

PSC 601 Public Policy
Spring 2009
W 6:30-9:20

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How to get in touch with me:1

Office hours: I will usually be in by 6:00 on class nights, and I can arrange to come in earlier. During the day, my office hours are Monday-Thursday 1:00 to 1:45, by appointment and if I am in my office and the door is open. If my door is closed, I am busy.

E-mail: sjbuck@uncg.edu I don't check e-mail every day, so if your message is time critical, you should call. If you want to discuss something, e-mail is not an appropriate medium, and I prefer that you come in during office hours or call.

Home phone: _____, **only** between 8:00 and 5:00, M-F. If you do not live in the Greensboro calling area, be sure to include your area code when you leave your phone number, and tell me when you will be available for a return call. Please do not call evenings or weekends.

When I need to contact the class, I will either post an announcement on Blackboard or send an e-mail. That goes to your university e-mail, so check it regularly.

Course Description

This course explores the public policy process from agenda-setting to policy formation, legitimation, and implementation. The focus is on directed reading of classic and contemporary works. Readings emphasize the federal policy process; student research projects address local issues.

Course Objectives

1. Students will learn the theoretical explanations of how American public policy is formulated and implemented.
2. Students will develop analytical skills by applying theoretical perspectives to a local policy issue.
3. Students will improve their writing skills through grammar and style reviews, multiple summaries and law case briefs.
4. Students will practice public speaking skills by presenting material and evaluating other students' presentations.

Honor Policy: Students are required to abide by the University Academic Integrity Policy for all work in this course: <http://academicintegrity.uncg.edu/complete/>

Required Readings

All of the articles and readings (not the books or the law cases) are in Blackboard "documents" except for Walker, which is on JSTOR.. Be sure you get the full assignment for readings that have more than one chapter (Cobb & Elder, Mazmanian & Sabatier, Wright). Each chapter has its own listing.

Additional readings (books and articles) not on this list may be assigned.

books:

Kingdon, John. 2002. *Agendas, Alternatives and Public Policies*. 2nd. ed. New York: Longman.

Ripley, Randall and Grace Franklin. 1991. *Congress, Bureaucracy and Public Policy*. 5th ed. Belmont, CA: Wadsworth. (This book is out of print. I have a copyright waiver, and the bookstore has photocopied the entire book.)

Stone, Deborah. 2002. *Policy Paradox: The Art of Political Decision Making*. New York: Norton.

Strunk, William, Jr. and E. B. White. 2000. *Elements of Style*, 4th ed. Boston: Allyn and Bacon. (Any recent edition will do.)

readings (note: some of these citations are not in correct format but I wanted to include some information that would be helpful for student use):

Agenda Setting

Cobb, Roger and Charles Elder. 1972. *Participation in American Politics*. Baltimore: Johns Hopkins University Press, 1972. Chapters 5-9.

Graber, Doris. 1988. *Processing the News: How People Tame the Information Tide*, 2nd ed. New York: Longman. Pages 249-268.

Iyengar, Shanto and Donald Kinder. 1995. "News That Matters." In *Public Policy: The Essential Readings*, ed. Stella Theodoulou and Matthew Cahn, 295-305. Englewood Cliffs, NJ: Prentice Hall.

Orwell, George. "Politics and the English Language." In *Identity and Anxiety* (M. Stein, ed.). New York: Free Press, 1960: 308-319.

Neustadt, Richard and Ernest May. 1986. *Thinking in Time: The Uses of History for Decision Makers*. New York: Free Press. Pages 232-246, 273-275.

Walker, Jack. 1969. "The Diffusion of Innovation Among the American States." *American Political Science Review* 63 (September): 880-899. Available on JSTOR (electronic data base at UNCG library).

Policy Formation and Legitimation

Buck, Susan J. 2006. "Understanding Case Law" in *Understanding Environmental Administration and Law*, 3rd ed. Washington, DC: Island Press, 70-75.

Buck, Susan J. 2006. "Finding Case Law" in *Understanding Environmental Administration and Law*, 3rd ed. Washington, DC: Island Press, 229-232.

Heclo, Hugh. 1978. "Issue Networks and the Executive Establishment." In *The New American Political System*, ed. Anthony King, 87-89, 102-108, 112, 116-124. Washington, DC: American Enterprise Institute.

Mills, C. Wright. 1956. *The Power Elite*. New York: Oxford University Press. Selections. .

Truman, David. 1964. *The Governmental Process*. New York: Knopf. Selections. .

Wright, John. *Interest Groups & Congress*. Boston: Allyn and Bacon, 1996. Chapters 1-3.

(Cases are found on FINDLAW [web] or Lexis-Nexis [UNCG library on-line]. FINDLAW provides a clearer format.) You may find the two law readings (both Buck) and the sample case brief helpful. They are all on Blackboard.

Chevron v. Natural Resource Defense Council, 467 U.S. 837 (1984)

Goldberg v. Kelly, 397 U. S. 254 (1970)

Kelo et al. v. City of New London et al., 545 U. S. 469 (2005)

(Although a U. S. Reports number has been issued for this case, it is not accessible on FINDLAW using the number. If you want to use FINDLAW, locate it by name, not number)

Policy Implementation

Kettl, Donald and James Fesler. 2009. *The Politics of the Administrative Process*, 4th ed. Washington, DC: CQ Press. Chapter 12 ("Implementation")

Lipsky, Michael. 1978. "Standing the Study of Policy Implementation on Its Head." In *American Politics and Public Policy* (W. D. Burnham and M. Weinberg, eds). Cambridge, MA: MIT Press: 391-402.

Mazmanian, Daniel and Paul Sabatier. 1983. *Implementation and Public Policy*. Glenview, IL: Scott, Foresman and Co. Chapters 1-2. .

O'Toole, Lawrence and Robert Montjoy. 1984. "Interorganizational Policy Implementation: A Theoretical Perspective." *Public Administration Review* 44: 491-503.

Grading:

Wrong essay	50 points
Paper 1: Agenda Setting	250
Paper 2: Formulation/Legitimation	250
Paper 3: Implementation	250
Policy briefing	200

* Class participation is used to decide borderline final grades. However, really superb (or truly dreadful) class participation may move your final grade up (or down) a letter grade. Remember that good class participation means knowing when to listen as well as when to talk.

1. Wrong essay **due 27 January**

Write on any topic you choose, incorporating as many errors of usage and composition as possible. Identify the errors (using *Elements of Style*) in the right hand margin, by **numbering each error consecutively** and then, **in the margin**, identifying the error by **label and page number in *Elements of Style***. BRING YOUR COPY OF *ELEMENTS OF STYLE* TO CLASS. (I realize that *Elements* doesn't cover every possible error, but you should try not to make errors that aren't in *Elements*.)

Page limit: 2 typed, double-spaced pages. Your score depends on the number of errors, but each kind of error only counts once. We will score these in class: one point for each type of error, and minus one for each mistake which is not marked or is marked incorrectly. First place gets a free cappuccino (or a similar nifty drink) from Tate Street Coffee House. Students who make a good-faith effort (my call), follow directions, and turn the wrong essay in on time will earn full credit. NOTE: It's okay to insert the markings by hand. I did the sample on the computer only so it would be easier to load on Blackboard.

Sample:

Each student needs ¹to ²carefully place the ³punctuation (for example, periods, commas, etc.) within quotation marks.

1. split infinitive (58)
2. agreement (10)
3. etc. (45)

2. Three papers:

Paper 1: Agenda Setting, **due 3 March**

Paper 2: Policy Formation and Legitimation, **due 7 April**

Paper 3: Policy Implementation, **due May 5**

Each student will choose one public policy issue as defined by Cobb and Elder (look it up!) and will trace that issue through agenda setting (**paper 1**), policy formation and legitimation (**paper 2**), and implementation (**paper 3**).

The issue must be local unless you have professional reasons to select a state issue. It may not be a federal issue unless you are a federal employee. Do not choose an issue with substantial federal oversight or funding (for example, air quality or public housing). The issue may be current but must have passed through the three basic policy stages.

A frequent problem for students in this class is the tendency to pick policies that have not gone through the entire implementation process. I think this happens because the topics with which you are most familiar are ones currently in the news. Be sure your policy has gone through all three stages, because you can't write the third paper if the policy is stuck at the end of paper 2.

The focus on all three papers is your **analysis**. These are exam substitutes, so you must integrate class readings. Some readings will be more appropriate than others, so justify your choice (or creation) of analytic models.

Think of the assignment this way: ***Explain agenda setting, policy formation and policy implementation using*** INSERT YOUR TOPIC HERE ***as an example.***

page limit: 10 pages for each paper. This does not include the bibliography (required for each paper). Because every policy stage is different, you may find that your papers are not of uniform length. That's fine: you need to cover the topic, not to reach some arbitrary number of pages.

You must use in-text citation (no endnotes or footnotes) in Turabian (Chicago). This means you will have a Reference List rather than a Bibliography. If you are not an MPA student and your discipline uses another style, let me know which style you are using.

This syllabus includes a checklist to help with organization and mechanics (page 8).

Writing guidelines:

- *.....All assignments must be typed, normal margins, 12-point or larger type, double-spaced. **Do not put an extra space between paragraphs.** Twelve-point font, eleven-point, ten point
- * Use Turabian (Chicago School) parenthetical reference citations. Here's the link to the UNCG library for reference styles: <http://library.uncg.edu/depts/ref/qil/styles.asp#apa>
- * No folders, covers, or cover pages (it wastes trees).
- * Keep a copy of all work.
- * Deadlines are absolutes. Don't ask for exceptions or extensions short of catastrophes such as the death of a family member or a life-threatening illness. If you can't turn the work in on time, be prepared to accept the consequences.

A Note of Warning: Wikipedia is an open-source website, which means the material you find there is not checked for accuracy. Do not rely on it for definitions and **never** use it as a source for a paper.

Having a problem with your computer, or the printer, or compatibility between your system and someone else's is not a valid reason for missing an assignment or for being late.

3. Policy briefings are on one of four possible dates (**Feb 24, Mar 24, Mar 31, Apr 28**).

Each student will make one policy briefing to the class. Your task is to brief the class as though we were policymakers with authority to decide the issue. You may focus on any stage of the policy process except evaluation. For example, you might ask the policymakers to place an item on their formal agenda, or argue for or against a particular action, or inform them of problems during implementation and recommend remedies. Your role is that of an informed professional (**not a lobbyist or an advocate**) presenting information to your political or bureaucratic superiors.

These presentations are not summaries of your research. This is an opportunity to practice your professional skills in summarizing complex issues in an objective and fair manner so that your superiors (either elected or bureaucratic) can make the best decision possible at the time. Academic phrases such as "issue networks" or references to readings are not allowed! Dress appropriately, use visual and audio aids, strive for clarity. If you decide to use the overhead projector and associated systems, learn how to use them before your presentation. I won't be much help here; I know how to do the video-DVD but that's all I know. The **absolute time limit is 10 minutes** followed by questions.

The week prior to presentations, presenters will hand out a one page **information sheet** that provides the background their own superiors would have prior to the briefing. These are not executive summaries of the presentation; they are intended to prepare the class to get the most out of the briefing. Class members should prepare by reading the handouts carefully.

I expect all students to attend the policy briefings and to enter fully into the occasion. In other words, slip into an appropriate role, ask the sort of questions the superiors might want to know. If the briefing were open to the public, what might the public's questions be?

24 Feb: Willis, Tsujii, Reeves, Miller, Litchard, Holder, Garrett

24 Mar Webb, Bowman, Barnes, Napier, Dunn

31 Mar: West, Tetrault, Napier, McGrath, Landes, Hance, Fitzwater

28 Apr: Tuma, Simon, Mitchell, McCarthy, Humphrey, Hall, Eldredge

You may trade with a classmate; just let me know if you do.

A Note on Plagiarism: Plagiarism is using the language, ideas, or data of another scholar without acknowledging the source. The faculty view it as an extremely serious offense. Sanctions for plagiarism range from failing the plagiarized assignment to expulsion from the University.

There are three central reasons to acknowledge the work of other scholars. First, scholars' works are their professional products. To use them as your own is stealing, and your own work becomes a forgery. Second, other scholars may wish to build on your work or to explore some idea further. If you have provided good documentation, their work is simplified. Third, your source may be wrong. If you use the information without attribution, you are responsible for the error.

Remember: be honest, be helpful, be safe.

Here's the Golden Rule of Citations: **when in doubt, cite.** No one ever got in trouble for too many citations.

Myths:

1. Paraphrasing eliminates the need for citations. **FALSE.** It only eliminates the need for quotation marks.
2. Any data found in three places is "common knowledge" and needs no citation. **FALSE.** "Common knowledge" is a pit for the unwary. The safe test is whether an average person would know this information. Thus, that the Declaration of Independence became official on 4 July 1776 is probably common knowledge, but a reference to *Brown v. Board of Education* needs a citation. Remember the Golden Rule of Citations: when in doubt, cite.

3. Tables, charts, and diagrams don't need citations. FALSE. They are data and their design is creative. Cite!

Paper checklist: This checklist is not comprehensive; it is just to get you thinking.

1. Organization

- * Is there a clear “roadmap” introduction that introduces the topic, outlines the main points in the order in which they are discussed?
- * Does the paper have a logical order of analysis and ideas?
- * If one section or paragraph is especially complex, is there a mini-roadmap to help the reader?

2. Analysis

- * Does the sequence of issues and ideas in the paper match the introduction? (This should be crystal clear. If you have to check, it doesn't.)
- * Is the analysis clear? (If you have to read a section a second time, it is not clear.)
- * Are there readings that could have been used and weren't?
- * Does this paper cover the assigned topic?

3. Mechanics

- * Did you follow writing guidelines and Turabian or APA?
- * Is the grammar correct? (Subject-verb agreement, noun-pronoun agreement, comma splices, etc.)
- * Correct citations and bibliography format?
- * Within page limits?
- * Pages numbered, paragraphs indented 4 spaces, double (not quad) spacing between paragraphs?
- * Adequate citations?
- * Bibliography included? Alphabetized (not numbered), correct format for reference lists?

Watch for the following: “it’s” vs. “its,” unnecessarily split infinitives, misuse of “hopefully,” misuse of “impact” (it’s not a verb), commas for three or more items in a series (“red, white, and blue”), “affect” vs. “effect,” and – most important of all – **Rule 17**.

7Class Schedule (subject to modification)

Jan 20	Introduction
Jan 27	Ripley & Franklin 1-3, Orwell. WRONG ESSAY DUE movie:
Feb 3	Cobb & Elder, Kingdon
Feb 10	Iyengar & Kinder, Graber, Walker bring or prepare an example appropriate for Iyengar and for Graber
Feb 17	Ripley & Franklin 4-6; Wright. (Note that “Wright” is <u>not</u> the same as “C. Wright Mills.”) movies: <i>The God Squad</i> , <i>An Act of Congress</i>

background sheet for briefing I due

- Feb 24 **POLICY BRIEFINGS I**
- Mar 3 Truman, Mills, Hecllo, Buck (no summary for Buck)
Paper 1: Agenda Setting DUE
 Barnswallow simulation handed out and discussed. Roles chosen.
- Mar10 ***NO CLASS: SPRING BREAK***
- Mar 17 Barnswallow simulation – bring calculators
background sheet for briefing II due
- Mar 24 *Kelo, Chevron v. NRDC, Goldberg v. Kelly.*
POLICY BRIEFINGS II (second half of class)
background sheet for briefing III due
- Mar 31 **POLICY BRIEFINGS III**
- Apr 7 Kettl & Fesler, O'Toole & Montjoy, Lipsky
Paper 2: Policy Formation & Legitimation DUE
- Apr 14 Mazmanian & Sabatier
- Apr 21 Stone
background sheet for briefing IV due
- Apr 28 **POLICY BRIEFINGS IV**
- May 5 **Paper 3: Implementation DUE at my office by 5:00**