INTRODUCTION TO POLICY ANALYSIS
Political Science 160AA Fall 2012
T-Th 2:00-3:20pm  YORK 2622

COURSE SYLLABUS

Professor: Zoltan Hajnal
Office Hours: Friday 10:30-12pm 395 Social Sciences Building
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TAs: Justin Reeves justin@gmail.com Fridays 12-2pm 320 Social Science Building
Konstantin Ash konstantin.ash1@gmail.com Thursdays 3:30-5pm Social Science Building 324
Matthew Walsh mpwalsh@ucsd.edu Wednesday 1-2:30pm Social Science Building

Course Description:
This course is designed to give students an understanding of how one might choose public policies. The first part
of the course provides basic knowledge of rationality, individual decision making, cooperation, and problems with
the market. The second third of the course provides a brief overview of each stage of the policy-making process.
The last part of the course consists of a series of public debates on current policy questions. By the end of the
course you should have a reasonable understanding of the values and goals that underlie public policy decisions,
the factors that constrain those decisions, and the analytical steps required to ultimately make those decisions.

How Your Grade Will Be Determined

<table>
<thead>
<tr>
<th>Component</th>
<th>Percent of Grade</th>
<th>Due Date/Date Held</th>
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<tbody>
<tr>
<td>Midterm 1</td>
<td>30</td>
<td>Oct 25th</td>
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<tr>
<td>Debate -Team Grade</td>
<td>20</td>
<td>see schedule</td>
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<tr>
<td>Cumulative Final</td>
<td>45</td>
<td>Dec 13th, 3pm</td>
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<tr>
<td>Participation</td>
<td>5</td>
<td>throughout</td>
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The course will consist of two meetings each week. I will lecture but questions and discussions are always
welcome. Attendance and reading are mandatory. All readings for a particular date should be done before the
beginning of class. Participation points will come from a) speaking in class, b) attending debates, c) submitting one
comment on each debate day, and d) meeting with your debate teammates in a timely manner.

Grading Policy:
Appeals about grades must be type-written, double spaced, and no more than one page long. It must be submitted
to your TA. The TA’s decision is final.

Required Books:

Other Readings: All course readings will be available either on e-reserves at:
http://reserves.ucsd.edu/eres/default.aspx (password zh160aa) or on the Ted/WebCT Course Website. Most of the
readings are at e-reserves so CHECK THERE FIRST. Only the longer book sections will be on Ted/WebCT.

Course Website:
For announcements, a copy of the syllabus, and other information, you can access the course website on WebCT
http://webct.ucsd.edu
PART I. A MODEL OF INDIVIDUALS, GROUPS, AND THE MARKET

9/27 Introduction

10/2 Rationality
Shepsle Chapter 2
Lawrence Mead. “The Logic of Workfare: The Underclass and Work Polley” The ANNALS of the
Essential Readings. 2nd Edition Theodoulou and Cahn Pages 23-29
American Academy of Political and Social Science January 1989 vol. 501 no. 1 156-169
Joel Waldfogel “Evidence that Prison Doesn’t Deter Crime” Slate.com Jan 30, 2007
Barbara Vobejda and Judith Havemann “Doing the Math on the Welfare ‘Family Cap’ Washington

10/4 Group Choice
Shepsle Chapter 3, Chapter 4 (53-74), Chapter 5 (111-123), and Chapter 6 (156-170, 174-179)

10/9 Voting Methods
Shepsle Chapter 7
Guinier “Voting Rights and Democratic Theory” pages 283-292 in Controversies in Minority

10/11 Cooperation and Collective Action
Shepsle Chapter 8 and 9

10/16 The Market Economy

10/18 Market Failures
Kirschenman and Neckerman “The Meaning of Race for Employers” pp 203-232 in The Urban
Institution Press
Perennial. pages 40-49

10/23 Midterm Review

10/25 Midterm
PART II. STAGES OF POLICY ANALYSIS

10/30  Introduction to Different Stages, Agenda Setting, Problem Definition

Houghton Mifflin. Chapter 6 (220-230)
Jeanne Sahadi “Taxing the fat in Your Food” CNN.com July 28, 2009
MEET WITH DEBATE TEAMS DURING LAST HALF OF CLASS

11/6  Establish Evaluation Criteria –
Michael Finkel “Complications” The New York Times May 27, 2001 Section 6 Column 1 Pg26


Houghton Mifflin. Chapters 6 (193-220, 230-238) & 7 (245-264)
Lucy Williams “Race, Rat Bites, and Unfit Mothers” 1995 Fordham Urban Law Journal Vol 22
Summer pages 1159-1196
MEET WITH DEBATE TEAMS FOR SECOND HALF OF CLASS

PART III. DEBATES

Read The Debaters Guide by Ericson, Murphy and Zeuschner. PP 12-16, 20-29, 72-73, and 99-111.

The Debates
1. Resolved: We should use force to prevent Iran from obtaining nuclear weapons
2. Resolved: We should increase border security to prevent more illegal immigration
3. Resolved: Gay marriage should be legal
4. Resolved: We should tax fatty foods
5. Resolved: We should redistribute more money to reduce inequality
6. Resolved: We should end the death penalty
7. Resolved: We should loosen environmental laws to expand domestic energy production
8. Resolved: We should outlaw abortion

11/15 DEBATES
11/20 and 11/22  NO CLASS, ENJOY, HAPPY THANKSGIVING
11/27  DEBATES
11/29  DEBATES
12/4  DEBATES
12/6  Review for Final
12/13  FINAL EXAM 3-6pm  LOCATION: To be announced

DEBATE GUIDELINES

Format
Pro Team Opening Statement - 90 seconds
Con Team Opening Statement - 90 seconds
Question and Answer Period - 18 minutes
   Each team will be asked three questions each.
   Time for Question - 30 seconds.
   Answer – 90 seconds.
   Rebuttal - 1 minute.
Pro Team Closing Statement - 1 minute
Con Team Closing Statement - 1 minute

Each team must submit one copy to me and one copy to their opposing team: (1) a discovery packet of no more than 50 single-sided pages and no smaller than 12 point font and (2) the three questions they will ask. Each question must be 25 words or less. Failure to comply will result in a one-letter grade penalty for all members of the team.

Debate Date       Deadline for Discovery Packet and Questions
11/15             11/13 at the beginning of class.
11/27             11/20 by noon (teams can agree on a different date/time if Prof Hajnal is informed)
11/29             11/27 at the beginning of class.
12/4              11/29 at the beginning of class.

Everyone must participate. Each student must do at least one of the following:
An opening statement OR a closing statement OR answer a question OR offer one rebuttal.
The consequence of failing to comply is a grade of 0 for this portion of the class.

About the Discovery packets
The purpose of a discovery packet is for both teams to have access to the evidence that the other teams will cite. Teams are restricted from making any non-obvious empirical claims that they do not provide evidence for in their discovery packet. All items included in the discovery packet must be properly cited. Items not properly cited will not be allowed into evidence for the debate. Discovery packets can be electronic or hard copies.

Grades
Each team will receive a grade.
All members of a team will receive the same grade. The one exception to this rule is for people for whom it is obvious little or no effort was exerted or people who cannot defend their claims.

Guidelines
-Treat this as a challenge. The better you prepare, the more rewarding this experience will be.
-Teams will be rewarded for conducting themselves in a professional manner.
-Time deadlines are strict. Teams will be rewarded for keeping within the given time limits.