



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit School of Politics & Global Studies Department School of Politics & Global Studies
Subject POS Number 325 Title Public Policy Development Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) _____

Is this a shared course? (choose one) If so, list all academic units offering this course _____
Course description: _____

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Meaghan Dirksen Phone 480-727-5568
Mail code 3902 E-mail: meaghan.dirksen@asu.edu

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Cameron Thies Date: 2/10/15
Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	See syllabus overview and objectives		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Political Science Policy Analysis Economics </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Political Science Policy Analysis Economics	See syllabus and table of contents from texts
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Political Science Policy Analysis Economics				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	See syllabus and table of contents from texts		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See syllabus and table of contents from texts		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
POS	325	Public Policy Development	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	This course is designed to provide students with an understanding of the laws, regulations, and other rules made by the public sector. This course examines government involvement in social and economic problems, actors and institutions of policy making, and policy reforms.	See sections I, II and III of the syllabus. Classes are broken into 3 themes throughout the semester with classes on September 5 th /10 th , October 8 th /10 th and November 5 th /7 th (Weeks 3, 7, and 11) highlighting the overall aims of the course. The accompanying texts assigned to those meetings also serve to fulfill the aims of the lectures.
2	This course examines the behaviors of individual choices through government regulations and market behaviors on the part of average citizens	See classes held on Oct 1 st and 3 rd (Week 6, Part II) Chptrs 4 and 5 on the Birkland text also discuss the interaction between citizens and government.
3a	This course draws on the knowledge base of economics, political science, and policy analysis.	See course syllabus parts I, II and III in addition to specific classes on Sep 5 th , 10 th , 12 th , and 17 th (Weeks 3, 4, and 5) and their respective texts as an example of economic implications of public policy. Policy design is discussed on Oct. 8 and 10 (Week 8)
4	The course utilizes a policy analysis module in the course. It addresses the major theories of the policy process.	See schedule of topics Part III in syllabus. Specifically the Nov 5 th and 7 th meetings and the policy study evaluation assignment.

Course Catalog Description for:

POS 325 Public Policy Development: Examines one or more aspects of public policy development including agenda setting and policy formulation, implementation, and analysis.

POS 325: Public Policy Development

Arizona State University (Fall 2013) – Class # 88468
Class meets Tues. & Thurs. 12:00 - 1:15 pm in Coor L1-74

Professor Paul Lewis

Drop-in office hours: Tues. & Thurs. 3:00-4:30 pm. Other times available by appointment.

Office: 6782 Coor Hall

Contact info: (480) 727-8321; Paul.Lewis@asu.edu

Teaching Associate: Emily Molfino (emolfino@asu.edu), cubicle in 6779 Coor Hall

Overview and Objectives:

POS 325 examines the making of domestic public policy in the United States. Public policies are the laws, regulations, and other rules made by the public sector. In other words, policies are actions or outputs of government that attempt to achieve societal goals by restricting or encouraging various social and economic behaviors. The major objective of the course is to enable students to become informed consumers of public policies, and thus to improve their skills as citizens. A secondary goal is to help prepare students who may want to seek graduate training or careers in public policy.

Through readings, lectures, and class discussions, students will begin to develop a framework for understanding the way policy is developed and carried out, and for evaluating the strengths and weaknesses of particular policies. In a way, the course serves as an advanced study of U.S. government, with a focus on how well our political system solves important problems. Although there are no formal prerequisites, some prior knowledge of American government (such as POS 110 or 310) is assumed of the students; previous course work in economics may also prove useful. The course also aims to improve students' ability to evaluate and synthesize sources of information, and to help them further develop their written and oral communication skills.

The course will proceed in three parts:

I. Considering When and How Government Should Get Involved in Social or Economic Problems

We will begin by taking on the most basic of issues: an examination of justifications for and critiques of government intervention. Under what circumstances should government get involved in regulating, prohibiting, encouraging, or subsidizing certain activities by people or firms? When is government justified in restricting individuals' choices? And when government does intervene, what sorts of techniques might work best: direct regulation, the use of market incentives to encourage desired behaviors, the inculcation of norms of "good" behavior, or simply providing information? We will not try to come up with any one correct answer to these questions; rather, the goal is to encourage students to identify their own, consistent set of criteria for evaluating government intervention.

II. The Politics of Policymaking: Actors, Institutions, and Processes

The second section moves from the normative to the empirical. Here we examine the politics of policy-making – that is, the processes that various U.S. government institutions engage in to formulate, enact, and implement policies. Special attention will be given to the key roles of legislators, public administrators, and intergovernmental relations. We will also consider the importance of nongovernmental influences that help set the policy agenda, such as public opinion, interest groups, and the media. Finally, a few major theories of the policy

process will be compared and critiqued: Which best helps us to understand why some policies change (sometimes dramatically) while other policies remain basically the same for many years?

III. Policy Analysis and Policy Reform

The final segment of the course takes us into the realm of policy analysis. We begin by asking: Who are policy analysts, and what tools do they use? Do policymakers heed their advice? We will then examine the federal budget, a frequent target of policy analysis and attempts at reform. Finally, we turn to a policy domain with which you are all familiar: education policy at the K-12 level. We will examine in detail some of the major recent conflicts and controversies of policy development in this area, and how they relate to themes raised earlier in the course, such as the use of market incentives, the importance of agenda-setting, intergovernmental relations, and disagreements about the proper role of government.

Required Texts:

Some important notes: A different section of POS 325 is being taught at the Poly campus – don't buy the wrong books. Also, note that in addition to the readings below, other documents may be handed out in class or made available through the class website on Blackboard (accessible at <http://myasucourses.asu.edu>), which you should monitor regularly.

1. *POS 325 Course Packet (Fall 2013)*: A photocopied reader of ten important book excerpts, this packet is required, not optional. It is referred to in the schedule of readings below as ***CP***, and is particularly important for Part I of the course. *This material is not available online.* The CP is being sold at The Alternative Copy Shop, 1004 S. Mill Ave. (at 10th St.), Tempe, (480) 829-7992, www.alternativeprintandcopy.com. Cost is \$21.47+tax. Please be sure that you are taking this course before you buy the CP, since it is not returnable for a refund.
2. Thomas Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*, 3rd edition (M.E. Sharpe, 2011). This book figures most prominently in Part II of the course. We will read it in sections, not in chapter order. Although I recommend purchasing or renting a hard copy (available from the ASU Bookstore), you can also buy or rent an electronic copy of this book, somewhat more cheaply, at the M.E. Sharpe E-text Center (<http://sharpe-etext.com/product/introduction-to-policy-process16615>). Be sure to get the 3rd edition.
3. Diane Ravitch, *The Death and Life of the Great American School System* (Basic Books, 2011, "revised and expanded" paperback edition). This account of recent education policy reforms will be crucially important in Part III and on the final exam. It's available at the ASU Bookstore, or can be bought online.
4. *Online readings*: Some readings below (mainly journal articles or newspaper or magazine articles) are in electronic form; they will be made available as links from the class's Blackboard website. I may add other current news articles as the semester goes on. Again, do not treat these readings as optional just because they aren't in a book!

Requirements and Grading:

Quiz on market failures	5%
Exam I	20%
Exam II	20%
Exam III (final)	25%
Written homework assignments (I'll count your best 4 of 5)	25%
Class participation/attendance	5%

Quiz on market failures: a very brief, early-semester quiz, to occur approximately Sept. 5 or 10 (possibly online). It will be graded on a scale of 0 – 10 points.

The three exams are non-cumulative – that is, each will focus on a particular section of the class. (However, it may be useful in your exam answers to bring up some ideas and concepts from earlier parts of the semester). Most likely, the first two exams will feature some mixture of identification questions, short-answer items, and multiple-choice questions, and the third exam will have a “long” essay question focusing on education policy, as well as shorter items. But this is subject to change, and you’ll receive more details in class.

Class participation includes attendance and active engagement in class discussions, Q & A time, and in-class group exercises. Attendance will be taken occasionally and will count toward the participation grade.

Homework: Five written homework assignments will be announced in class and on Blackboard. Although the scheduling is not specified in advance on this syllabus, each homework assignment will be announced in class and on Blackboard. Typically they will involve writing a 2 page (double-spaced) response to a question I hand out, and you will always have at least one week from the date I announce the homework until the assignment is due. Some of these assignments will ask you to consider ideas in the readings; others may ask you to reflect on in-class simulations or videos watched in class. Each homework will be scored on a 0-to-10 scale (e.g., a score of 8 is like getting an 80%). I will only count your top four scores, meaning you can skip the last homework if you are satisfied with your performance on the first four. Completed homeworks must be submitted by the deadline listed on the assignment sheet. Most likely, I will ask you to submit the homework electronically on Blackboard, but check the instructions.

Other Policies:

1. The grading scale for this course is given below. (For scores on homework and the quiz, simply divide the numbers in this scale by 10.) Any “curving” of grades, if necessary – and it usually is not – will be done only after calculating the overall scores for the entire course, not for individual tests. By the way, ASU does not allow instructors to give final grades of C-, D+, or D-.

A+	98-100	B-	80-82
A	93-97	C+	76-79
A-	90-92	C	70-75
B+	87-89	D	60-69
B	83-86	E	< 60

2. Academic dishonesty, including inappropriate collaboration, will not be tolerated. ASU has severe sanctions for cheating, plagiarizing and any other form of dishonesty. See: <http://provost.asu.edu/academicintegrity>. All exams, homework, etc., need to be your own, original work. In its Student Academic Integrity Policy, ASU defines plagiarism as “using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately.” This issue will be most pertinent with regard to the homework essays. If in doubt, consult with me before submitting the work. If I have questions about the

originality of one of your assignments, I may require you to submit an electronic copy so I can investigate further.

3. No make-up exams or quizzes will be scheduled except in cases of medical or personal emergencies. Documentation of the situation is likely to be required. Contact me ASAP if you have an emergency that will require delayed work.
4. As a form of respect to your fellow students, please arrive to class on time, silence and put away cell phones and other gadgets, and keep other distractions to a minimum.
5. Students who require accommodation related to disabilities need to register and work closely with ASU's Disability Resource Center (480-965-1234; <http://www.asu.edu/studentaffairs/ed/drc/>). In order to provide accommodation, I will need to hear from DRC in advance of the test or assignment.
6. Students who will have to miss classes because of religious observances, or for university-sanctioned events/activities (such as travel for sports teams), need to contact me well in advance so that appropriate arrangements may be worked out, especially if there is an exam scheduled for the day you will miss.
7. No individual extra-credit "deals" will be negotiated.
8. Honors contracts: Barrett students seeking to arrange an honors contract need to discuss this possibility with me during the first week or two. We'll need to agree on a format and topic quite early on; otherwise, past experience shows, the proposed contract is unlikely to ever be completed.
9. Copyright notice: The instructor retains copyright over the lectures, in-class material, and course-related documents (assignments, tests, etc.). Recording or selling any of this intellectual property or posting it on the internet is prohibited. The only exception would be recording that is required to accommodate a documented disability (see #5 above).

Schedule of Topics and Readings:

This schedule is subject to change; any such changes will be announced in class and on Blackboard. I expect you to finish the readings listed under each topic before the last day that we spend on that topic (although earlier is better).

Part I. Considering When and How Government Should Get Involved in Social or Economic Problems

August 22, 27:

Introduction: What is public policy? Why study it? What are the major categories of policy?

Read:

- Thomas Birkland, *Introduction to the Policy Process*, read the following sections:
 - All of chapter 1
 - p. 203 (section on "What Is a Policy?")
 - pp. 209-215 (from "Policy Types" up to "James Q. Wilson")
 - pp. 219-224 (from "Substantive and Procedural Policies" through Conclusion)
 - pp. 243-252 (from "Policy Tools" up to "Decisions")

Aug. 29, Sept. 3 [Note: No office hours on 8/29, but class will meet] :

When should government intervene? One theory: Only to correct market failures

Read:

- Milton Friedman, "The Role of Government in a Free Society," an excerpt from *Capitalism and Freedom* (1962) (*CP* pages 1-8, referring to the page numbers at bottom of page)
- Kenneth Bickers and John Williams, "Limitations of the Market," an excerpt from *Public Policy Analysis: A Political Economy Approach* (2001) (*CP* pp. 9-18)
- Handout on market failures

Sept. 5, 10:

Extending the market-based perspective: Protecting individual choice, and using incentive mechanisms

***Note*:** The brief quiz on market failures will occur sometime during this period – details to be announced in class.

Read:

- Milton and Rose Friedman, "Who Protects the Consumer?" an excerpt from *Free to Choose* (1979) (*CP* pp. 19-37)
- David Leonhardt, "Sodas a Tempting Tax Target," *New York Times* (2009) – ONLINE via Blackboard
- Emily Badger, "Don't Tax Soda, Tax Sweeteners," *Pacific Standard* (2011) – ONLINE via Blackboard
- Marc Gunther, "Greener (Brown) Toilet Paper and the Elusive Green Consumer," *Greenbiz.com* (2012) – ONLINE via Blackboard
- To understand cap-and-trade as an example of a market- or incentive-based policy, read the Wikipedia entry, "Emissions trading" – ONLINE via Blackboard. You can skip the more technical section called "Economics of international emissions trading."

Sept. 12, 17:

Critiques of the market-based approach: Equity, positive liberty, and a bigger role for government

Read:

- Max Neiman, "Does an Active Government Necessarily Mean Oppressive Government?" an excerpt from *Defending Government* (2000) (*CP* pp. 39-51)
- George Lakoff, "Framing Reality: Privateering," an excerpt from *The Political Mind: A Cognitive Scientist's Guide to Your Brain and Its Politics* (2009) (*CP* pp. 53-59)
- Michael J. Sandel, "The Case for Equality: John Rawls," an excerpt from *Justice: What's the Right Thing To Do?* (2009) (*CP* pp. 61-71)

Sept. 19, 24:

Can government intervention be justified on "paternalistic" grounds?

Read:

- Dennis Thompson, "Paternalistic Power," an excerpt from *Political Ethics and Public Office* (1987) (*CP* pp. 73-86)
- Karen Tumulty, "The Politics of Fat," *Time* (March 27, 2006) – ONLINE via Blackboard

Sept. 26: **EXAM #1**

Part II: The Politics of Policymaking: Actors, Institutions, and Processes

Oct. 1, 3:

Policymaking in a decentralized system of government

Read:

- Birkland, *Introduction to the Policy Process*, read the following sections:
 - pp. 49-54 (from "Inputs" up to "Summary")
 - All of chapter 3
 - pp. 92-110 (from "Overview" up to "Administrative Agencies...")
 - pp. 121-123 (section on "The Courts")
 - pp. 130-154 (from start of chap. 5 up to "Subgovernments...")
- Jeff Bailey, "Subsidies Keep Airlines Flying to Small Towns," *New York Times* (Oct. 6, 2006) – ONLINE via Blackboard

Oct. 8, 10:

Problem definition, agenda setting, and policy design

Read:

- Birkland, *Introduction to the Policy Process*, read the following sections:
 - pp. 25-42 (from start of chap. 2 up to "The Economic Environment")
 - All of chapter 6 – *this is the most important section*
 - pp. 228-243 (from start of chap. 8 up to "Policy Tools")
- Deborah Stone, "Causal Stories and the Formation of Policy Agendas," *Political Science Quarterly* (1989) – ONLINE via Blackboard

[No class on Oct. 15 due to Fall Break]

Oct. 17, 22:

Implementation and rulemaking: Policymaking by bureaucrats

Read:

- Cyndi Skrzycki, "The Long Arm of the Regulators," an excerpt from *The Regulators: Anonymous Power Brokers in American Politics* (2003) (***CP*** pp. 87-101)
- Birkland, *Introduction to the Policy Process*, read the following sections:
 - pp. 110-121 (from "Administrative Agencies and Bureaucrats" up to "The Courts")
 - pp. 203-209 (from "Codifying and Publicizing Policies" up to "Policy Types")
 - All of Chapter 9

Oct. 24, 29:

Tying it all together: Integrative theories of policymaking and policy change

Read:

- Birkland, *Introduction to the Policy Process*, read the following sections:
 - pp. 154-162 (from "Subgovernments..." to end of chapter)
 - pp. 215-218 (section on "James Q. Wilson...")
 - pp. 253-259 (from "Decisions" through the chapter conclusion)
 - pp. 296-301 (from "Major Models..." up to "Institutional Analysis...")
- James Q. Wilson, "Interests," an excerpt from *Bureaucracy: What Government Agencies Do and Why They Do It* (1989) (***CP*** pp. 103-111)
- Frank Baumgartner & Bryan Jones, "The Construction and Collapse of a Policy Monopoly," an excerpt from *Agendas and Instability in American Politics* (1993) (***CP*** pp. 113-125)

Oct. 31: EXAM #2

Part III: Policy Analysis and Policy Reform

Nov. 5, 7:

Policy analysis: Do experts and evidence influence the policy choices made by government?

Read:

- Carol Weiss, "Congressional Committees as Users of Analysis," *Journal of Policy Analysis and Management* (1989) – ONLINE via Blackboard
- John Bridgeland and Peter Orszag, "Can Government Play Moneyball?" *The Atlantic* (July 2013) – ONLINE via Blackboard
- "Thinking about Think Tanks": This is an assignment I will hand out, in which you evaluate some brief policy studies by major U.S. think tanks

Nov. 12, 14:

The federal budget dilemma

Read:

- Nate Silver, "What Is Driving Growth in Government Spending?" *New York Times*, Jan. 2013 – ONLINE via Blackboard
- Peter G. Peterson Foundation, "2013 Fall Fiscal Agenda" – ONLINE via Blackboard
- Birkland, *Introduction to the Policy Process*, pp. 42-49 (from "The Economic Environment" up to "Inputs")

Nov. 19, 21:

Education policy: Can K-12 reform improve outcomes?

Read:

- Diane Ravitch, *Death and Life of the Great American School System*, chapters 1, 2, 3, 4, 6 [skip ch. 5]

Nov. 26, Dec. 3 [no class on Nov. 28 due to Thanksgiving]:

Education policy: Can K-12 reform improve outcomes? (continued)

Read:

- Ravitch, *Death and Life of the Great American School System*, chapters 7, 8, 9, 10, 11

Dec. 5: Catch-up, reconsideration of the Ravitch book, etc.

Read:

- Ravitch, *Death and Life of the Great American School System*, epilogue

EXAM #3 (the final):

Tuesday, Dec. 10 from 12:10 – 1:30 pm. ASU has assigned us this time slot for our final exam. This exam will be about the same length as the first two.

An Introduction to the **Policy Process**

Theories, Concepts, and Models
of Public Policy Making

Third Edition

Thomas A. Birkland

M.E. Sharpe
Armonk, New York
London, England

Contents

List of Tables and Figures	ix
Preface to the Third Edition	xi
1. Introducing the Policy Process	3
2. Elements of the Policy-Making System	25
3. The Historical and Structural Contexts of Public Policy Making	58
4. Official Actors and Their Roles in Public Policy	92
5. Unofficial Actors and Their Roles in Public Policy	130
6. Agenda Setting, Power, and Interest Groups	168
7. Policies and Policy Types	202
8. Policy Design, Policy Tools, and Decisions	228
9. Policy Implementation, Failure, and Learning	263
10. Science and Theory in the Study of Public Policy	287
References	311
Index	325
About the Author	340

POS 325

Lewis

FALL 13

ARIZONA STATE UNIVERSITY

The Alternative Print & Copy

480-829-7992

1004 S. Mill Ave., Tempe AZ 85281 alttempe@alternativeprintandcopy.com

POS 325: Public Policy Development
Fall 2013
Prof. Paul Lewis

Course Pack

Contents

1. Milton Friedman, *Capitalism and Freedom* (University of Chicago Press, 1962, 1982), pp. 22-36 (chapter 2, "The Role of Government in a Free Society")
2. Kenneth Bickers and John Williams, *Public Policy Analysis: A Political Economy Approach* (Houghton Mifflin, 2001), pp. 118-137 (chapter 7, "Limitations of the Market")
3. Milton Friedman and Rose Friedman, *Free to Choose* (Harcourt Brace & Co., 1980), pp. 189-218 and pp. 222-227 (excerpts from chapter 7, "Who Protects the Consumer?")
4. Max Neiman, *Defending Government* (Prentice Hall, 2000), pp. 132-156 (chapter 7, "Does an Active Government Necessarily Mean Oppressive Government")
5. George Lakoff, *The Political Mind: A Cognitive Scientist's Guide to Your Brain and Its Politics* (Penguin Books, 2009), pp. 133-144 (chapter 7, "Framing Reality: Privateering")
6. Michael J. Sandel, *Justice: What's the Right Thing To Do?* (Farrar, Straus and Giroux, 2009), pp. 140-142 and 151-166 (excerpts from chapter 6, "The Case for Equality: John Rawls")
7. Dennis Thompson, *Political Ethics and Public Office* (Harvard University Press, 1987), pp. 148-161 and 165-177 (excerpts from chapter 6, "Paternalistic Power")
8. Cyndi Skrzycki, *The Regulators: Anonymous Power Brokers in American Politics* (Rowman & Littlefield Publishers, 2003), pp. 7-34 (excerpt from chapter 1, "The Long Arm of the Regulators: The Ubiquitous Regulatory State")
9. James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It* (Basic Books, 1989), pp. 72-89 (chapter 5, "Interests")
10. Frank R. Baumgartner and Bryan D. Jones, *Agendas and Instability in American Politics* (University of Chicago Press, 1993), pp. 59-82 (chapter 4, "The Construction and Collapse of a Policy Monopoly")

THE DEATH AND LIFE OF THE GREAT
AMERICAN
SCHOOL SYSTEM

Contents

<i>Acknowledgments</i>	ix
1 What I Learned About School Reform	1
2 Hijacked! How the Standards Movement Turned Into the Testing Movement	15
3 The Transformation of District 2	31
4 Lessons from San Diego	47
5 The Business Model in New York City	69
6 NCLB: Measure and Punish	93
7 Choice: The Story of an Idea	113
8 The Trouble with Accountability	149
9 What Would Mrs. Ratliff Do?	169
10 The Billionaire Boys' Club	195
11 Lessons Learned	223
Epilogue: School and Society	243
Notes	289
Index	325