



Department of History and Political Science

POL 4041: ISSUES IN PUBLIC POLICY

4 units

Spring 2023

Meeting days/times

Tuesdays/Thursdays
3:00-4:45pm

Instructor title and name:

Dr. Amy Nantkes

Meeting location

Colt Hall 120

Phone: 949.266.4822

Final Exam Presentations:

Thursday May 4
4:30-7:00 pm

Email: anantkes@pointloma.edu

Office location and hours:

Colt Hall 118
Tu/Th 1:00-2:00 pm
(Additional hours available by appointment)

PLNU MISSION: To Teach – To Shape – To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE MISSION

As followers of Christ, the Department of History and Political Science promotes wisdom and scholarship about historical contexts and political systems, so that graduates can become local and global leaders in the service of Christ and humanity.

COURSE DESCRIPTION

This seminar-format ¹ course is designed as an introduction to the study of public policy in the United States. Broadly, “public policy” is what we get after we have conducted elections and inaugurated representatives; under the most common definitions, policy is what Congress writes, the President approves, and the courts interpret. In this course, we will discuss theories of public policy, approaches to the policymaking process, and some of the present-day social problems that our legislators are struggling to address with substantive policy initiatives. In doing so, we’ll look at the many institutions, structures, and people involved in policy design, implementation, and evaluation. Much of this conversation will occur through the lens of equality, liberty, and justice – in particular, we will ask: how can the policymaking process maximize these democratic ideals and produce a political system that maintains America’s democratic promise? Finally, this course will push us to move beyond policy theory and analysis and venture into the real world of policymaking and problem solving.

¹ “In a seminar course, students do assigned reading and then... grapple aloud with the ideas they’ve read. They learn to form arguments and support them with facts; they learn to communicate coherently and courteously with those who disagree” (Stanford Teaching Commons, 2018).

THE BIG PICTURE: WHY DOES THIS ALL MATTER?

This course will have you actively applying – to real social problems – the theoretical concepts and approaches that dominate the field of American public policy studies. In doing so, the goal is to inspire you to become active political participants in the American policy process – as conscious observers, thoughtful commentators, dedicated problem solvers, and civil-minded activists. Whether or not you choose to pursue a career in public service, the goal is that you emerge from this course as an engaged citizen, eager to contribute to this country’s democratic tradition of collective problem-solving. Still not convinced? Consider this – the qualities just mentioned make you not only an “ideal citizen” but also an ideal job candidate. Indeed, in a recent study of employers (business and non-profit leaders), 93% said that a college graduate’s “demonstrated capacity to **think critically, communicate clearly, and solve complex problems** is more important than [a candidate’s] undergraduate major.”² In addition, more than 75% of employers said they “want *more emphasis* on 5 key areas including: **critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings.**” This course aims to help you hone these skills and prepare you for the “real-world” of messy politics, fuzzy policies, grayish laws, deepening partisan polarization, enduring social problems, growing inequities, changing demographics, and a slightly apathetic and cynical populace.

COURSE READINGS

All readings are required, and the textbook is available at the bookstore or you can rent directly from the publisher. Articles and other readings are available on Canvas. Please bring your readings to class.

1. Kraft, M. E., & Furlong, S. R. (2020). *Public Policy: Politics, Analysis, and Alternatives* (Seventh Edition). Washington (D.C.): CQ Press. ISBN: 9781544374611
2. Various articles, chapters, and media will also be assigned and posted on Canvas. They appear in the “schedule” section below.

COURSE FORMAT AND EXPECTATIONS

This course will meet twice per week. To maximize your learning process, it is in your best interest that you attend each class session. It is also **essential** that the readings be completed prior to coming to class as the lecture and discussion will usually expand on and draw from the readings. Class time activities will vary, but will often include a combination of lectures, discussion, group activities, writing, and videos.

COURSE LEARNING OUTCOMES

Specifically, the course learning outcomes (CLOs) include the following:

- Students will demonstrate a keen understanding of the theoretical foundations of the academic field of American public policy studies.
- Students will evaluate and articulate the ways in which policy approaches, policy design, and policy outcomes collectively impact the American political system.
- Students will employ the vocabulary used to describe public policymaking in the United States.
- Students will critically analyze the power dynamics at work in public policymaking and policy outcomes.
- Students will analyze a contemporary policy issue, demonstrating policy domain and framework knowledge through papers and oral presentations.
- Students will engage in thoughtful, civil, and empirically based discussions about particular policy areas in the current American political system.

And for political science majors, this course assesses the following **program learning outcomes** (PLOs):

- Develop an appreciation of the field of politics (PLO 1).

² Association of American Colleges and Universities. 2013. “It Takes More than a Major: Employer Priorities for College Learning and Student Success.” Washington, DC: Association of American Colleges and Universities and Hart Research Associates.

- Understand and critically assess the processes, theories, and outcomes of political institutions and political behavior (PLO 3).
- Demonstrate social scientific information literacy (PLO 4).
- Demonstrate oral communication abilities, particularly to convey complex ideas, recognize diverse viewpoints, and offer empirical evidence of an argument (PLO 6).

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 -unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

COURSE POLICIES

LATE ASSIGNMENT POLICY

All assignments are to be submitted by the due dates posted and will be considered late if submitted after midnight Pacific Standard Time on the day they are due. If an assignment is submitted late, points possible for the assignment decreases 10% each day for four days after the due date. **Any assignment or deliverable submitted more than four days late will not be accepted. Presentations, Exams, and Reading Responses cannot be "made up" and must be completed on the due date.**

All deliverables for the course, including assignments, projects, presentations, papers, etc., must be turned in by 11:59pm on the last day of the course. No extensions or incompletes will be given to students to complete course requirements.

If you believe you have an extenuating circumstance such as illness or family emergency, please send Dr. Nantkes an email or come talk to me as soon as possible so that we may speak about your options. With abundant notice I'll be as accommodating as possible, as long as it does not compromise fairness for all.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

CLASSROOM CIVILITY POLICY

Respect for the views and values of others is an essential characteristic of a thriving learning community. Although it is likely that we may not agree with everything that is said or discussed in our course, we will behave and express our viewpoints in a manner that is courteous professional. Disagreement and challenging of ideas in

a respectful and profound manner is encouraged. Our emphasis will be on engaging in the mutual exploration of topics as presented in the course as scholars, using research and data to defend our assertions.

PLNU POLICIES

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

ASSESSMENTS & GRADING

Assignment	Points Possible
3-2-1 Reading Responses (12 @ 20 points each)	240
Policymaking in the News Analysis and Discussion Moderation	120
SD County Board of Supervisors Meeting Analysis	100
Course Surveys (2 @ 10 points each)	20
Policy Advocacy Portfolio Team Project	400
TOTAL POINTS POSSIBLE	880

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-88	C+ 77-79	D+ 67-69	F < than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

ASSIGNMENTS

3-2-1 Reading Responses (12)

As a student of policy, it is vital that you comprehend our readings and bring your critical thinking and discussion skills to each class session throughout the semester. Therefore, you will write brief 3-2-1 Reading Responses to support you in comprehension, critical thinking, and to bolster class discussion. These responses will be submitted before class on Canvas and will help you to be prepared for class and will drive our discussions of policy theory and process. A template is available on Canvas.

Policymaking in the News Update and Discussion Moderation (1)

Another goal of this class is to familiarize students with how public policy is actually practiced. This activity provides you the opportunity to check your learning, understanding, and ability to apply course concepts to current events outside of our course readings.

During the semester, you will share an **analysis of public policymaking** as it is currently happening in the United States and moderate the discussion that week. (You will choose from the list of policy domains on the first day

of class when we review the syllabus.) You may cover a current specific policy in the domain or what is happening generally now in the policymaking process in the domain.

Discussion Instructions: In class, you will share a 5-minute analysis of a current (within the last 30 days) set of 3 news articles on your topic. The purpose of asking you to analyze stories from the last month is that you should be reading quality news *throughout this course*, continuously analyzing how the course relates to current events. The articles/reports must come (one each) from Left, Center, and Right sources listed on the [All Sides Media Bias Chart](#). *If you find an article from another credible source and wish to use it, you must clear this with Dr. Nantkes first. Prepare at least one group discussion question of substance that incorporates themes/ideas from our course and facilitate a 5-minute discussion.

San Diego County Board of Supervisors Meeting Analysis (1)

As a class, we will attend a meeting of the San Diego County Board of Supervisors (or you will watch the meeting online if you have a scheduling conflict). You will write 2-3 pages (in Chicago style format) analyzing the key aspects of policymaking as you observed it at the meeting, focusing particularly on the meeting process, the quality of dialogue and deliberation, the relationship between constituents and Board members, and the overall quality of democratic decision-making. Our observation of this meeting will provide a bridge between our more theoretical discussions of public policy and our understanding of how policy is decided “on the ground”.

Policy Advocacy Portfolio Team Project (1)

Students will form teams of 2-3 members each. The team will work together throughout the semester to research a bill currently pending before the U.S. Congress; analyze the bill and attendant landscape; articulate a comprehensive lobbying strategy; engage in legislative advocacy consistent with social work values; and prepare professional-quality materials to support a successful lobbying effort. Pieces of the project will be due at different points throughout the semester.

The team’s work will be represented by a completed written **Portfolio**. With the exception of a final reflection (which is completed individually), all team members will receive a single grade based on the quality of the final product.

Full instructions and rubric are posted under the assignment on Canvas.

Policy Advocacy Portfolio Team Project Presentation (Final Exam)

This presentation is a summary of your policy project and will be 8-10 minutes in length. Slides should be academic, clear, free of errors, and easy to follow. Presentations will be made in class as your final exam. Full instructions and rubric are posted under the assignment on Canvas.

Surveys (2)

Getting to Know You and Mid-Course Surveys help me to learn more about you and how you learn! Please take time to complete these as they appear in your course modules.

COURSE SCHEDULE				
*Note: weekly readings and assignments can change at professor’s discretion. See Canvas for the most up-to-date information and direct links/downloads for readings.				
WEEK #	DATE	TOPIC OF CLASS	ASSIGNED READING/MEDIA	ASSIGNMENTS
PART I: FOUNDATIONS OF PUBLIC POLICY				
WEEK 1	Thursday 1/12	Course Introduction	No reading, preview syllabus and Canvas	Getting to Know You Survey
WEEK 2	Tuesday 1/17	Public Policy: What is it and why do we need it?	Kraft & Furlong chapter 1	

WEEK #	DATE	TOPIC OF CLASS	ASSIGNED READING/MEDIA	ASSIGNMENTS
	Thursday 1/19	Who Makes Policy? Part I: Federal Legislation	Kraft & Furlong chapter 2 Heitshusen article	
WEEK 3	Tuesday 1/24	Who Makes Policy Part II: Crash Course on Local and State Legislation	Groups will read assigned chapter of VanVechten's California Politics and teach our class (creatively!) on their topic Group 1: Chapter 3 on Direct Democracy Group 2: Chapter 4 on the State Legislature Group 3: Chapter 5 on the Executive Branch Group 4: Chapter 7 on Other Governments	3-2-1 Reading Response
	Thursday 1/26	Policy Emphasis: Economic & Budgetary Policy	Kraft & Furlong chapter 7 The Economic Lowdown Podcast: <i>Fiscal Policy's Link to Inequality</i> Video: What is GDP? (link on Canvas)	
WEEK 4	Tuesday 1/31	Applying Policymaking Theories/Frameworks (Part I)	Kraft & Furlong chapter 3	3-2-1 Reading Response
	Thursday 2/2	Policy Emphasis: Criminal Justice Policy	Justice Policy Institute: <i>Sticker Shock 2020: The Cost of Youth Incarceration</i> PBS Origin of Everything Video: <i>Why do we have private prisons?</i> Off-Kilter Podcast: <i>How Mass Incarceration Became a Poverty Trap</i>	
WEEK 5	Tuesday 2/7	Attend SD County Board of Supervisors Meeting (9-11am) at County Administration Building (If your class schedule	No reading due	

WEEK #	DATE	TOPIC OF CLASS	ASSIGNED READING/MEDIA	ASSIGNMENTS
		permits. If not, please see Dr. Nantkes for alternatives)		
	Thursday 2/9	Policy Advocacy Portfolio Team Brainstorm and Policy Choices	Reading on your own about policy issues of your concern in preparation for class brainstorm	SD County Board of Supervisors Meeting Reflection (due Sunday)
WEEK 6	Tuesday 2/14	Applying Policymaking Theories/Frameworks (Part II)	Stone article <i>For those not in previous courses with me:</i> <ul style="list-style-type: none"> Schneider & Ingram article Kreitzer & Smith article (skim) -OR- <i>For those in previous courses with me:</i> <ul style="list-style-type: none"> Reading on Punctuated Equilibrium Theory (Baumgartner & Jones) 	3-2-1 Reading Response
	Thursday 2/16	Policy Emphasis: Social Welfare and Social Security Policy, Universal Basic Income	Kraft & Furlong chapter 9	Policy Advocacy Portfolio Team: Project Policy Choice Assignment (Due Sunday)
WEEK 7	Tuesday 2/21	Agenda-Setting and Policy Formulation (Part I) Collective Action	Anderson chapter 3	3-2-1 Reading Response
	Thursday 2/23	Policy Emphasis: Health Care Policy	Kraft & Furlong chapter 8 Podcast: Freakonomics Radio How to Fix the Hot Mess of U.S. Healthcare (49 min)	
WEEK 8	Tuesday 2/28	Agenda-Setting and Policy Formulation (Part II) The Role of Interest Groups and Think Tanks	Kingdon chapters 6-7 NPR Podcast: <i>Understanding the Impact of Citizens United</i> (17 min)	3-2-1 Reading Response
	Thursday 3/2	Policy Emphasis: Education Policy Guest Speaker: Dr. Noemi Hernandez-Alexander, Riverside	Kraft & Furlong chapter 10 Hattie article (skim)	

WEEK #	DATE	TOPIC OF CLASS	ASSIGNED READING/MEDIA	ASSIGNMENTS
		Unified School District Trustee		
PLNU SPRING BREAK (March 6-10) NO CLASSES				
WEEK 9	Tuesday 3/14	Policy Adoption	Anderson chapter 4 Lindblom article	3-2-1 Reading Response
	Thursday 3/16	Policy Emphasis: Environmental and Energy Policy	Kraft & Furlong chapter 11 TED Radio Hour Podcast: <i>How Can We Create a Thriving Economy for Ourselves and The Planet?</i>	Policy Advocacy Portfolio Team Project: Fundamentals of the Policy Assignment (Due Sunday) Midterm Grades Distributed
WEEK 10	Tuesday 3/21	Policy Implementation (Part I)	Anderson pgs. 225-249	3-2-1 Reading Response
	Thursday 3/23	Policy Emphasis: Foreign Policy & Homeland Security	Kraft & Furlong chapter 12 Deep State Podcast (Episode TBD)	
WEEK 11	Tuesday 3/28	Policy Implementation (Part II)	Anderson pgs. 249-282 Lipsky article Bertelli article	3-2-1 Reading Response
	Thursday 3/30	Policy Emphasis: Immigration Policy	Migration Policy Institute Article: Rethinking the U.S.- Mexico Border Immigration Enforcement System Podcast Episode (TBD)	
PART II: POLICY TARGETS AND GOALS				
WEEK 12	Tuesday 4/4	Policy Analysis: An Introduction	Kraft & Furlong chapters 4 & 5	3-2-1 Reading Response
	Thursday 4/6	EASTER RECESS, NO CLASS		
PLNU EASTER RECESS (April 6-10) NO CLASSES				
WEEK 13	Tuesday 4/11	Assessing Policy Alternatives	Kraft & Furlong chapter 6	3-2-1 Reading Response
	Thursday 4/13	Policy Emphasis: Voting and Elections Policy	Brennan Center for Justice & Bipartisan Policy Center Report: Election Officials Under Attack	Policy Advocacy Portfolio Team: Communicating

WEEK #	DATE	TOPIC OF CLASS	ASSIGNED READING/MEDIA	ASSIGNMENTS
			<p>Four Directions Video: Native Americans Sue to Get to the Polls</p> <p>TED-Ed video: Gerrymandering How drawing jagged lines can impact an election</p>	about the Policy Assignment (Due Sunday)
WEEK 14	Tuesday 4/18	Analyzing Policy Goals: Equity, Efficiency, Welfare, Liberty, Security	<p>Stone Chapter 2</p> <p>and</p> <p>One chapter from Stone chapters 3-6 <i>will be assigned to groups for sharing in class</i> (see Canvas)</p>	3-2-1 Reading Response
	Thursday 4/20	Policy Evaluation Methods Workshop	<p>Anderson chapter 7 (pg. 290-311 only)</p> <p>Savitz et. al (RAND logic modeling materials)</p>	
PART III: WRAPPING UP				
WEEK 15	Tuesday 4/25	Politics, Analysis, and Policy Choice	Kraft & Furlong chapter 13	3-2-1 Reading Response
	Tuesday 4/27	Policy Team Meetings	No reading	Policy Advocacy Portfolio Team: Strategy for Policy Advocacy (Due Sunday)
FINAL EXAM	Thursday 5/4 4:30-7:00 pm	<p>Due on Canvas at 4:00 pm</p> <ul style="list-style-type: none"> • Policy Advocacy Portfolio and Presentation Slides • Personal Reflection <p>In Class at 4:30 pm</p> <ul style="list-style-type: none"> • Team Presentations 		

CITATIONS FOR COURSE READINGS AND MEDIA (AVAILABLE ON CANVAS)

Anderson, J. (2015). *Public Policymaking 8th Edition*. Stamford, CT: Cengage Learning.

Anderson, D., Liu, J. and Friedberg. (2018, November 19) The RAND BLOG. *Medicare for All: Sounds Good, but What Does It Mean?* Retrieved from: <https://www.rand.org/blog/2018/11/medicare-for-all-sounds-good-but-what-does-it-mean.html>

Bainbridge, D. (2019, April 13). Origin of everything: Why do we have private prisons? Retrieved from <https://www.youtube.com/watch?v=OwVEL7d3NsM&feature=youtu.be>

Bertelli, A. (2016). Who are the policy workers, and what are they doing? citizen's heuristics and democratic accountability in complex governance. *Public Performance & Management Review*, 40(2), 208-234. doi:10.1080/15309576.2016.1180306

- Bipartisan Policy Center Podcast. (n.d.) "What You Need to Know About Immigration: Episode 5 Immigration Reform". Retrieved from <https://soundcloud.com/user-51947831/what-you-need-to-know-on-immigration-immigration-reform>
- Buckley, Cara. (2010 December 8). "To test housing program, some are denied aid." *New York Times*.
- Crash Course. (2016). *The economics of healthcare*. (Video). Retrieved from: <https://www.youtube.com/watch?v=cbBKoyjFLUY>
- Crowley, J., Watson, M., & Waller, M. (2008). Understanding "power talk": Language, public policy, and democracy. *Perspectives on Politics*, 6(1), 71-88.
- Four Directions. (26 August 2016). Native Americans Sue to Get to the Polls. Retrieved from https://www.youtube.com/watch?time_continue=11&v=BOUR-b29pes
- Hattie, John. (2015). What doesn't work in education: The politics of distraction. London: Pearson.
- Heitshusen, V. (2018). Introduction to the legislative process in the U.S. Congress. Washington, D.C.: Congressional Research Service.
- Hoenes, G., Huang, X., Nantkes, A., and Kim, S. (2017). Affordable housing in San Diego County, California: Policy recommendations. Claremont: Claremont Graduate University.
- Justice Policy Institute. (2020, July). Sticker shock 2020: The cost of youth incarceration.
- King, D., & Smith, R. (2005). Racial orders in American political development. *The American Political Science Review*, 99(1), 75-92.
- Kingdon, John. 2003 (Revised 2nd edition). *Agenda, Alternatives, and Public Policies*. New York: Longman Press.
- Kreitzer, R., & Smith, C. (2018). Reproducible and replicable: An empirical assessment of the social construction of politically relevant target groups. *PS: Political Science & Politics*, 51(4), 768-774.
doi:10.1017/S1049096518000987
- Lindblom, Charles. (1959). The Science of Muddling Through. *Public Administration Review*. Vol. 19, no. 2, pp. 79-88.
- Lipsky, M. (1981). Street-level bureaucracy: Dilemmas of the individual in public services. *Michigan Law Review*, 79(4), 811-811. doi:10.2307/1288305
- National Public Radio. (2012). Understanding the role of Citizens United. Retrieved from: <https://www.npr.org/2012/02/23/147294511/understanding-the-impact-of-citizens-united>
- Ostrom, E. (2008). "A behavioral approach to the rational choice theory of collective action: Presidential address, American Political Science Association, 1997." *The American Political Science Review*, Vol. 92(1): 1-22
- Savitz, S., Matthews, M., & Weiland, S. (2017). Assessing impact to inform decisions: A toolkit on measures for policymakers. Santa Monica, CA: RAND Corporation. Retrieved from: <https://www.rand.org/pubs/tools/TL263.html>.

- Schneider, A. & Ingram, H. (1993). "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87 (2): 334-47.
- Schneider, B. (2018 May 16). The next American housing crisis might be our next political issue. Retrieved from <https://www.citylab.com/equity/2018/05/is-housing-americas-next-big-political-issue/560378/>
- Schroedel, J., & Hart, R. (2015). Vote dilution and suppression in Indian country. *Studies in American Political Development*, 29(01), 40-67. doi:10.1017/S0898588X1400011X
- Stone, D. (1989). Causal stories and the formation of policy agendas. *Political Science Quarterly*, 104(2), 281-281. doi:10.2307/2151585
- Stone, D. 2011 (3rd edition). *Policy paradox: The art of political decision making*. New York: WW Norton.
- The Economic Lowdown Podcast. (2018 September 13). *Fiscal policy's link to inequality*. Retrieved from: <https://www.stlouisfed.org/timely-topics/fiscal-policys-link-to-inequality>
- TED-ED. (2012 October 25). Gerrymandering: How drawing jagged lines can impact an election. Retrieved from <https://www.youtube.com/watch?v=YcUDBgYodIE&vl=en>
- TED Radio Hour. (2018 December 7). *Kate Raworth: how can we create a thriving economy for ourselves and the planet?* Retrieved from: <https://www.npr.org/templates/transcript/transcript.php?storyId=674117856>
- U.S. Department of Housing and Urban Development. (2018). Evidence matters. Rachelle Levitt, ed. Retrieved from <https://www.huduser.gov/portal/sites/default/files/pdf/EM-Newsletter-summer-fall-2018.pdf>
- Vallas, R. (2020). How mass incarceration became a poverty trap. Off-Kilter Podcast. Retrieved from <https://offkiltershow.medium.com/how-mass-incarceration-became-a-poverty-trap-6211e6712380>

ONLINE RESOURCES

The following resources are not required but will be useful for completing assignments as well as the final policy paper. This is only a partial list--there are many others given in your text as well.

California State Legislation and Budget Sites

- California Budget Center (California Fiscal and Policy Analysis): <http://calbudgetcenter.org/>
- California State Legislature: <http://www.legislature.ca.gov/>
- CalMatters <https://calmatters.org/>

Federal Legislation and Budget Sites

- Gov Track (Legislative Activity Tracker): <https://www.govtrack.us/start>
- Congressional Budget office: <https://www.cbo.gov/>

Policy Think Tanks

- Abdul Latif Jameel Poverty Action Lab (J-PAL): <https://www.povertyactionlab.org/>
- American Enterprise Institute for Public Policy Research: www.aei.org
- American Legislative Exchange Council: www.alec.org
- Brookings Institution: www.brookings.edu
- Cato Institute: www.cato.org
- Center on Budget and Policy Priorities: www.cbpp.org

- Competitive Enterprise Institute: www.cei.org
 - Center for Strategic and International Studies: www.csis.org
 - Heartland Institute: www.heartland.org
 - Heritage Foundation: www.heritage.org
 - Hudson Institute: www.hudson.org
 - Public Agenda: www.publicagenda.org
 - RAND Corporation: www.rand.org
 - Resources for the Future: www.rff.org
 - Urban Institute: www.urban.org
-