

IV. The Policymaking Process

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This is a graduate seminar on the policymaking process. The policymaking process is considered in a very broad context – from evolution of an idea, to enactment of legislation, to program implementation and evaluation. The emphasis is on the national level but there will also be considerable discussion of policymaking in a federalist environment. Thus the states will not be neglected and when we get to the policy section of the course, the national-state-local linkages will become very important. One of the required papers for the course will be an analysis of the current Wisconsin state budget – as it is being debated in the legislature.

Courses can be categorized as “tools” courses, where the objectives are primarily skills, or as “knowledge” courses, where the objective is to impart knowledge and understand of a subject area. This course falls mostly in the latter category. The course also serves as a “gateway” course in that it serves as a brief introduction to a number of areas in which there are advanced courses (e.g. policy evaluation, policy analysis, and specialized policy courses).

The objectives of the course are: (1) to understand decision and policymaking theories; (2) to insure that students know and understand the institutional and political organization of the policymaking process at the national level, and the subsequent interactions at the state and local levels; (3) to describe and analyze the stages in that process; 4) to introduce students to critical tools including policy analysis and evaluation; and (5) to exemplify these theories and processes through a set of currently debated policy case studies. To these ends the course is presented in three sections: (1) basics institutional foundations; (2) how policies are made, from agenda setting to policy evaluation; and (3) analysis of timely, on-the agenda policy examples.

We will also be emphasizing writing skills exemplified by two different types of papers. The first will be a “team-memorandum” of approximately 8 pages on balancing the next Wisconsin budget. The second will be an individual term paper of the student’s choosing or on a topic from a distributed list. This paper will be presented in two-parts, the first half subjected to editing and writing analysis.

The style of the course will be a combination of "seminar lectures" and discussion. It is expected that the readings be done in advance of the class to facilitate careful analysis of concepts and individual readings. Since the readings are not perfectly distributed between sections, I strongly suggest that you look ahead and judiciously use your time.

Course Requirements

1. An approximately 8-page team-based *policy memo*. Three person teams will be selected by random draw on the first class day. A description of the problem will also be handed out that day and posted on the class website.

2. A *term paper* of approximately 15 pages. This paper may be written in response to a set of paper topics that will be distributed in class or, with permission of the teaching assistant, a paper topic of the student's choosing. The paper will be handed in two parts. The first part, approximately the first half, will be due on week eight. It will be edited for writing issues and returned to the student. The edited portion will not be graded. The final paper will be due on the last day of class.
3. A "check-out," take home *final examination*. Students will have two-hours to complete the exam on a computer using course materials. Procedures for the final exam will be distributed later in the course.
4. Final grades will be determined according to the following weights:

Policy Memo	25%
Term Paper	35%
Final Exam	30%
Participation	10%

Course Outline and Readings

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game: Understanding American Public Policy Making*. (Thomson/Wadsworth, 2004). Paperback.

I. Foundations: The What, the Where, and the Who of Policymaking

Week 1: Introduction to Public Policymaking

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapter 1

Week 2: The What and Where of Policymaking

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapters 2 and 3

Weeks 3 & 4: The Who (Institutions)

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapter 4

NOTE: THE FOLLOWING ARE ALL A BIT OUTDATED AND CAN BE CHANGED:

James P. Pfiffner and Roger H. Davidson (eds.), **Understanding the Presidency**, Pearson - Longman, 3rd edition, 2005, pp. 329-357; 453-471. Articles by Schlesinger, Neustadt, Loevy, and Pfiffner.

Terry Moe, "Presidency and the Bureaucracy: Presidential Advantage," in Michael Nelson (ed.) **The Presidency and the Political System**, 5th edition, Washington,

D.C. Congressional Quarterly Press, 1998, pp. 437-468.

Douglas Arnold, **The Logic of Congressional Action** (New Haven: Yale University Press, 1990) Chapters 1 and 6.

James Q. Wilson, "The Bureaucracy Problem." *Public Interest*. 1967.

II. How Policy Is Made

Week 5: Decision and Policy Theories

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapter 5

Charles E. Lindblom and Edward J. Woodhouse, **The Policy-Making Process**, Prentice Hall, third edition, 1993, pp. 2-32.

John W. Kingdon, **Agendas, Alternatives, and Public Policies**, Chapter 4.

Week 6: Problem Identification and Agenda Setting

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapters 6 and 7

John W. Kingdon, **Agendas, Alternatives, and Public Policies**, Chapters 5 to 8.

Week 7: Policy Design, Analysis, and Adoption

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapters 8 and 9

David Weimer and Aidan Vining, **Policy Analysis: Concepts and Practice**, Englewood Cliffs, NJ: Prentice Hall, 2003, Chapter 1.

Week 8: Policy Implementation and Evaluation. Policy Memo Due.

Stella Z. Theodoulou and Chris Kofinis, *The Art of the Game*, Chapters 10 and 11

III. Policy Examples

Weeks 9 & 10: Immigration Policy

Dowell Mayers, *Immigrants and Boomers*, chapters 1, 3, and 12.

Ben Marquez and John Witte, "Immigration Reform: Is the Best Strategy an Incremental or Comprehensive Approach?"

First half of the term paper due

Weeks 11 & 12: Education Policy. First part of the term paper due on week 11.

John Witte, Patrick Wolf, Joshua Cowen, David Fleming, and Juanita Lucas-McLean, "The MPCP Longitudinal Educational Growth Study Second Year Report." School choice Demonstration Project, University of Arkansas, <http://www.uark.edu/ua/der/SCDP/Research.html>. March, 2009.

Douglas Harris, "The Policy Uses and Policy Validity of Value-Added and Other Teacher quality Measures," in D.H. Gitomer (ed.) *Measurement Issues and Assessment for Teacher Quality* (SAGE, 2009).

Summary of No Child Left Behind pending legislation.

Weeks 13 & 14: Fiscal Policy and Deficits. Term paper due on week 14.