



PPOL-517-1: PUBLIC POLICY PROCESS

Professor Jason J. Fichtner
Fall 2012

GENERAL COURSE INFORMATION:

Room: Car Barn 302
Day and Time: Mondays, 3:30 pm – 6:00 p.m.
Instructor's Phone: 703-993-4938
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Office Hours: After class, or by appointment

This course introduces us to public policy process: actors performing roles in the influence and pursuit of public purposes. To influence policy you need to understand how policy is developed. This course helps improve your understanding. The course begins by studying the components of the American policy process: ideas, ideology, interests and, especially, institutions. The course then surveys several models of the policy process by leading policy scholars. Next, consideration of how these models might be applied to various policy domains. Finally, students will demonstrate their knowledge of the policy components and models studied in class.

A primary objective of this course is for students to become skilled interpreters of the American public policy process. Students should be able to understand the role of ideas, individuals, interests and institutions, as well as how these influences can vary across the stages of the policy process and among the various policy domains.

Students should also develop more specific skills that will allow them to be more effective participants in the policy process. Students should exit this course better writers and better public speakers. Additionally, students will gain valuable experience working in teams and presenting projects, which will help students become better skilled in providing policy briefs and presentations in real-world settings.

Another objective of this course is to provide students with a purposeful mix of practice and theory. Public Policy students have to keep one foot in the world of practice and the other in the world of academic theory. You must become “pracademics.” Hence, class readings and discussions will revolve around concepts, tools and skills of policy process. Guest speakers will occasionally visit to provide a practitioner’s viewpoint on how things work “in the real world.”

EXPECTATIONS

- You are expected to act with the highest professional ethics and skill.
- You are expected to complete all of the readings in advance of each class, and to be prepared to discuss them as well as your own experiences and insights regarding public policy process.
- You are expected to adhere to the Georgetown University Honor Code. For all written course assignments please provide citations for all outside sources for the ideas in your assignments. Copying, cheating or plagiarism will not be tolerated.
- Students are expected to attend all class meetings and participate in class discussions. If you have an important reason to miss a class or delay an assignment, and you let me know in advance, I will work to accommodate your situation. Important reasons involve major unexpected family or personal challenges and events (e.g. death in the family, severe illness, etc.).
- Even if you miss class, assignments are still due on time.
- Late assignments will be marked down at least 1/3rd of a letter grade.
- I have an open-door policy. Please do not hesitate to contact me if you have any questions, concerns, comments, etc.

READINGS

The following textbooks will be used in the class:

Required Texts:

Thomas A. Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*, 3rd Edition (New York: M.E. Sharpe, 2010 - Paperback).

John W. Kingdon, *Agendas, Alternatives, and Public Policies*, (Longman Classics Edition, 2001 or 2002).

Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, 3rd Edition (New York: W.W. Norton, 2001).

Martha A. Derthick, *Up In Smoke: From Legislation to Litigation in Tobacco Politics*, 3rd Edition (Washington, DC: CQ Press, 2011/2012).

Optional / Background Reference Texts:

Samuel Kernell & Gary Jacobsen, *The Logic of American Politics*, 5th Edition, (Washington, DC: CQ Press, – Paperback 2011).

Stella Z. Theodoulou, *Public Policy: The Essential Readings* (Paperback), Prentice Hall, 2nd Edition (2012).

The texts are available at the GU bookstore and also can be purchased on-line. Make sure to shop around for the best price. I will also pass out some additional reading material to supplement the core texts.

NOTE: *Up In Smoke: From Legislation to Litigation in Tobacco Politics*, by Martha Derthick, does not appear on the daily schedule, but you must read it on your own in order to complete Paper Assignment #2.

ASSIGNMENTS

Journal on Course Readings – Due Sunday before Class

You will keep an on-going journal of your reflections of the readings. Come to class with a single-spaced typed page (in Memorandum style) discussing your thoughts on the reading, including general themes, disagreements, and any insights you glean from the reading that can be applied to current public policy process events. I'm not looking for an outline or bullet points of the reading. These reflections will not be graded per se, but they will count towards your participation grade. **Journal entries are to be e-mailed to the professor by 8:00 pm the Sunday before class.** Please send a Microsoft Word Document with a file format **Lastname_date.doc** to jjfichtner@gmail.com.

Issue of the Day

Please read the major newspapers and come to class ready to bring up interesting and relevant topics. Every day in the newspapers, particularly in the national and metro sections, there are lots of stories that pertain to public policy process. You are also encouraged to read the op-ed pages, as often they touch upon public policy process issues. At the beginning of each class, I will solicit topics from the class and we will hold a brief (10 to 20 minutes) discussion session. This will be considered part of your overall class participation grade.

Policy Game – Presidential Transition; Lame Duck Session of Congress; or Fiscal Cliff, Sequestration and Deficit Reduction

The fall of 2012 is bound to be an exciting time to follow American public policy process. There's a Presidential election, both the House of Representatives and the Senate are in play, the country is facing a "fiscal cliff" as the tax reductions of 2001 and 2003 are set to expire, an across the board budget sequestration is set to go into effect in 2013, and the debt ceiling limit will once again be reached.

You will be assigned a role to play in a policy game as either a Member of Congress, a think-tank policy expert, a person representing an interest group or, if we elect a new President in November, a member of the new transition team. Your job will be to research the perspective of the person or group you portray and to participate accordingly: presenting your view of the problem, offering your assessment of particular options, and promoting/negotiating/voting for recommendations that reflect the position you represent. At all times, stay in role advocating for the positions and values of the person you are role playing.

Further information will be handed out later in the semester.

Graded Assignments

Along with Participation & the Policy Game, your course grade will be based on your performance in the following assignments:

Paper #1 - Op-Ed

Those involved in the policy process must often make arguments to a variety of audiences – congressional committees, association/interest groups, officials from other agencies, and the general public. A key objective is to present a persuasive case for a particular policy or course of action. For this assignment, you are asked to write an op-ed piece **no longer** than 1,000 words on the upcoming "fiscal cliff." Should Congress and the President extend the Bush-era tax cuts,

partially extend them, let sequestration happen and cut defense and other spending as planned under current law, do nothing and drive the country off the cliff, what? Should the opportunity of an impending crisis be used to address fundamental entitlement and tax reform or just tinker around the edges? Should we just wait until the next Congress? **The written op-ed is due on October 1.** This assignment will be graded according to the quality of your written argument and understanding of the issue.

Paper #2 – Review and Analysis of “Up in Smoke”

At this point in the course, students have been exposed to a comprehensive view of public policy process, including actors, institutions, ideology and models that explain the policy process. Martha Derthick, in “*Up in Smoke*,” provides a case study of the decades long process to influence and change the country’s tobacco policy. Derthick describes the various roles and competing interests of groups, the media, Congress and the Administration as the quest to regulate tobacco moves along the policy process. For this assignment, you will write a paper of **no longer than 10 single-spaced typed pages** advocating a policy model that best fits Derthick’s case study. Be sure to draw examples from the reading to support your position. This Review and Analysis of “*Up in Smoke*” is **due November 12th**.

Paper #3 – Position Paper

For this assignment, you will write a position paper (PowerPoint presentation, Congressional testimony or a paper) based on the “role” you played in the policy game. From your perspective role, the position paper will analyze the problem, assess options and make recommendations. Where appropriate, reference the concepts of the course readings. **Each position paper is to be no longer than 10 single-spaced typed pages and is due December 3rd.**

GRADES

Grades will be based on a variety of individual contributions, described below:

Paper #1	20 percent
Paper #2	20 percent
Paper #3	25 percent
Policy Game	15 percent
Participation (attendance, in-class & journal)	20 percent

Grades will be assigned according to the following scale:

93-100	= A
90-92.9	= A-
87-89.9	= B+
83-86.9	= B
80-82.9	= B-
77-79.9	= C+
70-76.9	= C
< 70.0	= F

All students are expected to perform at B level or above.

Summary of Course Assignments, Activities and Due Dates:

<u>Item</u>	<u>Due Date</u>
Paper #1 – Op-Ed	October 1 st
Paper #2 – Review and Analysis of “Up in Smoke”	November 12 th
Paper #3 – Position Paper	December 3 rd
Policy Game	November 19 th , 26 th & December 3 rd

Course Schedule, Topics, Readings, and Activities

Notes: (1) The first class of the semester will be on Wednesday, August 29th – all other classes will be on Monday afternoons starting with the 2nd class on September 10th. (2) Students are expected to complete the readings and journal assignment prior to class and come prepared to discuss.

August 29	<i>WEDNESDAY CLASS</i> - CLASS INTRODUCTION & OVERVIEW <u>Activity: Instructor & Student Introductions / Discussion of Class Norms</u>
September 3	NO CLASS – LABOR DAY HOLIDAY
September 10	INTRODUCTION TO THE AMERICAN POLICY PROCESS Read: The Constitution of the United States. Available at: http://www.archives.gov/national-archives-experience/charters/constitution.html Kernell and Jacobson (Chapters 1 - 3); Kingdon (Prefaces, & Chapter 1); Birkland ((Preface & Chapters 1 - 3); Theodoulou, <i>The Contemporary Language of Public Policy: A Starting Point</i> (to be handed out by Instructor)
September 17	IDEAS & IDEOLOGY & NUMBERS – PART 1 Read: Stone (Chapters 1 - 5)
September 24	IDEAS & IDEOLOGY & NUMBERS – PART 2 Read: Stone (Chapters 6 - 15)
October 1	PUBLIC OPINION, POLITICAL PARTICIPATION, INTEREST GROUPS & THE MEDIA <u>Note:</u> No Journal Entry for This Class Read: Kernell and Jacobson (Chapters 10, 13 & 14); Kingdon (Chapter 3); Birkland (Chapters 5 & 6); Iyengar & Kinder, <i>News That Matters</i> , (to be handed out by Instructor) <u>Paper #1 – Op-Ed Due</u>
October 8	NO CLASS – COLUMBUS DAY HOLIDAY

- October 15 INSTITUTIONS: HOW CONGRESS MAKES POLICY
Read: Kernell and Jacobson (Chapter 6); Kingdon (Chapter 2, pages dealing with Congress / Capitol Hill); Birkland (Chapter 4); Wilson, *Bureaucracy*, (Chapter 13, to be handed out by Instructor)
- October 22 INSTITUTIONS: HOW THE PRESIDENT MAKES POLICY
Read: Kernell and Jacobson (Chapter 7); Kingdon (Chapter 2, pages dealing with the President and the Administration); Birkland (Chapter 4); Wilson, *Bureaucracy*, (Chapter 14, to be handed out by Instructor)
- October 29 INSTITUTIONS: HOW THE BUREAUCRACY AND THE JUDICIARY MAKE POLICY
Read: Kernell and Jacobson (Chapters 8 & 9); Kingdon (Chapter 2, pages dealing with the Bureaucracy); Birkland (Chapter 4); Wilson, *Bureaucracy*, (Chapter 15, to be handed out by Instructor)
- November 5 MODELS OF THE POLICY PROCESS – PART 1 & PART 2
Part 1 - Read: Kingdon (Chapters 4 - 6); Birkland (Chapters 7 & 8); Lowi, *Distribution, Regulation, Redistribution: The Functions of Government* (to be handed out by Instructor)
Part 2 - Read: Kingdon (Chapters 7 - 9); Birkland (Chapters 9 & 10)
- November 12 FEDERAL BUDGET & TAX POLICY PROCESS
Note: No Journal Entry for This Class
Instructor PowerPoint Presentation on Federal Budget & Tax Policy
Paper #2 – Review and Analysis of “Up in Smoke” Due
- November 19 POLICY GAME
(EXPERT PRESENTATIONS & OVERVIEW OF ISSUE)
Note: No Journal Entry for This Class
- November 26 POLICY GAME
(INTEREST GROUP PRESENTATIONS & POLICY OPTIONS)
Note: No Journal Entry for This Class
- December 3 POLICY GAME
(COMMISSION PRESENTATIONS & VOTE)
Note: No Journal Entry for This Class
Paper #3 – Position Paper Due
Course Summary, Conclusions
End of Course Celebration