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PRES. TALKS TO STUDENTS ABOUT EDUCATION

GEEZ!!... EVEN I DON'T BELIEVE HIM ANYMORE.
From the PSO President

*Policy and Civility*

We seem to have lost our manners when it comes to political discourse. President Obama’s recent difficulties in giving a homily to school children made me mindful of that. His opposition was pretty strident and shrill. It is hard to think of leaders like Dwight Eisenhower or Harold Vanderbilt castigating their opponents in the language being used today.

One of the contributions that policy scholars can make to present discourse is to put the options in a calmer voice than the politicians, and with less vindictive. That doesn’t mean professors and advisers lack passion about policy, but it does mean that one of the differences between policy and politics is that policy includes a weighing of alternatives and a willingness to acknowledge the different sides to a situation. Policy is not well made in a wrestling arena.

Of course there is a long history to protocol and manners. Emily Post is not on policy readings lists, and you will look in vain for her in the syllabi we are publishing in the *Proceedings*, but perhaps she should be. Her famous blue book on etiquette came out in 1922, and for generations enabled diplomats and the social elite to know how to handle eating artichokes and using finger bowls. But that wasn't the real point.

There was a lot more to Ms. Post’s rules of etiquette than cutlery. She was a great advocate of hearing out others. She understood the role of civility in a society. In the sixteenth edition of her tome, Peggy Post, her great-granddaughter continues to tackle nuances that make dialogue possible. There are new situations like road rage and spam, yet the importance of decorum remains. I don’t know what she would have said about the chainsaw approach to modern policy discussion. I do know that she would not have approved.

Paul Rich
rich@hoover.stanford.edu
From the Proceedings Editor

In the age of electronic everything

As countless things in our daily lives are being relentlessly reshaped by the expansion of the Internet and the trend towards electronic format, many industries are becoming truly concerned about their ability to cope with the increasing speed at which changes are taking place in this digital era. The recent closure of many newspapers in the United States shocked us all, as it would have been unthinkable ten years ago to see them sink into inevitable crisis. And even though the news industry is not about to disappear, we’ve witnessed the challenges that once robust activities have been facing, due primarily to the new ways in which our electronic devices have allowed us to communicate and interact.

The publishing industry is of course not exempt from being a victim of this revolution. Every year we see an increase in preference for digital over the traditional paper copy of our journals. Libraries are having less space for actual paper and academia are inevitably moving toward recognizing the equal value of electronic sources versus printed ones. In this uncertain environment we have had to put a lot of time into thinking about the overall direction of the PSO and its publications.

With the launch of new four journals, primarily published in electronic format, we feel the PSO has taken a step forward in adapting content to the new digital ways. But taking a journal and putting the content on the Internet is not the end of the story. Moving from paper to electronic means among many things that we have a wide range of new types of content to experiment with. And the range and speed of dissemination is obviously affected in important ways. If the digital age represents a serious challenge for us, it is also a fantastic opportunity to explore new ways in which we can present and disseminate knowledge.

The Policy Studies Commons (www.psocommmons.org) is among our many efforts to make the PSO more active and visible online. We’ve gone ahead with an electronic platform that will allow us to easily keep in touch with a community of people related to the study of Public Policy, and which will allow all of those involved to display their selected works to the whole community. We hope you’ll take advantage of this new site and for that purpose we’ve included instructions in this issue of the PSO Proceedings about how to go to create your site and get involved with the whole world of policy scholars.

Daniel Gutierrez-Sandoval
dgutierrezs@ipsonet.org
Join the Online Directory of Public Policy Scholars

In order to increase the online visibility of public policy scholars and their work, PSO has created an online directory of public policy scholars on the Policy Studies Commons (www.psocommons.org). We welcome our readers to join the directory by adding a free scholarly profile page, or by updating your existing page.

Your PSO profile page will allow you to collect all of your work in one central location, and help you to put it into the hands of those who are interested in it the most. Your profile page will include the following:

- The ability to post and share articles, working papers, presentations, and a variety of other content
- Receive monthly email reports on download and readership statistics
- All content is fully indexed in Google™ and Google Scholar™
- Update your colleagues via built-in mailing lists and RSS feeds
Instructions for Creating or Updating your PSO Profile Page

1. Go to works.bepress.com and click “Start a SelectedWorks Site”.

2. You will be asked to login.

   *If you are already a member of the PSO Public Policy Yearbook, published in Policy Studies Journal, a profile page has already been initiated on your behalf. Simply enter your email address and click the “Login” button.*

   If you do not have an account, click “Create New Account” and fill out the short form. You will receive an email confirming your account.
3. Once your account is confirmed, you can login via the “My Account” tab on the SelectedWorks homepage (works.bepress.com).

4. You will be asked for an access code. This is: PSO
5. When the code is entered, you will be able to set up your site.

![SelectedWorks Site Builder](image1)

6. Make sure to set your primary institution to “Policy Studies Organization”.

![Identify Your Institution](image2)
In order for your new profile page to appear in the online directory of public policy scholars (http://www.psocommons.org/sw_gallery.html), you must:

- Upload at least one piece of content or provide a link to one of your works already online
- Upload a profile photo or image
- Add or edit your short biography

Remember to update your site. A link to your site will appear in the online gallery within 24 hours.

For more information regarding editing your site, please refer to the SelectedWorks guide (http://works.bepress.com/sw_guide.pdf) or contact Sarah Kinsley at sarahkinsley@ou.edu.
Syllabi

The following syllabi were sent to us per our invitation to share them in our journals. We received many more and they will be published in future Proceedings. As we hope these documents will be of use to the teaching of policy studies and curriculum development, we would like to encourage professors to send us their material for consideration. Syllabi of previous issues can be seen online at www.psocommons.org

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    Prof. David Shultz

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    Prof. Rodney E. Stanley
I. Introduction to Public Administration
Prof. Paul Manna

Paul Manna is an associate professor of government and public policy at the College of William and Mary. His research and teaching interests focus on federalism, implementation, K-12 education policy, and applied research methods.

Course description
This class addresses a common but understandable misperception about American government. Many people believe that elected officials and judges are the most consequential actors in the country’s political system. However, policies and judicial decisions are not self-executing. Rather, they rely on public bureaucracies and thousands of public administrators to implement them. To understand the role of public administration in the United States, this course examines the administrators who manage and implement policy, the tools they use, and the environments in which they work.

Readings


Assignments and grading
The course stresses three skill sets - discussing ideas, writing, and thinking on your feet in timed settings - that all students trained in the liberal arts should possess. Mastering these skills will help you make positive contributions in your future classes, the workforce, and the communities where you eventually reside.

30% Class participation and attendance
15% Midterm exam in-class part
15% Midterm take-home part
20% Final exam in-class part
20% Final exam take-home part

I will base final course grades on the following scale, with partial-percents typically rounded to the nearest full percent: A 93-100, A− 90-92, B+ 88-89, B 83-87, B− 80-82, C+ 78-79, C 73-77, C− 70-72, D+ 68-69, D 63-67, D− 60-62, F <60

Finally, because errors sometimes creep into grade calculations -- and on rare occasions papers become lost as they are handed in -- please keep a copy of all work you submit until I have processed final grades.
**Class participation**
Attendance every day and active class participation are essential components of this class. Everyone should arrive prepared to have thoughtful and energetic discussions about the class material. If generally you are shy in class you should see me early in the semester so I can help you overcome that fear of speaking out. I will distribute a class participation rubric to help you understand what I consider to be excellent class participation.

**Midterm exam and final exam**
Each exam will contain a take-home (essay) portion and an in-class (short answer) part, with each part weighted equally. The take-home parts will be distributed approximately 2 days before they are due.

In fairness to everyone, students who arrive late for an exam may not work overtime. The only valid reasons for missing and rescheduling an exam are due to a documented illness, religious observance, and death in the family or similarly grave family emergency. If you miss an exam for another reason you can take a makeup for which the maximum grade you can earn is a C (75%).

**Schedule of topics, readings, and assignments**

I. Overview
Course nuts and bolts
Public and private bureaucracy
• Wilson, Ch. 17 Problems

II. Analytical frameworks
Organization
• Wilson, Ch. 1 Armies, prisons schools; Ch. 2 Organization matters

Organizations (cont.)
• Wilson, Ch. 9 Compliance

Organizations (cont.)
• No new reading

Decision-makers
• Wilson, re-read pp. 27-28
• Mark Moore. 1995. *Creating Public Value*, Ch 3 (excerpt) Organizational strategy in the public sector (pp. 57-76).

Decision-makers (cont.)
• Wilson, Ch. 3 Circumstances; Ch. 4 Beliefs

Decision-makers (cont.)
• Wilson, Ch. 6 Culture; Ch. 12 Innovation
Principals, agents, and networks

Principals, agents, and networks (cont.)
• Wilson, Ch. 10 Turf
• Robert Agranoff. *Managing within Networks*. Ch. 1 Public networks (pp. 1-22); Ch. 2 Networks in public management (pp. 23-33).

Principals, agents, and networks (cont.)
• No new reading

System Under Stress
• Ch. 1 Stress test; Ch. 2 Coordination dilemmas; Ch. 3 Reshaping the bureaucracy

System Under Stress (cont.)
• Ch. 4 The federalism jungle; Ch. 5 The political costs of managing risk

System Under Stress (cont.)
• Ch. 7 Gauging the stress test

**II. Politics**
Legislative and executive branch politics
• Wilson, Ch. 13. Congress; Ch. 14 Presidents

Legislative and executive branch politics (cont.)
• No new reading

Interest group politics / Midterm exam discussion
• Wilson, Ch. 5 Interests

Interest group politics (cont.) / Judicial branch politics
• Wilson, Ch. 15 Courts

Judicial branch politics (cont.)
• No new reading

**MIDTERM EXAM IN CLASS**
• The take-home part is due when you arrive to take the in-class part

The Plane Truth
• Ch. 1. Plane crashes and public policy; Ch. 2. After the crash

The Plane Truth (cont.)
• Ch. 4. The crash of USAir Flight 427; Ch. 5. The crash of ValuJet Flight 592; Ch. 6. The crash of TWA Flight 800
The Plane Truth (cont.)
• Ch. 8. Safety and symbolism in aviation politics

**III. Reform**
Tides of reform
The tides of reform (pp. 15-43).

Tides of reform (cont.)
• No new reading

Centralizing

Decentralizing

Constraining
• Wilson, Ch. 7 Constraints

Structural choice

Structural choice (cont.)
• Wilson, Ch. 20 Bureaucracy and the public interest

**IV. Tools of government**
Tools perspective on public administration
• Review your class notes from 1/26 to 1/30 on “Organizations” and from 2/2 to 2/6 on “Decision-makers”

True size of government
• Paul C. Light. 1999 (excerpt). *The True Size of Government*. Ch. 1 The illusion of smallness (pp. 1-9).

Direct government
• President’s Commission on the United States Postal Service. 2003. *Embracing the Future*. Ch. 1 Adapting to a new world (pp. 1-13); Ch. 2 Delivering the mail (pp. 14-33).

Direct government (cont.)
• No new reading
Contracts

Contracts (cont.)
• No new reading

Grants
• Employment and Training Administration, U.S. Department of Labor. 2008. Notice of Availability of Funds and Solicitation for Grant Applications (SGA) for YouthBuild Grants. Federal Register, October 7. (pp. 58653-67).

Grants (cont.)
• No new reading

Applying the tools

Applying the tools (cont.) / Final exam discussion
• No new reading

V. Final exam
As with the midterm, the take-home part is due when you arrive to take the in-class part.
II. The Politics of U.S. Public Policy*
Prof. Sarah Pralle

Sarah Pralle is an associate professor of political science at the Maxwell School at Syracuse University. Her research and teaching interests are in the area of agenda setting and policy change, particularly as they apply to environmental politics and policy. She is the author of the book "Branching Out, Digging In: Environmental Advocacy and Agenda Setting" (Georgetown University Press, 2006) and several articles published in various journals, including Political Science Quarterly, Journal of Public Policy, Policy Studies Journal, and Environmental Politics. Her current research examines efforts by state attorneys general to reshape national environmental policy through litigation.

This course is broadly concerned with political science research about public policy processes. This research is characterized by attention to how politics shapes the set of issues on the policy agenda; the policy programs, solutions and instruments selected by the public and policymakers; and the implementation and outcomes of public policy. The first part of the course examines different approaches to policy studies, with an eye toward understanding differences between how professional policy analysts and political scientists understand the policy process. The second part of the course investigates different stages of the policy process, including agenda-setting, policy change, design, and implementation. We also investigate specific policy institutions, such as the bureaucracy, interest groups, and the legislature. The course concludes with an examination of how policies, once created, may in turn restructure political processes and shape subsequent policies. Throughout the course, special attention is given to the U.S. context, although some cross-national comparisons are included.

Requirements
The course is structured as a research seminar and should facilitate students’ abilities to think and write critically about the policy process literature, to design research projects, and to make oral presentations to an audience.
Grades will be based on the following:

Participation in seminar discussions (15%). Your contributions to the seminar will be assessed with respect to your performance in leading discussion during assigned weeks and your contributions to the seminar discussion generally. Each week 2-3 students will be designated to lead the discussion in class and all students are expected to participate in the subsequent group discussion. Each student’s contributions to the seminar will be evaluated on an overall scale of “stellar contributions” (A+/A), “solid contributions” (A-) “acceptable contributions” (B+), or “less than desired contributions” (B). Your attendance is required at every seminar; excused absences are awarded for family emergencies and personal illness.

* This syllabus was modeled after a course by Suzanne Mettler, Clinton Rossiter Professor of American Institutions, at the Department of Government at Cornell University.
Weekly response papers and advice to future students (30%). Students are required to hand in one-page response papers (single or double spaced; 1 inch margins—no longer than one page please!) on the course readings, due every week in class except weeks 1, 10 and 12. The purposes of the response papers are to initiate discussion in class and to encourage you to carefully consider the readings in light of what they add to our understanding of the policy process. You might critically examine the author's theoretical framework, methodological approach, arguments, evidence, or conclusions. You could consider the main themes, puzzles, or questions addressed in the readings, or suggest additional research that would help us understand the topic/subjects/theoretical questions raised. Or, you may identify confusing concepts or theories that you would like to discuss further. Of course, you will not be able to address all of these things in your paper; the important point is to refrain from summarizing the book or readings. (Assume your audience has carefully read the material!) Papers will be evaluated on a 4-point scale. A “4” indicates an A grade; a “3” indicates an A-; a “2” indicates a B+; and a “1” indicates a B. Lower grades, or failure to turn in a paper receive a “0.” Late papers will be docked 2 points.

For week 12, I am asking that you write a 4-5 page paper (double-spaced) that gives advice to future students in the course. You should address your memo to the students and you may write it in a conversational style, if preferred. Your memo should give them a road map to the course. In other words, provide guidance to students who may have little background in the policy process literature. You can preview the big theoretical approaches in the policy literature, discuss their strengths and weaknesses, and identify remaining questions. In addition, you may discuss how to best approach the research design project, and share any advice you have after going through it yourself.

Book review and in-class presentation (15%). A short (3-4 pages double-spaced) review of a recent or classic book addressing aspects of the policy process is due at the start of class. You will be asked to list your top three choices during the second week of class and will be assigned a book during week 3. Think about a book that will help you with your research design project (see below). During class each student will give a brief presentation on their chosen book. You should summarize the book and provide us an idea of where it fits into the policy literature, its strengths and weaknesses, its methodology, and other responses you had to the book. This assignment will be graded with a standard letter grade; late papers will not be accepted except in case of an emergency and with prior notification.

Research design paper and in-class presentation (40%). This will be developed in a series of steps that include: (1) preliminary topic paper (2) outline and bibliography; (3) in-class presentations to be given weeks 13 & 15; and the research design paper itself. The first two assignments will be assessed as either “ahead of the game”; “on target”; or “time to get going.” If you are ahead of the game on the assignments, you will be awarded extra points on your final paper; if you are behind (“time to get going”), points will be deducted from your final paper. The oral presentation to class will be graded along with the paper; each will receive a standard letter grade.
**Readings**


**Weekly Topics and Reading Schedule**

- **Introduction**

- **Traditional model of policy analysis and challenges**
  David Weimer and Aidan Vining, *Policy Analysis* (Prentice Hall, 1992 & 1999), excerpts. (Read in the order presented--chapters are from different editions).

- **The political model**

- **Big political analyses**
  Frank Baumgartner and Bryan Jones, *Agendas and Instability in American*
Politics, Chapters 1-3.

- **Agenda setting and policy change**
  Frank Baumgartner and Bryan Jones, *Agendas and Instability in American Politics*, Chapters 4, 5, 6, 9 & 10.

- **Business interests and policymaking**

- **Bureaucracy**
  James Wilson, *Bureaucracy*, Chapters 1, 2, 5, 6, & 20. In addition, read one of the following chapters—13, 14, 15, or 16—depending on your specific interest.

- **Implementation**

- **Big political analyses**

- **Wrap up of policy process and book reviews**

**Books to Review**


- **Policy Feedback**
• **Policy development, devolution, and retrenchment**
  
  
  

III. Comparative Healthcare Systems: Policy Challenges and Economic Perspectives
Prof. Pauline Rosenau

Pauline Vaillancourt Rosenau, Ph.D., is a Professor at the University of Texas-Houston School of Public Health and an Adjunct Professor at Rice University. She was previously a Professor at the University of Quebec in Montreal for two decades. Her recent publications are available at www.prosenau.com. Her professional articles have appeared in 30 different peer reviewed journals in the social sciences, public health, and medicine.

Course Objectives:
• To evaluate the health system performance of several industrialized nations.
• To identify specific health system strengths and weaknesses, employing comparative analysis as a research tool.
• To compare the health system performance of the US with that of other similar countries and to one developing country.

Students will learn to recognize differences in health systems of the industrialized countries in this class. One developing country is included for comparative purposes. Students will study and analyze in detail the health systems of the United States, United Kingdom, Australia, Denmark, Canada, France, New Zealand, Switzerland, Netherlands, Spain, France, and China. The strengths and weaknesses of these various national health systems will be identified, evaluated, and discussed. Students will be able to better assess the U.S. health system by putting it into a broader perspective after completing this class.

Course Requirements
40%: Seminar Participation
Each student should volunteer 3-4 times during the semester to summarize assigned articles for the class. At each class meeting 2 to 4 students will present and play a leadership role in the discussion on specified articles. This should include, to the extent possible, consideration of:
• The purpose and scope of the article; where it fits in the literature
• Theoretical framework/model, if relevant
• Empirical approach/methods, if relevant
• Pertinent data issues, if relevant
• Policy implications/conclusions you derive from the article
When you are responsible for leading the discussion on a particular reading, the use of overheads and/or handouts are recommended. For each assigned article all students should prepare two or three questions for class discussion. You will be called upon for questions as time permits each week.

60%: Term Paper – Content:
Several approaches are available:
   A. An in depth, critical study of one country’ health care system; or,
B. A comparison of the health care system of several countries with respect to a one topic (e.g. technology assessment, managing pharmaceuticals, or financing and reimbursement systems, long-term care, quality/cost or MCH services, etc.); or,
C. Original research using OECD data.

Websites: information about health policy in the industrialized countries
Commonwealth  http://www.cmwf.org/topics/topics.htm?attrib_id=12009
Kaiser Family Foundation:  http://www.globalhealthfacts.org
Kaiser Family Foundation:  http://www.globalhealthreporting.org
European Observatory on Health Systems and Policies:  http://www.euro.who.int/observatory

INTRODUCTION and Course Organization
• Organizational details:
  ▪ course format, syllabus, bibliography, reading sets;
  ▪ course requirements--term paper, discussion leader responsibilities, seminar participation responsibility
  ▪ discussion leader assignments
• Review introductory material before the first class at:
  http://www.kaiseredu.org/topics_im_ihs.asp?imID=1&parentID=61
To be viewed in class and discussed together: Learning from other countries;
  German Health System: An introduction
  http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p101&continuous=1
  Germany: National Public Radio special:

  Keeping German Doctors On A Budget Lowers Costs
  Nearly every German has ready access to doctors, cheap drugs, high-tech medicine, dental care, nursing homes and home care.
  All this — and Germany spends half what the United States does per person. One way the country accomplishes this is by putting doctors on a budget.

  The example of Switzerland:
  http://www.pbs.org/wgbh/pages/frontline/video/flv/generic.html?s=frol02p101&continuous=1
• Health care system objectives & cross-national comparisons using OECD data.

COUNTRY STUDIES
United States
[Themes: the Obama health system reform proposal, costs, insurance, quality of care, medical errors, after-hours]

Comparing the US and others industrialized countries on several indicators;
http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/etc/graphs.html

http://www.amazon.com/Critical-What-About-Health-Care-Crisis/dp/0312383010/ref=sr_1_1?ie=UTF8&s=books&qid=1229544652&sr=1-1

Readings:

Review introductory material on the US health system if this is new to you: http://www.kaiseredu.org/topics_im.asp?imID=1&parentID=61&id=358


http://content.healthaffairs.org/cgi/reprint/26/6/w717?ijkey=btmwgHzAr9YPo&keytype=ref&siteid=healthaff


http://content.healthaffairs.org/cgi/reprint/27/1/58 Jim Incalceterra

Sanmartin, et al “Comparing Health and Health Care Use in Canada and the United States” Health Affairs, vol 25, no. 4 pp01133+

http://content.healthaffairs.org/cgi/reprint/25/4/1133 Negin Fouladi

Wennberg et al, “Executive Summary” Tracking the Care of Patients with Severe Chronic Illness; The Dartmouth Atlas of Health Care 2008 www.dartmouthatlas.org

http://www.dartmouthatlas.org/atlases/2008_Atlas_Exec_Summ.pdf Kathy Carberry


http://content.healthaffairs.org/cgi/reprint/hlthaff.var.140v1

Floyd J. Fowler Jr, PhD; Patricia M. Gallagher, PhD; Denise L. Anthony, PhD; Kirk Larsen, MA; Jonathan S. Skinner, PhD “Relationship Between Regional Per Capita Medicare Expenditures and Patient Perceptions of Quality of Care” JAMA. 2008;299(20):2406-2412. Kathy Carberry

Health System Reform; not an easy task

Conrayal Budget Office: “Key Issues in Analyzing Major Health Insurance Proposals” December 2008;

http://www.nytimes.com/2008/08/24/magazine/24Obamanomics-t.html?_r=1&pagewanted=print

Causes for health spending growth: Taj Bhaloo


Anderson et al “Health Spending in the United States and the Rest of the Industrialized World” Health Affairs, vol 24, no. 4, July/ August 2005


Comparative Health Care Systems--Economic Issues

Readings:

Anderson and Frogner: “Health Spending in OECD Countries: Obtaining Value per Dollar; There is Still Scant Evidence that the United States Gets Better Value for Its Higher Health Care Spending” Health Affairs, November/December 2008 pp 1718 - 1727; Sharanya


Fuchs, “Three ‘Inconvenient Truths’ about Health Care” NEJM October 23, 2008,


http://jama.ama-assn.org/cgi/reprint/299/20/2444

http://content.healthaffairs.org/cgi/reprint/26/5/1481

http://content.healthaffairs.org/cgi/reprint/23/2/8
http://content.healthaffairs.org/cgi/reprint/20/3/219

http://www.euro.who.int/document/e74485.pdf

Mark J. Eisenberg, MD, MPH; Kristian B. Filion, BSc; Arik Azoulay, BComm, MSc; Anya C. Brox, BSc; Seema Haider, MSc; Louise Pilote, MD, MPH, PhD “Outcomes and Cost of Coronary Artery Bypass Graft Surgery in the United States and Canada, » Arch Intern Med. 2005;165:1506-1513
http://archinte.ama-assn.org/cgi/reprint/165/13/1506

France
Helene Von Ville: Presentation of Research term paper research, SafeAssign and general library skills. 3-4PM
Audio:
Health Care Lessons from France
France at Forefront of Free, Innovative Cancer Care
Frances Model Health Care for New Mothers

Readings
Durand-Zaleski, “The Health System in France” Eurohealth 2008 vol 14,

Charu Sawhney


A “Summary and review” of this book, available at Book Reviews, JHPPL, pp 841-4 August 2008,]


Gusmano, Rodwin and Weisz “A New Way to Compare Health Systems: Avoidable Hospital Conditions in Manhattan and Paris” Health Affairs March/April 2006 http://content.healthaffairs.org/cgi/reprint/25/2/510


Australia (Guest Lecturer / Resource Person: Shelton Brown – Austin campus)


http://www.springerlink.com.www5.sph.uth.tmc.edu:2048/content/h07t3uv544457764/fulltext.pdf  Sandra Chu

Mackenzie et al “Direct-to-consumers advertising under the radar: the need for realistic drugs policy in Australia” Internal Medicine Journal, 2007, vol 37, pp 224-8


http://content.healthaffairs.org/cgi/reprint/25/2/337  Jen Kim

Scott, “Pay for Performance in health care: strategic issues for Australian experiments” MJA 187: No. 1, 2 july 2007. Kathy Carberry


Nichol, Bill “Hospitals then and now: changes since the start of Medicare, *Australian Health Review*, April 2007, vol 31 http://findarticles.com/p/articles/mi_6800/is_1-1_31/ai_n28444133/print?tag=artBody;coll1


**United Kingdom/Britain**
[themes: primary care, health reform, technology, quality and-performance]

**Video:** “United Kingdom” Sick Around the World – 10 minutes; http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/themes/lessons.html

  Denied Treatment; U.K. Vet Stands Up for Liberty
  MS Patient Falls into American Insurance Gap
  Britain Weighs the Social Cost of “Wonder Drugs”

**Readings:**
  General Introduction

  Primary Care


  Reform
Ham, What to Do with Insolvent Hospitals; Will Politicians Allow Providers to Fail? 
*BMJ*, 2007, 335: 805-7  Rocaille Roberts 


[http://www.bmj.com/cgi/section_pdf/337/jul17_1/a838.pdf?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=A+Transatlantic+Review+of+the+NHS+at+60&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT](http://www.bmj.com/cgi/section_pdf/337/jul17_1/a838.pdf?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=A+Transatlantic+Review+of+the+NHS+at+60&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT) 

Berwick, “A Transatlantic Review of the NHS at 60” *BMJ* 26 July 2008, vol 337 and several related articles on the NHS on this occasion (includes special issue articles from 26 April 2008)  
[http://www.bmj.com/cgi/section_pdf/337/jul17_1/a838.pdf?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=A+Transatlantic+Review+of+the+NHS+at+60&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT](http://www.bmj.com/cgi/section_pdf/337/jul17_1/a838.pdf?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=A+Transatlantic+Review+of+the+NHS+at+60&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT) 

Maynard and Street “Health Service Reform: Seven Years of Feast, Seven Years of Famine: boom to bust in the NHS?” *BMJ* 2006: 332, p 906-8  
[http://www.bmj.com/cgi/reprint/332/7546/906](http://www.bmj.com/cgi/reprint/332/7546/906) 


Quality and-performance 
Steinbrook, Robert “Saying No Isn’t NICE – The Travails of Britain’s National Institute for Health and Clinical Excellents” NEJM November 6, 2008 vol 359, #19.  Percetta Curl  

[http://jme.bmj.com/cgi/reprint/34/7/534](http://jme.bmj.com/cgi/reprint/34/7/534) 


Technology
Anderson, Frogner, Johns & Reinhardt, “Health Care Spending and Use of Information Technology in OECD Countries” Health Affairs May/June 2006


Canada (resource person is Dr. M. David Low)
[Themes: US views of the Canadian health system, waiting lists, private care in Canada,]
Readings:

Background and General Introduction
[ all to read as background] Health Systems in Transition, “Canada,” European Observatory on Health Systems and Policies, 2005 Read for background

Canadian Health Services Research Foundation, “Myth: Canadian doctors are leaving for the United States” 2008 update
http://www.chsrf.ca/mythbusters/html/myth29_e.php Carlos Ramos

http://content.healthaffairs.org/cgi/reprint/21/3/19.pdf Carlos Ramos

Schoen, et al, “In Chronic Conditions: Experiences of Patients with Complex Health Care Needs , In Eight Countries, November 2008 Health Affairs- Web Exclusive, 13 November 2008 (summary to focus on the Canadian case in context)
http://content.healthaffairs.org/cgi/content/abstract/hlthaff.28.1.w1?ijkey=cOSQi1j6fDlo&keytype=ref&siteid=healthaff
Canadian Health Services Research Foundation, “In Healthcare, More Is Always Better”

Private Health Care in Canada

Palley, et al, “The Development of Public/Private sector Relationships in the Canadian Federal/Provincial Health Care Systems” paper delivered at the IPSA Regional Meeting of RC 25, Comparative Health Care, The Hague, The Netherlands, 10-12 November 2008 (this paper will be handed out prior to the class) Larissa Estes


Sandra Chu

Angell “Privatizing health care is not the answer: lessons from the United States”
CMAJ October 21, 2008, vol 179, no 9 ;
http://www.cmaj.ca/cgi/reprint/179/9/916 Taj Bhaloo

Burnett, Sean “Financing the Health Care System: Is Long-term Sustainability Possible?” CCPA November 2008

Lee, Marc “How Sustainable is Medicare? A Closer Look at Aging, Technology and Other Cost Drivers in Canada’s Health Care System” (Canada’s Universal Health System is called Medicare) Canadian Centre for Policy Alternatives, report, September 2007.

Waiting for health care

Saunders and Rogers, “The Taming of the Queue V: In Search of Excellence” CPRN Research Report, June 2008
http://www.cprn.org/documents/50244_EN.pdf Michael Beel

Willcox et al, “Measuring and Reducing Waiting Times; A Cross-National Comparison of Strategies” Health Affairs, July/August 2007,
http://content.healthaffairs.org/cgi/reprint/26/4/1078?maxtoshow=&HITS=10&hits=10RESULTFORMAT=&author1=willcox&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&resourcetype=HCIT Michael Beel

Rachlis, “Public Solutions to Health Care Wait Lists” Canadian Centre for Policy Alternatives, December 2005
Canadian Health Services Research Foundation (CHRS) “Manage Waits Centrally” March 2008 and please see the references linked at the end of the article at http://www.chsrf.ca/mythbusters/html/boost13_e.php


Pharmacy

US perspective on the Canadian health system

New Zealand, Special Resource Person, Dr. Robin Gauld, Dr. Gauld will be the SPH colloquium speaker at noon March 16th – please attend as the topic is relevant for this class session later in the same day. Title: “New Zealand’s primary health care reforms: a messy reality or work in progress?”. He will give a brief overview of the NZ health care system, then discuss the Alma Ata-inspired primary care reforms in more detail including the politics of the changes enacted by the government, the processes and impacts of the changes, some of the organizational implications, and the policy challenges ahead for New Zealand”.

Readings:


Laugesen, “Why Some Market Reforms Lack Legitimacy in Health Care” JHPPL vol 30, #6 December 2005

Switzerland
Special Report by Michael Beel on the American College of Healthcare Executives’ Meeting on Healthcare Reform, February 12th, 2009 Houstonian Hotel
Listen to the Audio: “Switzerland, A Health Care Model For America?”

In Switzerland, A Health Care Model for America
In Switzerland, An Easier Path for the Disabled
http://www.aarpinternational.org/usr_attach/healthcare08_Silberschmidt_coverageandfinance.pdf

Readings:
* Leu, Robert E., Frans Rutten, Werner Brouwer, Matter, and Rutschi. 2008. A Tale of Two Systems; The Swiss and the Dutch Health Care Systems Compared. There is a 40 page summary was published by the Commonwealth Fund January 2009 at:

Switzerland, OECD Reviews of Health System, OECD (WHO) 2006 , chaps 1 and 4 (PDF are avaialbe ), the book is on reserve at the SPH library for the course, and you may purchase for $18 from OECD:
http://www.oecdbookshop.org/oecd/display.asp?lang=en&sft1=D1&st1=5L9T3LFC5WXRAarthi_Inampudi
Swiss Health Foreign Policy: Agreements on health foreign policy objectives, October 2006;
Spain, (Guest Resource-Person - George Delclos, MD, SPH, assisted by Bernard Useche)

Format:
1) Case studies presented by Professor Delclos.
2) a student's presentations of articles with asterisks.
3) Comments by Dr. Delclos & general discussion

Readings:
Spanish National Health System, Ministerio de Sanidad y Consumo, 2006
http://www.msc.es/en/estadEstudios/estadisticas/docs/FOLLETO-BAJA-INGLES.PDF -


http://www.lse.ac.uk/collections/LSEHealth/pdf/LSEHealthworkingpaperseries/LSEHWP9.pdf  Yue Xie

The Netherlands (Guest Resource-Person – Christiaan Lako, PhD, Nijmegen University, Netherlands)

[Themes of the articles: health system reform, privatization of health insurance, after hours health care, cost containment]

Video/Audio: National Public Radio’s Netherlands: Health Care for All by Patti Neighmond
Netherlands’ Health Care Reflects National Values
After-Hours Doctor Calls Save Holland Money
In the U.S. and Holland, Diabetes Looks Different

Readings:
Leu, Robert E., Frans Rutten, Werner Brouwer, Matter, and Rutschi. 2008. A Tale of Two Systems: The Swiss and the Dutch Health Care Systems Compared, This book is on reserve at the library. There is a 40 page summary was published by the Commonwealth Fund January 2009 at:
http://www.commonwealthfund.org/usr_doc/Leu_swissdutchhltsystems_1220.pdf?section=4039  Leon Leach


http://content.nejm.org.ww5.sph.uth.tmc.edu:2048/cgi/reprint/357/24/2421.pdf  Leon Leach

http://jhppl.dukejournals.org.ww5.sph.uth.tmc.edu:2048/cgi/content/abstract/33/6/1031 (Full text with DOI)  Negin Fouladi

http://www.sciencedirect.com/ww5.sph.uth.tmc.edu:2048/science?_ob=MImg&_imagekey=B6V8X-4MRFC37-1-1&_cdi=5882&_user=5678553&_orig=search&_coverDate=11%2F30%2F2007&_sk=999159998&view=c&wdchp=dGLbVzW-zSkWb&md5=b01ed163d44862d92530689e5c60c6fe&ie=/sdarticle.pdf


http://content.nejm.org/ww5.sph.uth.tmc.edu:2048/cgi/reprint/357/24/2424.pdf

http://web.ebscohost.com/ww5.sph.uth.tmc.edu:2048/ehost/pdf?vid=29&hid=113&sid=fc93e6b0-1d53-4616-a07e-93573267d3c7%40sessionmgr102

Grol, Richard “Quality Development in Health Care in the Netherlands” Commonwealth Fund Commission on High Performance Health Systems” 2006
http://www.cmwf.org/publications/publications_show.htm?doc_id=362702 Press release.; full report is available at:

China

Guest Resource Person: Xufang Feng
Yip, Winnie, “The Chinese Health System at a Crossroads” Health Affairs March/April 2008

Ma, Lu, and Quan “From a National, Centrally Planned Health System to a System Based on the Market: Lessons from China” Health Affairs, July/August 2008 p 937+ Sandra Chu
http://content.healthaffairs.org/ww5.sph.uth.tmc.edu:2048/cgi/reprint/27/4/937?maxtoshow=&HITS=10&hits=10&RESULTFORMAT=&fulltext=From+a+National%2C+Centrally+Planned+Health+System+to+a+System+Based+on+the+Market&andorexactfulltext=and&searchid=1&FIRSTINDEX=0&resourcetype=HWCIT

Wang, Xu and Xu “ Factors Contributing to High Costs and Inequality in China’s Health Care System, JAMA October 23/31 2007 vol 298 number 16 p 1928+
Zamiska “China thinks Small in Prescription for Health Care; Primary-Care Clinics to become First Stop in Revitalizing System” WSJ March 11 2008
http://online.wsj.com/article/SB120520609104526563.html?mod=health_home_stories
4. Introduction to Public Policy
Prof. Marjorie Sarbaugh-Thompson

Marjorie Sarbaugh-Thompson is a Professor of Political Science at Wayne State University. Her primary research and teaching interests revolve around policy making and change in public sector organizations. As the principal investigator of the term limits research project in Michigan, Dr. Sarbaugh-Thompson has worked with four other WSU colleagues for ten years to produce a comprehensive study of change in Michigan’s legislature. Initial findings have been published in a book entitled, The Political and Institutional Effects of Term Limits.

Course Overview
This course introduces students to several models and general theories about public policy making as well as sampling from specific policy areas, such as immigration policy, tax policy, environmental policy and health policy among others. The course will focus predominantly on U.S. policy making, but will incorporate information about policy making in five other industrialized countries. This comparative focus helps to distinguish the impact that different institutional and cultural traditions have on public policy making. Additionally, it helps to identify common problems faced by industrialized democracies and the various different ways that they address these problems. Students will discover also that U.S. national, state and local policy making differ and that these various levels of government policy making in the U.S. are similar to policy making by some other national governments. Students will write one major paper that will describe a particular policy that the student believes needs to be formulated and implemented in the U.S. There are two tests—a mid-term and a final exam.

Text Books


Grading:
Attendance/Participation 10%
Policy paper Parts 1-5 3% each (15% total)
Policy paper Parts 6 - 8 & revisions of parts 1-5 25%
Midterm Exam 25%
Final Exam 25%

Schedule of Readings and Assignments:
• Introduction – Please go to this web site and take the little test to explore your political ideology. It will help us with one of the models of public policy that we’ll cover on Thurs. Bring your results with you on Thurs., I will collect them, but don’t put your name on it. I don’t want to know your individual “score,” but
we will produce a class profile.  http://www.politicalcompass.org/

- The Meaning of Public Policy – Chapter 1 p. 9-29 in the Carter Wilson text
- Policy Theory – Chapter 2 p. 30-50 in Wilson
- The Policy Process – Chapter 1 in Adolino & Blake and Theories of Policy Making – Chapter 2 in Adolino & Blake
- Policy History – Chapter 3 in Wilson
- Political & Economic Dynamics in Industrialized Countries – Chapter 3 in Adolino & Blake
- National Institutions of Policy Making - Chapter 4 p. 77-99 in Wilson
- The Policy Making Context – Ch. 4 in Adolino & Blake

**Redistributive Policies**
2. Social Policy Chapter 9 Adolino & Blake
3. Health Care Policy Chapter 6 p. 128-150 in Wilson
4. Health Care Policy Chapter 8 Adolino & Blake
5. Civil Rights Policy Chapter 7 p. 152-174 in Wilson
6. Immigration Policy Chapter 5 Adolino & Blake
7. Mid-term Exam

**Regulatory Policy**
1. Environmental Protection Policy Chapter 8 Wilson
2. Environmental Chapter 11 Adolino & Blake
3. Labor Policy Chapter 9 Wilson
4. Competitive Regulatory Policy Chapter 10 Wilson

**Morality Policy (Is this a subcategory of Regulatory Policy?)**
1. Fertility Control Policy Chapter 11 Wilson
2. Criminal Justice Policy Chapter 12 Wilson

**Distributive Policy**
1. Education Policy Chapter 13 Wilson
2. Education Policy Chapter 10 Adolino & Blake
3. Economic Policy Chapter 14 Wilson
4. Fiscal Policy Chapter 6 Adolino & Blake
5. Tax Policy Chapter 7 Adolino & Blake
6. Continuity & Change in Public Policy Chapter 15 Wilson and Conclusions Chapter 12 Adolino & Blake
V. Advanced Seminar in Public Policy  
Prof. David Schultz

David Schultz is a Professor in the School of Business at Hamline University in St. Paul, Minnesota where he teaches in the Masters’ and Doctoral programs in Public Administration. He is the author of more than 25 books and 70 articles on American politics and public policy.

Course Description.
Examination of the major factors, processes, and actors influencing the formation, implementation, and evaluation of American public policy at the national, state, and local level. Emphasis in this class will be directed at the intergovernmental aspects of policy making, with specific reference towards Minnesota.

Part one of the course will first seek to set the political, economic, and sociological contexts that affect the public policy process in the United States. Emphasis will be on understanding the constraints and forces that define how government responds to problems.

Part two of the course examines how problems are placed or kept off the agenda, the actors and forces critical to formulating policies, and the unique issues faced across a range of policy domains.

Part three of the course looks at policy implementation, analysis, and impact. The emphasis here is on understanding how analysis is done and upon developing skills requisite for performing this function.

Part four examines the ethical and normative factors that constrain policy analysis, as well as the role of the media and money upon doing public policy. The section concludes with a review of specific policy making in the states.

The last part of the course looks to future trends and issues driving policy making and implementation. Emphasis will turn to globalization and multi-sector issues (such as privatization or partnerships) affecting the policy process.

Goals.
The goals for this class are to help the student:

- Understand the context of the policy process
- Describe how public policy is made and implemented
- Identify the important actors in the policy process
- Develop policy analysis skills
- Examine specific policies
- Appreciate the normative considerations constraining the policy process
- Project the future of the policy horizon in the United States

Books.

Bluhm, William T. and Robert A. Heineman, Ethics and Public Policy: Methods and


**Requirements.**
- Class attendance and participation are worth 20% of your grade.
- Completion of a term paper worth 80% of your grade.

**Course Organization.**

*Part I: Introduction/The Political Economy and Sociology of American Politics*

1. **Introduction**
   Schultz, “Stupid Public Policies and Other Political Myths.”

2. **Politics**

3. **Economy**

4. **Sociology**

*Part II: Policy Making*

5. **What is public policy and who makes it?**

6. **Agenda-setting**
7. **Legislatures and Executives**  
   Anderson, pp.121-161,  
   Shafritz, pp. 196-217, 230-277,

8. **Judicial Politics**  
   Shafritz, pp.279-312,

9. **Budgetary Politics**  
   Anderson, pp. 162-200,  
   Wildavsky, *Politics of the Budgetary Process*, pp.127-144,  

10. **Administrative Law**  
    Rosenbloom, entire book

**Part III: Policy Implementation and Analysis**

11. **What is implementation?**  
    Anderson, pp. 200-255,  
    Weimer and Vining, pp. 261-294,  
    Ripley and Franklin, *Policy Implementation and Bureaucracy*, pp. 33-91,  

12. **Analysis I**  
    Anderson, pp. 255-295,  
    Bardach, pp. 1-105,  
    Shafritz, pp. 391-419.  

13. **Cost-Benefit Analysis**  
    Weimer and Vining, 380-452,  
    Rivlin, Alice, *Systematic Thinking for Social Action*.

**Part IV: Public Policy and Policy Analysis in Context**

14. **Ethics and Values**  
    Bluhm and Heineman, pp.1 -69,  
    Weimer and Vining, pp. 39-53,  

15. **Media, Money, and Public Policy in the States**  
    Shafritz, pp. 362-390,  
    Schultz, *Money, Politics, and Campaign Finance Reform Law in the States*  
    Bluhm and Heineman, pp.74-104, 130-150
Part V: New Directions in Public Policy: Multisector Approaches
16. Policy Challenges for the Future
   Anderson, pp. 302-311,
VI. Seminar in Public Policy Analysis
Prof. Rodney E. Stanley


Course description.
This seminar serves as an introduction to the discipline of public policy analysis. The class explores the various theories and practices that have led to, and continue to dominate the profession and study of public policy analysis. Students will display their knowledge of public policy analysis in various reading, writing and oratorical assignments throughout the semester.

Course objectives.
At the end of this course the student will be able to:

B. Inform other students about the history and development of public policy analysis as a professional career and academic discipline.

C. Create analytical reasoning techniques that the public policy analysis student may apply to their professional career as an administrator in a public or non-profit agency.

D. Establish communication skills that will assist the public administrative student in the various career endeavors associated with the management of public and non-profit agencies.

E. Inform the student about emerging issues and trends impacting the professional and discipline of public policy analysis.

Topical outline.
Theories of public policy analysis, current public policy issues such as education, health care, welfare, and finance issues associated with public policy analysis.

Teaching strategies.
Lecture, class discussion, critical appraisal, individual presentations, essay papers, final exam.
Required Texts.


Course Requirements
Annotated Bibliography 100 points
Policy Position Paper 100 points
One Class Presentation 100 points
Final Exam 100 points
Participation/Attendance 100 points
Total 500 points

Grading Scale: Final Grades will be premised on cumulative points as follows: A = 500-440; B = 439 - 380; C = 379 - 300; D = 299 - 220; F = below 220.

Exam.
Each student will be required to complete a comprehensive final exam. The exam will be in class and the student will have one class period to complete the exam. The exam will consist of several essay questions about important topics discussed throughout the semester. A study guide will be provided to assist the student in preparing for the exam.

Annotated Bibliography.
Annotated bibliographies train the research-oriented student on the systematic process of formulating literature reviews that are used in theses and dissertations. This is a good exercise for the student who is planning on continuing their graduate education at the doctoral level or for the student planning on writing a masters thesis.

The format of each article analyzed in the annotated bibliography should be as follows:
B. Citation of the Journal Article
C. The stated Problem addressed by the article
D. The Purpose of the article
E. The Methods used to gather the data in the Article (this may not be applicable in all cases since most of the articles are theoretical arguments)
F. The Findings and Conclusions of the Article
G. Your Opinion of the validity of the Article in helping us understand public organizations and why you tend to believe this way

The overall structure of the Annotated Bibliography should be as follows:
B. Title Page
C. Table of Contents of sections with each article alphabetized
D. The summarized articles in alphabetical order
E. An analysis of the articles relating them to one another, and identifying the literature gap
F. Conclusion stating what we have learned from the articles
G. Bibliography
H. Citation Style: APSA, APA, or Chicago

Minimum Requirements for the Annotated Bibliography
1) At least 10 pages in length, not counting the title page but no more than 15 pages.
2) No less than 7 sources, of which can only be from referred journal articles.
3) Submit two copies of annotated bibliography of which I will return one copy graded.

Policy Option Paper.
Your paper should have the following sections: a title page with the students name, date, class and the instructors name, an abstract at the bottom of the title page (approximately 150 words), an introduction section, literature section, position section, conclusion, and works cited section (minimum of three sources). All references used in writing your papers should be cited appropriately. The length of your paper should not exceed beyond five pages (excluding the title page).

Section Contents of Policy Option Paper.
Abstract or Executive Summary:
The problem, purpose, policy options to solve the problem, solution
Introduction:
The introduction section of the paper should tell me the problem and purpose of your paper.
Literature Review:
The literature review should discuss at least two opposing positions on a particular policy issue in public administration.
Position:
Support one of the two positions you discussed in the literature review. In stating your position you should identify why you believe the option you chose is adequate and why the other position to be inadequate for solving the issue at hand. Furthermore, you should identify possible limitations of your position.
Conclusion:
The conclusion is a brief summary of what your paper is about.

Technical Format.
All papers should use the following technical format: Times New Roman, 12 point font, 1” margins from left to right and top to bottom, and double space each line in the paper. However, if direct quotes used in the paper are the equivalent of three lines or more, single space and separate them from the main text. Make sure you number all pages in each written assignment you submit for a grade. Submit two copies of your paper and I
will return one copy with your grade. Late projects will automatically be reduced one letter grade for each day they are late (not class period or week).

**Grading Criteria for Papers.**

1. Analysis: A sufficient number of public policy analysis concepts are used to analyze the situation discussed in the paper;
2. References: A variety of pertinent and timely references were sought and obtained in preparing the paper;
3. Organization: The main points are stated clearly and arranged in a logical sequence;
4. Coherence: The development of ideas, arguments and discussion shows consistency and logical connection;
5. Clarity: The ideas, arguments and discussion shows consistency and logical connection;
6. Conciseness: The language is direct and to the point, using sufficient space to say exactly what is intended and be readily understood by the reader;
7. Grammar: The written is in standard American English, with proper sentence structure, syntax, punctuation and spelling;
8. Drafting: The writing shows evidence of being drafted and revised before submission of the final copy.

**Class Presentations.**

Each student will be required to assist in the presentation of the reading material at least once, and maybe twice in the semester (depending on the size of the class). Groups of two to four individuals will be assigned to present the basic arguments of the literature assigned for that week and facilitate discussions regarding the literature. Your presentations will be critiqued on how thorough you present the material, how well you project to the class, the amount of class discussion that results from your presentation (in other words try to be controversial it makes for better discussions), and the amount of time you use in your presentations (please try not to exceed 30 minutes in your presentations). The class usually finds it helpful if you distribute an outline of your material before you begin your presentation, however this is not required.

B. Organization – There is a structured format in which the student displays throughout the presentation.
C. Planning – There is evidence of rehearsing and the presentation flows well and is properly paced according to time.
D. Visual Aids – Adequate use of visual aids to assist in explanations during the presentation.
E. Speaker Enthusiasm – Displayed adequate knowledge of the subject, and exhibited sufficient self-confidence during the presentation.
F. Voice Projection – Good articulation, proper delivery rate, no distracting gestures (e.g., chewing gum, too many “uhs”, etc).
**Participation/Attendance.**

Students are expected to be present in order to participate in class discussions. For every absence the instructor will deduct 10 points from the students participation and attendance grade. Excessive absences will lead to a substantial lowering of a student’s grade. General criteria used to assess class participation include:

B. **Content Mastery:** Students must display an understanding of facts, concepts, and theories presented in the assigned readings and lectures. This ability is the basis for all higher-level skills and must be made evident by classroom comments and/or response to questions.

C. **Communication Skills:** Students must be able to inform others in an intelligent manner what she/he knows. Ideas must be communicated clearly and persuasively. Communication skills include listening to others and understanding what they have said, responding appropriately, asking questions in a clear manner, avoiding rambling discourses or class domination, using proper vocabulary pertinent to the discussion, building on the ideas of others, etc.

D. **Synthesis/Integration:** Students must illuminate the connections between the material under consideration and other bodies of knowledge. For example, one could take several ideas from the reading or class discussions and combine them to produce a new perspective on an issue, or one could take outside materials and combine them to create new insights. Students who probe the interdisciplinary roots of the theories presented or who are able to view the author or the materials from several viewpoints demonstrate this skill.

E. **Creativity:** Students must demonstrate that they have mastered the basic material and have gone on to produce their own insights. A simple repetition of ideas from the articles will not suffice, nor will simply commenting on what others have said. Students must go beyond the obvious by bringing their own beliefs and imagination to bear. Creativity may be displayed by showing further implications of the material, by applying it to a new field, or by finding new ways of articulating the materials, which produce significant insights.

F. **Valuing:** Students should be able to identify the value inherent in the material studied. The underlying assumptions of the author should be identified. Furthermore, students should be able to articulate their own positions by reference to basic underlying values. Students must not simply feel something is wrong or incorrect; they must be able to state why, based on some hierarchy of values. In either accepting or rejecting a position, the operative values must become explicit.

G. **General Enthusiasm and Interest in the Class:** This can be shown by regularity of attendance and thoughtful insights given throughout the semester in class discussions.

**Course Schedule**

- **Week One**
  - Class Introduction
  - Dunn 1-2

- **Week Two**
  - Dunn, Chapters 3-4
Bosner et al., Chapters 1: The American Public
Bosner et al., Chapter 2: Who Needs Government?
Bosner et al., Chapter 9, Education and Human Capital

- **Week Three**
  Dunn, Chapters 5-6
  Bosner et al., Chapters 4: Government Regulation
  Bosner et al., Chapter 5: Economic Stabilization and Growth
  Bosner et al., Chapter 6: US Policy in a Global Economy

- **Week Four**
  Dunn, Chapters 7-8
  Bosner et al., Chapter 7: Poverty and Welfare: A Heartless Society?
  Bosner et al., Chapter 8: The Mirage of Healthy Security
  Bosner et al., Chapter 3

- **Week Five**
  Dunn, Chapters 9
  Bosner et al., Chapter 10, Environmental Policy & Chapter 11, Agricultural Policy: Back to the Market
  Bosner et al., Chapter 12, Natural Resource Policy
  Bosner et al., Chapter 14
The PSO symbol is the 47th problem of the famous scholar Euclid. Called the Pythagorean Theorem as it was Pythagoras, an Aeonian Greek, who established an academy where the proposition was debated, and central to ancient scholarship, it represents applying knowledge to practical needs. An avocational mathematician and President of the United States, James Garfield, discovered an alternative proof. His son, Harry Garfield, longtime President of Williams College and President of the American Political Science Association, once owned the house in Washington now housing the APSA and the PSO.

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Editors, Poverty & Public Policy: Max Skidmore, University of Missouri
Editors, World Medical and Health Policy: Arnald Nicogossian, Thomas Zimmerman, George Mason University and Otmar Kloiber, World Medical Association

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Representative to the American Association for the Advancement of Science
J.P. Singh, Georgetown University

Seymour Martin Lipset Scholars:
2004—Michael T. Henne, University of Florida
2005—David Z. Ho and Gang Lin, Shanghai Jiaotong University

Harrell Rodgers Scholars:
2005—Gisela Sin, Ph.D. Candidate, University of Michigan
2006—Rainbow Murray, Briskbeck, University of London
2007—Shantnu Majumder, Institute of Commonwealth Studies, University of London
2008—Peter Csanády, Alexander Dubcek University in Trnacin
2009—Seong Soo Oh, Georgia State University
Daniel Gillon, University of Rochester

Walter E. Beach Fellows:
2005—Hajime Sato, University of Tokyo
2006—Getnet Tamene Casa, City University of Bratislava
2006—Heung Soo Sim, Gyeongsang National University
2008—Peter Csanády, Alexander Dubcek University in Trnacin
Miroslav Svircevic, Institute for Balkan Studies, Serbian Academy of Sciences and Arts

Aaron Wildavsky Award Recipients:
2004—James G. March, Stanford University
2005—Johan P. Olsen, ARENA, University of Oslo
2005—Gosta Esping-Andersen, Universitat Pompeu Fabra, Barcelona, Spain
2006—Charles E. Lindblom, Yale University
2007—William Julius Wilson, Harvard University
2008—Anne Larson Schneider, Arizona State University and Helen Ingram, University of California, Irvine
The Harold D. Lasswell Award Recipients:
2004—Suzanne Christine Nielsen, Harvard University
2005—Esther N. Mwongi, Consultative Group on International Agricultural Research
Thad Williamson, University of Richmond
2006—Jonathan Art Lawrence, Harvard University
2007—Vanda Felbab-Brown, Massachusetts Institute of Technology
2008—Christian Breuning, University of Washington

The Rex Kallenbach Wiley-Blackwell Scholarship:
2008—Daniela Dib Argüelles, Universidad de las Américas-Puebla
Michael D. Jones, University of Oklahoma
2009—Daniel Stroud, University of Missouri-Kansas City
Matthew Nowlin, University of Oklahoma
POLICY STUDIES ORGANIZATION ENDOWMENTS AND AWARDS

The Policy Studies Organization established three endowments which are held in permanent trust by the American Political Science Association: the Seymour Martin Lipset Fund is for the Library and Centennial Center at APSA headquarters; the Walter Beach Endowment brings foreign scholars to the Southern meetings, and the Harrell Rodgers Endowment enables graduate students to attend Midwest meetings. Gifts can be sent at any time to the three endowment committees and are tax exempt. If you have questions about giving through charitable annuities, remainder trusts or other devices, offering attractive tax benefits, contact the PSO President, Dr. Paul Rich at rich@hoover.stanford.edu.

Seymour Martin Lipset Endowment at APSA

The Policy Studies Organization established and sponsors the Seymour Martin Lipset Endowment of the American Political Science Association. The endowment helps to fund the Lipset Library, part of the APSA Centennial Center for visiting scholars. The study area offers handsome offices along with computers and meeting rooms, and the Lipset Library is a much appreciated gathering place. The Lipset Endowment Committee is chaired by Larry Diamond of the Hoover Institution and Paul Rich of the Policy Studies Organization. Gifts are payable to the APSA earmarked for the Lipset Endowment and are fully tax deductible. Inquiries can be addressed to Dr. Paul Rich at rich@hoover.stanford.edu.

Harrell Rodgers Endowment at MPSA

The Policy Studies Organization has established the Harrell Rodgers Endowment with the Midwest Political Science Association to help students attend the annual Midwest conference. Fellows are invited to PSO functions at the conference and their names are permanently inscribed on the Rodgers Plaque at the PSO headquarters in Washington. Applications as well as contributions to the permanent Rodgers endowment can be made to the Midwest and are tax exempt.

The Walter E. Beach Endowment at SPSA

The Policy Studies Organization has established the Walter E. Beach Fellows Endowment with the Southern Political Science Association, to enable foreign scholars to attend the annual meetings of the Southern. Beach Fellows are permanently honored on a plaque in the PSO Washington headquarters. Donations are fully tax deductible and may be sent to the Southern, as well as applications for grants.

The Rex Kallembach – Wiley-Blackwell Award

This award is given to students who have an interest in the publication industry. It is named after Rex Kallembach, treasurer of the Policy Studies Organization.

The Harold D. Lasswell Award

This prize is awarded annually for the best dissertation in the field of public policy. It is co-sponsored by the Policy Studies Organization and the APSA Public Policy Organized Section. It carries a prize of $1,000.

The Aaron Wildavsky Award

This is for a book or article published in the last ten to twenty years that continues to influence the study of public policy.
PSO Services to the Profession

PSO members making sabbatical, overseas study or like plans may obtain a letter of introduction from PSO headquarters to expedite admission to archives and research facilities. So we can do a good job, please provide information about research or like plans and your expectations for assistance, and write or email the PSO headquarters. Occasionally PSO will be asked for the names of faculty to provide evaluations regarding programs, departments, or individuals applying for promotion or placement. The PSO would be grateful to hear from members with some background in such evaluations. If you would be willing to be listed as an evaluator, kindly send your C.V. to the headquarters, preferably by email. The Policy Studies Organization warmly welcomes proposals for cooperation in funding opportunities, foundation proposals, and new projects. The officers will consider seriously any ideas. The society’s journals, book series, Washington offices and other resources are there to be used and we urge those with initiatives and suggestions to contact the President or Executive Director. We seek your help in being entrepreneurial and innovative. The PSO website is at www.ipsonet.org and includes links to policy institutes and graduate schools. Additional links are welcome and should be sent to Daniel Gutiérrez at the international headquarters, dgutierrezs@ipsonet.org. If you have ideas for improvements to the website, also send them along. The PSO email list sends out material on policy-related matters and if you want to use it for an announcement of a program, summer institute, call for papers or other events, just write Daniel Gutiérrez—and write as well if you wish to add someone to the list or to receive the emails yourself. The links on the website and the use of the email list have produced good results for our PSO members and you are cordially urged to add your contribution. The PSO Washington Office is registered with the federal government for the purpose of J1 training visas and so can accept interns from overseas. Of course local students are also welcome to correspond with the office about possible internships, which are handled on an individual basis. Sometimes a joint internship can be considered with related organizations in Washington to provide a more varied experience. The office also has contacts at the Organization of American States and can help with placing interns there. PSO is committed to social responsibility, believing that all organizations should contribute positively to the environment. Publications are printed on recycled paper by union labor, and products are purchased from concerns whose employment practices are progressive. We support diversity, encourage feedback from all those with whom we deal, and cooperate with Wiley Blackwell, Berkeley Electronic Press and other partners to donate or provide publications at much reduced cost to developing countries. Our officers serve out of a conviction that the policy sciences can help improve human life.
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<th>State</th>
<th>Officers</th>
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<tr>
<td>Alabama</td>
<td>President: Dr. Tim Bennet, Jacksonville State University</td>
<td>April 3-4, 2009</td>
<td>Alabama State University</td>
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<td><a href="mailto:tbornett@isu.edu">tbornett@isu.edu</a></td>
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<td>Georgia</td>
<td>President: Chris Grant, Mercer University</td>
<td>November 12-14, 2009</td>
<td>Mountain Creek Inn, Pine Mountain GA</td>
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<td>Program Chair: Carol Pierannunzi, Kennesaw State University</td>
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<td><a href="mailto:cpierann@kennesaw.edu">cpierann@kennesaw.edu</a></td>
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<td>Great Plains</td>
<td>President: Mark M. Springer, University of Mary</td>
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<td><a href="mailto:mmsspringer@umary.edu">mmsspringer@umary.edu</a></td>
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<td>Louisiana</td>
<td>President: James Vanderleeuw, Lamar University</td>
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<td><a href="mailto:james.vanderleeuw@lamar.edu">james.vanderleeuw@lamar.edu</a></td>
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<td>Vice President: John W. Sutherlin, University of Louisiana at Monroe</td>
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<td>President: Frank Vander Valk, Empire State College</td>
<td>April 24-25, 2009</td>
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<td>North Carolina</td>
<td>President: Jim Corey, High Point University</td>
<td>February 27, 2009</td>
<td>UNC Greensboro</td>
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<td>President-elect: Frank Trapp, Methodist University</td>
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<td>British Columbia Political Studies Association</td>
<td>President: Hamish Telford, Fraser Valley University</td>
<td>May 1-2, 2009</td>
<td>Thompson Rivers University, Kamloops BC</td>
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<td>Vice President: Dan Coffey, University of Akron</td>
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<td>Roosevelt Institution</td>
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<td>APSA Public Policy section</td>
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<td>September 3-6, 2009</td>
<td>Toronto, ON, Canada</td>
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<td>Toronto, ON, Canada</td>
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<td>Program Chair: Patricia Wrightson, The Keck Center</td>
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<td><a href="mailto:pwrightson@nas.edu">pwrightson@nas.edu</a></td>
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The Georgia Political Science Association Awards

McBrayer Award and Prize
The McBrayer Award and an accompanying $500.00 cash prize will be awarded in years when a paper of outstanding scholarship within the discipline is presented in its entirety on the GPSA annual meeting program and subsequently recognized as such at the discretion of the Editorial Board and Editor-in-Chief of the Proceedings of the GPSA by their decision to bestow the McBrayer Award.

Please contact Dr. Joe Trachtenberg, Editor-in-Chief, with questions and concerns about the award at joetrachtenberg@mail.clayton.edu or call (678) 466-4810.

Annual Pajari Undergraduate Paper Award
The ROGER N. PAJARI Undergraduate Paper Award is awarded annually to the best undergraduate paper submitted to meet the requirements of an undergraduate political science course taught in the state of Georgia and nominated by the professor teaching the course. The awards committee selects the best paper from those submitted each year. The deadline is July 1st of each year. Papers submitted after the deadline will be included in the next year’s competition. All papers must be submitted as an MS Word or PDF document. The winning paper will be posted in the Proceedings of the GPSA.

Professors who wish to nominate exemplary student papers should contact the Chair of the Awards Committee at hcline@mgc.edu

Donald T. Wells Award
For outstanding service to the Georgia Political Science Association.
GPSA Members: Please email letters of nomination for the Donald T. Wells Award to the GPSA Board of Directors at hcline@mgc.edu

For more information about these awards granted by the Georgia Political Science Association please visit their website www.gpsanet.org
ROOSEVELT INSTITUTION

The PSO endorses and is represented on the advisory board of The Roosevelt Institution, a student movement for policy research and analysis. Please visit their website: www.rooseveltinstitution.org

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Bates College
Brown University
Claremont Colleges
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Ohio State University
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Princeton University
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Texas A&M University
Tulane University
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University of Virginia
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Washington University in St. Louis
Wheaton College, MA
Whitman College
Yale College


Franklin Roosevelt wrote in 1932, “The country needs and, unless I mistake its temper, the country demands bold, persistent experimentation. It is common sense to take a method and try it. If it fails, admit it frankly and try another.” The Policy Studies Organization is very proud to play at least a small part in the growth of the Roosevelt Institution, a student led think tank with chapters now on many campuses and an extraordinary roster of senior faculty, government, and business advisers. Taking both the Hyde Park and Oyster Bay Roosevelts as historical mentors, the Roosevelt Institution is doing first class scholarly work. In the three Policy Studies Organization journals, we occasionally present the ideas they have put forward for discussion. They are sometimes ingenious, sometimes startling, and always interesting. These troubled days we need that kind of thinking. Theodore Roosevelt remarked, “Whenever you are asked if you can do a job, tell ‘em, ‘Certainly I can!’ Then get busy and find out how to do it."

A PSO BOOK SERIES ON ASIA FROM LEXINGTON BOOKS

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Sujian Guo and Shiping Hua
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PSO Proceedings New Series, No. 5
Parliamentary Debate

The Policy Studies Organization sponsors parliamentary debates at conferences. There is a Speaker of the House and the opposing parties with prime minister and shadow prime minister, as well as front and back benches who face each other as at Westminster. This enables participation by those who otherwise would just be listening to panels, and has proved quite popular and highly interesting. It also introduces students to a form of democracy which is sometimes neglected in American political science discussion. For information about these Parliamentary Debates, please contact PSO headquarters. We are always eager to assist with these timely debates at conferences, big and small.


The PSO is making available its journals free of charge to FAO, WHO and UNEP as one of a number of programs in which PSO participates to make publications accessible in regions where they would otherwise be impossible to access. This agenda for worldwide dissemination is part of HINARI-AGORAORE strategic plans in cooperation with the United Kingdom's Department for International Development and the National Academy of Sciences in Washington.
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- Submit
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