

PADP 7200 INDEPENDENT STUDY: CHANGEMAKERS, STALEMATES, AND THE GREAT POLICY DEBATES OF OUR TIME

Fall Semester, 2023
Tues 6:15-9:00
UGA Gwinnett, Room 0118

Dr. Carolyn Bourdeaux
Office Hours: upon request
e-mail: Please use eLC
for course-related questions

COURSE LEARNING OBJECTIVES

This class is designed to explore the paths to effect change in public policy. The material will first ground students in the basics of the policy process, policy-analysis, and the tools of policy design and will also discuss the different value debates and economic concerns that underpin many contemporary policy conflicts. The class will then do a deep dive into three contemporary, high profile policy debates that are “ripped from the headlines,” including Medicaid expansion, immigration reform and student debt. Through readings, student presentations and guest speakers, the class will focus on understanding the nature of the policy problem, the different dimensions of the problem, an assessment of the alternatives, the values brought to bear on each, and ultimately, how this information can be brought to bear in our contemporary political framework to bring about change.

Upon completing the class, students will be able to:

- ✓ Think critically about different values and perspectives brought to bear on contemporary policy problems and how they affect recommended policy paths and the likelihood of success.
- ✓ Apply a policy analysis framework to analyzing a policy problem and develop a professional, well written policy memo and associated presentation that can be used to inform policymakers about the different dimensions of a policy dilemma.
- ✓ Develop familiarity with selected strategies of policy design, associated trade-offs, and challenges in implementation.

During this course, emphasis will also be placed on developing critical thinking skills through analyzing problems and developing solutions as well as developing the ability to effectively communicate through written documents and public presentations.

REQUIRED BOOKS

Weimer, David and Aidan Vining. *Policy Analysis: Concepts and Practice*, 6th edition (New York: Routledge, 2017).

Bardach, Eugene and Eric M. Patashnik. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 6th Edition (Thousand Oaks, CA: SAGE/CQ Press, 2020)

Other readings with “*” are available on eLC and are organized by lecture topic.

COURSE REQUIREMENTS

Overall: Students will be required to stay up to date with the course via eLC. If a student misses a class, he or she is responsible for obtaining any information missed. This course syllabus provides a general plan for the course; deviations may be necessary.

Class Participation and Attendance (40%): This course is heavily grounded in substantial and informed student participation. Each class is designed to build on the readings assigned and to actively engage students in contributing to their own learning experience through student discussion of the readings and through bringing in outside information and research to the class discussion. To receive a top grade in class participation, students need to:

- ✓ Arrive on time to class and have a good attendance record.
- ✓ Come to class prepared to discuss the readings, videos and other course materials.
- ✓ When assigned bring outside research into class discussions (always welcome but will be required as we dig into key policy areas).
- ✓ Provide thoughtful and respectful feedback of peer presentations.

Presentations and Memos (60%): Students will be responsible for **two presentations** on two of the three key topics covered in the class and for **two policy memos** that are developed from their presentations. The presentation will count for 40% of the overall grade for the assignment and the policy memo grade will be 60%.

The presentations will function as a chance for students to present a draft outline of their policy memo and also to practice making professional presentations. The point of the policy memo assignment is to practice writing a research-based, evaluative policy memo that applies empirical research to a particular policy question. Additionally, the research that the students do is intended to help the entire class deepen their understanding of a particular policy space and as such, attending the presentations and using the presentation time to help your colleagues strengthen their research is a critical part of class participation.

Due dates will vary depending on the policy subject. (See Course Outline for dates.)

GRADING

<i>Class Participation</i>	40%
<i>Presentation and Memo #1</i>	30%
<i>Presentation and Memo #2</i>	30%
<i>TOTAL</i>	100%

In computing the overall course grade, I will use the following scale:

93 – 100	A	78 - 79.99	C+
90 - 92.99	A-	73 - 77.99	C
88 - 89.99	B+	70 - 72.99	C-
83 - 87.99	B	60 - 69.99	D
80 - 82.99	B-	0 - 59.99	F

ADVICE AND ASSISTANCE

Students are responsible for contacting the professor when having trouble understanding the material or requirements of the course. To schedule a meeting, contact me via eLC e-mail. For course-related assistance or questions, please use eLC e-mail. For non-course related questions, please use Carolyn.Bourdeaux@uga.edu. For non-UGA related questions, please use cbourdeaux@gmail.com.

COURSE WEB SITE ON eLC

A website for the course is available on-line through eLC. The website includes the course syllabus, lecture slides, readings and student grades (as they become available). The web site may be accessed through the UGA homepage at www.uga.edu, see icon in the top right corner for the link. Many course materials will be available only through eLC, and students are responsible for obtaining any material posted on eLC.

ASSIGNMENT FORMAT AND GRADING

All written work must be typed, proofread, and well-written. All written work should be prepared in accordance with a widely accepted reference style, such as APA or Chicago. Be consistent in using the style you choose. For on-line information about different citation style guides a helpful website is:

<https://owl.english.purdue.edu/owl/section/2/>

All assignments will be administered through eLC and all assignments should be submitted electronically on eLC by the date and time due. Any questions you may have about your grade(s) should be addressed in writing to the professor.

Please promptly turn in your assignments. I will take off a 10 points for every 24 hours

that an assignment is late. The count of a “day late” starts immediately after the due date and time. For example, submitting an assignment an hour after the time due means that you can earn no more than a 90. 24 hours after the due date, you can earn no higher than 80. You are responsible for ensuring that assignments are submitted on time in eLC.

ACADEMIC HONESTY AND OTHER COURSE CRITERIA

Academic Honesty: Students must abide by the University of Georgia policy regarding academic honesty. All academic work must be performed without any form of cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. The University policy on academic honesty is available at <http://www.uga.edu/honesty/>.

Note: The use of artificial intelligence software or word mixing software to write your papers or exams for this class is not permitted.

Any evidence of cheating, plagiarism or other unauthorized assistance will result in a **zero** on the assignment and may result in dismissal from the course.

Students with Disabilities: Students who wish to request an accommodation for a disability may do so by registering with the University’s [Disabilities Resource Center](#). Student accommodation requires issuance by the Center of approved documentation and a plan. The accommodation plan for this course must be provided to me prior to the second week of class to negotiate the terms of the accommodation.

Prohibition on Recording Lectures: In compliance with University of Georgia guidance, students ***may not make visual or audio recordings*** of any aspect of this course, unless they have written authorization from the UGA Disability Resource Center.

Students who have a recording accommodation must agree in writing that they:

- Will use authorized recordings only for personal academic purposes during the specific course.
- Understand that faculty members have copyright interests in their class lectures and agree not to infringe on these rights in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

ATTENDANCE, MAKE UP EXAMS, AND ASSIGNMENT COMPLETION

I will send around a sign in sheet at the start of each class. I appreciate knowing in advance if you cannot make the class or are going to be late, but I do not require this. Please note that a significant part of the grade for this class is class participation so an excessive number of absences or late arrivals could seriously affect your grade. If you miss a class or arrive late, you are responsible for getting notes from a classmate and otherwise catching up on what was missed.

On occasion, I understand that students face serious extenuating circumstances in their lives, and in such cases, students may work with the instructor to set up an alternative schedule for completing coursework. Previous examples of such circumstances include a student giving birth to a baby and facing a death in their immediate family. Generally, I expect students to contact me *in advance* about any serious barriers to completing an assignment so we can work out an alternative arrangement.

COURSE SCHEDULE AND READING ASSIGNMENTS:¹

DATE	TOPIC
AUG. 22ND	INTRODUCTION
AUG. 29TH	ETHICS, ROLES AND OBLIGATIONS IN THE PUBLIC SERVICE Materials for Class: Case Study: *Water District Dilemma Case Study (handed out in class) Reading: Weimer & Vining, Ch. 1-3, pp. 1-55 *Cooper, Terry. The Responsible Administrator: An Approach to Ethics for the Administrative Role, 5 th ed (New York: Jossey-Bass, 2006), Ch. 2-4, pp. 13-105
SEPT. 5TH SEPT. 5TH	STUDENT SIGN UP FOR POLICY PRESENTATION AND MEMO ASSIGNMENTS THE POLICY PROCESS, INSTITUTIONAL FRAMEWORK, ACTORS, AND CONTEXT Materials for Class: Case Study: *The Public Debate Reading: The Eightfold Path, Part I *Kingdon, John. Agendas, Alternatives, and Public Policies, 2 nd ed (New York: Longman Classics of Political Science, 2003), Chapters 2-3.

¹ *While class discussions may overlap class sessions, all readings and assignments are due as listed below. The course schedule is subject to change at the discretion of the professor.*

- SEPT. 12TH** **THE FEDERAL BUDGET AND THE FISCAL CONTEXT OF PUBLIC POLICY**
Materials for Class:
[Note: these readings are to break up reading for Sept. 19th class]
The Eightfold Path, Part II
Weimer and Vining, Chapter 4-5, pp 57-112
Guest Speaker: Phil Smith, National Field Director, The Concord Coalition
- SEPT. 19TH** **MARKET FAILURES AND OTHER REASONS FOR PUBLIC INTERVENTIONS**
Materials for Class:
Weimer and Vining, All of Part II, pp. 57-202
Eightfold Path P. III-IV
*Possible Case Study Addition TBD
- SEPT. 26TH** **CONSIDERING DIFFERENT POLICY INTERVENTIONS**
Materials for Class:
Weimer and Vining 205-258
*Savas, E.S. 2002. Competition and Choice in New York City Social Services. *Public Administration Review* (62) 1.
*Van Slyke, David. 2003. The Mythology of Privatization in Contracting for Public Services. *Public Administration Review* (63) 3.
*Case Study: The Ladder and the Scale: Commitment and Accountability at Project Match (Abridged)
- OCT. 3RD** **THE AFFORDABLE CARE ACT AND THE HEALTH CARE CONTEXT OF MEDICAID EXPANSION**
Materials for Class:
RAND Corporation, [The Affordable Care Act in Depth](#).
RAND Corporation, [U.S. Health Care Policy](#)
*CRS Report. Medicaid: An Overview
*CRS Report. Medicaid Expansion
Students will be asked to review 1-2 popular press articles
- OCT. 10TH** **MEDICAID EXPANSION, GUEST SPEAKERS, Q&A WITH THE EXPERTS**
Guest Speakers:
Harry Heiman, Professor of Practice, Georgia State University,
Others TBD
- OCT. 17TH** **MEDICAID EXPANSION – STUDENT PRESENTATIONS**

OCT. 23RD	<i>Medicaid Expansion Evaluative Memos Due @ 6:00pm on eLC</i>
OCT. 23RD	IMMIGRATION REFORM Materials for Class: *CRS Report: A Primer on US Immigration Policy (2021) *CRS Report: A Brief History of Comprehensive Immigration Reform Efforts in the 109 th and 110 th Congresses Students will be asked to review 1-2 popular press articles.
OCT. 23RD	<i>Withdrawal Deadline</i>
OCT. 31ST	IMMIGRATION, GUEST SPEAKERS, Q&A WITH THE EXPERTS Guest Speakers: TBD
NOV. 7TH	IMMIGRATION – STUDENT PRESENTATIONS
NOV. 14TH	<i>Immigration Evaluative Memos Due @ 6:00pm on eLC</i>
NOV. 14TH	STUDENT DEBT Materials for Class: *CRS Report: Federal Student Loan Forgiveness and Loan Repayment Programs *CRS In Focus: A Snapshot of Federal Student Loan Debt *CRS Report: Federal Student Loan Debt Cancellation: Policy Considerations *Susan Dynarski and Kreisman, Dan, “Loans for Educational Opportunity: Making Borrowing Work for Today’s Students,” The Hamilton Project (2013) Students will be asked to review 1-2 popular press articles.
NOV. 21ST	NO FORMAL CLASS WATCH SUSAN DYNARSKI, PROFESSOR, UNIVERSITY OF MICHIGAN <u>US HOUSE OF REPRESENTATIVES WAYS AND MEANS OVERSIGHT</u> <u>SUBCOMMITTEE HEARING TESTIMONY ON EXPANDING ACCESS TO</u> <u>HIGHER EDUCATION</u>
NOV. 28TH	STUDENT DEBT – STUDENT PRESENTATIONS / CLASS WRAP UP
DEC. 5TH	<i>Student Debt Evaluative Memos Due @ 6:00pm on eLC</i>