

Political Science ###
Introduction to Public Policy
(Sample Syllabus)

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Course Description

This course provides an introduction to public policy theory, analysis, and process. It is aimed at students with no prior knowledge in the area or the study of public policy, but a desire to understand how public policy is made, from agenda setting to analysis of policy outcomes. This course introduces you to analytic frameworks for thinking about various aspects of the policymaking process. We will study the role of actors inside and outside the government, including political parties, interest groups, and the public sector.

There is a vast diversity across policy contexts and policy actors. This makes it important to survey a variety of policy issues that will help us understand how and why policy choices are made and the degree of success they have in addressing policy problems. This course will provide an overview of this diversity and a deeper examination of several policy topics, including health care, poverty and inequality, and immigration.

Course Objectives

Over the course of the semester, students will familiarize themselves with the survey of public policy literature offered by the course. Students will learn to think carefully about the institutions involved in the policymaking process and develop their own analysis of the process.

Students will gain a working knowledge of the challenges policy actors face and the opportunities they have to resolve policy problems. While students will become more familiar with the specific policy issues this course will cover, they will also develop a set of general conceptual skills for thinking about policy problems and solutions.

Course Requirements

The requirements for the course are first and foremost regular class attendance twice a week, reading of the assigned materials posted on Sakai, and **active participation** in class discussions.

Attendance is obligatory. You have one unexcused absence and I will excuse your absence in reasonable cases. However, you need to contact me ahead of the class session that you miss. If you miss more than 4 classes without prior and valid excuse, as assessed through random attendance sheets, you will fail this course.

I expect everyone to extend me and the rest of the class the basic courtesy of **arriving on time**. I understand that life is complicated but late arrivals are disruptive and distracting and so I appreciate your cooperation.

Please come to office hours or contact me by e-mail if you have questions or concerns. If you have any kind of problem with the course or with life, please **communicate** with me. Let me know if my office hours are not at a convenient time for you and we will set an appointment. Do not let missed classes and assignments get out of hand. I am willing to work with you to help you succeed, but I cannot do so retroactively at the end of the semester. To be clear: I will let you know when you have accumulated 4 absences and will automatically give you a failing grade if you miss another one. There is a lot we can do early in the semester and very little once the semester is finished.

Students are expected to come to each session **ready for a lively discussion** that will help us all better understand the development of public policy.

The following are some guidelines to help you get started:

- *Speak up!* Ask the second you have a question or a comment. It is very possible that others may have the same concerns you do.
- *Respect* one another. Differences of opinion are likely and also desirable, and this can provide an opportunity for intellectual development. *Listen to other students'* questions, express your disagreements with respect and value your colleagues' opinion as if they were your own.
- *Turn off your cell-phones.*
- *Stick to pen and paper* to take notes and forget about your computers.

Course Evaluation

Participation	25%
Midterm exam	20%
Term paper	30%
Final exam	25%

Exams

The midterm will be an in-class written exam consisting mainly of short-answer questions.

The final exam will consist of identification prompts and essay questions.

Paper

Each student in the class must write a 10-pages analytic paper due at the end of the semester. The analytic papers have to be double-spaced, no larger than 12-point font, and they should be no longer than 10 pages. You will need to consult a minimum of 5 scholarly sources other than materials presented in class. I encourage you to seek the help of the Writing Center if this is your first or second research paper.

I will post a list of choices for policies and instructions on Sakai. If you have an idea for a topic that would interest you more, **you must clear this topic with me** before you start working on it. An abstract (one or two paragraphs stating the question you will pursue and how you will do it) and an outline of the paper will be due after the midterm exam.

The paper must be a thoughtful discussion of the policymaking process of a specific policy. You will decide which stage of the process (i.e. agenda setting, policy choice, policy outcomes) your paper will focus on. The paper should provide a clear presentation of the actors involved and the policy context. The paper should not be a literature review or summary of the readings.

I will penalize **late papers**, with one letter grade per day late. I will consider papers late if they are turned in after the beginning of class on the day they are due.

Honor Code

For all course work, the Honor Code applies. The student's signature on her/his work confirms that the Code rules were respected. Familiarize yourself with the Code at <https://studentconduct.unc.edu/honor-system>. You also need to familiarize yourself with the concept and practice of plagiarism in order to make sure that you avoid it. Plagiarism is defined as deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

Take the library's tutorial at <http://www.lib.unc.edu/instruct/plagiarism/> and ask me if you have any questions.

Makeups

There are no makeup exams. Examinations, if missed, can only be made up if (1) a student confronts sickness or medical emergency, or (2) if there are other extenuating circumstances that the instructor deems justifiable. In the case of sickness/medical emergency, the student will be required to present written and verifiable documentation from appropriate medical personnel. In the case of other extenuating circumstances, the instructor will require similar documentation appropriate to the situation. There will be no exceptions to this policy.

Course Schedule

Lecture 1 Class Overview

No required reading

Lecture 2 Introduction to the Public Policy Process

- Adolino, Jessica R. and Charles H. Blake. 2011. *Comparing public policies: issues and choices in industrialized countries*. Washington, D.C.: CQ Press. Chapter 1: The Policy Process.

Lecture 3 Theoretical Foundations I

- Bachrach, Peter and Morton Baratz. 1962. The Two Faces of Power. *American Political Science Review* 56: 947-52.

- Downs, Athony. 1972. Up and down with ecology: The issue attention cycle. *Public Interest* 28: 38-50.
- Dye, Thomas R. 2017. *Understanding Public Policy*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 15th edition. Chapter 2: Models of Politics.

Lecture 4 Theoretical Foundations II

- Cobb, Roger W., Jeannie Keith-Ross, and Marc Howard Ross. 1976. Agenda Building as a Comparative Political Process. *American Political Science Review* 70: 126–38.
- Workman, Samuel, Bryan D. Jones, and Ashley E. Jochim. 2009. Information processing and policy dynamics. *Policy Studies Journal* 37(1): 75-92.

Lecture 5 Agenda Setting I

- Kingdon, John W. 1995. *Agendas, Alternatives, and Public Policies*. 2d. ed. New York: HarperCollins. Chapters 1, 2, and 3.

Lecture 6 Agenda Setting II

- Kingdon, John W. 1995. *Agendas, Alternatives, and Public Policies*. 2d. ed. New York: HarperCollins. Chapters 4 and 8.
- Baumgartner, Frank R., and Bryan D. Jones. 2009. *Agendas and Instability in American Politics*. 2nd ed. Chicago: University of Chicago Press. Chapter 1 and 2.

Lecture 7 Institutions

- North, Douglas C. 1998. Five propositions about institutional change. In Knight and Sened, ed. *Explaining Social Institutions*. Ann Arbor: University of Michigan Press, pp. 15-26.
- Adolino, Jessica R. and Charles H. Blake. 2011. *Comparing public policies: issues and choices in industrialized countries*. Washington, D.C.: CQ Press. Chapter 3: Political and Economic Dynamics.

Lecture 8 Congress

- Adler, E. Scott, and John D. Wilkerson. 2012. *Congress and the Politics of Problem Solving*. New York: Cambridge University Press. Chapters 1, 2, and 4.

Lecture 9 The Presidency

- Cohen, Jeffrey E. 2012. *The President's Legislative Policy Agenda, 1789–2002*. New York: Cambridge University Press. Introduction (p. 1-13).
- Ingraham, P.W. (1987). Building Bridges or Burning Them? The President, the Appointees, and the Bureaucracy. *Public Administration Review*, 47(5): 425-435.

Lecture 9 Bureaucracy

- Meier, K.J. 1997. Bureaucracy and Democracy: The Case for More Bureaucracy and Less Democracy. *Public Administration Review*, 57(3): 193-199.
- Bertelli, Anthony. 2016. Who are the policy workers and what are they doing? Citizen's heuristics and democratic accountability in complex governance. *Public Performance Management Review*.

Lecture 11 The Courts

- Epstein, L., Knight, J., & A.D. Martin. 2001. The Supreme Court as a Strategic National Policymaker. *Emory Law Journal*, 50: 583-612.
- Miller, Mark Carlton. 2009. *Exploring Judicial Politics*. Oxford University Press, USA. Chapter 13: A Court of Laws or a Super Legislature?

Midterm Exam

Lecture 12 Decision-Making

- Dye, Thomas R. 2017. *Understanding Public Policy*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 15th edition. Chapter 3: Decision-Making Activities.

Lecture 13 Policy Evaluation

- Dye, Thomas R. 2017. *Understanding Public Policy*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 15th edition. Chapter 4: Policy Evaluation.

Lecture 14 Catch-up and Review

No required reading

Lecture 15 Welfare States

Paper Outline Due

- Esping-Andersen, Gøsta. *The Three Worlds of Welfare Capitalism*. Princeton N.J.: Princeton University Press, 1990. Chapters 1, 2, and 3.

Lecture 16 Health Care in the United States I

- Steienmo, S., & J. Watts. 1995. It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America. *Journal of Health Politics, Policy and Law*: 20(2): 329-272.
- Reid, T.R. (2010). *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*. Reprint Ed. New York: Penguin Books. Chapters 1, 2, and 3.

Spring Break

Lecture 17 Health Care in the United States II

- Pande, A.H., Ross-Degnan, D., Zaslavsky, A.M., & J.A. Salomon. 2011. Effects of Healthcare Reforms on Coverage, Access, and Disparities: Quasi-Experimental Analysis of Evidence from Massachusetts. *American Journal of Preventive Medicine*: 41(1): 1-8.
- Garfield, R., Majerol, M., Damico, M., & J. Foutz. 2016. The Uninsured: A Primer - Key Facts about Health Insurance and the Uninsured in the Wake of National Health Reform. Kaiser Family Foundation.

Lecture 18 Health Care in Comparative Perspective I

- Glasscock, R.J. 2010. Health Care Reforms in America: Perspectives, Comparisons and Realities. *QJM: An International Journal of Medicine*, 103: 709-714.
- Adolino, Jessica R. and Charles H. Blake. 2011. *Comparing public policies: issues and choices in industrialized countries*. Washington, D.C.: CQ Press. Chapter 8: Health Care Policy.

Lecture 19 Health Care in Comparative Perspective II

- Huber, Evelyne, and Sara Niedzwiecki. 2015. "Emerging Welfare States in Latin America and East Asia." In *The Oxford Handbook of Transformations of the State*. Edited by Stephan Leibfried et al. Oxford: Oxford University Press.

Lecture 20 Education I

- Dye, Thomas R. 2017. *Understanding Public Policy*. Upper Saddle River, N.J.: Pearson/Prentice Hall, 15th edition. Chapter 9: Education.

Lecture 21 Education II

- Adolino, Jessica R. and Charles H. Blake. 2011. *Comparing public policies: issues and choices in industrialized countries*. Washington, D.C.: CQ Press. Chapter 10: Education Policy.
- Deville, C., & M.C. Deville. 2011. Accountability-Assessment Under No Child Left Behind: Agenda, Practice, and Future. *Language Testing*, 28(3): 307-321.

Lecture 22 Poverty & Inequality

- Kearney, Melissa, Benjamin Harris, Elisa Jácome, and Lucie Parker. 2013. A Dozen Facts about America's Struggling Lower-Middle Class. *Policy Memo, The Hamilton Project, Brookings Institution*, Washington, DC.
- Alvaredo, Facundo, Anthony B. Atkinson, Thomas Piketty, and Emmanuel Saez. 2013. The top 1 percent in international and historical perspective. *The Journal of Economic Perspectives* 27, no.3: 3-20.

Lecture 23 Poverty & Inequality

- Alesina, Alberto, and Edward L. Glaeser. 2004. *Fighting Poverty in the US and Europe: A World of Difference*. Rodolfo DeBenedetti lectures. Oxford: Oxford University Press. Chapters 1 and 2.

Lectures 24 & 25 Gender & Family Policy

- Morgan, Kimberly J. 2006. *Working Mothers and the Welfare State: Religion and the Politics of Work-family Policies in Western Europe and the United States*. Stanford University Press. Chapters 1, 4, and 5.
- Patricia Boling. 2008. Demography, Culture, and Policy: Understanding Japan's Low Fertility. *Population and Development Review* 34:2, pp. 307-326.

Lecture 26 Immigration

- National Immigration Forum. 2003. Top 10 Immigration Myths and Facts.
- Adolino, Jessica R. and Charles H. Blake. 2011. *Comparing public policies: issues and choices in industrialized countries*. Washington, D.C.: CQ Press. Chapter 5: Immigration Policy.

Lecture 27 Immigration

Paper Due (upload to Sakai)

- Hainmueller, J., & M.J. Hiscox. 2010. Attitudes Toward Highly Skilled and Low-Skilled Immigration: Evidence from a Survey Experiment. *American Political Science Review*, 104(1): 1-24.

- Murray, J., Batalova, J., & M. Fix. 2006. The Impact of Immigration on Native Workers: A Fresh Look at the Evidence. *Migration Policy Institute Insight*, 18: 2-14.

Lecture 28 Review Session

No required reading

Final Exam