or regional newspaper, like the Raleigh News & Observer, the New York Times, or the Washington Post

Analytical Paper (Individual)  Due: by 4/28 at 11:59pm
- For this take-home final exam, you will write a short analytical essay in response to a prompt. This assignment is designed to be completed in a 3-hour exam block.
Like all core public policy courses, I adhere to a policy that restricts the top grades only to truly exceptional work.

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<tr>
<th>Grade</th>
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<th>Description</th>
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<tr>
<td>A</td>
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**Participation**

_**Engaged Attendance:**_ Students are expected to attend all meetings, to arrive punctually, and to engage in active participation during each session. Please remain fully engaged and observe courteous behavior during all meetings. Late work will not be accepted without penalty.

_**Discussion Facilitation:**_ For case study sessions, we will break into 6 discussion groups (students will participate in their respective TA’s breakout group). Students will sign up to serve as discussion facilitator for one of these sessions. At the beginning of these sessions, facilitators will help begin the conversation by offering a brief (~4-5 min.) informal presentation that includes the following items:

1. A brief **overview** of the central arguments from the readings and key take-aways (no more than 1 minute of review/summary!);
2. **Reflections** on the reading—e.g., what you liked about it, what you didn’t like, things that you wanted to know more about, connections to theories/course concepts/other readings, etc.;
3. An overview of your **political analysis** of the case (what are the key political forces at play?);
4. **At least three questions** to help guide the group’s discussion

You should submit these items in writing (electronically; ~1 page) to your TA before the beginning of the discussion session (if you wish, you may also give your TA permission to share your document with your discussion group).

_**Event Attendance:**_ Students can earn up to 10 points for attending select politics-related events this semester (January 20-April 23, 2021). I will provide a list of pre-approved events that are worth 2 points each. We understand that schedules may make it difficult for students to attend these pre-approved events, so we will also consider accepting individually-approved events for a value of 1 point. To earn points for individually-approved events, students must have approval prior to attending; and to receive credit, students must submit a short analysis. We will provide additional details in class.

_**Duke Sanford PolicyLab**_

As an associate in the Duke Sanford Policy Lab, you will develop your policy research and composition skills by crafting an introductory research memo in response to an actual question posed by a North Carolina policymaker or policy advocate. You and your PolicyLab team will produce a team memo and a team infographic. Group members should be selected from your Case Study Breakout/TA group. Please reach out to your TA if we can provide assistance with forming a group.

_**Analytical Paper (Take-home Final Exam)**_

There will be a take-home final exam that is **due by Wednesday, April 28th at 11:59pm**. This cumulative exam will allow you to demonstrate your knowledge of course concepts and your ability to apply them to relevant situations. **This assignment must be submitted as a Word document.**
The Duke Compact
The Duke Compact recognizes our shared responsibility for our collective health and well-being. Please be reminded that by signing your name to this pledge, you have acknowledged that you understand the conditions for being on campus. These include complying with university, state, and local requirements and acting to protect yourself and those around you. For complete language and updated policies, please visit https://returnto.duke.edu/compact/.

Duke Community Standard and Academic Integrity
All students, whether residing on campus or learning remotely, must adhere to the Duke Community Standard (DCS): Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, and accountability. Citizens of this community commit to reflect upon these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:
Students affirm their commitment to uphold the values of the Duke University community by signing a pledge that states:

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

Regardless of course delivery format, it is the responsibility of all students to understand and follow Duke policies regarding academic integrity, including doing one's own work, following proper citation of sources, and adhering to guidance around group work projects. Ignoring these requirements is a violation of the Duke Community Standard. If you have any questions about how to follow these requirements, please contact Jeanna McCullers, Director of the Office of Student Conduct.

Mental Health and Wellness Resources
If your mental health concerns and/or stressful events negatively affect your daily emotional state, academic performance, or ability to participate in your daily activities, many resources are available to you, including ones listed below. Duke encourages all students to access these resources, particularly as we navigate the transition and emotions associated with this time. Duke Student Government has worked with DukeReach and student advocates to create the Fall 2020 “Two-Click Support” Form, and DukeReach has expanded its drop in hours as well.

- **DukeReach.** Provides comprehensive outreach services to identify and support students in managing all aspects of wellbeing. If you have concerns about a student's behavior or health visit the website for resources and assistance. [http://studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)
- **Counseling and Psychological Services (CAPS).** CAPS services include individual, group, and couples counseling services, health coaching, psychiatric services, and workshops and discussions. (919) 660-1000
- **Blue Devils Care.** A convenient and cost-effective way for Duke students to receive 24/7 mental health support through TalkNow. [bluedevilscare.duke.edu](http://bluedevilscare.duke.edu)

Managing daily stress and self-care are also important to well-being. Duke offers several resources for students to both seek assistance on coursework and improve overall wellness, some of which are
listed below. Please visit https://studentaffairs.duke.edu/duwell/holistic-wellness to learn more about

- **The Academic Resource Center**: (919) 684-5917, theARC@duke.edu, or arc.duke.edu,
- **DuWell**: (919) 681-8421, duwell@studentaffairs.duke.edu, or https://studentaffairs.duke.edu/duwell), and
- **WellTrack**: https://app.welltrack.com/

**Accessibility**
In addition to accessibility issues experienced during the typical academic year, I recognize that remote learning may present additional challenges. Students may be experiencing unreliable wi-fi, lack of access to quiet study spaces, varied time-zones, or additional responsibilities while studying at home. If you are experiencing these or other difficulties, please contact me to discuss possible accommodations.

**Academic Accommodations**
The Student Disability Access Office (SDAO) will continue to be available to ensure that students are able to engage with their courses and related assignments. Students should be in touch with the Student Disability Access Office to request or update accommodations under these circumstances.

Zoom has the ability to provide live closed captioning. If you are not seeing this, and but would like to see this feature, please reach out to your instructor for assistance.

**Assistance with Zoom or Sakai**
*For technical help with Sakai or Zoom, contact the Duke OIT Service Desk at https://oit.duke.edu/help. You can also access the self-service help documentation for Zoom here and for Sakai here. The ARC (Academic Resource Center) has a student-friendly learning online guide and Zoom instructions here. Look on the sidebar on the left.*
January 21  Introduction + The Politics of Public Policy
● Terry Sanford: A Legacy of Service. (Approx. 75 min.)

January 26  Policy Goals: What is “Good” Public Policy?

January 28  How to Do Political Analysis

February 2  How to Do Policy Research + Crafting a Policy Memo
● Explore the Duke University Library Website’s Public Policy Research Guide.
● Duke Policy Bridge. “How to Write a Policy Memo”
● Bob Behn. “The Craft of Memo Writing”

February 4  Groups, Policy, and the Politics of Competing Interests
● Kimberlé Crenshaw. The Urgency of Intersectionality. Ted Talk. (Approx. 19 min.)

February 9  The Politics of Problems: Moving Challenges to the Policy Agenda

February 11  Case Study: K-12 Education

February 16  Policy Pitch Workshop

February 18  Public Policy and The Politics of Discourse
● “Civil Rights Activist, Ex-Klansman C.P. Ellis.” Obituary segment featuring Ann Atwater. 2005. NPR. (Approx. 4 min.)
February 23  Designing Public Policy Solutions
- Suzanne Mettler. 2011. The Submerged State. Chicago, IL: University of Chicago Press. [Chapters 1 and 2]

February 25  Case Study: Health Care Policy + COVID-19

March 2  Policy Design and Legitimation
- Douglas Arnold. 1990. The Logic of Congressional Action. [Chapter 1]

March 4  Skill Building: Advocate Like A Boss

March 9  No Classes

March 11  Public Policy on the Ground: Implementation and Sustainability
- Eric Patashnik. 2008. Reforms at Risk. [pp. 1-6; 16-22; 25-34]

March 16  PolicyLab Workshop
- Review Duke Sanford PolicyLab Website: https://sites.duke.edu/policylab/
- Review Sample Memos and Infographics (in Sakai)
- How to Design Infographics (Canva blog)
- 101 Infographic Examples and Infographic Cheat Sheet (Piktochart)
March 18  Case Study: The G.I. Bill
● The Servicemen’s Readjustment Act, June 22, 1944. [pp. 77-85]

March 23  Political Engagement (Mass- and Elite-Level) and Policy

March 25  Policy Feedback and Structural Inequality

March 30  PolicyLab Workshop

April 1  Policy, Public Opinion, and the Media
● George Gallup. 1939. “Polling the Public” from *Public Opinion in a Democracy*. (Excerpt)
● “*When Local News Dries Up,*” Ways & Means Podcast Featuring Prof. Phil Napoli. (Approx. 24 min.)

April 6  Op-Ed Workshop
● Duke University Style Guide. “How to Write an Op-Ed Article.”
● Review sample op-eds (in Sakai)

April 8  Case Study: Wilmington 1898, Confederate Monuments, and the Politics of Memory
● John Hood. 2017. “There has to be a better way to oppose Confederate Monuments than vandalizing them.” The News & Observer. Raleigh, NC.
● Adam Lovelady. 2017. “Statues and Statutes: Limits on Removing Monuments from Public Property.”

***Due by 11:59pm: First Draft of Op-Ed (Individual)***

April 13  Case Study: Reparations
● “Reparations: How It Could Happen,” Ways & Means Podcast featuring Prof. Sandy Darity. (Approx. 22 min.)

April 15  Case Study: Case Study: Housing Policy
● “Housing Segregation and Redlining in America: A Short History.” Video. NPR. (Approx. 7 min.)

April 20  PolicyLab Press Conferences

***Due by 11:59pm: Final Draft of Op-Ed (Individual)***

April 22  Policy Lab Press Conferences + Course Evaluations

***Final Paper Due by 11:59pm Wednesday, April 28 ***