# NYU Wagner logo

# CORE-GP 1022 Introduction to Public Policy

# Fall 2024

## Instructor Information

* John Gershman
* Email: john.gershman@nyu.edu
* Office Address: 10 East 17th Street, #351
* Office Hours: Wednesdays, 4:30 -6:30 (can be in-person or virtual, indicate when you sign up) and by appointment (which can be in-person or virtual depending on our mutual availability). You can sign up for office hours through my [google appointments page,](https://calendar.google.com/calendar/u/0/appointments/schedules/AcZssZ3tLxwwR5wVPuiqnOhm4pplU_zfoEX9A_ZMj7yps0HSalqgOAJNL1W8oj9odSheYOF_ReNX9cob) which includes times in addition to my regular Wednesday 4-6 slot, but which may not be consistent week to week. My appointment page will note whether the appointment is in-person in my office or virtual. I am happy to schedule times around work, class, and family schedules, including on weekends. I will typically be available to meet after class.

## 

## Course Information

* Class Meeting Times: Tuesdays 2:00-3:40 PM
* Class Location: GCASL 383

Watch these Required Videos to get an idea of the Overview of the Course (must be logged in to NYU Home to view)

* + 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 Description

The goal of this course is to deepen students’ understanding of the ways in which public policy is made, with a particular emphasis on the roles advocacy campaigns and ideas (sometimes shaped by policy analysis) play in that process. We will look at the processes of policy formation at three distinct levels of policymaking and governance: at the national level in the U.S. and other OECD countries, in the developing country context, and at the transnational (international, multilateral) level. The emphasis will be on social and environmental policy, with some discussions of other issues.

The public policy field is dominated by perspectives and approaches grounded in efforts to explain the U.S. policymaking process. Recently, more systematic efforts at the comparative analysis of policymaking are being developed, which has served to highlight the institutional exceptionalism of the United States – an outlier of sorts. The goal of this course is to place the United States within a global and comparative context so as to gain a better understanding of the role that context plays in policymaking. In an era when “best practices” and policy innovations involve transnational communities of practice, it becomes increasingly important to understand the salience and significance of different lessons learned and policy experiences.

In addition to developing a solid understanding of the competing perspectives on explaining the relationships between power, knowledge, advocacy, and policymaking, we will explore four sets of questions:

1. How do we disentangle the dynamics of power, policy, and politics in the policy process? Or, another way, how do we explain how interests, institutions, ideas, and individuals interact to shape policy outcomes?
2. How do public service practitioners balance roles as an observer of the policymaking process and a participant in that process?
3. How do analysts balance (or not) concerns regarding efficiency, effectiveness, and equity? What indicators do we use to measure each of those objectives?
4. Do analytical tools designed for studying policymaking in the U.S. and other OECD countries travel well or do we need to develop new ones?
5. What, if anything, is distinctive about transnational policymaking processes?

## 

## 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; options memo |
| #3 | Stakeholder memo |
| #4 | Options Memo |
| #5 | Presentation |

## Course Requirements

### Summary of Graded Components

1. Class Participation (6%)
2. Reading Reactions and Extended response (14%)
3. Op-Ed: (15%)
4. Stakeholder Memo, Options Memo, Strategy Memo (20% each)
5. Presentation: (5%)

## Re-grading Assignments

If a student would like a re-grade of an assignment, the student should first speak with the TA. If that does not resolve the issue email Professor 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.

### **Overview of Assignments:**

### **Class Participation:**

Class participation constitutes 6% of your final grade. This involves active participation in class discussions, case discussions, simulations, and other activities. At the end of the semester, I will ask you to submit a suggested grade for your own class participation, accompanied by a one-page explanation of why you think you should receive this grade. I will read and consider these self-evaluations when I assign you a grade for participation. Attendance is clearly a necessary, but not sufficient, condition for effective participation.

The course depends on active and ongoing participation by all class participants. In that vein, although students are expected to be prepared to engage in every session

1. Participation begins with effective reading and listening. Class participants are expected to read and discuss the readings on a weekly basis. That means coming prepared to engage the class with questions and/or comments with respect to the reading. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or discuss any reading.

Before approaching each reading, think about what the key questions are for the week and about how the questions from this week relate to what you know from previous weeks. Then skim over the reading to get a sense of the themes it covers and, before reading further, jot down what questions you hope the reading will be able to answer for you. Next, read the introduction and conclusion. This is normally enough to get a sense of the big picture. Ask yourself: Are the claims in the text surprising? Do you believe them? Can you think of examples that do not seem consistent with the logic of the argument? Is the reading answering the questions you hoped it would answer? If not, is it answering more or less interesting questions than you had thought of? Finally, ask yourself: What types of evidence or arguments would you need to see in order to be convinced of the results?

Now read through the whole text. As you read, check to see how the arguments are used to support the claims of the author. It is rare to find a piece of writing that you agree with entirely. So, as you come across issues that you are not convinced by, write them down and bring them to class for discussion. Note when you are pleasantly (or unpleasantly) surprised; for example, when the author produces a convincing argument you had not thought of.

**In class itself, the key to quality participation is listening. Asking good questions is the second key element.** What did you mean by that? How do you/we know? What’s the evidence for that claim? This is not a license for snarkiness, but for reflective, thoughtful, dialogic engagement with the ideas of others in the class. Don’t be shy. Knowledge construction is a collective, collaborative process. Share your thoughts and reactions in ways that promote critical engagement with them. Quality and quantity of participation can be, but are not necessarily, closely correlated.

1. Participants are also expected to follow the news, reading at least one major US newspaper daily, a newsweekly (*The Economist, Time, Newsweek*), and at least one major international newspaper (*The Guardian, Financial Times, The Independent, Toronto Globe and Mail, Sydney Morning Herald* for those who only read English; other papers for those able to read languages other than English).

You should also be familiar with the main journals in public policy and policy analysis and in your areas of interest. Depending on your particular area of expertise, these could include general journals like Public Administration and Development, Policy Sciences, Journal of Policy Analysis and Management, Journal of Public Policy, etc. For issues covered in developing countries, this would include World Development, Journal of Development Studies, Studies in Comparative and International Development, World Politics, Comparative Politics, Comparative Political Studies, Development and Change, New Political Economy, and Governance. For those with an explicit interest in International Organizations, in addition to the development journals listed above, you should look at International Organization, Global Governance, International Studies Quarterly, and Review of International Political Economy.

1. There will be one simulation and numerous class case exercises and discussions. Your active participation is necessary for them to be substantive learning opportunities.
2. Active and engaged participation in class and recitation will result in better learning outcomes and will be considered with respect to final grades. There are a number of case studies and simulations that require preparation and engagement. Failure to do so will be considered in determining your participation grade. Peer review is an important part of the recitation sections and process for writing.

I do not take attendance in lectures. As a matter of professional courtesy, you should inform me if you will miss the lecture and you should inform your TA, writing coach, and peer group members, as appropriate, if you will miss the recitation. I do not “give permission” for missing lectures. 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. I understand that life and/or may require you to miss lectures on occasion. You are adults and I trust you to evaluate the best use of your time. For absences due to other than university-sanctioned reasons, you are responsible for finding out what you missed.

**Asynchronous Assignments**

There are a series of asynchronous assessments required:

**Reading Reactions and Responses:** (9 short reactions @1% each (9% total) and one extended reading reflection (5%)

Throughout the semester, you will be required to respond to weekly reading prompts on our discussion board. (exceptions are for the first class, and the class in which we have a simulation (Week 7). Your posts should directly address the content in that week’s readings. Posts should be at least one full paragraph and no more than two in length. (think about a maximum of 100-200 words). Posts should directly address that week’s prompt(s). You are encouraged to build off your classmates’ contributions. These responses are due by Sunday evening before each week’s lecture so that we all have time to review the week’s posts before class on Tuesday afternoon. Because life happens, you are permitted three weeks of “skips” for which you do not need to write a post. You do not need to let me know in advance which ones you will skip.

Additionally, you will complete one extended reading reflection based on one week’s reading materials. (You will not produce a reading reaction for that week). This reading reflection should be no more than one-page (single-spaced, 500 words). Your response should address that week’s key ideas, make connections to earlier class topics, and raise any questions these readings posed for you. This should be a more synthetic, reflective pair, in comparison to the weekly reactions. The reading response is due by 9:00 a.m. on the Monday before that week’s class. You will submit your assignment on Brightspace, where you will find a grading rubric and example responses. On the day of your reading response, it is expected you will help facilitate our discussion. (Again, no extended reading response for the week we have the simulation). Sign up for your extended reading reflection [here](https://docs.google.com/document/d/13hVLi790rCtKn-ueWpae7oMWTL9iBhell9gIc6S847Q/edit?usp=sharing). (see link also on Brightspace)

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

See the separate sheet on this semester-long assignment. We will discuss in more detail in the second class and you will discuss these in-depth in your recitations. Due dates are contingent on your recitations.

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

There will be an entire presentation on the overall op-ed assignment in your recitation. The due dates for the op-eds and associated deliverables are contingent on your recitation. Unlike the policy memos and presentation, your op-ed can be on any topic.

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

All details will be discussed in recitation.

## Student Questions

For individual questions about the course lectures, the syllabus, or university-approved absences, please email Professor Gershman, come to office hours, or speak with Professor Gershman after class.

For questions about the course recitation or assignments in recitation, please email your assigned Teaching Assistant. (If you skip this first step, Professor Gershman will forward your initial email to your assigned Teaching Assistant.) If the Teaching Assistant does not provide a sufficient response, email Professor Gershman and CC the teaching assistant.

Neither Professor Gershman, nor your Writing Consultant nor your Teaching Assistant are responsible for brainstorming, editing, or writing your assignments.

Professor Gershman and the Teaching Assistants will make every effort to respond to emails within twenty-four hours after an email is received, excluding weekends.

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## 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 (available in the Writing Resources folder on Brightspace). Also see the guidelines for memo writing, sample memos, a sample of the guidance to policy staffers at the US Department of Health and Human Services on how to write memos, and see the guidelines for writing op-eds and sample op-eds. Also 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* [Brightspace] and the excellent *Powerpoint Presentations* by Jonathan Schwabish.

## Academic Integrity

Academic integrity is a vital component of Wagner and the NYU community and is an important professional value. 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 Professor Gershman. If any student in this class is unsure about what is expected of them and how to abide by the academic code, you should consult with Professor Gershman.

**Use of Generative AI in Assignments**

This policy course is designed to help you explore topics you are passionate about using various policy-making tools and ideas. We value and prioritize **your** original work **and thought leadership** that provides appropriate credit to any sources used.

Generative AI can be a helpful tool for researching, improving grammar, formatting, language enhancement, vocabulary guidance, and paraphrasing. Its use for these purposes is permissible. However, using AI to directly copy and paste assignment prompts or to generate work without substantial input from you**r individual insight, original thoughts, and opinions,** is not allowed. While we acknowledge the responsible use of AI, please note that **if you** misuse **generative AI resources**, **it** will be addressed appropriately to maintain academic integrity.

As with any other class work generated by anyone other than you (by published authors, by other students, or by using generative AI tools), the use of AI in this course requires proper citation. The use of generative AI without appropriate references will be a violation of this course’s Academic Integrity policy.

## 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](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) 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 to schedule mutually acceptable alternatives.

**Parents**

You may find yourself in situations where your childcare falls through or some other event that you need to bring your infant or child to class.Or that for online classes you may be also involved in childcare. This class is happy to make accommodations necessary for you to balance your student and childcare roles.

1) All breastfeeding and bottle-fed babies are welcome in class as often as is necessary to support the relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their babies and continuing their education. You and your nursing baby (breast or bottle) are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) In the case of online classes, the same general rules apply. If you need to breastfeed or bottle feed your child while we have class, or your child wants to be on your lap while we have class, that’s no problem as long as s/he/they aren’t disrupting anyone else. If you need to turn off your video or mute briefly to address childcare (or other) emergencies, please do so.

## Required Texts

David von Drehle, *Triangle: The Fire that Changed America*

All other readings available on Brightspace unless otherwise indicated. There will be a small fee associated with some of the cases we will discuss in class.

## Overview of the Semester

* Week 1
  + Date: September 3
  + Topic 1: Interests, Institutions, Ideas, and Individuals in the Power, Politics, and Policymaking Process
* Week 2
  + Date: September 10
  + Topic 1: Ethics and Policymaking
  + Handout roles and materials for Redistricting Case (9/24)
* Week 3 Guest Lecture, Jacob Victory
  + Date: September 17
  + Topic 1: Interests, Institutions, and Legislation
  + Topic 2: Seattle Case
* Week 4
  + Date: September 24
  + Topic 1: Where States Come From
  + Topic 2: Redistricting Case
* Week 5
  + Date: October 1
  + Topic 1: Agenda Setting and Framing
* Week 6
  + Date: October 8
  + Topic 1: Powering and Puzzling
  + Topic 2: ACA, Guest Lecture by Dean Sherry Glied

October 15 – NO CLASS, LEGISLATIVE MONDAY

* Week 7
  + Date: October 22
  + Topic 1: Simulation
* Week 8
  + Date: October 29
  + Topic: Policy Design
* Week 9
  + Date: November 5
  + Topic 1: Rulemaking
* Week 10
  + Date: November 12
  + Topic 1: Strategic Litigation and the Judicialization of Politics
* Week 11
  + Date: November 19
  + Topic: Implementation
* Week 12
  + Date: November 26
  + Topic 1: Advocacy Strategy
  + Topic 2: Ban the Box Case
* Week 13
  + Date: December 3
  + Topic 1: How Policy Makes Politics
* Week 14
  + Date: December 10
  + Topic: Evaluation and Evidence Based-Policy

**Detailed Course Overview**

### WEEK 1: INTERESTS, INSTITUTIONS, IDEAS & INDIVIDUALS IN THE POWER, POLITICS & POLICYMAKING PROCESS

Watch:

<https://www.youtube.com/watch?v=9Fkhzdc4ybw> nytimes 5 minutes

<https://www.youtube.com/watch?v=5-0zHqYGnlo> 50 minutes

#### Readings:

* David von Drehle, Triangle: The Fire that Changed America. NY, Atlantic Monthly Press: 2003.
* Richard Locke, [Boston Review and respondents](http://www.bostonreview.net/forum/can-global-brands-create-just-supply-chains-richard-locke) . Read the piece by Locke and sample the others as you are interested.
* We will compare the story of the Triangle Fire with the case of the Rana Plaza disaster, which happened in 2013. Watch/Read:
  + [The Rana Plaza Collapse](https://www.youtube.com/watch?v=TcAAW6WBg9I)
  + [The True Cost: Who Pays the Real Price for Your Clothes](https://www.youtube.com/watch?v=5-0zHqYGnlo)
  + [The Deadly Cost of Fashion](https://www.youtube.com/watch?v=9Fkhzdc4ybw), 2014, New York Times Op-Doc
  + [A Grim Anniversary for Survivors of the Rana Plaza Disaster](https://www.nytimes.com/2023/04/24/fashion/rana-plaza-anniversary.html)
  + Activists in Bangladesh established an exhibition for 10 Years After Rana Plaza which you can see virtually [here](https://costoffashion.com/360/) (not sure how long it will remain up).
* Read for Classroom Discussion**: Andrew Hoffman, H&M, Rana Plaza and Beyond: Fast Fashion under the Microscope (2023)**
* Download the case from <http://wdi-publishing.com> You will need to register for the site and then pay to download the case. Come to class having read the case and be prepared to discuss the issue at the end of the case:
* What should Kristina Nilsson do? Sign the extension of the International Accord? Or pursue some other initiative? What recommendations would you make to other stakeholders?
* You DO NOT NEED TO DO ANY ADDITIONAL RESEARCH ON RANA PLAZA OR ADVOCACY EFFORTS ON GLOBAL COMMODITY CHAINS. Draw your conclusions from the data presented in the case and from the other readings/films in the and from your own personal experiences.
* **Short one-page assignment, due by the beginning of class on Tuesday Sept 3 via Brightspace**
* Write a short-memo (**no more than one page double-spaced**) that answers the questions below based upon the H&M case and the other materials on the Rana Plaza Disaster:
* 1. What was the Rana Plaza disaster a case of? (That is, what is the causal story that most compellingly explains why the disaster happened?)
* 2. What vehicle of change would be the most effective for addressing the issues associated with fast fashion and why? (The H&M case mentions a few, you can choose one or more of those or something else entirely and justify that choice)
* 3. What steps would you recommend that H&M take? Why? What if your audience was a labor union, environmental organization, human rights, or or civil society organization -- what strategy would you suggest they pursue and why?

Other Questions to Keep in Mind for Classroom Discussion

* What is the constellation of interests, institutions and ideas that shaped the response to the Triangle fire? How are they similar to/different from the debates over global supply chains in this century, and Rana Plaza and other disasters in Bangladesh in particular?
* What was the Rana Plaza disaster a case of? (That is, what is the causal story that most compellingly explains why the disaster happened?) How does it compare to the stories that attempt to explain why the Triangle disaster happened?
* Are there lessons to be drawn from the Triangle fire and response for Bangladesh (or similar situations)? If so, what are they? If not, what makes drawing lessons from that fire difficult/impossible?
* More broadly, how might we think about drawing lessons for policy reform across time and space, as either analysts or advocates?
* What information do you not have from the case that you need to be more confident in your strategic recommendations?

### WEEK 2: ETHICS AND POLICYMAKING

#### Readings:

* A Duty to Leak? Purchase Case from <https://case.hks.harvard.edu/a-duty-to-leak/>.
* Rosemary O’Leary, 2010, “Guerrilla Employees: Should Managers Nurture, Tolerate, or Terminate Them?” Public Administration Review 70(1): 8-19.
* Sullivan, E., and Segers, M. (2007). Ethical Issues and Public Policy. In *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. New York: CRC Press.
* Matthews, D. (2022). “The tricky business of putting a dollar value on a human life.” *Vox*.
* Samuel Sigal, “Why it’s so damn hard to make AI fair and unbiased,” Vox April 2022.

Discussion/Reflection Questions:

* How do we evaluate the ethics of our actions as public service professionals?
* How do we evaluate the ethical/normative dimension of policies and programs?
* Is there anything that would constitute a red line for you in terms of making you decide to resign your position in an organization or agency? What would that be?

#### For further reading

* Deborah Stone, Policy Paradox, Introduction and Chapter 1.
* Michael Walzer, 1973, “Political Action: The Problem of Dirty Hands,” Philosophy & Public Affairs 2(2): 160-180.
* Thompson, Dennis F. 2017. "Designing Responsibility: The Problem of Many Hands in Complex Organizations." In The Design Turn in Applied Ethics, eds. Jeroen van den Hoven, Seumas Miller, and Thomas Pogge, 32-56. Oxford: Oxford University Press
* Jill Goldenziel, “[Migrant or refugee? That shouldn’t be a life or death question](http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/09/03/migrant-or-refugee-that-shouldnt-be-a-life-or-death-question/),”
* Resources for the Future [*Revisiting the EPA Value of a Statistical Life*](https://media.rff.org/documents/WP_23-30.pdf)(July 2023)
* [Valuing Mortality Risk: Per Life, Per Life Year, or QALY](https://chds.hsph.harvard.edu/valuing-mortality-risk-per-life-life-year-or-qaly/)
* Peter Singer, *The Life We Can Save*
* [Effective Altruism](https://www.effectivealtruism.org/)

### WEEK 3: INTERESTS and INSTITUTIONS IN THE POLICY PROCESS

#### Readings:

* **Interests and Institutions**
* Civics 101. Starter Kit: How a Bill (really) Becomes a Law.  
  https://www.civics101podcast.org/civics-101-episodes/howabill
* An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein” - Sabatier (1988)
* Mancur Olson. *The Logic of Collective* Action Selections
* Seattle Minimum Wage Case

#### For further reading:

* Kevin B. Smith and Christopher W. Larimer, 2009, “Public Policy as a Concept and a Field (or Fields) or Study,” in The Public Policy Theory Primer, Boulder, CO: Westview Press.

WEEK 4: 1) WHERE DO STATES COME FROM and 2) REDISTRICTING SIMULATION

Topic 1:

* John Micklethwait and Adrian Woolridge, “The State of the State: The Global Context for the Future of Government,” *Foreign Affairs* July/August 2014.
* Julia Azari, “It’s the Institutions Stupid,” *Foreign Affairs* July/August 2020
* Vesla Weaver, “Racial Authoritarianism in America” *Science* 2020
* [Addicted to Fines](https://www.governing.com/topics/finance/gov-addicted-to-fines.html?src=longreads)

Topic 2: Redistricting Simulation

#### For further reading:

* Radley Balko, “[How municipalities in St. Louis County profit from poverty](https://www.washingtonpost.com/news/the-watch/wp/2014/09/03/how-st-louis-county-missouri-profits-from-poverty/),” Washington Post September 3, 2014, <https://www.washingtonpost.com/news/the-watch/wp/2014/09/03/how-st-louis-county-missouri-profits-from-poverty/>
* Samantha Sunne, 2017, “[Louisiana DAs offer motorists a deal: Write us a check and we’ll dismiss your speeding ticket](http://thelensnola.org/2017/07/27/louisiana-das-offer-motorists-a-deal-write-us-a-check-and-well-dismiss-your-speeding-ticket/),” The LensNOLA

http://thelensnola.org/2017/07/27/louisiana-das-offer-motorists-a-deal-write-us-a-check-and-well-dismiss-your-speeding-ticket/

### WEEK 5: AGENDA SETTING and FRAMING

* Deborah Stone, Policy Paradox, Chapter on Causes
* Anthony Downs, 1972, “Up and Down with Ecology: The Issue Attention Cycle. Public Interest 28: 38–50.
* Frank Luntz, “The Ten Rules of Effective Language” and “Political Case Studies” in Words That Work: It’s Not What You Say, It’s What People Hear (2007)
* Molly Ball, “The Marriage Plot: Inside This Year's Epic Campaign for Gay Equality,” Atlantic, Dec 11, 2012 [URL on Brightspace]
* Marni Sommer, Jennifer S. Hirsch, Constance Nathanson, and Richard G. Parker, 2015, “Comfortably, Safely, and Without Shame: Defining Menstrual Hygiene Management as a Public Health Issue,” American Journal of Public Health July Vol 105, No. 7, pp. 1302-1312.

#### For further reading:

* Kingdon, John W. 1995. Agendas, Alternatives, and Public Policies. 2nd Ed. New York: Longman, chs. 4, 9.
* Dennis Chong and James N. Druckman, 2007, “Framing Public Opinion in Competitive Democracies,” American Political Science Review 101(4): 637-655.
* Frank R. Baumgartner, Suzanna Linn, and Amber E. Boydstun, 2010, “The Decline of the Death Penalty: How Media Framing Changed Capital Punishment in America,” in Winning with Words: The Origins & Impact of Political Framing, Brian F. Schaffner and Patrick J. Sellers (eds.), New York: Routledge, 159-184.
* Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, David C. Kimball, and Beth L. Leech, 2009, Lobbying and Policy Change: Who Wins, Who Loses, and Why. Chicago: University of Chicago Press, Chapter 9: “Washington: The Real No-Spin Zone,” 166-189.
* James N. Druckman, 2001, “On the Limits of Framing Effects: What Can Frame?” The Journal of Politics 63(4): 1041-1066.
* James N. Druckman and Kjersten R. Nelson, 2003, “Framing and Deliberation: How Citizens’ Conversations Limit Elite Influence,” American Journal of Political Science 47(4): 729-745.
* Clifford Bob, 2002, “Merchants of Morality,” Foreign Policy 129: 36-45.

Other courses that address these issues: Strategic Communication (multiple professors)

### WEEK 6: POWERING, PUZZLING, and COMPLEXITY

#### Readings:

* Frank Baumgartner and Bryan Jones and The Politics of Information, Chapter 2
* Paul, Pierson Path Dependence
* Plus Readings TBD

Recommended:

* Joshua Newman & Brian Head, “[The National Context of Wicked Problems: Comparing Policies on Gun Violence in the US, Canada, and Australia](http://www.tandfonline.com/doi/full/10.1080/13876988.2015.1029334?ai=aem9&ui=15xqg&af=H),” Journal of Comparative Policy Analysis 2015.
* PATHWAYS FOR CHANGE: 10 Theories to Inform Advocacy and Policy Change Efforts Excerpts TBD
* Samuel Workman, Bryan D. Jones, and Ashley E. Jochim. 2009. “Information processing and policy dynamics.” Policy Studies Journal 37(1): 75-92.

### WEEK 7: SIMULATION

* “Stakeholder Analysis” from Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries - Brinkerhoff and Crosby (2001).
* Craft a stakeholder analysis for the simulation using the form on Brightspace and informed by the reading above
* Plus reading for the simulation based upon your role.

WEEK 8: POLICY DESIGN

#### Readings:

* Sendihl Mullainathan, “[Get Ready for Technological Upheaval by Expecting the Unimagined](https://www.nytimes.com/2017/09/02/business/economy/get-ready-for-technological-upheaval-by-expecting-the-unimagined.html),” New York Times, September 2, 2017 [URL on Brightspace]
* Weimer, David L. 1992. “Claiming Races, Broiler Contracts, Heresthetics, And Habits: Ten Concepts for Policy Design.” Policy Sciences 25: 135-159.
* Don Moynihan and Pamela Herd, “Understanding Administrative Burden,” in Administrative Burden (Russel Sage, 2022).
* Sendihl Mullaniathan and Eldar Shafir, Scarcity, (NY: Macmillan, 2013) selections
* Eldar Shafir, [Living Under Scarcity](http://tedxtalks.ted.com/video/TEDxMidAtlantic-2011-Eldar-Shaf), TEDX Talk
* When Should a Child Be Taken From Its Parents

Other readings

* BIT, Behavioral Governance

### Other classes that explore these issues: Behavioral Economics (Professor Tatiana Homonoff)

### WEEK 9: RULEMAKING

Readings:

* Garvey, T. (2017). “A Brief Overview of Rulemaking and Judicial Review”. *Congressional Research Service*.
* Yackee, S. W. (2005). “Sweet-Talking the Fourth Branch: The Influence of Interest Group Comments on Federal Agency Rulemaking.” *Journal of Public Administration Research and Theory*.
* Field, K. (2023). “A Crusade to End ‘Reverse Discrimination’”. *The Chronicle of Higher Education*
* Rulemaking Case

WEEK 10: STRATEGIC LITIGATION AND JUDICIALIZATION OF POLITICS

Guest Lecturer (TBD)

* Law School for Everyone. “Episode 1: Litigation and the American Legal System.”  
  https://nyu.kanopy.com/video/litigation-and-american-legal-system
* How the Federal Courts Work (13 minute podcast)
* Freedom to Marry (66 minute video)
* Amy Littlefield, “The Man Behind the Texas Abortion Ban Now Has an Even More Radical Plan to Reshape American Law”
* Atlantic Philanthropy, Strategic Litigation, chapter on stop and frisk
* “[When Should a Child Be Taken from His Parents?](http://www.newyorker.com/magazine/2017/08/07/when-should-a-child-be-taken-from-his-parents)”

Recommended

* [Tamar Ezer and Priti Patel, "Strategic Litigation to Advance Public Health," Health and Human Rights Journal](https://www.hhrjournal.org/2018/09/strategic-litigation-to-advance-public-health/)
* The Loving Story (HBO Documentary 2012) available via Docuseek2 platform via Bobst (77 minutes) opens in new window
* [Sex Appeal podcast](https://www.wnycstudios.org/podcasts/radiolabmoreperfect/episodes/sex-appeal) (Story of Ruth Bader-Ginsburg’s efforts to pursue litigation for gender equality while at the ACLU and why it involves frat boys and beer)
* [One Lawyer, 194 Felony Cases, and No Time](https://www.nytimes.com/interactive/2019/01/31/us/public-defender-case-loads.html)

### WEEK 11: IMPLEMENTATION

#### Readings:

* Michael Lipsky, 2010, Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, New York: Russell Sage Foundation, selections
* Dan Honig, *Mission Driven Bureaucrats*, chapters 2 and 6.
* Bernard Zacka, “Bureaucrats to the Rescue: Are Bureaucracies a Public Good?” Boston Review
* Bagley, N. (2023). “How to Fix the Government”. *The Atlantic*. (5 pages)

For further reading:

* Peter McGraw, Alexander Todorov, and Howard Kunreuther, 2011, “A policy maker’s dilemma: Preventing terrorism or preventing blame,” Organizational Behavior and Human Decision Processes 115: 25-34.
* Charles F. Sabel and William H. Simon, “Due Process of Administration: The Problem of Police Accountability,”manuscript, 2014, selections TBD.
* Judith Tendler and Sara Freedheim, “Trust in a Rent-Seeking World: health and government transformed in Northeast Brazil. World Development 1994;22(12):1771-1791.

Other courses that explore these issues in more detail: Intersection of Operations and Policy; Performance Measurement and Management (multiple professors)

WEEK 12: ADVOCACY CASE STUDY: Coalitions in Action.

* The Ban the Box Case (purchase from Kennedy School Caseweb)
* Watch the film How to Survive a Plague (access through the NYU Library to stream online)
* Saul Alinsky, Rules for Radicals, Selections
* Kingdon, John W. 1995. Agendas, Alternatives, and Public Policies. 2nd Ed. New York: Longman, chs. 4, 9.
* Clarissa Rile Hayward, "[Disruption: What is It Good For](https://newclasses.nyu.edu/access/content/group/6ec21df2-0285-4fc0-b98b-7212fd6acc45/Week%2012%3A%20Disruption%20and%20Contention/Disruption-What%20is%20it%20Good%20For.pdf)?" Journal of Politics, 2020
* Mark Heywood, "South Africa’s Treatment Action Campaign: Combining Law and Social Mobilization to Realize the Right to Health," Journal of Human Rights Practice Vol 1 Number 1 March 2009 pp. 14–36

For more reading

* Frances Fox Piven, Challenging Authority, Chapters 1,2, 5, 6 and epilogue.
* Frances Fox Piven and Richard Cloward, “Rule Making, Rule Breaking, and Power,” in, Thomas Janoski Robert R., Alford, and Alexander M., Hicks, eds Handbook of Political Sociology: States, Civil Societies, and Globalization. (Cambridge: Cambridge University Press, 2005). pp. 33-53.

Other courses that address these issues: Community Organizing (multiple professors), Advocacy Lab, Participatory Policymaking (multiple professors)

### WEEK 13: HOW POLICY MAKES POLITICS

#### Readings:

* Joe Soss and Donald Moynihan. “Policy Feedback and the Politics of Administration,” Public Administration Review (2014).
* Suzanne Mettler, 2010, “Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era,” Perspectives on Politics 8(3): 803-824.
* Jim Rutenberg, “A Dream Undone,” New York Times Sunday Magazine, July 29, 2015, [Link on Brightspace]
* Jim Rutenberg, “Nine Years Ago Republicans Favored Voting Rights. What Happened?” New York Times Magazine August 12, 2015 [Link on Brightspace]
* Dani Rodrik, Populism and the Economics of Globalization,” Journal of Business Policy (2018)
* Marie Gottschalk, 2015 “Bring It On: The Future of Penal Reform, the Carceral State, and American Politics,” Ohio State Journal of Criminal Law (Spring).

For further reading

* Joe Soss and Vesla Weaver, 2017, “Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities,” Annual Review of Political Science 565-591

Other courses that address these issues: Policy Formation, Politics of International Development

### WEEK 14: EVIDENCE-BASED POLICYMAKING

#### Readings:

* Kentucky Trafficking Policy Case
* Michael Callen, Adnan Khan, Asim I. Khwaja, Asad Liaqat and Emily Myers, “These 3 barriers make it hard for policymakers to use the evidence that development researchers produce,” Monkeycage (Washington Post), August 17, 2017 [Link also on Brightspace]
* Ezra Klein Interview with Dan Kahan, “How politics makes us stupid,” Vox.com (2014). [URL on Brightspace]
* Paul Cairney and Kathryn Oliver, “Evidence-based policymaking is not like evidence-based medicine, so how far should you go to bridge the divide between evidence and policy?” [*Health Research Policy and Systems*](https://health-policy-systems.biomedcentral.com/) **volume 15**, Article number: 35 (2017)

For further reading:

* Donald T. Campbell, 1969, “Reforms as Experiments,” American Psychologist 24: 409-429.
* Rebecca Goldin, 2009, “Spinning Heads and Spinning News: How a Lack of Statistical Proficiency Affects Media Coverage,” STATS.
* Kristin Anderson Moore, Brett V. Brown, and Harriet J. Scarupa, 2003, “The Uses (and Misuses) of Social Indicators: Implications for Public Policy,” Child Trends Research Brief #2003-01. 1. Ron Haskins, Christina Paxson, and Jeanne Brooks-Gunn, 2009, “Social Science Rising: A Tale of Evidence Shaping Policy,” The Future of Children, Policy Brief
* Jens Ludwig, Jeffrey R. Kling, and Sendhil Mullainathan, 2011, “Mechanism Experiments and Policy Evaluations,” Journal of Economic Perspectives 25(3): 17-38.
* Jeffrey R. Kling, 2011, “CBO’s Use of Evidence in Analysis of Budget and Economic Policies,” Congressional Budget Office, Presentation at the Annual Fall Research Conference, Association of Public Policy Analysis & Management, Washington, D.C.
* Jon Baron, 2012, “Applying Evidence to Social Programs,” The New York Times
* Anna Maria Barry-Jester, “Why the Rules of the Road Aren’t Enough to Prevent People from Dying,” 538.com, (January 15, 2015). [Link on Brightspace]

Other courses that address these issues: Program Analysis and Evaluation, Estimating Impacts, Public Economics, International Economic Development, Advanced Empirical Methods for Policy Analysis, Policy Formation, Politics of International Development