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

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/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):

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
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>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>□</td>
<td>1. Course is designed to advance basic understanding and knowledge about human interaction.</td>
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| ✗   | □  | 2. Course content emphasizes the study of social behavior such as that found in:  
   - ANTHROPOLOGY  
   - ECONOMICS  
   - CULTURAL GEOGRAPHY  
   - HISTORY  
   Political Science  
   Public Policy | Syllabus and text chapters |
| ✗   | □  | 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 |
| ✗   | □  | 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.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
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<tr>
<td>POS</td>
<td>426</td>
<td>Elements of Public Policy</td>
<td>SB</td>
</tr>
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</table>

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.

<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 examines the development of public policy in the US, specifically the interaction of public policy for nanoscale technology and engineering and its implications for society.</td>
<td>See classes on Jan 19th, Jan 24th, Feb 23rd (first, second, and sixth weeks) as well as chapters 1, 4, 8, and 9 from the Kingdon text.</td>
</tr>
<tr>
<td>2</td>
<td>This course examines decision making among policy makers at all levels of government in regards to science and engineering policy making.</td>
<td>See classes on Feb 14th, Feb 21st, Feb 23rd, Feb 28th, Mar 2nd, Mar 21st, Mar 23rd, Mar 30th, Apr 18th (Weeks 5, 6, 7, 9, 10, nd 13) as all focus on the various levels of governements and individual actors that are involved in technology policymaking. All texts assigned the those respective classes further the lectures, including chpters 2, 6,7,8, and 9 from the Kingdon text and other outside texts.</td>
</tr>
<tr>
<td>3a.</td>
<td>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.</td>
<td>Classes on Apr 6th, Apr 11th, and Apr 18th (Weeks 11 and 12) plus their respective readings tie together the themes of previous weeks into a cohesive understanding of policy making and technology.</td>
</tr>
<tr>
<td>4</td>
<td>This course uses case studies, secondary data, and budgets to examine the role of policy making in regards to technology.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The course utilizes prediction models, Feb 7th and 14th (Weeks 4 and 5) examines budgets and their role in policy making. In the 5th Week (Feb 9th) students are taught how to perform research on technology related technology.</td>
<td></td>
</tr>
</tbody>
</table>
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.
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 papers, 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):


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.


Kingdon, chapter 1 “How Does an Idea’s Time Come?”


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


Skim the following:


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.


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
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


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.


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.


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”
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”


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”


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.
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.


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, R. Kurzweil, V. Colvin, L. Winner, and C. Peterson at 3 April 2003 hearing before the House Science Committee. Available on Thomas.loc.gov

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”

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).

the ‘Citizens' Panel on Telecommunications and the Future of Democracy.”
Science, Technology & Human Values 24(4):451-82. Available at
http://stl.sagepub.com/cgi/content/abstract/24/4/451.

Roco and Bainbridge, Themes 9 and 10.
Christopher P. Tourney. 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

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:
medid=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.


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


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)


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.
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Preface
Catherine F. Smith

The Policy-Making Process
A Practical Guide to Communicating in Writing Public Policy