

Introduction to Public Policy

IAPA 0110

Fall 2022

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Office Hours: Wednesday 8:30-10:30am. To access office hours, please start Zoom and enter my personal link: <https://brown.zoom.us/my/roberthackey>. If prompted to enter a passcode, this semester it's Fall2022 (please note the first letter is capitalized).
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An overview of policymaking and policy analysis in the contemporary United States. The course begins with an examination of traditional justifications for government action. We will then examine the discipline of policy analysis that has arisen to design and evaluate public policies. We will also consider critiques of the rational method and ask questions about how policy expertise fits into the political system. The course ends with classic works on organizations and implementation. Not open to graduate students.

Since my own research interests and professional experiences lie in the realm of health policy, our course readings and lectures will draw heavily upon contemporary health care policy issues in the US, and in particular, will explore the U.S. response to COVID-19 at both the state and federal levels. Students are free to any policy realms for their policy advocacy projects, but all must have a domestic focus, as our discussions will emphasis U.S. policymaking institutions and processes.

Learning goals and course objectives

By the end of this course, you will:

- Understand how governments at the state, federal, and local level affect providers, patients, and payers by in regulating health care services and changing incentives
- Learn how policy choices reflect choices and trade-offs among different values
- Explore how different policymakers (the executive, legislative, and judicial branches and the bureaucracy) shape policy
- Use Microsoft Excel to present data and describe the scope and impact of a policy problem
- Develop your oral communication and presentation skills to make persuasive arguments in support of your preferred policy positions
- Polish your research and writing skills so that you can make a persuasive argument for future employers or policymakers. You'll prepare a detailed policy advocacy project on an issue of your choice – you will try to persuade a policymaker in Congress to support your preferred position
- Reflect upon the proper role of government and the marketplace in the US.

The ultimate goal of the course is to prepare you to become an active and engaged participant in policy debates at the federal, state, or local levels. As a result, this is a discussion-oriented course. Even though we have a big class, it's essential that you come prepared to discuss our readings. To participate effectively, you'll need to complete our readings in advance of class and post reflections to our discussion forums before each class. I will introduce key themes and provide important background material to set the context for our

readings. During class meetings, I reserve the right to call on students at any time to discuss issues raised in our readings. Everyone should feel free to speak from the heart in our discussions but should avoid personalizing issues. To foster a supportive environment, please...

- Listen to your classmates intently and try to respond to their points.
- Keep your comments and observations during class debates under one minute; this will allow us to identify key points and ensure that we address them in our discussion.
- Be patient. Everyone who wants to speak on a topic will have a chance to do so before anyone is allowed to make a second contribution.

This course embraces the University of Chicago's Statement on the Principles of Free Expression (<https://freeexpression.uchicago.edu/page/statement-principles-free-expression>). The free exchange of ideas lies at the core of college and university teaching. Thus, colleges and universities must "not restrict debate or deliberation because the ideas put forth are thought to be offensive, unwise, immoral, or wrong-headed. It is for the members of the University community to make those judgments for themselves." For students and faculty, "the proper response to ideas they find offensive, unwarranted and dangerous is not interference, obstruction, or suppression. It is, instead, to engage in robust counter-speech that challenges the merits of those ideas and exposes them for what they are."

Assignments will ask you to clarify your own values and apply them to real world cases. Assignments are designed to simulate "real world" activities in applied settings such as the legislature, the bureaucracy, and the courts.

Expectations for Student Work Outside of Class

Our class meets twice a week for 160 minutes (two 80-minute sessions), but most of your work will occur outside of our regularly scheduled class meeting times. Generally speaking, students should expect to spend 9-10 hours each week on assigned course readings. You should read a daily newspaper to keep up with current policy issues.

This is a writing-intensive course that includes a policy advocacy project (completed in three parts) and two take-home essay exams. Take home essay exams will provide you with an opportunity to apply theories and concepts from our lectures and readings to real world case studies. Our exams are not cumulative, but each covers a wide array of readings and lectures. Past experience suggests that students who've kept up with our readings and attended class on a regular basis will need to spend 10-15 hours preparing for each exam. Each exam essay is 2-3 double spaced pages in length.

Our principal writing assignment asks you to prepare a policy advocacy project designed to effect change in a policy area of your choosing. You will present an initial proposal before preparing two distinct professional memos with appropriate documentation to support your conclusions. This project requires significant primary source research and careful integration of your resources into three distinct policy memos – an initial project proposal (4-6 hours), a policymaker profile (18-20 hours) and a lobbying strategy memo with supporting materials (e.g., video, audio, or graphic files). This final piece of the project often takes students 15-20 hours.

Office Hours and Electronic Communications

I will be available via Zoom for office hours each week. I check email regularly, but on occasion, life intervenes with my ability to respond to student email messages. You are free to email me at any time, and I will do my best to respond to your questions/requests within 24 hours.

Academic Honesty

Many students are confused about citation and plagiarism. My philosophy is simple: Give credit to your authors. If you use work that is not your own to support your points, that adds to the persuasiveness of your argument. If you use words that are not your own, place quotation marks around them and cite with a footnote or endnote. If you use ideas from a web source, an article, or book, simply paraphrase and cite with a footnote or endnote. Proper citation is a strength, not a weakness. Failure to do so will result in a penalty of up to 3 letter grades. I also need to report any cases of academic dishonesty to the Dean's office. When in doubt, cite!

Caring for Each Other in the Time of COVID-19

Please stay home and do not attend class if you or your roommates have any symptoms of COVID-19. Rest assured I will not penalize you for missing class and will help you to make up any missed work I am always available to you as a resource and am eager to advocate for your needs and support your learning and personal well-being. All lectures will be recorded via lecture capture and available for you to access via Canvas at any point.

Mental Health

"It's OK not to be OK" – Naomi Osaka

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may affect your ability to attend class, concentrate, complete work, take an exam, or participate in daily activities. If mental health and adjustment concerns are causing distress, please speak to me and/or reach out for personal support. *Always remember that asking for help is a sign of strength and courage.*

"Happiness can be found, even in the darkest of times, if one only remembers to turn on the light."
Albus Dumbledore

Mental health resources

National Suicide Prevention Lifeline (Free, Confidential) 1-800-273-8255 <https://suicidepreventionlifeline.org/>
Crisis Text-line: Text HELLO to 741741 (Free, Confidential) <https://www.crisistextline.org/>
Day One Sexual Assault & Trauma Center Helpline 1-800-494-8100 <https://www.dayoneri.org/>
Brown Counseling & Psychological Services (CAPS) 401-863-3476 counseling@health.brown.edu
Dean of the College college@brown.edu 401-865-9800

Assignments

Our course assignments focus on four Cs—comprehending, connecting, creating, and current events. First, we'll help you comprehend the language of policymaking by introducing you to the key actors and institutions who make policy—interest groups, legislators, the executive branch, the courts, and the bureaucracy. You'll identify key concepts and themes from the class, show how they play out in real world examples, and highlight areas where you're confused or need some further explanation. We will have two short take home essays (4 pages each) that allow you to expand on your knowledge of our readings and lectures.

Second, you'll connect these concepts to real world cases. Policy doesn't exist in isolation. You'll apply the models we discuss in readings and in class to design a persuasive advocacy project. You'll choose an issue and a member of Congress (MoC) from your state. You'll develop a proposal to advocate for (or against) a specific bill now before Congress. You'll then prepare a lobbying strategy to persuade your MoC to adopt your position on the bill you chose.

Each of these tasks requires creativity and connections to current events. You'll learn to write more effectively, support your points with data, and use *Microsoft Excel* to advance your arguments and weave a comprehensive story to support your position.

To get the most out of our class, you'll need to complete our readings in advance of class each day. Each session, I will introduce key themes and provide important background material to set the context for our readings.

Since policy analysis questions typically do not lend themselves to short answer (e.g., traditional multiple choice, true/false) formats, our principal writing assignment asks you to prepare a policy advocacy project designed to effect change in a policy area of your choosing. You will present an initial proposal before preparing two distinct professional memos with appropriate documentation to support your conclusions. This project requires significant primary source research and careful integration of your resources into three distinct policy memos – an initial project proposal, a policymaker profile, and a lobbying strategy memo with supporting materials (e.g., video, audio, or graphic files).

Required Texts

The following texts are required and are available at the Brown Bookstore:

Danielle Allen, *Democracy in the Time of Coronavirus* (Chicago, 2021). \$19.00 new, \$13.30 used

David Chrisinger, *Public Policy Writing that Matters*, 2nd ed. (Johns Hopkins, 2022) \$26.95 new, \$18.87 used

Deborah Stone, *Policy Paradox*, 3rd ed. (Norton, 2012). \$82.04 new, \$57.43 used

Darrell West, *Divided Politics, Divided Nation* (Brookings, 2019). \$22.99 new, \$16.09 used

Additional required readings are available through our class site on Canvas. If you have difficulty obtaining any required texts, please let me know.

Grading

Assignments	Points
Take Home Essays (Friday, October 21 and Friday, December 2)	400
Policy Advocacy Project	
Data Visualization and Analysis using Excel (Due Friday, September 23)	100
Proposal (Due Friday, October 7)	100
Legislative Profile (Due Friday, November 18)	250
Lobbying Strategy memo (Due Monday, December 12)	100
Elevator Speech (Due Friday, December 16)	50
Total Points	1000

Grading scale

A 900-1000 points | B 800-899 points | C 700-799 points | NC 699 or fewer points

Schedule

Class session	Week	Topics	Date
1	1	Introduction: What is public policy? How should we study it? We will review our syllabus and discuss examples of health policy at the federal level to give you a preview of our work. Handouts: Biden, “Executive Order on Strengthening Medicaid and the Affordable Care Act – January 28, 2021;” Trump, “Minimizing the Economic Burden of the Patient Protection and Affordable Care Act Pending Repeal.”	09/08/22
2	2	Analyzing Public Policy Read Gage and Nyberg, “Now Is Not the Time to Desert Our Seniors;” Soo2-SubA- Nursing Home Staffing and Quality Care Act of 2021; McKee, Executive Order 22-18 – Amended Order Preserving the Availability of Care at State Nursing Facilities; Press Release, “Nursing Home Staffing and Quality Care Act Signed into Law;” Vecchione, “Code Red: Amid Closures, Nursing Homes Fight for Survival.” Overview of Policy Advocacy Project and Review of Resources	09/13/22
3	2	Economics and Public Policy 1 – Inflation and Policy Choices Read Congressional Budget Office, “The Economic Outlook for 2022 to 2032 in Ten Slides;” Gramm and Solon, “Lessons from the Great Inflation of 1973-81;” Oshinsky, “How Previous Generations Handled Inflation Crises;” Wall Street Journal, “The Biden Stagflation Arrives;” Warren, “Jerome Powell’s Fed Pursues a Painful and Ineffective Inflation Cure;” Zweig, “An Old Way to Fight Inflation Gets New Fans.”	09/15/22
4	3	Economics and Public Policy 2 – Fiscal Policy Read Congressional Budget Office, “The Budget Outlook for 2022 to 2032 in Eight Slides;” Cutler, “The Cost of Long COVID;” RI Revenue Estimating Conference and RI Caseload Estimating Conference reports from May 2022; Sellers, “How Long COVID could change the Way We Think about Disability.”	09/20/22

Class session	Week	Topics	Date
5	3	The Politics of Counting Read Stone, Chapter 8, pp. 183-205; McGinty, "COVID-19 Data Remain Mired in Inconsistencies;" McGinty, "In COVID-19 Surveys, the Wording Affects the Results;" Zumbrun, "Tracking Abortion in the US is About to Get Murkier;" Zumbrun, "Why a Massive New COVID Wave Has Escaped the Data."	09/22/22
6	4	The Uses and Abuses of Numbers in Public Policy Debates Read Glied, "Is CBO Forecasting Good Enough for Government Work?;" Palazollo, "Cuomo Advisors Altered Report on COVID-19 Nursing Home Deaths;" Ward, "A High Percentage of Consumers Really Don't Understand Percentages;" Zumbrun, "Mental Health Care Shortage Is Being Treated with Outdated Ratios;" "Beware Spurious Correlations." Excel Workshop – Creating and Annotating Charts and Graphs	09/27/22
7	4	The Policy Setting – A Diverse Republic Read Madison, Federalist #10; Council on Foreign Relations, "Reading James Madison in Light of Twitter and Donald Trump;" Feldman, "James Madison's Lessons in Racism;" Rosen, "America Is Living James Madison's Nightmare." Data Visualization and Analysis with Excel Due on Canvas Friday, September 30	09/29/22
8	5	The Policy Setting – Checks and Balances Read Madison, Federalist #51; Seib, "Politics Was Supposed to Return to Normal in 202. What Happened;" Wall Street Journal, "Biden's Vaccine Mandate Wipeout" Workshop – Developing Your Policy Advocacy Project Proposal	10/04/22
9	5	Policymaking in a Time of Crisis – Responding to COVID-19 Read Allen, Preface and chapter 1, pp. 1-33; Gostin and Wiley, "Government Health Powers During the COVID-19 Pandemic;" "The Great Barrington Declaration;" Kamarck, "The Mask Mandate Decision Defies Common Sense;" Mangness and Earle, "The Fickle Science of Lockdowns;" Whitmer, "I Have Made Gut Wrenching Choices to Keep People Safe." Policy Advocacy Proposal Due on Friday, October 7	10/06/22
10	6	Workshop: Finding and Citing Sources for Your Advocacy Project Read Chrisinger, Introduction and Chapters 1-3, pp. 1-41.	10/11/22
11	6	Perspectives on Interest Groups/Types of Public Policies Read Stone, Chapter 10, pp. 229-47; Dahl, "Toward a General Theory of the Political Process."	10/13/22
12	7	Interest Group: Insider and Outsider Lobbying Read Chrisinger, chapter 6-9, pp. 77-115; "Indivisible – A Guide to Resisting the Trump Agenda;" RI Kids Count email on state budget; Specter, "How ACT-UP Changed America." Take Home Essay #1 Due Friday, October 21.	10/18/22
13	7	Agenda-building and Issue Entrepreneurship Read Stone, Chapter 7, pp. 157-82; Alter, "The Education of David Hogg;" Lundegaard, "Risky Riders: Touting Freedom, Bikers Take Aim at Helmet Laws." Watch: United in Anger – A History of ACT UP	10/20/22
14	8	Legislative Policymaking 1: Congressional Organization and Powers Read Stone, chapter 12, pp.271-88; Schaeffer, "Racial, Ethnic Diversity Increases Yet Again with the 117 th Congress;" Schaeffer, "Slim Majorities Have Become More Common in U.S. Senate and House;" Seib, "To Understand Joe Manchin, Look at West Virginia's Transformation."	10/25/22

Class session	Week	Topics	Date
15	8	Legislative Policymaking 2: Committees, Rules, and Incentives Read Stone, chapter 13, pp. 288-310; Levin and Arenberg, “Progressives Would Miss the Filibuster;” McConnell, “The Scorched Earth Senate;” Reeves, “Congress Needs Gender Parity Quotas;” Restuccia and Thomas, “Biden Supports Exception to the Filibuster to Codify Roe v. Wade into Law.” Halloween Costume Contest!!!	10/27/22
16	9	Legislative Policymaking 3: Is Congress Broken? Can It Be Fixed? Read Chrisinger, chapters 10-12, pp. 119-47; Collins and Peterson, “Kyrsten Sinema Is Enigma at Center of Democrats’ Spending Talks;” Hughes, “House Passes Climate, Healthcare, and Tax Bill;” Levin, “Congress Is Weak because Its Members Want It to Be Weak;” Reynolds, “Why Is the Senate Broken?”	11/1/22
17	9	Courts and Public Policy Read Hamburger, ‘Court Packing Is a Dangerous Game;’ Kendall, ‘Biden Underscores Diversity with First Judicial Nominees;’ Kendall, ‘Trump Appointees Poised to Influence Legal Outcomes for Decades to Come;’ Stout, ‘With History-making High Court Baker Shows an Embrace of Lived Experience;’ Toobin, ‘The Conservative Pipeline to the Supreme Court;’ Wheeler, ‘Changes in Supreme Court Appointments;’ Wheeler, Biden’s Judicial Appointments.’ Watch Supreme Revenge video.	11/3/22
18	10	Judicial Decision-making Read Roe v. Wade; Walker, ‘How Chief Justice John Roberts Leads in Polarized Times.’ Cohen, “The End of Roe v. Wade;” TBD; and Wheeler, ‘The abortion decision - “concern about the public’s reaction” and what difference Clinton’s election might have made.’	11/8/22
19	10	Presidential Leadership and Public Policy Read Burtat and Glassman, “Politics After Trump;” Kamark, “The Fragile Legacy of Barack Obama;” Rivkin and Casey, “Presidential Authority Is Limited But Vast;” Stout, “Coronavirus Pandemic Highlights Baker’s Sweeping – and Indefinite – Authority;” Troy, “Presidents and Mass Shootings.”	11/10/22
20	11	Federalism and Public Policy – Abortion Policy in the States Dapena, “Where Abortion Is Legal and Where It Loses Protections;” Fitch, “Mississippi’s People Should Choose Its Abortion Laws;” Kusisto, “Fall of Roe v. Wade Upends Abortion Landscape;” Zettler, “State Restrictions on Mifepristone Access-The Case for Federal Preemption.” Policymaker Profile due Friday 11/18/22 on Canvas	11/15/22
21	11	Federalism and Public Policy – Responding to COVID-19 Read Allen, chapter 3, pp. 59-99; Ip, “Omicron Could Widen Red-Blue Divide;” Mello & Studdert, “The Political and Judicial Battles Over Mask Mandates for Schools.”	11/17/22
22	12	Equity and Public Policy Read Stone Chapter 2, pp. 39-62; Adamy, “As Coronavirus Peaks in New York City, Hospitals Prepare Live or Die Guidance;” Armour, “Health Care Leaders Question How Remdesivir Is Being Distributed;” Bollyky, “The Equitable Distribution of COVID-19 Therapeutics and Vaccines;” Truog, “The Toughest Triage.”	11/22/22
23	12	No Class – Thanksgiving Recess	11/24/22
24	13	Markets and Public Policy Read Stone, Chapter 3, pp. 63-84; Hilsenrath, “New Climate, Tech Bills Expand Role of Government in Private Markets;” Lowenstein, “Fighting Inequality with a	11/29/22

Class session	Week	Topics	Date
		<i>Minimum of Leaks;" Perrone, "US Will Stretch Monkeypox Vaccine Supply with Smaller Doses."</i>	
25	13	Liberty and Public Policy <i>Read Stone, Chapter 5, pp. 107-28; Buck v. Bell; Gostin, "COVID-19 Vaccine Mandates – A Wider Freedom;" Radnofsky, "Testing Positive in Zero COVID China."</i>	12/1/22
26	14	Ideology, Partisanship and Public Policy <i>Read West, pp. 1-68; Continetti, "The Return of the Old American Right;" Dimock, "America Is Exceptional in the Nature of Its Political Divide;" Galston, "What Drives GOP Resistance to Vaccines?;" Lewis, "The Myth of Ideological Polarization;" Seib, "The New World of Pandemic Politics."</i> <i>Watch Left Behind America video</i>	12/06/22
27	14	Can We Find Common Ground? <i>Read West, pp. 127-87; Bernstein, 'How We Can Reconcile with Each Other When Our Politics Are So Polarized;' Headlee, 'The Right Way to Have Difficult Conversations;' Seib, 'Civil Discourse in Decline;' Sinnott-Armstrong, "To Get Along Better, We Need Better Arguments;" Vallier, "Why Are Americans So Distrustful of Each Other?"</i>	12/08/22
		<i>Lobbying Strategy Memo due on Canvas</i>	12/12/22
		<i>Elevator Speech due on Canvas</i>	12/16/22