INTRODUCTION TO POLICY ANALYSIS

Political Science 160AA Fall 2014
T-Th 3:30-4:50pm Center 212

COURSE SYLLABUS

Professor: Zoltan Hajnal
Office Hours: Mon & Fri 3-3:50pm 390 Social Sciences Building
Email: zhajnal@ucsd.edu

TA: Heidi Hall heidimaehall@gmail.com Office Hours: Wednesday from 12-1:30 in SSB 343
Sara Kerosky sarakerosky@gmail.com Office Hours: Tuesdays from 2-3:30pm in SSB 322

Course Description:
This course is designed to give students an understanding of how one might choose public policies. The first part of the course provides basic knowledge of rationality, individual decision making, cooperation, and problems with the market. The second third of the course provides a brief overview of each stage of the policy-making process. The last part of the course consists of a series of public debates on current policy questions. By the end of the course you should have a reasonable understanding of the values and goals that underlie public policy decisions, the factors that constrain those decisions, and the analytical steps required to ultimately make those decisions.

How Your Grade Will Be Determined

Component	Percent of Grade	Due Date/Date Held
Midterm 1	25	Oct 30th
Debate -Team Grade	25	see schedule
Cumulative Final	45	Dec 15th, 3pm
Participation	5	throughout

The course will consist of two meetings each week. I will lecture but questions and discussions are always welcome. Attendance and reading are mandatory. *All readings for a particular date should be done before the beginning of class.* Participation points will come from a) attending and speaking in class, b) commenting each debate day, and d) meeting with your debate teammates in a timely manner.

Grading Policy:
Appeals about grades must be type-written, double spaced, and no more than one page long. It must be submitted to your TA. The TA's decision is final.

Required Books:
Kenneth Shepsle (2010) *Analyzing Politics: Rationality, Behavior, and Institutions*

Other Readings: All course readings will be available either on e-reserves at:
http://reserves.ucsd.edu/eres/default.aspx (password **zh160aa***)* or on the TED/WebCT Course Website. Most of the readings are at e-reserves. Readings that are on the TED/WebCT Course Website have "ON TED" beside them.

Reading List

PART I. A MODEL OF INDIVIDUALS, GROUPS, AND THE MARKET

10/2   **Introduction**

10/7   **Rationality**
Shepsle Chapter 2
Charles Murray (1984). *Losing Ground: American Social Policy, 1950-1980*. **pp 154-177**
Bryan Jones et al (2013) Bounded Rationality and Rational Choice Theory in *Public Policy: The Essential Readings*. **2nd Edition Theodoulou and Cahn Pages 23-29 ON TED**
Joel Waldfogel "Evidence that Prison Doesn't Deter Crime" Slate.com Jan 30, 2007
Barbara Vobejda and Judith Havemann "Doing the Math on the Welfare 'Family Cap' Washington Post. Sunday March 30, 1997. Page A01.

10/9   **Group Choice**
Shepsle Chapter 3, Chapter 4 (53-74), Chapter 5 (111-123), and Chapter 6 (156-170, 174-179)

10/14   **Voting Methods**
Shepsle Chapter 7
Kris Kobach (2011) "The Case for Voter ID" *Wall Street Journal* **May 23**
Keith Gunnar Bentele and Erin O'Brien (2013) "Convincing Evidence that States Aim to Suppress Minority Voting"
http://www.scholarsstrategynetwork.org/policy-briefs/9%2B23%2B24%2B25%2B26%2B27%2B28

10/16   **Cooperation and Collective Action**
Shepsle Chapter 8 and 9

10/21   **The Market Economy**
Michael C. Munger *Analyzing Policy* **2000. W. W. Norton Chapter 3 (pages 54-69)**
Paul Heyne *The Economic Way of Thinking* **1997. Eighth Edition. Prentice Hall Chapter 2 ON TED**

10/23   **Market Failures**
Kenneth Bicker and John T. Williams *Public Policy Analysis*. **2001. Houghton Mifflin. Chapter 7**
Kirschenman and Neckerman "The Meaning of Race for Employers" pp 203-232 in *The Urban Underclass*. **Christopher and Jencks and Paul E. Peterson (Eds). 1991. The Brookings Institution Press**

10/28   **Midterm Review**

10/30   **Midterm**

PART II. STAGES OF POLICY ANALYSIS

11/4   **Introduction to Different Stages, Agenda Setting, Problem Definition**
Angie Marek "Border Wars" US News and World Report November 28, 2005. Vol 139 No 20 pg 46
James Anderson *Public Policymaking* **2003. Fifth Edition. Houghton. Chapter 3 (79-101) ON TED**
John W. Kingdon *Agendas, Alternatives, and Public Policies* **2nd Edition. Harper Collins pp 196-205**
Mark H. Moore "Anatomy of the Heroin Problem" Policy Analysis 1976 Fall 2(4): 640-662 ON TED

11/6   **Identify Alternative Policies– James A. Anderson** *Public Policymaking* **2003. Fifth Edition.**
Houghton Mifflin. Chapter 6 (220-230) <u>**ON TED**</u>
Jeanne Sahadi "Taxing the fat in Your Food" CNN.com July 28, 2009
MEET WITH DEBATE TEAMS DURING LAST PART OF CLASS

11/11   **Veteran's Day – No Class**

11/13   **Establish Evaluation Criteria –**
Deborah Stone *Policy Paradox: The Art of Political Decision Making* **1997 W.W. Norton. Chapters**
2,4, 3 (pages 61-71), & 5 <u>**ON TED**</u>
Michael Finkel "Complications" The New York Times May 27, 2001 Section 6 Column 1 Pg26

11/18   **Cost-Benefit Analysis and Decision Making - James A. Anderson** *Public Policymaking* **2003. Fifth**
Edition. Houghton Mifflin. Chapter 4 (119-144). Chapter 7 (264-269)
Dana Kamerud "Benefits and Costs of the 55 MPH Speed Limit" Journal of Policy Analysis and
Management 1988 Vol 7 No 2 341-352.
Gardiner Harris "British Balance Benefit vs Cost of Latest Drugs" 2008. New York Times. Dec 3rd

11/20   **Implementation, Evaluation– James A. Anderson** *Public Policymaking* **2003. Fifth Edition.**
Houghton Mifflin. Chapters 6 (193-220, 230-238) & 7 (245-264)
Lawrence Mead (2007) Why Welfare Reform Suceeded Journal of Policy Analysis and Management
26(2):370-374
Sharon Parrott and Arloc Sherman (2006) TANF at 10: Program Results are more mixed than is
often understood Center on Budget and Policy Priorities *http://www.cbpp.org/cms/?fa=view&id=600*
Shanto Iyenger and Donald Kinder. News That Matters (2013) in in *Public Policy: The Essential*
Readings. **2**nd **Edition Theodoulou and Cahn Pages 274-280** <u>**ON TED**</u>
MEET AND WORK WITH DEBATE TEAMS FOR SECOND HALF OF CLASS

PART III. DEBATES

Read *The Debaters Guide* **by Ericson, Murphy and Zeuschner. PP 12-16, 20-29, 72-73, and 99-111.**

The Debates
   1. *Resolved: The US government should not be allowed to collect data on all Americans for security purposes*
   2. *Resolved: We should increase border security to prevent more illegal immigration*
   3. *Resolved: We should tax fatty foods*
   4. *Resolved: We should require all Americans to have health insurance*
   5. *Resolved: We should end the death penalty*
   6. *Resolved: We should use more tar sands oil to expand domestic energy production*
   7. *Resolved: We should raise the minimum wage to $15 an hour.*

11/25   **DEBATES**

11/27   **NO CLASS TODAY – HAPPY THANKSGIVING**

12/2   **DEBATES**

12/4   DEBATES

12/9   DEBATES

12/11   Discussion/Review of Course

12/15   FINAL EXAM 3-6PM   LOCATION: To be announced

DEBATE GUIDELINES
Format
Pro Team Opening Statement – 1 minutes
Con Team Opening Statement – 1 minutes
Question and Answer Period - 18 minutes
        Each team will be asked three questions each.
        Time for Question - 30 seconds.
        Answer – 90 seconds.
        Rebuttal - 1 minute.
Pro Team Closing Statement - 1 minutes
Con Team Closing Statement - 1 minutes

Each team must submit electronically to a) the professor and b) their opposing team:
(1) a discovery packet of no more than 50 single-sided pages and no smaller than 12 point font and
(2) the three questions they will ask. Each question must be 25 words or less. Failure to comply will result in a one-letter grade penalty for all members of the team.

Debate Date	Deadline for Discovery Packet and Questions
11/25	*11/20 at the beginning of class.*
12/2	*11/25 at the beginning of class or later with approval of both teams.*
12/4	*12/2 at the beginning of class.*
12/9	*12/4 at the beginning of class.*

Everyone must participate. Each student must do at least two the following:
An opening statement, a closing statement, answer a question, offer one rebuttal.
The consequence of failing to comply is a grade of 0 for this portion of the class.

About the Discovery packets
The purpose of a discovery packet is for both teams to have access to the evidence that the other teams will cite. There is no need to put your arguments in the discovery packet. You do, however, have to include any empirical data that you will use. Teams are restricted from making any non-obvious empirical claims that they do not provide evidence for in their discovery packet. All items included in the discovery packet must be properly cited or electronic links provided.

Grades
Each team will receive a grade.
All members of a team will receive the same grade. The one exception to this rule is for people for whom it is obvious little or no effort was exerted or people who cannot defend their claims.

Guidelines
-Treat this as a challenge. The better you prepare, the more rewarding this experience will be.
-Teams will be rewarded for conducting themselves in a professional manner.
-Time deadlines are strict. Teams will be rewarded for keeping within the given time limits.