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

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 (NS/SC)
- 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
E-mail: meaghan-dirksen@asu.edu

Mail code: S902

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Camerony Thies
Date: 2/10/15

Chair/Director (Signature):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12, 7/12, 5/14
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.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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<td>2. Course content emphasizes the study of social behavior such as that found in:</td>
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<td>• ANTHROPOLOGY</td>
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<td>• HISTORY</td>
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<td>3. Course emphasizes:</td>
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<td>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</td>
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<td>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</td>
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<td>4. Course illustrates use of social and behavioral science perspectives and data.</td>
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### 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.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
<td>See sections I, II and II of the syllabus. Classes are broken into 3 themes throughout the semester with classes on September 5th/10th, October 8th/10th and November 5th/10th (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.</td>
</tr>
<tr>
<td>2</td>
<td>This course examines the behaviors of individual choices through government regulations and market behaviors on the part of average citizens</td>
<td>See classes held on Oct 1st and 3rd (Week 6, Part II) Chptrs 4 and 5 on the Birkland text also discuss the interaction between citizens and government.</td>
</tr>
<tr>
<td>3a</td>
<td>This course draws on the knowledge base of economics, political science, and policy analysis.</td>
<td>See course syllabus parts I, II and II in addition to specific classes on Sep 5th, 10th, 12th, and 17th (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)</td>
</tr>
<tr>
<td>4</td>
<td>The course utilizes a policy analysis module in the course. It addresses the major theories of the policy process.</td>
<td>See schedule of topics Part III in syllabus. Specifically the Nov 5th and 7th meetings and the policy study evaluation assignment.</td>
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</tbody>
</table>
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 coursework 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 Birklund, 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-.

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<th>Grade</th>
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<tr>
<td>A+</td>
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<td>A</td>
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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 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)
- 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)
- 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:

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)

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:
  o pp. 49-54 (from “Inputs” up to “Summary”)
  o All of chapter 3
  o pp. 92-110 (from “Overview” up to “Administrative Agencies...”)
  o pp. 121-123 (section on “The Courts”)
  o pp. 130-154 (from start of chap. 5 up to “Subgovernments...”)

Oct. 8, 10:
Problem definition, agenda setting, and policy design
Read:
• Birkland, Introduction to the Policy Process, read the following sections:
  o pp. 25-42 (from start of chap. 2 up to “The Economic Environment”)
  o All of chapter 6 – this is the most important section
  o pp. 228-243 (from start of chap. 8 up to “Policy Tools”)

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

Oct. 17, 22:
Implementation and rulemaking: Policymaking by bureaucrats
Read:
• Birkland, Introduction to the Policy Process, read the following sections:
  o pp. 110-121 (from “Administrative Agencies and Bureaucrats” up to “The Courts”)
  o pp. 203-209 (from “Codifying and Publicizing Policies” up to “Policy Types”)
  o 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:
  o pp. 154-162 (from “Subgovernments...” to end of chapter)
  o pp. 215-218 (section on “James Q. Wilson...”)
  o pp. 253-259 (from “Decisions” through the chapter conclusion)
  o pp. 296-301 (from “Major Models...” up to “Institutional Analysis...”)

Oct. 31: EXAM #2

Nov. 5, 7:
Policy analysis: Do experts and evidence influence the policy choices made by government?
Read:
• 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:
• Peter G. Peterson Foundation, "2013 Fall Fiscal Agenda" – ONLINE via Blackboard
• Birklund, 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
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THE DEATH AND LIFE OF THE GREAT

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