

**Course:** PUPOL 100 Introduction to Public Policy  
**Semester:** Fall 2017  
**Instructors:** Sanford Schram  
**Time:** Monday and Thursday 9:45-11:00 am  
**Location:** Roosevelt House 304  
**Office:** 1721HW  
**Hours:** MTh 11:30 am – 12:30 pm  
**Phone:** 212-772-5182 (office), 610-772-5108 (mobile)  
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**Description:** This course is designed to give students a broad overview of the public policymaking process, the primary theories and concepts for analyzing public policy, and a survey of critical issues in different public policy areas. First, the course provides an introduction to theories of the policy process and some of the key contextual aspects of the American political system that serve to influence policy formulation and implementation. Second, the course offers discussion of the debates about how to best analyze public policies emphasizing the key differences between economic and political approaches. Third, the course examines a number of different policy areas. When examining these policies, we will be concerned with using our theoretical tools for understanding the policy process and how to best analyze policy in each area. We will also be concerned with the substantive details of these policies, including both the current policies adopted by government, and as well important alternative (proposed) policies that have yet to be adopted nationwide. Finally, we will attempt to arrive at some conclusions about the effectiveness and efficiency of the policies we will be studying and what can be realistically done to improve public policy today given the current political climate and the prevailing orientation to approach public policy solutions. Students will take a mid-term and a final exam and write a term paper focusing on a key analytical issue of public policymaking or analysis regarding a selected public policy.

**Learning Goals:** The course is designed so that each student will have opportunity to:

- (1) improve critical thinking skills, including the capacity to grasp abstract concepts and theories regarding U.S. public policy;
- (2) develop a facility for using these abstract concepts and theories to deepen understanding of the facts of specific policies;
- (3) learn to use those facts to evaluate the validity of empirical claims about policy;
- (4) reconcile conflicting evidence and contrary positions about various policies, especially as expressed in the literature but also in public discourse;
- (5) improve public speaking skills and engage with others more reflexively in public policy debates; and
- (6) enhance writing skills, including in particular the ability to summarize the main points of arguments succinctly, explain theories clearly, use language precisely, demonstrate command of social science terminology related to public policy, and in the course of writing use abstract theories and concepts to deepen understanding of evidence for assessing public policies and alternatives.

**Required Texts:**

Michael Kraft and Scott Furlong, *Public Policy: Politics, Analysis, and Alternatives*, 5th Edition. CQ Press, 2015. Available from Shakespeare Bookstore.

Sanford F. Schram, *The Return of Ordinary Capitalism: Neoliberalism, Precarity, Occupy* (New York: Oxford University Press, 2015).

**Course Requirements:**

Mid-Term Exam	20%
Final Exam	30%
Policy Analysis Paper, 8-10 pages	30%
Class Presentation	5%
Overall Class Participation	<u>15%</u>
TOTAL	100%

**Mid-Term and Final Exams:** The exams will ask students to apply ideas from the required texts to address specific issues raised in the articles assigned in the course outline. Class discussions will give students a chance to work on their applications of the required texts to the assigned additional readings. The exams will be take-home. Exams should be typed, doubled-spaced, completed using Microsoft Word and submitted via email.

**Policy Analysis Paper:** Students should choose a topic by mid-semester. Each student must meet with the instructor to discuss the topic. The paper must analyze a specific policy (proposed or enacted, past or present, national or local) in terms of a specific analytical concept introduced by the readings from the syllabus, and examine the consequences of that analysis for understanding the policy's status and what should be done about it in the real world of the policy process. Students make a 10-minute in-class presentation about their term paper that is designed to get feedback from others in the class to help finalize the papers. The final paper should be 8-10 pages, typewritten, double-spaced and is due by 4 pm on the date listed on the syllabus course outline below.

**Overall Class Participation:** Class attendance is required. Students should be on time for the start of class. If you cannot attend class, you need to let me know ahead of time and to get approval for your excuse. More than three unexcused absences result in a reduction of the final grade. Your participation grade will be determined by both attendance and in-class discussion particularly concerning the readings.

**Late Assignments and Make-Up Exams:** The following are acceptable reasons for excused absences and late assignments: 1) serious illness; 2) illness or death of family member; 3) school trips; and 4) major religious holidays, and 5) other circumstances found by the instructor to be "reasonable cause for nonattendance." When there is an excused absence, students will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance of the missed class. The burden of proof is on the student to provide sufficient documentation regarding the nature of the absence.

**Academic Integrity, Cheating and Plagiarism:** It is assumed that students in this course will work independently and that all work submitted for a grade is the work of that student. I consider the violation of this policy (including plagiarism) to be a very serious offense and will pursue any offense to the full extent permitted by the university.

**Respect:** Please do not talk to your neighbor during my lectures or when one of your colleagues is speaking. I realize you might occasionally miss a point in the lecture and might ask your neighbor what was said, and that is fine. What I will not tolerate is habitual gabbing while others are speaking.

**Access:** Should you require use of accommodation or assistance from access services, please see: <http://www.hunter.cuny.edu/student-services/access>

## **COURSESCHEDULE**

### **Part I. Introduction: Understanding Public Policymaking in Context**

8/28 *Public Policy, Policy Analysis, and Politics*

Kraft and Furlong, Chapter 1.

8/31-9/4           **NO CLASS**

9/7 *Context for U.S. Policymaking: Iron Triangles in a Market-Centered Society*

Kraft and Furlong, Chapter 2.

9/11-9/9/14 *Theories of Power and the Public Policymaking Process*

"Corruption is Legal in America: A Graphic Presentation."

The Young Turks, "Proof The US Is An Oligarchy, Not A Democracy."

Tom Engelhardt, "5 Signs America is Devolving into a Plutocracy," *Salon*, March 22, 2015.

Martin Gilens and Benjamin Page, "Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens," *Perspectives on Politics*, 12, 3 (Fall 2014): 564-81.

### **Part II. Theories of Public Policy Making: Key Concepts of Policy Analysis**

9/18 *Theories of Public Policymaking: Rational-Comprehensive Decision-making vs. Incrementalism*

Kraft and Furlong, Chapter 3.

Charles Lindblom, "The Science of 'Muddling Through,'" *Public Administration Review* 19(1959): 79-88.

9/19 *Key Concepts in Policy Analysis: Cost-Benefit Analysis vs. Political Adequation*

Kraft and Furlong, Chapters 4 and 6.

Deborah Stone, *Policy Paradox* (New York: W.W. Norton, 2011), Chapter 1.

9/21 **NO CLASS**

9/25 *Problem Definition: Social Construction of Target Populations*  
Kraft and Furlong, Chapter 5.

Sanford F. Schram and Joe Soss, "Success Stories: Welfare Reform, Policy Discourse, and the Politics of Research," *Annals of the American Academy of Political and Social Science*, 557(2001): 49-65.

Anne Schneider and Helen Ingram, "Social Construction of Target Populations: Implications for Politics and Policy," *American Political Science Review*, 87(1993): 334-347.

9/28 *Agenda-Setting: Decisionmaking and Non-Decisionmaking*  
Rodger Cobb, Jennie-Keith Ross and Marc Howard Ross, "Agenda Building as a Comparative Process," *American Political Science Review*, 70(1976): 126-38.

Peter Bachrach and Morton Baratz, "Two Faces of Power," *American Political Science Review*, 56 (1962): 947- 952.

10/2 *Path Dependency*  
Paul Pierson, "Path Dependence, Increasing Returns, and the Study of Politics," *American Political Science Review*, 94, 2 (June): 251-67.

10/5 *Policy Feedback*  
Sanford F. Schram and Joe Soss, "Demonizing the Poor," *Jacobin*, September 3, 2015.

Joe Soss and Sanford F. Schram, "A Public Transformed? Welfare Reform as Policy Feedback," *American Political Science Review*, 101, 1 (Winter 2007): 111-127.

10/9 **NO CLASS**

10/12 *Policy Drift*  
Jacob S. Hacker, "Privatizing Risk without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States," *American Political Science Review*, 98, 2 (May 2004): 243-60.

1

10/16-10/19 *Neoliberalism*  
Schram, Chapter 1.

### **MID-TERM EXAM DISTRIBUTED**

#### **Part III. Applying Theory to Practice: Debating Public Policies**

10/23-10/26 *Economic Policy: What Policies Are Needed to Get Beyond the Effects of the Great Recession?*  
Kraft and Furlong, Chapter 7.

Schram, Chapter 1.

10/27 **MID-TERM EXAM DUE BY 4 PM**

10/30-11/2 *Health Care: Should Obamacare be Repealed?*  
Kraft and Furlong, Chapter 8.

11/6-11/9 *Social Welfare: Has the 1996 Welfare Reform Helped or Hurt the Poor?*  
Kraft and Furlong, Chapter 9.

Schram, Chapters 4-5.

View film: "A Place at the Table."

11/13 *Education: Is Neoliberal Privatization (as in Charter Schools, Online Education, etc.) Good for Democracy?*  
Kraft and Furlong, Chapter 10.

Schram, Chapter 6-7.

11/16 *Environmental Policy: Should We Adopt “Cap and Trade”?*  
Kraft and Furlong, Chapter 11.

Schram, Chapter 7.

11/20 *Foreign Policy: Should We Continue the System of Surveillance Enacted with the Patriot Act?*  
Kraft and Furlong, Chapter 12.

11/23 **NO CLASS**

**Part IV. Conclusion: Evaluating Public Policies and Assessing the U.S. Policy System**

11/27-11/30 *Gridlock in an Age of Neoliberalism: Can We Do Better?*  
Kraft and Furlong, Chapter 13.

[Teles, “Kludgeocracy,” \*National Journal\*, 17 \(Fall 2013\):](#)

Schram, Chapter 8.

11/30 **FINAL EXAM ASSIGNED**

**Part V: In-Class Term Paper Presentations**

12/4-12/11 **STUDENT IN-CLASS PRESENTATIONS**

12/14 **FINAL EXAM DUE BY 4 PM**

12/20 **TERM PAPER DUE BY 4 PM**