



Department of History and Political Science

POL 4041: ISSUES IN PUBLIC POLICY

4 units

Spring 2021

**Meeting days/times when in online modality:**

**Tuesdays:**

- Required Class Session via Zoom 12:30-2:15 pm

**Thursday:**

- Required Class Session via Zoom 12:30-2:15 pm

**Meeting days/times when in-person resumes:**

**Tuesdays:**

- Required Class Session 12:30-2:15 pm

**Thursday:**

- Required Class Session 12:30-2:15 pm

**Instructor title and name:**

Professor Amy Nantkes

**Meeting location when in online modality:**

Zoom/Online

**Meeting location when in-person resumes:**

Evans Hall 114

**Phone:** 949.266.4822

**Final Exam:** Tuesday, June 8<sup>th</sup> 12:30pm-2:15pm

**Email:** [anantkes@pointloma.edu](mailto:anantkes@pointloma.edu)

**Office location and hours:** Colt Hall 118

Tu/Th 9:30-10:30 am

(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 <sup>1</sup> 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

<sup>1</sup> “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).

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.

### 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.”<sup>2</sup> 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 textbooks are available at the bookstore in a bundle 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. *Issues for Debate in American Public Policy*. Twenty-Second Edition. Washington (D.C.): CQ Press. ISBN: 9781544386607
3. 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 online until face-to-face meetings are allowed, then we will flex according to room capacity. Please keep both class session times (Tu/Th) open in order to accommodate those changes. Additionally, 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.

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<sup>2</sup> 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.

- 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).
- 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 Professor 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 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**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all **synchronous** 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. In some courses, a portion of the credit hour content will be delivered

**asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

#### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

#### **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](mailto: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.

### **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 Board 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 board for 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 Board Instructions:** You will share an 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 I want you to 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 Professor Nantkes first.

#### **Policymaking in the News Updates can be shared in one of two ways:**

1. **Write a Discussion Board Post and post by Tuesday in your assigned week::** Your write-up should connect the news story to the week's assigned policy domain and give a two-paragraph critical analysis

(*not* just a summary) of the articles/reports, sharing how the issue was represented in each. Draw on lessons from lecture, the readings, and class discussions. Attach links to the articles to your analysis. Pose one question to your classmates for discussion at the end of the post. Check in with the discussion board throughout the rest of the week and respond to your classmates as they discuss your topic.

**-OR-**

2. **Record a 3-5 minute video based on the content of your analysis and post by Tuesday in your assigned week:** and include it on the discussion board. In your video, give a critical analysis (*not* just a summary) of the articles, articles/reports, sharing how the issue was represented in each. Attach links to the articles to your analysis on Canvas. Draw on lessons from lecture, the readings, and class discussions. Pose one question to your classmates for discussion at the end of your video. Check in with the discussion board throughout the rest of the week and respond to your classmates as they discuss your topic.

### **San Diego County Board of Supervisors Meeting Report (1)**

As a class, we will virtually attend a meeting of the San Diego County Board of Supervisors. You will write 2-3 pages (in APA 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.

### **Class Discussion Board Participation (14)**

During our course we will cover topics of interest weekly on the discussion boards, either via the Policymaking in the News presentations from your peers or on another topic presented by the professor. Initial posts will be made by Thursday of each week, allowing for you to consider our course content in conversation with your classmates. For full credit, you must post two responses to classmates before Sunday midnight PST.

### **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.

|                |
|----------------|
| <b>GRADING</b> |
|----------------|

| Assignment  | Points Possible |
|---|-----------------|
| 3-2-1 Reading Responses (12 @ 20 points each)                     | 240             |
| Policymaking in the News Analysis and Discussion Board Moderation | 120             |
| Weekly Discussion Board Participation (14 @ 10 points each)       | 140             |
| SD County Board of Supervisors Meeting Report                     | 80              |
| Course Surveys (2 @ 10 points each)                               | 20              |
| Policy Advocacy Portfolio Team Project                            | 400             |
| <b>TOTAL POINTS POSSIBLE</b>                                      | <b>1000</b>     |

## 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 |             |

| COURSE SCHEDULE                             |          |  |  |   |
|---|----------|--|--|---|
| WEEK  | DATE     | TOPIC OF CLASS SESSION                             | ASSIGNED READINGS  | ASSIGNMENTS DUE<br>(see Canvas for dates and times) |
| <b>PART I: FOUNDATIONS OF PUBLIC POLICY</b> |          |  |  |   |
| WEEK 1                                      | March 2  | Course Introduction                                | <b>No reading, preview syllabus and Canvas</b>   |   |
|   | March 4  | Public Policy: What is it and why do we need it?   | Kraft & Furlong chapter 1  | Discussion Board posts (Friday/Sunday)              |
| WEEK 2                                      | March 9  | Who Makes Policy?                                  | Kraft & Furlong chapter 2<br>Heitshusen article  | 3-2-1 Reading Response                              |
|   | March 11 | Policy Emphasis: Economic & Budgetary Policy       | Kraft & Furlong chapter 7<br>The Economic Lowdown Podcast: <i>Fiscal Policy's Link to Inequality</i><br>Video: What is GDP? (link on Canvas)   | Discussion Board posts                              |
| WEEK 3                                      | March 16 | Applying Policymaking Theories/Frameworks (Part I) | Kraft & Furlong chapter 3  | 3-2-1 Reading Response                              |
|   | March 18 | Policy Emphasis: Criminal Justice Policy           | Justice Policy Institute: <i>Sticker Shock 2020: The Cost of Youth Incarceration</i><br><br>PBS Origin of Everything Video: <i>Why do we have private prisons?</i><br><br>Off-Kilter Podcast: <i>How Mass Incarceration Became a Poverty</i> | Discussion Board posts                              |

|        |          |   |  |   |
|--------|----------|---|--|---|
|        |          |   | <i>Trap</i>  |   |
| WEEK 4 | March 23 | Applying Policymaking Theories/Frameworks (Part II)   | Stone article<br>Schneider & Ingram article<br>Kreitzer & Smith article                              | 3-2-1 Reading Response  |
|        | March 25 | Policy Emphasis: Social Welfare and Social Security Policy, Universal Basic Income  | Kraft & Furlong chapter 9<br>Issues for Debate chapter 4   | Policy Advocacy Portfolio Team: Project Policy Choice Assignment Due<br><br>Discussion Board posts  |
| WEEK 5 | March 30 | NO CLASS MEETING<br><br>(Sign up for group meeting with Professor Nantkes via Zoom for Policy Advocacy Team Project Topics) | Independent reading on your research project topic   | Policy Advocacy Portfolio Team: Sign up on Canvas for one team time slot during office hours to discuss Project Topic<br><br>Discussion Board posts |
|        | April 1  | NO CLASS MEETING<br><br>(Sign up for group meeting with Professor Nantkes via Zoom for Policy Advocacy Team Project Topics) |  |   |
| WEEK 6 | April 6  | Agenda-Setting and Policy Formulation (Part I)<br>Collective Action   | Anderson chapter 3<br><br>Watch SD Board of Supervisors Meeting (link will be provided)              | 3-2-1 Reading Response  |
|        | April 8  | Policy Emphasis: Health Care Policy   | Kraft & Furlong chapter 8<br><br>Issues for Debate chapter 12  | SD County Board of Supervisors Meeting Reflection<br><br>Discussion Board posts   |
| WEEK 7 | April 13 | Agenda-Setting and Policy Formulation (Part II)<br>The Role of Interest Groups and Think Tanks                              | Kingdon chapters 6-7<br><br>NPR Podcast: <i>Understanding the Impact of Citizens United</i> (17 min) | 3-2-1 Reading Response  |
|        | April 15 | Policy Emphasis: Education Policy   | Kraft & Furlong chapter 10<br><br>Hattie article   | Discussion Board posts  |
| WEEK 8 | April 20 | Policy Adoption   | Anderson chapter 4<br><br>Lindblom article   | 3-2-1 Reading Response  |



|  |          |  |  |  |
|--|----------|--|--|--|
|  | April 22 | Policy Emphasis:<br>Environmental and<br>Energy Policy                       | Kraft & Furlong chapter 11<br><br>TED Radio Hour Podcast: <i>How Can We Create A Thriving Economy for Ourselves and The Planet?</i>  | Policy Advocacy<br>Portfolio Team<br>Project: Fundamentals<br>of the Policy<br>Assignment Due<br><br>Discussion Board<br>posts |
| WEEK 9                                   | April 27 | Policy Implementation<br>(Part I)  | Anderson pgs. 225-249  | 3-2-1 Reading<br>Response<br><br>Midterm Grades<br>Distributed   |
|  | April 29 | Policy Emphasis:<br>Foreign Policy &<br>Homeland Security                    | Kraft & Furlong chapter 12<br><br>FP Podcast (Episode TBD)   | Discussion Board<br>posts  |
| WEEK 10                                  | May 4    | Policy Implementation<br>(Part II)<br>Guest Speaker: Joshua<br>Miller, MA    | Anderson pgs. 249-282<br><br>Lipsky article<br><br>Bertelli article  | 3-2-1 Reading<br>Response  |
|  | May 6    | Policy Emphasis:<br>Immigration Policy                                       | Migration Policy Institute Article:<br>Rethinking the U.S.-Mexico Border<br>Immigration Enforcement System<br><br>Podcast TBD  | Policy Advocacy<br>Portfolio Team:<br>Communicating about<br>the Policy Assignment<br>Due<br><br>Discussion Board<br>posts     |
| <b>PART II: POLICY TARGETS AND GOALS</b> |          |  |  |  |
| WEEK 11                                  | May 11   | Policy Analysis: An<br>Introduction  | Kraft & Furlong chapter 4  | 3-2-1 Reading<br>Response  |
|  | May 13   | Public Problems and<br>Policy Alternatives                                   | Kraft & Furlong chapter 5<br><br>Issues for Debate chapter 5   | Discussion Board<br>posts  |
| WEEK 12                                  | May 18   | Assessing Policy<br>Alternatives   | Kraft & Furlong chapter 6  | 3-2-1 Reading<br>Response  |
|  | May 20   | Policy Emphasis:<br>Voting and Elections<br>Policy                           | Issues for Debate, chapter 8<br><br>Four Directions Video: Native<br>Americans Sue to Get to the Polls<br><br>TED-Ed video: Gerrymandering<br>How drawing jagged lines can<br>impact an election | Policy Advocacy<br>Portfolio Team:<br>Strategy for Policy<br>Advocacy Due<br><br>Discussion Board<br>posts                     |
| WEEK 13                                  | May 25   | Analyzing Policy Goals:<br>Equity, Efficiency,<br>Welfare, Liberty, Security | Issues for Debate chapter 10<br><br>Stone chapter 2<br>+<br>One additional chapter from Stone  | 3-2-1 Reading<br>Response  |

|  |        |  |  |                           |
|--|--------|--|--|---------------------------|
|  |        |  | chapters 3-6<br>will be assigned to groups for<br>sharing in class                               |                           |
|  | May 27 | Policy Evaluation<br>Methods Workshop    | Anderson chapter 7 (pg. 290-311<br>only)<br><br>Savitz et. al (RAND logic modeling<br>materials) | Discussion Board<br>posts |
| <b>PART III: WRAPPING UP</b>   |        |  |  |                           |
| WEEK<br>14   | June 1 | Policy Emphasis: Housing<br>Policy       | Hoenes, et al. paper<br><br>Buckley article<br><br>Benjamin Schneider article                    | 3-2-1 Reading<br>Response |
|  | June 3 | Politics, Analysis, and<br>Policy Choice | Kraft & Furlong chapter 13   | Discussion Board<br>posts |
| <b>FINAL EXAM:</b> Tuesday, June 8 <sup>th</sup> 12:30pm-2:15pm<br><b>Due on Canvas:</b> Current Policy Issue Research Project and Presentation Slides ( <u>before</u> start of class)<br><b>In Class:</b> Presentations |        |  |  |                           |

#### CITATIONS FOR COURSE READINGS AND MEDIA (AVAILABLE ON CANVAS)

Anderson, J. (2015). *Public Policymaking 8<sup>th</sup> 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](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.

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- 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 2<sup>nd</sup> 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:  
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## 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/>

### 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](http://www.aei.org)
- American Legislative Exchange Council: [www.alec.org](http://www.alec.org)
- Brookings Institution: [www.brookings.edu](http://www.brookings.edu)
- Cato Institute: [www.cato.org](http://www.cato.org)
- Center on Budget and Policy Priorities: [www.cbpp.org](http://www.cbpp.org)
- Competitive Enterprise Institute: [www.cei.org](http://www.cei.org)
- Center for Strategic and International Studies: [www.csis.org](http://www.csis.org)
- Heartland Institute: [www.heartland.org](http://www.heartland.org)
- Heritage Foundation: [www.heritage.org](http://www.heritage.org)
- Hudson Institute: [www.hudson.org](http://www.hudson.org)
- Public Agenda: [www.publicagenda.org](http://www.publicagenda.org)
- RAND Corporation: [www.rand.org](http://www.rand.org)
- Resources for the Future: [www.rff.org](http://www.rff.org)
- Urban Institute: [www.urban.org](http://www.urban.org)