CORE-GP 1022
Introduction to Public Policy
FALL 2021

COURSE INFORMATION

• Class Meeting Times: Mondays, 9:30 am – 11:10 am & asynchronous assignments
• Class Location: Online

INSTRUCTOR

• Name & Email: Cyril Ghosh; cg96@nyu
• Office Hours: By appointment

ZOOM MONITOR

• Name & Email: Shaunak Bhattacharyya; sb7035@nyu.edu

ZOOM LINK

• Students should visit the Zoom tab of Brightspace for the Zoom link to the weekly class.

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

<table>
<thead>
<tr>
<th>Corresponding Course Learning Objective</th>
<th>Corresponding Assignment Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Briefing memo; strategy memo</td>
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<tr>
<td>#2</td>
<td>Op-ed</td>
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<tr>
<td>#3</td>
<td>Briefing memo</td>
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<td>#4</td>
<td>Options Memo</td>
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<td>#5</td>
<td>Presentation</td>
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COURSE REQUIREMENTS & OVERVIEW OF ASSIGNMENTS/GRADED COMPONENTS:

Class Participation (5%)
Students are expected to actively participate in class. You should be prepared to demonstrate a willingness to offer your comments, draw attention to insights from the readings, and ask questions related to the topic of the day. Discussion of current events and media reports that relate to the topics relevant to the course is strongly encouraged. As a matter of professional courtesy, you should inform me if you will miss lecture and you should inform your TA, writing coach, and peer group members, as appropriate, if you will miss recitation. I do not “give permission” for missing lecture. You either have a university-sanctioned reason for being absent (e.g., illness, death in the family, religious observance, or work) or you are choosing to be absent. You are adults and I trust you to evaluate the best use of your time.

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.
**RE-GRADING ASSIGNMENTS**
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 Ghosh 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 Ghosh 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.

**GENERAL VS. INDIVIDUAL STUDENT QUESTIONS**
It is very common for students to email the instructor and teaching assistants the same questions about the course. In order for Professor Ghosh and the teaching assistants to maximize time spent on individual questions and minimize time spent on repeating general questions, please post general questions regarding the course lecture, recitation, and assignments on the discussion board under the "Discussions" tab on Brightspace.

For individual questions about the course lectures or university-approved absences, please email Professor Ghosh. For individual questions about the course recitation or assignments, please email your assigned Teaching Assistant. (If you skip this first step, Professor Ghosh will forward your initial email to your assigned Teaching Assistant.) If the Teaching Assistant does not provide a sufficient response, email Professor Ghosh and CC the teaching assistant. Professor Ghosh and the Teaching Assistants are not responsible for brainstorming, editing, or writing your assignments. Professor Ghosh and the Teaching Assistants will make every effort respond to emails within twenty-four hours after an email is received, excluding weekends.

**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 or the NYU Writing Center.

**ACADEMIC INTEGRITY**
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. All Wagner students have already read and signed the Wagner 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 (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) 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 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). Please review Wagner’s Zoom in the Classroom 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 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 (includes a chat function), or review Zoom’s support resources. 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.

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

1 More on this in class.
COURSE SCHEDULE

Week 1: Sep 13
American Government Foundations

Readings:
• American Government Foundations Module: “Congress.”

Asynchronous assignment:
  https://www.civics101podcast.org/civics-101-episodes/howabill

Week 2: Sep 20
Paradoxes & Dilemmas in the Policymaking Process

Readings:

Asynchronous assignment:
• Civics 101. Starter Kit: Federalism.
  https://www.civics101podcast.org/civics-101-episodes/federalism

Week 3: Sep 27
Litigation, Institutions, and Actors

Readings:

Asynchronous assignment:
  https://www.oyez.org/cases/2017/16-111
Week 4: Oct 4
Options Memo & Rulemaking

Readings:
- Garvey, Todd./ Congressional Research Service. 2017. A Brief Overview of Rulemaking and Judicial Review.

Asynchronous assignment:

Week 5: Oct 12 – Legislative Day
Assessing Policy Alternatives

Readings:

Asynchronous assignment:
- None.

Week 6: Oct 18
Policy Design

Readings:
- Eldar Shafir. TEDX Talk: https://www.youtube.com/watch?v=gV1ESN8NGh8

Asynchronous assignments:
- Eldar Shafir. TEDX Talk. https://www.youtube.com/watch?v=gV1ESN8NGh8
Week 7: Oct 25
Policy Implementation

Readings:

Asynchronous assignment:
- None.

Week 8: Nov 1
Policy, Powering, and Puzzling

Readings:
- Case Study: Combat and Collaboration in Seattle’s Historic Minimum Wage Debate.

Asynchronous assignment:
- Frontline. Obama’s Deal.
  [https://www.pbs.org/wgbh/frontline/film/obamasdeal/](https://www.pbs.org/wgbh/frontline/film/obamasdeal/)

Week 9: Nov 8
Evidence-Based Policymaking

Readings:
Week 10: Nov 15
How Policy Makes Politics
Readings:


Asynchronous assignment:
- None.

Week 11: Nov 22
Case Study: Immigration Policy
Readings:


Asynchronous assignment:
- None.

Week 12: Nov 29
Agenda Setting & Framing
Readings:


Asynchronous assignment:
• Bob Herbert’s Op-Ed TV. Bryan Stevenson on Justice and Capital Punishment. https://www.youtube.com/watch?v=cBWAHyQWTtM

Week 13: Dec 6
Where States Come From

Readings:

Asynchronous assignment:
• None.

Week 14: Dec 13
Case Study: LGBT+ Rights Advocacy

Readings:
• Obergefell v. Hodges (2015) Opinion of the Court [Pages 1-33 of PDF]
• 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]