Pubpol 201: Introduction to Public Policy and Governance

Winter 2016
Tuesdays and Thursdays, 11:30 a.m. – 12:50 p.m.
Bagley Hall, Room 131

Instructors
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Office hours:     Office hours:

Course Description
The recent U.S. presidential election highlighted many important policy issues, such as immigration, health care, economic policy, and climate change. These discussions may have you wondering about some of the policy choices we face: Should we repeal Obamacare? What would happen if we built a wall along the Mexican border? Should tuition be free at public colleges and universities?

Many individuals are passionate about these and other issues, and have the best intentions in trying to advocate for reform or implement policy change. But translating good intentions into good decisions is not always as easy as it seems. Public policy in the United States is the result of decision-making that is constrained by complex interactions between political preferences, embedded institutions, and limited resources. For many policy choices the correct course of action is unclear. In certain instances, the choices themselves may be hard to identify. Effective policy making requires the ability to analyze situations systematically, deal with uncertainty, make tradeoffs among conflicting interests, account for other values and institutional characteristics, and develop a strategy for working with other parties to achieve the chosen objective.

This course is intended to bring some clarity to the policy process in the United States. Why do we even need public policy? What is the context in which policy decisions are made? How are policies developed, chosen, implemented, and evaluated? Students will learn the basics of decision-making in the policy process, discover many of the institutional and values-based constraints that affect policy outcomes, and become more familiar with strategies to influence all phases of the policy process. Throughout the quarter we will draw on relevant policy topics to illustrate these points.
Course Objectives
This course will help you develop an understanding of policy decision-making and management in the public sector. Specifically, this course will provide practical skills and knowledge related to:

- Understanding why public policy might be needed
- Decision-making in the public sector
- Assessing the expected and actual impacts of public policy choices
- Using data to evaluate policy effectiveness
- Balancing competing or conflicting interests among policy partners
- Assessing and responding to elements of the environment surrounding the formulation and implementation of public policies
- Identifying stakeholders, assessing their preferences, and mapping the policy context
- Working with partners and understanding the interplay of public values and public policy
- Leading and managing policy initiatives from all levels of an organization

Teaching Assistant and Discussion Sections
Our teaching assistants this quarter are ??????. They will each facilitate two discussion sections that will provide opportunities to explore concepts from lecture in greater detail. For this course, sections meet on Wednesdays and Fridays. Often, sections will be used for group work or learning activities. You will turn in your homework in section, and graded assignments will be returned and discussed. Your TA is also available as an additional point of contact for students in need of assistance or information pertaining to the course. Attendance in sections is mandatory, so please show up prepared and ready to participate.

Grading and Course Assignments
A student’s course grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Contribution to Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Ongoing (section)</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20%</td>
<td>Ongoing (section)</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
<td>February 7th</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
<td>TBD</td>
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</tbody>
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Participation
Participation in section discussions is expected and comprises a significant percentage of students’ final grade. Section attendance alone (which is mandatory) does not contribute your participation grade – the vast majority is determined by how active you are when discussing course materials during section.

While in class and in section students are expected to behave in a professional manner. Inappropriate behavior in classes will not be tolerated. Specifically, please arrive on time, be respectful of your fellow students and instructor, and refrain from distracting activities such as side conversations, updating social media, or misusing computers. Also, make sure that all mobile phones are silenced or turned off. We will be addressing some sensitive issues this quarter. Some people may feel uncomfortable at times. Try to be aware of how your actions affect others in the class. This does not mean that you cannot voice your opinion – just do not attack others or behave in an overly aggressive or disrespectful manner. Everyone comes to this
class with their own set of values and preconceptions, and these may or may not align with yours. Part of being a successful in the policy process is the ability to bridge ideological or value-based divides to either find common ground or shared understanding.

**Attendance: Missing Class**
You should not miss class. That said, people get sick and have lives outside of school. Should you need to miss a class or discussion section, notify both the professor and teaching assistant well ahead of time. Depending on the nature of the notification and the absence, absences may be excused, though some work will likely be assigned to compensate for the lost class time and ensure that the concepts covered are understood.

**Homework**
Throughout the quarter, students will be assigned homework that is to be completed outside of class and turned in during discussion section. Assignments will also be returned and discussed in section. These homework assignments will vary, and will include microeconomic analyses, assessments of policy proposals using data, and written work that summarizes policy problems and recommends solutions.

**Academic Integrity**
Students are responsible for abiding by the University of Washington’s and the Evans School’s academic conduct policies. All academic work must meet the standards contained in UW’s Student Conduct Code (http://www.washington.edu/admin/rules/policies/WAC/478-120TOC.html) and the Evans School’s Policy on Academic Integrity (https://evans.uw.edu/sites/default/files/public/Evans%20School%20Policy%20on%20Academic%20Integrity.pdf). Students are responsible for knowing, understanding, and adhering to these policies before performing (and submitting) and academic work.

For this class, the biggest concerns are the following:

**Using other people’s ideas:** In academics, it is inevitable that students will often need to rely on the ideas of other people. When using an idea that someone else had, regardless of the source, acknowledge the originator of the idea in the appropriate fashion. This is usually a citation in written work.

**Using other people’s responses:** Do not do this. Claiming someone else’s work as your own is academic fraud. Do not search for other people’s responses to case studies. Do not copy and paste portions of other people’s responses into your work. Doing so is (a) against the academic honor code, (b) a poor use of your time and money spent on this degree, and (c) disrespectful to professor, teaching assistant, and other students in our class, all of whom will be working hard all quarter to generate original ideas.

**Cheating on tests:** This means copying answers, bringing in outside materials, using phones or other tools to illegally access materials during tests, and any other dishonest activity. Don’t do this. It is expected that your work will be your own.

**Academic Accommodations**
At the Evans School, we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students at
If you have a letter from the office of Disability Resources for Students indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

**Readings and Course Materials**
Course readings include academic articles and book chapters, cases, and journal articles written by some of leading scholars and practitioners in the field of public policy. All course materials are available on the Canvas website (http://canvas.uw.edu). There is no assigned textbook for this course.

Please complete all readings prior to coming to class. While in class, it is wise to have access to the readings, either in print or electronic form. Though rare, Professors Brunjes and Vigdor may occasionally make changes to the assigned readings or other course materials. Should this occur, you will be notified in class and over email. A changed syllabus and the new reading(s) will be uploaded to Canvas.

**Cases.** We will read many cases throughout the course to allow students the opportunity to discuss course topics in a practical, applied context. All case material will be posted to the course Canvas site. Cases are intended to improve your ability to think about a complex scenario and develop concise analyses of the situation. We will use both traditional and news-based cases in this course. A typical teaching case tells a story about a problem or issue facing a leader, which brings the reader to a point at which a decision must be made. News-based cases generally establish a timeline of a relatively current event, identify a set of major players, and present a few different perspectives on the issue at hand. Both types of cases may include some data that can be useful for analysis, but this is not always present.

A good way to get to the heart of a case is to try and summarize the story in one sentence. Most good teaching cases have no obvious right answers. Rather, there are many possible answers, each with its advantages and disadvantages, and about which reasonable people may disagree. Case discussions will generally focus on the actions or problems of leadership or management in the case as they are caused or influenced by contextual (structural or institutional) factors. You may be asked, “What would you do (and why)?” You may be asked to play the roles of actors in the case, and there may be brief, spontaneous, in-class “role plays.”

**Course Schedule:**

**What is Public Policy?**

January 3: Introduction: What is Public Policy?

January 5: Elements of Policy Analysis: The Case of Global Warming

**Why We Need Public Policy**

January 10: Individual Interests and Collective Action I: Game Theory

January 12: Individual Interests and Collective Action II: Markets and Market Failures

January 17: Overcoming Collective Action Failure
Values and Public Policy
January 19: American Political Culture and Values
January 24: Equity and Representativeness in Public Policy

Agenda Setting and Policy Formulation
January 26: Agenda Setting
January 31: Policy Formulation
February 2: Case Study: Immigration Reform
February 7: Midterm

Policy Context and Implementation
February 9: Managing public organizations
February 14: The External Context of Public Policy
February 16: Implementing Public Policy (I)
February 21: Implementing Public Policy (II)

Policy Evaluation and Reform
February 23: What is the Public Interest?
February 28: Benefit Cost Analysis
March 2: Valuing Life, Health and Other Intangibles
March 7: Measuring Performance and Outcomes Using Data
March 9: Wrap-up and Case Study: The Affordable Care Act and Health Reform
Final Exam: TBD