



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 SPGS
 Subject POS Number 426 Title Elements of Public Policy 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.	Syllabus and text chapters		
<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 Public Policy </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Political Science Public Policy	Syllabus and text chapters
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Political Science Public Policy				
<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).	Syllabus and text chapters		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus and text chapters		
		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	426	Elements of Public Policy	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 examines the development of public policy in the US, specifically the interaction of public policy for nano scale technology and engineering and its implications for society.	See classes on Jan 19 th , Jan 24 th , Feb 23 rd (first, second, and sixth weeks) as well as chapters 1, 4, 8, and 9 from the Kingdon text.
2	This course examines decision making among policy makers at all levels of government in regards to science and engineering policy making.	See classes on Feb 14 th Feb 21 st Feb 23 rd , Feb 28 th , Mar 2 nd , Mar 21 st , Mar 23 rd , Mar 30 th , Apr 18 th (Weeks 5, 6, 7, 9, 10, and 13) as all focus on the various levels of governments and individual actors that are involved in technology policymaking. All texts assigned the those respective classes further the lectures, including chptrs 2, 6,7,8, and 9 from the Kingdon text and other outside texts.
3a.	This course requires two knowledge bases; one in political science and the other in policy making. Students develop a familiarity with the political implications of the emerging field of technology .	Classes on Apr 6 th Apr 11 th , and Apr 18 th (Weeks 11 and 12) plus their respective readings tie together the themes of previous weeks into a cohesive understanding of policy making and technology.

4	This course uses case studies, secondary data, and budgets to examine the role of policy making in regards to technology.	The course utilizes prediction models, Feb 7 th and 14 th (Weeks 4 and 5) examines budgets and their role in policy making. In the 5 th Week (Feb 9 th) students are taught how to perform research on technology related teachnology.
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Course Catalog Description for:

POS 426 Elements of Public Policy: Each section may cover one of the following topics: consumer protection, natural resources, criminal justice, environmental protection, science and technology, or theories of public policy. May be repeated for credit when topics vary

POS 426 (16162) Elements of Public Policy – Science and Technology Policy

Professor David H. Guston
Hours: Coor 6778 W 9:30 – 11:30
SS 203C by arrangement
David.guston@asu.edu
480-727-8829

Meeting Time: T/Th 3:15 to 4:30
Meeting Place: Coor L1-20

This course examines the institutions and processes of public policy in the United States, with a focus on how those institutions operate for science and technology policy. In particular, we will investigate public policy for nano-scale science and engineering (NSE, or nanotechnology) as a case in point. The class will cover national legislative, executive, and bureaucratic policy making, state-level policy making, and policy processes like agenda-setting, policy selection and choice, and policy implementation and evaluation. The course will have a particular emphasis on issues of framing. Background in science is not required, and introductory texts to nanotechnology will be part of the assigned readings. Students will be challenged with a number of individual writing assignments modeled after professional public policy writing activities, e.g., press releases, hearing testimony, issue briefs, position paper, etc. The class will feature occasional guest speakers from different academic and public policy perspectives.

Students are expected to attend all classes and perform all the assigned reading by the classes for which they are assigned. Students should come to class prepared with one or two questions in mind about the readings. Classes may begin with my asking for these questions to start discussion. Students are also expected to hand in all assignments on time. Assignments handed in late without permission will be marked down 1/3 grade per day; late permission will be granted only under exceptional circumstances.

Final grades will be assigned according the following scheme: 30% attendance and participation; 5% for each of two short assignments (acronym and budget); and 15% each for the press release, issue brief, the floor statement, and the testimony. There will be some opportunities for extra credit, including the “Public Launch” for the Center for Nanotechnology in Society on 30 January.

In addition to the following required texts, there will also be a small course reader (marked with asterisk*) and readings assigned from the web (URL given in syllabus):

- John Kingdon.** 2002. *Agendas, Alternatives, and Public Policies*. Second Edition.
- Mihail Roco and William Sims Bainbridge,** eds. 2004. *Nanotechnology: Societal Implications – Maximizing Benefits for Humanity*. Arlington, VA: National Science Foundation (available at http://www.nano.gov/nni_societal_implications.pdf).
- Catherine F. Smith.** 2005. *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. New York: Oxford University Press.

T 17 Jan: Introduction: Public Policy, S&T Policy, and Nanotechnology

In this class, we will review the syllabus and the course requirements. We will also begin to discuss the general nature of public policy, the specific nature of S&T policy, and the basics of nanotechnology.

Th 19 Jan: Introduction to Public Policy

This class will provide an introduction to public policy, including institutions and processes, and it will introduce the concepts of ideas, agendas, and alternatives.

*Randall B. Ripley. 1985. "Stages of the Policy Process." Pp. 48-55 in *Policy Analysis in Political Science* (Chicago: Nelson-Hall); reprinted in Daniel C. McCool. 1995. *Public Policy Theories, Models, and Concepts: An Anthology* (Englewood Cliffs, NJ: Prentice Hall), pp. 157-62.

Kingdon, chapter 1 "How Does an Idea's Time Come?"

Kingdon, chapter 4, "Processes: Origins, Rationality, Incrementalism, and Garbage Cans."

T 24 Jan: Introduction to Nanotechnology and its Policy

In this class, we will get a basic technical introduction to nanotechnology, and we will also discuss some of the early ideas about policy for it.

Guest lecturer: Neal Woodbury, ASU Department of Chemistry and Biochemistry and The Biodesign Institute's Center for Bio-Optical Nanotechnology

Richard Feynman. 1959. "There's Plenty of Room at the Bottom." Available at <http://www.zyvex.com/nanotech/feynman.html>.

Eric Drexler. 1986. Engines of Creation, chapter 1. Available at http://www.foresight.org/EOC/EOC_Chapter_1.html.

Skim the following:

NSTC. 1999. *Nanotechnology: Shaping the World Atom by Atom*. Washington, DC: NSTC. Available at <http://www.wtec.org/loyola/nano/IWGN.Public.Brochure/>

Michael E. Davey. 2000. "RS20589: Manipulating Molecules: The National Nanotechnology Initiative." *Report for Congress* (Washington, DC: Congressional Research Service). Available at <http://www.ncseonline.org/NLE/CRSreports/Science/st-48.cfm?&CFID=3730994&CFTOKEN=90052631>

William Schultz. 2000. "Crafting a National Nanotechnology Effort." *Chemical & Engineering News* (16 October). Available at <http://pubs.acs.org/cen/nanotechnology/7842/7842government.html>.

Th 26 Jan: Communicating in Public Policy

In this class, we will learn about the importance of written and oral communication in public policy and discuss the writing of press releases through examples from the Center for Nanotechnology in Society at ASU and The Biodesign Institute at ASU.

Guest lecturer: Kimberly Ovitt, Communication Director, The Biodesign Institute

Smith, Preface & Introduction

Smith, chapter 1 “Public Policy Making”

Smith, chapter 2 “Communication in the Process”

Press releases at

<http://www.cspo.org/projects/nanotechnology/Press%20index.htm>

And at

<http://www.biodesign.org/news/>

[M 30 Jan: CNS-ASU Launch Event – Extra Credit Opportunities! See attachment]

T 31 Jan: Issues, Agendas, Problems and Frames I

This class will discuss how issues get onto the policy agenda and how they are framed as problems. TA Risto Karinen will provide a mini-lecture.

*Roger W. Cobb and Charles D. Elder. 1983. “Issues and Agendas.” Pp. 82-93 in *Participation in American Politics* (Baltimore: Johns Hopkins University Press); reprinted in Stella Z. Theodoulou and Matthew A. Cahn. 1995. *Public Policy: The Essential Readings* (Englewood Cliffs, NJ: Prentice Hall), pp. 96-104.

*Donald A. Schon and Martin Rein. 1994. *Frame Reflection: Toward the Resolution of Intractable Policy Controversies* (New York: Basic Books), chapter 2.

Kingdon, chapter 5 “Problems”

Smith, chapter 3 “Definition: Frame the Problem”

Th 2 Feb: Issues, Agendas, Problems and Frames II

In this class, we will apply the concepts from the previous class to explore the dynamics of nanotechnology on the political agenda and its various framings

Roco and Bainbridge, Executive Summary and chapters 1 and 2

William J. Clinton. 2000, 21 January. "Remarks at the California Institute of Technology in Pasadena, California." *Weekly Compilation of Presidential Documents*, available at <http://www.access.gpo.gov/nara/nara003.html>.
Matthew Nisbet. "Framing Science." Blog. <http://framing-science.blogspot.com/>. (Browse.)

T 7 Feb: Studying the Future

This class will examine several ways of conceiving of the future (e.g., metaphors, predictions, models), discuss their strengths and weaknesses, and offer suggestions for how policy makers might incorporate talk of the future into decisions.

(Professor Guston at Purdue Conference)

Guest lecture: Risto Karinen, PhD student, Political Science, course TA

- *Sally Wyatt. 2000. "Talking about the Future: Metaphors of the Internet." Ch. 6 in N. Brown, B. Rappert, and A. Webster, eds., *Contested Futures: A Sociology of Prospective Techno-Science*. Burlington, VT: Ashgate.
- *Frank W. Geels and Wim A. Smit. 2000. "Lessons from Failed Technological Futures: Potholes in the Road to the Future." Ch. 7 in N. Brown, B. Rappert, and A. Webster, eds., *Contested Futures: A Sociology of Prospective Techno-Science*. Burlington, VT: Ashgate.
- *Roger A. Pielke, Jr., Daniel Sarewitz, and Radford Byerly, Jr. 1999. "Decision Making and the Future of Nature: Understanding and Using Predictions." Ch. 18 in D. Sarewitz, R.A. Pielke, Jr., and R. Byerly, Jr., eds., *Prediction: Science, Decision Making, and the Future of Nature*. Washington, DC: Island Press.
- *Peter Schwartz. 1991. "The Scenario-building Animal." Pp. 31-46 in *The Art of the Long View*. New York: Doubleday.

Th 9 Feb: Performing Research in Politics and Public Policy

This class will provide detailed information about performing library and Internet-based research in politics and public policy, focusing both on government and other primary documents and on secondary literature from scholarly sources.

(Professor Guston at Wilson Center Conference)

Guest lecture: Ed Oetting, Political Science Reference Librarian and Bibliographer

Browse Thomas.loc.gov

T 14 Feb: Budgets and Policy

In this class, we will discuss the budgetary process and the role of budgets as instruments of policy. We will review US federal expenditures for R&D, in particular for nanotechnology.

*B. Guy Peters. 1999. *American Public Policy: Promise and Performance*. Fifth Edition (New York: Chatham House Publishers), chapter 6, "Budgeting."

*Aaron Wildavsky. 1984. *Politics of the Budgetary Process*. Fourth Edition (Boston: Little, Brown): pp. v-xiv (preface to fourth edition); pp. xv-xxxii (prologue); pp. 1-5 (chapter 1, "Budgets"); and pp. 6-16 (chapter 2 "Calculations").

M.C. Roco. 2005. "National Nanotechnology Initiative Investment in the Fiscal Year 2006 Budget Request." In *AAAS Report XXX: Research and Development FY 2006* (Washington, DC: AAAS). Available at <http://www.aaas.org/spp/rd/06pch24.htm>.

Browse the AAAS budget web site: <http://www.aaas.org/spp/rd/>

Th 16 Feb: Environmental Regulation of Nanotechnology

This class will explore issues in the regulation of emerging nanotechnology for environmental health and safety.

(Professor Guston at AAAS Meeting)

Guest lecture: Gary Marchant, College of Law and Program in Law, Science and Technology

NB: This class will meet with Professor Marchant's class on Environmental Law in Armstrong Hall room 150.

J. Clarence Davies. 2006. *Managing the Effects of Nanotechnology*. Washington, DC: Woodrow Wilson International Center. Available at <http://www.nanotechproject.org/index.php?id=39>.

T 21 Feb: The Dynamics of Policy Making

This class examines the dynamics of policy making through Kingdon's concepts, including how ideas compete and survive, and how the political stream operates.

Kingdon, chapter 6 "Policy Primeval Soup"

Kingdon, chapter 7 "The Political Stream"

*W. Patrick McCray. 2005. Will Small be Beautiful? Making Policies for our Nanotech Future." *History and Technology* 21(2): 177-203.

Th 23 Feb: Policy Windows and Entrepreneurs

In this class, we will continue discussing the dynamics of the policy process, particularly the role of individuals who take initiative to move policies (policy entrepreneurs) and the opportunities of which they take advantage (windows).

Kingdon, chapter 8 "The Policy Window, and Joining the Streams

Kingdon, chapter 9 "Wrapping Things Up"

David Berube and J.D. Shipman. 2004. "Denialism: Drexler s. Roco." *IEEE Technology and Society Magazine* (Winter):22-27. Available at <http://ieeexplore.ieee.org/iel5/44/29989/01371635.pdf?arnumber=1371635>.

*David Berube. Manuscript (forthcoming). "Mihail (Mike) Roco, NSET." *Nanohype*. Prometheus Books.

T 28 Feb: The Presidency, I

This class will discuss the formal and informal role of the President in the policy making process, including some aspects of the executive agencies and the bureaucracy.

Kingdon, chapter 2 "Participants on the Inside of Government"

*Richard E. Neustadt. 1976. "The Power to Persuade." Pp. 101-25 in *Presidential Power: The Politics of Leadership* (New York: John Wiley & Sons).

*Paul Light. 1984. "The Presidential Policy Stream." Pp. 423-48 in M. Nelson, ed., *The Presidency and the Political System* (Washington, DC: CQ Press); reprinted in Stella Z. Theodoulou and Matthew A. Cahn. 1995. *Public Policy: The Essential Readings* (Englewood Cliffs, NJ: Prentice Hall), pp. 224-37.

*Barry Weingast. 2005. "Caught in the Middle: The President, Congress, and the Political-Bureaucratic System." Pp. 312-43 in J.D. Aberbach and M.A. Peterson, eds., *The Executive Branch* (New York: Oxford University Press).

Th 2 Mar: The Presidency, II

This class will continue to discuss the Presidency, particularly aspects of how the institutionalized Presidency manages issues of science and technology policy.

- *David M. Hart. 1998. "Managing Technology Policy at the White House." Pp. 438-61 in Lewis M. Branscomb and James H. Keller, *Investing in Innovation* (Cambridge: MIT Press).
- W. Henry Lambright. 2003. "The Challenge of Coordinating 'Big Science.'" *New Ways to Manage Series*. The IBM Center for the Business of Government. Available at <http://www.businessofgovernment.org/pdfs/LambrightReport3.pdf>.

T 7 Mar: One-minute floor statements (and critique)

One-half of the class will present their draft one-minute floor statements, and each presenter will be paired with an in-class critique who will provide constructive criticism.

Th 9 Mar: One-minute floor statements (and critique)

The other half of the class will present their draft one-minute floor statements, and each presenter will be paired with an in-class critique who will provide constructive criticism.

Spring Break

T 21 Mar: Congress, I

This class will cover the basics of the Congress in the policy process, including questions of internal structure, politics, and deliberation.

- *Sarah A. Binder. 2005. "Elections, Parties, and Governance." Pp. 148-170 in P.J. Quirk and S.A. Binder, eds., *The Legislative Branch* (New York: Oxford University Press).
- *David W. Rohde. 2005. "Committees and Policy Formulation." Pp. 201-223 in P.J. Quirk and S.A. Binder, eds., *The Legislative Branch* (New York: Oxford University Press).
- *Paul J. Quirk. 2005. "Deliberation and Decision Making." Pp. 314-48 in P.J. Quirk and S.A. Binder, eds., *The Legislative Branch* (New York: Oxford University Press).

Th 23 Mar: Congress, II

In this class, we will examine how Congress has dealt with nanotechnology, particularly from the perspective of Congressional hearings.

- Testimony of S. Boehlert, C. Batt, C. Lautenbacher, R. Russell, J. Roberto, T. Theis, and A. Marty at 19 March hearing before the House Science Committee. Available on Thomas.loc.gov
- Testimony of S. Boehlert, R. Kurzweil, V. Colvin, L. Winner, and C. Peterson at 3 April 2003 hearing before the House Science Committee. Available on Thomas.loc.gov
- The National Nanotechnology R&D Act of 2003 (PL 108-153), Available on Thomas.loc.gov
- *Erik Fisher and Roop L. Mahajan. Forthcoming. "Contradictory Intent? U.S. Federal Legislation on Integrating Societal Concerns into Nanotechnology Research and Development." *Science & Public Policy*.

T 28 Mar: Revised floor statements

In this class, students will present their final revised floor statements.

Th 30 Mar: Public Opinion, the Media, and Interest Groups

This class will examine the role of the public and civil society groups, e.g., the media, interest groups, etc., in the policy process, with a specific focus on how the public engages with a new topic like nanotechnology.

- Kingdon**, chapter 3 "Outside of Government, But Not Just Looking In"
- Joachim Schummer. 2005. "'Societal and Ethical Implications of Nanotechnology': Meanings, Interest Groups, and Social Dynamics." *Techne: Research in Philosophy and Technology* 8(2). Available at <http://scholar.lib.vt.edu/ejournals/SPT/v8n2/schummer.html>.
- Jane Macoubrie. "Informed Public Perceptions of Nanotechnology and Trust in Government." Project on Emerging Nanotechnologies at the Woodrow Wilson International Center for Scholars. Available at http://www.pewtrusts.com/pdf/Nanotech_0905.pdf
- Michael D. Cobb. 2005. "Framing Affects on Public Opinion about Nanotechnology." Presented at the annual meeting of the American Association for the Advancement of Science, Washington, DC. Available at <http://www2.chass.ncsu.edu/cobb/me/past%20articles%20and%20working%20papers/nano%20framing%20for%20science%20communication.pdf>.

T 4 Apr: Policy, Citizenship, and Nanotechnology

This class will discuss how politics and policies shape concepts like citizenship, and it will examine how the National Nanotechnology Initiative, through its understanding of

what nanotechnology is and what its relationship to citizens is, shapes a vision of the lay-public.

Guest lecture: Anne Schneider, SJSI

*Helen Ingram and Anne Schneider. 1993. "Constructing Citizenship: The Subtle Messages of Policy Design." Pp. 68-98 in Helen Ingram and Steven Rathgeb Smith, eds., *Public Policy for Democracy* (Washington, DC: The Brookings Institution).

D. H. Guston. 1999. "Evaluating the First U.S. Consensus Conference: The Impact of the 'Citizens' Panel on Telecommunications and the Future of Democracy.'" *Science, Technology & Human Values* 24(4):451-82. Available at <http://sth.sagepub.com/cgi/content/abstract/24/4/451>.

Roco and Bainbridge, Themes 9 and 10.

Christopher P. Toumey. 2004. *Final Report on the South Carolina Citizens' School of Nanotechnology*. Available at http://nsts.nano.sc.edu/outreach/sccsn_s04_report.pdf.

Th 6 Apr: Nanotechnology and the Distribution of Benefits

This class will discuss issues of equity and the distribution of benefits and risks from new technologies like nano, including both domestic and international distribution.

(Professor Guston at VPI meeting)

Guest lecture: Dan Sarewitz, SoLS and CSPO

Roco and Bainbridge, Themes 1 thru 4.

Meridian Institute. 2004. *Nanotechnology and the Poor*. Available at <http://nanoandthepoor.org/paper.php>.

P.A. Singer et al. 2004. "Will Prince Charles et al. Diminish the Opportunities of Developing Countries in Nanotechnology?" Available at: <http://www.nanotechweb.org/articles/society/3/1/1/1>

Fabio Salamanca-Buentello et al., "Nanotechnology and the Developing World", 2005. Available at: <http://www.pubmedcentral.nih.gov/articlerender.fcgi?tool=pubmed&pubmedid=15807631>

Noela Invernizzi and Guillermo Foladori. "Nanotechnology and the Developing World: Will Nanotechnology Overcome Poverty or Widen Disparities?" *Nanotechnology Law and Business* 2(3): 294-303. Available at: <http://www.nanolabweb.com/> (search for Invernizzi)

T 11 Apr: Implementation and Evaluation

In this class, we will discuss the basics of the implementation and evaluation of public policies.

- *Donald S. Van Meter and Carl E. Van Horn. 1975. "The Policy Implementation Process: A Conceptual Framework." *Administration and Society* 6(4):445-86.
- *Jeffrey L. Pressman and Aaron Wildavsky. 1984. *Implementation*. Third edition (Berkeley: University of California Press), chapter 6 "Learning from Experience;" chapter 8 "Implementation as Evolution."

Th 13 Apr: Nanotechnology and Environmental Policy

This class will consider in additional detail environmental issues associated with nanotechnology, including the potential for nano to provide environmental solutions, the environmental risks of nano, and issues including industrial ecology and knowledge systems for nano.

(Professor Guston out/Passover)

Guest lecture: Brad Allenby, Department of Civil and Environmental Engineering

Alexander Huw Arnall. 2003. *Future Technologies, Today's Choices*. London: Greenpeace Environmental Trust. Available at <http://www.greenpeace.org.uk/MultimediaFiles/Live/FullReport/5886.pdf>.
Woodrow Wilson Center, Project on Emerging Nanotechnologies. Selections from: <http://www.environmentalfutures.org/nanotech.htm>.

T 18 Apr: States

This class will explore the basics of state-level policy in science and technology, particularly new institutions established for nano.

(Potential guest lecture: representative from the Morrison Institute at ASU)

- *Christopher M. Coburn and Duncan Brown. 1998. "State Governments: Partners in Innovation." Pp. 422-37 in Lewis M. Branscomb and James H. Keller, *Investing in Innovation* (Cambridge: MIT Press).
- Rachel Smith, Ira Bennett, and David H. Guston. Manuscript. "State Initiatives in Nanotechnology." Available on .pdf.

Th 20 Apr: Hearings

Students will be given time in groups to prepare their roles in the hearings.

Smith, chapter 8, Testimony: Witness in a Public Hearing

T 25 Apr: Hearings, I: The Administration

Hearings with “the Administration” as witnesses will take place in this class.

Th 27 Apr: Hearings

(Professor Guston at IIT meeting)

Students will be given time in groups to prepare their roles in the hearings.

T 2 May: Hearings, II: The Scientists

Hearings with “the scientists” as witnesses will take place in this class.

POS 426 Schedule of Assignments

Generally, there will be some assignment due every Tuesday. It may be a short homework, a first draft of a writing assignment, or a revision. All assignments are expected to be handed in on time (meaning at the beginning of the class period on the day they are due). Unexcused lateness will be penalized 1/3 of a grade per day. All assignments are expected to be done individually unless group work is specified beforehand. All assignments are expected to be the sole and original work of the student and to follow university guidelines for academic integrity.

T 24 Jan: Turn in acronym assignment (5%)	50 points
T 31 Jan: Turn in draft press release	
T 7 Feb: Turn in budget assignment (5%)	50 points
T 14 Feb: Turn in final press release (15%)	150 points
T 21 Feb: No assignment due	
T 28 Feb: Turn in draft issue brief	
T 7 Mar: Turn in (and be prepared to present) draft floor statements	
T 21 Mar: Turn in final issue brief (15%)	150 points
T 28 Mar: Turn in and present final floor statements (15%)	150 points
T 4 Apr: No assignment due	
T 11 Apr: No assignment due	
T 18 Apr: Turn in draft testimony	
T 25 Apr: No assignment due	
T 2 May: Turn in final written testimony (15%)	150 points
Attendance and Participation (30%)	300 points

30 January: CNS-ASU Launch Event – Extra Credit Opportunities!

The Center for Nanotechnology in Society at Arizona State University (CNS-ASU) is a new organization, funded by the National Science Foundation, to study the societal implications of nanotechnology. Funded since October 2005, CNS-ASU will have its official public launch on 30 January 2006.

Verified attendance at either the morning session (8:30 to noon) or the Public Panel (4:00 pm to 7:00 pm) will replace one unexcused absence from class.

You can gain extra credit for any of the following activities related to the CNS launch:

Attend the morning session (8:30 to 12 noon) and write a one-page summary of some of the research activities that interest you.

Attend the afternoon/evening Public Panel (4:00 pm to 7:00 pm) and either:

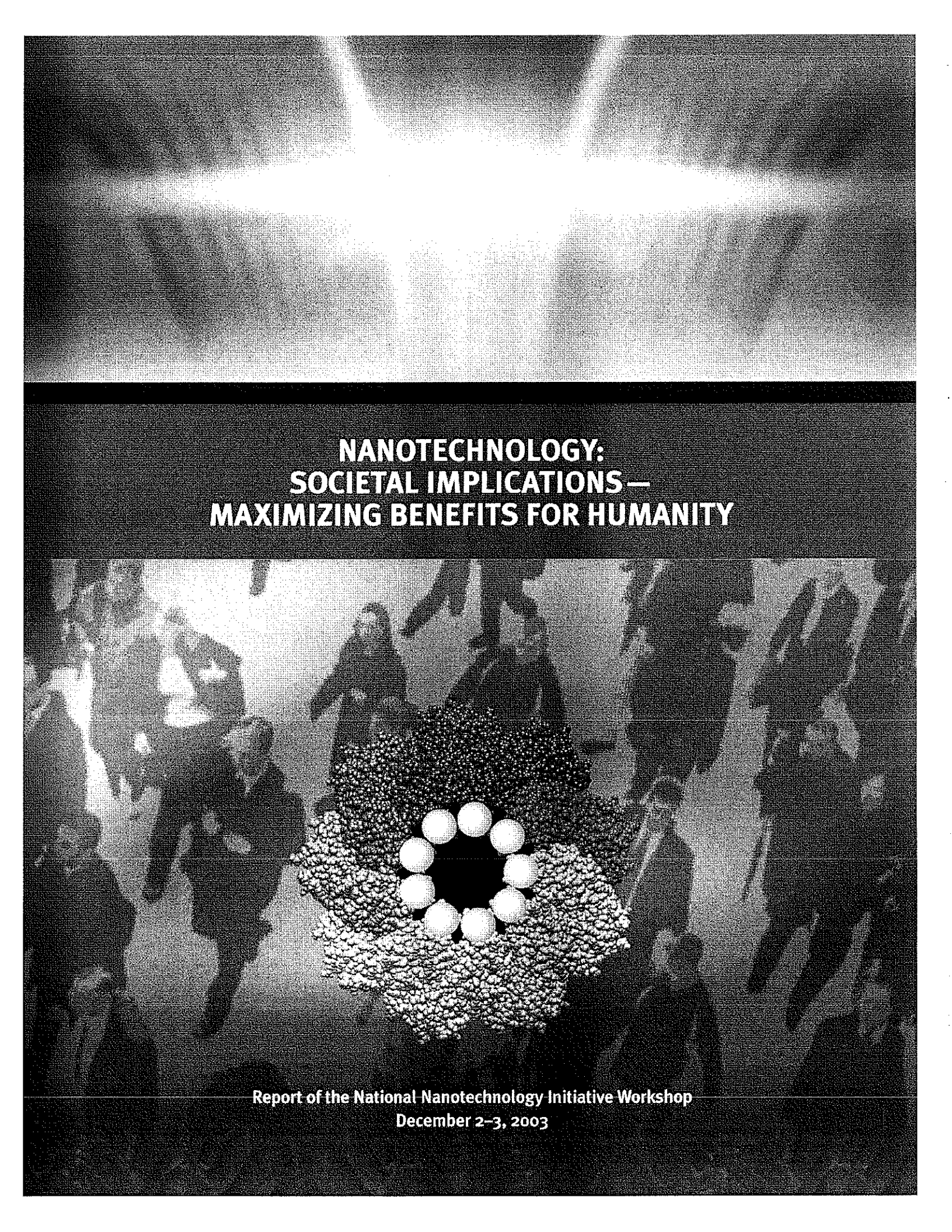
- Write a one-page summary of George Poste's "What is nanotechnology?" talk; or
- Write a one-page summary of Jonathan Moreno's talk; or
- Write a one-page commentary on or response to either Poste's or Moreno's talk; or
- Write a one-page comparison/contrast between two of the four short responses to Poste and Moreno.

Any of the above assignments will earn you, depending on quality, up to 50 points on your final grade.

To earn up to 100 points, write either:

- Attend the morning session and write an 500-800 word research proposal for a topic in the societal implications of nanotechnology; or
- Attend the Public Panel and write a 500-800 word news article about it.

You may do only one of the above assignments.



**NANOTECHNOLOGY:
SOCIETAL IMPLICATIONS—
MAXIMIZING BENEFITS FOR HUMANITY**

**Report of the National Nanotechnology Initiative Workshop
December 2-3, 2003**

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❖ Preface ❖

A student returning to campus from a summer internship in a Washington, D.C., public policy think tank had this to say about a lesson she learned from the experience: "In public policy work, if you can't write it or say it, you can't do it."

My experience as a communications consultant to government tells me that she is essentially correct. As a teacher of writing, I know that communication skill combined with know-how can make a difference. I wrote this book to prepare students and others to effect real change by writing (and talking) to "do" public policy in democracy.

What Is the Purpose of the Book?

It is a practical guide to writing and speaking during public policy making processes. It aims to develop communication know-how and skill. Know-how means knowing what to do or having the ability to interpret situations in context. Skill means knowing how to do, or having competencies ready to use.

It does:

- Describe the public policy making process
- Identify communication's functions and limitations in that process
- Explain standards and expectations for communicating in the public sector or between the public and private sectors
- Guide the use of selected public policy communication genres

It does not:

- Discuss theory of public policy, writing, or communication
- Teach introductory public policy analysis, written composition, public speaking, or public communication

Writing Public Policy



*A Practical Guide to Communicating in
the Policy-Making Process*

Catherine F. Smith

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