

PSCI 503 Policy Analysis

Masters of Public Administration Program / Spring 2018 Campus Version

LA 337 -- 4:00-6:20 (Tuesdays)

Professor: Jeffrey Greene

Telephone: 243-6181 / **Office:** LA 337 / **Office Hours:** 3- 4 p.m. Tuesday

E-mail: jeffrey.greene@umontana.edu

This class is open to graduate students from any graduate program at the University of Montana. Undergraduates must have the consent of the instructor to take this course.

Spring Semester begins on January 22 and ends May 11.

TEXTS

Public Policy: An Evolutionary Approach, 3/e, by Lester and Stewart (Students can use the 2/e of this book)

Issues for Debate in American Public Policy, 16/e, by The CQ Researcher (Supplemental reader)

Public Policy: Theories, Models, and Concepts, by McCool (Supplemental reader of classic articles; used for article summaries)

COURSE DESCRIPTION

Public policy is one of the most exciting areas in political science and public administration. **PSCI 503** is designed to provide students with an overview of the public policy process and an overview of the history and evolution of policy studies. The course also provides an introduction to the fundamental theories, concepts, terms, and methodologies associated with policy analysis, and an introduction to the basic procedures used in conducting policy analysis.

The purpose of the course is to acquaint students with the complexities of public policy and policy analysis. The course is intended to provide students with an adequate background at a level of understanding appropriate for a variety of public sector employment settings. The course will blend theory and practice. Much of the course (the last five or six weeks) will be used discussing and analyzing a series of policy issues included in the Lester and Stewart text and the *Issues for Debate in American Public Policy* text by CQ Press. This is called the CQ Reader in the syllabus and contains a variety of policy issues.

Primary Objectives

Objective #1: To provide students with a general understanding of public policy and policy analysis by reading and discussing classic and contemporary literature. Students will be exposed to the basic concepts, terms, and methodologies associated with policy studies. In this process, students will gain a general understanding of the history and evolution of policy studies. Students' proficiency will be measured via class discussions. *The written, comprehensive exam that was used in the past will not be used in this section of PSCI 503.*

Objective #2: To enhance students' ability to write concise reports pertaining to public policy. This objective will be accomplished by having students write article critiques and an 8-12 page policy summary. Details of these projects are explained later in the syllabus. Students' proficiency will be assessed via the written article critiques and the policy summary paper.

Objective #3: To provide students with the basic procedures used to conduct policy analysis. Students' proficiency in this area will be assessed by material included on the comprehensive exam. Students will also develop proficiency at "framing" policy issues. This idea is developed in the National Issue Forums; you can view these online at Public Agenda, www.publicagenda.org for a variety of policy issues.

Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome:

- *To Participate in and Contribute to the Public Policy Process*

Upon successful completion of the course, students should be able to:

- 1). Demonstrate knowledge of the history and evolution of domestic public policy
- 2). Demonstrate an understanding of the fundamental terms and concepts associated with public policy and policy studies, including the various stages of the *policy cycle*
- 3). Demonstrate proficiency at writing concise reports that deal with complex material
- 4). Be able to construct a policy analysis design
- 5). Demonstrate a thorough understanding of a specific policy by writing a policy summary.
- 6). Demonstrate the ability to "frame" complex policy issues.
- 7). Demonstrate the ability to present a complex public policy problem in a presentation format to a group.

It should be stressed that **PSCI 503** contains many other secondary objectives. For example, oral communication skills and critical thinking skills are not primary objectives in **PSCI 503** but are deeply embodied in the course. Additional and more specific learning objectives can be viewed at PSCI 503 Learning Objectives on Moodle.

REQUIREMENTS: POLICY PAPER, ARTICLE SUMMARIES, and ORAL PRESENTATION OF A PUBLIC POLICY ISSUE

Exam

There is not a written, formal exam in PSCI 503.

Article Critique Guidelines

The McCool text contains a variety of articles that will be assigned to students on the first day of class. Part of designated classes will be used for brief oral summaries of the assigned articles. The articles will be assigned to "individual students" and a written summary should be prepared to hand out to the class. The critiques constitute 20 percent of one's final grade. *All students are expected to read all of the assigned articles for each class but only have to prepare a written critique for their pre-assigned article.*

Each student is responsible to have thoroughly read the article, be prepared to present an overview of the article, and be prepared to respond to questions from the instructor and the class. The total time of the presentation should be no longer than 5 minutes. There are some specific questions one should consider while reading the article and developing a summary.

1. What is the major subject and theme of the article?
2. What is the major question the author addresses?
3. What techniques, tools of analysis, or methods are employed by the author to answer the question?
4. What major points does the author make?
5. What does the author conclude? What suggestions are made?
6. What is the relevance of the article to theory or practice? (What does it mean?)

Sample article critiques are posted on Moodle.

Policy Presentations

Each student will present a 20 minute presentation on a public policy issue. Students will select the policy, which must be approved to avoid replication by other students, and to ensure the policy areas is not too broad. This presentation is similar to what is used in PSCI 505 (the public budgeting class) but will consist of providing an overview of a policy, describing how the policy has been framed (or various ways it has been framed), an overview of the potential remedies to resolve the problem -- the pros and cons of the remedies. Students are encouraged to use PowerPoint or other presentation software.

Students should use the same policy that they plan to use for the policy paper. This policy does NOT have to be a broad policy, such as welfare or economic policy. It should be a narrow policy or a part of a much larger policy. For example, no one should select health care policy in America, but a person might select either the prescription drug plan associated with Medicare or "providing prescription drugs for senior citizens," and examine the various proposals.

The last few sessions of the class will be used for presentations.

Policy Paper

Students will select the policy. The topics should be approved to ensure the policy areas are not too broad. This paper is similar to what is used in PSCI 505 (the public budgeting class) but will consist of providing an overview of a policy, describing how the policy has been framed (or various ways it has been framed), an overview of the potential remedies to resolve the problem -- the pros and cons of the remedies. The paper should be 10 to 12 pages using single or double-spacing. The goal is to keep the paper as concise as possible while thoroughly covering the topic. Rather than write a longer paper, students can adjust the paper using single, space and a half, font size, etc. to make it fit within the 12 page limit. The title page and references, if endnotes or a bibliography are used, does not count in the 12 pages.

Samples of policy papers are provided on Moodle.

Grade Weights

Policy Paper..... 80% Due May 10; this also includes the presentation (Tuesday)

Article Critiques.....20% Due in class on assigned dates

Attendance and Participation: Students are encouraged to participate in class discussions on the discussion board. Poor attendance and poor quality or lack of participating in class discussions will affect one's final grade. Students are expected to miss no more than three classes during the semester.

COURSE OUTLINE and READINGS

** Note: we will move quickly through the first nine chapters of the Lester and Stewart textbook*

PART I THE BASICS OF PUBLIC POLICY

Session 1: Introduction / No readings assigned (January 23)

This is the introductory class and will cover some introduction to the various approaches and methods for conducting public policy.

Session 2 Introduction, Background, and Context: What is Public Policy? What is Policy Analysis?
(January 30)

Lester & Stewart, Chapters 1,2

McCool, Sections 1,2 _____

Assigned Articles (McCool)

"Interest Groups and the Nature of the State" by Truman _____

"Three Types of Pluralism" by Kelso _____

"The Golden Era of Interest Group Pluralism" by Garson _____

"The Comparative Study of Political Elites" by Putnam _____

"A Critique of Elitist Theory of Democracy" by Walker _____

"The Political System under Stress" by Easton _____

"Policy Science as Metaphysical Madness" by Banfield _____ (This article is posted on Moodle)

Session 3 Approaches and Models (February 6)

Lester & Stewart, Chapters 3,4

Assigned Articles (McCool)

"The Science of Muddling Through" by Lindblom _____

"Stages of the Policy Process" by Ripley _____

"Four Systems of Policy, Politics, and Choice" by Lowi _____

Session 4 Analysis in the Policy Process: Agenda Setting and Policy Formulation (February 13)

Lester & Stewart, Chapters 5,6

Assigned Articles (McCool)

"Developing Public Policy Theory..." by Greenberg, Miller, Mohr, and Vladeck _____

"Typologies of Public Policy..." by Steinberger _____

"Promoting Policy Theory" by Spitzer _____

"Fiscal Behavior of the Modern Democratic State by Mitchell _____

Session 5 Implementation, Evaluation, and Policy Change (February 20)

Lesser and Stewart: Chapters 7,8,9

Assigned Articles (McCool)

"The Subsystems in Perspective" by Freeman _____

"Issue Networks and the Executive Establishment" by Heclo _____

"Patterns of Influence among Committees, Agencies, and Interest Groups" by Hamm _____

"An Advocacy Coalition Framework of Policy Change and the Role of Policy Learning Therein" by Sabatier _____

Section 6 of McCool

"Introduction: The Age of Dead Ideas?" by McCool _____

"The Future: Theoretical Choices" by McCool _____

PART 2 ANALYZING POLICY CHOICES AND POLICY ISSUES

Analyzing Public Policy Choices

This section will examine a variety of policies, including Education Policy, Welfare Policy, Crime Policy, and Environmental Policy from the Lester & Stewart text. Also, additional policies are included from the CQ Reader. In addition to what is assigned in the printed material, students will be required to read summaries and overviews provided by [Public Agenda](http://www.publicagenda.org). Adobe files are available that provide the general summaries for Public Agenda's studies. Public Agenda is located at <http://www.publicagenda.org>

Please note that only three policy chapters are included in the 3/e of Lester and Stewart. There are more policy chapters in the 2/e.

Session 6: Education Policy (February 27)

Education Policy (Lester & Stewart, Chapter 10)

Readings in the CQ reader

14. School Discipline _____

Public Agenda's summary of education policy (at the link below)

[Public Agenda's summary of education policy](#)

Session 7 Welfare Policy (March 6)

Lester and Stewart, Chapter 11 and Chapter 11 in the CQ Reader

11. Housing the Homeless _____

There is an [article](#) that appears in *City Journal* by James Q. Wilson. It is an interesting article titled, "Why We Don't Marry." It is related to welfare policy. _____

Session 8: Health Care Policy (March 13)

No readings in Lester & Stewart; read Public Agenda's policy summary online at the provided links below. Two articles are included in the CQ Reader.

[Public Agenda's summary of health care policy](#)

[A second Public Agenda report on health care policy](#)

15. Assisted Suicide _____

7. Abortion Debates _____

"Ten years later, tobacco deal going up in smoke" by Sullivan _____ (This article is posted on Moodle)

Session 9: Crime Policy (March 20)

Lester & Stewart, Chapter 12 (2/e only), *There is not a chapter on crime in the 3/e of Lester and Stewart.* (A copy of the 2/e of the book is on reserve at the Mansfield Library). There is one chapter in the CQ reader.

16. Police Tactics _____

Public Agenda's summaries on crime policy (see below for the links)

[Public Agenda's summary of crime policy](#)

[A second report from Public Agenda on crime](#)

["Broken Windows," by James Q. Wilson and George L. Kelling](#) _____

Spring Break March 26-30, No Class

Session 10: Environmental Policy (April 3)

Lester & Stewart, Chapter 13 in 2/e; Chapter 12 in 3/e; and Environment, Chapters 1 and 2 in the CQ Reader

1. Food Debates _____

2. Regulating Toxic Chemicals _____

Public Agenda's summary of environmental policy (Please note that some of the web links in this Adobe document no longer work due to changes on Public Agenda's website). This summary is posted on Moodle.

[Public Agenda's summary of environmental policy](#)

Session 11: Business and the Economy (April 10)

Business and the Economy in the CQ Reader, Chapters 3, 4, 5, and 6

3. The Future of Cars _____

4. Wealth and Inequality _____

5. Women and Work _____

6. Youth Unemployment _____

Paper: "Economic Policy" by J. Greene (posted on Moodle). Assigned to the whole class.

Assigned Article (McCool)

"American Business, Public Policy, Case Studies, and Political Theory" by Lowi _____
(McCool's book)

Public Agenda's summary of economic policy

[Public Agenda's summary of economic policy](#)

Session 12: Presentations (April 17)

Session 13: Presentations (April 24)

Session 14: Presentations (May 1)

Session 15: All work returned. (May 8) Note: we sometimes need this day for presentations depending on the size of the class. *Policy papers are due May 8; these are the written version of your presentation policies. They can be uploaded on Moodle, e-mailed directly to me, or turned in as a hard copy.*

In the past I was able to post material on the Political Science website and make direct links in the syllabus. Due to changes at UM and a new "secure" server, I now have to use Moodle to post material for classes. You will find study guides, learning objectives, the policy paper (and examples) posted on Moodle.

This year there are some videos that have been added to Moodle about some of the policy topics.

<http://umonline.umt.edu/>

Visit **Governing.com**, which is filled with news and policy matters pertaining to state and local government at www.governing.com

For students interested in foreign policy, visit [Foreign Policy Online Magazine](#)

Visit [Public Agenda](#), which is a rich source of data and studies about public policy.

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2. Regulating Toxic Chemicals

BUSINESS AND ECONOMY

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4. Wealth and Inequality
5. Women and Work
6. Youth Unemployment

RIGHTS AND LIBERTIES

7. Abortion Debates
8. Big Data and Privacy
9. Domestic Drones
10. Voting Controversies

SOCIAL POLICY

11. Housing the Homeless
12. Paying College Athletes
13. Regulating Lobbying
14. School Discipline

HEALTH

15. Assisted Suicide

NATIONAL SECURITY

16. Police Tactics

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