**DRAFT SYLLABUS**

[Last Modified: 11/4/2015]

**PPOL-G 611-01: Foundations of Public Policy Analysis I**

**Fall 2015**

**Instructor Information**

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**Course Information**

**Title:** Foundations of Public Policy Analysis I

**Credit Hours:** 3

**Online Course:** NO

**Time:** 9:30 am – 12:00 Noon, Tuesdays

**Classroom:** Wheatley W02-0123

**Course Website:** <https://umb.umassonline.net> (BlackBoard)

**Course Overview**

This course is an inquiry into theories of public policy, emphasizing the intellectual development of the interdisciplinary field of public policy. The course will focus on social, economic and political environments of policy systems, with a special emphasis on the policy making processes.

The purpose of this course is to familiarize students with political and economic ideas that form the foundations of contemporary public policy. Throughout the course, we will discuss several contemporary public policy issues as concrete examples of theoretical frameworks. The course will primarily focus on the Western ideas about politics and economics and the political economy of the United States. Nonetheless, comparative perspectives on public policy are increasingly important and hence we will review some comparative scholarship as part of this course.

The course will be conducted as a doctoral seminar, and thus the quality of class discussions will be critical to the success of the seminar. All participants will be expected to complete assigned readings before each class and participate actively in class discussions. Participation includes an engagement with the texts and other seminar colleagues in evaluating the reasoning, arguments, and evidence presented in the scholarship under discussion.

For the final paper, students are encouraged to explore avenues of research that may inform their eventual choice of dissertation topics.

This is the first term of a two-semester core sequence. The course aims to prepare you for the more advanced sequel, but most importantly, serve as a gateway into doctoral program in public policy.

**Learning Outcomes**

After successful completion and engaging participation in the course, you will be able to:

* Identify major developments in contemporary public policy theory and practice
* Compare and contrast major ideas concerning scholarship in the field of public policy
* Analyze contemporary public policy issues and write about them from a scholarly perspective

In terms of skills useful for your doctoral dissertation and academia, you should be able to:

* Read better and faster
* Cultivate habit of writing regularly
* Critically read policy literature and synthesize major viewpoints in scholarly manner
* Sharpen your analytical abilities and develop critically engaging arguments
* Develop your oral presentation and persuasion skills
* Develop your scientific writing skills
* Improve your skills to provide constructive criticism and engage in scholarly peer-review process
* Master the art of writing: there is no good writing, there is only rewriting.

**Course Materials**

**Required Text:**

1. Bardach, Eugene. (2009). A practical guide for policy analysis: The eightfold path to more effective problem solving. (4th edition).Washington, DC: CQ Press. ISBN 9781608718429
2. Stone, Deborah. (2011). Policy paradox: The art of political decision making. (Revised ed.) New York: W.W. Norton & Co. ISBN: 978-0-393-91272-2
3. Kingdon, John W (1995). Agendas, Alternatives, and Public Policies, 2nd Edition. HarperCollins College Publishers. ISBN: 978-0205000869
4. Schneider, Larason Anne and Ingram, Helen (1997). Policy Design for Democracy. University Press of Kansas. ISBN 978-0-7006-0844-7.
5. Braybrooke, David and Lindblom Charles (1963). *A Strategy of Decision.* New York: The Free Press. ISBN: 978-0029046104.
6. Theodoulou, Stella Z. and Matthew A. Cahn. (Eds.) (2012). *Public Policy: The Essential Readings*. 2nd Edition. Upper Saddle River, NJ: Prentice Hall. ISBN: 9780205856336
7. Goscinny, Rene and Uderzo, Albert, *Aesterix and the Golden Sickle* (Yes, the comic book).

In addition to the chapters from these books, assigned readings for each week include a number of journal articles, book chapters, books, and cases that may be accessed on-line, on course website, or from the library.

**Schedule at a Glance**

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| --- | --- | --- |
| **Date** | **Topic** | **Assignment Due** |
| 09/08 | Immersion | - |
| 09/15 | What is Public Policy? | CV and Statement |
| 09/22 | Orderly Rationality |  |
| 09/29 | Rationality Project Continued |  |
| 10/06 | Chaotic Political Economy | Term-paper: Policy Research Proposal |
| 10/13 | Values as Policy Goals |  |
| 10/20 | Is there a Problem? | Term-paper: Annotated Bibliography |
| 10/27 | What is a Solution? |  |
| 11/03 | Theory of Salience | Bardach Critique |
| 11/10 | Policy Prescriptions | Term-paper: Synthesis |
| 11/17 | Essence of Decisions |  |
| 11/24 | Democracies and Institutions | Term-paper: Analysis |
| 12/01 | Organizations and Bureaucracy |  |
| 12/08 | Rise of Authoritarian Capitalism | Term-paper: First Draft |
| 12/15 | Policy Conference | Term-paper: Peer Review & Presentation |
| 12/22 | Class does not meet | Final Term-paper |

**Grading Policy**

Book Critique 10%

Class Participation, Weekly Memo and Online Contributions 25%

Discussion Leadership and Policies in Press 30%

Term-paper and Presentation (25% + 5%) 30%

Peer Review 5%

**Teaching Style**

Each class will start with a participant presenting Policies in Press (more about Policies in Press below).

Instructor’s lecturing will be minimal. Consequently, the success of this course will heavily rely on your participation in the classroom. Each week (starting from 3rd week and up to 14th week), we will have a participant providing discussion leadership (more about Discussion Leadership below). Discussion leaders are expected to provide structure to the class by presenting summaries of readings and asking key questions that could generate debate and discussion.

**Assignments**

An important feature of this course is that we will learn about carrying out an independent research project. Therefore, we will engage in activities in forms of assignments that will help you develop skills that will be eventually required to carry out a large research project of your own (yes, we are talking about your doctoral dissertation here). The assignments are designed to prepare you for scholarship in two distinct ways: first, to strengthen your abilities to link theories and abstract concepts to actual practice of policymaking in the real word and identify limitations of existing theories; and second, to carry out empirical policy research that could help you to develop your own theory. Assignments are also designed to provide you ample opportunities to activities that policy researchers routinely engage in such as, i) developing and presenting your thesis in scholarly manner in written and oral form, and ii) providing constructive criticism and scholarly review to your peers.

**Book Critique**

Write a 5 to 6 pages (double-spaced, 12 point font, regular margins) critique of Bardach’s *A Practical Guide for Policy Analysis*. For this essay, briefly describe the author’s approach and his major insights for doing policy analysis. Then critically analyze the effectiveness of this approach, using alternative theories presented in this course as well as any “real-world” examples of public policy development. Skills acquired in this assignment will be extremely helpful when you engage in literature review for your dissertation. Reviewing a book for a journal will help you to get noticed in your field in early career (besides getting a free desk copy of book and a legitimate chance to initiate a conversation with the book author).

**Policies in Press**

Every week, one participant will present Policies in Press. As a part of this exercise, you will prepare a PowerPoint or Prezi and provide a structured discussion on policy relevant news. While Google News is a great source, I will strongly encourage you to visit the library and shuffle major newspapers like New York Times, Washington Post, Boston Globe, Guardian, Financial Times and magazines like the Economist, Time etc. Many of these newspapers are also available online. While it is important to present current affairs, if you do not see anything important happening in a boring week in the world of policies, please feel free to pick up a significant issue from the recent past. Most importantly, this is not usual news reader’s job. You will apply some of the theories and frameworks learned in this course to make better sense of news reports. This assignment will help you form a habit of staying up-to-date with current affairs in the world of politics and policy. In a field such as public policy, it is very important to be aware of the recent developments at least in area of your interest. Current affairs will be part of small talk at professional conferences, in elevator rides with your peers, and in your interviews. Do not underestimate the power of small talk.

Good news is that those who read newspaper regularly are active voters, a study reports; bad news is that this study was carried out by the Newspaper Association of America Foundation who may have active interest in selling news to us.

**Weekly Memo**

Each of the weekly memos, 500-800 words in length, should comment on and raise questions arising, in your view, from the readings, and should be submitted by 9:30am the day before class meeting. Discussion leader or I will often draw on these memos, calling on you to share and discuss points made therein, in class. Once you have submitted your memo, you will then read any ONE of your colleague’s memo (other than your team member) and comment on it on course website any time before the class meeting. Your first memo is due on 21st September, 2015 and last memo is due on 7th December, 2015. Times New Roman, 12 point, double-spaced, electronically submitted on course website under Discussion Board titled Weekly Memo.

**Discussion Leadership**

Every week, one of the participants will take a leadership role for class discussions. You will prepare a PowerPoint or Prezi to provide a summary of readings (which works as a great strategy for making others to take one step further and think more critically and not merely repeat what is in the readings), followed by a structured discussion. Generating a structured discussion requires that you have prepared interesting questions and counter arguments in anticipation. It will be helpful to read your colleague’s memo (that is one reason why they are due 24 hours before class). Generating a structured discussion also requires that you are able to think on your feet (that happens automatically when you have thoroughly understood and researched the topic under discussion). Generating a structured discussion also requires that you add additional information on the topic from your own observations, experiences and prior reading. Your discussion leadership will only succeed if you can make your colleagues participate and contribute to ongoing discussion. Remember, your goal is not to present your viewpoint but instead get as many viewpoints presented as possible. Features of good debate and discussion include holding opinions, respecting others’ opinions, active listening, and thoughtful presentation of your own arguments. We are all learning together and we want an open, free‑flow of information, and a learning environment that is inclusive and considers multiple perspectives with a possibility of agreeing to disagree.

**Term-Paper**

You will work on a term-paper in policy area of your interest. The final output will be in a form of a journal style policy paper and a conference style presentation. Both the presentation and paper should cover the key elements of a scholarly policy research.

Your paper is expected to be approximately 20 pages (double spaced, regular margins, normal font size). For examples of policy papers, I encourage you to read articles from leading journals in the field of public policy (such as Journal of Policy Analysis and Management). The purpose of such review is threefold: first, to get model papers to help you structure your own paper, second, to stay updated with the field of public policy as you embark on your doctoral journey and finally, you will have a list of journal where you could publish your own work.

Your presentation is expected to follow a professional conference format. Each participant will present within the 15 minute time limit (in both directions: not too short, not too long). As a thumb rule, it takes 1 minute to present 1 PowerPoint slide (so prepare 15 slides in total). A professional presentation is always coherent, complete and transition between slides is absolutely seamless and smooth. If you practice your presentation in front of your friends, family or good old mirror, you should be prepared to have a mesmerized audience when you present your final product.

It is very important to cite all the papers that you review, source of the datasets and material used in the analysis (including software packages) – See Code of Conduct and Academic Integrity section below. You are expected to submit an electronic form of your presentation file (ppt/x format or link to Prezi). You are also expected to submit both a hardcopy and electronic forms of the paper (doc/x format).

I strongly encourage you to consider professional outlets for publishing your work such as conferences in your field and scholarly journals.

**Class Preparation**

This class is a graduate seminar and takes the form of a structured discussion of the assigned readings. There are two distinct and required forms of this structured discussion, weekly memos and in-class discussion. Weekly memos will prepare you for expressing your ideas and critical arguments in a written form. In-class discussions will prepare you for presenting your arguments convincingly to others who may or may not agree with you. Both of these activities are weekly assignments and carries significant weight on your final grade.

It is essential that you complete your assigned readings for each week, prepare a weekly memo and submit it on time. Weekly memos will help you to organize your thoughts and discussion points before the class. Written communication is as important as oral communication in the profession of public policy. The only way to learn technical and scientific writing is to practice, so you will be required to submit a weekly memo based on each week’s assigned readings. While I encourage you to discuss the readings in study groups, you will submit your own memo.

Your participation in class encompasses questions and comments that demonstrate knowledge of – though not necessarily agreement with – assigned course readings or other information that sheds light on a topic relevant to the course. Remember, professionals in public policy must be able to speak effectively in small groups, to make presentations of their work and, to think on their feet. Students are expected to contribute to discussions and will be required to present summaries of each week’s assigned readings. Class participation is critical to success in this course.

**Logistics**

Each participant will sign-up for presenting Policies in Press for any ONE week of their choice and for Discussion Leadership for any ONE week of your choice. In addition, you will sign-up for either Policies in Press and Discussion Leadership for additional ONE week of your choice. In order to provide you quality time for each of these exercises, you will not pick the same week for both Policies in Press and Discussion Leadership.

When it is your turn to present Policies in Press, you will prepare a 20 minute (maximum) presentation covering important news items concerning politics and policy. You will be exempted from submitting the individual memo that week (Yay!).

When it is your turn to conduct Discussion Leadership, you will prepare questions and discussion points to provide structure in that session. You will present your summaries of the reading and be exempted from submitting the individual memo that week (Yay, again!).

**As a guiding principle, for EACH hour you spend in the classroom, please set aside TWO additional hours in your weekly schedule for reading and brainstorming about the ideas presented in your readings. In the week you are presenting either Policies in Press or conducting Discussion Leadership, set aside THREE additional hours in your weekly schedule for EACH hour you spend in the classroom.**

**Code of Conduct and Academic Integrity**

It is the expressed policy of the University that every aspect of academic life – not only formal coursework situations, but all relationships and interactions connected to the educational process – shall be conducted in an absolutely and uncompromisingly honest manner. The University presupposes that any submission of work for academic credit is the student’s own and is in compliance with University policies, including its policies on appropriate citation and plagiarism. These policies are spelled out in the Code of Student Conduct here: <https://www.umb.edu/life_on_campus/policies/community/code>. Students are required to adhere to the code of Student Conduct, including requirements for academic honesty, as delineated in the University of Massachusetts Graduate Catalogue and relevant program student handbook(s).

**Accommodations**

The University of Massachusetts Boston is committed to providing reasonable academic accommodations for all students with disabilities. This syllabus is available in alternate format upon request. If you have a disability and feel you will need accommodations in this course, please contact the Ross Center for Disability Services, Campus Center, Upper Level, Room 211 at 617.287.7430. http://www.umb.edu/academics/vpass/disability/ After registration with the Ross Center, a student can request accommodations at any time; we recommend that students inform the professor of the need for accommodations by the end of the Drop/Add period to ensure that accommodations are available for the entirety of the course.

**Detailed Schedule**

**Week 1, Sep 09: Immersion**

**Week 2, Sep 15: What is Public Policy?**

*Readings* Essentials, Part 1

Theodoulou, The contemporary language of public policy.

 Gosling, Enduring political questions and public policy.

 Sabatier, Political Science and public policy.

 Lindblom, Still muddling through, not yet through.

 McFarland, Neo pluralism.

**Due Today: Curriculum Vitae**

**Statement of Purpose**

**Week 3, Sep 22: Orderly Rationality**

*Readings:* Bardach (All)

**Week 4, Sep 29: Rationality Project Continued**

*Readings:* Braybrooke & Lindblom (All)

**Week 5, Oct 6: Chaotic Political Economy**

*Readings:* Aesterix and the Golden Sickle

Stone, Introduction and Chapter 1

Essentials, Part 1

 Miliband, Imperfect competition.

Essentials, Part II

 Friedman, Capitalism and Freedom

 Olsen, The logic of collective action

 Dahl, A preface to economic democracy

**Due Today Policy Proposal (Term-paper)**

**Week 6, Oct 13: Values as Policy Goals**

*Readings:* Stone, Ch. 2, 3, 4 and 5

Raj Chetty, Nathaniel Hendren, Patrick Kline, and Emmanuel Saez (2014). “Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States”, Quarterly Journal of Economics 129(4): 1553-1623.

Joseph E. Stiglitz, “The 1 Percent’s Problem,” Vanity Fair (May 31, 2012); adapted from The Price of Inequality (NY: Norton, 2012), pp. 1-6. “Inequality is not Inevitable,” (June 27, 2014)

Tyler Cowan, “The Inequality That Matters,” The American Interest

 (January-February 2011), pp. 1-10.

William Lazonick, “Profits without Prosperity”, Harvard Business Review (September 2014), pp. 47-55.

**Week 7, Oct 20: Is there a Problem?**

*Readings:* Stone, Ch. 6, 7, 8, 9 and 10

**Due Today Annotated Bibliography**

**Week 8, Oct 27: What is a Solution?**

*Readings* Stone, Ch. 11, 12, 13, 14 and 15

**Week 9, Nov 3: Theory of Salience**

*Readings:* Kingdon (All)

**Due Today Bardach Critique**

**Week 10, Nov 10: Policy Prescriptions**

*Readings:* Schneider and Ingram (All)

**Due Today Synthesis**

**Week 11, Nov 17: Essence of Decisions**

*Readings:* Irving Janis, “Groupthink among Policy Makers,” from *Sanctions for Evil*, edited by Nevitt Sanford and Craig Comstock (SF: Jossey-Bass, 1971), pp. 71-89.

Graham Allison, “Conceptual Models and the Cuban Missile Crisis,” *American Political Science Review* Vol. 16, No. 3 (September 1969), pp. 689-718).

Alexander George, “The case for multiple advocacy in making foreign policy,” *American Political Science Review* Vol. 66, No. 3 (1972), pp. 751-785.

Horst W.J. Rittel and Melvin M. Webber, “Dilemmas in a General Theory of Planning,” *Policy Sciences*, Vol. 4, No. 2 (June 1973), pp. 155-169. [“wicked problems”]

**Week 12, Nov 24: Democracies and Institutions**

*Readings:* Seymour Martin Lipset, “The Social Requisites of Democracy Revisited,”

 American Sociological Review Vol. 59, No. 1 (February 1994), pp. 1-22.

Larry Diamond, “The Democratic Rollback and Resurgence of the Predatory State,” Foreign Affairs (March/April 2008), pp. 1-8. [drop]

Seymour Martin Lipset, “The Centrality of Political Culture,” Journal of Democracy, Vol 1, No. 4 (Fall 1990), pp. 81-83.

Francis Fukuyama, “Why is Democracy Performing so Poorly?” Journal of Democracy, Vol. 26, No. 1 (January 2015), pp. 11-20.

Jack Goldstone, “Culture versus Institutions,” from NewPopulationBomb blog

 (Aug. 13, 2012).

Juan Linz, “The Perils of Presidentialism,” Journal of Democracy, Vol. 1, No. 1 (Winter 1990), pp. 51-69.

R. Kent Weaver, “Are parliamentary Systems Better?” The Brookings Review (Summer 1985), pp. 16-25.

Essentials

 Fiorina, Congress: Keystone of the Washington establishment

 Neustadt, Presidential power

 Wilson, The rise of the bureaucratic state

 Rosenberg, The hollow hope: Can courts bring about social change?

 Eldersveld, Parties, government, and the policy process

**Due Today Analysis**

**Week 13: Dec 1: Organizations and Bureaucracy**

*Readings*: Max Weber, *Bureaucracy*: “Characteristics of Bureaucracy,” and additional excerpts.

William G. Ouchi, “Markets, Bureaucracies, and Clans,”

 *Administrative Science Quarterly* Vol. 25, No. 1(March 1980), pp. 129-141.

James Pfiffner, “Traditional Public Administration versus The New Public Management: Accountability versus Efficiency,”

R.H. Coase, “The Nature of the Firm,” *Economica,* Vol. 4, No. 16

 (Nov. 1937), pp. 386-405. **[drop]**

R.H. Coase, “The Problem of Social Cost,” *Journal of Law and Economics*

 Vo. III (October 1960). **[drop]**

Steven Kerr, “On the folly of Rewarding A, while hoping for B,” *Academy of Management Journal*, Vol. 18 (1975), pp. 769-783.

Amy Zegart, “Agency Design and Evolution,” *Oxford Handbook on American Bureaucracy.* (NY: Oxford, 2010), Ch. 9, pp. 207-230.

**Week 14, Dec 8: Rise of Authoritarian Capitalism**

*Readings:* Fukuyama, “The Decay of American Political Institutions,” The American Interest (December 8, 2013).

William Galston, “The New Challenge to Market Democracies,”

 (Washington: Brookings, October 2014).

World Bank, the State in a Changing World (Washington: World Bank, 1997), pp. 1-15.

Zakaria, “The Rise of Illiberal Democracy,” Foreign Affairs, Vol. 76, No. 6 (Nov. - Dec. 1997), pp. 22-43.

**Due Today First Draft**

**Week 15, Dec 15: Policy Conference**

*Readings:* Stone, Conclusion, Policy Paradox in Action

Essentials

Mintrom & Norman, Policy entrepreneurship

Shipan & Volden, The mechanism of policy diffusion

Thedoulou, In search of a framework to understand the policy process

Ostrom, Background on institutional analysis and development frameworks

 Cahn, Rules, strategies, resources and culture.

 Edelman, Constructing the political spectacle

 Schattschneider, The semisovereing people.

Bellah et al., Habits of the heart: Individualism and commitment in American life.

Cahn, Institutional and noninstitutional actors in the policy process

Berry, The advocacy explosion

Sabato, The consultant corps

Iyengar & Kinder, News that matters

Graber, Processing politics: Learning from television in the Internet age

**Due Today Presentation & Peer Review**

**Week 16, Dec 22: CLASS DOES NOT MEET TODAY**

**Due Today Final Term-paper**