

Fall 2019
PADM 570: Pro-Seminar in Public Policy
CRN 60023
Tuesday 4:00 pm to 6:30 pm
Social Sciences Bldg. 3030

Roli Varma

Office: 3014 Social Science Bldg.

Office Hours: Tuesday & Thursday 2–4 pm. And by appointment.

Tel: 277-7756

E-Mail varma@unm.edu

Course Description

Public policy ordinarily refers to federal, state, and local governmental programs. As a field, public policy is concerned with examining the causes and consequences of governmental decisions. It focuses on the intellectual activities of understanding how government works and what difference it makes. Public policy is a multidisciplinary field, involving the traditional social sciences disciplines (e.g. economics, law, political science & sociology) and the more applied fields (e.g. education, public administration, public health & social work). All are understood as offering valuable work to decision-makers and the larger community. Despite definitional and disciplinary differences, there is an agreement that the goal of the field is to understand and improve public policies through the application of rigorous analysis. Public policy analysis requires utilization of analytical methods, understanding of the politics of the given policy, and background knowledge of the complexities of the policy area.

The objectives of this course are:

- to increase students' knowledge of the public policy-making process;
- to introduce students to the questions and controversies surrounding policy arenas;
- to relate substantive policy issues to conceptual approaches in public administration and other social sciences disciplines;
- to focus on issues pertaining to contemporary issues;
- to analyze public problems and policy alternatives/study a policy problem and design policy innovations and proposals/develop policy research skills; and
- to evaluate methods and tools of policy analysis/develop critical thinking skills

Students Learning Outcomes

- Students can define the basic principles and concepts in public policy;
- Students can describe the major conceptual approaches used in policy studies;
- Students can locate sources for policy research by searching electronic and traditional databases;

- Students can work collaboratively in a team to achieve project goals;
- Students can analyze the quality of the argumentation provided in support/opposition of a policy position;
- Students can describe the importance of considering diverse perspectives in policy research;
- Students can analyze public problems and policy alternatives/study;
- Students can write policy legislations.

Readings

1. Paul A Sabatier, *Theories of the Policy Process*
2. Kevin B. Smith and Christopher W. Larimer, *The Public Policy Theory Primer*
3. There are many articles, pertaining to case studies, which will be circulated to the class
4. Regularly read a newspaper and follow issues about public policy that appear in the daily press (e.g. *New York Times*, *Washington Post*, *Albuquerque Journal*, etc.).

Some Websites

www.ipsonet.org/
www.publicagenda.org
www.csg.org
www.policyagendas.org
www.rff.org

Course Evaluation

- **Papers/Oral Communications (60 Points):**
 Six case study policy briefs, about 2-5 typewritten pages each. You will pick one aspect of each case study noted in the syllabus, draft legislation on your issue and present that legislation to the class. Find out (1) the history of the issue; (2) the current legislation on the issue; (3) the current debates surrounding the issue; (4) effects of your legislation on existing legislation; (5) justification of your legislation in the light of the current debate. Your paper should contain clearly stated points and should be well documented. Anticipate the opposition and genuinely try to take their interests into account. These briefs should be of sufficient merit to present to a Policy Client such as a City Council, a State Legislative Interim Study Committee, the staff of a U.S. Congressional Office, or the Board of Directors of a policy advocacy organization.
- **Mid-Term Take Home Exam (25 Points):**
 A take home midterm exam will be given on **October 1, due on October 16**. The examination is designed to test the student's ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester.

- **Class Participation (15 Points):** Basic attendance, class discussion, completion of assigned readings before class, etc. You should share at least one newspaper item in each class for the discussion. If unexpected circumstances prevent you attending the class on a given day, let me know ahead of time. It is your responsibility to find out what you missed from a classmate.

Grades

- **A grade: A+** (96–100); **A** (93–95); **A-** (90–92)
- **B grade: B+** (86–89); **B** (83–85); **B-** (80–82)
- **C grade: C+** (76–79); **C** (73–75); **C-** (70–72)

Course Policies

- Student-teacher relationships are built on trust. Students must trust that teachers have made responsible decisions in designing the course they teach. Similarly, teachers must trust that the works, which students turn in, are theirs. Acts, which violate this trust, undermine the basic foundation of education. It is acceptable to discuss the work with other students in the class. It is also acceptable to receive a limited amount of help from another student in the class. But, the work you turn in should be your own.
- As a graduate student, you are expected to take considerable responsibility for the direction and quality of your own learning. You are expected to complete assignments on time, to speak up in class when you have questions and ideas, to contribute to a spirit of cooperative learning, and to demonstrate significant investment in your work. You should not miss classes, arrive late, or come unprepared for the class.
- Use gender-free language in your papers and class discussion. Unbiased language is as much a matter of accuracy as it is of fairness.

Academic Integrity

The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source), fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

Cell Phones and Technology

As a matter of courtesy, please turn off cell phones, pagers, and other communication and entertainment devices prior to the beginning of class. Notify me in advance if you are monitoring an emergency, for which cell phone ringers should be switched to vibrate.

Accommodation Statement

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirement interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

Title IX Statement:

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html> OR

Course Outline

Week 1, August 20: Overview
Introduction, Syllabus.

Week 2, August 27: What is Public Policy? Who makes it? Why study it?
Readings: (i) Smith & Larimer, "Public Policy as a Concept and a Field (or Fields) of Study" (ii) Smith & Larimer, "Does Politics Cause Policy? Does Policy Cause Politics?" (iii) Sabatier, "The Need for Better Theories" (iii) Sabatier, "Fostering the Development of Policy Theory"

Week 3, September 3: Labor Day

Week 4, September 10: The Policy-Making

Readings: (i) Smith & Larimer, "Who Makes Decisions? How Do They Make Decisions? Actors and Institutions" (ii) Smith & Larimer, "Where Does Policy Come From? The Policy Process" (iii) Theodoulou, "How Public Policy Is Made"

Week 5, September 17: The Policy Analysis

Readings: (i) Smith & Larimer, "What Should We Do? The Field of Policy Analysis" (ii) Berry & Berry, "Innovation and Diffusion Models in Policy Research" (iii) Blomquist "The Policy Process and Large-N Comparative Studies" (iv) Schlager, Cobb & Elder, "Issues and Agendas" (v) Kingdon, "Agenda Setting"

Week 6, September 24: Implementation

Readings: (i) Smith & Larimer, "How Does It Work? Policy Implementation" (ii) Smith & Larimer, "Governance and Managing Implementation" (iii) Schlager, "A Comparison of Frameworks, Theories and Models of Policy Processes"

Week 7, October 1: Policy Evaluation

Readings: (i) Smith & Larimer "What Have We Done? Impact Analysis and Program Evaluation" (iv) Smith & Larimer, "New Directions in Policy Research" (v) Smith & Larimer, "Do the Policy Sciences Exist?"

Mid-term Given

Week 8, October 8: Fall Break

Week 9, October 16: Case study research in public policy

Readings: Hatcher, McDonald & Brainard "How to Write a Case Study for Public Affairs"

Mid-term Due

Week 10, October 23: Case Study #1: Immigration Policy

Week 11, October 29: Case Study #2: Gun Violence Policy

Week 12, November 5: Case Study #3: Sexual Harassment Policy

Week 13, November 12: Case Study #4: Health Policy

Week 14, November 19: Case Study #5: Environment Policy

Week 15, November 26: Thanksgiving

Week 16, December 3: Case Study #6: Tariffs & Trade Policy