

**PSCI 2106**  
**Introduction to Public Policy Analysis**  
FALL 2017  
**Time and Location:** TTh 3:30–4:45 p.m., MUEN E431

**Professor:** Dr. Adrian J. Shin

- **Contact:** [adrian.shin@colorado.edu](mailto:adrian.shin@colorado.edu)
- **Office Hours:** TTh 2:00-3:00 p.m., 135 Ketchum

## Course Objective

This course provides an overview of the field of public policy and introduces students to the interactive relationship that exists between politics and the policymaking process. We begin by exploring the definition of public policy and then turn to an important and recurring theme: how the structure of government affects the formation and implementation of public policy. In the first thematic part of the course, we study how institutions such as federalism, Congress, the presidency, and elections impact the American policymaking process. Along the way, we encounter case studies on welfare, healthcare reform, school desegregation, and marijuana legalization that exemplify theoretical principles.

In the second part of the course, we examine the process of making policy and also uncover how policy is evaluated. Students explore how problems are identified, how policy goals are set, how policies are implemented, and how policies are evaluated in terms of whether they met intended goals. A long running example from the Patriot Act is used to illustrate how the process of making and evaluating policy work in practice.

Finally, in the third part of the course, we explore how policy “correction” and policy change occur. How can policies be modified to increase the likelihood that they meet intended goals? And what room is there for policy change when a policy is no longer supported by the public?

## Textbook

- Stone, Deborah. 2011. *Policy Paradox: The Art of Political Decision Making*, Third Edition. New York: W.W. Norton.

## Evaluation

Your grade is made up of 5 components: 3 exams; 1 team project presentation in which you and a team of randomly selected peers select an incentive program and use the theory of incentives to explain how that program can be made to be more effective; and participation. The breakdown of each of these components (along with their respective dates) is shown below.

1. Exam 1 (20%) – 10/3 (Tuesday)
2. Exam 2 (20%) – 11/7 (Tuesday)
3. Exam 3 (30%) – 4:30 - 7:00 p.m. 12/20 (Wednesday)

## 4. Team Project Paper – Due at 3:30 p.m. on 12/12 (15%) and Presentation – Various Times (5%)

- Late papers will lose one letter grade per class session (e.g. from B+ to C+). Team Project Papers turned in after 3:30 p.m. on 12/12 are late!
- Formatting Requirements:
  - 7 pages
  - 1 inch margins for all
  - Double spaced
  - Times New Roman, 12-point
  - *Non-compliant papers may lose points (1/3 of a letter grade penalty per violation, e.g. from A- to B+).*

## 5. Outlines, Attendance, Participation, and Pop Quizzes (10%)

**Note: There will be no extra credit assignments offered in this class.**

There will be no make-up exams offered for sickness/medical reasons/personal reasons including a death in the family unless students can satisfy the following two conditions: 1) provide documentation (e.g. a doctor's note from the Wardenburg Health Services) **and** 2) give me advance notice (if possible) that you will miss the exam. No-shows and non-submissions receive 0.

For some classes, students are required to bring in **two copies of one typed page** of bullet points summarizing the information of each chapter. Do not exceed more than one typed page. In outlines, students should 1) summarize the authors' arguments, 2) describe the evidence or theoretical justification to support the arguments (if applicable), and 3) provide three reading questions for each reading assignment. I will select students randomly to present their questions to the class and ask other students for their input.

At the beginning of each class, students will have a chance to turn in a copy of the assignment to me. Students keep the second copy for class discussion and taking notes. These assignments will not be returned. I will inform those who do not get full credit on each assignment and suggest ways to get full credit on subsequent assignments. **They will not be accepted outside of the classroom as an e-mail attachment either before or after the class session.** Those who attempt to turn in their assignments late will be penalized worse than non-submissions.

## Grading Policy and Grade Grievances

- Exam Policy: The exams are closed book; you are not allowed to use any notes or books when writing them. You may write the exams in pencil, but you forfeit your right to contest your grade if you do so.
- Paper Policy: You must submit the team project paper (one copy per team) both as a hard copy in class (this is the version that will be graded with comments) and electronically on D2L so that we can verify its originality using turnitin.com. You will not receive credit for this paper until we have both a paper copy and your electronic version has passed the originality test. Late papers will lose one letter grade per class session (e.g. from B+ to C+). Papers turned in after 3:30 p.m. on 12/12 are late! You must use quotation marks and provide proper citations when you use exact words of another author. You also need to cite an author whose argument you summarize or paraphrase in your papers. Your papers must provide citations and a list of references for the sources of facts you use in them. Appropriate sources for papers will be discussed in class.

- **Regrading Policy:** If you have a grade complaint for your exams, you must submit a written grade grievance to me. You must wait at least 48 hours before submitting a grade grievance, and must submit it within four days (96 hours) of receiving the graded exam. This formal grade grievance must address why you believe you were unfairly graded, with specific details and supporting evidence along with the original graded exam. If there is an honest mistake (i.e. your total grade is miscalculated), see me as soon as possible. Once you file a formal grade grievance to me, I will regrade the exam. **You must take the new grade even if the new grade is lower than the one you received initially.** If this process cannot resolve the matter, I will address any further grievances according to the College Policy on Grade Appeals (<https://artsandsciences.colorado.edu/facultystaff/college-policy-on-grade-appeals/>).

## E-mail Etiquette

I have posted some useful resources on D2L about how to write e-mails to professors. This is a valuable skill to have as you navigate through college and prepare for your career. Please include a subject. I prefer something like "[PSCI 2016]" followed by something indicative about the purpose of your e-mail. For instance, if you want to discuss classroom accommodation due to your disability, the subject of your e-mail can be "[PSCI 2016] Disability Accommodation and Extra Exam Time."

When you e-mail me, please start with a salutation (e.g., "Dear Professor Shin"). Salutations like "Hey" or "Hey Prof." are not acceptable because they sound too informal. **Most importantly, you should never address your professor by their first name.** I prefer Professor Shin. At the end of an e-mail, make sure to sign off (e.g. "Best wishes," "Best regards," or "All my best"). Do not forget to type your full name after you sign off on an e-mail. Your e-mail should resemble the following:

Subject: [PSCI 2106] Questions about the Monday Lecture  
Dear Professor Shin,  
....  
Best regards,  
Andrew Johnson

Do not e-mail me for the following reasons:

1. You missed a lecture and want notes from me.
  - Instead, consult your classmates.
2. You are going to miss a lecture for inexcusable reasons and want to let me know.
  - Letting me know does not make a difference.
3. You want to know whether you can take the exams at some other time for inexcusable reasons.
  - The answer is no.

## Course Assignments

Students are required to complete the reading assignments **by** the associated date.

Week	Topics	Tuesday	Thursday
1		8/29: Read Syllabus	<b>9/1: No Class</b>
2	What is Public Policy?	9/5: Read "DACA at Four" and Chapter 1: <i>The Market and the Polis</i> .	9/7: Read and <u>Outline</u> Hardin (1968).
3	Federalism	9/12: Read Madison (1787): <i>Federalist 10</i> ; Read and <u>Outline</u> Hamilton and Madison (1788): <i>Federalist 51</i> .	9/14: Read and <u>Outline</u> Tiebout (1956); Read Sutter (2013).
4	Congress and President	9/19: Read Binder (2006).	9/21: Read Cameron (2009).
5	Congress and President Case Study; Courts	9/26: Read Cannan (2013).	9/28: Review 1; Read Mace (1972).
6	Courts Case Study	<b>10/3: Exam 1</b>	10/5: Read Landsberg (2014).
7	Incentives; Bureaucracy	10/10: Read and <u>Outline</u> Chapter 12: <i>Incentives</i> .	10/12: Read Wilson (1975).
8	Bureaucracy Case Study; Elections	10/17: Read Wallach (2014).	10/19: Read Besley and Case (1995).
9	U.S. Immigration Policy	10/24: Read Chishti and Pierce (2016).	10/26: Read and Lindbolm (1959).
10	Policy Goals I	10/31: Read and <u>Outline</u> Chapter 2: <i>Equity</i> and Chapter 3: <i>Efficiency</i> .	11/2: Review 2; Read and <u>Outline</u> Chapter 4: <i>Welfare</i> .
11	Policy Goals II	<b>11/7: Exam 2</b>	11/9: Read and <u>Outline</u> Chapter 5: <i>Liberty</i> and Chapter 6: <i>Security</i> .
12	The Patriot Act	11/14: Read and <u>Outline</u> Raab (2006)	<b>11/16: No Class</b>
13		<b>11/21, 11/23 (Fall Break/Thanksgiving Holiday, No Class)</b>	
14	Policy Goals III	11/28: Read and <u>Outline</u> Chapter 13: <i>Rules</i> and Chapter 14: <i>Facts</i> .	11/30: Read and <u>Outline</u> Chapter 15: <i>Rights</i> and Chapter 16: <i>Powers</i> .
15		12/5: Team Project Presentations (Teams 1-3).	12/7: Team Project Presentations (Teams 4-6)
16		12/12: Team Project Presentations (Teams 7-9); <b>Team Project Papers Due at 3:30 p.m.</b>	12/14: Review 3

## University Policies

### 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](http://www.colorado.edu/disabilityservices/students) ([www.colorado.edu/disabilityservices/students](http://www.colorado.edu/disabilityservices/students)). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

### Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the [academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at [honorcode.colorado.edu](http://honorcode.colorado.edu). In this class, your sanction for the first violation of the honor code will be a 0 grade on the exam or written assignment for which the honor code violation occurred. For a second violation of the honor code, you will fail the class.

### Religious Observance

Campus policy regarding religious observances requires that faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a potential class conflict because of religious observance, you must inform me of that conflict at least two weeks in advance. See the [campus policy regarding religious observances](#) for full details.

### Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. 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, veteranstatus, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and [the Student Code of Conduct](#).

In this class, appropriate classroom behavior includes arriving on time and remaining for the entire class. Do not sleep, read the newspaper, send email or text messages, play games, have

private conversations, etc. during lectures or recitations. Be sure to turn off your cell phones before class begins.

### **Sexual Harassment**

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).