

ACE203-Introduction to Public Policy & Law Fall 2020

12:30 to 1:50
Tues/Thurs.
426 Mumford Hall*

Professor Jonathan Coppess
310 Mumford Hall
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Office Hours: Tuesday & Thursday, 2:00-
3:00 (or by appointment)

Course Overview & Objectives

The class is designed to be an introduction to public policy and law with an emphasis on the legislative process; the history and development of Federal agricultural and food policies serves as the primary case study. Class lectures and discussion will begin with developing an understanding of public policymaking and Federal legislation. The history of food and agricultural policy -- traced from its origins in the 1930's (the Great Depression and the Dust Bowl) through the most recent farm bill debate in Congress -- will serve as the primary policy for developing a thorough understanding of theory, goals, processes and legislation in action. Modern developments such as Congressional budget disciplines and partisan polarization will also be explored, with a focus on the impacts these have had on the process of policymaking and legislating. Students will gain an understanding of public policy through lectures and discussions, history and politics, as well as in-class participation in mock debates, committee mark-ups and floor procedure and strategy.

Course Materials

Required Readings	Jonathan Coppess, THE FAULT LINES OF FARM POLICY: A LEGISLATIVE AND POLITICAL HISTORY OF THE FARM BILL (University of Nebraska Press 2018). Available from UNP (https://www.nebraskapress.unl.edu/university-of-nebraska-press/9781496205124/) or Amazon.com
Other Readings	<i>See Course Schedule (below) for additional assigned readings for each section of the class; further readings may be assigned as necessary.</i>

Course Administrative Matters

****This Class in the Time of Covid-19:***

I don't need to tell any of you that things are odd, likely to be different and very uncertain for this semester. This class is designed to be mostly participatory, using in-class simulations of hearings, legislative mark-ups and similar debates for assessment and grades. I intend to try and continue that as best as possible this semester but with modifications to meet Covid requirements. I also note that things could very well change significantly. My general plan is for a hybrid class, with both in-class and online components as much as possible. We have been moved to Mumford 426 to permit appropriate distancing between students and, of course, masks will be required for in-person classes. To adhere to distancing requirements, no more than 19 students can be in the classroom at any one time. I will split the class into two groups, with one group attending in-person on Tuesdays and the other on Thursdays; the group not attending in person will be expected to attend online via Zoom. We will try simulations via Zoom but I may need to revise if it does not work.

Weeks 1 and 2 will be online (Zoom) only; this will cover the first four classes and there will be no in-person classes on those dates (August 27 and 28; September 1 and 3); by September 3rd I will have divided the class into two groups and established the split schedule. I will send out the Zoom meetings as a calendar invite and then will update with the split class schedule. This is subject to change if needed.

For in-person classes after September 3rd: you will be expected to follow all University guidelines and requirements—including testing, wearing masks and maintaining appropriate distance—failure to do so will result in your being asked to leave class. If it happens repeatedly or you create any problems or disturbances, further actions will be taken including deductions in points on assessments or papers. If you are not feeling well on any day that you are scheduled for in-person, please send me an email and plan to attend online. If for any reason you are uncomfortable joining the class in-person, please let me know and I will accommodate.

This is not an ideal situation for any of us, but I will do all I can to make the best of it and conduct a productive course in public policy; I expect the same from each of you. Please be respectful of your fellow classmates and others in the building. This is a class about policy and politics; while your political views are welcome, they may not be expressed at the expense of the views of your fellow classmates, nor at the expense of anyone's health and well-being.

1.—Assessment, Exams & Grading

<i>Grading:</i>	Mid-Term Assessment 1	200 points
	Final Exam/Simulation	200 points
	Final Paper	<u>100 points</u>
	<i>Total Possible:</i>	500 points

Grades will be calculated using the number of points awarded compared to the total points possible, and the grades will include both plus and minus grades using the following scale:

Gr.	%	Gr.	%	Gr.	%	Gr.	%	Gr.	%
A+	97-100	B+	86-89.9	C+	76-79.9	D+	66-69.9	F	0-59.9
A	94-96.9	B	83-85.9	C	73-75.9	D	63-65.9	ABS	0.00
A-	90-93.9	B-	80-82.9	C-	70-72.9	D-	60-62.9		

Mid-Terms and Final:

The course is about policymaking, which is a participatory process. As such, assessments will combine traditional methods such as exams and assignments with non-traditional methods such as simulation policy debates and drafting. In general, grades will be determined by assigned submissions in the form of written materials (including exams), as well as in-class participation and contributions to policy simulations. Further details will be provided in class.

By enrolling in this course you agree to take the Mid-Terms and Final at their scheduled times. You should not take this class if you have a conflict with any of these exam times. No makeups will be given unless you are ill or have a family emergency. If you are ill at the time of an exam, you need documentation from a physician or nurse. If you have a family emergency, contact the Dean's office and they will notify your professors. If you somehow miss an exam, you will receive a zero grade for that exam. If you have three or more consecutive final exams, university policy states that you are allowed to reschedule as long as you take the appropriate action. Refer to Section 82 "Final Examinations" in the *Code of Policies and Regulations Applying to All Students* for instructions. Students who need extra time or special accommodations should let me know in person at least one week prior to an exam. Please provide me with documentation according to University guidelines.

Regrading Policy:

If you feel there has been an error in grading your exam, you may appeal the exam grade in writing. I will accept petitions no earlier than 24 hours after the exam has been returned and no more than one week after the exam has been returned. Under such an appeal, the entire exam will be regraded, and the final score may increase or decrease. (Note: receiving a lower grade than you had anticipated is not grounds for a regrade.)

2.—Behavior, Policies & Attendance

Attendance:

Attendance is essential for success in this class. Please note that class attendance is covered by the Student Code (§1-501(a), “Regular class attendance is expected of all students at the University”).

Participation:

Participation is important to the class and to learning in general. Participation involves reading the assigned materials and being prepared for class. It also includes being involved in class debate and discussions. You will be called on during class at random and you will be expected to be prepared to respond substantively based on the assigned readings. The one ground rule for in-class participation is respect: take nothing personal and make nothing personal. You can disagree with me or your classmates without being disagreeable. And no one should feel intimidated or uncomfortable speaking up or putting forth their point of view.

Academic Integrity:

As a student at the University of Illinois, you are bound in your academic work by the Code of Academic Integrity (the Code) which states in part: “*It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions.*” Academic integrity need not become an issue. At its core, it means honesty and responsibility in scholarship by obeying basic rules. In short, all academic work should result from an individual's own efforts, with intellectual contributions from others consistently and responsibly acknowledged or considered fraudulent. (adapted from, <http://www.library.illinois.edu/learn/research/academicintegrity.html>). If a student is suspected of academic dishonesty, the procedures described in the Code will be followed. (see, http://admin.illinois.edu/policy/code/article1_part4_1-402.html)

Finally, students are not permitted to record classes or any portion of classes without written approval from me in advance.

Disabilities:

Please address any special needs or special accommodations with me at the beginning of the semester. Those seeking accommodations based on disabilities should obtain a Request for Accommodations letter from Disability Resources and Educational Services (DRES) (<http://disability.illinois.edu>). DRES can be reached via email at disability@illinois.edu, by phone at (217) 333-1970 (V/TTY), or in person at 1207 S. Oak St.

Statement of Educational Rights and Privacy Act:

Any student who has suppressed their directory information pursuant to the Educational Rights and Privacy Act must self-identify to the instructor to protect the privacy of their attendance in this course.

3.—General Course Schedule

Part	Topic	Readings and Materials
I.	Legislation and Policy; foundations, power and the legislative process.	<p>Required readings:</p> <p>Hamilton, <i>The Federalist</i> No. 9</p> <p>Madison, <i>The Federalist</i> No. 10, 39-43 and 47-51.</p> <p>Alexander Hamilton, James Madison and John Jay, <i>The Federalist Papers</i> (October, 1787 to May 1788). A compilation by Project Gutenberg is available online from Congress.gov:</p> <p>https://www.congress.gov/resources/display/content/The+Federalist+Papers.</p> <p>Optional supplemental readings:</p> <ul style="list-style-type: none"> • Jonathan Coppess, <i>Reconciling Farm Commodity Policy</i>, FARM FOUNDATION ISSUE REPORT (Sept. 2017), available at: https://www.farmfoundation.org/wp-content/uploads/2018/09/IR-Coppess_IssueReportFINAL-Oct-2017.pdf • Coppess, J. "Trying to Reason with History and Policy in a Time of Crisis." <i>farmdoc daily</i> (10):102, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, June 4, 2020. • Coppess, J. and T. Kuethe. "Mapping the Farm Bill: the Traditional Farm Coalition and Current Production." <i>farmdoc daily</i> (6):152, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, August 11, 2016. • Kuethe, T. and J. Coppess. "Mapping the Farm Bill: Voting in the House of Representatives." <i>farmdoc daily</i> (4):70, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, April 17, 2014. • Kuethe, T. and J. Coppess. "Mapping the Fate of the Farm Bill: A Closer Look at SNAP." <i>farmdoc daily</i> (4):3, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, January 10, 2014. • Kuethe, T. and J. Coppess. "Mapping the Fate of the Farm Bill." <i>farmdoc daily</i> (3):231, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, December 5, 2013.

II.	Origins of Farm Policy; New Deal and Dust Bowl.	<p><u>Required readings:</u></p> <p>Coppess, FAULT LINES, Chapters 1 and 2.</p> <p><u>Optional supplemental readings:</u></p> <ul style="list-style-type: none"> • Coppess, J. "The Conservation Question, Part 2: Lessons Written in Dust." <i>farmdoc daily</i> (9):200, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, October 24, 2019. • Coppess, J. "The Conservation Question, Part 3: Lessons in Settling Dust." <i>farmdoc daily</i> (9):210, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, November 7, 2019.
	Adjustments, transitions and battling status quo.	<p><u>Required readings:</u></p> <p>Coppess, FAULT LINES, Chapters 3 and 4.</p> <p><u>Optional supplemental readings:</u></p> <ul style="list-style-type: none"> • Coppess, J. "Reviewing Farm Bill History: the Agricultural Act of 1954." <i>farmdoc daily</i> (7):29, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, February 16, 2017. • Coppess, J. "The Conservation Question, Part 5: Seeds of the Soil Bank." <i>farmdoc daily</i> (10):3, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, January 9, 2020. • Coppess, J. "The Conservation Question, Part 6: Development of the Soil Bank." <i>farmdoc daily</i> (10):13, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, January 24, 2020. • Coppess, J. "The Conservation Question, Part 7: Losing the Soil Bank." <i>farmdoc daily</i> (10):31, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, February 20, 2020. • Coppess, J. "The Conservation Question, Part 8: Interregnum and Acres." <i>farmdoc daily</i> (10):36, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, February 27, 2020.
<p>Mid-Term Assessment: TBD [Depending on circumstances either simulation or paper]</p>		

III.	<p>Changed Circumstances, New Policies; Budget Disciplines Rewrite Rules of the Game.</p>	<p><u>Required readings:</u> Coppess, FAULT LINES, Chapters 5 and 6.</p> <p><u>Optional supplemental readings:</u></p> <ul style="list-style-type: none"> • Coppess, J. "A Brief Review of the Consequential Seventies." <i>farmdoc daily</i> (9):99, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, May 30, 2019. • Coppess, J. and K. Swanson. "The Other Side of the Seventies." <i>farmdoc daily</i> (9):127, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, July 11, 2019. • Coppess, J. "Reviewing Farm Bill History: Budgets, Boll Weevils and the 1981 Farm Bill." <i>farmdoc daily</i> (7):49, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, March 16, 2017. • Coppess, J. "Historical Background on the Conservation Reserve Program." <i>farmdoc daily</i> (7):82, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, May 4, 2017. • Coppess, J. "Federal Budget Discipline and Reform: A Review and Discussion, Part 1." <i>farmdoc daily</i> (8):218, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, November 29, 2018.
V.	<p>Partisan Realignment and Polarization Complicate the Game.</p>	<p><u>Required readings:</u> Coppess, FAULT LINES, Chapters 7, 8 and 9.</p> <p><u>Optional supplemental readings:</u></p> <ul style="list-style-type: none"> • Jill Lawrence, <i>Profiles in negotiation: The 2014 farm and food stamp deal</i>, Brookings (Oct. 22, 2015) (available at: http://www.brookings.edu/research/papers/2015/10/23-farm-bill-negotiation-lawrence). • Jonathan Coppess, "High Cotton and the Low Road: An Unraveling Farm Bill Coalition and Its Implications," <i>Drake J. Agric. L.</i> 23 (2018): 353; Available online, https://aglawjournal.wp.drake.edu/wp-content/uploads/sites/66/2019/11/Coppess-Macro-Reprinted.pdf • Coppess, J., G. Schnitkey, N. Paulson and C. Zulauf. "Progress and Potential Hurdles for the 2018 Farm Bill." <i>farmdoc daily</i> (8):112,

		<p>Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, June 19, 2018</p> <ul style="list-style-type: none"> • Coppess, J., G. Schnitkey, C. Zulauf and N. Paulson. "2018 Farm Bill: Two Big Steps Forward & the Top Five Issues for Conference." <i>farmdoc daily</i> (8):122, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, July 3, 2018. • Coppess, J., C. Zulauf, G. Schnitkey and N. Paulson. "The Farm Bill Stalemate, Part 1: Commodity Assistance." <i>farmdoc daily</i> (8):180, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, September 27, 2018. • Coppess, J., C. Zulauf, N. Paulson and G. Schnitkey. "The Farm Bill Stalemate, Part 2: The SNAP Question." <i>farmdoc daily</i> (8):184, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, October 4, 2018. • Coppess, J., B. Gramig, C. Zulauf, N. Paulson and G. Schnitkey. "Farm Bill Stalemate, Part 3: Conservation Concerns." <i>farmdoc daily</i> (8):192, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, October 17, 2018. • Coppess, J., G. Schnitkey, C. Zulauf, N. Paulson, B. Gramig and K. Swanson. "The Agriculture Improvement Act of 2018: Initial Review." <i>farmdoc daily</i> (8):227, Department of Agricultural and Consumer Economics, University of Illinois at Urbana-Champaign, December 12, 2018.
<p style="text-align: center;">FINAL Assessment and paper: TBD [Depending on circumstances, a simulation or other method]</p>		