# NYU Wagner logo

# **CORE-GP 1022**

# **Introduction to Public Policy**

# **FALL 2023**

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## COURSE INFORMATION

* **Class Meeting Times**: Mondays, 4:55 pm – 6:35 pm & asynchronous assignments
* **Class Location**: GCASL (Global Center for Academic and Spiritual Life) at 238 Thompson Street, Washington Square, Room 369

## PROFESSOR

* Name and Email:

Professor Jacob Victory

Clinical Associate Professor of Public Service

Faculty Co-Director of MS in Health Law and Strategy (NYU Law + NYU Wagner)

[jov200@nyu.edu](mailto:jov200@nyu.edu)

* Office Hours: By appointment

## COURSE AND LEARNING OBJECTIVES

By the end of this course students should be able to:

1. Identify and explain the relationship between interests, ideas, and institutions in a policy process.
2. Clearly articulate and frame a policy issue in a way that calls attention to it and mobilizes action.
3. Develop the competence to identify the key stakeholders on an issue.
4. Develop capacity to evaluate and recommend a policy response to a specific policy problem using criteria of effectiveness, efficiency, and political feasibility.
5. Develop the capacity to orally communicate policy recommendations.

### **LEARNING ASSESSMENT TABLE**

| Corresponding Course Learning Objective | Corresponding Assignment  Title |
| --- | --- |
| #1 | Briefing memo; strategy memo |
| #2 | Op-ed |
| #3 | Briefing memo |
| #4 | Options Memo |
| #5 | Presentation |

## COURSE REQUIREMENTS & OVERVIEW OF ASSIGNMENTS/GRADED COMPONENTS:

### **Class Participation (5%)**

You are expected to actively participate in class. “Participate,” here, means that students (i.e., “you”) should: 1) **Attend the lectures**; 2) **Read class readings and assignments critically**; and 3) **Be prepared to engage in class discussions by offering comments, insights, and questions from the readings and in response to others via the class discussion and lecture**.

I encourage students to raise their hand and participatein class discussions. **Please note that I do call on students during class lectures**. Students should feel free to support and further enhance the class discussion with their respective thoughts or through respectful and thoughtful disagreement with any points raised in the topics discussed. Students are expected to always offer proof or data points to support their position, rationale, or commentary. Exceptional participation includes linking previous class discussions and readings with current class discussions, as well as an awareness of current events and media reports that relate to the topics relevant to the course is strongly encouraged.

As a matter of professional courtesy, please inform me if you will miss a lecture. You should inform your Teaching Assistant (TA), writing coach, and peer group members, as appropriate, if you will miss recitation. Please note that I do not “give permission” for missing a lecture, as there are university-sanctioned reasons for being absent (e.g., illness, death in the family, religious observance). I encourage you to follow the expectation that your presence is required at the lecture and the recitation.

### **Asynchronous Assignments (15%)**

Throughout the semester, you will be required to complete asynchronous assignments. A typical asynchronous assignment involves reading a text, or watching a video, or listening to an audio clip, and then offering your response to whatever prompt is assigned. You may be asked to complete a short quiz or a knowledge check or asked to write a brief reflection, etc.

### **Op-Ed: (15%)**

There will be an entire presentation on the overall op-ed assignment in your recitation section. The due dates and deliverables for the op-eds are in the separate packet.

### **Stakeholder Analysis (20%), Options Memo (20%), and Strategy Memo (20%)**

See separate sheets on this semester-long set of assignments. We will discuss in greater detail in class. Each assignment will also have an accompanying reading response requirement.

### **Client Presentation (5%)**

Students will (1) attend a workshop or training on creating client presentations, (2) submit a PowerPoint slide deck regarding the Student’s Options Memo, and (3) present the slide deck in recitation. The workshop/training will occur outside of lecture/recitation. Details will be provided in recitation.

## LECTURE vs. RECITATION QUESTIONS

* For individual questions about the course lectures please email Professor Victory.
* For individual questions about the course recitation or assignments, please email your assigned Teaching Assistant.
* Professor Victory and the Teaching Assistants will make every effort respond to emails within twenty-four hours after an email is received, excluding weekends. *Please note that* *Professor Victory and the Teaching Assistants are not responsible for brainstorming, editing, or writing your assignments.*

**RE-GRADING ASSIGNMENTS (Jacob’s Question: Is the process below correctly written? In the original syllabus from Spring 2023, it had the name of the professor teaching the course, but I believe John now re-grades any requested paper. Please edit as needed.)**

If a student would like a re-grade of an assignment, the student should first speak with the

TA and if that does not resolve the issue email **Professor John Gershman** a one-page (maximum) response stating their reasons for a re-grade along with a copy of the original submission and its rubric within two weeks of receiving their grade. **Professor Gershman** will re-grade the entire assignment, **which may result in a lower or higher grade than the original grade** within one week of receiving the student’s re-grade letter. If appropriate, I may ask you to make some modifications to your work.

**WRITING**

Writing is an important part of being a policy analyst and advocate. For some useful thoughts on how to approach policy writing, see Michael O’Hare’s memo to his students in the spring 2004 issue of the *Journal of Policy Analysis and Management*. In addition, see Catherine F. Smith, *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process* (New York: Oxford University Press, 2005). For an enjoyable and valuable (although not uncontested) critique of PowerPoint presentations as disastrous to effective communication, see Edward Tufte, *The Cognitive Style of PowerPoint*, and an excellent book *Better Presentations* by Jonathan Schwabish. You can also email your assigned workshop consultant, your assigned teaching assistant, or meet with Professor Ghosh during office hours for feedback. If you would like additional feedback or training on policy writing, please visit the [Wagner Writing Center](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) or the [NYU Writing Center](https://cas.nyu.edu/ewp.html).

## ACADEMIC INTEGRITY

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Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

**HENRY AND LUCY MOSES CENTER FOR STUDENTS WITH DISABILITIES AT NYU**

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’S CALENDAR POLICY ON RELIGIOUS HOLIDAYS

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams or other obligations in order to schedule mutually acceptable alternatives.

## REQUIRED TEXTS

None. All readings available on Brightspace unless otherwise indicated. There will be a small fee associated with some of the cases we will discuss in class. You will have to access these online.

## CLASSROOM NORMS

You are expected to participate in each class with your Zoom audio and video on (for the most part).[[1]](#footnote-1) Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more. If you are unable to participate with video on, please contact me.

Students may not share the Zoom classroom recordings. The recordings are kept within Brightspace and are for students enrolled in this course only.

**Technology Support -- For ALL Students**

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](https://nyu.service-now.com/servicelink/search_results.do?sysparm_search=student+guides&x=0&y=0&sysparm_fa=&sysparm_sp=&sysparm_cat=&sysparm_serv=&sysparm_location=24e7c87598a074004c8c03063d84e2a6&sysparm_role=&sysparm_base=) for troubleshooting and student guides (Brightspace, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](https://support.zoom.us/hc/en-us/articles/201362003) (includes a chat function), or review [Zoom’s support resources](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](https://www.nyu.edu/admissions/financial-aid-and-scholarships/covid-relief-grant.html).

**Videos on Introduction to Public Policy**

<https://stream.nyu.edu/media/Intro+to+Public+Policy+-+Course+Objectives/1_3hsyonxv>

<https://stream.nyu.edu/media/Intro+to+Public+Policy+-+Course+Components+/1_yimihrxv>

**COURSE SCHEDULE**

**Week 1: September 11**

**American Government Foundations**

#### Readings:

* American Government Foundations Module: “Congress.”
* Congressional Research Service. 2018. Introduction to the Legislative Process.
* Mann, Thomas E., and Norman J. Ornstein. “It’s Even Worse Than it Looks.” New York. Basic Books.

### Asynchronous assignment:

* Civics 101. Starter Kit: How a Bill (really) Becomes a Law.

<https://www.civics101podcast.org/civics-101-episodes/howabill>

### **Week 2: September 18**

### **The Policy Making Process**

#### Readings:

* Kraft, Michael and Scott Furlong. 2017. Chapter 4. In *Public Policy:*

*Politics, Analysis, and Alternatives*. Washington D.C.: Sage/CQ Press.

* Mann, Thomas E. and Norman J. Ornstein. “It’s Even Worse Than it Looks.” New York. Basic Books.

### Asynchronous assignment:

* Civics 101. Starter Kit: Federalism.

<https://www.civics101podcast.org/civics-101-episodes/federalism>

### **Week 3: September 25**

### **Rulemaking**

#### **Readings:**

* American Government Foundations Module: “The Federal Bureaucracy.”
* Carey, Maeve P. Congressional Research Service. 2013. The Federal Rulemaking Process: An Overview.
* Pennock, Andrew. 2018. Generating and Organizing Your Argument & The Decision Memo. In the CQ Press Writing Guide for Public Policy. Washington D.C.: CQ Press.

### **Asynchronous assignment:**

### *Law School for Everyone*. “Episode 1: Litigation and the American Legal System.” [**https://nyu.kanopy.com/video/litigation-and-american-legal-system**](https://nyu.kanopy.com/video/litigation-and-american-legal-system)

### **Week 4:** **October 2**

### **Litigation, Institutions, and Actors**

#### Readings:

* American Government Foundations Module: “The Judiciary.”
* Kagan, Robert. 2001. The Political Construction of Adversarial Legalism. In *Adversarial Legalism: The American Way of Law*. Cambridge, MA: Harvard University Press.
* Silverstein, Gordon. 2009. Law is Different: The Power of Precedent. In *Law’s Allure: How Law Shapes, Constrains, Saves, and Kills Politics*. New York: Cambridge University Press.

### Asynchronous assignment:

* Oral arguments. *Masterpiece Cakeshop v. Colorado Civil Rights Commission* (2018).

<https://www.oyez.org/cases/2017/16-111>

**Week 5: Tuesday, October 10 – Legislative Day (follows Monday schedule)**

### **Paradoxes, Dilemmas, and Path-Dependence**

#### Readings:

* Pierson, Paul. 2000. “Increasing Returns, Path Dependence, and the Study of Politics.” *American Political Science Review* 94(2): 251-267.
* Stone, Deborah. 2001.
* Perry and Jipping. 2022.

### Asynchronous assignment:

* None.

### **Week 6: October 16**

### **Policy Design**

#### Readings:

* Mullainathan, Sendhil. 2017. “Get Ready for Technological Upheaval by Expecting the Unimagined.” *The* *New York Times*. September 2.
* Sunstein, Cass R. 2013. Plate, Not Pyramid. In *Simpler: The Future of Government*. New York: Simon & Schuster.
* Mullainathan, Sendhil and Eldar Shafir. 2013. *Scarcity*. New York: Macmillan. Selections.
* Pennock. Op-Ed.

### Asynchronous assignments:

* Eldar Shafir. TEDX Talk. <https://www.youtube.com/watch?v=gV1ESN8NGh8>
* Bill Gates. Ted Talk. <https://www.youtube.com/watch?v=6Af6b_wyiwI>

**Week 7**: **October 23**

**Policy Implementation**

#### Readings:

* Lipsky, Michael. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation. Selections.
* Zacka, Bernard. 2017. “Bureaucrats to the Rescue: Are Bureaucracies a Public Good?” *Boston Review*. Sep 21.
* Brinkerhoff, Derick and Benjamin Crosby 2021. Stakeholder Analysis. In Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries. West Hartford. CT. Kumarian Press.
* Pennock. Op-Ed.

### Asynchronous assignment:

* None.

**Week 8: October 30**

### **Policy, Powering, and Puzzling**

#### Readings:

* Baumgartner, Frank and Bryan Jones. 2015. Chapter 2. In *The Politics of Information*: *Problem Definition and the Course of Public Policy in America*. Chicago: University of Chicago Press.
* [Sabatier, Paul. 1988. “An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein.” Policy Sciences 21(2/3): 129-168.](https://brightspace.nyu.edu/content/enforced/294808-FA23_CORE-GP_1022_1_001/Readings/Week_4/Sabatier_-_An_Advocacy_Coalition_Framework.pdf?isCourseFile=true&ou=294808)
* Sabatier, Paul. 1988. “An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein.” *Policy Sciences* 21(2/3): 129-168.
* Olson, Mancur. 1965. A Theory of Groups and Organizations. In *Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press.
* Case Study: Epilogue.

### Asynchronous assignment:

* Frontline. Obama’s Deal.

<https://www.pbs.org/wgbh/frontline/film/obamasdeal/>

### **Week 9: November 6**

### **Evidence-Based Policymaking**

#### Readings:

* Callen, Michael, Adnan Khan, Asim I. Khwaja, Asad Liaqat and Emily Myers. 2017. “These 3 Barriers Make it Hard for Policymakers to Use the Evidence that Development Researchers Produce.” Monkeycage (*Washington Post*). August 17.
* Ludwig, Jens, Jeffrey R. Kling, and Sendhil Mullainathan. 2011. “Mechanism Experiments and Policy Evaluations.” *Journal of Economic Perspectives* 25(3): 17-38.
* Klein, Ezra. 2014. Interview with Dan Kahan: “How Politics Makes Us Stupid.” *Vox*. Apr 6.
* Evidence-Based Policymaking Collaborative. 2016. “Principles of Evidence-Based Policymaking.” Urban Institute.

### Asynchronous assignment:

None.

**Week 10: November 13**

### **How Policy Makes Politics**

#### Readings:

* Moynihan, Donald and Joe Soss. 2014. “Policy Feedback and the Politics of Administration.” *Public Administration Review*. 74(3): 320-332.
* Mettler, Suzanne. 2010. “Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era,” *Perspectives on Politics* 8(3): 803-824.
* Tierney, John. 2013. “Prison and the Poverty Trap.” *The New York Times*. February 18.
* Rutenberg, Jim. 2015. “A Dream Undone.” *The New York Times Sunday Magazine*. July 29.
* Rutenberg, Jim. 2015. “Nine Years Ago Republicans Favored Voting Rights. What Happened?” *The New York Times Magazine*. August 12.

### Asynchronous assignment:

* None.

**Week 11: November 20**

### **Agenda Setting and Financing**

* Stone, Deborah. 2001. Causes. In Policy Paradox: The Art of Political Decision Making. New York: W.W. Norton.
* Downs, Anthony. 1972. “Up and Down with Ecology: The Issue Attention Cycle.” *Public Interest* 28: 38–50.
* Luntz, Frank. 2007. The Ten Rules of Effective Language & Political Case Studies. In *Words That Work: It’s Not What You Say, It’s What People Hear*. New York: Hachette Books.
* Luntz, Frank. 2007. Political Case Studies. In Words That Work: Its Not What You Say, Its What People Hear. New York: Hachette Books.
* Cullen, Dave. 2022. “Republican Are Breaking with the N.R.A., and it is Because of Us.” The New York Times. December 13.

### Asynchronous assignment:

* Bob Herbert’s Op-Ed TV. Bryan Stevenson on Justice and Capital Punishment.

<https://www.youtube.com/watch?v=cBWAHyQWTtM>

### **Week 12: November 27**

### **Case Study—Immigration Policy**

#### Readings:

* Cohen, Elizabeth F. and Cyril Ghosh. *Citizenship (Key Concepts in Political Theory)*. Cambridge, UK: Polity. Selections.
* Law, Anna. 2017. “The Irish Roots of the Diversity Visa Lottery.” *Politico*. Nov 1.
* Nowrasteh, Alex and David J. Bier. Eds. 2020. *12 New Immigration Ideas for the 21st Century*. Washington D.C.: Cato Institute.
* Motomura, Hiroshi. 2006. *Americans in Waiting: The Lost Story of Immigration and Citizenship in the United States*. New York: Oxford University Press. Selections.

### Asynchronous assignment:

* None.

### **Week 13: December 4**

**Where States Come From**

Readings:

* Tilly. Charles. 1990. *Coercion, Capital, and European States*, AD 990-1992. Cambridge, MA: Blackwell Publishers, Inc. Selections.
* Micklethwait, John and Adrian Woolridge. 2014. “The State of the State: The Global Context for the Future of Government.” *Foreign Affairs* July/August.
* Recommended: Scott, James. 1999. *Seeing Like A State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven, CT: Yale Univ. Press.

### Asynchronous assignment:

* None.

**Week 14: December 11**

**Marriage Equality**

Readings:

* Kowal, John F. 2015. Analysis: The Improbable Victory of Marriage Equality. *Brennan Center for Justice*. Sep 29.
* Perry, Rodney M./ Congressional Research Service. 2015. *Obergefell v. Hodges*: Same-Sex Marriage Legalized.
* *Obergefell v. Hodges* (2015) Opinion of the Court [Pages 1-33 of PDF]
* Molly Ball, “The Marriage Plot: Inside This Year's Epic Campaign for Gay Equality,” *Atlantic*, Dec 11, 2012.
* Case: “Divided We Stand: Gay Marriage Rulings and Official Disobedience.”

Purchase Case from: <https://case.hks.harvard.edu/divided-we-stand-gay-marriage-rulings-and-official-disobedience/>

### Asynchronous assignment:

* Documentary: *How to Survive a Plague* [Available via the NYU Library website]

1. More on this in class. [↑](#footnote-ref-1)