

PSCI 2106: Introduction to Public Policy Analysis

Fall 2022 • MWF 1:25 – 2:15 pm

HALE 270

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Office hours:

Prof. Billica: Ketchum 214

Mon 11:15 am–1:15 pm; Wed 11:15 am–12:15 pm; Thu 2-4 pm via Zoom; or by appointment

TA Matt Leszczynski: email for appointment

COURSE DESCRIPTION

This course provides an overview of public policy in the United States, focusing on the complex interactive relationships between politics and the processes involved in policymaking. A broad range of knowledge and tools necessary to critically evaluate public policy issues will be introduced. What influences the development of policy? Who are the important actors? How do policymaking processes, both formal and informal, affect policy decisions? What are key opportunities and constraints for policy change? How does ongoing struggle over competing values and ideas influence the development of policy? These are some of the questions guiding the analysis of policy, with applications to a variety of policy issues under current debate.

LEARNING OBJECTIVES

Students will:

- understand the essential elements of public policy.
- gain knowledge of political actors, institutions, and processes affecting policy development.
- develop skill in evaluating policy alternatives and impacts.
- practice critical thinking, analytical discussion, and writing skills.
- conduct in-depth research and prepare a policy analysis memo on a public policy issue of choice.

READINGS

Readings are primarily drawn from one book: Michael E. Kraft & Scott R. Furlong, *Public Policy: Politics, Analysis, and Alternatives*, 7th ed. (Sage/CQ Press, 2020). Use of earlier editions also acceptable.

IMPORTANT NOTICE: *This text is being made available as a “Day 1 Digital Access” option on Canvas (a collaboration between the CU Book Store and the publisher), found under the Canvas “Course Materials” tab. This is an option for student convenience, offered at the publisher’s guaranteed lowest price of \$58.82 (plus tax). If you take no action, a “Day 1 Digital Access” charge will be added to your tuition and fee bill of \$58.82 + tax.*

*While course readings will primarily come from this text, you do not need to accept this digital offer. However, you will need to **opt out no later than 11:59 pm on Wed, September 7th** (class drop deadline date) if you do not want to retain access to the digital option on Canvas. After Sept. 7th, you will be charged for the materials.*

Additional readings required or recommended as listed on the class schedule or in Canvas. Expect additional readings along the way, and also plan to regularly read the news for current developments in public policy, which will be discussed in class on an ongoing basis.

OVERVIEW OF COURSE REQUIREMENTS

Graded Assignments	Grading
Quizzes covering readings & basic concepts covered in class: A total of 9 quizzes are scheduled across the semester; complete 7 out of 9, or best 7 scores. Quizzes taken on Canvas, and all due by 11:59 pm on Fridays.	15%
Discussion paper, due <u>before class</u> on Friday, September 16: This assignment involves analytical thinking and writing in preparation for in-class discussion of a public policy controversy. Requirements posted to Canvas one week in advance of due date.	15%
Midterm Writing Assignment, due no later than 11:59 pm on Friday, October 14: Take-home assignment drawing on complete set of class materials introduced to date and involving interpretation and application of policy analysis concepts. Requirements posted to Canvas one week in advance of due date. No class on midterm day to allow time for completing the work.	20%
Policy analysis memo: <ul style="list-style-type: none"> ▪ Policy analysis topic statement, due no later than 11:59 pm on Friday, September 30 (2.5%) ▪ Final policy analysis memo, due no later than 11:59 pm on Friday, November 18 (17.5%) <p>This project involves independent analysis of a public policy issue of your choice, together with the writing of a policy analysis memo identifying the problem and the interests affected, summarizing policy status, and specifying policy alternatives and criteria for evaluating them. The assignment will be discussed in class on an ongoing basis, with full guidelines and requirements available on Canvas.</p>	20%
Final Writing Assignment, due Tuesday, December 13, no later than 11:59 pm Similar in format to the midterm writing assignment, this final assignment will involve both interpretation and application of course materials. Requirements posted to Canvas at least one week in advance of due date. No class meeting during final exams week. Late submissions not accepted.	20%
Class attendance & participation	10%

PSCI 2106, Introduction to Public Policy Analysis
FALL 2022 CLASS SCHEDULE & ASSIGNMENTS

*** subject to change ***

Week 1 (Aug 22, 24 & 26): Introduction & overview. What is public policy?

Reading:

- Kraft & Furlong, *Public Policy*, Chap 1, “Public Policy and Politics”
- Watch: Making public policy more fun, Vasiliki (Vass) Bednar, TEDxToronto, <https://www.youtube.com/watch?v=wXYSsA5yVSY&feature=youtu.be>

➔ **Assignment:** Discussion board post – a self-introduction; due to Canvas by 11:59 pm on Sunday, Aug 28

Week 2 (Aug 29, 31 & Sept 2): The policy environment: institutions & actors in public policy development

Reading:

- Kraft & Furlong, *Public Policy*, Chap 2, “Government Institutions and Policy Actors”
- Deborah Stone, “The Market and the Polis,” Chapter 1 in *Policy Paradox: The Art of Political Decision Making*, rev. ed. (W.W. Norton, 2002); on Canvas

➔ **Assignment:** Quiz #1 due to Canvas on Friday, Sept 2, no later than 11:59 pm

Week 3 (Sept 7 & 9): The policy environment: interest groups and stakeholders

NOTE: No class on Monday, Sept 5 – Labor Day

Reading:

- Kraft & Furlong, *Public Policy*, Chap 3, “Understanding Public Policymaking”
- Paul Cairney & Christopher M. Weible, “The New Policy Sciences: combining the cognitive science of choice, multiple theories of context, and basic and applied analysis,” *Policy Sciences* 50, 619–627 (2017); on Canvas

➔ **Assignment:** Quiz #2 due to Canvas on Friday, Sept 9, no later than 11:59 pm

Week 4 (Sept 12, 14 & 16): Understanding the policy context – social, economic & political factors influencing policy choices and policy outcomes

Reading:

- “Brown v. Board of Education,” Oyez, Legal Information Institute, available at <https://www.oyez.org/cases/1940-1955/347us483>. Scroll down to see a very brief statement of the facts, the question before the Supreme Court, and the conclusion of the Justices (drawing on the Supreme Court opinion).
- Malcolm Gladwell’s Revisionist History podcast, “Miss Buchanan’s Period of Adjustment,” approx. 32 minutes in length – and be sure to listen to the whole episode (available at <http://revisionisthistory.com/episodes/13-miss-buchanans-period-of-adjustment>)
- Jason A. Grissom & Christopher Redding, “Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs,” AERA Open, Jan. 2016; on Canvas

➔ **Assignment:** Discussion paper due to Canvas before class on Friday, Sept 16

Week 5 (Sept 19, 21 & 23): Advocacy coalitions and stakeholder analysis

Reading:

- Kraft & Furlong, *Public Policy*, Chap 4, “Policy Analysis: An Introduction”
- Chris Weible & Karin Ingold, “Why Advocacy Coalitions Matter and How to Think about Them,” submitted to *Practical Lessons from Policy Theories*, August 15, 2017; on Canvas
- “What is Stakeholder Analysis?” World Bank Group; on Canvas

➔ **Assignment:** Quiz #3 due to Canvas on Friday, Sept 23, no later than 11:59 pm

Week 6 (Sept 26, 28 & 30): Policymaking in a federal system

Reading:

- The Hamilton Project, “Nine Facts About State and Local Policy,” 2019; on Canvas
- Kraft & Furlong, *Public Policy*, Chap 8, “Health Care Policy”

➔ **Assignment:** Policy analysis topic statement, due no later than 11:59 pm on Friday, September 30

Week 7 (Oct 3, 5 & 7): Policymaking: idealized step-by-step process versus messy reality

Reading:

- Paul Cairney, “Rationality and Incrementalism,” Chapter 5 in *Understanding Public Policy: Theories and Issues* (2011); on Canvas
- Guy Peters, “The Problem of Policy Problems,” *Journal of Comparative Policy Analysis*, Vol. 7, No. 4 (December 2005); on Canvas

➔ **Assignment:** Quiz #4 due to Canvas on Friday, Oct 7, no later than 11:59 pm

Week 8 (Oct 10 & 12): Policy analysis challenges

NOTE: No class on Friday, Oct 14. Use this time to work on the Midterm Assignment.

Reading:

- Kraft & Furlong, *Public Policy*, Chap 10, “Education Policy”

➔ **Assignment:** Midterm Writing Assignment, due to Canvas on Friday, Oct 14, no later than 11:59 pm

Week 9 (Oct 17, 19 & 21): Setting the policy agenda. The case of the climate agenda – or, the process of building political interest and moving from policy idea to policy action

Reading:

- Kraft & Furlong, *Public Policy*, Chap 5, “Public Problems and Policy Alternatives”
- Paul Cairney and Nikolaos Zahariadis, “Multiple Streams Analysis: A flexible metaphor presents an opportunity to operationalize agenda setting processes,” Chapter 6 in *Handbook of Public Policy Agenda Setting* (2016); on Canvas

➔ **Assignment:** Quiz #5 due to Canvas on Friday, Oct 21, no later than 11:59 pm

Week 10 (Oct 24, 26 & 28): Policy design and the challenge of finding common ground

Reading:

- Kraft & Furlong, *Public Policy*, Chap 11, “Environmental & Energy Policy”
- Kraft & Furlong, *Public Policy*, Chap 9, “Welfare and Social Security Policy”

➔ **Assignment:** Quiz #6 due to Canvas on Friday, Oct 28, no later than 11:59 pm

Week 11 (Oct 31, Nov 2 & 4): Policy design and choice of policy targets

Reading:

- Kraft & Furlong, *Public Policy*, Chap 6, “Assessing Policy Alternatives”
- Anne Schneider & Helen Ingram, “The Social Construction of Target Populations,” *American Political Science Review* (June 1993); on Canvas

➔ **Assignment:** Quiz #7 due to Canvas on Friday, Nov 4, no later than 11:59 pm

Week 12 (Nov 7, 9 & 11): Assessing policy tools and options for solving public problems

Reading:

- Eugene Bardach & Eric Patashnik, “Things Governments Do,” Appendix A in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 6th ed. (2020); on Canvas
- Kraft & Furlong, *Public Policy*, Chap 7, “Economic and Budgetary Policy”

➔ **Assignment:** Quiz #8 due to Canvas on Friday, Nov 11, no later than 11:59 pm

Week 13 (Nov 14, 16 & 18): Options for addressing issues of public concern

NOTE: No class on Friday, Nov 18. Use this time to complete the policy analysis memo

Reading:

- Francis Fukuyama, “What’s Wrong with Public Policy Education?” *American Interest*, August 1, 2018; on Canvas

➔ **Assignment:** Policy analysis memo due to Canvas on Friday, Nov 18, no later than 11:59 pm

..... THANKSGIVING BREAK

Week 14 (Nov 28, 30 & Dec 2): Policy implementation and discussion of individual policy analysis projects

Reading:

- Daniel Mazmanian & Paul Sabatier, “An Introduction to Policy Implementation,” Chap 1 in *Implementation and Public Policy* (1989); on Canvas. (Also skim Chap 2, “A Framework for Implementation Analysis,” available in the same document.)
- Kraft & Furlong, *Public Policy*, Chap 13, “Politics, Analysis, and Policy Choice”

➔ **Assignment:** Quiz #9 due to Canvas on Friday, Dec 2, no later than 11:59 pm

Week 15 (Dec 5 & 7): Evaluating public policy analysis

No reading assignments this week.

FINAL ASSIGNMENT due to Canvas no later than 11:59 pm on Tuesday, 13 Dec 2022

Assignment requirements to be posted to Canvas at least one week in advance of the due date.

CLASS POLICIES & EXPECTATIONS

- **Classroom etiquette:** Respect. That’s the basic rule. The goal is to create a community where all feel free to fully participate in classroom discussion and other course activities. As a class, we are all cled to be open to the ideas and contributions of others and to thereby cultivate better knowledge and understanding. We should expect to disagree with each other on at least some issues of debate, but discussion and disagreement must be expressed in a manner that recognizes the dignity of all and is open to learning from other perspectives. Disrespectful language and/or behavior will not be tolerated.

- **Class communications:** Good communications are fundamental. Your professor will strive for clear and timely communications on the class schedule, materials, and assignments, and any changes to these as we proceed. This also means that students should feel free to ask questions and offer up comments on an ongoing basis. We should all plan to maintain clear and timely communications on changes in status due to illness or other issues. Specifically, plan to email as soon as possible to alert your professor about class absence or the need for assignment extensions or accommodations.
- **Contacting the professor:** Please feel free to contact me with questions about the course or anything else. The best ways to reach me are to come by office hours, or to email. I strive for quick response to email. If you do not receive a reply within 48 hours it means I did not get your email and you should try to contact me again. Please address me in person or in email as Nancy, Dr. Billica or Professor Billica.

- **Grades:**

What grades are not: They are not a reward or punishment; they are not a measure of effort; they do not represent the essence of who a student is as a person; they do not define what a student can or cannot achieve.

What grades are: They are a tool that is generally used for two interrelated purposes:

- (1) *To assess academic performance during the study of a particular subject or skill.* During this course, students have the responsibility for learning the subject or skill and for demonstrating that they have achieved that learning.
- (2) *To provide information for students so they can make decisions about changes they may need to make in order to demonstrate they have achieved that learning.* Learning the subject is what matters, and grades are used to show to what degree students have shown that they have learned the subject.

- **Class attendance & participation:** Students are expected to be in regular attendance and actively engaged. Regular attendance means arriving on time, remaining for the entire class session, and avoiding unnecessary absences. Active engagement means being attentive and fully participating in all aspects of classroom activity.

Class attendance will be tracked to help me understand how and when students are engaging in the course. You should expect to gain much of your course knowledge and skills through class learning activities. The assigned readings and posted slides will not cover everything. **Students may miss up to four classes without penalty.** All absences are treated the same regardless of circumstance. No note or explanation is needed for missed class. **For unusual circumstances resulting in more than four absences (for hospitalization, quarantine, bereavement, etc.), please discuss with the instructor.**

- **Assignment submissions and due dates:**
 - Students are responsible for ensuring that assignments are successfully submitted to Canvas on time and in accessible format (.doc, .docx or .pdf). Be sure to check your document after submission to see that it is readable and that the correct document was uploaded. Back-up copies of assignments may be submitted via email if you're not sure Canvas is working.
 - Assignments are due on the due dates. Students with legitimate, documented reasons for missing an exam or assignment deadline should consult with the professor *prior to* the due date for alternative arrangements and exemption from late penalties.
 - Quizzes: Accepted up to two days beyond the due date. After that, the quiz is closed.
 - For writing assignments: In the absence of a pre-approved exception or documented emergency, late penalties apply, with deductions, as follows:
 - Submitted within 24 hours of the due date: -5%
 - For each additional day late: add -5%

UNIVERSITY POLICIES

- **Classroom Behavior:** Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the policies on [classroom behavior](#) and the [Student Conduct & Conflict Resolution policies](#).
- **Requirements for COVID-19:** As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the [MyCUHealth portal](#).

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to [Student Conduct and Conflict Resolution](#). For more information, see the policy on [classroom behavior](#) and the [Student Code of Conduct](#). If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the [Public Health Office](#) (contacttracing@colorado.edu). **You do not need to state the nature of any illness being experienced, and no “doctor’s note” is needed for missed classes. As noted above, in this class students may miss up to four classes without penalty. If you need to miss more than that, please do be in touch with the instructor.**

- **Accommodation for Disabilities:** If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see [Temporary Medical Conditions](#) on the Disability Services website.
- **Student Names and Pronouns:** CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their names and pronouns via the student portal; those names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.
- **Honor Code:** All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code academic integrity policy. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students found responsible for violating

the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the [Honor Code website](#).

- **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation:** CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. The university will not tolerate acts of sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, or protected-class discrimination or harassment by or against members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or email cureport@colorado.edu. Information about university policies, [reporting options](#), and the support resources can be found on the [OIEC website](#).

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of incidents of sexual misconduct, dating and domestic violence, stalking, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about their rights, support resources, and reporting options. To learn more about reporting and support options for various concerns, visit [Don't Ignore It](#).

- **Religious Holidays:** Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance.

See the [campus policy regarding religious observances](#) for full details.