



## Public Policy Problems

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PS 371; CRN 58534; 4 credits  
Oregon State University  
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MW 2:00-3:50 p.m.  
Gilkey Hall 113

Public policy is the “payoff” of American politics—what really counts in affecting all of us. This class attempts to develop a framework for examining public policy processes and several areas of policy content. The course will examine public policy mainly at the national level in the United States but will do so in comparison with several other advanced industrial democracies. In addition to analyzing traditional public policy topics, this course will give major attention to a policy area that is receiving much current attention, health politics and policy, with somewhat less attention to such policy topics as environment-climate change and economic policy.

The course will use no exams but instead three relatively short “response papers” and a paper analyzing a current policy issue. The course strategy is to present an overview of the policy process and to introduce selected policy areas, with special focus on healthcare policies. PS 371 has no strict pre-requisites, though PS 201 (Introduction to US Government and Politics) or equivalent will be useful. After completing the course, students should:

- have gained a sense of the policy process, in all its “messiness” and complexity, mainly at the national level
- understand basic features of several national government policy areas, mainly domestic but also national defense
- have developed “minor-league” expertise about one current policy issue
- gained enhanced skills in analyzing political information and a framework for analyzing policies and policy issues

**Requirements and Grading:** This course uses no exams. Instead, a number of relatively short writing assignments apply course materials to recent developments. **Three response papers** (RPs, @ 100, **300 total**) involve systematic analysis and critique of course materials. The major class project, which also will help develop skills, is either a book analysis or a policy analysis project, on such topics as health or climate policies; each is worth **300** points, including progress reports (40 points), oral presentation (60 points), and written presentation (200 points).

In-class participation will count an additional **100 points**. **To prepare for class discussion**, each student should **pay attention to media coverage of public policy in the United States and in one other country** (the “primary” country, as defined below in relation to the Adolino-Blake text, though for this requirement students can use Canada).

To provide me feedback about student understanding, I will give occasional **in-class short-essay questions**, to which students write very brief responses. These are **not pop quizzes** because I will not grade them. However, they do serve three important functions: they stimulate students to keep up on reading, they provide me feedback about student understanding of course points, and they serve as a way of “taking attendance” (see next item).

I will use improvement and attendance/participation (including the to decide borderline grades. (Students can improve low scores by analyzing extra reading.)

A course grade of A requires 90% (630 of 700 course points), a B 80% (560 points), a C 70% (490 points), and a D 60% (420 points). **Within each grade range**, the top three percentage points are plus and the bottom three are minus.

⇒ **Note: Students who are satisfied with a maximum grade of C+, for example, if taking the course S/U, can omit the project. For those students, the course grade will be based only on participation and response papers.**

**Problems or Questions:** Although I have sharply reduced the required course reading, it is important to **read regularly** to be able to complete Response Papers. Note that, except as discussed in class, **I expect students to understand concepts, not memorize details**. Valuable advice for this course: **read regularly, attend class, listen actively, and participate in class discussion**. Attendance is not required but response papers and class discussion based on them are due in many classes, so frequent absences will negatively affect grades.

**Feel free to contact me about questions or problems**, immediately after class, during office hours, by appointment or by e-mail (address at the top of this page; please **indicate PS 371** on the e-mail **subject line**). I recommend an appointment even during office hours, to avoid waiting.

⇒ **Note: Many course materials, including this syllabus, will be available on the course Blackboard web site (PS\_371\_001\_S2012).**

**Course Reading:** All course books are in the OSU Book Store and also have been ordered for Library reserve.

**All of each of these books is required.** They are available in the Bookstore and, as noted, have been ordered for 3-hour Library reserve (some books ordered for reserve might not arrive until several weeks into the course):

Adolino and Jones, *Comparing Public Policies: Issues and Choices in Industrialized Countries*, 2<sup>nd</sup> edition (CQ Press, 2011); this is the core text; this might **not** be available on reserve early in the quarter. Students will read all of the Introduction and chapters 1-4 and 12 in this book.

**For chapters 5 through 11** each student will read text discussions of the United States and then select **one** other country as “**primary** among Japan, Germany, France, the United Kingdom, Italy, and the European Union,” and **two** additional countries as “**secondary**.” That is, each student will study the US and three additional.

Bivens, *Failure by Design: The Story behind America's Broken Economy* (Cornell University Press, 2011); students will read this relatively short book and also use its extensive online data resources, at <http://stateofworkingamerica.org/>. Students **also** should visit at least occasionally the blog for this book: <http://www.epi.org/blog/> and be prepared to draw on it in class discussion.

Brasfield, *Health Policy: The Decade Ahead* (Lynne Reiner Publishers, 2011); this provides an overview of health policy issues; the following book focuses on comparison of health care in the US and other countries

Reid, *The Healing of America*, paperback edition (Penguin Books, 2010); it is **essential** to get the paperback version, which contains material not included in the original cloth version.

Students can choose to complete a book analysis instead of a policy analysis. They will read Mooney, *The Republican Brain: The Science of Why They Deny Science—and Reality* (John Wiley, Publishers, 2012; ISBN 978-1-118-09451-8). **Note:** this book was published just before the course began so will not be available in the Bookstore (or on reserve) at the beginning of the quarter. Students also can order it through Amazon or another online source.

**Optional but STRONGLY recommended:** I do **not** require any subscriptions in this course but encourage students to use such publications as *New York Times* (NYT), *Wall Street Journal* (WSJ), or (weekly) *The Economist*, each available at special students rates.

***New York Times:*** The NYT remains the most influential news publication in the United States, and is useful for students of American politics to know. (Also, it is much less “liberal” than many people assume; for example, its editorial page was very critical of President Clinton.) Although much of the NYT is available free online, you can subscribe for home delivery at special student rates. I will distribute forms in class, or contact NYT by toll-free telephone (888-698-2655) or online ([www.nytimes.com/student](http://www.nytimes.com/student)).

***Wall Street Journal:*** Although the WSJ editorial page is among the most conservative in the country, its news coverage has been very highly respected. (Many observers are interested to observe the effect on WSJ news coverage of its purchase by the News Corporation, headed by Rupert Murdoch, a well-known conservative.) I will distribute information in class, or contact the WSJ online (<http://www.wsjstudent.com>) or by toll-free telephone (800-568-7625).

***The Economist*,** a weekly British publication, presents more detailed examination of developments around the world and in the US than do *Time*, *Newsweek*, and similar US publications. To subscribe, visit the following web site and—**essential!**—indicate my **faculty ID number (6303)** when you subscribe, even though the subscription page indicates this is optional. The address is <https://www.economistacademic.com/>. (A free *Guide to the Economist* [pdf file] also is available there.) Subscriptions start at \$19.95 for 12 issues. To provide non-US insight and because its site provides useful research materials, I **highly recommend** *The Economist*, which has the added convenience of not inundating readers with masses of daily materials.

**Students might prefer to share a subscription** with another student in the class, a roommate, or someone else.

**Makeup Book or Journal Article Analysis:** Students who have difficulty with some course requirement can improve their course grade by reading a book or series of journal articles **approved in advance by me**, on a topic related to the course and then writing a 5-8 page review, to include careful (**a**) summary, (**b**) evaluation, and (**c**) relating to other course materials. The review is **due Friday of the last week of class, that is, Friday, June 8**. You are strongly encouraged to read **and cite** published book reviews; ask a reference librarian for guidance. Also see the web sites for Amazon [<http://amazon.com>], Barnes and Noble [[www.BarnesandNoble.com](http://www.BarnesandNoble.com)], Powell’s [Portland, [www.powells.com/](http://www.powells.com/)], and other booksellers.

### Additional Information

 **Students with documented disabilities** who need accommodations or have emergency medical information the instructor should know, or who need special arrangements in the event of evacuation should contact the

instructor. Accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD immediately at (541) 737-4098.

The **official Oregon State University “Statement of Expectations for Student Conduct,”** that is, policies about cheating and related, is available at [oregonstate.edu/admin/stucon/index.htm](http://oregonstate.edu/admin/stucon/index.htm) (this link is required in OSU syllabi).

### Policy-Related Online Sites

In doing the policy theory paper and for general monitoring of public policy issues and developments, I encourage students to use the World Wide Web to supplement print materials. I will place in the **course Blackboard site** a list of online sites that might be useful for this course.

### General Guidelines for Written Assignments

• **Note:** On all **GRADED** written materials, do **NOT** indicate your name but instead, on the front page, upper right, indicate your **Student ID number, PS 371, project name** (e.g., Response Paper 1 or RP 1), and the **date** you submit it. **Reminder:** Because RPs are intended partly to stimulate class discussion, students are to submit written assignments **IN CLASS** rather than sending as e-mail attachments.

- Do **NOT** use a cover (plastic or similar) on any written assignment.
- I prefer that students type SINGLE-spaced, with a line between paragraphs, with 1-inch margins on all sides.
- Guidelines for paper length are indicated for specific assignments. These are approximate and are only estimates of what appears required to respond adequately to the elements of the assignment. I grade concise responses more highly than longer, less clearly written responses, but page length in itself does not affect the grade.
- Each paper should be carefully written and proofread. Use a spell checker **and** a grammar checker!
- Citations to course reading should state the author and page number(s), in parentheses after the material used (quotation, paraphrase, or any other use), e.g., (Frank, pp. 45-52). You need not list these in citations at the end.
- Citations to non-course material should include: Author, *Title*, edition if not 1<sup>st</sup> (City: Publisher, year), or web address and date accessed, using either footnotes or—**preferred**—parenthetical references and citations at end.
- Many students engage in plagiarism—presenting points that require citation without identifying sources—sometimes without recognizing it. To avoid plagiarism, writers **MUST give credit whenever they present:**
  - ▷ another person’s idea, opinion, or theory, even if not directly quoted but only paraphrased or summarized
  - ▷ any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge; if in doubt about whether something is “common knowledge,” provide a cite (that is, err on the side of caution)
  - ▷ direct quotations of another person’s spoken or written words, or
  - ▷ paraphrase of another person’s spoken or written words (that is, re-wording what another person has said or written does not eliminate plagiarism)
- **NUMBER** the pages on all assignments, for ease in my commenting and to be sure pages are in correct order.

### Criteria for Evaluating Written Work (the first two are most important)

- Response to each of the specific questions to be addressed
- Drawing on appropriate course materials and, if appropriate, materials from other sources
- Clear and well-written responses, showing use of spell checker, grammar checker, and careful organization

### Response Papers (RPs; 300 points)

I have reduced sharply both reading and writing requirements from earlier years. I have dropped previous take-home exams, so I use no exams or quizzes in this course. Also, I have sharply reduced the number of Response papers (RPs) I use for feedback, though each is worth slightly more (but less in total) than previously.

Each student is to complete three response papers, due on dates indicated in the Topic and Reading Schedule below. Each RP is worth a maximum of 100 points (maximum total 300 points). Response papers normally should be 5-7 single-spaced pages long, typed, standard margins, and carefully written and proofread, as noted in the above

guidelines. As noted above, please **number** the **pages** and carefully **and** completely **identify sources used**. (The length estimates are only estimates, to give a sense of expectations. Longer papers will not be penalized. Shorter papers will not be directly penalized but papers that are too short probably will not be adequate to answer questions.

Each RP should include the following:

1. Summarize the most important points of the required reading since the previous RP.
2. State the most important, interesting, and/or surprising points from that reading and explain why you find each to be important, interesting, or surprising.
3. Suggest any questions that arise to you from that reading, e.g., unanswered questions, puzzles about logic or evidence, and similar, for which you could like to have answers or that you would like to discuss in class.
4. Respond to any specific guidelines or questions provided for individual RPs.

I will grade response papers based on **three criteria**:

- reasonable and relatively complete response to **each** sub-section (each numbered item, above)
- the quality of reaction (showing clear understanding of reading and ability to apply and evaluate the reading), and
- clarity of writing (I suggest that you use both a spell checker and a grammar checker)

**Note:** RPs are intended partly to stimulate class discussion, so each is **DUE IN CLASS, rather than** delivered to the Political Science office or sent as attachment to e-mail.

⇒ **I encourage students to submit papers no longer than seven single-spaced pages, excluding appendices. Papers might well be shorter than this, though there will be no penalty for longer papers.**

### **Policy Analysis or Book Analysis**

Each student is required **either** to analyze a current government policy issue, probably at the **national** level of government, **or** to read and critique a very recent, strongly argumentative book, following guidelines indicated below and in class. Either is worth a maximum of 200 points. Each will result in both class presentation or discussion and a written paper. I will provide additional details about each of them in class.

**Policy Analysis:** Select one of the topics discussed in class reading, for example, some element of health care reform proposals or of climate policy or a policy topic not discussed in other course materials, e.g., abortion. Feel free to talk with me about choices, including the initial choice between policy analysis and book analysis. Remember that the *first* “*progress report*” about topic selected is due **Wednesday, April 18**.

I will provide additional information in class and possibly a handout, but the main elements of the policy analysis are:

- (1) statement of current policy issue, with brief historical review
- (2) discussion of media images and public opinion about the issue
- (3) summarize Obama administration orientations toward this topic
- (4) describe various policy options for dealing with the issue
- (5) suggest how at least one other country (probably your “primary” country) deals with the issue
- (6) identify your preferred policy alternative, with careful statement of reasons; and
- (7) systematically discuss the politics of adoption and implementation of your preferred policy alternative.

**Book Analysis:** Instead of the policy analysis, students may read and critique the following book for a book analysis:

**Mooney, *The Republican Brain: The Science of Why They Deny Science—and Reality*** (John Wiley, Publishers, 2012; ISBN 978-1-118-09451-8). Although this just-published book is a careful study by a journalist who researches the relationship among science, politics, and media, as the title suggests, the author is strongly critical of recent orientations by Republican Party leaders. I encourage students who are strongly Republican to read it, but those who do should be prepared to interact carefully with what the author writes and not simply reject it wholesale. The same point applies in the opposite direction to students who are not Republican.

Students who use this book for this requirement should read it carefully. Then (1) write a statement of core themes and a chapter-by-chapter summary, (2) relate the book systematically to other course materials and to recent policy examples, and (3) very carefully evaluate the **strengths** and weaknesses of the book, with criteria and reasons clearly stated. I strongly encourage students who read this book to locate (and possibly use and cite) published book reviews. (Be cautious using reviews from Amazon and similar online sites; some reviewers appear well informed and thoughtful—even if they disagree with the book—but some appear mainly to “rant” against books they dislike. That might be particularly like with a book with the title and argument of this one.)

(Note: anyone who also is enrolled in my PS 201 course this quarter may **not** use this book for **both** classes.)

⇒ **Important: IDENTIFY the parts of your paper, using the numbers indicated above.**

**“Teams:”** Students working on the same topic or doing the book analysis make up a “team” and can share workload, research information, and similar, though each student should write his or her own analysis. Teams also share the oral presentations.

**Important:** Select the book or policy issue very early in the quarter so you can carefully monitor news media coverage. A **brief statement** of your book or topic choice is **due Monday, April 18**. Progress reports are due as indicated in the Topic and Reading Schedule. (**Together** the four progress reports are worth **50 points**.) The oral presentation (worth a maximum of 60 points), which might be as part of a “team,” will be the final week of class.

The **written analysis** (200 points) is **due no later than 5 p.m. Monday of final exam week, that is, Monday, June 11**. Note: Submit these in the Political Science office, Gilkey Hall 307. **Do NOT send as e-mail attachments**.

The paper is to be carefully written and proofread, preferably typed (double-spaced) with pages numbered. **Use word processing spell checker and grammar checker**. There is no particular length requirement, but responding to all parts almost certainly will require at least eight single-spaced pages, possibly more, including any appendices. **Use parenthetical references instead of footnotes**, e.g., (Adolino and Blake, p. 49) after data, quotations, paraphrases, or similar citations, then list materials consulted in a bibliography, using a standard form: Smith, John C., Title of Book (City: Publisher, year); or Adams, Robert J., “Title of Article,” Title of Newspaper, or Magazine, or Journal, date (or Number/Volume, date), pages. (In bibliographic entries, *italics* can replace underlining.)

It is important to draw on current media (for example, the *New York Times* or the *Wall Street Journal*). In addition, two somewhat specialized sources are important. Either or both should be available through the OSU Library e-journals link: *Congressional Quarterly Weekly Report* and the *National Journal*.

**You must reflect relevant data about your policy issue in your written policy analysis.** In addition to tables in the *Economic Report of the President 2012* (<http://www.whitehouse.gov/administration/eop/cea/economic-report-of-the-President>), a very useful source is the *Statistical Abstract of the United States*, most recent edition, available online at <http://www.census.gov/compendia/statab/>.

### OSU Writing Assistance

The Oregon State University Center for Writing and Learning has very useful materials for helping the writing process, including online access. The address is <http://cwl.oregonstate.edu/twc.html>. Note especially the “Online Writing Lab,” to which you can submit a draft of your papers for feedback, the “web resources,” which has excellent links to writing resources, and “Writing Tips and Handouts,” which includes suggestions about many writing topics. You can schedule appointments for in-person consultation about your writing.

### Summary List of Assignment Due Dates

Dates are tentative and subject to slight change. **ALLOCATE YOUR TIME**. It is essential to plan ahead, especially for the policy analysis. Progress reports should help students keep on schedule.

<b><u>Monday, April 9</u></b>	Complete and turn in the course grade form, the last page of this syllabus. Also, complete the two parts of the course questionnaire no later than today.
<b><u>Wednesday, April 18</u></b>	<b>Policy Statement 1</b> due (see details in Topic and Reading Schedule)
<b><u>Friday, April 20</u></b>	<b>Response Paper 1</b> due (no later than 5 p.m., Political Science office, Gilkey Hall 307)
<b><u>Wednesday, May 2</u></b>	<b>Policy Statement 2</b> due (see details in Topic and Reading Schedule)
<b><u>Friday, May 11</u></b>	<b>Response Paper 2</b> due (no later than 5 p.m., Political Science office, Gilkey Hall 307)
<b><u>Wednesday, May 16</u></b>	<b>Policy Statement 3</b> due (see details in Topic and Reading Schedule)
<b><u>Wednesday, May 23</u></b>	<b>Policy Statement 4</b> due (see details in Topic and Reading Schedule)
<b><u>Friday, June 1</u></b>	<b>Response Paper 3</b> due (no later than 5 p.m., Political Science office, Gilkey Hall 307)
<b><u>M &amp; W June 4 &amp; 6</u></b>	In-class oral presentations
<b><u>Monday, June 11</u></b>	<b>Policy or Book Analysis Paper</b> due in the Political Science office, Gilkey Hall 307, no later than 5 p.m. (I encourage earlier submission)

## Topic and Reading Schedule

I have ordered all course materials for the Reserve Book Room in Valley Library. Some of these might not be available immediately at the start of the course.

**Reminder:** You will be reading **two sets of materials** during the quarter: **first, core assigned readings** on various topics, as indicated in the schedule below, and **second**, reading the book analysis book (Mooney) or about your **chosen policy analysis topic**. It is important to plan carefully and to read regularly to complete both sets.

**Note:** Reading for this course is relatively intense but I expect you to read for understanding of **concepts, not details**. So, avoid getting caught up in details except as emphasized in class. Note also that it is unavoidable that overlap in content will occur among readings, so skim over materials covered in reading you already have completed.

**Important note about Online and/or Blackboard readings:** I occasionally assign or distribute in class items from online sources or Blackboard to provide examples and details about current issues and to familiarize students with sources of information. Read online and Blackboard materials with those purposes in mind. I do **not** expect you to memorize details or even to read all parts of those carefully. Instead, focus on overall points, look for patterns in data, notice points that surprise you or that appear to conflict with other course materials, and think about the strengths and limits of specific data or arguments and of particular web sites. You might occasionally want to print or photocopy (selectively) these materials.

- ⇒ Books are listed by name of author(s). **Read regularly** to complete “response papers” and to participate in class discussion. **Sometimes I will “preview” the materials for the following class to guide reading.**
- ⇒ Most online readings that are listed are in “pdf” format, which requires Adobe Acrobat to read and/or print; Acrobat is installed on most computers and is available free from the following web site: [www.adobe.com/products/acrobat/readstep.html](http://www.adobe.com/products/acrobat/readstep.html).

**Note:** Because there are more days between the Wednesday and Monday classes than between Monday and Wednesday, I sometimes assign more reading for classes that meet on Mondays or after a holiday

### **Part I. Introduction to the Study of Public Policy and the Policy Process**

- 1. Monday, April 2. Introduction to the Course and to the Policy Process**  
Carefully read this syllabus; complete and turn in the **course grade form** (the final page of this syllabus)  
Complete both parts of the **course questionnaire** (Scan-tron and open-ended) no later than Monday, April 9
- 2. Wednesday, April 4. Introduction to Comparative Public Policy and Politics**  
Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, “Preface” and chapters 1-2
- 3. Monday, April 9. Theories of Policy Making and the Public Policy Process**  
Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapters 3-4; note: for students who have taken one or more comparative politics courses, ch 4 will be review; read this chapter in order to select your “primary” and two “secondary” countries for reading during the remainder of the course  
Reid, *Healing of America*, Prologue and ch 1-2
- 4. Wednesday, April 11. Economic Developments and Political Information I**  
**Due in class today:** Submit a one-paragraph statement indicating your “primary” country and your two “secondary” countries (see Adolino-Blake on page 2, above), and indicate reasons for your choices.  
Begin reading Bivens, *Failure by Design*, **and** consult the extensive online data resources at the site associated with that book: <http://stateofworkingamerica.org/>  
Read Sahr, “Political Information,” pp 1-37 (**Blackboard**) and visit my web site to learn how to use inflation conversion factors and to examine some of the data, especially those you find most interesting or surprising (<http://oregonstate.edu/cla/polisci/sahr/sahr>).
- 5. Monday, April 16. Economic Developments and Political Information II**  
Complete reading Bivens, *Failure by Design*  
**Due Friday, April 20: Response Paper I** (100 points), no later than 5 p.m. (Political Science, Gilkey Hall 307)

## **Part II. Current Public Policy Issues**

### **6. Wednesday, April 18. Immigration Policy**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapter 5. **Reminder:** For chapters 5 through 11, read the chapter sections on the US and on your “primary” and two “secondary” countries. You may, but are not required to, read the sections about other countries.

**Due: Policy progress report 1** (10 points): State the book or the tentative choice of policy for analysis, with reasons. (**Write your name, not ID number, on this.**)

### **7. Monday, April 23. Fiscal (Government Budget) Policy**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapter 6

### **8. Wednesday, April 25. Taxation Policy**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapter 7

### **9. Monday, April 30. Social and Education Policy**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapters 9 and 10

### **10. Wednesday, May 2. Environmental Policy**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapters 11 and 12

**Due: Policy progress report 2** (10 points): **Either** identify the policy you have chosen for analysis, with reasons, and identify core bibliographic and data sources. **Or** summarize your progress in reading Mooney’s *Republican Brain* and indicate your initial reactions. (**Write your name, not ID number, on this.**)

### **11. Monday, May 7. Climate Change Politics and Policies**

**Bring to this class:** a recent news media item specifically about climate change issues

All the following are in **Blackboard documents**:

DiMento and Doughman, eds., *Climate Change*, ch 2, “A Primer on Global Climate Change” (read **carefully**); recommended in that book: “Series Foreword” and ch 1, “Introduction” (all are in **Blackboard documents**)

Anderegg et al., “Expert Credibility in Climate Change,” *Proceedings National Academy of Sciences*, 2010

Boykoff and Boykoff, “Climate change and journalistic norms: A case-study of US mass-media coverage,” *Geoforum*, 2007

Hoggan, *Climate Cover-Up*, skim ch 1 and read ch 6, 10, and 12

**Recommended:** DiMento and Doughman, *Climate Change*, “ch 1 (Introduction), and ch 6 (Revkin, “Climate Change as News); and CQ Researcher, *Energy and Climate*, 2009

**Due Friday, May 11: Response Paper 2** (100 points), no later than 5 p.m. (Political Science, Gilkey Hall 307)

### **12. Wednesday, May 9. Introduction to Healthcare Politics and Policy**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapter 8

Brasfield, *Health Policy*, ch 1 and skim ch 8

### **13. Monday, May 14. Medicare and Related Elements of Healthcare**

Brasfield, *Health Policy*, ch 2-3

Reid, *Healing of America*, paperback edition, Review ch 1-2 and read ch 3 and Appendix (“Best in World”)

### **14. Wednesday, May 16. Medicaid and Related Elements of Healthcare**

Brasfield, *Health Policy*, ch 4

Reid, *Healing of America*, paperback edition, ch 4 (France) and 5 (Germany)

**Due: Policy progress report 3** (10 points): **Either** carefully identify your policy project, and state an enlarged biography and list of data sources, plus outline of topics you will analyze. **Or**, summarize your progress in reading Mooney’s *Republican Brain* and discuss your reactions. (**Write your name, not ID number.**)

### **15. Monday, May 21. Controlling Healthcare Costs**

Brasfield, *Health Policy*, ch 5

Reid, *Healing of America*, paperback edition, ch 6 (Japan) and 7 (The UK)

### **16. Wednesday, May 23. Long-term Healthcare: The Sleeping Giant**

Brasfield, *Health Policy*, ch 6

Reid, *Healing of America*, paperback edition, ch 8 (Canada) to 11

**Due: Policy progress report 4** (10 points): Briefly state your policy project focus, with a relatively detailed outline of your paper and a statement of the core points of your class presentation. **Or**, summarize your progress

in reading Mooney's *Republican Brain*, identify published reviews of the book you have located (if any), and state the main themes or points of your class oral presentation. (**Write your name, not ID number, on this.**)

**17. Monday, May 28. NO CLASS: Memorial Day**

**18. Wednesday, May 30. Concluding Healthcare and the Course**

Adolino and Blake, *Comparing Public Policies*, 2<sup>nd</sup> edition, chapter 12

Brasfield, *Health Policy*, ch 7 and 9 and review ch 8

Reid, *Healing of America*, paperback edition, ch 12, 13, and Afterword ("Obamacare")

**Review:** Bivens, Failure by Design, and Sahr, "Political Information," from earlier in the quarter

**Due Friday, June 1: Response Paper 3** (100 points), no later than 5 p.m. (Political Science, Gilkey Hall 307)

**19. Monday, June 4. Student Presentations I**

**20. Wednesday, June 6. Student Presentations II**

**Due Monday, June 11:** Policy or Book Analysis Paper due in the Political Science office, Gilkey Hall 307, no later than 5 p.m. (I encourage earlier submission)

⇒ **I do not enter course points in Blackboard gradebook. Instead, the following provides space to record points for the various course requirements.**

⇒ **For your records: Use this space to record grades on completed RPs and other requirements.**

**Response Papers (RPs)**

Response Paper 1 \_\_\_\_\_

Response Paper 2 \_\_\_\_\_

Response Paper 3 \_\_\_\_\_

Response Paper total \_\_\_\_\_/300

**Policy or Book Analysis**

Book analysis: Mooney, *Republican Brain* \_\_\_\_\_, **OR**

Policy Analysis Topic: \_\_\_\_\_

Progress reports) 1 \_\_\_\_\_/10, 2 \_\_\_\_\_/10, \_\_\_\_\_/10, 4 \_\_\_\_\_/10      Total progress reports \_\_\_\_\_/40

Oral presentation (60) \_\_\_\_\_

Written paper (200) \_\_\_\_\_

Policy analysis total \_\_\_\_\_/300

Participation: \_\_\_\_\_/100

Total points: \_\_\_\_\_ of 700 possible; percent \_\_\_\_\_%; calculated grade: \_\_\_\_\_



PS 371

PUBLIC POLICY PROBLEMS

Spring 2012

Name: Last \_\_\_\_\_, First \_\_\_\_\_ Middle \_\_\_\_\_

Nickname, if prefer \_\_\_\_\_

Student ID Number (clearly, with hyphens, as 930-123-456): \_\_\_\_\_

Local address: \_\_\_\_\_  
\_\_\_\_\_ ZIP \_\_\_\_\_

E-mail address, if any: \_\_\_\_\_ Local telephone: \_\_\_\_\_

Permanent address: \_\_\_\_\_  
\_\_\_\_\_ ZIP \_\_\_\_\_

Permanent telephone: (area code \_\_\_\_\_) number \_\_\_\_\_

Year: freshman \_\_\_\_, sophomore \_\_\_\_, junior \_\_\_\_, senior \_\_\_\_, other (specify \_\_\_\_\_)

Major (or likely major): \_\_\_\_\_ Minor (if any): \_\_\_\_\_

Career goals: \_\_\_\_\_

Previous college-level political science (incl. comparative), economics, similar courses related to this course, if any:

\_\_\_\_\_  
\_\_\_\_\_

What other courses are you taking now (names and numbers)? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

If you have athletics \_\_\_\_, work \_\_\_\_, or other required non-class activity \_\_\_\_ (specify: \_\_\_\_\_) in addition to classes, check the appropriate space in the previous line and indicate how many hours per week \_\_\_\_

If you have ever lived in another country besides the US, which, when, and for what purpose: \_\_\_\_\_

\_\_\_\_\_

If you can read or speak another language besides English, which and how fluently? \_\_\_\_\_

How familiar are you with the World Wide Web? \_\_\_\_\_

If you have ever worked in government, a political campaign, or similar, check here \_\_\_\_ and indicate the kind of experience and when:

**BELOW** and possibly continuing on the reverse side, indicate the main reasons you are taking this course.

**Response Papers (RPs)**

Response Paper 1 \_\_\_\_\_

Response Paper 2 \_\_\_\_\_

Response Paper 3 \_\_\_\_\_

Response Paper total \_\_\_\_\_/300

**Policy or Book Analysis**

Book analysis: Mooney, *Republican Brain* \_\_\_\_\_, **OR**

Policy Analysis Topic: \_\_\_\_\_

Progress reports) 1 \_\_\_\_/10, 2 \_\_\_\_/10, \_\_\_\_/10, 4 \_\_\_\_/10 Total progress reports \_\_\_\_/40

Oral presentation (60) \_\_\_\_\_

Written paper (200) \_\_\_\_\_

Policy analysis total \_\_\_\_/300

Participation: \_\_\_\_\_/100

Makeup work (if any): \_\_\_\_\_

\_\_\_\_ + attendance \_\_\_\_ (+ adjustment \_\_\_\_ ) = Total points \_\_\_\_/700 = \_\_\_\_\_ Percent = Grade \_\_\_\_\_