OVERVIEW
Welcome to Public Policy 001! This class provides a comprehensive introduction to the social science analysis of public policy. We will study why we need public policies; why public policies succeed or fail; and how to scientifically evaluate public policies. We will also devote considerable time to some of the biggest public policy issues of our time, such as: taxation, welfare programs, poverty and inequality, guns and crime, the environment, economic development, and healthcare. The field of public policy is interdisciplinary, and as a result, the class will feature perspectives from political science, economics, and sociology, and other fields. Because the U.S. is less than 5% of the world’s population and only one of nearly 200 countries, we will routinely engage in international comparison and seek to learn from the experiences of other countries. We will read a variety of texts, examine contrasting theories, and debate classic questions alongside the most recent controversies.

This course serves as an introductory and core course in the public policy major at UCR. My main aspiration is that students leave the course with a sophisticated understanding of the field of public policy analysis. Further, I hope students are able to apply the knowledge they have gained to their experiences in their past, present and future careers and citizenship.

READINGS
Students will NOT need to purchase any books for the class. All readings will be available on iLearn, the university’s instructional web-based system. They are available under the “Course Materials” link, and are listed by the first author’s last name. Students should read the readings before class that date. The readings will also be a key source of discussion in class. Therefore, finishing the readings before class is essential. The quantity of readings will average less than 75 pages per week. Let me be very clear: the readings will comprise a large part of each exam. If you fail to do the readings, it is highly unlikely you will do well on the exams.

EVALUATION
Two exams, section team debates, and section attendance will comprise students’ grades. The exams will be balanced between lecture and reading material. The exams will be “in-class”
exams and will include a combination of multiple choice and short answer questions. The exams will be graded for a comprehensive and deep understanding of course material, and coherent and clear answers. The final exam will be *partially cumulative*. The final exam will not request the tiniest details about information early in the semester, and the majority of the final exam will concentrate on the second-half of the course. However, students will be expected to cumulatively retain the core concepts throughout the semester.

Attendance to sections is mandatory. Beyond the 5% share of final grades, I will further lower final grades if students miss a large share of sections. We will attempt to reward active participation in class discussion in the final grades as well.

The composition of final grades and grading scale are as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>42%</td>
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<tr>
<td>Final Exam</td>
<td>43%</td>
</tr>
<tr>
<td>Team Debate</td>
<td>10%</td>
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<tr>
<td>Attendance</td>
<td>5%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;97.5%</td>
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<tr>
<td>A</td>
<td>92.6-97.4%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.5%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>82.6-87.4%</td>
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<tr>
<td>B-</td>
<td>80-82.5%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5-79.9%</td>
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<tr>
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<td>72.6-77.4%</td>
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<tr>
<td>C-</td>
<td>70-72.5%</td>
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<tr>
<td>D+</td>
<td>67.5-69.9%</td>
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<tr>
<td>D</td>
<td>62.6-67.4%</td>
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<tr>
<td>D-</td>
<td>60-62.5%</td>
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<tr>
<td>F</td>
<td>&lt;60%</td>
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**TEAM DEBATE**

The team debate will occur in the section meetings. In the first week, you will be randomly assigned to a debate team of 2-3 members, a topic/resolution, and a scheduled date. There will be 2-3 members per team, 2 teams for each debate, and six debates. These assignments are not negotiable. The debate format is as follows:

1. **Affirmative opening**: 7 minutes devoted to explaining, making an argument and providing evidence in favor of the resolution
2. **Cross-examination**: 2 minutes devoted to negative team asking the affirmative questions
3. **Negative opening**: 7 minutes devoted to arguing and providing evidence against, and critiquing the resolution
4. **Cross-examination**: 2 minutes devoted to affirmative team asking the negative questions
5. **Affirmative rebuttal**: 5 minutes devoted to critiquing negative arguments and summarizing, revisiting and defending affirmative arguments
6. **Negative rebuttal**: 5 minutes devoted to critiquing affirmative arguments and summarizing, revisiting and defending negative arguments
7. **Q&A**: 5 minutes devoted to allowing questions from fellow students in class (both questions and answers will be strictly time limited by the section instructor)

Each team member must participate as presenter at least once (in opening, cross-examination, or rebuttal). Each team is allowed 3 minutes of preparation time that they can freely distribute during the debate. Time limits will be very strictly enforced during the debate. Fellow students will vote before and after the debate, and the winner of the debate will be judged based on the change in votes in favor of or opposed to the resolution. Students will be graded for preparation, quality of evidence and arguments, coherence and clarity of arguments, and professionalism of presentation.

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CALENDAR of Topics and Assignments:

September 27  The Size, Scope and Role of Government I

No Section Meeting September 27

October 2  The Size, Scope and Role of Government II

Section Oct 2-4: Debate team assignment and preparation

October 4  Market Failures I

October 9  Market Failures II

Section Debate Oct 9-11 Resolution: Sex work and prostitution by adults should be legal.

October 11  State Failures I

October 16  State Failures II

Section Debate Oct 16-18 Resolution: The U.S. federal government should significantly reduce the national debt.

October 18  Economic Development

October 23  The Role of Social Science
Section Debate Oct 23-25 Resolution: California should vote yes on Proposition 6 to repeal the gas tax.

October 25 Policy Evaluation I

October 30 Policy Evaluation II

Section Oct 30-Nov 1: Review for Midterm Exam.

November 1 MIDTERM EXAM

November 6 Taxes

Section Debate Nov 6-Nov 8 Resolution: California should abandon its policy of raising the minimum wage to $15/hour.

November 8 Poverty, Inequality and Social Policy

November 13 Poverty, Inequality and Social Policy

Section Nov 13-Nov 15 Debate Resolution: The U.S. federal government should adopt a policy that provides Medicare to ALL residents.

November 15 Work-Family Policy
Collins, Caitlyn. 2017. “In Germany, Parents Can Sue the Government for Failing to
Provide Child Care.” The Atlantic January 10.

November 20 Healthcare

No Section Meeting November 20

November 27 The Environment
Barboza, Tony and David Zahniser. 2017. “California Officials Say Housing Next to Freeways is a Health Risk – But They Fund It Anyway.” The Los Angeles Times December 17.

Section Nov 27-Nov 29 Debate Resolution: University education should be free in the U.S.

November 29 Racial and Ethnic Heterogeneity

December 4 Immigration

Section Dec 4-Dec 6 Review for Final Exam

December 6 Gun Control, Crime and Punishment

December 14 FINAL EXAM Friday, 11:30 a.m.-2:30 p.m.

GUIDELINES:
1. Be on time. Lecture and sections will start on time and end on time. Moreover, we take roll only once—at the beginning of class. Also, please do not leave class before it ends.
2. Students are not permitted to use laptop computers or electronic devices during class. I appreciate there are advantages to taking notes electronically. However, in the past far too many students have abused this to use their laptops for non-class reasons and there is no way to monitor
who is using their laptop appropriately. In addition, social science research has convincingly demonstrated that access to computers and electronic devices undermines learning and academic performance. If this rule creates undue difficulty for a student – especially in the case of a special need – I will consider exceptions to this rule.

3. Final grades are final. Relatedly, our record of students’ attendance and absences is not open to debate.

4. Please turn off cell phones.

5. I do not give make-up exams or give incomplete grades, except under the most extreme emergencies. If you encounter an emergency, you should contact me before the test is administered, and you must verify your emergency.

6. A great deal of this course involves class discussion. Please respect the “rules of good discussion”. In particular, please consider the following: a) be good listeners to your fellow students (a democratic and open classroom necessitates a respectful environment); b) try to keep discussion focused on course material; c) discussion is usually more stimulating when many people are involved, thus I ask for your help in get everyone to contribute; and, d) respect and welcome all political and ideological perspectives and give them fair, critical consideration.

7. Respect the UCR guidelines for academic integrity:
   http://conduct.ucr.edu/docs/academicintegritybrochurestudent.pdf
   http://graduate.ucr.edu/academic_integrity.html
   http://conduct.ucr.edu/

I appreciate that the vast majority of students are very honest. Unfortunately, a few students in the past have not upheld such ideals. I want to stress that cheating and plagiarism in any form will not be tolerated. If a student violates academic integrity, I will pursue the issue seriously.

9. I cannot overemphasize the importance of regular class attendance. A substantial amount of each exam is based on lecture material that is not covered in the readings. Further, active class participation will be rewarded in the final grades!

10. Students with disabilities that may affect their ability to participate fully in the class or to complete all course requirements are encouraged to bring this to my attention promptly so that appropriate accommodations can be made. Students whose first language is not English should discuss any concerns with me. If students have conflicts related to University-sponsored events, it is your responsibility to inform me at the beginning of the semester and immediately before the day you will be absent. I am willing to accommodate these concerns, but let me know ASAP.

11. My notes will NOT be made available to students who miss class. The lecture material in this course is copyrighted and any reproduction of course notes for profit or commercial reasons is strictly prohibited. This means you prohibited from selling lecture notes to “Course Hero”.

12. I will do my best to be straightforward and fair. Please feel free to approach me if you encounter any difficulties. I would be happy to help in any way. Students will find that I am a reasonable and straight-forward person, so long as students meet these course guidelines.