

Political Science 325
Public Policy Development
Spring 2022, Session A

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**I reserve the right to change this syllabus during the semester.*

**I am happy to meet with students upon request either online or at ASU's Tempe campus.*

Course Description

Have you ever asked how you got somewhere? Often, the reality that we discover ourselves in and our prior intentions are wildly mismatched. Public policy asks how we collectively got to where we are and where we are going. There's a special emphasis on cause and effect. In pool, a cue ball strikes a rack. The balls disperse striking the rim and each other creating a unique pattern. Physics says that factors like velocity, angle and mass will produce an outcome that is determinable. Has social science given us the ability to see the future with equal certainty? The answer is no (for now)—but we do have tools and insights, which this course will introduce to you.

Learning Outcomes

Upon successful completion of this course, students will be able to articulate what public policy is, who the important political actors and institutions are, what strategies do the actors use to change policy, at what times are the chances of success better than others, the important academic policy models, government intervention into a free-market economy and the role that the bureaucracy plays in policy creation. This course will examine the issue of prisons and incarceration in American more extensively.

Prerequisites

There are no prerequisites. I think that Arizona State University's upper or lower American politics courses will give you a solid foundation for this more advanced course.

Course Format

This is a seven-and-a-half-week-long online course. I expect that students complete the assigned readings, finish all assignments and take all required tests and quizzes. I have outlined the course on Canvas and in this syllabus. Students will take tests and turn in assignments in Canvas.

Dates

This course will adhere to all dates on ASU's academic calendar for Spring 2022, session A. See: <https://students.asu.edu/academic-calendar>.

Class Notes

I have included my notes on the readings in each week's Canvas module. In the notes, I have outlined what I consider to be important. The notes are not a substitute for the class readings.

Required Reading:

We will read two books in this class. These are:

An Introduction to the Policy Process, 5th Edition

Author: Thomas Birkland

SBN-13: 978-1138495616

ISBN-10: 1138495611

The New Jim Crow: Mass Incarceration in the Age of Colorblindness

Author: Michelle Alexander

ISBN-13: 978-1620975459

ISBN-10: 1620975459

Students may purchase these books through the ASU bookstore (<https://www.bkstr.com/arizonastore/home>) or commercial bookseller such as Amazon (www.amazon.com). You may use the physical or electronic edition. You may also use Birkland's fourth edition.

I have only one copy of each book, which I personally need. Students can sometimes check these books out through university libraries.

On The New Jim Crow: Mass Incarceration in the Age of Colorblindness

Traditionally, this class selects a timely political issue to consider more in depth. In the past, I have picked No Child Left Behind. In this class, I would like to think about prisons. The United States locks up the most people in the world both in absolute numbers and as a percentage of the population. How did we get here? Michelle Alexander is an attorney. She gives one account: namely, that incarceration is racially motivated. I recognize that this book is controversial, especially given the national debate and recent events. Nonetheless, as students of politics, I don't think that we should shy away or avoid controversy. You're welcome to disagree with her. I do think that she argues her case well and this book is worth reading once in your lifetime.

Grading

Students may earn up to 100 points in this class. One point equals one percent of your final grade. I will assign points as follows:

- A. Weekly Quizzes: 25 points. Students will take a weekly quiz in weeks 1-3 and 5-6. There is no quiz on the week of the midterm or final, but the material from those weeks will be on the Midterm. There are 10 questions, each worth .5 points; so, students can earn up to five quiz points in a week. The questions will be multiple choice and/or true/false. Students may take the quiz up until Sunday at 11:59 p.m. The quizzes are open book and note; however,

students cannot have someone take the test for them or solicit answers. I have named the quizzes to correspond with the weeks, so Quiz 6 is the fifth quiz.

- B. Midterm: 25 points. I will give the midterm at the end of the fourth week. The questions may include multiple choice, fill-in-the-blank, short, and long essay answers. This test is open book and note; however, students cannot have someone take the test for them or solicit answers. I have included a study guide and description of the test in Canvas. If you cannot complete the test during this time, please let the instructor know, and I will schedule a make-up.
- C. Final: 25 points. Students will take the final at the end of the course. The questions may include multiple choice, fill-in-the-blank, short, and long essay answers. This test is open book and note; however, students cannot have someone take the test for them or solicit answers. The final is cumulative and will include questions from the first half of the class, but I will give more weight to the second. I have included a study guide and description of the test in Canvas. If you cannot complete the test during this time, please let the instructor know, and I will schedule a make-up.
- D. Policy Model Paper: 25 points. Today, the United States incarcerates more of its citizens than any other country. This is true when looking at incarceration as an absolute number and as a percentage of the population. How did we get here? In this assignment, students will read Michelle Alexander's account in her book. Students will then reflect on which academic policy model they believe best describes the policy process that created this result. They will then pick a second model that they believe has explanatory power. I expect that these papers will be 5 to 8 pages in length with customary formatting, i.e., an 11 or 12 point font with standard formatting. I will include a rubric and description in Canvas. The paper is due at the end of week six.

Extra Credit

There are three opportunities to earn extra credit points.

- A. Class Evaluations: 1 point. If at least 80% of the students from both the ASU on-campus online and off-campus online class complete evaluations (together, combined), I will give each student an additional point, worth 1% of your final grade.
- B. Course Completion: 1 point. I will give all registered students at the end of the course an additional point. I do this to give all students the benefit of the doubt at the end of the semester. Your final percentage is your final grade after receiving the extra point.
- C. Discussion Board: 1 point. I will be experimenting with discussion boards. To encourage engagement, I will award students who write an original post or reply to post for at least four class weeks. Class introductions count.

I will assign grades based on the number of points that you earn:

99-100=A+

93-98=A
90-92=A-
88-89=B+
83-87=B
80-82=B-
78-79=C+
65-77=C
55-64=D
<55=E

Late Assignments and Missed Tests/Quizzes

I expect that students will complete all assignments and tests by the date given in this syllabus and in Canvas. Arizona State University requires that I grant some exceptions. These include:

1. The instructor's general policy on absences.
2. Information on excused absences related to religious observances/practices that are in accordance with [ACD 304-04](#) "Accommodations for Religious Practices."
3. Information on excused absences related to university-sanctioned events/activities that are in accordance with [ACD 304-02](#) "Missed Classes Due to University-Sanctioned Activities."

On Test Questions

Many of the tests and quizzes will include multiple choice and true/false questions. I wish to caution students about these questions: Sometimes, students may be able to answer a question with more than one choice. In these situations, I'm looking for the best answer, the one that's much more correct than the other, not the one that's distantly right. Will this involve some critical judgment? Yes, absolutely, but as college students, you need to gain these skills.

Academic integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academic-integrity>

Disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be

reached at (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Behavior

While this class is online, students will interact with the instructor and other students. I expect that students treat each other and the instructor with courtesy and consideration.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Policy on Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Reporting Title IX violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Copyrighted materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Technology Issues

We have found that Mozilla Firefox offers the most stable and problem-free browser for taking tests and submitting assignments online. I have also embedded files in Canvas from my ASU Google Drive. To view these files, students must grant permission. If you are uncomfortable doing this, please let me know, and I will send you the files as an email attachment.

Outline and Readings:

Week	Dates	Reading/Exam/Assignment
Week 1	Jan. 10 – Jan. 16	What is Public Policy, anyways? Read: Birkland Chapter 1 “Introducing the Policy Process” Read: Birkland Chapter 2 “Elements of the Policy Making System” Read: Alexander Chapter 1 “The Rebirth of Caste.” Read: Alexander Chapter 2 “The Lockdown.” Quiz One: Jan. 14-16
Week 2	Jan. 17 – Jan. 23	Dramatis personae, the actors! Read Birkland Chapter 4 “Official Actors and Their Roles in Public Policy” Read Birkland Chapter 5 “Unofficial Actors and Their Roles in Public Policy” Read: Alexander Chapter 3 “The Color of Justice.” Read: Alexander Chapter 4 “The Cruel Hand.” Quiz Two: Jan. 21-23
Week 3	Jan. 24 – Jan. 30	Surf’s Up! Agenda setting in American politics and policy types. Read Birkland Chapter 6 “Agenda Setting, Power and Interest Groups” Read Birkland Chapter 7 “Policies and Policy Types” Read: Alexander Chapter 5 “The New Jim Crow.” Quiz Three: Jan 28-30
Week 4	Jan. 31 – Feb. 6	Consult the Oracle(s): models of public policy Read: Birkland Chapter 11 “Science and Theory in the Study of Public Policy” Read: My PowerPoint notes. I will provide more detail on the theories of Public Policy Read: Alexander Chapter 6 “The Fire This Time.” Midterm: Feb 4-6.
Week 5	Feb. 7 – Feb. 13	When should government intervene in the market? Part I *We will now shift gears and focus on a normative policy question.

		<p><i>Perspective: government should intervene only when the market fails</i></p> <p>Read: Milton Friedman, “The Role of Government in a Free Society,” an excerpt from <i>Capitalism and Freedom</i> (1962) Read: Kenneth Bickers and John Williams, “Limitations of the Market,” an excerpt from <i>Public Policy Analysis: A Political Economy Approach</i> (2001) Read: Michael Anderson and Maximilian Auffhammer, “Pounds that Kill,” <i>Access</i> (Fall 2014) Quiz Five: Feb 11-13</p>
Week 6	Feb. 14 – Feb 20	<p>When should government intervene in the market? Part II</p> <p><i>Perspective: government should protect individual choice by not intervening in the market, also the use of incentives.</i></p> <p>Read: Milton Friedman and Rose Friedman, “Who Protects the Consumer?” an excerpt from <i>Free to Choose</i> (1979) Read: David Leonhardt, “Sodas a Tempting Tax Target,” <i>New York Times</i> (2009) Read: Emily Badger, “Don’t Tax Soda, Tax Sweeteners,” <i>Pacific Standard</i> (2011) Policy Model Paper due Sunday, Feb. 20 by 11:59 p.m. Quiz 6: Feb. 18-20</p>
Week 7	Feb. 20 – Mar 1.	<p>When should government intervene in the market? Part III</p> <p><i>Perspective: Yes, government should intervene.</i></p> <p>Read: Paul Krugman, “Fear of Eating,” <i>New York Times</i> column (2007) Read: Paul Krugman, “Why We Regulate,” <i>New York Times</i> column (2012) Read: Max Neiman, “Hitler Didn’t Come to Power via the Health Department” – a brief excerpt from <i>Defending Government</i> (2000), pp. 157-161 Read: George Lakoff, “Framing Reality: Privateering,” an excerpt from <i>The Political Mind: A Cognitive Scientist’s Guide to Your Brain and Its Politics</i> (2009) Read: Michael J. Sandel, “The Case for Equality: John Rawls,” an excerpt from <i>Justice: What’s the Right Thing to Do?</i> (2009) Final: Feb. 25-March 1</p>