What happens when politics meets policy? The cynical, and all-too-common answer, is that “good policy” dies. But this separation between politics and policy is exactly what policy analysts, administrators, and advocates must reject. Within a democratic system, policies without political support or an institutional sponsor are only ideas. To successfully put ideas into practice, you need to understand and work with the motivations and constraints of your fellow actors in the political system.

This section of 510 follows the policymaking process after legislators claim credit and the TV cameras shut down: the work of trying to implement and interpret the law. In the United States, the executive branch guides this process through rulemaking, and the judicial branch oversees it. But neither of these two branches of government operates in isolation from each other, from Congress, or most importantly, from the democratic process. This extent to which bureaucracy and the courts are insulated or open to public influence, and the channels through which that influence occurs, explain a large part of what happens “on the ground” in the United States. It also serves as a key point of contrast in understanding how policymaking in other countries compares to the United States.

What Inclusion Means to Me

Both the Ford School and I are committed to ensuring your full participation in class. I want to make it possible for you and your classmates to learn as much and as well as you can, to challenge yourselves to acquire new skills, to hone talents you already have, and to help and support each other. I am always eager to know what we can do to make your learning possible. You will see that I require accommodations in order to teach, and I encourage you to be open with Morgan and me, or with Corey Stork at Student Services (storkc@umich.edu) and the Associate Dean, Paula Lantz, (plantz@umich.edu) about your needs and your suggestions.
Ford School Inclusivity Statement

Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities

If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Resources for Student Mental Health and Well-Being

The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/

Plagiarism

Copying and pasting is so quick, and web sources are so numerous, that it is easy to get lazy about citing sources and even about putting ideas into your own words. It is even easier to justify copying and pasting when you are writing from the point of view of a real person or organization: isn’t it more accurate to use their press releases, their speeches, or their Congressional testimony instead of your own words?

NO. Our expectation, in this and in every class, is that you can learn to write it better than the original – and that’s what you’re in school to do. **Put ideas in your own words. If you**
have to use a quote, put it in quotation marks. Cite every source you use, including sources that yield information but not quotes. Copying or cutting and pasting from web sites or published sources is never acceptable. The syllabus shows the preferred citation format, but the basic rule is simple: citations help your reader, and you, locate the source. As long as you provide that information, the exact format is secondary.

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at this link: http://fordschool.umich.edu/academics/expectations

Assignments and Grading: Please see the “Assignment Guide” for details.

Class Schedule

Please purchase one book:


This book is available on Amazon and from other online retailers in new, used, and e-copies. Students from last year’s 510 (only my section) may also have copies they can lend or sell to you.

Wed., 9/5:   Introduction

Fri., 9/7:   Turn in your roundtable survey answers by 9 pm today:  https://docs.google.com/forms/d/e/1FAIpQLSfncvhF3nBpg9u7cG9SBgLKjCLsHL4Zql4QXPRbgs0iu62Daw/viewform?usp=sf_link

Mon., 9/10:   Essay #1: What is important to me, and why

Due (in class): Write a short essay explaining why some political position or belief is important to you. For instance, you might write about how your family’s three generation history of farming has made you sensitive to food security and availability around the world; how being an evangelical makes you a liberal on fiscal policy but a conservative on social policy; or how you rejected your parents’ Vietnam Era radicalism to become a U.S. Marine and a national defense hawk.

Include a paragraph in the essay where you consider why OTHERS also value this position/belief and discuss why their reasons are similar or different from yours. For instance, you might recognize that other people value food security because of poverty or malnutrition; how is their commitment to this issue similar to, or different from yours? The entire essay should not be longer than 300 words.

You will be sharing your essay with classmates, so please bring TWO paper copies of your essay to class. (Also remember to bring a pen, to write comments for your classmates.)
Wed., 9/12:  Introduction to the Civil Rights Movement

As you read: John Kingdon’s model identifies “problems” and “solutions” that must both be available when a “policy window” opens. In 1960, what “problems” were grassroots civil rights activists identifying? What “solutions” or “alternatives” were available? Is there a good match between “problems” and “solutions”?


Fri., 9/14, at 9 pm:  Revised version of Essay #1 due on Canvas. Remember that the completed essay may not be longer than 300 words.

Mon., 9/17:  Social movement mobilizing for the Civil Rights Act of 1964

As you read: For each reading, identify the activists (there may be more than one activist group) and their audience(s). Are they the same people? If not, how are the activists appealing to their audiences? How is the message different (if it is) than the message that might have inspired the activists themselves to act? What tensions are created when the activists are speaking to an audience that is different from themselves?


**Wed., 9/19: Identifying stakeholders for your roundtable issue**

**Due (in class):** Create a google doc shared with all the members of your roundtable group, the professor, and the GSI. Before class, each student should add a section (1) identifying one news article about the roundtable issue with the appropriate citation; (2) summarizing the article, with a focus on potential stakeholders; (3) listing at least two stakeholders whom the student would like to represent. News articles should not be duplicated. This assignment must be completed before class so that during class, each group can come to a tentative decision on the specific policy and the stakeholders for its roundtable.

**Fri., 9/21, at 9 pm:** Submit your roundtable issue and stakeholder list via Canvas. Each stakeholder must be matched with the student who will represent it.

**Mon., 9/24: Audiences and activism**

**As you read:** Using Lupia’s discussion, assess how successful the social movement groups you read about were at reaching out to their audiences. Then, using Lupia and Lakoff, create an equally sincere – but unsuccessful – effort to reach out to those audiences. Finally, apply these readings to today’s politics: which social movement activists need to mobilize audience support? What are successful or unsuccessful ways of doing so?


**Wed., 9/26: Nonviolence as philosophy and tactic**

**As you read:** Think about the condemnations of violence that you have heard since the Charlottesville demonstrations in August 2017. Who are the audiences for these condemnations? Do any of them share a belief in the philosophy of nonviolence that these readings present? If not, how can activists who believe in nonviolence appeal to these audiences?


Recommended:


Mon., 10/1  Essay #2: Identifying the audience for your roundtable group

Due (in class): You are a staffer for your roundtable group. Write a memo to the head of your group explaining what audience your group needs to win support from in order to achieve its goals. Your memo must have a thesis: a single sentence in which you take a position (“Trump’s evangelical supporters must be involved in the battle to confirm Brett Kavanaugh” and offer an explanation (“because they may otherwise choose to sit out the midterm election.”)) It should also offer a counter-argument: a paragraph in which you consider an alternative analysis. (“Since evangelical leaders have consistently supported the president, an active effort to engage them in the confirmation battle may seem like a waste of energy. Instead, our resources could be used to activate lawyers, especially conservative lawyers who may be uneasy about some of the president’s actions.”) Justify your counter-argument, but also explain why you have offered the recommendation in your thesis instead.

Please bring TWO paper copies of your memo to class. (Also remember to bring a pen, to write comments for your classmates.) The final paper is limited to 500 words, but you do not need to observe the limit in your draft.

Wed., 10/3: The dynamics of compromise

As you read: The readings today describe a variety of (attempted) compromises: between the Kennedy Administration, House Democrats, and House Republicans; between Southern Democrats in the Senate and the Senate Democratic leadership; between Democratic committee chairs and Democratic committee members. Using Binder and Lee’s definitions, are these compromises distributive or integrative? Why?
Sarah Binder and Frances Lee.  2013. “Making Deals in Congress.” Chapter 3 in
American Political Science Association, Report of the Task Force on Negotiating
Agreement in Politics, p. 54-72. Accessed at: http://www.andre-
baechtiger.ch/tl_files/baechtiger/pdf/Negotiating%20Agreement%20in%20Politics.pdf#p
age=64

Todd Purdum. 2014. An Idea Whose Time Has Come: Two Presidents, Two Parties, and
the Battle for the Civil Rights Act of 1964. New York: Henry Holt and Co. Read p. 117-
147.

York: Bloomsbury Press. Read p. 189-239.

Stephen C. Halpern. 1995. “Appendix B: The Evolution of the Language of Title VI in
the Legislative Process.” From On the Limits of the Law: The Ironic Legacy of Title VI of

Fri., 10/5 at 9 pm: Draft policy explainer and article selection due on Canvas.

Mon., 10/8: Understanding wins and losses: what are the activists’ goals?

As you read: Unlike the tortuous, multi-year negotiation that created the Civil Rights Act of
1964, the Voting Rights Act of 1965 was introduced to Congress and signed into law within five
months. How did it address the concerns that activists had about the 1964 Act? Should it be
seen as part of the negotiation over the Civil Rights Act, rather than as a separate legislative
achievement?

John Kingdon. 1995. “The Policy Window, and Joining the Streams.” Chapter 8 in


at: https://fas.org/sgp/crs/misc/R43626.pdf


As you read: You will be assigned to a group working on one of the titles of the Civil
Rights Act of 1964. Read the text carefully. Can you determine what the enforcement
mechanism for your title is? That is, how will violations of this title come to light? When
they do, how will they be stopped?


**Fri., 10/12 at 9 pm**: Revised version of Essay #2 due on Canvas. Remember that the essay may not be longer than 500 words.

**Mon., 10/15: FALL STUDY BREAK**

**Wed., 10/17: Direct action as a policy tool: The Voting Rights Act**


**Mon., 10/22: Is funding like pre-emption? (I): Congressional implementation**


**Wed., 10/24: Is funding like pre-emption? (II): Agency implementation**


**Mon., 10/29: Essay #3: Creating an integrative compromise for your roundtable group OR Managing federal-state cooperation for your roundtable issue**

**Due (in class):** The head of your roundtable group has asked you to write a strategic plan for your group. You must specify an overall goal that your group wants to achieve, and create a strategy to achieve it, either by (1) proposing a new compromise with legislators, agency staff, or other groups active in your issue area, who otherwise could threaten your goal; or (2) proposing a substantial change in the current level of cooperation with federal or state actors, through the creation of new law, new funding mandates, or new agency policy. Note that neither strategy can rest upon gaining more support for your position by rhetorically reframing it for new audiences. Instead, you must propose a substantive legislative or regulatory change. Include a discussion of the costs of this strategy and a justification for why the strategy is nevertheless worthwhile.

Please bring TWO paper copies of your memo to class. (Also remember to bring a pen, to write comments for your classmates.) The final paper is limited to 500 words, but you do not need to observe the limit in your draft.

**Wed., 10/31: Happy Halloween: Laws disguised as rules, rules disguised as guidance**


Mon., 11/5: Tracking the evolution of guidance: Campus sexual misconduct investigations


Wed., 11/7:  Judicial oversight of agencies


Fri., 11/9 at 9 pm:  Revised version of Essay #3 due on Canvas. Remember that the essay may not be longer than 500 words.

Mon., 11/12:  State attorneys general and the multistate lawsuit


Wed., 11/14: Roundtable #1

Mon., 11/19: Roundtable #2

Wed., 11/21: THANKSGIVING – NO CLASS

Mon., 11/26: Roundtable #3

Wed., 11/28: Roundtable #4

Mon., 12/3: Roundtable #5

Wed., 12/5: Roundtable #6

Mon., 12/10: The effect of the 2018 midterm elections on future political strategy – Readings TBA

Mon., 12/17 at 9 am: Strategy Memo due on Canvas