

Public Policy Theory: Political Processes and Policy

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PS 571; CRN 25301; 4 credits
Oregon State University
Winter Quarter 2008
Tuesday 6-9:50 p.m.
Gilkey Hall 104

This course examines approaches to the study of public policy more than the content of public policy. That is, discussion of the content of policy will be incidental to the discussion of policy theory.

Some policy courses examine public policy content in one or more policy areas, for example poverty, economic, or energy. Among other policy courses there are two basic approaches: One, not used here, is policy analysis, in which the intent is to provide tools to prepare students to formulate, implement, evaluate, or in other ways to be active participants in developing and conducting policy. (At OSU, Economics 439/539 takes this approach.) The other, the focus of this course, examines policy as an intellectual exercise, to study why and how policy issues get on government agendas, how policy is developed, applied, evaluated, and generally conducted, and how policies develop over time. The intent of this approach primarily is to help students prepare to be careful observers of policy rather than participants in policy development, though it also should help prepare students to be creative participants in the policy process.

Among the topics to be considered in this course are approaches to the study of the policy process; theoretical orientations toward such policy elements as policy tools (regulation and others, for example) and policy typologies; normative (value) and empirical issues of public policy; the role of information and values in the policy process; and others. As noted, this is not a course in policy analysis; that is, it does not teach such methods as cost-benefit analysis, though it does examine the role of such methods in the policy process. The course focuses primarily on the United States but it includes some examination of US policy in comparison to other advanced industrial nations.

This course is required for students in the Master of Public Policy (MPP) program and in the Water Resources Management and Policy (WRMP) program, but should be of interest also to others who want an introduction to the study of public policy theory at the graduate level.

Student Learning Outcomes: The course seeks to develop in students

- A sense of alternative approaches to the examination of public policy and of their respective strengths and limits
- Awareness of the role of interests, ideas, knowledge, uncertainties, and other factors in oneself and in others in relation to the development and consideration of public policy
- Awareness of factors that affect whether and how topics become “problems” and get on government agendas for consideration
- A sense of approaches toward and tools of policy formulation and policy enactment, including the importance of language and other political elements that affect public and elite perceptions and actions
- Recognition of the importance of policy application (implementation, and a closely-related element, budgeting) and awareness of factors that affect the relative success of implementation of policy decisions
- Awareness of the complexity of policy evaluation in terms of mixes of values, interests, competing orientations, and other factors, and of the ubiquity and possible effects of the evaluation of policies
- A sense of overall trends in development of policy in advanced industrial nations, primarily the United States
- Conceptual clarity in analyzing policy development, drawing on approaches that attempt to account for those developments
- The ability to apply all these to specific areas of public policy development
- Enhanced ability to explore policy issues and to present the results of those explorations clearly, concisely, and in compelling form in written and oral communication.

Requirements and Grading: Six Response Papers (of a possible seven, @75 points, a total of 450 possible points), a book critique (100 points), a policy theory paper (300), participation and in-class writing (100), and class discussion leader (50) are required for all students. An A requires 90% (900 of 1000), a B 80% (800), a C 70% (7000), a D 60% (600). **Within each grade range**, the bottom three percentages are - and the top three are +. Improvement will be used to help determine borderline grades. (Low scores can be improved by analyzing additional work chosen in consultation with the instructor.)

Questions and Difficulties: As a 4-credit course, this will require significantly more work than a 3-credit class. *Because this course is relatively intense, it is essential that you organize carefully to complete course requirements. Although course reading is relatively intense, you are expected to learn concepts, not remember details.* In addition, there are **no closed-book exams** on course materials. **Feel free to contact me about questions or problems**, by phone during office hours (Tuesday and Wednesday 3-4:30), or by e-mail (address above; indicate PS 571 on the subject line). Usually the best way to contact me is by e-mail, though I often am in my office in addition to office hours so can be reached by telephone.

⇒ **Course Blackboard Web Site: Use PS 571_001_W08. This syllabus and other course materials are available there.**

Course Reading: All books are available through the OSU Book Store. You also can purchase books from Amazon or Barnes & Noble, via the web (see page 7 below). Some readings are required or required from Blackboard and web sites. **All** course books have been ordered for Valley Library **reserve**.

Core Textbooks: All or nearly all of each these are required reading. All are available in the Book Store, are paperback, and are available also on Valley Library **2-hour reserve**.

Birkland, *An Introduction to the Policy Process*, 2nd edition (M. E. Sharpe, 2005)

Howlett and Ramesh, *Studying Public Policy: Policy Cycles and Policy Subsystems* (Oxford, 2003); 2 copies on reserve

Stone, *Policy Paradox: The Art of Policy Decision Making*, revised edition (Norton, 2002)

Recommended: Nearly all of this book is required, but it reads easily, so can be read on reserve instead of purchased

Gosling, *Understanding, Informing, and Appraising Public Policy* (Pearson Longman, 2004)

ONE of the following three books is required reading (all are available in the Bookstore and on 2-hour reserve):

Hacker, *The Great Risk Shift: The Assault on American Jobs, Families, Health Care and Retirement and How You Can Fight Back*, **paperback** edition (Oxford University Press, December 2007; get the paperback edition); as the title suggests, this is polemical but it also is a careful social science examination of a range of current policy issues.

Chait, *The Big Con: The True Story of How Washington Got Hoodwinked and Hijacked by Crackpot Economics* (Houghton Mifflin, 2007); despite the title, this is a relatively sophisticated account of how a particular policy orientation—supply-side economics—moved from the fringes of academic respectability to become a core component of Republican public policy; it also includes the author's analyses of how contemporary American politics operates. Although very critical, it is an intriguing introduction to some important issues of public policy.

Jones and Williams, *The Politics of Bad Ideas: The Great Tax Cut Delusion and the Decline of Good Government in America* (Longman, 2008); this book was published in November 2007, several months after the previous one. Although it is intended more for class use than is Chait, it reads easily; though it is longer in pages, the print is relatively large, so the amount of reading is very similar to the previous two books.

Two useful references concerning writing in public policy are: Smith, *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process* (Oxford, 2005), and Allison and Williams, *Writing for the Government* (Pearson-Longman, 2008); a copy of each is available **on reserve**, **not** in the Bookstore

Additional books on 2-hour Library reserve: Each student should read relevant policy chapters from at least two of these books to provide background for policy analyses (see pages 9-10 below)

Kraft and Furlong, *Public Policy*, 2nd edition (CQ Press, 2006); useful overview; the specific policy area chapters are economic and budgetary, health care, welfare and Social Security, education, and environment and energy

Shafritz and Borick, *Introducing Public Policy* (Pearson-Longman, 2008); it examines these policies: economic, education, environmental, welfare, civil rights, foreign-defense, criminal justice, and health

Simon, *Public Policy* (Longman, 2006); a useful overview of public policy, by a graduate of this Department; it examines these policies: defense, public health, general social policy, education, criminal justice, environment and natural resource, and budget; the book also examines policy stages, e.g., agenda-setting

Wilson, *Public Policy* (McGraw-Hill, 2006); useful overview; some chapters are recommended; the chapters on specific policy areas (social welfare, health care, civil rights, environmental protection, labor, competitive regulatory, fertility control, criminal justice, education, and economic) might be useful for overview to prepare for analyses; the book also provides brief overviews of policy theoretic approaches

Additional Information

♿ Students with documented disabilities who need accommodations, 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 737-4098

All OSU academic regulations will be followed in this course. Academic regulations are available at <http://catalog.oregonstate.edu/ChapterDetail.aspx?key=75>. This includes the university policy concerning incompletes: "When a requirement of a course has not been completed for reasons acceptable to the instructor and the rest of the academic work is passing, a report of I may be made and additional time granted. The I is only granted at the discretion of the instructor." Note also that the University policy about incompletes now provides that an I changes to a letter grade, possibly an F, after one year if the course requirements are not completed within that time.

The **official Oregon State University "Statement of Expectations for Student Conduct,"** that is, policies about cheating and related, is available online at oregonstate.edu/admin/stucon/index.htm (the link is required to be in course syllabi).

General Guidelines for Written Assignments

- On all **graded** assignments, do **NOT** indicate your **name**. Instead, in the upper right corner of the first page indicate your ID number, PS 571, the assignment name, and the date you submit it. Reminder: So that I can access them, **convert all word processing files to Word format (not Works)** if submitted as file attachment to e-mail.
- Do **NOT** use a **cover** (plastic or similar) on any written assignment.
- I prefer that you 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 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 use simply the author and page number(s), in parentheses after the material used (quotation, paraphrase, or any other use), e.g., (Birkland, pp. 45-52). You need **not** list these in citations at the end.
- **Citations of non-course material** should be complete: Author, *Title*, edition if 2nd or later (City: Publisher, year) or web address and date accessed, using footnotes or—**preferred**—parenthetical references with full citations in references at the end.
- Many students engage in **plagiarism**—presenting points that require citation without identifying sources—sometimes without realizing it. To avoid plagiarism, you **must give credit** whenever you present:
 - another person's idea, opinion, or theory
 - 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 the correct order.

The Political Science Department writing guide might be useful; it is available at this online site: <http://oregonstate.edu/cla/polisci/sites/default/files/wicguide.pdf>; the Sociology Department online writing guide might also be useful, at <http://oregonstate.edu/cla/sociology/sites/default/files/socwritingguide1-7.pdf>

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

- Response to each of the specific questions or topics to be addressed, or to all the assigned reading for the week(s)
- 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

Six response papers (RPs) are required of a possible seven, each worth a maximum of **75 points**, a maximum total of **450 points**. Length expectations will be discussed in class, but a normal maximum would be 5 **single-spaced** pages. Response **Papers 1, 2, 3, and 7** are **required**, so complete two of the remaining three (RPs 4 through 6). Each response paper is to examine course materials since the previous RP and is to do the following:

1. Summarize the main points and conclusions of each reading (it probably will be easiest to summarize each assigned chapter separately, unless several chapters are closely related, e.g., Stone). I will provide advance guidance about each week's most important readings
2. Relate the topic(s) of those readings to the overall context of policy theory, that is, what these readings are addressing in terms of overall policy theory.
3. If I assign readings from multiple sources for an RP, compare and contrast the readings in terms of approaches, themes, conclusions, evidence, and overall similarities and differences.
4. State your evaluation of strengths and limits of the readings and what you believe are remaining uncertainties or gaps.
5. You can summarize and reflect your reactions to one or more of **recommended reading** for possible **extra credit**. Most recommended/extra credit books are or soon will be available on 2-hour Library **reserve** or in Blackboard documents. (Note: Maximum total extra credit for the course is one-half letter grade, that is, 50 points.)

Follow the general guidelines stated above regarding paper format.

Book Analysis

Each student will read and then write an analysis of one of the three books described on page 2, above:

1. Hacker, *Great Risk Shift: Assault on American Jobs, Families, Health Care and Retirement and How . . . Fight Back*
2. Chait, *The Big Con: The True Story of How Washington Got Hoodwinked and Hijacked by Crackpot Economics*
3. Jones and Williams, *The Politics of Bad Ideas: Great Tax Cut Delusion and the Decline of Good Government in America*

Select one of these early in the quarter and read it carefully and critically, probably spreading that reading over several weeks. The written analysis is **due** in class **Tuesday, January 29**. (No Response Paper will be due that week.) The written analysis will include careful and relatively detailed summary and statement of core themes and arguments, evaluation of strengths and weaknesses, relating to other course materials from the first several weeks in the course, and concluding comments on policy questions, issues, and concerns raised by the author(s). The core point should be to identify lessons the book suggests or questions that the book raises about public policy. That is, what is the main relevance of the book for purposes of this course? In addition, in class that day, readers of each book will present the book in class, and state reactions, evaluations, and applications to course themes. More details about the written and in-class elements will be presented in class. The analysis is worth a maximum of 100 points.

Participation and Discussion

Students are expected to participate regularly in the course, showing they have come prepared to discuss the topics of the day by having read and thought about the assigned materials. Part of this is through in-class discussion but most of it will be through online discussion, using the Blackboard discussion board.

Students are expected to participate regularly in the course, showing they have come prepared to discuss the topics of the day by having read and thought about the assigned materials. Course participation, including in-class writing and Blackboard group discussions, is a maximum of 100 points of the course grade. Because participation is central and requires, at minimum, attendance, attendance will be recorded, but participation in course discussion is the central criterion. Thirty (30) of those points will be based on attendance and on in-class discussion, but most (70 points) will be based on online participation.

During the first week each student is required to “introduce” himself or herself, using the course Blackboard discussion board, following the directions given there. The intent is for each student to provide information about himself or herself in ways that are relevant to the goals and focus of the course.

During the second class all students will be assigned to a weekly Blackboard discussion group and **must** submit **ONE original posting** by **5 p.m. Thursday** after each Tuesday class, **starting week 2**. Then each student is responsible for replying to the posting of **at least one other student** no later than **5 p.m.** the following **Sunday**.

Some weeks the entire class will be a discussion group. Other weeks the class will be broken into a number of smaller sub-groups, probably with no more than six or seven students in each. More information will be provided each week in class.

Each week’s participation (beginning and responding) is worth as much as 10 points, so the required seven weeks of participation are worth as much as 70 points. The points awarded will depend on the thoughtfulness and relevance of the reactions of each student. I assume most participation scores will be relatively high (on a 10-point scale) but lower quality work will be given a lower grade. On the other hand, no extra credit is awarded for participating more than the minimum.

Discussion Leader

Once during the quarter, beginning week 2, each student will co-lead course discussion about core elements of the reading and other class material for that day. Depending on the number of students in the course, three students will co-lead presentations each week. The date and topic for each student will be decided during the first class period. Discussion leader is a maximum of **50 points**. Co-leaders should allocate materials for that class among themselves prior to each class.

Each team of discussion leaders writes a 2-4 page “abstract” of the core reading for that day. Provide that abstract to me sufficiently early that day so I can make photocopies to distribute. The abstract should do the following: first, name the reading (author, title, etc.), identify the main point of the reading, suggest how it relates to course themes and orientations and why it fits the topic of the class for which it was assigned; second, summarize the core points of the author(s). The abstract might include as an extra page one or more tables or figures from the reading if it summarizes or in other ways is particularly important.

For this abstract follow the guidelines on page 3 above, but **list the names** of the co-leaders at the top of page 1.

A core **goal** of discussion leaders is to **stimulate interaction among students**, and for this purpose stating conclusions, critiquing, and so on are more likely to be effective than simply summarizing, though some summary is useful.

Discussion leader grades will be determined using the following criteria, each on a 10-point scale (50 points total):

1. **Coverage:** Highlights of all readings? Addressed assigned points? Clarity of development of points? No jargon or unexplained acronyms? Pitched well to audience?
2. **Organization:** Well prepared, well organized? Is the level of treatment appropriate, not overly detailed nor too general? Is the presentation easy to follow, smooth continuity?
3. **Delivery:** Engaging presentation style, energetic, enthusiastic? Smooth transition, if use more than one presenter? Well practiced, rehearsed? No reading from notes (just speak to points on overheads)? Clear, good volume and enunciation, no mumbling? Did not go over time (or significantly under)? Efficient, avoided stumbling, confusion, blank spots? **A core point:** Did the presentation stimulate student discussion and interaction?
4. **Format:** Overheads/PowerPoint presentation not too busy, font sufficiently large to read? Visuals (e.g., key screen shots) used supportively? Good use of graphics (e.g., diagrams), if appropriate? No misspellings, poor grammar, misuse of words?

5. **Comparison to Class:** This presentation relative to other student presentations. Because this cannot be judged early in the course, the grades for each presentation team will be delayed until a number of weeks in the course.

Note: All co-presenters on each team will be assigned the same grade, on a 50-point scale. A written evaluation will be presented to each week after the presentation (as noted above, the first “grades” will be assigned after several weeks.)

Policy Theory Paper

The major project in the course is a policy theory paper in which you apply course materials to one policy area, among five choices. Length expectations will be discussed in class. The paper is worth a maximum of **300 points**. Because of the size of the class, this paper will be presented **only in written form**, with no in-class oral presentations.

Select **one** of the four policy topics from Gosling, *Understanding, Informing, and Appraising Public Policy*, pp 122-134 (chapter 9 also will be useful for context in selecting among these) or an additional topic as indicated:

1. President George W. Bush tax cuts in 2001 and later years
2. “No Child Left Behind” education policy
3. President Clinton 1993-1994 comprehensive health care reform proposals
4. Recent Social Security policy issues, especially George W. Bush efforts in 2005
5. Energy policy developments, especially 2005 and 2007 (Gosling does not discuss these in any detail)
6. Another policy topic chosen in consultation with and approved by me; students are encouraged to examine policies of possible relevance to the MPP essay requirement.

(I have indicated some starting-point readings for each of the first five on pages 10 and 11 below.)

For the one you select apply the various components of the course to analysis of that policy. The first two were adopted and have been put into place, so your focus is examining the emergence, development, application, current evaluation, and possible directions of change of those proposals. The third—Clinton health proposal—was not adopted, so the main task is to examine the development and then non-adoption of the proposals and also to consider how the issues raised might again emerge and lead to new policy development. The fourth—Social Security—is an on-going issue, with several specific policy developments having occurred in the past, so the task is to analyze a topic that continues to develop and to analyze reasons for its development and likely directions of change. Energy policy is a topic of importance in earlier decades and again recently.

The policy theory paper should include the following parts. Please **identify the sections of your paper** by number and title.

1. Introduce the topic and the issues raised: background, a quick overview of what has happened (e.g., on the agenda, passed, being implemented; or put on agenda but failed to pass, or being raised as an issue by one or more of the candidates in the current presidential campaign), and what the current status is.
2. Examine the emergence of that topic as an issue, that is, agenda setting, including relating it to interests and ideas of important participants. In addition, consider groups, if any, who might logically have been participants but who appear not to have been involved and examine possible reasons for non-involvement.
3. In relation to policy development and adoption or non-adoption, among the topics you should consider are the roles of various organizations and individuals, the likely role of such analytic tools as cost-benefit-analysis and other methods discussed as part of policy development. You might also want to consider the role of public opinion and especially how pollsters defined/framed policy questions and how those might have influenced public views and/or expressed opinions.
4. Discuss the implementation of this policy—if the policy was adopted—and examine implementation successes and limits. Obviously this cannot be applied to policies that have not been adopted.
5. Summarize elements of the evaluation of this policy, whether or not it was adopted. If adopted, what evaluations and adjustments; if not adopted, what are current evaluations of the continuing “problems” addressed by the proposals?
6. State an overall analysis of that policy area in terms of the themes, concepts, and approaches developed in the course. What approaches examined in the course appear best to account for developments in that policy topic and why?
7. **Optional:** If useful, an **appendix** can be used to provide tables or other materials to support the points of the paper, if including those materials in the body of the paper would disrupt the flow of the discussion.
8. **Bibliography** of materials used, including books, other publications, and online items (with address and date consulted).

Note: There is **no minimum length** for this paper but experience in earlier quarters suggests that most students need at least ten pages to develop adequately all sections of the paper.

Important: It is **essential** to **reflect and cite** appropriate course and other materials in developing your response.

Progress reports (see list in Topic and Reading Schedule) are important and together count **50 points**.

Policy-Related Web 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. Useful starting points for using the Web to locate policy-related materials, each containing links to other relevant sites, are (**all addresses are preceded by: <http://>**):

⇒ Please report to the instructor any incorrect or changed links.

- OSU Political Science Department home page: <http://oregonstate.edu/cla/polisci/>; also www.politicalindex.com
- The OSU Library guide to political science materials: osulibrary.oregonstate.edu/research/srg/polsci.htm
- The OSU Library gives online connection to many journals through its “e-journals” page, from its main page, at osulibrary.oregonstate.edu/index2.html; the same page gives access to numerous data sources.
- Links to public policy and political science programs: www.movingideas.org/ and www.movingideas.org/content/en/link_category.htm
- An **indispensable** source for scholarly materials is Google Scholar, at scholar.google.com/, which provides excellent links to sources; obviously, the regular Google search page also is very useful, available at www.google.com/.
- A useful starting point for many searches is dir.yahoo.com/Government; see also the excellent links to many web sites by the *NY Times*, www.nytimes.com/navigator
- Two extremely useful reference sources (data of many kinds and other useful materials) are www.refdesk.com/ and www.lib.umich.edu/govdocs/stats.html, which provides a huge number of links to a wide variety of reference sources; see also the Creighton University library list of links, reinert.creighton.edu/resources/reference/reference.htm
- An **excellent** policy web site is **Public Agenda Online**, available at www.publicagenda.org/index.htm; I strongly recommend that students visit this site when doing research
- Excellent starting points about current political developments: www.washingtonpost.com and also www.nytimes.com (the NYT site might not be accessible from all computers because of “registration” requirement [no charge]); also see also www.politicaljunkie.com and politicalwire.com/; the *New York Times* also has an excellent political web site link section, www.nytimes.com/ref/politics/POLI_NAVI.html
- A very good policy issue starting point: www.library.vanderbilt.edu/romans/pubpol.html
- An excellent media starting point is: www.newslink.org, with links to newspapers, magazines, radio-TV; the *New York Times* (www.nytimes.com/) and *Washington Post* (www.washingtonpost.com/) are especially important.
- A useful starting point for a broad range of views on current news is: fullcoverage.yahoo.com/fc
- News broadcast media sites: www.cnn.com; www.abcnews.com; www.cbs.com; www.msnbc.com/news; and www.foxnews.com/
- Some ideological (conservative-liberal) policy-related sites are: www.movingideas.org (with numerous links to other organizations, not only liberal ones); the most influential conservative think tanks: www.aei.org and www.heritage.org; also conservative: www.nationalcenter.org; a libertarian site (*Reason*): 216.219.139.105
- Excellent starting point for many kinds of data: www.lib.umich.edu/govdocs/stats.html. This site is absolutely indispensable as a data starting point! Some specific sub-sections are listed below. An additional very good data starting point is dpls.dacc.wisc.edu/newcrossroads/index.asp
- Useful starting points for seeking US government data: www.firstgov.gov; www.fedstats.gov; and www.infoctr.edu/fwl
- Other useful data sources are: *Statistical Abstract*: www.census.gov/prod/www/abs/statab.html; the *2004 Green Book* (a very important source about welfare and related topics): waysandmeans.house.gov/Documents.asp?section=813
- Economics data: current: www.bls.gov/bls/other.htm; other data: *Economic Report of the President* (available for years 1995 to current), origin.www.gpoaccess.gov/eop/; www.lib.umich.edu/govdocs/stecon.html; www.epi.org/; netec.wustl.edu/; www.dismal.com/default.asp?src=economy_mainnav; economics.about.com/library/weekly/bl-a-to-z.htm; economic indicators (monthly, with the most recent economic data): www.gpoaccess.gov/indicators/browse.html
- My site contains inflation-adjustment factors for years 1665 to estimated 2017 and other data in graphical form: oregonstate.edu/cla/polisci/faculty-research/sahr/sahr.htm; other historical economic data are available at the Economic History web site, www.eh.net/
- Budget data are available from the Congressional Budget Office, www.cbo.gov/ and from the Office of Management and Budget (President), www.whitehouse.gov/omb/; the 2009 budget should be available online by early February
- A very important source of data and analysis of taxes, budget, and many related topics is the Brookings/Urban Institute Center on Tax Policy, www.taxpolicycenter.org/home/. Its data are highly regarded even by those who disagree with its analyses. The same point applies to the CBPP, listed immediately below; Tax Foundation data often appear skewed but also can be very useful. See especially the “tax facts database,” at taxpolicycenter.org/taxfacts/tfdb/tftemplate.cfm
- Some useful “think tanks:” Center on Budget and Policy Priorities (CBPP, liberal, but excellent data sources), www.cbpp.org; Heritage Foundation (influential conservative think tank), www.heritage.org; Brookings Institution: www.brook.edu; Joint Center for Poverty Research, www.jcpr.org/index.html; Citizens for Tax Justice (liberal) www.ctj.org; Americans for Tax Reform (conservative) www.atr.org; Cato Institute (libertarian), www.cato.org; Urban Institute www.urban.org; a relatively new liberal think tank is Center for American Progress, www.americanprogress.org (some sites listed under economics data links above show other “think tanks”)
- Several sets of links to think tanks: www.nira.go.jp/linke/tt-link; www.csuchico.edu/~kcfount/thinktanks.html; a University of Michigan site: www.lib.umich.edu/govdocs/psthink.html; a listing by types of policy concerns, *Washington Post* “ideas industry” web site: washingtonpost.com/wp-dyn/politics/fedpage/columns/ideasindustry/index.html; two other sets of think tank links: dir.yahoo.com/Social_Science/Political_Science/Public_Policy/Institutes, and also this related but distinct set of links; dir.yahoo.com/Social_Science/Political_Science/Public_Policy/Organizations
- Paul Krugman, an economist who writes columns for the *New York Times*, is possibly the most influential journalist currently in relation to public policy; his official web site is www.wss.princeton.edu/~pkrugman/, though is updated infrequently; another site with links

to Krugman materials, and much more often updated, is www.pkarchive.org/; a conservative anti-Krugman web site is www.nationalreview.com/nrof_luskin/luskin-archive.asp

- A very good source of recent opinion data is Polling Report, www.pollingreport.com; also see Gallup Organization polls: www.gallup.com/ (parts require subscription, so are not accessible; if you need data, I have a subscription); the Pew Research Center for the People and the Press has excellent data about many public issues, www.people-press.org
- The *Washington Post* not only maintains its own polling web site—www.washingtonpost.com/wp-srv/politics/polls/vault/vault.htm—but also includes links to numerous other poll web sites: www.washingtonpost.com/wp-srv/politics/polls/datadir.htm. Also, its media analyst, Howard Kurtz, is useful to show “conventional wisdom,” at washingtonpost.com/wp-dyn/politics/onlineextra/medianotes
- Project Vote Smart (formerly headquartered in Corvallis; excellent on domestic politics): www.vote-smart.org
- Two web book companies, both of which have information and reviews of books relevant to this course: Amazon—www.amazon.com/exec/obidos/subst/home/home.html—and Barnes and Noble—www.barnesandnoble.com
- Blogs (web logs) can be both huge time sinks and very useful. Two economic and policy-related blogs are by Berkeley’s Brad DeLong at delong.typepad.com/sdj/ and “Economist View” by U of O’s Mark Thoma, at economistsview.typepad.com/economistsview/. Also useful are “Political Arithmetic” at politicalarithmetik.blogspot.com/, “PolySigh” at polysigh.blogspot.com/, and “Junk Charts” (deceptive graphics and similar) at junkcharts.typepad.com/junk_charts/. Most contain links to other blogs. You can use BlogLines (www.bloglines.com/) or similar to “collect” blogs for you; you can assemble a short or not-short list of blogs you would like to follow.

I encourage you to sample magazines of opinion, from several ideological perspectives. Among many openly ideological sites are: **Conservative:** *Washington Times* www.washtimes.com; *National Review* www.nationalreview.com, Fox News www.foxnews.com, and *American Spectator* amspec.org; **Liberal:** *Mother Jones* www.motherjones.com; *The Nation* www.thenation.com; Salon (sometimes liberal but contains a mix of views): www.salonmagazine.com; **Hard to classify though generally leftist:** www.consortiumnews.com and www.wsws.org/sections/category/news/govt-us.shtml. The *Wall Street Journal* editorial page is very conservative, though its news pages do not usually reflect this. The WSJ has a subscription web site but those who do not subscribe can access some items through the “Political Wire” page, politicalwire.com/. The *Newslink* web site listed above provides lists of other relevant publications.

Topic and Reading Schedule

Course Topics and Organization

The main course topics and the overall course organization are:

1. Issues, approaches, and models in studying public policy—Week 1
2. The context and participants of American public policy—Week 2
 - Levels of analysis
 - Social-economic, political, cultural-ideological, international, and historical contexts
 - Participants in public policy
3. How and why some topics get on the government policy agenda and others do not (“agenda setting”)—Week 3
4. Mid-level public policy models—Week 4
5. How policy is developed, applied, and evaluated (using “policy process stages” as an organizing framework)
 - Policy Development—Weeks 5-7
 - Individual choices
 - Choices in and by organizations
 - Policy Implementation and Budgeting—Week 8
 - Policy Evaluation and Adjustment—Week 9
6. Examining long-term policy trends—Week 10
7. How do we best account for these aspects of public policy: Policy Models—Week 10 (re-visiting week 1)
 - Individual choices
 - Societal choices

The course books have different aims and so different uses in the course:

Birkland, *An Introduction to the Policy Process*: This provides a useful introductory discussion of main elements of the course, including the various “stages” of policy. It provides an easily read introduction to the policy process.

Gosling, *Understanding, Informing, and Appraising Public Policy*: This provides a quick overview of many core elements of the course and prepares for additional reading; for this reason, I usually list it as the first reading for particular topics. The book also introduces policy topics to be used for the policy theory paper. It reads easily, so it might be read on reserve.

Howlett and Ramesh, *Studying Public Policy*: This is a sophisticated orientation toward public policy, with useful review of policy theory, and so is essentially the core course text. This emphasizes theoretical issues drawing on comparative (US and non-US) elements and provides more depth. To some degree this overlaps with Birkland; when that occurs, you can skim the relevant sections, being careful to understand core points. Because of the importance of this book, I suggest that students take notes in outline form: for each chapter use a standard-size sheet of paper, write the first sub-head for that chapter, and then state briefly the core points of that section. Repeat this process for all the sections of that chapter. Doing this will stimulate understanding of the main points and also will be useful for writing RPs.

Stone, *Policy Paradox*: She develops some core topics, especially policy goals and tools, in more detail and with more illustra-

tive material than other course books. Read for basic concepts, not details. She includes one or two tables in most chapters as excellent summaries after you have read the chapter. I assign this in quite large “chunks” during weeks 4 and 5 (to reflect in RPs 2 and 3), so I have suggested spreading out reading during earlier weeks (for example, see week 1 below).

⇒ I suggest that students read the materials in the order I have listed them for each week. **Reminder:** You are reading for concepts and general approaches, not details. There are no closed-book “exams” on this material, though you are to reflect core elements in response papers.

Non-required (recommended and extra credit) reading is labeled and shown in slightly smaller font, like this, in blue font.

1. Tuesday, January 8. Issues and Approaches to the Study of Public Policy

Note: I recognize that few students will have read these materials prior to the first class, so consider this week’s list to be parts of the reading for the first several weeks.

Guest Speaker: Professor Brent Steel, concerning models of the state and of policy

Birkland, *Introduction to the Policy Process*, Preface, Preface to the Second Edition, and ch 1

Gosling, *Understanding, Informing, and Appraising Public Policy*, Preface and ch 1 (as noted earlier, this book reads easily and can be read on 2-hour reserve if preferred); you might want to read ch 8 on policy topics

Handout: Models of the State (Elitism, Pluralism, Class Conflict, Participatory); by the fourth class meeting (January 29), visit and read the following links and relate their points to the emphases in this week’s handout and discussion

- Pluralism: http://www.socialstudieshelp.com/apgov_pluralism.htm
- Four Networks Theory: http://sociology.ucsc.edu/whorulesamerica/theory/four_networks.html
- Elite Theory: http://www.socialstudieshelp.com/apgov_Power_Elite.htm
- Conflict/Class Theory: <http://www2.pfeiffer.edu/~lridener/courses/collinr1.html>
- Rational Choice Theory: <http://privatewww.essex.ac.uk/~scottj/socscot7.htm>, and also <http://www.huss.ex.ac.uk/politics/research/readingroom/hindmoorRationalChoice.doc>

Howlett and Ramesh, *Studying Public Policy*, ch 1-2 (as noted earlier, this book is the most sophisticated course reading)

Stone, *Policy Paradox*, Preface, Introduction, and ch 1 (about 40 pages); these pages introduce her approach

Suggested schedule: begin reading Stone Part II; as noted above, one or two tables in each chapter are excellent summaries, which you can photocopy and add your notes. I suggest this reading schedule for Stone’s book over the first half of the course to avoid your having to read very large chunks of it during weeks 4 and 5; you will reflect this material in RPs 2 and 3, not RP 1.

Important: We will decide in class this week the **schedule** for **discussion leaders**, beginning week 2.

Begin reading Hacker, *The Great Risk Shift*, **OR** Chait, *The Big Con*, **OR** Jones and Williams, *The Politics of Bad Ideas*, in each instance the entire book. Read that book to absorb the author’s core points and views about contemporary public policy, and also to critique the book’s strengths and weaknesses. I strongly encourage students to look at published reviews. Be cautious, however, in using reviews on Amazon or similar. Some of those reviews are well informed but some are merely “grinding axes.” The written critique, following guidelines stated in class, will be due in class Tuesday, January 29. In addition, readers of each book will present the book in class and state reactions, evaluations, and applications to course themes.

2. Tuesday, January 15. The Context and Participants in American Public Policy

Gosling, *Understanding, Informing, and Appraising Public Policy*, ch 2 and 4; read ch 8 to select a policy topic

Birkland, *Introduction to the Policy Process*, ch 2-4 and skim the Appendix on public policy research and the References

Howlett and Ramesh, *Studying Public Policy*, review ch 1-2 and skim ch 3 for review of features of American politics

Suggested schedule: Stone, *Policy Paradox*, begin reading Parts II and III (you will reflect this reading in RP 2, not 1)

Recommended (not extra credit but useful): Sahr, *Political Information*, in **Blackboard** documents; this provides some guidelines about political information, especially political numbers

Recommended/extra credit: Goodin and Klingemann, eds., *New Handbook*: ch 24 (Nelson) and 25 (Hofferbert and Cingranelli), about policy theory and overview and comparative approaches to public policy (book on **Library reserve**)

3. Tuesday, January 22. Political Power, Agenda Setting, and Policy Typologies

Gosling, *Understanding, Informing, and Appraising Public Policy*, ch 3

Birkland, *Introduction to the Policy Process*, ch 5 and 6

Howlett and Ramesh, *Studying Public Policy*, skim ch 4 concerning policy instruments and read ch 5

Review the Models of the State handout from week 1, and the five web sites listed for that week; then read the next item:

Domhoff, *Who Rules America?*, 5th edition, read ch 1 (esp. pp 10-19), ch 4, skim ch 7, read ch 8 (chapters 2, 3, 5, and 6 are extra credit on RP 2); think about your view of power distribution (ch 1 and 8) and how that affects policy agenda (ch 1, 4, 7, and 8 are available also in **Blackboard documents**); relate his points to readings about policy theories

Suggested schedule: Stone, *Policy Paradox*, continue reading Part III and begin Part IV to end (you reflect this in RP 2)

Recommended (not extra credit but useful): Smith, *Writing Public Policy* (on **reserve**), “Introduction: How to Use This Book,” and chapters 1-2; Allison and Williams, *Writing for the Government* (on **reserve**), ch 6, “Public Policy Reports”

Recommended/extra credit: Goodin and Klingemann, eds., *New Handbook* (**reserve**), ch 26 (Majone), about interests, ideas, and institutions in study of public policy; and/or Smith, “Typologies, Taxonomies, and the Benefits of Policy

Classification,” *Policy Studies Journal*, 30:3; and/or the classic discussion of policy typologies Lowi, “American Business, Public Policy, Case-Studies, and Political Theory,” *World Politics*, July 1964 (last two are available in **Blackboard documents**; **reminder**: most journal articles are available through OSU library online e-journals; remember that **recommended reading** can be summarized and “reacted to” for **extra credit** on response papers)

Due: **Initial Policy Theory Paper Statement** (what policy topic you plan to examine, why, and any specific questions or concerns) **and** Response Paper 1 (this RP covers materials for weeks 1 through 3—so include the materials listed for **this** week, including Domhoff—and is **REQUIRED**)

4. Tuesday, January 29. Mid-Level Policy Theories (and Book Analysis)

Complete reading Hacker, *The Great Risk Shift*, **or** Chait, *The Big Con*, **or** Jones and Williams, *The Politics of Bad Ideas*, to reflect in the book analysis due this week

Review the materials about models from class 1, including the handout and the five sets of online materials, and the Domhoff materials from the previous class, and consult the links about models listed for the first class

Optional but recommended: Birkland, *Introduction to the Policy Process*, ch 9 (this provides an overview of many of these models so might be useful to read before reading the following; you will re-read this late in the course)

Ostrom, “Public Choice Theory and Institutional Analysis: Toward Complementarity,” *American Political Science Review*, 1991 (available in **Blackboard documents** and Valley Library e-journals)

Lubell, Vedlitz, Zahran and Aston, “Collective Action, Environmental Activism, and Air Quality Policy,” *Political Research Quarterly*, 2007 (available in **Blackboard documents** and Valley Library e-journals)

Schneider and Ingram, “Social Construction of Target Populations: Implications for Politics and Policy,” *American Political Science Review*, 1993 (available in **Blackboard documents** and Valley Library e-journals)

Weible, “An Advocacy Coalition Framework Approach to Stakeholder Analysis,” *Journal of Public Administration Research and Theory*, 2006 (available in **Blackboard documents** and possibly Valley Library e-journals)—read this along with Howlett and Ramesh, *Studying Public Policy*, pp 151-152, and Birkland, *Introduction to the Policy Process*, pp. 187-188 and 226-288

Steel, “Saving Wild Salmon: Moving from Symbolic Politics to Effective Policy,” in Lackey and Lach, eds., *Salmon 2100 Project: Alternative Futures for Pacific Salmon* (American Fisheries Society, 2006; **Blackboard documents**)

Due: The written book analysis (see pages 3-4 above)

5. Tuesday, February 5. Policy Development I: Participants and Goals

Stone, *Policy Paradox*, Part II, ch 2-5 (about 100 pages)

Gosling, *Understanding, Informing, and Appraising Public Policy*, ch 5

Birkland, *Introduction to the Policy Process*, review ch 3 and 4

Howlett and Ramesh, *Studying Public Policy*, ch 6

Recommended/extra credit: Weaver and Rockman, eds., *Do Institutions Matter?* (**reserve**), pp 1-41 and pp 445-461 (both chapters are by Weaver and Rockman), and/or Pierson, ed., *New Politics of the Welfare State* (**reserve**), ch 1 (pp 1-14), ch 3 (pp 80-94), and ch 13 (esp. pp 410-440 and 454-456)

Due: Response Paper 2 (**this RP is REQUIRED**; it covers readings for weeks 4 and 5; be careful to reflect especially the materials about mid-level policy theories; extra credit: Domhoff ch 2 and/or ch 3 and/or ch 5 and/or ch 6)

6. Tuesday, February 12. Policy Development II: Problems and Solutions (Tools)

Stone, *Policy Paradox*, Part III, ch 6-10 (about 100 pages) and Part IV-end, ch 11-end (about 155 pages)

Birkland, *Introduction to the Policy Process*, ch 7

Howlett and Ramesh, *Studying Public Policy*, re-read ch 4

Read the environmental strategy memo (**Blackboard**) by Republican strategist Frank Luntz; then read the interview with him at www.pbs.org/wgbh/pages/frontline/shows/persuaders/interviews/luntz.html (optional: watch the *Frontline* interview with him, at www.pbs.org/wgbh/pages/frontline/shows/persuaders/view/, chapter 5 (13 minutes))

Recommended (not extra credit but useful): Smith, *Writing Public Policy*, chapter 3, “Definition: Frame the Problem”

Recommended/extra credit: Sabatier, ed., *Theories of the Policy Process* (book on **reserve**), ch 1 (Sabatier, pp 3-17) and ch 2 (deLeon, pp 19-32); and/or Spitzer, ed., *Media and Public Policy*, ch 1 (Spitzer) and 10 (Sahr, both are brief, on media and policy, and available in **Blackboard documents**); and/or Peters-Harwood, “In Search of the Issue-Attention Cycle,” *Journal of Politics*, 1985 (relatively short); and/or Hacker, *The Divided Welfare State* (book on **reserve**), Introduction-ch 1 (pp 5-66; American distinctiveness)

Due: **Policy Theory Paper Progress Report I** (briefly summarize your progress in examining the topic you chose, and indicate any questions or concerns) **and** Response Paper 3 (**this RP is REQUIRED**; covers materials from week 6 only; conclude and react to Stone and relate her points to other course readings as part of this)

7. Tuesday, February 19. Policy Development III: Political Feasibility and Explaining Policy Development

Gosling, *Understanding, Informing, and Appraising Public Policy*, ch 6

Howlett and Ramesh, *Studying Public Policy*, ch 7

Stone, *Policy Paradox*, review ch 10

Recommended (not extra credit but useful): Smith, *Writing Public Policy*, chapter 4, “Legislative History: Know the Record” and/or chapter 5, “Position Paper: Know the Arguments”

Recommended/extra credit: Fallows, “Triumph of Misinformation” (this critiques media coverage of the Clinton health

proposals during 1993-1994 and the effect on political feasibility; it is available in **Blackboard documents**); Sabatier, ed., *Theories of the Policy Process* (**reserve**), ch 5 (True, Jones, Baumgartner, pp 97-115) and 6 (Sabatier and Jenkins-Smith, pp 117-166; and/or Hacker, *The Divided Welfare State* (**reserve**), ch 6-7 (pp 275-335; development of US social policy)

Due: Response Paper 4 (covers materials from week 7 only; **complete two of RPs 4-6**)

8. Tuesday, February 26. Policy Implementation and Budgeting

Gosling, *Understanding, Informing, and Appraising Public Policy*, ch 7

Birkland, *Introduction to the Policy Process*, ch 8 and 9

Howlett and Ramesh, *Studying Public Policy*, ch 8

Read the budget and/or economics chapter in **one** of the following (all these books are on **2-hour reserve**): Kraft and Furlong, *Public Policy*, ch 7; **or** Shafritz and Borick, *Introducing Public Policy*, ch 7; **or** Simon, *Public Policy*, ch 16; **or** Wilson, *Public Policy*, ch 14. (Simon is especially recommended; his chapter 16 also in **Blackboard documents**)

Recommended (not extra credit but useful): Smith, *Writing Public Policy*, chapter 6, "Petitions and Proposals: Request Action or Propose Policy"

Recommended/extra credit: Franzee, *Macroeconomic Policies of Developed Democracies* (**reserve**), ch 1 (pp 1-61) and pp 256-278; and/or Hall and Soskice, eds., *Varieties of Capitalism* (**reserve**), ch 1 (esp. pp 1-21, 27-33, and 36-68)

Due: **Policy Theory Paper Progress Report II** (briefly summarize your progress in examining the topic you chose and state any questions or concerns) **and** Response Paper 5 (covers materials from week 8 only; **complete two of RPs 4-6**)

9. Tuesday, March 4. Policy Evaluation and Adjustment

Gosling, *Understanding, Informing, and Appraising Public Policy*, review ch 7

Howlett and Ramesh, *Studying Public Policy*, ch 9

Stone, *Policy Paradox*, review ch 2-5

Recommended (not extra credit but useful): Smith, *Writing Public Policy*, chapter 7, "Briefing Memo or Opinion Statement: Inform Policy Makers" and/or chapter 8, "Testimony: Witness in a Public Hearing." Note: chapter 8 might be very useful for hints about oral presentations, whether required or optional, in classes and other situations.

Recommended/extra credit: Huber and Stephens, *Development and Crisis of the Welfare State* (**reserve**), on current changes in "welfare states;" skim pp 1-66 and read ch 7 (esp. pp 222-241 and 299-311) and ch 8 (pp 312-345); and/or Linder, *Growing Public*, Volume 1 (**reserve**), skim ch 1 and read ch 2

Due: **Final policy theory progress report** (outline of core elements of your report) **and** Response Paper 6 (this RP covers materials from week 9 only; **complete two of RPs 4-6**)

10. Tuesday, March 11. Examining and Explaining Long-Term Policy Trends and Re-consideration of Policy Models and Approaches

Review the materials about models from classes 1 and 4.

Gosling, *Understanding, Informing, and Appraising Public Policy*, ch 9 and review ch 6

Birkland, *Introduction to the Policy Process*, carefully re-read chapters 6 and 9

Howlett and Ramesh, *Studying Public Policy*, ch 10 and 11

Recommended (not extra credit but useful): Smith, *Writing Public Policy*, chapter 9, "Written Public Comment: Influence Administration"

Recommended/extra credit: Sabatier, ed., *Theories of the Policy Process* (book on **reserve**), ch 9 (Schlager, pp 233-260) and ch 10 (Sabatier, pp 261-275); and/or Wilson, "Policy Regimes and Policy Change," *Journal of Public Policy* 20:3 (2000); and/or Baumgartner and Jones, eds., *Policy Dynamics* (book on **reserve**), skim ch 1 (pp 3-28) and read ch 2 (pp 29-46) and 13 (pp 393-306); and/or Pierson, "Increasing Returns, Path Dependence, and the Study of Politics," *American Political Science Review*, June 2000

Due: Response Paper 7 (**this RP is REQUIRED**; it covers materials from week 10 only, which concludes the course in relation to policy models and other core course components; the theme of this class is suggested by this week's title)

Due: Policy Theory Paper (date to be decided)

Background Reading for Policy Theory Paper

As part of preparing for policy theory papers, it is important to locate and review background materials about that topic. The following items might serve as starting points; many contain additional references. Note: You are **not** required to read **all** of these for your policy, but you should examine **at least some** of them. **All books have been ordered for Library reserve**; some might be available through journal sources online through the OSU Library web site. Because this material is available only to those affiliated with OSU, you might have to access them from a computer on campus, though you probably can access off campus using your student ID number. Note that a number of items are indicated below from the Brookings Institution, a "think tank" that usually is seen as more moderate than more clearly ideological ones; its overviews often provide very useful background about various topics, as does other material available on its web site: <http://www.brook.edu>. Birkland in his core text *Introduction to the Policy Process* provides a very useful guide to web sources in an appendix.

⇒ **The following books, available on 2-hour reserve in Valley Library, provide brief introductions to the policy areas, as indicated below (see the list for each book on page 2 above): Kraft and Furlong, *Public Policy*, 2nd edition (CQ Press, 2006), ch 7-11; Shafritz and Borick, *Introducing Public Policy* (Pearson Longman, 2008), ch 7-14; Simon, *Public Policy* (Longman, 2007), ch 10-16 Wilson, *Public Policy* (McGraw-Hill, 2006), chapters 5-14.**

⇒ **Important:** I strongly recommend that students also visit some of the “think tanks” listed on page 6 above, selecting from distinct points of view.

President Bush Tax Cuts (2001 and later years, since there have been tax proposals essentially each year)

The relevant chapter from **two** of the following, as stated above: Kraft-Furlong, Shafritz-Borick, Simon, and Wilson.
For this, examine materials from at least the following “think tanks” (see list on page 6 above): Center on Budget and Policy Priorities (CBPP; excellent data; overall perspective liberal); Tax Foundation (conservative); Cato Institute (libertarian); and especially Brookings/Urban Institute Tax Policy Center: www.taxpolicycenter.org/index.cfm (especially “Tax Facts”)
The Brookings analysis “Restoring Fiscal Sanity,” at www.brook.edu/es/research/projects/budget/fiscalsanity.htm, is useful, though now somewhat dated
See also discussion of this topic and references in Hacker and Pierson’s *Off Center* (this book is available on **reserve**), which is very relevant for this topic and has many useful references, especially in chapter 2.
President Bush’s tax reform commission proposals (2005), www.taxpolicycenter.org/newsevents/trp_recommendations.pdf

“No Child Left Behind” Education Policy

The relevant chapter from **two** of the following, as stated above: Kraft-Furlong, Shafritz-Borick, Simon, and Wilson.
Peterson and West, eds., *No Child Left Behind?: The Politics and Practice of School Accountability* (Brookings, 2003)
The Center for American Progress (www.americanprogress.org/), liberal group, has run critical analyses of this act; conservative think tanks (see earlier lists) also have analyzed this, from a different perspective.

Clinton 1993-1994 Comprehensive Health Care Reform Proposals

The relevant chapter from **two** of the following, as stated above: Kraft-Furlong, Shafritz-Borick, Simon, and Wilson.
Hacker, *The Road to Nowhere: The Genesis of President Clinton’s Plan for Health Security* (Princeton University Press, 1999), and his “Learning from Defeat,” *British Journal of Political Science*, Vol. 31, pp. 61-94 (2001) (co-author of *Off Center*)
Fallows, “Triumph of Misinformation,” (**Blackboard documents**); this critiques media coverage of the Clinton health proposals during 1993-1994
I strongly encourage students to locate materials about any recent or current health-care reform proposals, e.g., candidates

Recent and on-going Social Security Policy Issues and Developments

The relevant chapter from **two** of the following, as stated above: Kraft-Furlong, Shafritz-Borick, Simon, and Wilson.
Aaron and Reischauer, *Countdown to Reform: The Great Social Security Debate*, updated ed. (Century Foundation/Brookings, 2001), and/or (more recent) Brookings scholar Peter Orszag congressional testimony on Social Security Reform, available at <http://www.brookings.edu/views/testimony/orszag/20050426.htm> (and other similar Brookings items)
Diamond and Orszag, *Saving Social Security: A Balanced Approach*, revised (Brookings, 2005)
The following think tanks have very useful materials: Brookings, Brookings/Urban Institute Center on Tax, the Heritage Foundation and Cato Institute (both favor fundamental Social Security change, including privatization), and many others.

National Government Energy Policy

The relevant chapter from **two** of the following, as stated above: Kraft-Furlong, Shafritz-Borick, Simon, and Wilson.
The Bush energy proposals of 2001 and policy enacted in 2005 and in, available online at <http://www.whitehouse.gov/energy/>
Various think tanks also provide useful information; see especially Brookings materials

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OREGON STATE UNIVERSITY

PS 571 (Sahr)

Public Policy Theory

Winter 2008

Name: Last _____, First _____ Middle _____

Nickname, if prefer _____

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

Local address: _____

ZIP _____

E-mail address: _____ Local telephone: _____

Permanent address (if different): _____

ZIP _____

Permanent telephone: (area code _____) number _____

Year/program: MPP__ (if MPP, what year? 1st__, 2nd__), MAIS__, other (specify) _____

Major emphasis: _____ Minor fields (if any): _____

Career goals: _____

Previous college- or grad-level courses in political science, sociology, economics, or similar related to this course, if any:

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

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? _____

If you have work__ or other required non-class activity (specify: _____) in addition to classes, check the appropriate space in the line above and indicate about how many hours per week ____

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

Indicate here the main reasons you are taking this course:

Response Papers (1, 2, 3, and 7 and two of 4-6 required, @75:

1 (required) _____

2 (required) _____

3 (required) _____

4 _____

5 _____

6 _____

7 (required) _____

Response Papers (450)

Book Critique Author _____ Title _____ (100)

Participation (at least 7) 2 ____, 3 ____, 4 ____, 5 ____, 6 ____, 7 ____, 8 ____, 9 ____, 10 __ attendance: ____ (100)

Discussion Leader Week _____ Topic _____ (50)

Policy Theory Paper (300; 50 for progress reports, 250 for written presentation)

Topic: _____

Progress reports: Initial __/10, I __/10, II __/10, Final __/20 Total ____ (50)

____ (300)

Makeup work: _____

Total _____ + adjustment ____ = Total points _____ 1000 = _____ Percent = Grade ____