

POLC 6397.2 – FALL 2018
FUNDAMENTALS OF POLICY ANALYSIS II:
POLITICAL ANALYSIS

INSTRUCTOR: Pablo M. Pinto, ppinto@central.uh.edu
DAY & TIME: Monday, 5.30–8.30pm
LOCATION: 116 McElhinney
OFFICE HOURS: Monday, 4.00–5.30pm or by appointment
OFFICE: 307A McElhinney

COURSE OBJECTIVES:

This is the second course in the Fundamental of Policy Analysis sequence. The course offers an introductory survey to methods and models of political analysis. Taxes, regulations and policies in general are the main output of the political system. Explaining the design, adoption and implementation of policies, thus, requires an analytical framework for understanding the main issues involved in aggregating individual preferences into collective political choices. The translation of preferences into policies results from the interaction of the demand and supply sides of politics. Individual and group preferences expressed through voting, mobilization and lobbying, are central features of the demand side of politics. Supply-side conditions are framed by political institutions, namely the structures that shape the aggregation of political preferences into policy outcomes. Political analysis is the discipline that studies how the interaction between political demand and supply results in different patterns of policy-making and policies.

Throughout the semester we will study the fundamental analytical models of politics applied to such topics as collective action, majority rule, coalition formation, and the functioning of government. The course will also help you develop an understanding of political system, and acquire tools to critically analyze policy issues and problems, evaluate the effectiveness of existing policy programs, and learn to communicate effectively your analysis to others.

REQUIREMENTS AND GRADING

GRADING: Course grades will be based on the following:

- Assignments (25%): you will be graded for your completion of in-class policy simulations and assignments, and your presentations of readings assignments.
- Mid-term exam (20%): the in-class midterm exam will be given on October 15.
- Policy Debate (15%): on November 26 we will hold a policy debate about a relevant policy issue. Each student will be assigned to a group, and each group will represent a relevant stakeholder in the policy issue under debate. In preparation for to the debate each group is expected to conduct in-depth research on the policy issue under discussion.
- Final assignment (25%): your final assignment will be to write a memo on the policy issue debated in the last session of the course. The memo will be based on research done in preparation for the policy debate. Your memo should identify the relevant stakeholders in the policy-making process, discuss the many different dimensions upon which the intended policy impacts, and make a recommendation on the course of action for a relevant stakeholder.
- Class participation (15%): Student contribution to class discussion is a substantial component of the final grade for this class. Students are expected to complete all required readings prior to class meetings, and be ready to take an active role in case assignments, simulations, and other class activities.

LOGISTICS

Books and Readings: The required textbooks for this class are:

- Kenneth A. Shepsle (2010). *Analyzing Politics. Rationality, Behavior and Institutions.* 2nd Edition. W. W. Norton
- David L. Weimer and Aidan R. Vining (2011). *Policy Analysis,* 5th edition. Longman.

Recommended books include the following:

- * Avinash K. Dixit (1998). *The Making of Economic Policy. A Transaction–Cost Politics Perspective*. MIT Press.
- * Avinash K. Dixit and Barry J. Nalebuff (2008). *The Art of Strategy. A Game Theorist’s Guide to Success in Business and Life*. W. W. Norton.
- * Charles Wheelan (2011). *Introduction to Public Policy*. W. W. Norton.

All readings listed are available in the textbooks or can be obtained through UH Library resources in hard copy or digital form. Please complete all reading before each class meeting, in the order listed on the syllabus. The main readings for each session are marked with a (●) on the syllabus. You are also expected to cover the readings marked with an (*). We will also conduct several simulations and work on cases related to the topics covered. There will be a charge (\$30–\$40 per student) to cover the license fee for the cases, which will be collected later in the semester.

Official Hobby School Attendance Policy: Hobby School students are expected to arrive on time for all their classes and remain in class until officially concluded. Students who miss more than three classes without a university approved excuse (e.g., military service, religious holidays), written note from a medical provider, or pre-approval from the course instructor will receive an F for the course. Students who are more than 15 minutes late for a class and/or leave class 15 minutes before its conclusion will be counted absent. Any student for whom this attendance policy represents a special hardship should talk to the instructor. Instructors are encouraged to make reasonable accommodations for students with special hardships or needs. However, students must understand that in-person instruction is essential to the education that Hobby School classes provide.

Use of Cell Phones, Tablets and Laptops: Since they cause interruptions and distractions, phones should be turned off during class time. Please do not use any Instant Messaging software if you bring your laptop to take notes. In particular, cell phones, portable devices and laptops may not be accessible during exams or quizzes.

Contact: Please use email to contact me with any issues. In the subject of your message please use an informative heading including course number (e.g. POLC 6397–Question about Monday’s case). Please do not contact me through Blackboard; I rarely check those messages.

Disclaimer and Announcements: The information contained in this class syllabus is subject to change without notice. You are expected to be aware of any additional course policies presented during the course. You should also check Blackboard periodically for announcements and updates.

Academic Integrity: I strictly enforce all of the policies regarding academic integrity such as cheating and plagiarism as determined by University of Houston. A copy of these regulations is available at: <http://catalog.uh.edu/content.php?catoid=6&navoid=1025>; ignorance of these policies is not an excuse for violations. Violations of academic integrity are a very serious matter, and I will pursue the strictest punitive action in the case of a violation. I consider very serious cases of academic dishonesty the following: using and/or submitting as one’s own a paper/project that was written by another student in the past; using and/or submitting as one’s own a paper/project that was obtained through the Internet, or some other source; having someone else write (even partially) or help with the writing of any of the required papers; having someone else do any of the work required for an exam; engaging in plagiarism: using any statements (either in a verbatim or paraphrased form) found in other people’s work as one’s own, and without proper citations; cheating on an exam.

Accommodations for students with disabilities: The University of Houston is committed to providing reasonable accommodations for eligible students with disabilities, including students who have learning disabilities, health impairments, psychiatric disabilities, and/or other disabilities. If you believe you have a disability that requires accommodation, please contact the Center for Students with Disabilities (CSD) at 713–743–5400 or 713–749–1527 (TTY).

University Sexual Misconduct Policy: The University of Houston is committed to fostering a safe, productive learning environment. Title IX and University policy prohibit discrimination on the basis of sex, which includes sexual misconduct or sexual exploitation. If you are a victim of sexual misconduct, sexual exploitation, or discrimination based on sex, you are encouraged to seek help from a trained professional or law enforcement. At the University of Houston the following personnel are available to assist you: Title IX Coordinator and his assistant coordinators [713–743–8835, rabaker4@uh.edu]; Campus law enforcement and/or security; Campus–based counseling staff; Campus–based student health center staff; Human Resources staff; Dean of Students Office staff; Student Housing and Residence Life professional staff.

PRELIMINARY SCHEDULE AND READING LIST

PART I – ECONOMIC THEORY OF POLITICS

Week 1: August 20 – INTRODUCTION: ACTORS, INTERESTS, AND INSTITUTIONS

- Shepsle 2010, Chapter 1

Week 2: August 27 – MARKETS AND GOVERNMENTS

- Weimer and Vining 2011, chapters 5–7.
- * Wheelan 2011. Chapter 2, pp. 39–64; Chapter 3, pp. 80–98.

STUDENT-LED DISCUSSION – Choose one of the following:

- Gary W. Cox. 1994. “A Note on Crime and Punishment.” *Public Choice*, 78(1): 115–124.
- Stephen Levitt and Stephen Dubner. 2005. “Chapter 4: Where Have all the Criminals Gone?” In Levitt and Dubner, *Freakonomics*. Harper Collins.

Week 3, September 3 – LABOR DAY – NO CLASS

PART II – RATIONALITY AND COLLECTIVE DECISION-MAKING

Week 4, September 10 – SOCIAL CHOICE

- Shepsle 2010, Chapters 2–4

IN-CLASS ASSIGNMENT:

- Case to be distributed

Week 5, September 17 – COOPERATION, COLLECTIVE ACTION AND PUBLIC GOODS

- Shepsle 2010, Chapter 8–10

STUDENT-LED DISCUSSION – Choose one of the following readings:

- Ronald Coase. 1960. “The Problem of Social Cost.” *Journal of Law and Economics* 3(1): 1–44.
- Mancur Olson. 1971. *The Logic of Collective Action. Public Goods and the Theory of Groups*. Harvard Univ. Press. [pp. 1–22, 33–65]
- Elinor Ostrom et al. 1999. “Revisiting the Commons: Local Lessons, Global Challenges.” *Science* 284: 278–282.

IN-CLASS ASSIGNMENT:

- Case to be distributed

Week 6, September 24 – ELECTORAL INSTITUTIONS, VOTING AND REPRESENTATION

- Shepsle 2010, Chapters 5–7

STUDENT-LED DISCUSSION – Choose one of the following readings:

- Larry Bartels. 2005. “Homer gets a tax cut: Inequality and public policy in the American mind.” *Perspectives on Politics* 3(1):15–31.
- Arthur Lupia, et al. 2006. “Were Bush Tax Cut Supporters ‘Simply Ignorant’? A Second Look at Conservatives and Liberals in ‘Homer Gets a Tax Cut’ ” *Perspectives on Politics*.
- Yotam Margalit. 2011. *Costly Jobs: Trade-related Layoffs, Government Compensation, and Voting in U.S. Elections*. *American Political Science Review* 105(1): 166-188.

Week 7, October 1 – EXECUTIVES AND LEGISLATURES

- Shepsle 2010, Chapter 11, 12 and 14

STUDENT-LED DISCUSSION – Choose one of the following readings:

- Roderick Kiewiet and Mathew McCubbins. 1991. *The Logic of Delegation*. University of Chicago Press. Chapter 2.
- Michael A. Bailey, Judith Goldstein, and Barry R. Weingast. 1997. “The Institutional Roots of American Trade Policy: Politics, Coalitions, and International Trade.” *World Politics* 49(3): 309–38.
- Elizabeth R. Gerber and Daniel J. Hopkins. 2011. “When Mayors Matter: Estimating the Impact of Mayoral Partisanship on City Policy.” *American Journal of Political Science* 55(2): 326–339.

Week 8, October 8 – IMPLEMENTING POLICIES: DELEGATION AND AGENCY

- Shepsle 2010, Chapter 13

STUDENT-LED DISCUSSION – Choose one of the following readings:

- Herbert A. Simon 2000. “Public Administration in Today’s World of Organizations and Markets.” *PS: Political Science and Politics* 33(4): 749–756.
- Mathew D. McCubbins and Thomas Schwartz. 1984. “Congressional Oversight Overlooked: Policy Patrols versus Fire Alarms.” *American Journal of Political Science* 28 (1): 165–179.
- Randall L. Calvert, Mathew D. McCubbins, and Barry R. Weingast. 1998. “A Theory of Political Control and Agency Discretion.” *American Journal of Political Science*, 33(3): 588–611.
- Ernesto Dal Bo. 2006. “Regulatory Capture: A Review.” *Oxford Review of Economic Policy* 22(2): 203–225. 165–179.

IN-CLASS ASSIGNMENT:

- Case to be distributed

Week 9, October 15 – MIDTERM-EXAM

PART III – ANALYZING AND DESIGNING POLICY

Week 10, October 22 – EVALUATING POLICY I

- Weimer and Vining 2011, Chapters 16 (Cost Benefit Analysis and Efficiency) and 17 (When statistics count: Revising the Lead Standard for Gasoline).
- William D. Berry and Mitchell S. Sanders. 2000. *Understanding Multivariate Research*, pp. 1–39, 45–49
- James McDavid and Laura Hawthorn. 2005. *Research Designs for Program Evaluations*. Sage. Chapter 3.

IN-CLASS ASSIGNMENT:

- Case to be distributed

Week 11, October 29 – EVALUATING POLICY II

- Weiss, Michael J., Howard S. Bloom, and Thomas Brock. 2014. “A Conceptual Framework for Studying the Sources of Variation in Program Effects.” *Journal of Policy Analysis and Management* 33(3): 778–808.
- William R. Shadish, Thomas D. Cook and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Houghton Mifflin. Chapter 8: Randomized Experiments.

STUDENT-LED DISCUSSION – Choose one of the following papers:

- Angus Deaton. 2009. “Instruments of Development: Randomization in the Tropics, and the Search for the Elusive Keys to Economic Development.” NBER Working Paper 14690, Cambridge, MA.
- Abhijit V. Banerjee and Esther Duflo, 2009. “The Experimental Approach to Development Economics.” *Annual Review of Economics*, *Annual Reviews* 1(1): 151–78.
- Benjamin A. Olken. 2010. “Direct Democracy and Local Public Goods: Evidence from a Field Experiment in Indonesia.” *American Political Science Review* 104 (2): 243–267.

PART IV – LEADERSHIP

Week 12, November 5 – LEADERSHIP

Week 13, November 12 – MOTIVATION

Week 14, November 19 – HIGH-PERFORMANCE TEAMS

PART V – CRAFTING EFFECTIVE POLICY ARGUMENTS

Week 15, November 26 – POLICY DEBATE

- Arthur Lupia. 2013. “Communicating Science in Politicized Environments.” *Proceedings of the National Academy of Science* 110: 14048–14054.

IN-CLASS ASSIGNMENT: POLICY DEBATE

- Trade Policy in the United States