

**PAUS 8011(01): Politics and Policy**  
**Fall 2008**

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4:30-7:00pm  
Gen CI 429  
Wed: 11:00am to 1:00pm  
By Appt.

The goal of this course is to provide an introduction to the study of public policy within a political context. We will consider the roles of different actors in public policy-making as well as consider several different policy issues. For some of this class, we will study policy within the framework of the policy process model. Thus, we will view the development of policy as occurring in several distinct stages: agenda setting, policy formulation, legitimation, implementation, and evaluation. However as the course progresses, we will also consider the limitations of this process model and the merits of several alternatives.

You should leave this course with an increased understanding of the policy process, who the major players are, and some of the key factors that influence the making of public policy. We will pay particularly close attention to the use of information and decision-making within policy contexts. In addition, this course should increase your skill in summarizing and evaluating arguments made by scholars writing across a few different policy issues.

**Course Objectives:**

1. To understand different ways of categorizing policies.
2. To understand how different actors are likely to influence policies.
3. To understand different ways that decisions may occur in policy contexts.
4. To understand different models of policy-making.

**Course Requirements:**

Exams

There will be 2 midterm exams: midterm (30%) and final (35%). Both exams will be essay exams and will be geared to test your understanding of the key points made by the various readings. The first exam will be held in class and the second exam will be a take home exam.

Homework

Throughout the term I will provide 2 short paper assignments. You will have 2 weeks to complete each assignment and the papers will be about 5 pages long. (25%)

### In-class Participation and Writing

You will be expected to have read the assigned readings before coming to class and to be prepared to participate in class discussions. I may call on you and ask you to respond to specific questions. At the beginning of the class, I may ask you to write about a question relevant to the day's lecture. I will occasionally ask you to submit this in-class writing and it will be graded according to a 3 point scale (10%).

### Texts:

Required:

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

Sabatier, Paul. Ed. (2007) *Theories of the Policy Process*. Boulder: Westview Press.

How to obtain additional \* readings will be discussed in class.

### Grade Calculation

The final grade will be calculated as follows:

Grade Overall numeric score

A	94.00 – 100.00
A-	90.00 – 94.00
B+	87.00 – 89.99
B	83.00 – 86.99
B-	80.00 – 82.99
C+	77.00 – 79.99
C	73.00 – 76.99
C-	70.00 – 72.99
D	60.00 – 69.99
F	<60.00

### Please Note:

- Effective Fall 2001, all instructors must, on a date after the mid-point of the course (to be set by the Provost),
  1. Give a WF to all those students who are on their rolls, but no longer taking the class and
  2. Report the last day the student attended or turned in an assignment
- Any cases of plagiarism will be handled according to university guidelines as outlined in the student handbook.
- If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined above or which will require extra time on examination, please notify me in the first two weeks of the course so that we can make appropriate arrangements.

Please note the following definition of plagiarism, from the student handbook:

Plagiarism. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or part, taken from the internet without properly referencing the corresponding URL may be considered plagiarism. An author's name and the title of the original work, if available, should also be included as part of the reference. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

**Course Schedule – Tentative**  
**Changes in Course Readings May Be Announced**

- Aug. 20, 27    **Introduction**  
**What is Public Policy?**  
Birkland, Chapt. 1, 9 (200-214), 6  
\*McCool, Daniel. 1995. “The Theoretical Foundation of Policy Studies” in *Public Policy, Theories, Models, and Concepts*. New Jersey: Prentice Hall. pp. 1-27.  
Recommended: Birkland, Chapt. 2
- Sept. 3        **Scope of Participation in Policy-making**  
\*Walker, Jack. “A Critique of the Elitist Theory of Democracy.” in Daniel McCool ed., *Public Policy, Theories, Models, and Concepts*. New Jersey: Prentice Hall.  
TC: Dahl, Robert. “With the Consent of All.”  
TC: Truman, David. “Group Politics and Representative Democracy.”  
TC: Mills, C. Wright. “The Power Elite.”  
TC: Dahl, Robert. “A Preface to Economic Democracy.”
- Sept. 10      **Official and Unofficial Actors**  
Birkland, Chapt. 3, 4  
\*Jennifer Jerit, Jason Barabas and Toby Bolsen. 2006. “Citizens, Knowledge, and the Information Environment” *American Journal of Political Science*. Vol. 50, No. 2, pp. 266-282  
\*Homework 1 Handed Out
- Sept. 17      **Information and Decision-Making**  
Birkland, Chapt 9 (214-219)  
\*Cohen, M. D., J. G. March, and J. P. Olsen, 1972. "A Garbage Can Model of Organizational Choice." *Administrative Science Quarterly* 22: 1-25. Read Introduction.  
\*Jones, B.D. “Bounded Rationality and Political Science: Lessons from Public Administration and Public Policy,” *Journal of Public Administration Research and Theory*, 13, 4, 395 – 412.  
\*Lindbloom, Charles. “The Science of Muddling Through.” in Daniel McCool ed., *Public Policy, Theories, Models, and Concepts*. New Jersey: Prentice Hall.
- Sept. 24      **Agenda Setting and Policy Problems**  
Birkland, Chapt. 5  
\*Kingdon, J. 1995. *Agendas, Alternatives, and Public Policies*. Chapter 9  
\*Wood, Dan and Alesha Doan. 2003. “The Politics of Problem Definition: Applying and Testing Threshold Models.” *AJPS*. Read Introduction.  
\*Roch, Christine 2008. “Considering the Dynamics of Problem Definition: Individual Experiences, Social Services, and Public Problems.” *Politics and Policy*.  
\*Homework 1 Due

- Oct. 1           **Models of Policy-making I – Punctuated Equilibrium**  
 Sabatier, Chapt. 1  
 Sabatier, Chapt. 6
- Oct. 8           **Models of Policy-making II – Advocacy Coalition**  
 Sabatier, Chapt. 7
- Oct. 15          **Midterm Exam**
- Oct. 22          **State Level Policy-making**  
 Sabatier, Chapt. 8 (223-240)  
 \*Mintrom, M. and S. Vergari. 1998. “Policy Networks and Innovation Diffusion: The Case of State Education Reforms.” *Journal of Politics* 60, 1: 126-148.  
 \*Volden, Craig. 2006. “States as Policy Laboratories: Emulating Success in the Children’s Health Insurance Program.” *American Journal of Political Science* 50: 294-312.
- Oct. 29          **Policy Design**  
 Birkland, Chapt. 7  
 Sabatier, Chapt. 4  
 \*Soss, J. 1999. “Lessons of Welfare: Policy Design, Political Learning, and Political Action.” *American Political Science Review*. 93(2): 363-80.  
 \*Homework 2 Handed Out
- Nov. 5           **Institutions and Public Policy**  
 \*Schneider, Mark, Paul Teske, Melissa Marschall Michael Mintrom, and Christine Roch. 1997. “Institutional Arrangements and the Creation of Social Capital: The Effects of Public School Choice.” *American Political Science Review* 91: 82-93.  
 \*Cox, James and Chrispher Witko. 2008. “School Choice and the Creation of Social Capital Reexamined.” *American Journal of Political Science*. Pp. 142-155.  
 \*Bifulco, Robert and Helen Ladd. 2005. “Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement.” *Journal of Public Administration Research and Theory*. Pp. 553-576
- Nov. 12          **Policy Implementation**  
 Birkland, Chapt. 8  
 \*deLeon, Peter, and Linda deLeon. 2002. “What Ever Happened to Policy Implementation? An Alternative Approach.” *Journal of Public Administration Research and Theory* 12: 467-492 ??  
 \*Kenneth J. Meier, J. L. Polinard, Robert D. Wrinkle. 2000. “Bureaucracy and Organizational Performance: Causality Arguments about Public Schools” *American Journal of Political Science*. Vol. 44, No. 3, pp. 590-602  
 \*Homework 2 Due

Nov. 19

**Policy Evaluation and Analysis**

\*Stone, Deborah. 2002. "The Market and the Polis" in *Policy Paradox: The Art of Political Decision-Making*. New York: W. W. Norton.

\*Shulock, N. 1999. "The Paradox of Policy Analysis: If It Is Not Used Why Do We Produce So Much of It?" *Journal of Policy Analysis and Management*, 18, 2, 226 – 244.

\*\*\*November 26 – Thanksgiving Holiday\*\*\*

Dec 3

**Wrap Up**

Additional Articles May be Announced