

POLS 302: Introduction to Public Policy

ONLINE

Spring 2021

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Office Hours (Virtual, Email, or Phone):

MWF 11-Noon, Tuesday 4PM-5PM

(Please let me know 24 hours in advance if you would like to video chat over Zoom or Skype).

Course Description:

Welcome! Despite the popular perception that the policy process is akin to that of making sausage, this course will, indeed, force us all to look at how policy is made and implemented. In doing so, we will identify relevant actors, groups, and contextual factors that shape American public policy, especially at the federal level. We will attempt to bridge the gap between theory and practice by: (a) exploring the seminal writings of policy theorists and analysts, on the one hand, and (b) working in small groups to deal with actual policy problems. In addition, we will discuss basic methods of policy analysis, program evaluation, and decision-making. Finally, we will pay careful attention to the roles of rhetoric and argumentation that help us to debate public policy.

Course Objectives:

To become familiar with general theories of the policy process

To learn and understand the importance of key actors, groups, political climates, and other sources of influence in this process

To comprehend and consider normative policy imperatives, some of which we will heartily agree with and others of which we will vehemently despise

To acquire a rudimentary knowledge of the techniques involved in policy analysis

To work independently, and with group members, in fulfilling the aforementioned objectives

To create and maintain an open setting for crucial debates on a myriad of policy arenas

To have fun and to learn from one another!

Core Competencies this Course will Address:

Through the writing assignments, you will develop your abilities to write in a few different ways.

First, you will learn to communicate succinctly in the limited space of a policy memo. Second, you will learn to fully flesh arguments out through the course term paper.

Through our course discussions, you should develop your oral communication skills and your appreciation for other perspectives.

Through the readings and exams, you should develop your ability to think critically.

My commitment: I will be 100% available for any questions, comments, concerns, or suggestions that you wish to proffer. You may call, e-mail, visit my office, or leave an anonymous note with the department's office manager at any point during the semester. I promise that I will do all I can to answer your questions and consider your suggestions to improve the course. This course is for YOU, so take advantage of these opportunities!

Your commitment: To attend each course session unless a major catastrophe prevents you from doing so; To come prepared to ask questions, To READ offer insightful comments, and listen to your classmates. To offer the highest quality versions of your own original work for performance evaluation (grading). The nature of this course is such that it will be virtually impossible to pass, much less excel, if you do not complete the assigned readings.

Academic Integrity: Please refer to your undergraduate or graduate handbook for WIU's policy on Academic Integrity (for Plagiarism and other forms of cheating). It is impossible to learn from one another if any of us recycle the ideas of others. Please turn in your own original work, use quotation marks “ ” when quoting a source, and use a recognized citation style (preferably APA). Please do not speak to one another during the course of an exam. If I suspect that you may be cheating, I will contact the University Judicial Office or take other necessary measures. If your actions are judged as academically dishonest, you will receive an automatic zero on the assignment and may receive a grade of F in the course.

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at:http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you

disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at:<http://www.wiu.edu/vpas/policies/titleIX.php>.

Web address for student rights and responsibilities:

<http://www.wiu.edu/provost/students.php>

Web address for Academic Integrity Policy: <http://www.wiu.edu/policies/acintegrity.php>

Please feel free to discuss any disability issues with me in private, and I will make reasonable accommodations to ensure that you may fully participate in every aspect of this course. Please don't hesitate to inform me of any needs you have. If I don't know, I won't be able to help you.

Decorum/Expectations of Proper Conduct:

Be civil and treat one another as you would like to be treated. You might learn something from someone who has a different perspective or opinion. Don't be afraid to listen with an open mind.

Policy on Face Coverings in the Classroom

All students and faculty are required to wear a face covering at all times in the classroom. Western Illinois University will provide two (2) cloth face coverings to all instructors and students, and replace them when necessary. Individuals may use a personally purchased alternative face covering as appropriate. Employees and students are responsible for laundering their reusable cloth face coverings. It is the responsibility of University units to ensure compliance from employees and students under their purview. Units can also refer to the Centers for Disease Control and Prevention (CDC) guidance on face coverings with regard to type and fit, wearing, and washing. Additionally, no food or drink will be allowed in the classroom.

Please find a more detailed explanation of this policy at:

http://www.wiu.edu/policies/covid_facecovering.php

Assignments and Grading

Quizzes 30%

There will be multiple quizzes during the course of the semester. If you read and participate, you'll have no trouble with these. Make up quizzes will rarely, if ever, be given.

Midterm and Final Exam: 25% each= 50% total

Specifics on each exam will be provided prior to the administration of the exam. We will devote a substantial portion of course time to reviewing for the midterm and final. Make up exams will rarely, if ever, be given.

Gun Control (or other policy) Policy Memo: 10% Due on WesternOnline by week 10.

For this assignment, you will write a 2-3 page memo on some aspect of gun control. You may write in support or opposition of concealed handgun carry, magazine capacity limits, ammunition sales restrictions, universal gun training, revising the background check process, etc. If you'd like to choose another policy issue, just make sure to run it by me first and I'll likely give you a green light. Use the "How to write a policy memo" lecture as your starting point. More detailed instructions will be provided as the semester progresses.

Biography and Mock Interview 10% Due on Western Online by Week 15.

Select one author of an excerpt from the course readings (e.g., Orwell, Kuhn, Etzioni, Bentham) and provide a 1-2 page explanation of his/her contributions to the field of public policy. Afterward, based on your research on this scholar and his/her written work, conduct an "interview" with this scholar asking at least 5 questions similar to the prompts listed below. Conclude your essay by reiterating the main contributions of this scholar and how his/her work has been influenced by, and influences new policy research/arguments/movements.

- (1) What is the most important consideration for a policy maker?
- (2) How do events since your writings were published affect your arguments/ideas? Is this what you would have predicted? What did we get right about your work? What did we fail to pay sufficient attention to?
- (3) Which of your contemporaries was most influential in your work? Which scholars did you build off of to write your Classic essay(s)? **Check References List and "related articles/books" from Google Scholar.
- (4) How should policy makers manage expectations from stakeholders such as: elected officials, clientele, citizens, professional associations, and others? Whose demands take priority?
- (5) What recent (within the last decade) book or article uses your ideas most effectively to build new knowledge?
- (6) What bodies of theory in public policy build off of your work? With which scholars would you have debates or even tension?

Tips for Written Assignments

Please be clear in expressing your ideas. I do not accept "ipse dixit" arguments as justifications for theses. Whether you are using relevant literature in the field of PA and/or personal interview citations, please support your statements! Also, significant

spelling/grammatical errors that make your paper difficult to understand will result in point deductions. Print your paper and read it aloud to yourself or someone else before turning it in. In order to avoid these deductions, please **PROOFREAD** and spell-check your assignments before turning them in. For assistance with written assignments, WIU invites you to take advantage of the Writing Center. To make an appointment with a faculty/staff officer at the center, visit: www.wiu.edu/UWC/

Required Texts

Birkland, *An Introduction to the Policy Process*. Routledge (most recent edition is preferred; older editions will work)

Course Schedule: Please Note that the schedule contained in this syllabus is subject to change and/or revision at the discretion of the instructor. Please come to class so that you may keep up with the activities of this course.

Additional reading assignments (e.g., Journal Articles, etc.) will be announced as the course progresses. Please make sure that you complete ALL readings before the class session in which they will be discussed. All Articles Listed on this Syllabus are available in assigned texts, on J-Stor, or On-line.

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| <p>Week 1</p> | <p>Introduction to Debating Public Policy</p> <p>https://www.youtube.com/watch?v=L0X03zR0rQk</p> | <p>Meet and Greet; Course Description;</p> |
| <p>Week 2</p> | <p>Birkland, Chapter 1-2</p> | <p>Defining Public Policy</p> |
| <p>Week 3</p> | <p>Read:</p> <p>Jeremy Bentham, "On the Principle of Utility"</p> <p>https://pressbooks.bc.ca/classicrea</p> | <p>Policy as Science, Art, and System</p> |

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| | <p>dings/chapter/jeremy-bentham-on-the-principle-of-utility/</p> <p>David Easton, The Political System... http://online.sfsu.edu/squo/Renmin/June2_system/Political%20System_Easton.pdf</p> <p>Thomas S. Kuhn The Nature and Necessity of Scientific Revolutions (1970)</p> <p>https://www.uky.edu/~eushe2/Pajares/Kuhn.html</p> <p>Birkland, Chapter 3 & 8</p> <p>Listen:</p> <p>http://why.org/cms/radiotimes/2013/03/14/alexandra-horowitz-on-looking/</p> | |
| Week 4 | <p>Read: George Orwell Politics and the English Language (1945)</p> <p>https://www.orwellfoundation.com/the-orwell-foundation/orwell/es</p> | Rhetoric and Policy |

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| | <p>says-and-other-works/politics-and-the-english-language/</p> <p>Daniel J. Boorstin The Image: A Guide to Pseudo-Events in America (1961) https://www.theatlantic.com/entertainment/archive/2016/12/the-image-in-the-age-of-pseudo-reality/509135/</p> <p>https://www.washingtonpost.com/news/the-fix/wp/2015/12/07/is-our-out-of-control-political-rhetoric-really-all-that-extraordinary</p> <p>For Fun (not required): Watch The Truman Show</p> | |
| Week 5 | <p>James Madison The Federalist No. 10 (1787) https://billofrightsinsstitute.org/primary-sources/federalist-no-10</p> <p>David Truman The Governmental Process (1951) https://adambrown.info/p/notes/truman_the</p> | <p>Pluralism vs Elitism; Institutionalism; Historical Institutionalism</p> |

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| | <p>_governmental_processes</p> <p>C. Wright Mills The Power Elite (1957)</p> <p>https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=2448&context=lalrev</p> <p>Robert A. Dahl Who Governs? (1961)</p> <p>https://www.youtube.com/watch?v=oPI4LkLH8_w</p> <p>Skocpol, T. (1995). Why I am an historical institutionalist. <i>Polity</i>, 103-106.</p> | |
| Week 6 | <p>Birkland, Chapter 6</p> <p>Anthony Downs Up and Down with Ecology-The Issue-Attention Cycle (1972)</p> | <p>Agenda Setting and Policy Leadership</p> |

http://sciencepolicy.colorado.edu/students/envs_5720/downs_1972.pdf

John W. Kingdon
Agendas, Alternatives
and Public Policies
(1995)

<https://www.jstor.org/stable/2392088?seq=1>

<https://www.jstor.org/stable/4007243?seq=1>

Charles A. Beard
An Economic
Interpretation of the
Constitution (1913)

<https://www.youtube.com/watch?v=l11heyStP9A>

Gerald T. Gabris
(1992) Strategic
Planning in Municipal
Government: A Tool
for Expanding
Cooperative Decision
Making between
Elected and
Appointed Officials

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| | https://www.jstor.org/stable/3380807?seq=1 | |
| Week 7 | <p>Birkland, Chapter 10</p> <p>Interview with Michael Lipsky about "Street Level Bureaucrats"</p> <p>http://www.youtube.com/watch?v=ZX1livgPspA</p> <p>Charles E. Lindblom The Science of "Muddling Through" (1959)</p> <p>https://faculty.washington.edu/mccurdy/SciencePolicy/Lindblom%20Muddling%20Through.pdf</p> <p>Amitai Etzioni Mixed Scanning: "Third" Approach to Decision Making (1967)</p> <p>http://econ2.econ.iastate.edu/classes/crp274/swenson/CRP566/Readings/Mixed%20</p> | Types of Policy and Decisionmaking |

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| | <p>Scanning%20-%20Etzioni.pdf</p> <p>Michael Lipsky Street-Level Bureaucrats as Policy Makers (1980)</p> <p>https://www.youtube.com/watch?v=ZX1livgPspA</p> | |
| <p>Week 8</p> | <p>Birkland, Chapters 4&5</p> <p>The EOP: An Historical Overview</p> <p>http://assets.opencrs.com/rpts/98-606_20061128.pdf</p> <p>The Attitudinal Model http://legaltheorylexicon.blogspot.com/2005/06/legal-theory-lexicon-045-attitudinal.html</p> <p>Spiller & Gely, Strategic Judicial Decisionmaking http://cid.bcrp.gob.pe/</p> | <p>Legislative and Executive Roles in Policy</p> <p>The Judiciary</p> |

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| | biblio/Papers/NBER/2007/agosto/w13321.pdf | |
| Week 9 | Come Prepared with Questions! Group Policy Analysis | Midterm Review and Midterm Exam Available Online by Wednesday |
| Week 10 | Draft Policy Memo Outlines READ: http://www.columbia.edu/itc/hs/pubhealth/issett/Session%2002/more%20memo%20writing.pdf http://www.bloomberg.com/news/2012-12-28/harder-than-gun-control-people-control.html http://www.justfacts.com/guncontrol.asp#general | Gun Policy, Policy Analysis and Writing a Policy Memo |

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| | <p>http://www.bradycampaign.org/stategunlaws/scorecard/</p> <p>http://www.boulderweekly.com/article-4191-stopping-massacres-what-wont-work-and-what-will.html</p> <p>http://www.motherjones.com/mojo/2015/08/pew-gun-study</p> <p>http://www.pbs.org/wgbh/pages/frontline/gunned-down/</p> <p>https://www.c-span.org/video/?288435-8/ricochet</p> | |
| Week 11 | <p>Hardin, Tragedy of the Commons http://www.cs.wright.edu/~swang/cs409/Hardin.pdf</p> <p>Basic Guide to Program Evaluation http://managementhelp.org/evaluation/program-evaluation-guide.htm</p> | <p>Challenges of Implementation and Program Evaluation</p> <p>Policy Memo Due FRIDAY</p> <p>WesternOnline Discussion Board by Midnight</p> |

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| | <p>Matland, Ambiguity Conflict Model of Implementation</p> <p>http://orion.luc.edu/~rmatlan/pdf/1995SynthesizingtheImplementationLiterature.pdf</p> | |
| Week 12 | <p>Reforming Public Pensions? Analysis of National Debt and State Debt</p> <p>Explanation of Illinois Pension Problems</p> <p>https://www.khanacademy.org/humanities/american-civics/v/illinois-pension-obligation</p> <p>Illinois: A Long History of Underfunded Pensions http://www.chicagomag.com/Chicago-Magazine/The-312/December-2012-1/Illinois-A-Long-History-of-Underfunded-Pensions/</p> <p>How Illinois Became America's Most</p> | Economic Policy |

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| | <p>Messed Up State</p> <p>http://money.cnn.com/2017/06/29/investing/illinois-budget-crisis-downgrade/index.html</p> | |
| Week 13 | <p>http://www.npr.org/sections/ed/2015/08/13/430050765/five-big-ideas-that-don-t-work-in-education</p> <p>http://www.adl.org/vouchers/vouchers_main.asp</p> <p>http://www.renewamerica.com/columns/huston/050406</p> | <p>Education Policy</p> <p>Immigration Policy</p> |
| Week 14 | <p>“Sick Around the World” PBS:</p> <p>https://www.pbs.org/video/frontline-sick-around-the-world/</p> <p>“Coronavirus Pandemic” PBS:</p> <p>https://www.pbs.org/wgbh/frontline/film/coronavirus-pandemic/</p> | <p>HealthCare Policy</p> |

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| | <p>A Brief History of Government and Healthcare in the U.S. http://www.cnn.com/2009/HEALTH/08/04/timeline.healthcare/</p> <p>How did America end up with this Healthcare System? http://www.post-gazette.com/healthypgh/2014/04/27/VITALS-How-did-U-S-employer-based-health-care-history-become-what-it-is-today/stories/201404150167</p> <p>Historical Highlights from Health and Human Services http://www.hhs.gov/about/historical-highlights/index.html</p> | |
| <p>Week 15</p> | <p>Governance Theories Don Kettl (2005) “The Next Government of the United States”</p> <p>http://www.businessofgovernment.org/sites/default/files/Performanceinthe21stCent.pdf</p> <p>David Cameron, “The Next Age of</p> | <p>Governance Theories</p> |

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| | <p>Government” https://www.ted.com/talks/david_cameron_the_next_age_of_government/transcript?language=en</p> <p>History of the National Performance Review</p> <p>https://govinfo.library.unt.edu/npr/library/papers/bkgrd/brief.html</p> <p>Denhardt & Denhardt (2002): The New Public Service</p> <p>http://www.mchrdiv.gov.in/91fc/coursematerial/management/4%20Serving%20rather%20than%20steering.pdf</p> | |
| <p>Week 16</p> | <p>Come prepared (to the discussion board) with drafts, outlines, and other work you have completed on your paper. We will informally discuss the common links and findings you have each encountered and troubleshoot any struggles you have</p> | <p>Interview Workshop</p> |

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| | encountered along the way. | |
| Week 17 | FINAL EXAM REVIEW | FINAL INTERVIEW PAPERS DUE (post on WO discussion board) |
| Final Exam Open in Western Online | FINAL EXAM | MONDAY MAY 3 by Midnight |
| | GOOD LUCK! | |