

NYU DC

UPADM-GP 9101 DC1

The Politics of Public Policy

(Last Updated: 1/11/22)

Spring 2022

Instruction Mode: In-Person

Instructor Information

- Corey W. Holmes Ph.D.
- By appointment – email me at the address below
- coreywholmes@gmail.com

Course Details

- UPADM-GP 9101
- The Politics of Public Policy
- Thursdays, 3:30-6:00pm
- Location:
- COVID-related details: In the interest of protecting the NYU DC community, we are closely following CDC guidance around COVID-19 and adjusting our recommendations and policies accordingly. Your health and well-being is our top priority.

If you are attending in person, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change during the drop/add period if in-person student registration increases significantly or at any point during the semester if local COVID-19 regulations require additional physical distancing. **Course Overview and Goals**

This course aims to provide students with a thorough understanding of the intricate workings and politics of American public policy. From the basic contours of the policy cycle, to the various values of the multiple audiences involved in policy, to contemporary approaches and application of incentives and punishment in policy design, this course offers students a wide-ranging knowledge of American public policy.

Upon Completion of this Course, students will be able to:

- Identify and describe the essential actors and audiences involved in areas of public policy.
- Understand the basic outline and particular details of the policy process, from the agenda-setting stage through the implementation and evaluation stages.
- Identify the various values and frames used in public policy development, including a comprehension of why and in what cases certain explanations of policy issues are successful.
- Lead and participate in substantive discussions around public policy issues with their peers, to include a deft handling of varied opinions and judgments of policy options.
- Thoroughly research and write about a public policy issue area, to include identifying its audience, describing its policy history, and concisely arguing a policy resolution.

Assessment Components

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class Participation	15%
Class Discussion Lead	10%
Audience Identification Assignment	10%
Policy Outline	10%
Midterm	20%
Policy History Memo	15%
Policy Decision Memo	20%

Class Participation

You must attend class. It will contribute to your grade. If you have a particularly difficult circumstance, please let me know as soon as possible. There is a 2% penalty, per instance, on the final grade for any student with unexcused absences. If you miss a class without an allowable reason, your 94% (A-) final grade will become a 92% (B+). I will enforce this policy.

You also must participate in class. This usually hinges on the quality of your contributions to discussions. To this end, I will employ something similar to the Socratic technique in class. This means I will occasionally cold call on a student to answer a particular question (as opposed to presenting the question to the whole class and waiting for a volunteer to answer). This is not a trick meant to make anyone uncomfortable; its intent is to diversify the quality of our discussions and incorporate opinions and perspectives from all of us. The student who has read the material in preparation for our discussion will find this task quite simple. Those who have not read the material will find it difficult to contribute to the conversation, which is also difficult to hide over a three-hour lecture. If you are unprepared for our discussions, your participation grade will reflect that fact.

Additionally, I will do all that I can to make our environment a welcoming one in which each student feels at ease expressing themselves. All students should aim to that goal alongside me. Be courteous to others – do not interrupt, belittle, rush, ignore, or in any other way disrespect your classmates. You all own this world together; it's in all our best interest for you to start listening to each other as soon as you can.

Chapter Discussion Lead

Each student will sign up to lead discussion on one chapter from our main text (Stone) once during the semester. More information will be provided as to what this discussion lead will entail, but each student should expect to have a **very strong** understanding of their chapter, and to prepare several lines of questioning that engage their classmates in discussion, and which connect new ideas to others we already discussed.

Additionally, those students who are not leading a discussion during a particular week will still be graded according to their participation in the discussion. Do not pay attention to your own chapter and disregard someone else's – **it will be reflected in your grade.**

Audience Identification Assignment

Each student will briefly describe **two** policy issues which draw their interest, and which make a class like this one particularly relevant for them. In addition, for each of the issues, students will identify different members of each policy's audience and outline the purpose, goals, and preferences of each audience member regarding the issue. More information will be provided leading up to the assignment.

Policy Outline

Using one of the two issues identified in the audience assignment, each student will generate an outline of arguments to be used in a later Policy History Assignment. More information will be provided leading up to the outline's due date.

Policy History Memo

Each student will write a 3–4-page Policy History Memo on one current political issue (same topic as Policy Outline). More information will be provided leading up to the memo's due date.

Policy Decision Memo

Each student will write a 1–2-page Policy Decision Memo on their political issue of choice (same topic as Policy History Memo). This memo will be assigned in lieu of a final exam. More information will be provided leading up to the assignment.

Tests & Quizzes

We will have a midterm exam after Spring Break that covers the primary basics of public policy and the policy cycle covered in the first half of the course. The content will cover everything we have discussed and read, as well as new ideas I have introduced in lecture during class time (about which you have not previously read). There will be no quizzes. You will have a major assignment (Decision Memo) at the end of the semester in lieu of a final exam. Note that the quality of your class participation will be critical in the second half of our semester – even though you will not be tested on the material in a final exam, you will absolutely still be expected to engage thoroughly in the material. This is not a free pass to slack after the midterm.

Guest Speakers

Hosting professional guest speakers is a great way to hear practical experience and understand the politics behind many public policy decisions. This class plans on hosting guest speakers for most weekly sessions, and students are expected to be prepared for an intellectual discussion by researching the guest speaker, posing questions, and engaging in a fruitful discussion. Although, this class is preparing to host guest speakers weekly, due to speakers' schedules, timing of the course, and unforeseen circumstances, scheduling may be difficult. Students should exercise patience and flexibility as the syllabus might need to adjust, but every effort will be made to secure guest speakers.

Staying Informed

On your own throughout the week, you are highly encouraged to stay informed with current events and political happenings. You can do this in several ways – The Washington Post (or others), Politico, The Hill, CQ-Congressional Quarterly, podcasts, etc. **Know your source and cast a wide net.**

Course Materials

Required Textbooks & Materials

There are **two required textbooks** for this course. Additional materials will be made available on the NYU Classes site, under Resources.

1. ***Public Policy: A Concise Introduction***, Rinfret, Scheberle, and Pautz (SAGE Publishing)
2. ***The CQ Press Writing Guide for Public Policy***, Pennock (SAGE Publishing)

Students will also be required to read materials provided by guest speakers in preparation for class.

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Academic Policies

Grade Conversion

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
A	4.00	94-100
A-	3.67	90-93

B+	3.33	87-89
B	3.00	84-86
B-	2.67	80-83
C+	2.33	77-79
C	2.00	74-76
C-	1.67	70-73
D+	1.33	67-69
D	1.00	65-66
F	.00	Below 65

View Grades

Grades will be made available on the NYU Classes site.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Session 1 27-Jan-22	<i>*Discussion: Defining U.S. Public Policymaking</i> <i>*Reading: The Foundation</i>	Chapter 1 Rinfret, Scheberle, and Pautz [available on NYU Classes]	
Session 2 3-Feb-22	<i>*Discussion: Defining U.S. Public Policymaking</i> <i>*Reading: The Policy Process and Policy Theories</i>	Chapter 2 Rinfret, Scheberle, and Pautz [available on NYU Classes]	



Session 3 10-Feb-22	<i>*Discussion: The Practice of Public Policy</i> <i>*Reading: Rulemaking and Regulations</i>	Chapter 3 Rinfret, Scheberle, and Pautz (Chs 1-2 – Student Led) [available on NYU Classes]	
Session 4 17-Feb-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Crime and Public Policy</i>	Chapter 6 Rinfret, Scheberle, and Pautz Guest Speaker: Clark Neily, CATO institute	
Session 5 24-Feb-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Cont. of Crime and Public Policy</i>	(Ch 6 – Student Led) POLICY AUDIENCE ASSIGNMENT DUE	POLICY AUDIENCE ASSIGNMENT DUE (<i>Student presenter may request more time if needed</i>)
Session 6 3-Mar-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Education Policy</i>	Chapter 7 Rinfret, Scheberle, and Pautz Guest Speaker: Global Partnership for Education	
Session 7 10-Mar-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Cont. of Education Policy</i>	(Ch 7- Student Led) Guest Speaker: Education Cannot Wait	
17-Mar-22	SPRING BREAK No Class	SPRING BREAK No Class	SPRING BREAK No Class
Session 8 24-Mar-22	MIDTERM EXAM	MIDTERM EXAM	MIDTERM EXAM
Session 9 31-Mar-22	<i>*Discussion: Understanding Key Public Policy Issues</i>	Chapter 8 Rinfret, Scheberle, and Pautz	

	<i>*Reading: Civil Rights and Immigration Policy</i>	Guest Speaker: ACLU	
Session 10 7-Apr-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Civil Rights and Immigration Policy</i>	(Ch 8- Student Led) POLICY OUTLINE DUE	POLICY OUTLINE DUE (<i>Student presenters may request more time if needed</i>)
Session 11 14-Apr-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Social Welfare and Health Care Policy</i>	Chapter 9 Rinfret, Scheberle, and Pautz	
Session 12 21-Apr-22	<i>*Discussion: Understanding Key Public Policy Issues</i> <i>*Reading: Environmental and Energy Policy</i>	Chapter 10 Rinfret, Scheberle, and Pautz	
Session 13 28-Apr-22	<i>*Discussion: U.S. Foreign Policy</i> <i>*Reading: Foreign Policy articles</i>	Foreign Policy- Biden's 2022 Foreign-Policy To-Do List in the United States, China, Middle East (foreignpolicy.com) 2022 Midterm Elections Could Shake Up Biden's Foreign Policy Guest Speaker: U.S. Department of State	
Session 14 5-May-22	<i>Library of Congress Tour</i>	POLICY HISTORY DUE	POLICY HISTORY DUE
12-May-22	<i>Finals Week (NO CLASS)</i> <i>In-class evaluations</i>	DECISION MEMO DUE	DECISION MEMO DUE

Tests and Quizzes

- Midterm Exam: March 24, 2022, 5:15-8:15pm
- Final Exam:?

Course Policies

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academics team by e-mail immediately (i.e. before the start of your class), by e-mailing dc.academics@nyu.edu. Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies. Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academics team, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between your final exams, please bring this to the attention of the Academics team. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Late Submission of Work

- (1) Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
- (2) Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
- (3) Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the DC Academics Team by contacting dc.academics@nyu.edu.
- (4) Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
- (5) Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Academic Honesty/Plagiarism

As the University's policy on "[Academic Integrity for Students at NYU](#)" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU takes plagiarism very seriously; penalties follow and may exceed those set out by your

home school. Your lecturer may ask you to sign a declaration of authorship form, and may check your assignments by using TurnItIn or another software designed to detect offences against academic integrity.

The presentation of another person's words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism. It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you **MUST** inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

[NYU Academic Integrity Policies and Guidelines](#)

[NYU Library Guides](#)

Inclusivity Policies and Priorities

NYU's Office of Global Programs and NYU's global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE's Academics Office in writing via e-mail one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also University Calendar Policy on Religious Holidays

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty,

advisors, and administrators in Albert, NYU Classes, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the classroom. For more information on how to change this information for your Albert account, please see the Pronouns and Name Pronunciation website.

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the Personalizing Zoom Display Names website.

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Washington, DC.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the Web Form ([link](#))
- Email: bias.response@nyu.edu
- Phone: 212-998-2277