



PubPol 580: Values, Ethics and Public Policy
Fall, 2016

Mondays/Wednesdays 8:30 – 10:00 a.m.
1230 Weill Hall

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Course Description: The primary focus of this course is about normative values in public policy: how various conceptions of the “common good” and normative arguments/moral reasoning are used by policy actors to motivate and justify policy preferences. These include arguments rooted in constructs such as justice, fairness, freedom, duty/obligation, and efficiency.

Overall, this course seeks to make students sensitive to and articulate about the ways in which moral and ideological values come into play in the policy process, including in how social problems are defined or framed, in the design of potential policy solutions, and in the policy analysis process. Topics include the tensions between ethics and politics, an introduction to various moral theories that figure in contemporary policy debates, a consideration of the principal values that animate American politics. The course also addresses a number of issues and dilemmas in public policy research and professional ethics. Through the use of public policy case studies, the course will address the ethical and moral dimensions of a number contemporary domestic and international policy issues.

Course Objectives: Through this course, students will achieve the following objectives:

1. To be familiar with and able to apply the key constructs in applied ethics, including utility, liberty, deontology (duties and rights), and justice.
2. To develop and demonstrate the ability to think in a sophisticated and reflective way about the ethics, values and goals of a variety of public policies, including the ability to articulate and engage in discussion about one's own personal values and ethical beliefs.
3. To be able to articulate verbally and in writing the ethical aspects of public policy, including as a key part of an applied policy analysis and policy decision making.
4. To understand problems and potential solutions for common ethical challenges in public policy research.
5. To be aware of and prepared to respond to common ethical challenges faced by public policy professionals in their work.
6. To gain skills in discussing and debating the ethics and values dimensions of public policy issues in a professional, respectful and productive manner.

Course Requirements: This course requires you to be engaged, fearless in your creativity and expression of opinion, respectful of others' opinions and values, and open to constructive assessments of your ability to analyze the moral and ethical dimensions of public policy. You are expected to keep up with the readings, and to come to class prepared to discuss the subject matter of each day.

Course Assignments:

Gostin framework paper	20%	10/10/16
Presidential candidate policy critique	15%	10/24/16
Group presentation	15%	11/07/16 or 11/09/16
Policy options analysis paper	25%	12/12/16
Blog posts and responses	10%	by 11/27/16
Class Attendance/Participation	<u>15%</u>	
	100%	

Assigned Book: Sandel MJ. *Justice: What's the Right Thing to Do?* New York: Farrar, Straus and Giroux, 2009.

Case Studies: Two need to be purchased online (instructions will be e-mailed).

All assignments will be given in writing, with clear instructions. Late work needs to be negotiated *before* the day the assignment is due, just like you would do on a job. Professor Lantz will almost always be willing to negotiate a new deadline if there is a valid reason. However, **assignments that are turned in late without prior approval will be docked one grade step for every day they are late.** You would never be late with a work assignment/project without talking to your boss before you missed a deadline. You should not do this in graduate school either.

Methods of Instruction: Our class time together will include some lectures with class discussion. Although abstract debates about ideology and the normative features of public policy are commonplace, the most productive, nuanced discussions are situated in a clear policy context with concrete facts. As such, we will be using a case-based approach in many of our discussions, using concrete domestic and international policy issues as the focus of the discussion. Class time will include a lot of small group discussion of case studies and other materials. In addition, class will include a number of student-led discussions and presentations.

Class Discussion: This course is designed to challenge students to engage in difficult conversations about sensitive issues. In the policy world, such conversations occur quite frequently and are impossible to avoid. Disagreement about core values, ethical beliefs and the role of government will likely occur daily in class. In such conversations, we all need to be sure to be open-minded, to fully listen to others and consider their perspectives, and to be professional and respectful in our remarks and contributions to the discussion. It is perfectly fine to express contrary opinions and perspectives, and to challenge each other. However, it is inappropriate to personalize differences of opinions, or to engage in rude, insulting or hostile behavior during our discussions and debates. The goal is to have lively and respectful exchanges, modeling the types of debates and dialogues that are productive in professional practice. On the first day of class, we will collectively set the ground rules for the norms for class discussion and debate in the course.

Writing: Good written communication skills are important in every profession. In the policy world, the ability to craft clear and cogent statements regarding problems and their potential policy solutions is essential. During the semester, students will produce written assignments in formats that are commonly used in policy analysis. Because good writing is essential to being effective in the policy world, it is expected that students will put significant time and effort into the written assignments.

Written assignments should reflect deep thinking and significant effort in terms of the writing quality. Expectations include the following: 1) written assignments will be neat and professionally presented; 2) students will **not** turn in first or second drafts; 3) written assignments will be carefully proof-read and reasonably free of grammatical errors and spelling mistakes; 4) references will be provided in a professional, neat format; and 5) the writing style and approach will fit the format for the assignment.

Unless you are an exceptionally gifted and experienced writer, it will be difficult to do well on these assignments if you hand in a first or second draft.

Class Expectations:

- Arrive to class on time. We will start promptly at 8:40 a.m. and end promptly at 10:00 a.m. each day, without a break. **Do not enter the classroom after 9:00 a.m.** Also, please refrain from going in and out of the room during class.
- Be prepared for class by doing assigned readings AND your own research and reading on the topics of the day. Actively engage in discussions and policy debates in class. Contribute to the learning environment and intellectual level of the course. Challenge yourself and others.
- The use of laptop computers or iPads for taking notes, checking on the current status of a legislative bill for purposes of discussion, etc. is allowed for class purposes only. **The use of laptops, cell phones or other devices during class for checking e-mail, Instagram or Facebook, sending text messages, reading stuff online, tweeting, shopping, checking out videos on YouTube, Pokemon hunting or any other activities not related to class is prohibited.**
- It needs to be repeated: During class, you may **not** check your computer or cell phone for messages or send messages/tweets/etc. **Put your phone away.** You may use a laptop, tablet or other device to take notes, but please do not engage in any online activities or e-mail or text communication during class. If use of laptops or devices is abused, they will be banned from class.
- Academic misconduct includes cheating, misrepresenting one's own work, taking credit for the work of others without acknowledgement and without appropriate authorization, and the fabrication of information. Any form of misconduct will be taken very seriously. Academic dishonesty also includes using something you produced for another class for an assignment without prior permission.
- The most common form of academic misconduct is plagiarism—that is, taking someone else's words and/or ideas and passing them off as your own. **It is plagiarism to copy passages from a text or to import text or graphics from any website or document into a written assignment and present it as your own without quotations or other means of clearly identifying and referencing the cited work.** Plagiarism is taken quite seriously at the University of Michigan, and will be dealt with harshly if detected. Consequences could include failing the course or expulsion. BEWARE: Professor Lantz is an expert in detecting plagiarism and accepts no excuses.
- If you are unsure about how to properly reference and quote the sources you use in your writing, please seek out the many resources available to you. In school and on the job, ignorance of the proper way to cite other people's ideas and words is not an acceptable excuse for plagiarism. So please be careful in how you use

information and ideas from other sources, especially information you find on the Internet.

FORD SCHOOL OF PUBLIC POLICY 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

STUDENT MENTAL HEALTH AND WELLBEING

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/>.

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.

Other information of Ford School norms/expectations and resources for students can be found at: <http://fordschool.umich.edu/academics/expectation>

Syllabus/Assigned Readings:

9/7/16 Introduction to Course

O'Hare M. A Typology of Governmental Action. *Journal of Policy Analysis and Management*. 1989; 8:670-672.

Eric Thomas Weber. Chapter 1: Introduction. *Morality, Leadership, and Public Policy*. London: Bloomsbury, 2011; pages 1-8.

9/12/16 What Matters is the End Result: Utilitarianism What Matters is Individual Liberty: Libertarianism

Sandel MJ. Chapter 1: Doing the Right Thing; pages 3–30
Chapter 2: Utilitarianism; pages 31-57
Chapter 3: Libertarianism; pages 58-74.

Peter Singer (Utilitarian Philosopher) on Effective Altruism:
<https://www.youtube.com/watch?v=qus9G3DBL40>

Policy Topics: Sugar-sweetened beverage tax
Mandatory labeling of GMOs
Use of torture with suspected terrorists
Physician-assisted suicide
Bans in France on head scarves, niqabs and burkinis

9/14/16 What Matters is the Motive: Deontology and Human Rights

Sandel MJ. Chapter 4: Markets and Morals; pages 75-102
Sandel MJ. Chapter 5: Immanuel Kant; pages 103-139

UN Universal Declaration of Human Rights
<http://www.amnestyusa.org/research/human-rights-basics/universal-declaration-of-human-rights>

Paul Farmer. Pathologies of Power: Rethinking Health and Human Rights. *American Journal of Public Health*. 1999; 89(10):1486=96.

Policy Topics: Selling kidneys in a private market
Torture
Conscience clauses for public officials and private service providers

9/19/16 What Matters is Fairness: Distributive Justice

Sandel MJ. Chapter 6: The Case of Equality/John Rawls; pages 140-166.

Jencks C. Whom Must We Treat Equally for Educational Opportunity to be Equal? *Ethics*, 1988; 518-33.

<https://is.cuni.cz/studium/predmety/index.php?do=download&did=67731&kod=AFS100624>

Gutting G and Anderson E. What's Wrong with Inequality? *New York Times*, April 23, 2015. http://opinionator.blogs.nytimes.com/2015/04/23/inequalities-we-can-live-with/?_r=0

Deferred Action for Childhood Arrivals. U.S. Homeland Security Website: <https://www.dhs.gov/deferred-action-childhood-arrivals>

Policy Topics: Equal Pay for Equal Work
 Deferred Action for Childhood Arrivals
 Gay Marriage

9/21/16 When Can/Should the Government Intervene? (U.S. Context)

Sandel MJ. Chapter 10: Justice and the Common Good; pages 244-269.

Kass N, Hecht K, Paul A, Birnback K. Ethics and Obesity Prevention: Ethical Considerations in 3 Approaches to Reducing Consumption of Sugar-Sweetened Beverages. *American Journal of Public Health*. 2014; 104:787-95.

Questions and Answers on HUD's Proposed Rule on Smoking in Public Housing: <http://portal.hud.gov/hudportal/documents/huddoc?id=finalsmokefreeqa.pdf>

Will Gun Tax Survive Challenge? The Pew Charitable Trusts. April, 2016. <http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2016/04/06/will-gun-tax-survive-challenge>

Policy Topics: Obesity prevention
 Banning smoking in public housing
 Taxing guns and ammunition

9/26/16 Justifying Government Intervention

Gostin, L. O. 2000. Public Health Law in a New Century: Part iii: Public Health Regulation: A Systematic Evaluation. *JAMA* 283(23):3118-3122.

Eric Thomas Weber. Chapter 2: On Applying Ethics: Who's Afraid of Plato's Cave? *Morality, Leadership, and Public Policy*. London: Bloomsbury, 2011; pages 15-29.

Lam, Bouree. Is There a Moral Way to Fix America's Kidney Shortage?" *The Atlantic*, January 22, 2015. <http://www.theatlantic.com/business/archive/2015/01/is-there-a-moral-way-to-fix-americas-kidney-shortage/384710/>

Ann Arbor First City in Michigan to Raise Tobacco Purchase Age to 21.
http://www.mlive.com/news/ann-arbor/index.ssf/2016/08/ann_arbor_is_first_city_in_mic.html
(Read the article and the comments!)

Optional: Institute of Medicine. *Public Health Implications of Raising the Minimum Age of Legal Access to Tobacco Products*. Report Brief, March, 2015.
https://www.nationalacademies.org/hmd/~media/Files/Report%20Files/2015/TobaccoMinAge/tobacco_minimum_age_report_brief.pdf

Policy Topics: Organ Donation Policy: Opt-Out on Driver's Licenses
 Raising Legal Tobacco Sale Age to 21
 Prop 2 in Michigan

10/3/16 Racism and Public Policy

Dr. Martin Luther King Jr. speaking about civil disobedience on Meet the Press, March 28, 1965.
<https://www.youtube.com/watch?v=jBkgdGIBv00>

Rothstein R. Commentary: The Racial Achievement Gap, Segregated Schools, and Segregated Neighborhoods – A Constitutional Insult. *Race and Social Problems*. 2014; 6(4). Also published on Economic Policy Institute website:
<http://www.epi.org/publication/the-racial-achievement-gap-segregated-schools-and-segregated-neighborhoods-a-constitutional-insult/>

Justin Feldman Blog Post. Roland Fryer is Wrong: There is Racial Bias in Shootings by Police. July 12, 2016.
<http://scholar.harvard.edu/jfeldman/blog/roland-fryer-wrong-there-racial-bias-shootings-police>

Flint Water Advisory Task Force Final Report. March, 2016. (Read Executive Summary and Recommendations, and skim rest of the report.)
https://www.michigan.gov/documents/snyder/FWATF_FINAL_REPORT_21March2016_517805_7.pdf

Policy Topics: Residential Segregation
 Police Shootings
 Flint Water Crisis

10/10/16 Social Construction/Framing of Problems

Armstrong, EM. Diagnosing Moral Disorder: The Discovery and Evolution of Fetal Alcohol Syndrome. *Social Science and Medicine*. 1998;47(12):2025-2042.

Wondemaghen. Media Construction of a School Shooting as a Social Problem. *Journalism*. 2013; 1-17.

Paper Due: Application of Revised Gostin Framework

10/12/16 Ethics in Policy Economic Analysis

Sandel MJ. Chapter 8: Who Deserves What? - Aristotle; pages 184 – 207.

Mueller J, Stewart MG. Balancing the Risks, Benefits, and Costs of Homeland Security. *Homeland Security Affairs*, August, 2011.

<https://www.hsaj.org/articles/43>

OPTIONAL: Sandel MJ. Market Reasoning as Moral Reasoning: Why Economists Should Re-engage with Political Philosophy. *Journal of Economic Perspectives*. 2013; 27(4):121-40. <https://www.aeaweb.org/articles?id=10.1257/jep.27.4.121>

10/17/16 FALL BREAK

10/19/16 Student Groups Meet Regarding Policy Presentations

10/24/16 Policy Options Analysis

Presidential Candidate Policy Critique Due

Pick one of the public policy goals below and read up on it:

1. Increase high school graduation rates and reduce disparities
2. Decrease police shootings in stops and arrests
3. Increase number of Syrian refugees in US without threatening national security
4. Reduce prevalence of obesity in U.S.
5. Reduce number of abortions in U.S.
6. Alleviate food crisis in Venezuela
7. Reduce honor killings in Pakistan

Accessible Parking Policy Options Advisory Committee, Policy Option Evaluation; San Francisco, February 19, 2013.

<https://www.sfmta.com/sites/default/files/projects/Research%20and%20analysis-%20accessible%20parking%20policy%20options%20evaluation.pdf>

Kraft and Furlong, Criteria for Options Analysis; from *Public Policy: Politics, Analysis and Alternatives*. Thousand Oaks, California: Sage, 2013.

OPTIONAL: Neumeyer, Eric. Pollution Havens: An Analysis of Policy Options for Dealing with an Elusive Phenomenon. *Journal of Environment and Development*. 2001; 10(2): 147-177.

[http://www.lse.ac.uk/geographyandenvironment/whoswho/profiles/neumayer/pdf/article%20in%20journal%20of%20environment%20and%20development%20\(pollution%20havens\).pdf](http://www.lse.ac.uk/geographyandenvironment/whoswho/profiles/neumayer/pdf/article%20in%20journal%20of%20environment%20and%20development%20(pollution%20havens).pdf)

10/26/16 Policy Options Analysis -- Continued

10/31/16 Case Study: Income Security Policy in Mexico

Levy D and Coarasa J. *Providing Pensions for the Poor: Targeting Cash Transfers for the Elderly in Mexico*. Harvard Business School Case, March, 2014.

11/02/16 Pragmatism and Applications in Public Policy Related to Reproduction

Eric Thomas Weber. Chapter 4: What Experimentalism Means in Ethics. *Morality, Leadership, and Public Policy*. London: Bloomsbury, 2011; pages 53-71.

Wang F, Gu B, et al. The End of China's One-Child Policy. Washington, DC: Brookings Institution, March 20, 2016.

<https://www.brookings.edu/articles/the-end-of-chinas-one-child-policy/>

Tong, R and Williams, N. Feminist Ethics. *The Stanford Encyclopedia of Philosophy* (Summer 2016 Edition), Edward N. Zalta (ed.)

<http://plato.stanford.edu/entries/feminism-ethics/>

OPTIONAL:

Sandel MJ. The Case Against Perfection. *The Atlantic*, April, 2004.

<http://www.theatlantic.com/magazine/archive/2004/04/the-case-against-perfection/302927/>

11/07/16 Student Policy Presentations

11/09/16 Student Policy Presentations

11/14/16 Human Subjects Research and Ethics

National Institutes of Health. Clinical Center; Department of Bioethics. *Exploring Bioethics*. Willowbrook Hepatitis Experiments. Washington, DC, 2009.

https://science.education.nih.gov/supplements/nih9/bioethics/guide/pdf/master_5-4.pdf

Summary of *The Belmont Report*:

<http://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. New York: Broadway Paperbacks, 2010:

Prologue pages 1-9

Chapters 23 - 27 pages 180 – 217 (Optional: Read entire book!)

Brainard, Curtis. HeLa-cious coverage: Media overlook ethical angles of Henrietta Lacks story. *Columbia Journalism Review*. March 28, 2013.

http://www.cjr.org/the_observatory/henrietta_lacks_hela_genome_pr.php

11/16/16 Research Ethics and Experimental Study Designs

Sandel MJ. Chapter 9: What Do We Owe Each Other? Dilemmas of Loyalty; pages 208-243.

Davis MM, Lantos JD. Ethical Considerations in the Public Policy Laboratory. *JAMA*. 2000; 284(1):85-87.

Jones JW, Richman BW, McCullough LB. The Ethics of Sham Surgery Research. *Journal of Vascular Surgery*. 2003; 37:482-3

11/21/16 International Public Policy: Counterterrorism and Climate Change

Blanchard CM, Humud CE. The Islamic State and U.S. Policy. Washington, DC: Congressional Research Service, June 27, 2106.

Department of State & USAID Joint Strategy on Countering Violent Extremism. May, 2016. <http://www.state.gov/documents/organization/257913.pdf>

United Nations. Ethical Principles for Climate Change: Adaptation and Mitigation. Report of COMEST. Paris, 1 October, 2015.

<http://unesdoc.unesco.org/images/0023/002345/234529E.pdf>

SKIM: United National Environment Programme. Climate Change and Human Rights. December, 2015.

11/23/16 NO CLASS Topic and Outline for Final Policy Analysis Due

11/28/16 Case Study: Policing and Race

Harvard Kennedy School Case Study. *A Rising Storm: Eric Garner and the Explosive Controversy Over Race & Policing*. March 3, 2016.

Jones CP. Levels of Racism: A Theoretic Framework and a Gardener's Tale. *American Journal of Public Health*. 2000; 90: 1212-15.

11/30/16 Diversity/Equity/Inclusion Policy Issues in Secondary Education

Sandel MJ. Chapter 7: Arguing Affirmative Action; pages 167-183.

Green A. The Cost of Balancing Academia and Racism. *The Atlantic*, January 21, 2016.

<http://www.theatlantic.com/education/archive/2016/01/balancing-academia-racism/424887/>

Friedersdorf C. The Perils of Writing a Provocative Email at Yale. *The Atlantic*, May 26, 2016.

<http://www.theatlantic.com/politics/archive/2016/05/the-peril-of-writing-a-provocative-email-at-yale/484418/>

Hartocollis A. Supreme Court Decision on Affirmative Action Cheered by College Admissions Experts. *New York Times*, June 23, 2016.

<http://www.nytimes.com/2016/06/24/us/supreme-court-decision-on-affirmative-action-cheered-by-college-admissions-experts.html>

Srinivasan Amia. Under Rhodes. *London Review of Books*. 2016;38(7):

<http://www.lrb.co.uk/v38/n07/amia-srinivasan/under-rhodes>

Policy Issues: Affirmative Action vs Race Blind Policies in Admissions/Hiring
 Campus Climate/Micro-aggressions
 Changing Names of Schools, Buildings, Programs

12/5/16 Institutional Review Boards -- Mock IRB Case

Review "The Common Rule"

<http://www.hhs.gov/ohrp/regulations-and-policy/regulations/common-rule/>

12/7/16 Professional Ethics

Code of Ethics for the American Society for Public Administration
<http://onlinelibrary.wiley.com/doi/10.1111/puar.12512/pdf>

Delmas, Candice. The Ethics of Government Whistleblowing. *Social Theory and Practice*. 2015; 41(1): 77-105. Access online at:
https://www.academia.edu/8168735/The_Ethics_of_Government_Whistleblowing

Anderson, Luvell. Review of Jennifer Mather Saul book *Lying, Misleading, and What is Said: An Exploration in Philosophy of Language and in Ethics* (Oxford University Press, 2014). *Notre Dame Philosophical Reviews: An Electronic Journal*. 7-2-103.
<http://ndpr.nd.edu/news/40949-lying-misleading-and-what-is-said-an-exploration-in-philosophy-of-language-and-in-ethics/>

OPTIONAL: Example of Code of Ethics for Public Official and State Employees – Connecticut:
http://www.ct.gov/ethics/lib/ethics/guides/2014/public_officials_and_state_employees_guide_rev-jan2014.pdf

12/12/16 Ethics and Leadership in Public Policy

Sandel MJ. Chapter 10: Justice and the Common Good; page 244-269.

Eric Thomas Weber. Chapter 6: Philosophy and Public Policy Prioritization. *Morality, Leadership, and Public Policy*. London: Bloomsbury, 2011; pages 97-116.

Final Paper (Policy Options Analysis) Due