

Government Number
Introduction to Public Policy
Undergraduate
Unique Number
Semester Year

Instructor: Rachel Navarre
Office:
Office Hours:

email.
Class Time:
Class Location:

Teaching Assistants:

Course Description: This course will focus on how public policy is made, emphasizing the role of ideas and information in the policy process. How do interest groups, elected leaders and appointed officials decide an issue a) requires a government response and b) choose a policy solution for that issue? The class will also explore models of decision-making that attempt to explain how people and institutions process information.

During this course, you will study the approaches used by political scientists to understand public policymaking, and see how these approaches address current public policy issues. You should also develop an understanding of the major policymaking institutions in the United States. You will also develop in-depth knowledge about a policy topic or issue through a research project that will draw on skills you have developed in this course and other political science courses.

This course is meant to tie theories of the public policy process to how public policy is designed, chosen, implemented and evaluated in the US. We will continue to incorporate these theories into our discussion of the case studies in the second part of the course. Using issues in health care, social, education and environmental policy, we will discuss if policy can be neutral, the role of facts and misperceptions. We'll also look at policy indicators and how policies are evaluated.

Course Requirements: Students are required to attend each lecture and complete the assigned readings before each meeting of the class. The readings are meant to provide you with the necessary background information to participate in class discussions, which is required. You are expected to complete all assignments and turn them in at the beginning of class on the due date listed in the syllabus and to take the exams at the assigned time.

Required Text & Materials

Kevin Smith and Christopher Larimer. 2009. *The Public Policy Theory Primer*, Westview Press.

Class Communication: In this class, I will use Canvas (a web-based course management system) accessed at <http://canvas.utexas.edu>. The syllabus, additional readings, and announcements will be posted on Canvas. Students are expected to check Canvas on a regular basis. Please refer to the ITS Help Desk at 512-475-9400 to find support in using Canvas. Important announcements may also be made during class, without other notice.

Class Email Policy: Before contacting the instructor about questions regarding class policies, please re-check the syllabus. I will only answer emails during my normal business hours, typically Mon-Fri 9 am-5 pm. Please be aware that depending on the time you send me an email, and the time I check my email, you may receive an answer the following **business** day.

Email will be used to communicate class changes through Canvas. All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

The University of Texas Code of Conduct: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Scholastic Dishonesty: According to the University, "Academic dishonesty" or 'scholastic dishonesty' includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two classes without the prior permission of the instructor), or the attempt to commit such an act" (General Information Catalogue Sec. 11-402. *Academic Dishonesty*).

By accepting this syllabus, you have agreed to avoid academic and scholastic dishonesty as outlined in the General Information Catalogue. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. For more information on scholastic dishonesty, please visit the Student Judicial services Web site at http://deanofstudents.utexas.edu/sjs/acint_student.php

Students with Disabilities: Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or <http://www.utexas.edu/diversity/ddce/ssd>. If you require accommodation, it is your responsibility to bring your accommodation letter to me early in the semester so we can work out arrangements. It is also the student's responsibility to schedule exams with SSD.

Other Resources for Students: At UT, there are many resources for students dealing with academic or personal concerns. This website <http://www.utexas.edu/students/> provides links to many of these resources, including (but not limited to) Veteran Support Services, Diversity Services, the UT Campus Climate Response Team, the Sanger Learning Center for Academic Support and the Writing Center. These services are for

you as a student, and I encourage you to use them as needed. The earlier you go to them, the more help and support they can provide.

The Behavioral Concerns Line (BCAL) number is 512-232-5050.

Religious Holy Days: By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class or an examination in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation: Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office. Information regarding emergency evacuation routes and emergency procedures can be found at <http://www.utexas.edu/emergency>.

Grading: This course will use plus/minus grades. Scores of 0.50 and higher will be rounded up, and scores that are 0.49 or lower will be rounded down.

Your final grade will be made up of the following:

Exam One (25%)	Research Paper Rough Draft (10%)
Exam Two (25%)	Research Paper (25%)
Research Paper Proposal (5%)	Participation (10%)

Your final grade will be calculated and converted into a letter grade using the following percentages:

A >93	B- 80-82	D+ 67-69
A- 90-92	C+ 77-79	D 63-66
B+ 87-89	C 73-76	D- 60-62
B 83-86	C- 70-72	F <60

Exams: There will be two exams in this course. Each exam will be based both on readings and lectures. Exams will not be cumulative. The first exam will focus on the history of American immigration policy and will be administered in class. The second will be a take home open book exam due on the scheduled exam date.

Research Paper: You will be writing a policy memo in this class. Below is a brief description of the project, but it will be discussed more in class. This paper will identify the political problem and the groups affected by it. You are expected to compare and

contrast how different stakeholders have defined this issue, what solutions these different definitions imply and what tradeoffs they require. Are any of these groups attempting to connect the issue to a larger political philosophy? The second part of this paper will focus on the feasibility of alternative solutions. What are some of the barriers that would need to be overcome for these policies to pass? Are they in line with the existing national opinion or values? Are the benefits of this policy diffuse or concentrated? What about the costs?

Grading Appeals/Questions: After I have returned or made the grades available to the class on Canvas, you have one week from that day to question the grade. If you wish to appeal the grading on a question you must submit an appeal **in writing via email** that outlines your concerns, and why you think re-grading is required. Grades are confidential. If you wish to discuss your grades, please contact me to schedule an appointment or visit me during my office hours.

Absences/Makeup Exam Policies: You are required to attend exams. Unexcused absences from examinations will result in a score of zero for that exam. Make-ups will only be allowed under extreme emergencies (accident, illness, or university or legal obligation per the University Handbook). You must present prior documentation, such as a letter from your doctor or a letter from the appropriate university authority for university events if you need to take the make-up exam.

It is the student's responsibility to contact the instructor about a missed exam. With the exception of documented hospitalization or other extreme circumstances, students are required to contact the instructor before the missed exam. In case of unexpected emergencies, the student must contact the instructor within three (3) days of missing the scheduled exam. If the student fails to do so, they will be assigned a zero for that exam.

The instructor reserves the right to change the format of the exam for any exam given outside of normally scheduled exam times. The instructor will inform the student of the time and date of makeup

Class Calendar and Reading Assignments

I reserve the right to adjust the schedule as needed. Each date lists the topic of class, the readings you should complete before that class starts and assignment due dates. If an assignment is due, it will be noted after the class topic. If a reading is not in the Public Policy Theory Primer (PPTP), you will find a copy of it posted in Canvas or a link to the document

Day	Topic	Readings
Wed 8/27	Course Introduction	none
Fri 8/28	Introduction to Public Policy	<ul style="list-style-type: none"> • Peter deLeon. "The historical roots of the field." In Michael Moran, Martin Rein, and Robert E. Goodin, editors, <i>The Oxford Handbook of Public Policy</i>, pages 39–57. Oxford University Press, Oxford, 2006 • Chapter 1, PPTP
Labor Day	NO CLASS	none

Wed 9/3	Historical Theories	<ul style="list-style-type: none"> • Ch 2 PPTP
Fri 9/5	Decision Making- Rational Choice, Collective Action	<ul style="list-style-type: none"> • PPTP 49-50 intro, Rational Choice Section Rat choice pg 66- 69, • Shepsle & Bonchek, Ch 1 (pp. 5–14), Ch 2 (pp 15-35), Collective Action, Ch 9
Mon 9/ 8	Decision Making- Group Choice, Public Goods, Externalities, IRC	<ul style="list-style-type: none"> • Collective action PPTP, 56- 65, 69- 73 • Shepsle & Bonchek, Chapter 10 • “The New Institutionalism” Section on IRC
Wed 9/10	Bounded Rationality	<ul style="list-style-type: none"> • Bounded rationality PPTP, 50- 56; • Jones, Bryan, and Herschel F. Thomas. 2013. “Bounded Rationality and Public Policy Decision-Making.” • Conclusion PPTP 73- 74
Fri 9/12	Policy Process Theories/ Advocacy Coalitions	<ul style="list-style-type: none"> • Advocacy Coalitions- primer 75-83 • Article
Mon 9/15	Punctuated Equilibrium	<ul style="list-style-type: none"> • PPTP 83- 90 • Article
Wed 9/17	Multiple Streams and Garbage Cans	<ul style="list-style-type: none"> • PPTP Garbage Cans and Windows- 90-95, Conclusion 95-98 • Article
Fri 9/19	Social Construction PAPER DISCUSSION IN CLASS	<ul style="list-style-type: none"> • PPTP Chapter 8, 181- 207 • Deborah A. Stone, "Causal Stories and the Formation of Policy Agendas," <i>Political Science Quarterly</i>
Mon 9/22	How do we design policies and what info should we use?	<ul style="list-style-type: none"> • David L. Weimer. “Policy analysis and evidence: A craft perspective”. <i>Policy Studies Journal</i>, • Thomas E. James and Paul D. Jorgensen. “Policy knowledge, policy formulation, and change: Revisiting a foundational question.” <i>Policy Studies Journal</i>
Wed 9/24	What Should we Do?	<ul style="list-style-type: none"> • PPTP Chapter 5 (101-127)
Fri 9/26	What Should we Do? part II PAPER PROPOSAL DUE	<ul style="list-style-type: none"> • Christopher M. Weible, Tanya Heikkila, Peter deLeon, and Paul A. Sabatier. “Understanding and influencing the policy process.” <i>Policy Sciences</i> • May, Peter J., Chris Koski, and Nicholas Stramp. 2015. “Issue Expertise in Policymaking.” <i>Journal of Public Policy</i>
Mon 9/29	Implementation- How do we do it?	<ul style="list-style-type: none"> • Chapter 7
Wed 10/1	Implementation	<ul style="list-style-type: none"> • Dan Wood and Richard Waterman. 1993. “The Dynamics of Political Control of the Bureaucracy”. <i>American Political Science Review</i> • Sabatier, Paul. 1986. Top-Down and Bottom-up Approaches to Implementation Theory. <i>Journal of Public Policy</i>
Fri 10/3	Impact analysis and program evaluation	<ul style="list-style-type: none"> • PPTP Chapter 6 • Bovens and Kuipers. 2006 “The Politics of Policy Evaluation” <i>Oxford Handbook of Public Policy</i>
Mon 10/6	Looking at evidence-	<ul style="list-style-type: none"> • Maria Konnikova. 2014 “I don’t want to be right” <i>The</i>

	the role of misinformation in analyzing policies	<i>New Yorker</i> . • Dunning, David. 2014. “We are all Confident Idiots” <i>Pacific Standard</i>
Wed 10/8	Where do we go from here?	• PPTP Chapter 9 and 10
Fri 10/10	Review	• Bring any questions you have on the readings, lectures, papers etc.
Mon 10/13	EXAM 1	
Case Studies		
For Health Care, we will focus on how information, collective action problems, externalities, and moral hazard all play a role in creating and assessing public policy		
Wed 10/15	Health Care- Creating the story	• Cambell, Andrea. 2012. “Down the Insurance Rabbit Hole.” • Cambell, Andrea, 2012. “Getting the Poor to Get Help” • Kasperkevic, Jana 2014. “Millennials on Obamacare: What do you mean affordable?”
Fri 10/17	Evidence and Preferences	• Jewell and Bero. 2008. “Developing good taste in evidence: facilitators and hinderances to evidence-informed health policy making in state government.” <i>Milbank Quarterly</i> . • Martin, Cathie Jo. 1995. “Nature or Nurture? Sources of Firm Preferences for National Health Reform.” <i>American Political Science Review</i>
Mon 10/20	Collective Action and Health Care Reform	• Clemmitt, Marcia. 2010. “Health Care Reform: is the Landmark Plan a Good Idea?” CQ Researcher 20 (22):505-528
Wed 10/22	Moral Hazard	• Stone, Deborah. 2011. “Behind the Jargon: Moral Hazard.” <i>Journal of Health Politics, Policy and Law</i> 36(5): 886-896
Fri 10/24	Did Obamacare Work?	• NYTimes Room for debate. The Health Care Law’s Checkup
For this section on Social Policies and Poverty, we will focus mainly on framing and social construction issues, and how changing these changes the solutions proposed for poverty. We’ll also look at the controversy of measuring poverty.		
Mon 10/27	Background on Poverty and Social Policies ROUGH DRAFT DUE	• Somers M. R. & Block, F. (2005). From poverty to perversity: Ideas, markets, and institutions over 200 years of welfare debate. <i>American Sociological Review</i> . • R. Rector and K. Johnson, “Understanding Poverty in America,” Heritage Foundation Backgrounder #1713
Wed 10/29	Framing and reform	• Max Rose and Frank Baumgartner. 2012. “Framing the Poor.” • Bane, M. J. & Ellwood, D. T. 1994. Welfare Realities: From rhetoric to reform. Chapter 5: Reducing poverty by replacing welfare 145-162. • Danziger, S. K. (2010). “The Decline of Cash Welfare and Implications for Social Policy and Poverty.” <i>Annual Review of Sociology</i> .
Fri 10/31	Why did reform	• L. Mead, 2007. “Why Welfare Reform Succeeded,”

	happen?	<i>Journal of Policy Analysis and Management</i>
Mon 11/3	Measuring policy success	<ul style="list-style-type: none"> • R. Blank and M. Greenberg. 2008. "Improving the Measurement of Poverty," Brooking Institution, Hamilton Project. • U.S. Bureau of the Census: "How the Census Bureau Measures Poverty"
Wed 11/5	Judging the Results	<ul style="list-style-type: none"> • S. Parrott and A. Sherman, 2007. "TANF's Results are More Mixed than is Often Understood," <i>Journal of Policy Analysis and Management</i>, • L. Mead, 2007. "Response to Parrott and Sherman," • S. Parrott and A. Sherman, 2007. "Response to Mead," • Danziger, S. (2007). Fighting poverty revisited: What did researchers know 40 years ago? What do we know today? <i>Focus</i>. 25 (1), 3-11.
Education Policy- With this section, we will focus on questions of implementation, program evaluation, and how we can test if a program succeeds or not.		
Fri 11/7	Introduction to Issues in Education Policy	<ul style="list-style-type: none"> • Kober, Nancy (2006). "A Public Education Primer: Basic (and Sometimes Surprising) Facts about the U.S. Education System." Center on Education Policy. (Canvas)
Mon 11/10	A very, very brief overview of some of the debates in education policy	<ul style="list-style-type: none"> • Goldstein, Dana. 2009. "The Education Wars." <i>American Prospect</i>. (link) • CQ Researcher Education 2015. (link)
Wed 11/12	Education Policy- a way to end poverty?	<ul style="list-style-type: none"> • James Traub, "What No School Can Do," <i>New York Times Magazine</i>
Fri 11/14	Education policy- what works? How do we test it? Are we creating perverse incentives?	<ul style="list-style-type: none"> • Room for debate- Is testing students the answer to America's education woes? • Washington Post "If This Isn't School Reform Failure, What is? (link) • USAToday. "When Standardized Test Scores Soared in DC, were the Gains Real?"
Mon 11/17	Analyzing Policy- how to suggest a policy or write policy advice	<ul style="list-style-type: none"> • Uploaded documents on Canvas
Wed 11/19	Suggesting Solutions- policy paper examples	<ul style="list-style-type: none"> • Brookings "Identifying Teachers Using Performance on the Job." • Heritage Foundation "School Choice in America 2011: Education Opportunity Reaches New Heights."
Climate Change- For this case study, we will focus on the issue of incorporating science and expertise into policy making- how and why does science become politicized?		
Fri 11/21	Climate Change Intro	<ul style="list-style-type: none"> • Jennifer Weeks, "Climate Change: Will Governments Act to Curb Rising Temperatures?" <i>CQ Researcher</i>
Mon 11/24	Science in policy making	<ul style="list-style-type: none"> • "Scientific Consensus on Climate Change", Science • "Global Warming Deniers", Newsweek • "Industry Ignored its Scientists", New York Times • D. Demeritt: "The construction of global warming and the politics of science"
Wed 11/26	Cost Benefit Analysis	<ul style="list-style-type: none"> • "The Economics of Global Climate Change" 19-30 • CFR. Economic Challenges of Climate Change (link)

		<ul style="list-style-type: none"> • Rethinking How to Split the Costs of Carbon Emissions.” Eduardo Porter, York Times, December 24th, 2013.
Holiday	No Class	WRITE
Mon 12/1	Policy Solutions to Global Warming	<ul style="list-style-type: none"> • Thomas Lyon, “Voluntary versus Mandatory Approaches to Climate Change Mitigation,” • RFF Issue Brief 03-01, 2003. • NY Times room for debate Can the market stave off global warming? • CFR. Global climate change regime (link)
Wed 12/5	Class wrap up, Exam preparation	Bring any questions you have to class today.
TBA	Final EXAM	