

**POLA 3240-01 – Public Policy**  
**Fall 2019**  
**MWF 11-11:50**

Instructor:  
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**Course Objectives and Course Goals:**

This course covers the policy-making process for national domestic policy in the United States. Policies are the decisions made by a variety of political actors that set and implement a course for action on particular political problems. Thus, they are the meat of politics – without policies, politics have no real stakes. We examine the important concepts and theories about policy-making and study the policy process in its various stages. In the process, there are several case studies we examine as well as an in-depth analysis of policies related to urban infrastructure, health care, and public education.

We will study the following questions:

- Why do some problems reach the political agenda and others do not?
- Who are the important actors in the policy process and what roles do they play?
- What are the values at stake with policy debates?
- What explains why certain solutions are offered and others are rejected?
- How do we know if a policy has been successful?
- Why do some policies succeed and others fail?

**Learning Outcomes and Instruments of Assessment:**

Upon completion of this course, students will have demonstrated substantive knowledge and analytical competence in the understanding of how policy is made in the United States. Students will demonstrate this knowledge through classroom participation and the exams. Students will also develop research skills and learn to write short policy memos and longer policy briefs. Finally, students will demonstrate critical thinking skills, learn to defend an argument and use evidence to analyze empirical political statements.

**Required Materials:**

Anna Clark, *The Poisoned City: Flint's Water and the American Urban Tragedy* (Picador, 2018)

Paul Manna, *Collision Course: Federal Education Policy Meets State and Local Realities* (CQ Press, 2011)

Paul Starr, *Remedy and Reaction: The Peculiar American Struggle Over Health Care Reform* (Yale University Press, 2011)

In addition, several readings are located on Canvas. The readings are in “files.”

## **Course Requirements:**

### **Regular Attendance, & Quizzes: 15%**

All students are expected to attend class, be on time, and be prepared to discuss the readings. Participation is a function not only of attendance, but also the quality of contributions. There will be **pop quizzes** on the reading throughout the semester. If you enter after a quiz has begun, you may not be allowed to take it and it will count as a zero.

### **Exams: 55%**

There will be a two in-class exams during the semester (15% each) and a cumulative final exam (25%). Final examinations are to be held at the times publicized in the Final Examination Schedule posted on the Registrar's website. Any student who is absent from a final examination will be given permission to take a make-up examination only if an acceptable excuse is presented to an associate dean in Newcomb-Tulane College before the exam or within 24 hours after the exam. A student whose absence from a final examination is not excused is to be given an "F" in the course.

### **Public Service Announcement: 15%**

Students will work in groups of three to create a public service announcement about any domestic policy issue. PSAs can be no more than 1 minute long and must creatively present 1-2 key facts about the issue and capture the attention of the audience using humor, drama, or any other technique that would make the PSA memorable. You may record yourselves or others (with their permission) and/or you may use images, music and video in your PSA. Because this assignment is only to be used for pedagogical purposes (classroom use), copyrights are not an issue; but, you cannot post or share your PSA if you use copyrighted music, images or other artwork. The purpose of this PSA is to for you to convince the audience that the issue should be placed/kept on the national agenda.

Some examples: ["Text Talk"](#) ["No Kid Hungry"](#) ["ERASE Bullying"](#)

### **Case Study Summary/Class Leader: 15%**

There are three case studies of lawmaking assigned in the class schedules. Each student will be assigned to one case study, although all students must read each case. Students will be given a series of questions about the case that should be answered in writing and turned in on the day the case they are assigned will be discussed in class. Students will be called on their assigned day to present the information to the other students. This is not a group activity; each student will complete their own assignment.

### **Grading Scale:**

93+=A, 90-92=A-, 88-89=B+, 83-87=B, 80-82=B-, 78-79=C+  
73-77=C, 70-72=C-, 60-69=D, 0-59=F

### **What's a Grader? And what is my relationship to her?**

Bethany Carter, a graduate student in political development, serves as the grader for this course. This means she is the primary grader of exams, quizzes & extra credit assignments; she works with the professor on grading other assignments. She grades according to a rubric provided by the professor. She is also your first point of contact for administrative matters: absences, problems within your groups, accessibility, and more. The professor should be the point of contact for substantive questions about course content ("I need clarification on this concept or process.") and Bethany is the person to whom students should go for most other matters.

## Course Schedule and Reading Assignments

Aug 26: Introductions

Aug 28-30: No Class – professor at a professional conference

Sept 2: No Class – Labor Day

### Role of Government & Theoretical Underpinnings of Public Policy

Sept 4: What is public policy? How can we study it?

Reading: “In Search of a Framework to Understand the Policy Process,” Stella Z. Theodoulou

Sept 6: Libertarianism

Reading: “Capitalism & Freedom,” Milton Friedman

Sept 9: Communitarianism

Reading: “The Libertarian Illusion,” William Hudson

Sept 11: Solving Value Conflict

Reading: “Managing Value Conflict in Public Policy,” Thacher & Rein

Sept 13: Case Study: Vaccination Policy

Reading: “Mandatory Vaccinations: Precedent & Current Laws,” Kathleen Swendiman

Sept 16: Intro to Process Theories

Reading: “Bounded Rationality and Rational Choice Theory,” Bryan D. Jones, et al

Sept 18: Intro to Group-Based Theories

Reading: “The Advocacy Coalition Framework,” Paul Sabatier & Christopher Weible

### Problem ID & Agenda Setting

Sept 20: Agenda-Setting

Reading: “Why Some Issues Rise and Others are Negated,” John Kingdon; “Punctuated Equilibrium Theory,” James True, Frank Baumgartner & Bryan Jones

Sept 23: Effects of Beliefs in Public Policy

Reading: “Social Construction of Target Populations,” Anne Schneider & Helen Ingram (1)

Sept 25: Intro to Flint, MI

Reading: Prologue – Chapter 2, Anna Clark

Sept 27: A Problem Revealed

Reading: Chapters 3-5, Anna Clark

**Public Service Announcement Due**

Sept 30: Grassroots Movement

Reading: Chapters 6-8, Anna Clark

Oct 2: It Continues  
Reading: Chapters 9 – Epilogue, Anna Clark

Oct 4: **Exam 1**

### **Policy Actors**

Oct 7: The President as Policymaker  
Reading: “Presidential Policymaking: Race to the Top, Executive Power and the Obama Education Agenda,” Patrick McGuinn

Oct 9: No Class – Yom Kippur Holiday

Oct 11: No Class – Fall Break

Oct 14: The Supreme Court as Policymaker  
Reading: “From *Bakke* to *Grutter* to *Gratz*: The Supreme Court as a Policymaking Institution,” Katherine C. Naff

Oct 16: The Role of Interest Groups  
Reading: “Inside the Power of the N.R.A.,” Robert Draper

Oct 18: The Media  
Reading: “Pre- and Post-Welfare Reform Media Portrayals of Poverty in the United States,” Bas van Doorn

### **Case Studies**

Oct 21: Case Study 1: “A Budget Agreement that Shocked Naysayers,” Jill Lawrence

Oct 23: Case Study 2: “A Public Lands Puzzle with Hundreds of Pieces,” Jill Lawrence

Oct 25: Case Study 3: A Farm-Bill Firestorm Over Food Stamps,” Jill Lawrence

Oct 28: Policy Tools  
Reading: Behavioral Assumptions of Policy Tools,” Anne Schneider & Helen Ingram (2)

### **Passing the Affordable Care Act**

Oct 30: Policy Formulation & Health Care  
Reading: Starr, Intro + Chapter 1

Nov 1: Clinton Health Care Plan  
Reading: Starr, chapters 2-4

Nov 4: **Exam 2**

Nov 6: Massachusetts Model + Obama’s Priority

Reading: Starr, chapters 6-7

Nov 8: The Affordable Care Act  
Reading: Starr, chapters 8-9

Nov. 11: The Affordable Care Act – has/did it work(ed)?  
Reading: “The Mandate Penalties Are Not Working,” Sarah Kliff <http://www.vox.com/2016/10/25/13397930/obamacare-mandate-penalties>; “Obamacare Was Built to Fail,” Avik Roy <http://www.vox.com/the-big-idea/2016/10/7/13191250/obamacare-exchanges-crisis-arrogant-progressives>; “Yes, Obamacare Needs Tweaks – But It’s Been a Policy Triumph,” Bob Kocher & Ezekiel Emanuel <http://www.vox.com/the-big-idea/2016/10/7/13192640/obamacare-exchanges-insurance-healthcare-fix>

### **Policy Implementation & Evaluation**

Nov 13: Implementation & Rule-making  
Reading: “Sweet-Talking the Fourth Branch,” Susan Webb Yackee

Nov 15: The Bureaucracy  
Reading: “Bureaucracy,” Max Weber; “What Do I Need to Vote? Bureaucratic Discretion & Discrimination by Local Election Officials,” Ariel R. White, et al.

Nov 18: Implementation of No Child Left Behind  
Reading: Manna, Chapters 1-2

Nov 20: Local Responses to NCLB  
Reading: Manna, Chapters 3-4

Nov. 22: Teachers & Accountability  
Reading: Manna, Chapter 5-6

Nov 25: Implications of NCLB  
Reading: Manna, Chapter 7

Nov 27-29: No Class – Thanksgiving

Dec 2: Policy Evaluation  
Reading: “Instruction Matters: Lessons from a Mixed-Method Evaluation of Out-of-School Time Tutoring Under NCLB,” Annalee Good, et al.

Dec 4: Evidence & Policy Change  
Reading: “How Think Tanks Amplify Corporate America’s Influence,” Eric Lipton & Brooke Williams <http://tinyurl.com/jcnpu4m>; “How Policymakers Use Evidence,” Huriyah Jabbar

Dec 6: Policy Termination  
Reading: “The President’s Pleasant Surprise,” Nathaniel Frank

**Final Exam: Tuesday, December 17 at 9am**

## Course Policies & Resources

### Electronic Devices

**No electronic devices may be used in class**, including lap tops, cell phones, tablets, I-watches, etc. If this poses a learning challenge for you, please provide the evidence of the accommodation to Bethany. **Devices are not allowed to be out of backpacks or purses during quizzes and exams.** Any student who is caught with one of these devices out will have his/her test/quiz taken and will be charged with the Honor Code violation of cheating.

### Extra Credit Events:

When there are public lectures or other scholarly events on campus (or off) that focus on public policy, students may attend the event for extra credit. These events must be free and open to the public and available to everyone in class. Events cannot retroactively be counted as extra credit. You may get credit for no more than three events. Students must write a 2-page paper analyzing the speaker's remarks; papers are due one week from the class immediately following the event. It is the student's responsibility to remember to turn in the papers. At the end of the semester, I will add the extra credit to the part of the grade most in need of help.

### Title IX:

Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available: you can learn more at [allin.tulane.edu](http://allin.tulane.edu). Any and all of your communications on these matters will be treated as either "Confidential" or "Private" as explained in the chart below. Please know that if you choose to confide in me I am mandated by the university to report to the Title IX Coordinator, as Tulane and I want to be sure you are connected with all the support the university can offer. You *do not* need to respond to outreach from the university if you do not want. You can also make a report yourself, including an anonymous report, through the form at [tulane.edu/concerns](http://tulane.edu/concerns).

<b>Confidential</b>	<b>Private</b>
<i>Except in extreme circumstances, involving imminent danger to one's self or others, nothing will be shared without your explicit permission.</i>	<i>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</i>
<b>Counseling &amp; Psychological Services (CAPS)   (504) 314-2277 or The Line (24/7)   (504) 264-6074</b>	<b>Case Management &amp; Victim Support Services   (504) 314-2160 or <a href="mailto:srss@tulane.edu">srss@tulane.edu</a></b>
<b>Student Health Center   (504) 865-5255</b>	<b>Tulane University Police (TUPD)   Uptown - (504) 865-5911. Downtown – (504) 988-5531</b>
<b>Sexual Aggression Peer Hotline and Education (SAPHE)   (504) 654-9543</b>	<b>Title IX Coordinator   (504) 314-2160 or <a href="mailto:msmith76@tulane.edu">msmith76@tulane.edu</a></b>

### Accessibility:

Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact [Goldman Center for Student Accessibility](http://goldmancenterforstudentaccessibility.tulane.edu): <http://accessibility.tulane.edu> or 504.862.8433.

### Absence Policy:

Attendance is mandatory. I take attendance in every class, *but* I do not police my students. I only need to hear from you about excused absences; do not bother contacting me about unexcused absences. If absences, tardiness, or under-preparation becomes a problem, your grade will suffer. Because of the size of this class, I will often pass a sign-in sheet. **Note that signing in for anyone other than yourself is a form of academic misconduct.**

Regardless of the reason for your absence, it is the student’s responsibility to figure out what you missed. Excused absences include university-sponsored events (not including athletic practices – games only), deaths in the family, religious observance, and illnesses *with appropriate documentation*. They do not include family reunions, weddings, or graduations; illnesses without documentation; car problems, including traffic and parking; most police incidents - court dates, getting pulled over, etc.; computer problems – hard drive crashes, empty ink cartridges, paper jams, busy library printers; and, most other unfortunate but commonplace life events.

Take note of the university academic calendar and the syllabus’s schedule of assignments. We have class the Monday before Thanksgiving. **Any unexcused absence on an exam or quiz means you forfeit all points.** There are no exceptions and do not bother to ask for one. **In addition, any student with perfect attendance (no unexcused absences) will receive one point added onto their final grade.**

**Emergency Preparedness & Response:**

EMERGENCY NOTIFICATION SYSTEM: TU ALERT		RAVE GUARDIAN	
<p>In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and phone call. You were automatically enrolled in this system when you enrolled at the university.</p> <p>Check your contact information annually in Gibson Online to confirm its accuracy.</p>		<ul style="list-style-type: none"> <li>• Download the RAVE Guardian app from the App Store</li> <li>• Communicate with dispatchers silently by selecting “Submit Tip” feature in the app</li> <li>• Use the Safety Timer feature to alert your “guardian” (TUPD, family, friend) when travelling alone at night</li> </ul> <p>For more information, visit <a href="http://publicsafety.tulane.edu/rave-guardian">publicsafety.tulane.edu/rave-guardian</a></p>	
ACTIVE SHOOTER / VIOLENT ATTACKER		SEVERE WEATHER	
<ul style="list-style-type: none"> <li>• <b>RUN</b> – run away from or avoid the affected area, if possible</li> <li>• <b>HIDE</b> – go into the nearest room that can be locked, turn out the lights, silence cell phones, and remain hidden until all-clear message is given through TU ALERT</li> <li>• <b>FIGHT</b> – do not attempt this option, except as a last resort</li> </ul> <p>For more information on Active Shooter emergency procedures or to schedule a training, visit <a href="http://emergencyprep.tulane.edu">emergencyprep.tulane.edu</a></p>		<ul style="list-style-type: none"> <li>• Follow all TU Alerts and outdoor warning sirens</li> <li>• Seek shelter indoors until the severe weather threat has passed and an all-clear message is given</li> <li>• Do not attempt to travel outside if weather is severe</li> <li>• Monitor the Tulane Emergency website (<a href="http://tulane.edu/emergency/">tulane.edu/emergency/</a>) for university-wide closures during a severe weather event</li> </ul>	



**Tulane University**  
EMERGENCY PREPAREDNESS & RESPONSE

**Academic Misconduct:**

The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., [Code of Academic Conduct](#) and [Code of Student Conduct](#)) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive. Academic dishonesty includes but is not limited to the following actions:

- a) presenting another’s work, ideas, expressions or research as if it were one’s own;
- b) failing to acknowledge or document a source even if the action is unintended;  
*Note: Plagiarism includes copying & pasting material from any source without proper attribution. Plagiarism also includes non-verbatim borrowing of words or ideas through paraphrasing or summarizing another’s work(s) without proper attribution.*
- c) fabricating or altering citations;
- d) giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
- e) submitting the same assignment in two or more courses without prior permission of both instructors;
- f) having another person write a paper or sit for an examination (includes online paper-mills & essay gurus);
- g) using tests or papers from students in prior semesters