

**DRAFT**

**PUBP730-005 National Policy Systems and Theory**  
**Professor Brent M. Eastwood**

George Mason Univ. School of Public Policy  
Monday 7:20p-10p

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Office Hours: Mon. 5:30p-6:30p or by appointment.

The purpose of this course is to examine the major policy making institutions of the United States Government. Portions of this course will be devoted to the Presidency, the executive branch bureaucracies, Congress, the Courts, Parties and Interest Groups, and the Media. The emphasis will be on the stages of policy making beginning with agenda setting, formulation, adoption, implementation, and evaluation. The interaction among the various actors throughout the policy making process will also be emphasized along with major theoretical foundations in the public policy literature.

The goal of the MPP program in the School of Public Policy is to prepare students for a career in public policy or to enhance their current careers. This career preparation includes study of the executive or legislative branches of government, private-sector businesses dealing with public policy, and non-profit organizations concerned with public policy.

**Class Format**

The class is structured as a graduate seminar rather than lecture format. Students are expected to complete all of the week's assigned readings; be prepared to answer questions from the instructor in the Socratic dialogue; and be ready to critically analyze and discuss the readings with the rest of the class. You will serve as "discussion leader" for one of the week's reading assignments. The purpose of this requirement is to prepare you for speaking in public, delivering presentations and briefings, and serving on conference panels.

**Required Texts**

Kingdon, John. 2003. *Agendas, Alternatives, and Public Policies*. Second Edition. New York: Longman. ISBN 0-673-52389-6 (Paper).

Light, Paul C. 1999. *The President's Agenda: Domestic Policy Choice from Kennedy to Clinton*. Third Edition. Baltimore: The Johns Hopkins University Press. ISBN 0-8018-6066-0 (Paper).

- Mayhew, David R. 1974. *Congress: The Electoral Connection*. New Haven: Yale University Press. ISBN 0-300-01809-6 (Paper.)
- Lindsay, James M. 1994. *Congress and the Politics of U.S. Foreign Policy*. Baltimore: The Johns Hopkins University Press. ISBN 0-8018-4882-2 (Paper).
- Rosenberg, Gerald N. 1993. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: University of Chicago Press. ISBN 0-226-72703-3 (Paper).
- Dahl, Robert. 2005. *Who Governs? Democracy and Power in an American City*. New Haven: Yale University Press. Second Edition. ISBN 0-300-10392-1 (Paper).
- Leighley, Jan E. 2004. *Mass Media and Politics: A Social Science Perspective*. Boston: Houghton Mifflin Company. ISBN 0-395-92546-0 (Paper).
- Rose, Richard. 1993. *Lesson-Drawing in Public Policy: A Guide to Learning Across Time and Space*. Chatham, NJ: Chatham House Publishers. ISBN 0-934540-32-2. (Paper.)

### **Recommended Texts**

- Hamilton, Alexander, James Madison and John Jay. 1961. *The Federalist Papers*. Edited by Charles R. Kesler and Clinton Rossiter. New York: Penguin Putnam.
- De Tocqueville, Alexis. 2001. *Democracy in America*. Edited by Richard D. Hefner. New York: Signet Classic.
- Strunk, William, Jr. and E.B. White. 2000. *The Elements of Style*. Fourth Edition. New York: Longman.
- Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Sixth Edition. Chicago: University of Chicago Press.

### **Course Evaluation**

**25%--Reading and Contributing to Class**

**25%--Class Discussion Leader**

**25%--Papers (5 total)**

- Three 5-7 page Critical Literature Review Essays on the week's reading of your choice.
- One 5-7 page "Policy Analyst Briefing Paper." Due in class March 5, 2007.

- One 5-7 page Literature Review on “Students’ Favorite Public Policy Specialty.” Due in class April 30, 2007.

**25%-- In-Class Final Exam. May 14, 7:20p-9:20p.**

### **Course Grading**

The grades A or A- are reserved for sustained excellence and outstanding performance for all aspects of the course. The grades of B and B+ are used to denote mastery of the material and very good performance in all aspects of the course. The grade of B- denotes marginal performance and work that is not up to standards expected of graduate students. The grade of C denotes work that is not acceptable at the graduate level.

### **Attendance, Reading and Contributing to Class**

- I expect students to attend each class; however, excused absences with prior approval are permitted. Inform me of any unforeseen events and we will make the necessary arrangements to for you to make up the work. But please remember ‘A’ students usually have perfect attendance.
- Students are expected to be engaged in their discussion of the week’s readings each class period. After each class period, I will assign you a grade for the quantity and quality of your participation.

### **Discussion Leader**

Every student will be assigned the task of leading a class discussion once during the semester. As a discussion leader you will be responsible for preparing questions that are designed to assist your classmates in highlighting important aspects of the week’s reading. You will be responsible for moderating and orchestrating a useful and intelligent seminar on the readings of the week. Depending on class size, in all likelihood two people will be co-leaders for any given week. You are also responsible for contacting your co-leader and collaborating on that week’s discussion preparations.

### **Papers**

- **Three 5-7 page Literature Review papers.** Students will choose three separate weeks in which they write a paper that briefly summarizes and synthesizes the week’s readings. The remainder of the paper is comprised of critical analysis from each of the assigned readings. Literature review papers are due at the beginning of class.
  - In critical analysis, engage different ideas. Show how the authors differ and how they agree. Contrast different methods of understanding a phenomenon. What types of evidence make a point? Judge whether the reasoning is valid. Look at research methods. How well did the author answer the research questions?
- **One 5-7 page “Policy Analyst Briefing Paper.”**
  - Due at the beginning of class **March 5, 2007**

- You are writing a briefing memo for your boss in the White House, Congress, or a federal agency that explains the merits and political implications of a certain issue. You pick the (national) policy issue. The purpose of this exercise is to practice presenting complex material to someone who may have to make a policy decision but who does not have the time to look at the issue as thoroughly as you.
  - Present the pros and cons; analyze the politics and policy.
  - Make policy recommendations.
  - Cite at least eight scholarly sources plus newspaper and magazine articles
- **One 5-7 page Literature Review on your “Favorite Public Policy Specialty.”**
  - Due beginning of class **April 30, 2007**
- All papers should be double-spaced with 12-point font.
- Turn in both a hard copy and an e-mail copy to me. All papers will be submitted through computer software that checks your paper for plagiarism.
- Use parenthetical notation and references:
  - (Jones 2006, pg. 21) or Jones (2006).
- Use a “*Works Cited*” reference list:
  - “Jones. 2006. “Policy Analysis for Graduate Students.” *Public Policy Today*. 86: 21-54.

### **SPP Policy on Plagiarism**

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another’s words or ideas presented as one’s own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another’s work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one’s professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of “F.” This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student’s transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School

subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

### **Classroom Courtesy**

Civility and respect toward all members of the class are expected; disagreements among members of the class (or with the instructor) are useful and illuminating, but mutual respect is mandatory. If you use a laptop, taking notes is fine. Using the laptop to surf the Internet or send e-mail is not acceptable.

### **Instructions for Electronic Reserves**

<http://oscr.gmu.edu>

### **Schedule of Classes**

#### **1. Introduction (Jan. 22)**

- a. What is Public Policy? What is Policy Analysis?

#### **2. Theory and Foundations I (Jan. 29)**

- a. US Constitution <http://www.gpoaccess.gov/constitution/index.html>
- b. Federalist 10 and 51 <http://thomas.loc.gov/home/histdox/fedpapers.html>
- c. John P. Roche. 1961. "The Founding Fathers: a Reform Caucus in Action." *American Political Science Review*. 55: 799-816. (JSTOR/ e-journals)
- d. Robert A. Dahl. 1956. *A Preface to Democratic Theory*. Intro, Chapter One, and Chapter Five. (e-reserves)
- e. E.E. Schattschneider. 1960. *Semisovereign People: A Realist's View of Democracy in America*. Chapter One and Eight. (e-reserves)
- f. Ted Lowi. 1964. "American Business, Public Policy, Case-Studies, and Political Theory." *World Politics*. 16: 677-715. (JSTOR/ e-journals)

#### **3. Theory and Foundations II (Feb. 5)**

- a. John Kingdon. 2003. *Agendas, Alternatives, and Public Policies*. Entire.
- b. Stephen Brooks and Lydia Miljan. 2003. *Public Policy in Canada*. Chapter Two. (e-reserves).
- c. Jessica Adolino and Charles H. Blake. *Comparing Public Policies*. Chapter One. (e-reserves).

#### **4. Presidency I. (Feb. 12)**

- a. Paul C. Light. 1999. *The President's Agenda: Domestic Policy Choice from Kennedy to Clinton*. Entire.
- b. Richard Neustadt. "The Power to Persuade." From *Understanding the Presidency*. Edited by Pfiffner and Davidson. (e-reserves)
- c. Robert B. Reich. "Locked in the Cabinet." From Pfiffner and Davidson. (e-reserves)

- d. Roger H. Davidson. "Presidential Relations with Congress. From Pfiffner and Davidson. (e-reserves).

**5. Presidency II. (Feb. 19)**

- a. Graham T. Allison. 1971. *Essence of Decision: Explaining the Cuban Missile Crisis*. Chapter One. (e-reserves)
- b. Robert DiClerico. "The Iran-Contra Affair." *Five Cases in Presidential Decision Making*. (e-reserves).
- c. James P. Pfiffner. "Presidential Policy-Making and the Gulf War." *Understanding the Presidency*. (e-reserves).
- d. Bob Woodward. 2002. *Bush at War*. Chapter Six and Seven. (e-reserves)
- e. Bob Woodward. 2004. *Plan of Attack*. Chapter 29 and 30. (e-reserves)

**6. Congress I (Feb. 26)**

- a. David Mayhew. 1974. *Congress: The Electoral Connection*. Entire
- b. Steven D. Leavitt and James Snyder, Jr. 1995. "Political Parties and the Distribution of Federal Outlays." *American Journal of Political Science*. 39: 958-980. (JSTOR/ e-journals)
- c. Roger H. Davidson and Walter J. Oleszek. 1985. "Committees: Workshops of Congress." *Congress and Its Members*. (e-reserves).
- d. Scott Crichlow. 2002. "Legislators' Personality Traits and Congressional Support for Free Trade. *The Journal of Conflict Resolution*. 46: 693-711. (JSTOR/ e-journals).

**7. Congress II (March 5) "Policy Analyst Briefing Paper" Due.**

- a. James Lindsay. 1994. *Congress and the Politics of U.S. Foreign Policy*. Entire.
- b. Prepare for in-class small-group activity "Ethics in Congress:" Your group will come up with your own plan for ethics reform and report to entire class.**
- c. Constitution: Section 5, Clause 2.
- d. Federalist 57 <http://thomas.loc.gov/home/histdox/fedpapers.html>
- e. US Senate Code of Conduct  
<http://ethics.senate.gov/downloads/pdffiles.code.pdf>
- f. Highlights of US House Ethics Rules  
<http://www.house.gov/ethics/Highlights2003.htm>
- g. Democratic Plan for Ethics Reform  
[http://www.sourcewatch.org/index.php?title=Prospects\\_for\\_Ethics\\_Reform\\_in\\_the\\_110th\\_Congress](http://www.sourcewatch.org/index.php?title=Prospects_for_Ethics_Reform_in_the_110th_Congress)

**8. No Class. March 12. (Spring Break)**

**9. Bureaucracy (March 19)**

- a. Stephen D. Krasner. 1972. "Are Bureaucracies Important? (Or Allison Wonderland)." *Foreign Policy*. 7:159-179. (e-journals).
- b. Morton Halperin. 1972. "The Decision to Deploy the ABM: Bureaucratic and Domestic Politics in the Johnson Administration." *World Politics*. 25: 62-95. (JSTOR/ e-journals)
- c. Bert A. Rockman. 1981. "America's Department of State: Irregular and Regular Syndromes of Policy Making." *The American Political Science Review*. 75: 911-927. (JSTOR/ e-journals)
- d. Roberta Ann Johnson and Michael E. Kraft. 1990. "Bureaucratic Whistle Blowing and Policy Change." *The Western Political Quarterly*. 43: 849-874. (JSTOR).
- e. John Brehm and Scott Gates. 2000. *Working, Shirking, and Sabotage*. Chapter One. (e-reserves).

#### **10. The Courts (March 26)**

- a. Gerald Rosenberg. 1991. *The Hollow Hope*. Entire
- b. Lawrence Baum. 1997. *The Puzzle of Judicial Behavior*. Chapter Three. (e-reserves)

#### **11. Political Parties and Interest Groups (April 2)**

- a. Robert A. Dahl. 2005. *Who Governs? Democracy and Power in an American City*. Pp. 2-8 and pp. 85-267.
- b. John Aldrich. 1995 *Why Parties? The Origin and Transformation of Political Parties in America*. Chapter One. (e-reserves)
- c. Larry M. Bartels. 2000. "Partisanship and Voting Behavior." *American Journal of Political Science*. 44: 35-50. (JSTOR/ e-journals)
- d. John R. Wright. 1985. "PACs, Contributions and Roll Calls: An Organizational Perspective." *American Political Science Review*. 79: 400-414. (JSTOR/ e-journals).
- e. Gary C. Jacobson. 1999. "The Effect of AFL-CIO's 'Voter Education' Campaigns on the 1996 House Elections." *The Journal of Politics*. 61: 185-94. (JSTOR/ e-journals).
- f. Marie Hojnacki and David C. Kimball. 1998. "Organized Interests and the Decision of Whom to Lobby in Congress." *American Political Science Review* 92: 775-790. (JSTOR/ e-journals)

#### **12. Media and American Institutions (April 9)**

- a. Jan E. Leighley. 2004. *Mass Media and Politics: A Social Science Perspective*. Entire.

#### **13. Public Policy Specialties (April 16)**

- a. Economic Development:
  - i. Richard Florida. 2002. *The Rise of the Creative Class*. Preface and Chapter One. (e-reserves)

- ii. Francis Fukuyama. 2001. "Social Capital, Civil Society, and Development." *Third World Quarterly*. 22: 7-20. (JSTOR/ e-journals)
  - iii. Robert Putnam. 1995. "Tuning in, Tuning Out: The Strange Disappearance of Social Capital in America." *PS: Political Science and Politics*. 28: 664-683. (JSTOR/e-journals)
- b. Energy Policy:
- i. Amory B. Lovins, et al. *Winning the Oil Endgame: Innovations for Profits, Jobs, and Security*. Executive Summary. (e-reserves).
- c. Science and Technology Policy:
- i. Richard Florida. 1996. "Regional Creative Destruction: Production Organization, Globalization, and the Economic Transformation of the Midwest." *Economic Geography*. 72: 314-334. (JSTOR/ e-journals)
  - ii. HR 4781 "The Rural Information Technology Investment Act." <http://thomas.loc.gov> (I came up with the concept and co-wrote this legislation).
  - iii. **Small Group Activity: Formulate a Lobbying Strategy to Pass HR 4781.**

**14. Looking Outward: Comparative Public Policy. (April 23).**

- a. Richard Rose. 1993. *Lesson-Drawing in Public Policy: A Guide to Learning Across Time and Space*. Entire.

**15. Does Policy Work? (April 30). Paper Due: "Favorite Public Policy Specialty."**

- a. Program Evaluation.
  - i. John Goering and Judith D. Feins, eds. 2003. *Choosing a Better Life*. Chapters One and Eleven. (e-reserves)
  - ii. Pierre Clavel and Wim Wiewel. *Harold Washington and the Neighborhoods: Progressive City Government in Chicago, 1983-1987*. (e-reserves).
- b. Course Review

**16. In Class Final May 14 7:30p-10:15.**

\*\*This syllabus is subject to change throughout the semester according to instructor's prerogatives.

\*\*\* Statement on special needs of students as follows:

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 993-2474. All academic accommodations must be arranged through the DRC.