COURSE DESCRIPTION

The primary objective of this course is to introduce students to the major theoretical perspectives, research findings, and controversies in the study of public policy. Put simply, the study of public policy examines what government does (or doesn’t do) to address societal problems and what difference it makes. While public policy can be studied as either a dependent variable (what are the determinants of a particular government policy?) or an independent variable (what effect does a particular policy have on a public problem?), the emphasis in this course will be on the former. Our principal objective is to examine the processes through which individuals, organizations, and institutions interact to shape government policies. We will focus on how variations in the nature and scope of public issues, institutional structures, and decisionmaking processes affect the capacity of governments to act (or not to act) to solve important public problems. Cases will be drawn from a variety of domestic policy domains—primarily those addressing inequality—including health, education, welfare, and housing, among others.

The course is organized into four modules. Part I provides an overview of the study of public policy with an emphasis on the distinction between politics and markets as problem-solving institutions and on the wide range of policy tools available to governments. This section also introduces students to the institutional and environmental context shaping public policymaking in America. Topics covered include separation of powers, federalism, political culture and ideology, and public opinion. Part II examines the policy cycle, suggesting that public policy can be studied as a series of phases or steps that include problem definition, agenda building, policy formulation and enactment, budgeting and resource allocation, implementation, and evaluation. Part III focuses on theories of policymaking and policy change. In this section students are introduced to a variety of theories and paradigms that have been constructed to develop a general theory of the policy process. Part IV presents a series of case studies for synthesis and application of the theories and concepts we have examined.

This course will address three fundamental questions about public policymaking in America: These questions should be used to guide your reading and synthesis of the course materials.

1) **The Tools of Government Action.** What is public policy and what are the tangible means by which policy is carried out? How, if at all, does it matter whether the federal government provides a direct service, uses grants-in-aid to rely on the provision of services by state and local governments or nonprofit organizations, or utilizes loans, loan guarantees, or tax incentives to stimulate private sector action?

2) **Who Governs?** Who makes public policy? How do the unique features of the American political system—separation of powers and federalism—open or close access to government decisionmaking? Which groups and interests wield the most influence in the policymaking
process? The least? How are policy conflicts across branches of government and across levels of government resolved?

3) **Who Gets What, When, How?** What are the distributional impacts of public policies? How do these effects vary by race, gender, class, age, and geography? To what extent are the distributional consequences of public policy intended and made explicit during policy design and decisionmaking? What are the unintended consequences of public policy and how are these effects distributed?

**Course Objectives**

The above questions which form the central focus of this course are significant ones and each could be the topic of its own course. Thus, while this course is designed for breadth of coverage of the policymaking process, we will have to trade off depth of coverage. Students, however, will have the opportunity to examine more intensively one or more specific policy issues through their individual research papers.

There are three primary learning objectives for this course.

1) **First, students should gain familiarity with the important facts and analytical perspectives surrounding debates about public policy in America.** What actions—if any—should government take in responding to a public problem? An important objective of the course will be for students to acquire the analytic skills needed to debunk the myths, stereotypes, and hyperbole that frequently characterize public debates about government’s role in addressing important public problems (and media’s coverage of those debates). In addition, students will gain experience in working with the primary sources that supply much of the information (e.g., data sources, think tanks, government agencies, advocacy groups, etc.) that provide the foundation for policy debates in America. Though our focus will be on the contemporary debate (primarily the past two decades), we will ground our examination in historical perspective to underscore the linkages between present and past in policy design and the role that culture, politics, economics, and demography play in constraining the range of feasible policy options in the United States.

2) **Second, building off a report issued by the American Political Science Association’s Task Force on Inequality and American Democracy, students should gain a greater understanding of contemporary disparities in income, wealth, and access to opportunity and the implications of those disparities for American public policy and American democracy.** In particular, as noted in the APSA Task Force Report, students should develop a greater appreciation for “three interlinked areas of concern and their consequences: citizen participation, government responsiveness, and patterns of public policy making.”

3) **A third objective is that students gain a greater appreciation and understanding of the complexity of the American political system and the implications of that complexity for addressing important public problems.** Three ingredients of that complexity will receive special attention throughout the course: 1) politics and markets—how is/should responsibility for addressing public problems be distributed among public, private, and nonprofit organizations? 2) multiple programs and strategies—unlike other advanced industrial nations that take a more national and universalistic approach to public issues, the U.S. response is frequently divided among hundreds of grant-in-aid programs, tax credits and incentives, and loans and loan guarantees; further the application of those policy instruments varies widely across American states and localities; and 3) the geographic concentration of poverty and jurisdictional fragmentation—the U.S. poverty
population tends to be concentrated in specific communities and because local governments are relatively autonomous regarding their taxing and spending authority, the typical spatial pattern of inequality in America is one of poor central cities and isolated rural communities with few resources to address the needs of their populations and affluent suburban communities with little interest in providing the programs and services (affordable housing, education and training, social services) that would help. Efforts to broaden the fiscal base of service provision to higher level governments (i.e., state and/or federal government) are frequently resisted as an encroachment of local (state) autonomy.

**MATERIALS AND POLICIES**

**Required Readings**

The following books are required reading for the course and are available for purchase at the Emory University Bookstore.

- Daniel Beland, Philip Rocco, and Alex Waddan, *Obamacare Wars: Federalism, State Politics, and the Affordable Care Act* (Lawrence: University Press of Kansas, 2016)

**Reserve Readings**

All required texts and additional required readings have been placed on reserve. Hard copies of course texts are available for a three-hour loan period at the Music and Media library located on the 4th floor of Woodruff Library; electronic copies of journal articles, book chapters, and policy reports are available through Emory’s electronic course reserves: https://reserves.library.emory.edu.

**Canvas**

Emory is transitioning its learning management platform this year from Blackboard to Canvas. A Canvas site for the course has been established and should automatically appear on your Canvas Dashboard. Students should refer to the Canvas site for course documents and handouts, course readings and media files, course announcements, information about assignments, a discussion board, and relevant external links.
Course Requirements

I expect students to have completed the assigned reading prior to each class meeting. Part of each session will permit and encourage student discussion and interpretation of the readings. The quality of class discussion ultimately depends upon your having read and thought about the readings prior to class. If you want a class with interesting and provocative discussion, then you have to accept the responsibility to come to class prepared to engage and participate in that discussion.

Grading

Student performance will be evaluated based on the following: (1) two reflection papers based on selected class readings, videos, and related active learning assignments; (2) a mid-term examination; (3) a research paper based on a topic mutually agreeable to the instructor and the students; and (4) a final (cumulative) examination that will be held at the end of the semester. Grading for the course will be weighted as follows:

20% Reflection papers
20% Midterm examination
30% Research paper
30% Final examination

“Extra credit” assignments are not available in this class.

Late Work

Late work is not accepted and will receive a grade of “F” unless the student speaks with the instructor prior to the work being submitted late and the instructor agrees to accept the late work.

Class Exam Policies

The final examination for this course is a cumulative examination, scheduled according to the Final Exam schedule established by the Office of the Registrar. For this course, the examination date and time is Monday December 12, 8:00-10:30 am. There will be no make-ups or early examination (with the exception of extreme personal hardship, which must be discussed with the instructor prior to the examination date and agreed upon). See also “Late Work” above.

Class Participation

Class participation, although not formally weighted, will be used in evaluating students with borderline grades.

Important Course Dates

Please note, all deadlines are firm. Late work is not accepted.

Sep 26 Research paper topic
Oct 5 Mid-term examination
Nov 28 – Dec 2 Research paper in-class presentation
Dec 6 Research papers due
Dec 12 Final Examination: 8:00-10:30 AM
Writing

Written communication is an integral part of the policy process and one of the core competencies of successful public policy professionals. Students are required to submit a research paper on a public policy topic mutually agreeable to the student and instructor. Grading for this assignment will be based, in part, on the quality of the written presentation, including grammar, style, organization, and documentation and citation style, in addition to content and analysis.

Suggested resources students may wish to consult in preparation for these assignments include:


**Emory Writing Center.** The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. It is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. Writing Center tutors take a discussion- and workshop-based approach that enables writers of all levels to see their writing with fresh eyes. Tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they will not proofread for you. Instead, they will discuss strategies and resources you can use to become a better editor of your own work. The Writing Center is located in Callaway North 213 (URL: [http://www.writingcenter.emory.edu/](http://www.writingcenter.emory.edu/)).

**Plagiarism and Academic Honesty**

As noted on the *Emory College Honor Code* web site, “For over half a century, academic integrity has been maintained on the Emory Campus through the student initiated and regulated Honor Code. Every student who applies to and is accepted by Emory College, as a condition of acceptance, agrees to abide by the provisions of the Honor Code so long as he or she remains a student at Emory College.”

According to Article 4 of the Honor Code, academic dishonesty is defined as “any action or inaction which is offensive to the integrity and honesty of the members of the academic community. This offense includes, but is not limited to, the following:

(a) Seeking, acquiring, receiving, or giving information about the conduct of an examination, knowing that the release of such information has not been authorized:

(b) Plagiarizing;
(c) Seeking, using, giving, or obtaining unauthorized assistance or information in any academic assignment or examination;

(d) Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage.

Plagiarism, according to the Merriam-Webster Online Dictionary, means: “1) to steal and pass off (the ideas or words of another) as one’s own; 2) to use (another’s production) without crediting the source; 3) to commit literary theft; 4) to present as new and original an idea or product derived from an existing source.”

The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the professor’s instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the professor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. For further information, please consult: http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html.

Students with Special Needs

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, please provide the instructor with an accommodation notification letter from the Access, Disabilities Services and Resources office. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with the instructor as soon as your accommodations have been finalized. For more information on programs and services, contact their web site at http://equityandinclusion.emory.edu/index.html.

Electronic Devices

All cell phones should be turned off during class and during the final examination. Laptops/tablets are permissible for note taking but should not be used for checking personal email or general web browsing.

Evaluation of Written Material

All written work, including the research paper and the mid-term and final examinations, will be assessed on four dimensions:

1. Clarity. Papers (inclusive of exam essays) must answer directly and completely questions as they are posed. Papers should flow smoothly and logically, with topic sentences that clearly show how your major arguments fit together. Ideas and concepts must be developed sufficiently so that they can be easily understood; a reader should not have to wonder what you “mean” in the text or make assumptions about what you “mean” to follow your argument.

• An “A” paper is a polished work in all aspects, showing that the author has taken great care to make their writing as clear and cogent, eloquent and elegant, and focused as possible. Such a paper demonstrates that a student has not only carefully proofread the essay for grammar,
punctuation, and source citations, but also has reread each sentence to confirm that they have presented well their information and analysis. Such a paper also not only employs short quotes and evidence drawn from the readings to support ideas and arguments, but also carefully integrates quotes and data into the flow of their paper in much the same way one finds in the reading assignments for the course.

- A “B” paper communicates most ideas clearly, but shows some degree of carelessness with respect to word choice, syntax, and writing elegance; all arguments in “B” papers are readily understandable, but these papers have a number of instances where ideas could be presented in a more straightforward and precise ways.

- A “C” paper reads as though their writing was rushed, and it contains basic errors with regards to subject matter, phrasing, word choice, and syntax glitches that proofreading normally catches.

For your argument to be presented in the clearest fashion possible, you must also pay close attention to the overall organization of your paper.

- An “A” paper employs effective use of headings and subheadings, topic sentences to organize all major arguments, and it avoids long (i.e., multi-page) and unwieldy paragraphs that combine several distinct arguments or ideas.

- A “B” paper typically has a number of paragraphs which do not clearly and logically connect to and support the author’s larger argument or that fail to systematically group ideas into a tightly-organized argument that stays on topic.

- A “C” paper has many paragraphs that begin with sentences that fail to carefully explain how these paragraphs connect to and support the author’s larger argument. A reader should not have to read halfway through a paragraph to discover its main argument.

- A “D” paper ignores the logical development of ideas. Accordingly, the author’s argument is extremely difficult to follow.

For more specific information on how to achieve clarity, review a copy of William Zinsser’s On Writing Well: An Informal Guide to Writing Nonfiction (especially pp. 3-58 and pp. 108-131). Students may also wish to consult the services of Emory University’s Writing Center.

2. Content. The content of papers must use the most appropriate arguments, evidence, data, and concepts covered in class sessions and the readings.

- An “A” paper displays the author’s mastery of the readings by judiciously reviewing and considering the most pertinent material from the class sessions and readings. Such papers also carefully support major arguments with evidence, short quotations, specific data, and conceptual examples.

- A “B” paper displays the author’s mastery of the great majority of class materials. They lack, however, reviews and considerations of important concepts and readings. The result is that their content tends to be underdeveloped in the essay. Instances where it is unclear that an author has
not completed significant portions of the assigned readings as it relates to their paper topic will result in a grade lower than a “B”.

- A “C” paper make coherent arguments that speak to major themes and ideas in course, but it fails to incorporate ideas, concepts, and evidence from the class sessions and readings to support and defend its argument.

- “D” papers inaccurately represent facts and major points made in class sessions and readings. They also reproduce long tracts of reading materials that have only vague links to the question being answered.

3. Analysis. Analysis is essential to papers in this course. Therefore, papers must include concrete specifics, examples, and data from the class sessions and readings. They must also analyze major concepts and carefully apply them to the arguments made in papers.

- An “A” paper suggests reflection and incorporates significant original analysis that demonstrates a mastery of theoretical concepts such that the author is able to apply concepts to issues beyond what they have discussed directly in class sessions.

- A “B” paper shows no problems with reporting facts, but displays moderate levels of reflection and original thought and analysis with regard to theoretical concepts.

- A “C” paper accurately reproduces arguments made in class sessions and readings, but displays low levels of reflection and original thought and analysis with regard to theoretical concepts. Major arguments in “C” papers are underdeveloped or muddled.

- A “D” paper indicates that a lack of understanding and/or the ability to comprehend major concepts covered by the class sessions and readings.

4. Grammar and Citation. Papers should be free of grammar, punctuation, and spelling errors. Papers that have blatant grammar and spelling mistakes suggest to the reader that the remainder of the paper is unclear, error-prone in content, and sloppy in analysis.

All papers should have appropriate and proper citation. All evidence or ideas drawn from sources other than the mind of the author requires a citation or source reference. If you are using parenthetical citation (i.e., the full sources are not listed in footnotes or endnotes), you must include a bibliography, references, or citation section at the end of your paper. For more specific information on when to provide citations and how to format your bibliography, review a copy of Kate Turabian’s A Manual for Writers of Terms Papers, Theses, and Dissertations, which is available from the Reference Desk of the Woodruff Library, or purchase a copy at the Emory Bookstore or an online seller. An online version is available at http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
Evaluation of Class Presentations

Class presentations will be assessed on four dimensions:

1. **Organization.** The presentation includes a brief introduction, is logically structured, and concludes with a summary of the main points/findings. The presentation directly addresses the questions raised in the assignment.

2. **Content.** The presentation provides a clear explanation of the main points, drawing on appropriate supporting materials to illustrate the main points. Visual aids are informative and not a distraction from the message you are delivering.

3. **Analysis.** The presentation is well-researched and draws on appropriate evidence to support your main findings and conclusions.

4. **Presentation.** The presentation is neither too long nor too short and presented in an interesting and engaging fashion (i.e., don’t ramble on). Be clear and precise with your language and avoid inappropriate expressions (e.g., “um,” “like,” “stuff,” etc.). Do not read excessively from your notes and maintain a professional manner (poise and posture). Transitions from one speaker to the next are smooth and seamless.

Grading guidelines for the class presentation are as follows:

- An “A” presentation is well organized and professionally presented within the allowable time limit. It contains a short introduction, clear presentation of the main points, and a summary of the main findings and conclusions. The presentation directly addresses the questions raised in the assignment and the team is able to effectively answer the questions with supporting evidence drawn from materials appropriate for the assignment. There is good balance among the team members in terms of their roles and responsibilities in making the presentation.

- A “B” presentation is reasonably well organized, though the structure and content of the presentation do not address the questions posed in the assignment as comprehensively as those in an “A” presentation. The supporting evidence provided to support the presentation is also weaker than that utilized in an “A” presentation. Communication skills are less polished and/or there is less balance among the team members in terms of their roles and responsibilities in the presentation than that in an “A” presentation.

- A “C” presentation makes coherent arguments that speak to the questions posed in the assignment, but it fails to incorporate evidence from the assignment materials to support and defend the team’s findings and conclusions. In addition to weaker content, a “C” presentation also has less compelling visual aids and the presentation in general is less focused than that found in “A” or “B” presentations.

- “D” presentations fail to address the questions posed in the assignment and/or inaccurately present information to support their main points. The presentation is poorly organized, difficult to follow, and generally provides only vague links to the question being answered.
Evaluation of Class Participation

Though class participation will not be formally graded, the instructor will be assessing class participation using the following guide based on five dimensions of participation: (1) attendance, (2) level of engagement in class, (3) listening skills, (4) group participation and behavior, and (5) preparation. Class participation assessments will be utilized in instances where students have borderline final grades (a strong class participation assessment will likely result in a higher grade and a weak class participation assessment will likely yield a lower grade).

<table>
<thead>
<tr>
<th>Participation Dimension</th>
<th>Evaluation Criterion</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance / Promptness</td>
<td>Student is always prompt and regularly attends classes.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Student is late to class once every two weeks and regularly attends classes.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student is late to class more than once every two weeks and regularly attends classes.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student is late to class more than once a week and/or has poor attendance of classes.</td>
<td>1</td>
</tr>
<tr>
<td>Level Of Engagement In Class</td>
<td>Student proactively contributes to class by offering ideas and asking questions more than once per class.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Student proactively contributes to class by offering ideas and asking questions once per class.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student rarely contributes to class by offering ideas and asking questions.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student never contributes to class by offering ideas and asking questions.</td>
<td>1</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>Student listens when others talk, both in groups and in class. Feeds off the ideas of others.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Student listens when others talk, both in groups and in class.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student does not listen when others talk, both in groups and in class.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student does not listen when others talk, both in groups and in class.</td>
<td>1</td>
</tr>
<tr>
<td>Group Participation and Behavior</td>
<td>Student is an active team player and contributes effectively to the group’s work.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Student is an active team player and completes his/her share of the group’s work.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student occasionally misses a team meeting and/or turns in his work to the team late.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student rarely attends a team meeting and/or fails to complete his group work.</td>
<td>1</td>
</tr>
<tr>
<td>Preparation</td>
<td>Student is almost always prepared for class and required class assignments.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Student is usually prepared for class and required class assignments.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Student is rarely prepared for class and required class assignments.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Student is almost never prepared for class and required class assignments.</td>
<td>1</td>
</tr>
</tbody>
</table>

Scale: 18 - 20 A; 15 - 17 B; 12 - 14 C; 10 - 11 D; <10 F
Evaluation of Group Work

Public policymaking in the real world requires excellent collaboration skills, which is another core competency for successful public policy professionals. Some students may opt to undertake a group project for fulfillment of the research paper requirement. To ensure that there is some individual accountability to the group effort and that there is some way to compensate for different levels of participation and creativity in a group, we will use an evaluation form that is designed to allow students to grade themselves and their team members on their group work. The information submitted on this form will be strictly confidential and private. The information will only be reviewed by the instructor and summarized for each individual student. Each student will see their individualized self-assessment score and their composite score based on the team average.

In select cases, this information may be used to adjust individual grades given for the group project. Here is how the adjustment process will work. An initial grade (A, B, C, etc.) is assigned (by the instructor) to your group project. You grade yourself and your teammates using the Group Project Evaluation Form. The instructor will then calculate the average score for each individual in a group and then the individual’s score is compared to the group mean. If your composite score is substantially higher than the group mean (average score for all four team members), your project grade will be increased. If you score is substantially lower than the group mean, your project grade would be decreased.

Your group participation will be assessed on five dimensions: 1) ability to work with the group; 2) amount of effort; 3) dependability; 4) intellectual contribution; and 5) overall contribution. A copy of the group participation assessment instrument can be found on the course Canvas site (Research Paper assignment page).
Schedule of Topics and Readings

I. Policymaking in the American Federal System

Aug 24  Introduction and Overview
Why Study Public Policy?
Anderson, *Public Policymaking*, pp. 1-36

Aug 26  Politics and Markets I
Brown and Jacobs, *The Private Abuse of the Public Interest*, pp. 1-66

Aug 29  Politics and Markets II
Brown and Jacobs, *The Private Abuse of the Public Interest*, pp. 67-131

Aug 31  Foundations: Separation of Powers

Sep 2    No Class—American Political Science Association Annual Meetings

Sep 5    No Class—Labor Day

Sep 7    Foundations: Federalism


Sep 9    Foundations: Political Culture and Ideology

Exercise:


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**Sep 12**

**Foundations: Public Opinion and Advocacy I**


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**Sep 14**

**Foundations: Public Opinion and Advocacy II**


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**II. Perspectives on the Policy Process: The Policy Cycle**

**Sep 16**

**Problem Definition**

Anderson, *Public Policymaking*, pp. 87-95


Case:


**Sep 19**

**Agenda Building**

Anderson, *Public Policymaking*, pp. 95-114

Case:


**Sep 21**

**Policy Design: The Tools of Government Action**

Sep 23  Policy Formulation

Case:
Robert Wood Johnson Foundation, “Fifty Years of Tobacco Control,” Available at http://www.rwjf.org/maketobacchohistory

Sep 26  Policy Adoption
Anderson, *Public Policymaking*, pp. 133-174

Recommended:

Sep 28  Budgeting and Public Policymaking
Anderson, *Public Policymaking*, pp. 180-220

— Overview (Introduction)
— Some Background (Budget Process)

Recommended:
Watch Frontline, *Cliffhanger*, Available at http://www.pbs.org/wgbh/frontline/film/cliffhanger/

Sep 30  Policy Implementation

Oct 3  Policy Evaluation
Anderson, *Public Policymaking*, pp. 290-333

Oct 5  Mid-Term Examination
III. Toward A General Theory of Policymaking

Oct 7  Introduction

Oct 10  No Class—Fall Break

Oct 12  Perspectives on Policymaking
Grossman, Artists of the Possible, pp. 1-71

Oct 14  Agenda Setting and Macro Politics Perspectives
Grossman, Artists of the Possible, pp. 72-129

Oct 17  Explaining Policy Change
Grossman, Artists of the Possible, pp. 129-190

Oct 19  The Dynamic Character of Contemporary Policymaking
Conlan et al, Pathways to Power, pp. 1-59

Oct 21  The Politics of Ideas
Conlan et al, Pathways to Power, pp. 60-105

Oct 24  Explaining Policy Change: Coda
Conlan et al, Pathways to Power, pp. 106-127, 167-190

IV. Cases in American Public Policy

A) Entitlements and Discretionary Domestic Spending

Oct 26  Health Reform: The Affordable Care Act
Béland, Rocco, and Waddan, Obamacare Wars, pp. 1-60

Oct 28  Health Reform: The Affordable Care Act
Béland, Rocco, and Waddan, Obamacare Wars, pp. 61-123
Oct 31  Health Reform: The Affordable Care Act  
Béland, Rocco, and Waddan, *Obamacare Wars*, pp. 124-162

Nov 2  Entitlements: Medicare  
Béland and Waddan, *The Politics of Policy Change*, pp. 74-124

Nov 4  Entitlements: Social Security  

Nov 7  Entitlements: Welfare Reform  
Béland and Waddan, *The Politics of Policy Change*, pp. 24-73

Nov 9  Elections and Policy Change: What Can We Expect?  

B) Culture Wars

Nov 11  Overview  

Nov 14  Guns  
http://library.cqpress.com.proxy.library.emory.edu/cqresearcher/cqr_ht_gun_control_2015  
Nov 16  Immigration


C) Fiscal Policymaking

Nov 18  Taxes, Revenue, and Debt

  – Overview (Introduction)
  – Some Background (The Numbers, items 1, 3, 4); Taxes and the Economy, Distribution of Tax Burdens, Tax Expenditures
  – Key Elements of the U.S. Tax System (skim)
  – How Could We Improve the Federal Tax System (skim)
  – The State of State (and Local) Tax Policy (skim)


Conlan et al, Pathways to Power, pp. 150-165

Nov 21  Spending

  – Overview (Introduction)
  – Some Background (page 2)

Conlan et al, Pathways to Power, pp. 128-149

Nov 23- Nov 25  No Class—Thanksgiving Recess
V. Conclusion

Nov 28- Dec 2  Contemporary Issues in Public Policy

Group presentations on public policy research papers

Dec 5  Reflections on Policymaking in the American Federal System


Dec 12  Final Examination (8 – 10:30 AM)