

PUBPOL 301
Political Analysis of Public Policy
Fall 2019
MW 1:25 PM-2:40 PM
04 Sanford Building

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Teaching Assistants:

Abigail (Abby) Roberts	F 12:00 PM - 12:50 PM (Sanford 225)	apr24@duke.edu
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From programs providing income support for senior citizens to federal student loans to tax incentives for homeowners, public policies are the mechanisms by which lawmakers address a broad array of challenges. In political contexts shaped by increasing polarization, declining political participation, and considerable socioeconomic inequality, attaching solutions to a nation's problems is a complicated task. While students of public policy could limit their analyses to questions of policy structure and direct, quantifiable outcomes, the most powerful policy analyses also recognize that public policy is inherently political. As such, a comprehensive understanding of public policy requires that we appreciate the politics shaping the process through which government programs come into existence, the role that politics plays in structuring their content, and the deeply political nature of their outcomes.

This course aims to provide you with knowledge and skills necessary to engage in powerful policy analysis that takes politics seriously. Throughout the semester, we will combine solid conceptual and analytical grounding with application in the form of policy case-studies and skill building activities. These elements are intended to provide a point of departure for students whose interests lie in domestic, international, and/or comparative contexts. Additionally, given that this is a writing-in-the-disciplines course, we will devote particular attention to the development of strong public policy research and writing skills, which we will use to make direct contributions to real-world policy making efforts.

Course Objectives

1. Become familiar with core theories, concepts, and analytical tools for analyzing public policy from a perspective that takes politics seriously. Students should develop knowledge and skills that contribute to a solid foundation for subsequent courses in public policy and other social sciences.
2. Apply rigorous political analysis to real-world policy cases.
3. Enhance analytical and communication skills via discussions, group activities, debates, and intensive writing exercises, and drawing upon those skills to contribute to real-world policy making efforts.

Assignments/Grading

Classroom Participation	5%
Engaged Lecture, Section, and Event Attendance	
Duke Sanford PolicyLab	40%
Individual Memo 1 (10%)	
Group Memo 2 (10%)	
Group Infographic (5%)	
Group Memo 3 (10%)	
Op-Ed (5%)	
Midterm Examination	20%
Group Press Conference	5%
Final Examination	30%

Like all core public policy courses, I adhere to a policy that restricts the top grades only to truly exceptional work.

A	94-100	Exceptional	B-	80-83	Adequate	D+	67-69
A-	90-93	High Quality	C+	77-79	Needs Improvement	D	64-66
B+	87-89	Very Good	C	74-76		D-	60-63
B	84-86	Good	C-	70-73		F	<60

Classroom Participation

Engaged Lecture and Section Attendance: Students are expected to attend all lecture and section meetings, to arrive punctually, and to engage in active participation during each session. Please observe courteous behavior during all lecture and section meetings—i.e., please silence all cellular telephones; **no laptops, tablets, cell phones, and other electronic devices, unless otherwise directed**; refrain from eating. Only documented absences that coincide with university-approved purposes (i.e., serious illness or other extraordinary personal circumstance, religious observance, or varsity athletic participation) are excused, given that you make arrangements with the instructor. **Note: Missing more than five (5) class sessions for any reason will result in a grade of F or the option to take an Incomplete and retake the course.** Late work will not be accepted without penalty.

Event Attendance: Students are **required to attend one out of four designated outside events** over the course of the semester. Those who attend three of the events will receive 3 **extra credit** points to apply to an exam. These four designated events will be selected by the instructor, and you will receive additional information in class.

Quizzes and Daily Response Papers: Careful reading of all assigned material is a central requirement of this course. If I get the sense that students are not carefully and consistently completing the reading, I will implement unannounced quizzes and/or daily response papers to provide an additional incentive for doing so.

Examinations

There will be two exams this semester—an in-class midterm on **October 2nd** and a final that will be proctored during the exam period on **Sunday, December 15th from 7:00 PM-10:00 PM**. Attendance at each exam is mandatory. Each exam will include short-answer and essay sections that permit you to demonstrate your knowledge of course concepts and your ability to apply them to relevant situations.

Duke Sanford PolicyLab

As an associate in the Duke Sanford Policy Lab, you will develop your policy research and composition skills through a series of individual and group writing assignments and will use those skills to address actual questions posed by North Carolina lawmakers and policy advocates. Over the course of the semester, you and your PolicyLab team will produce five deliverables in the form of policy memos, infographics, and op-ed pieces. Most PolicyLab activities—which will include project development and writing workshops--will take place during your Friday section meeting.

You will receive detailed guidelines for completing each assignment; but as a general overview, the assignments are as follows:

Memo 1 (Individual)

First Draft: 9/13

Final Draft: 9/18

Optional Revise and Resubmit: 9/25

- 3-page memo informing, analyzing, and making politically-informed policy recommendations in response to the policy question of your choice.

Memo 2 (Group)

First Draft: 9/27

Final Draft: 10/11

- 3-page memo informing, analyzing, and making politically-informed policy recommendations in response to a policy question submitted by a North Carolina policymaker or advocate.

Infographic (Group)

First Draft: 10/18

Final Draft: 10/25

- 1-page data visualization tool that raises awareness of the topic that you and your teammates investigated for your first group policy memo (Memo 2)

Memo 3 (Group)

First Draft: 11/8

Final Draft: 11/15

- 3-page memo informing, analyzing, and making politically-informed policy recommendations in response to a policy question submitted by a North Carolina policymaker or advocate.

Op-Ed (Individual)

First Draft: 11/22

Final Draft: 12/6

- A brief opinion piece (725-750 words) that could be published on the editorial page of a national or North Carolina newspaper, like the *Raleigh News & Observer*, the *New York Times*, or the *Washington Post*.

Academic Integrity

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Each student is expected to abide by the Duke Community Standard, which can be found at <http://studentaffairs.duke.edu/conduct/about-us/duke-community-standard>. Any work that you submit must be your own, and you are responsible for ensuring that your submitted work does not contain plagiarism. *Please do not hesitate to meet with me if you have any questions about proper citations.*

The Academic Resource Center (ARC)

The ARC offers free services to all students during their undergraduate careers at Duke. Services include Learning Consultations, Peer Tutoring and Study Groups, ADHD/LD Coaching, Outreach Workshops, and more. Because learning is a process unique to every individual, we work with each student to discover and develop their own academic strategy for success at Duke. Contact the ARC to schedule an appointment. Undergraduates in any year, studying any discipline can benefit! Contact Information: 211 Academic Advising Center Building, East Campus—behind Marketplace. • arc.duke.edu • theARC@duke.edu • 919-684-5917

Required Book

Richard Rothstein. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America*. New York: W.W. Norton.

All additional readings will be available on Sakai or on reserve at Perkins Library.

August 26 Introduction + The Politics of Public Policy

- Terry Sanford: A Legacy of Service. (Approx. 75 min.) Available at: https://www.youtube.com/watch?v=e4bGSN2w_Hs&list=PLN1851F16gb_WdzUPNfn-1sQ-zZwWJ2aP

August 28 No Class

August 30 Policy Lab—Team Building

- Take Myers-Briggs Personality Test: <https://www.16personalities.com/>
- [Read the summary for your personality type, and skim the others.](#)
- Complete [Policy Lab Start-up Assessment](#)

September 2 Policy Goals: What is “Good” Public Policy? + How to Do Political Analysis

- Mancur Olson. 1982. “The Logic of Collective Action,” from *Rise and Decline of Nations* (Excerpt).
- Deborah Stone. 2011. *Policy Paradox*. New York: W.W. Norton & Co. [Introduction and Chapter 1]

September 4 How to Do Policy Research + Case Study: Gun Violence

- Ron Elving. 2018. “The Second Amendment, That’s Why: It’s the Answer on Both Side of the Gun Debate.” NPR: Politics.
- Robert Spitzer. 2008. *The Politics of Gun Control*. Washington: CQ Press. [Chapter 4]
- “The Missing Gun Control Movement” featuring Kristin Goss. 2017. Policy 360 Podcast. (Approx. 22 min.) Available at: <https://sanford.duke.edu/articles/missing-gun-control-movement-podcast>
- Kevin Wozniak. 2017. “Why Mass Shootings Prompt Little Change in Public Opinion About Gun Control.” Scholars Strategy Network (SSN) Research Brief.

September 6 Policy Lab—Crafting a Policy Memo

- Duke Policy Bridge. “How to Write a Policy Memo”
- Bob Behn. “The Craft of Memo Writing”
- Review sample policy memos (in Sakai folder)

*****Due: Policy Memo 1 Topic Selection Form*****

September 9 Groups, Policy, and the Politics of Competing Interests

- Anne Schneider and Helen Ingram. 1993. “Social Construction of Target Populations: Implications for Politics and Policy.” *American Political Science Review* 87: 334-47.
- Gene Demby. 2013. “The Truth Behind the Lies of the Original ‘Welfare Queen’.” NPR: Code Switch.
- Lily Rothman. 2016. “Why Bill Clinton Signed the Welfare Reform Bill, as Explained in 1996.” *Time*.

September 11 Skill Building: Engaging in Civil Discourse

- Walter Sinnott-Armstrong. 2018. “Let’s Argue. It Can help Us Overcome Political Polarization (Really).” *The News & Observer*.
- C.P. Ellis. 1980. “Why I Quit the Klan.” from *American Dreams: Lost and Found* by Studs Terkel.
- “Civil Rights Activist, Ex-Klansman C.P. Ellis.” Obituary segment featuring Ann Atwater. 2005. NPR. (Approx. 4 min.) Available at: <https://www.npr.org/templates/story/story.php?storyId=4994854>

September 13 Policy Lab--Writing Workshop: Policy Memo 1 (Individual)

- Please bring computer and electronic copies of peer review sheet to complete during the workshop

*****Due: 1st Draft of Policy Memo 1*****

September 16 Moving Problems to the Policy Agenda

- John W. Kingdon. 2003. *Agendas, Alternatives and Public Policy*. New York: Longman. [pp. 94-100; 103-111]
- Frank R. Baumgartner and Bryan D. Jones. 1993. *Agendas, and Instability in American Politics*. Chicago, IL: University of Chicago Press. [pp. 150-161]

September 18 Skill Building: Advocate Like A Boss

- John W. Kingdon. 2003. *Agendas, Alternatives and Public Policy*. New York: Longman. [Chapter 8]
- “The Lobbying Process: Basics and How-To Guide.” Center for Health and Gender Equity.
[http://genderhealth.org/files/uploads/change/Tools for Advocacy/The Lobbying Process.pdf](http://genderhealth.org/files/uploads/change/Tools%20for%20Advocacy/The%20Lobbying%20Process.pdf)

*****Due: Final Draft of Policy Memo 1*****

September 20 Policy Lab--Policy Memo 2 (Group)

September 23 Crafting Public Policy Solutions

- Theodore J. Lowi. 1964. “American Business, Public Policy, Case Studies and Political Theory” (Excerpt)
- Charles E. Lindblom, 1959. “The Science of ‘Muddling Through’.” *Public Administration Review*, 19(2): 79-88.
- Suzanne Mettler. 2011. *The Submerged State*. Chicago, IL: University of Chicago Press. [Chapters 1 and 2]

September 25 Policy Design and Legitimation

- Schoolhouse Rock. 1975. “I’m Just a Bill” <https://www.youtube.com/watch?v=tyeJ55o3E10>
- David Mayhew. 1974. *Congress: The Electoral Connection* (Excerpt).
- Deondra Rose. 2018. *Citizens By Degree*. New York: Oxford University Press. [Chapter 5]
- Douglas Arnold. 1990. *The Logic of Congressional Action*. [Chapter 1]

September 27 Policy Lab--Policy Memo 2 (Group)

*****Due at 11:59pm: 1st Draft of Policy Memo 2 (Group)*****

September 30 Case Study: Housing Policy

- Richard Rothstein. 2017. *The Color of Law*. New York: W.W. Norton. [Preface; Chapters 1, 9, 11]
- [Optional: Rothstein. *The Color of Law*. Chapters 2, 3, 8, and Appendix: FAQ]

October 2 Midterm Examination

October 4 Policy Lab--Writing Workshop: Policy Memo 2 (Group) + Team Evaluations

- Please bring computer and electronic copies of peer review sheet to complete during the workshop

October 7 Fall Break

October 9 Public Policy on the Ground

- James Q. Wilson. 1989. *Bureaucracy: What Government Agencies Do and Why They Do It* (Excerpt).
- Jill Krasny. 2012. “Case Worker Reveals What Really Goes On at the Welfare Office.” *Business Insider*.
- Bernardo Zacka. 2017. “Why Bureaucrats Don’t Seem to Care.” *The Atlantic*.

October 11 Policy Lab--Infographics (Group)

- [How to Design Infographics](#) (Canva blog)
- [101 Infographic Examples](#)
- [Infographic Cheat Sheet](#) (Piktochart)
- Review Sample Infographics (in Sakai)

*****Due: Final Draft of Policy Memo 2 (Group)*****

October 14 Policy Feedback & Structural Inequality

- Andrea Louise Campbell 2002. "Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens," *American Political Science Review* 96: 565-574.

October 16 Case Study: The G.I. Bill

- The Servicemen's Readjustment Act, June 22, 1944. [pp. 77-85]
- Suzanne Mettler. 2005. *Soldiers to Citizens*. New York: Oxford University Press. [Introduction and Ch. 4]
- Ira Katznelson. 2005. "White Veterans Only." [pp. 113-141]

October 18 Policy Lab--Workshopping Infographics (Group)

- Please bring computer and electronic copies of peer review sheet to complete during the workshop

*****Due: 1st Draft of Infographic (Group)*****

October 21 How to Create Policy that Goes the Distance (Like Rocky)

- Eric Patashnik. 2008. *Reforms at Risk*. [pp. 1-6; 16-22; 25-34]

October 23 Case Study: Affirmative Action

- Adam Harris. 2018. "How *Regents v. Bakke* Changed Affirmative Action." *The Atlantic*.
- Frank Newport. 2018. "The Harvard Affirmative Action Case and Public Opinion." Gallup.
- Rebecca Riffkin. 2015. "Higher Support for Gender Affirmative Action than Race." Gallup.
- Lyndon B. Johnson. 1965. "Commencement Address at Howard University: 'To Fulfill These Rights'." June 4, 1965.

October 25 Policy Lab--Policy Memo 3 (Group) + Team Evaluations

*****Due: Final Draft of Infographic (Group)*****

October 28 Mass Level Political Engagement and Policy

- Kay Lehman Schlozman, Sidney Verba, and Henry E. Brady. 1999. "Civic Participation and the Equality Problem." [pp. 427-457]

October 30 Case Study: Voting Rights Policy

- Drew DeSilver. 2018. "Weekday Elections Set the U.S. Apart from Many Other Advanced Democracies." Pew Research Center. <http://www.pewresearch.org/fact-tank/2018/11/06/weekday-elections-set-the-u-s-apart-from-many-other-advanced-democracies/>
- "Felony Disenfranchisement: A Primer." 2018. The Sentencing Project. [pp. 1-6]
- Frances Robles. 2018. "1.4 Million Floridians With Felonies Win Long-Denied Right to Vote." *New York Times*. <https://www.nytimes.com/2018/11/07/us/florida-felon-voting-rights.html>
- Brett Neely and Sean McMinn. 2018. "Is Gerrymandering A Thing of the Past?: Not Quite Yet." NPR. <https://www.npr.org/2018/12/28/675763553/voters-rejected-gerrymandering-in-2018-but-some-lawmakers-try-to-hold-power>
- David Graham. 2016. "What's the Goal of Voter ID Laws?" *The Atlantic*. <https://www.theatlantic.com/politics/archive/2016/05/jim-demint-voter-id-laws/480876/>

November 1 Policy Lab--Policy Memo 3 (Group)

November 4 Elite Level Political Engagement and Policy

- Roger H. Davidson and Walter J. Oleszek. 2006. "Being There: Hill Styles and Home Styles" in *Congress and Its Members*, pp. 117-130; 137-142.
- Davidson and Oleszek. "Deliberation in Congress," pp. 273-283.
- Nick Carnes. 2013. "How Government by the Privileged Distorts Economic Policy." Scholars Strategy Network (SSN) Research Brief.

November 6 Skill Building: Candidate Boot Camp

- Davidson and Oleszek. "Going for It: Recruitment and Candidacy," pp. 56-64; 67-78.
- Davidson and Oleszek. "Making It: The Electoral Game," pp. 81-96.

November 8 Policy Lab--Writing Workshop: Policy Memo 3 (Group)

- Please bring computer and electronic copies of peer review sheet to complete during the workshop
- ***Due: 1st Draft of Policy Memo 3 (Group)*****

November 11 Policy, Public Opinion, and the Media

- Katherine Cramer. 2016. *The Politics of Resentment*. Chicago: University of Chicago Press. [Chapter 1 and Chapter 6]
- George Gallup. 1939. "Polling the Public" from *Public Opinion in a Democracy*. (Excerpt)
- R. Kelly Garrett. 2018. "Fake News is a Symptom--Not the Cause--of Americans' Growing Reluctance to Accept Shared Facts." Scholars Strategy Network (SSN) Research Brief.
- Peter Shane. 2013. "Why America Needs to Find New Ways to Support Local Journalism." Scholars Strategy Network (SSN) Research Brief.

November 13 Case Study: Health Care Policy

- Lawrence Jacobs and Theda Skocpol. 2010. *Health Care Reform and American Politics*. New York: Oxford University Press. [pp. 1-16]
- Jonathan Oberlander. 2010. "Long Time Coming: Why Health Reform Finally Passed." *Health Affairs* 29(6): 1112-1116.
- Jamila Michener. 2018. *Fragmented Democracy*. New York: Cambridge University Press. [1-10; 38-56; 60-64]

November 15 Policy Lab--Op-Eds (Individual) + Team Evaluations

- Bret Stephens. 2017. "[Tips for Aspiring Op-Ed Writers.](#)" *New York Times*.
- Duke University Style Guide. "[How to Write an Op-Ed Article.](#)"
- Review sample op-eds (in Sakai)

*****Due: Final Draft of Policy Memo 3 (Group)*****

November 18 Public Policy and Political History

- David Armitage. 2014. "Why Politicians Need Historians." *The Guardian*.
- Timothy B. Tyson. 2006. "The Ghosts of 1898." *The News & Observer*. Raleigh, NC.

November 20 Case Study: Confederate Monuments

- Adam Lovelady. 2017. "Statues and Statutes: Limits on Removing Monuments from Public Property."
- 2015 North Carolina General Statutes. Chapter 100--Monuments, Memorials, and Parks.
- Jacqueline Ogburn. 2018. "Confederate Monuments May Honor My Ancestors But It's Time for Them to Stand Down." Op-Ed Essay.
- Sophia A. Nelson. 2017. "Don't Take Down Confederate Monuments. Here's Why." NBC News.
- Arthur L. Herman. 2017. "Confederate Monuments Honor Timeless Virtues--Let Them Stay." National Review.
- John Hood. 2017. "There has to be a better way to oppose Confederate Monuments than vandalizing them." *The News & Observer*. Raleigh, NC.

November 22 Policy Lab--Writing Workshop: Op-Eds (Individual)

- TJ Walker. 2011. "Stop Worrying about the Questions: Media Training." Forbes.
- Francine Pierson. 2017. "[Media Training 101.](#)"

*****Due: 1st Draft of Op-Ed (Individual)*****

November 25 Group Press Conferences

November 27-29 Thanksgiving Break

December 2 Group Press Conferences

December 4 Politics and the Art of Problem Solving with Public Policy + Course Evaluations

December 6 Final Exam Review Session

*****Due: Final Draft of Op-Ed (Individual)*****

Optional: Submit your op-ed for publication!

(Authors of accepted op-eds will receive extra credit on the final exam. **To be eligible, you must submit proof of op-ed acceptance by Sunday, December 15, 2019.**)

Final Examination--Sunday, December 15th from 7:00 PM-10:00 PM (Sanford 04)