PRINCIPLES OF PUBLIC POLICY

Fall 2020

Canvas

Professor Heather B. James

Course: 10:762/833/843:210:91

Office Hours: by appointment or via the Chat tab of our Canvas site on Tuesdays from 5:00pm to 6:00pm. Please note that I will not check the Chat at other times.

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This course is designed to encourage you to think about the ways in which public policy is created in the United States. It is divided into three main parts. The first part will explore the meaning of public policy, what is it, why we need it, and how it gets made. The second part will examine the major institutions of government that are responsible for the production of public policy. The third and final part will analyze contemporary public policy issues.

**Course Objectives and Core Curriculum Requirements**

This course meets two SAS core curriculum goals. Upon the successful completion of this course, students will be able to:

1. Understand different theories about human culture, social identity, economic entities, political systems and other forms of social organization (Goal m)
2. Communicate effectively in modes appropriate to a discipline or area of inquiry; evaluate and critically assess sources and use the conventions of attribution and citation correctly; and analyze and synthesize information and ideas from multiple sources to generate new insights. (Goal t)

This course will help you understand and appreciate the complexity of the policy formation process and enhance your ability to work effectively with others.

**Course Requirements**

It is critical that you do all assigned readings, including reading your activities, prior to posting to the discussion board or completing any assignments. I expect informed participation and I take class participation seriously. Just because we don’t meet in a physical space does not mean that you don’t have to be present and engaged. Class participation is 20% of your grade and is based on the quality of your discussion board posts and responses to peers. Group work is another 20% of your grade. I want you to be in dialogue with your peers as well as with me! For group work, you have been placed in one of five assignment groups. The assignment groups are named Bloustein Brainiacs, Lawmaking Leaders, New Jersey Notables, Policy Geniuses, or the Scarlet Knights. Look under the people tab of our Canvas site to see your group and your group members.

This course also includes exams that will each be worth 30% of your grade. Finally, this course includes three reading quizzes which make up another 30% of your grade. must take the exams and quizzes during the week which they are due. No make-up exams or quizzes will be allowed.

**Required Reading**

Kingdon, John. 2013. Agendas, Alternatives, and Public Policies. Pearson.

Dye, Thomas R. 2017. Understanding Public Policy, 15th Edition. Prentice Hall.

Access to both textbooks is provided on Canvas. Other short readings are provided on Canvas as needed. **You do not need to buy a book for this class.**

**Grade Breakdown**

1. Discussion Board Participation: 20%

2. Two Online Group Activities: 10% each for 20% total

3. Three Reading Quizzes: 10% each for 30% total

4. Parts One and Two Exam: 15%  
5. Part Three Final: 15%

**Rutgers Grading Policy**  
90-100:A; 87-89:B+; 80-86:B; 77-79:C+; 70-76:C; 60-69: D; 59 and below is a failing grade. I will round up to nearest percentage point.

**Academic Support Services**

Rutgers has a variety of resources for academic support. For more information, check the Academic Support website. Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. For information, check the Learning Center website.

**Accommodations for Accessibility**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. More information can be found in the Documentation Guidelines section of the Office for Disability Services website. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration Form on the Office for Disability Services website. Go to the Student section of the Office of Disability Services website for more information.

**CLASS ORGANIZATION FOR ONLINE CLASS:** Subject matter in Principles of Public Policy is divided by week. I will post each week's materials under the Files tab on Canvas. The materials for each week will be displayed on the Home tab of our Canvas site. The materials for each week will also be displayed under the Modules tab of our Canvas site. A weekly module is all of the material for one week of class. Module 1 is week 1 etc. Weekly to dos will consist of readings, an online recorded lecture and/ or video, a discussion post, a quiz or test (if applicable), an online group activity (if applicable). **Please see my introduction to class video, posted under the Course Introduction and Week 1 section of the Home tab as well as under Course Introduction and Week 1 under the modules tab. This video will walk you through the course so that you are not confused. Feel free to ask me any remaining questions by sending me an email.** Below is a more specific description of your weekly to dos.

Each week, you will need to:

1. **Do the weekly readings!** I will post the readings in the appropriate weekly folder under the Files tab and will link to them under the appropriate week on the Home tab. All readings will also be available under the Files tab in a folder titled Course Readings.
2. **Watch the Video Lecture.** I will to record my voice over my Power Point presentations and save them as YouTube videos. YouTube provides free automatic transcription so that you can read the lecture if necessary. I will post the lectures in the appropriate weekly folder under the Files tab and will link to them under the appropriate week on the Home tab.
   1. Keeping up with this class will require active reading on the part of the student. I welcome questions and comments on the lecture. Please include any questions in your weekly forum posts.
3. **Weekly Discussion Posts:** In this course, you are required to participate in a Weekly Discussion. The Weekly Discussion has two components: (1) a discussion statement and (2) a discussion response. Each week, I will be posting a question to the class that expands upon the week’s readings. You must make (1) a discussion statement (that replies to a question I have posed for that week) and (2) a discussion response, which is a reply to **one** of your peer’s statements. That means that you need to post to the discussion twice per week. You should log on to the course at least twice per week!

To do this, you will go to the Discussion tab in the Canvas site. You will locate the week’s question by the title of the post. You may also click on the discussion board post directly from the Home tab under the appropriate week.

**Discussion Statement:** After reading my question for the week, you will answer with a discussion statement. **Your discussion statement must be posted online by 5:00pm on Tuesday.** A discussion statement answers the question to the best of your ability as informed by the week’s readings. Your statement must have the following to receive full credit:

* Your discussion statement must be 2—3 paragraphs long. This translates to 200 to 300 words.
* Your discussion statement must be on topic and respond to the question posed by the instructor.
* Your discussion statement must use at least **one** quote or piece of evidence from the readings. Use citations.
* Your discussion statement must be checked for grammar and spelling.
* **Your discussion statement must be posted online by 5:00pm on Tuesday of each week.** Late posts will be penalized 1 point each day they are late.

**Discussion Response**: After the statements have been posted, you will respond to ONE of your peer’s forum statements. **Your response to a peer’s statement must be posted online by 5:00pm every Thursday. To post a response, simply click on one of your peers' statements and click reply.** Your response must have the following to receive full credit (5 points):

* Your response must be 1—2 paragraphs long. This translates to 100 to 200 words.
* Your response must be on topic and reflect a consideration of your peer’s forum statement.
* Your response cannot be a simple agreement to your peer’s statement (“I agree with Amy that the unilateral executive is a bad thing!”). Add details, expand the point, and make an argument. Simple agreements will receive no credit.
* Your response must use at least **one** quote or piece of evidence from the readings. Use citations.
* Your response must be checked for grammar and spelling.
* **Your response must be posted online by 5:00pm on Thursday of each week.** Late responses will be penalized 1 point if they are late. You will receive a 1 point deduction if you do not respond to a peer at all.

**Course Schedule and Assignments**

**Week 1: Tuesday, Sept. 1st – Friday, Sept. 4th: Introduction to Class; What is Public Policy?**

Reading: The Course Introduction section at the top of the HOME tab on our Canvas site.

Reading: Kingdon, Chapter 1   
Reading: Smith, Chapter 1

**Week 2: Tuesday, Sept. 8th – Friday, Sept. 11th: Participants within Government; Bureaucracy**Reading: Kingdon, Chapter 2

Reading: Smith, Chapter 2

**Week 3: Monday, Sept. 14th – Friday, Sept. 18th: Agenda Setting: Interest Groups and Donors**

Reading: Kingdon, Chapter 3

# Reading: Excerpts from Unequal Democracy: The Political Economy of the New Gilded Age (Canvas)

*Reading Quiz 1:* “In a political system where nearly every adult may vote but where knowledge, wealth, social position, access to officials, and other resources are unequally distributed, who actually governs?” In one paragraph, explain HOW Larry Bartels answers this question in *The New Gilded Age* reading. In another paragraph, explain ONE PIECE OF EVIDENCE Bartels provides for his conclusion. *Due by 5:00pm on Friday, Sept 18th.*

**Week 4: Monday, Sept. 21st – Friday, Sept. 25th: Federalism’s Role in U.S. Policy Making; Case Study: Federalism and Abortion Policy**

Reading: Federalism, American Government Chapter 3

*Online Group Activity 1: State policymaking in the federalist system – see assignment rubric included in the Week 4 section of Canvas. Submit the activity on Canvas with the name of the group on top of your worksheet. Due by 5:00pm on Friday, Sept 25th.*

**Week 5: Monday, Sept. 28th – Oct. 2nd: Policy Problems**Reading:Kingdon, Chapter 5

Reading:Greenberg

**Week 6: Monday, Oct. 5th – Friday, Oct. 9th: The Policy Soup; The Policy Stream**Reading: Kingdon, Chapter 6  
Reading Kingdon, Chapter 7

*Online Group Activity 2: After watching Jimmy Kimmel “Obamacare” videos, chat with your group. Can a policy work if citizens don’t know it exists? Why or why not? Answer in two paragraphs and submit them on Canvas with the name of the group on the top of your paper. Due by 5:00pm on Friday, October 9th*

**Week 7: Monday, Oct. 12th – Friday, Oct. 16th: The Players: The President**

Reading: Presidential Power and the Modern Presidents

Reading: Executive Orders 101 <https://constitutioncenter.org/blog/executive-orders-101-what-are-they-and-how-do-presidents-use-them/>

Reading: Obama Warned Trump but He Didn’t Listen <https://www.govexec.com/management/2019/08/analysis-obama-warned-trump-he-didnt-listen/159198/>

*Reading Quiz 2: Executive orders are attractive but potentially impermanent policy solutions. Why are they attractive to presidents? (Give at least two reasons.) Why are they impermanent? (Give at least one reason.) Answer in one or two paragraphs. Due by 5:00pm on Friday, Oct. 16th.*

**Week 8: Monday, Oct. 19th – Friday, Oct 23rd: The Players: The Congress**

Reading: How Congress Works <https://www.aacom.org/advocacy/advocacy-resources/how-congress-works>

**Week 9: Monday, Oct. 26th – Friday, Oct 30th: The Players: The Court**

Reading: Rosenberg, The Hollow Hope: Can Courts Bring About Social Change? selected readings

**Week 10: Monday, Nov. 2nd – Friday, Nov. 6th: Parts One and Two Exam (If you are eligible, don’t forget to vote on Tuesday, November 3rd!) Due by Friday, November 6th at 5:00pm.**

**Week 11: Monday, Nov. 9th – Friday, Nov. 13th: Criminal Justice Policy and Immigration**

Reading: Dye, Chapters 6 and 12   
Reading: Sentencing by the Numbers

**Week 12: Monday, Nov. 16th – Friday, Nov. 20th: Poverty and Welfare Policy; Unintended Consequences**

Reading: Dye, Chapter 7

\*There is less reading this week because you will be watching a documentary!

**Week 13: Monday, Nov. 23rd – Friday, Nov. 27th: THANKSGIVING RECESS**

**Week 14: Monday, Nov. 30th – Friday, Dec. 4th: Healthcare Policy; Education Policy**

Reading: Dye, Chapters 8 and 9

*Reading Quiz 3: Explain the push and pull between the federal government and the states with regard to education policy. How does the federal government try to control education policy? How do states try to control education policy? What happens when federal and state governments don’t agree? Use either No Child Left Behind (see book) or Common Core to help you answer these questions. Due by 5:00pm on Friday, December 4th.*

**Week 15: Monday, Dec 7th – Thursday, Dec. 10th: Defense Policy and Homeland Security**

Reading: Dye, Chapters 15 and 16

Reading: <https://www.washingtonpost.com/world/national-security/supreme-court-case-centers-on-law-enforcement-access-to-data-held-overseas/2018/02/25/756f7ce8-1a2f-11e8-b2d9-08e748f892c0_story.html>.

**Part Three Final due Tuesday, December 15th at 5:00pm**