

Point Loma Nazarene University
Department of History and Political Science

POLITICAL SCIENCE 441: ISSUES IN PUBLIC POLICY



Spring 2017
Course Time: Tues./Thurs. 10:00-11:45am
Course website: Canvas.pointloma.edu
Location: Colt 120

Instructor: Dr. Lindsey Lupo
Office: Colt Hall 115
Office Hours: Mondays 1:30-2:30 or just stop by
Email: lindseylupo@pointloma.edu
Office Phone: 619.849.7589

This syllabus is ready to go, but I still need to update page numbers/chapters for any new editions.

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.

Course Description:

This 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’ve 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. You, the student, will then become a “policymaker,” a “policy analyst,” and a “deliberative democracy facilitator.”

Course Readings:

All readings are required and are available at the bookstore. Copies of Kingdon, Briand, and Stone are all available on reserve at the library. Please bring your books to class:

1. Anderson, James E. 2015 (8th Edition). *Public Policymaking*. Stamford, CT: Cengage Learning.
2. Briand, Michael K. 1999. *Practical Politics: Five Principles for a Community that Works*. Urbana, IL: University of Illinois.

3. *Issues for Debate in American Public Policy: Selections from CQ Researcher*. 2016 (17th Edition). Washington, D.C.: CQ Press.
4. Kingdon, John. 2003 (Revised 2nd edition). *Agenda, Alternatives, and Public Policies*. New York: Longman Press.
5. Stone, Deborah. 2011 (3rd edition). *Policy Paradox: The Art of Political Decision Making*. New York: WW Norton.
6. Various articles, chapters, and pieces will also be assigned and posted on Canvas. They appear in the "schedule" section below.

Course Format and Expectations:

This course will meet two times per week and, in order to maximize your learning process, it is in your best interest that you attend everyday. 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 documentaries. Toward the end of the course, students will also have the opportunity to plan and facilitate a campus-wide forum on a policy issue (chosen collectively by the class). Preparation for this forum will primarily occur in class (see the schedule below), but will require that you be present for the forum in the **evening hours of Thursday, April 20th**. Please make arrangements now to ensure your availability on this evening as it is a requirement of the course.

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 be able to write policy memos in the standardized format of the policy field.
- Students will engage in thoughtful, civil, and empirically-based discussions about particular policy areas in the current American political system.
- Students will demonstrate an understanding of modern-day deliberative democracy practices.
- Students will design and facilitate a public dialogue forum focused on a particular policy area.

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

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

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 public 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 (and I really do hope you reflect upon this possibility), 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.”¹ 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. Who says politics isn’t fun?

Examinations/Writing/Assessment Requirements:

Midterm – The midterm will be an in-class exam. It will consist of 2 short answer questions and 1 essay. You will *not* have a choice as to which short answer questions or essay to answer, however, a study guide will be provided.

Policy Memo – You will be writing a policy memorandum. As is standard in the political arena, you are limited to 2 pages for this memo. Further instructions, as well as examples, will be given in class and are available on Canvas.

Policymaking in the News - Another goal of this class is to familiarize students with how public policy is actually practiced. This activity provides students the opportunity to check their learning, understanding, and ability to apply course concepts to events outside of their books. You will have due two written analyses of public policymaking as it is currently happening in the United States. You may write about a specific policy or about the policymaking process (for instance, any of the stages of the policy process). These analyses should be 2-4 pages, 12 point font, double spaced, standard margins and they must be an analysis of a current (within the last 30 days) news article. The purpose of asking you to analyze a story from the last month is that I want you to be reading quality news articles *throughout this course*, continuously analyzing how the course relates to current events. In other words, I want to *avoid* you going to a news website and typing a phrase into the newspaper’s search field to find a relevant article.

Your write-up should link the news story to any of the course’s topics and should analyze (*not* summarize) the article, drawing on lessons from lecture, the readings, and class discussions. For instance, what concept is this story an example of? Does the article support or contradict what you have learned in class? The article **must** come from one of the following approved sources: *New York Times, Los Angeles Times, The Wall Street Journal, The Economist, Newsweek Magazine, or Time Magazine* (why these sources? Because I would like to see you reading high-quality, in-depth, analytical news – not the fluff that permeates our society). Please attach the article to your analysis. The due dates appear in the schedule below but please note that you can turn these assignments in anytime *up to that date*. In other words, don’t procrastinate.

City Council Meeting Report – As a class, we will attend a meeting of the San Diego City Council (see the schedule below for the date and time). This assignment will ask you to analyze the key aspects of policymaking as you observed it at the meeting, focusing particularly on the process, the quality of dialogue and deliberation, the relationship between constituents and councilmembers, and the overall quality of democratic decision-making. Our observation of this city council meeting will provide a nice bridge between our more theoretical discussions of public policy and our facilitation of a campus forum.

Campus Forum Participation (Peer evaluated) – This semester, you and your classmates will have the unique opportunity to facilitate a campus forum. This forum will have the participants – guided by you – discussing the topic of your choice (collectively chosen by the class). We will be using materials from the National Issues Forum Institute (www.nifi.org) and the Kettering Foundation (www.kettering.org) to bring the participants together in conversation, asking them to share their perspective, to reflect upon the ways their deeply held values drive their opinion on this political topic, to consider other points of view, and to search for areas of shared understanding.

¹ 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.

The purpose of this forum and the many others like them around the country is threefold. First, they provide people with the opportunity to discuss and deliberate – in a civil manner – common public problems. Second, these forums seek to uncover innovative, citizen-initiated policy solutions. Finally, the forums act as a conduit that connects community members to our elected representatives, providing our political leaders with high quality input from the general population. Indeed, consistent public dialogue is the cornerstone of a healthy democracy and through this exercise, we will be learning how organizations and institutes around the country are working to better involve the people – not just elites, experts, and politicians – in the policymaking process. Most importantly, this exercise will ask you to reflect upon how *you* can continue to help bridge this divide between public decision makers and everyday people.

Forum Reflection Piece – This reflection piece will serve two important functions. First, it will be a tool to help you reflect upon your training and experience as a deliberative democracy facilitator. Second, it will ask you to analyze the differences between expert-driven policymaking and citizen-driven policymaking, as well as the potential democratic impact of increased civic engagement.

Course Participation (Instructor evaluated) – This assessment will include, but not be limited to, your contributions to whole class and small group discussions and activities, emailing me (or coming to office hours) with questions or comments regarding the course, and generally having a participatory and positive attitude regarding elements of the course.

Final Exam – The final exam will take place on the regularly scheduled exam day and will last the full two hours. The format will be short answer and essays. You will have a choice as to which short answers and which essay to answer and a study guide will be provided in the second to last week of the semester.

Buffer Points – During the course, you may bring in *additional* “policymaking in the news” (see assignment above) analyses for extra credit. You may bring in up to five of these analyses throughout the course and they should be slightly shorter than your “policymaking in the news” assignments (1-2 pages instead of 2-4 pages). A sound analysis (insightful, articulate, and cogent) will earn you one point, with a maximum of five such extra credit or “buffer points” being possible during the course. *Earning a point is not guaranteed*; if the write-up is deemed as too much of a summary, no points will be given. One more restriction: You may turn in only one analysis per class session (these are due in class and cannot be emailed). Finally, the news story must come from the same sources as listed in the assignment description above for “policymaking in the news.”

**All late assignments/exams (in-class and out of class) will have points deducted unless notification and arrangements are made with the instructor at least 24 hours prior to the assignment’s due date. The instructor reserves the right to change the structure of any make-up exam or assignment given. If you have some special circumstance that might affect your ability to meet all the course’s expectations – e.g., a brother’s wedding, a learning disability, or whatever – come and talk to me immediately. With abundant notice I’ll be as accommodating as possible, as long as it does not compromise fairness for all.*

Grading:

Midterm Exam	90 Points
Policy Memorandum	30 Points
Policymaking in the News #1	10 Points
Policymaking in the News #2	10 Points
City Council Meeting Report	20 Points
Campus Forum Participation (Peer evaluated)	35 Points
Forum Reflection Piece	20 Points
Course Participation (Instructor evaluated)	25 Points
Final Exam	100 Points
TOTAL POSSIBLE	345 Points
Buffer Points (extra credit/optional)	5 Points

Schedule (Reading in parentheses. Full citations appear at the end of the syllabus along with URLs):

<i>Date</i>	<i>Topic of Class Session</i>	<i>Assigned Readings for Class and Assignments Due</i>
	PART I: FOUNDATIONS OF PUBLIC POLICY	
January 12	Introduction	No reading
January 17	Public Policy: What is it and why do we need it? Introduction to the Policy Cycle	Anderson, chapter 1 and pgs. 36-59; Kingdon, chapter 1
January 19	No class – Department Trip to the Presidential Inauguration in Washington, DC	No reading
January 24	Who makes policy? Parts I and II	Anderson, pgs. 59-76; Kingdon chapters 2 and 3
January 26	Agenda-Setting and Policy Formulation (Part I)	Anderson, chapter 3; Kingdon, chapter 5
January 31	Agenda-Setting and Policy Formulation (Part II)	Kingdon, chapters 6-8 Last day to turn in first “policymaking in the news” analysis
February 2	Agenda-Setting and Policy Formulation (Part III)	Kingdon, chapter 9; <i>CQ Researcher</i> , chapter 8
February 7	Policy Adoption	Anderson, chapter 4; Lindblom article
February 9	The Economics of Public Policy	Anderson, chapter 5; <i>CQ Researcher</i> , chapter 3
February 14	Policy Implementation: Part I	Anderson, pgs. 209-231; <i>CQ Researcher</i> , chapter 14 Last day to turn in second “policymaking in the news” analysis
February 16	No class – I will be at a LEAD San Diego seminar. Instead, please listen to the audio of the PowerPoint presentation on Canvas (“Policy Implementation: Part II”).	Anderson, pgs. 231-63
February 21	Policy Evaluation: Part I	Anderson, chapter 7; Buckley article
February 23	Policy Evaluation: Part II	Anderson, chapter 8
February 28	Midterm Exam	No reading – Midterm Exam
	PART II: THE SOCIAL CONSTRUCTION OF PUBLIC POLICY	
March 2	Policy Design and Social Construction	Schneider & Ingram article; Crowley, Watson, and Waller article
March 7 & 9	No Classes – Spring Break ☺	No reading
March 14	Analyzing Policy Goals: Inequity	Stone, chapters 1-2; Tocqueville Paper
March 16	Analyzing Policy Goals: Efficiency, Welfare, and Liberty	Stone, chapters 3-5 <i>Mid-semester Grades Distributed</i>
	PART III: DOING PUBLIC POLICY	
March 21	Government Communication	Allison & Williams, chapter 5
March 23	Government Communication: Case Study I	Dewey piece; Fischer pgs. 17-29 and chapter 2 (these readings are in preparation for our campus forum)
March 28	Government Communication: Case Study II	Briand, chapter 1; Boyte article; Yankelovich article (these readings are in preparation for our campus forum)
	PART IV: COMMUNITY PROBLEM SOLVING: PUBLIC POLICY AND THE DELIBERATIVE DEMOCRACY MOVEMENT	

March 30	Campus Forum Preparation I	Nabatchi, pgs. 3-10; Briand, chapter 2; Carcasson piece ("Rethinking Civic Engagement on Campus") Policy Memo Due
April 4	Campus Forum Preparation II	Carcasson piece ("Tackling Wicked Problems"); Briand chapter 4; NIF Issue Guide ("Youth and Violence"); see me if you are interested in reading an NIF issue guide on additional topics, as I have extra copies.
April 6	Campus Forum Preparation III	Rourke piece; Kettering piece ("Naming and Framing Difficult Issues"); Issue Guide for our upcoming forum (I will email it after we select a topic in our previous class session); Dillard article; CPD ("Facilitation Excerpt")
April 11	Campus Forum Preparation IV - Class will attend a meeting of the San Diego City Council (Bus leaves at 9:30am and will return by 12:00pm).	No reading
April 13	No Class- Happy Easter!	No reading
April 18	Campus Forum Preparation V	Briand, chapter 11 City Council Meeting Report Due
Weds, April 19 (tentative)	Campus Forum from 6:30-8:30pm (plan to arrive 30 minutes before and to stay 45 minutes after)	No reading – prep for forum
April 20	No regular class meeting (see above)	No reading – prep for forum
April 25	Class Reflection and Discussion of the Forum	Pincock chapter; Barrett, Wyman, and Coelho chapter Forum Reflection Piece Due
April 27	Public Policy in 21 st Century America: Challenges and Opportunities; Final Exam Review	Pick a chapter from the <i>CQ Researcher</i> that you have not yet read, read it, and come to class ready to discuss it.
Thursday, May 4	Final Exam at 10:30am. <i>Good Luck!</i>	Study, Study, Study

Citations for course readings:

Allison, Libby and Miriam F. Williams. 2008. *Writing for the Government*. New York: Pearson Longman.

Barrett, Gregory, Miriam Wyman, and Vera Schattan P. Coelho. 2012. "Assessing the Policy Impacts of Deliberative Civic Engagement: Comparing Engagement in the Health Policy Process of Brazil and Canada." In *Democracy in Motion: Evaluating the Practice and Impact of Deliberative Civic Engagement*, edited by Tina Nabatchi, John Gastil, G. Michael Weiksner, and Matt Leighninger, pp. 181-203. New York: Oxford University Press.

Boyte, Harry C. 2013. "Reinventing Citizenship." *Kettering Review*. Vol. 31, no. 1, pp. 22-29.

Buckley, Cara. "To Test Housing Program, Some are Denied Aid." *New York Times*, December 8, 2010.

Carcasson, Martín. 2013. "Rethinking Civic Engagement on Campus: The Overarching Potential of Deliberative Practice." Available at <http://thedemocracycommitment.org/wp-content/uploads/2013/11/3-carcasson-civic-eng-paper.pdf>.

Carcasson, Martín. 2013. "Tackling Wicked Problems Through Deliberative Engagement." Available at <http://www.cpd.colostate.edu/carcasson-tackling-wicked-problems.pdf>.

Center for Public Deliberation (CPD). "Excerpt from Student Associate Workbook: The Basics of Facilitating."

Crowley, Jocelyn Elise, Margaret Watson, and Maureen R. Waller. March 2008. "Understanding 'Power Talk': Language, Public Policy, and Democracy." *Perspectives on Politics*. Vol. 6, no. 1, pp. 71-88.

de Tocqueville, Alexis. 1835/1968. "Aristocracy in a Democracy." In *Private Life and Public Order*, edited by Theodore Lowi. New York: WW Norton & Company, Inc.

Dewey, John. April 3, 1937. Excerpt from "Democracy and Educational Administration." *School and Society* 45: 457-67. Available at <http://wolfweb.unr.edu/homepage/lafer/dewey%20dewey.htm>.

Dillard, Kara N. 2013. "Envisioning the Role of Facilitation in Public Deliberation." *Journal of Applied Communication Research*, pp. 1-19. Available at http://www.tandfonline.com/doi/abs/10.1080/00909882.2013.826813#.U_TkEfldXT0.

Fischer, Frank. 2009. *Democracy and Expertise: Reorienting Policy Inquiry*. New York: Oxford University Press.

Kettering Foundation. 2011. "Naming and Framing Difficult Issues to Make Sound Decisions." Available at <http://kettering.org/publications/naming-and-framing-difficult-issues-to-make-sound-decisions/>.

Lindblom, Charles. 1959. "The Science of Muddling Through." *Public Administration Review*. Vol. 19, no. 2, pp. 79-88.

Nabatchi, Tina. 2012. "An Introduction to Deliberative Civic Engagement." In *Democracy in Motion: Evaluating the Practice and Impact of Deliberative Civic Engagement*, edited by Tina Nabatchi, John Gastil, G. Michael Weiksner, and Matt Leighninger, pp. 3-17. New York: Oxford University Press.

National Issues Forum. April 2011. "A Guide to Forums: Youth and Violence." Available at http://www.storenifi.org/guide/youth_and_violence_g.pdf.

National Issues Forum. April 2011. "Issue Guide: Youth and Violence." www.nifi.org.

Pincock, Heather. 2012. "Does Deliberation Make Better Citizens?" In *Democracy in Motion: Evaluating the Practice and Impact of Deliberative Civic Engagement*, edited by Tina Nabatchi, John Gastil, G. Michael Weiksner, and Matt Leighninger, pp. 135-162. New York: Oxford University Press.

Rourke, Brad. "Developing Materials for Public Deliberation." Dayton, OH: Kettering Foundation.

Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87 (2): 334-47.

Yankelovich, Daniel. 2013. "Searching for Public Judgment." *Kettering Review*. Vol. 31, no. 1, pp. 14-21.

Course Website and Email:

Please check your PLNU email regularly for class announcements. You should also check Canvas for announcements, links, lecture PowerPoints, and assignments.

Incompletes and Late Assignments:

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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.

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 in reality 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:

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.
