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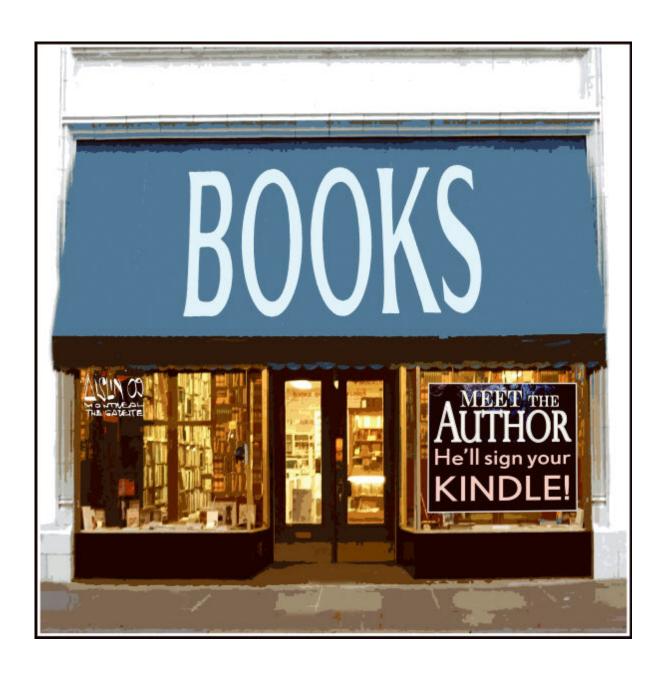
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From the PSO President

Well, the remarkable continuing and dramatic changes in academic communication have kept scholarly societies that want to be on top of things in a constant mode of revision and innovation. The Policy Studies Organization is no exception.

The editors of all PSO publications are exploring ways to enhance their journals with film clips, animated charts, and other graphic enhancements. Perhaps the way in which we write academic articles is gradually being transformed – not overnight to be sure but still moving away from only the printed word to a more expressive style. The Chinese, after all, have had for thousands of years a language that has a pictorial approach in its roots. We may look back at printed words alone as impossibly limiting: how did those people ever manage without a high tech language. The sea change now going on is daunting.

On another front, one of our responses to the technological revolution is to bring PSO more into the classroom. We have been learning a lot about online classrooms from our friends in the American Public University System and soon will present a new journal: Online Education. Currently, Professor Emma Norman, the co-editor of Politics & Policy, is going through the thousands of articles published in the various PSO periodicals over the last forty years to arrange them by subject. We know of course that the articles can be googled, as all PSO journals have been scanned and put online going back to their start, but this opens the door further for teachers who are looking for suggestions for the classroom. When that is done, we will be adding other aids to the use of the PSO resources in courses.

We appreciate the positive comments about publishing syllabi, and we welcome more of them from you as well as other classroom material. Helping in this way is clearly one of our main missions. Call this practicing what we preach.

Paul J. Rich pauljrich@gmail.com

Syllabi

The following syllabi were sent to us per our invitation to share them in our journals. We received 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. Contributions can be sent to Daniel Gutierrez at dgutierrezs@ipsonet.org

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Prof. John Witte University of Wisconsin-Madison

I. Federalism and American Political Development

Prof. Dave Robertson *University of Missouri-St. Louis*

1. WHAT IS THIS COURSE ABOUT?

Though Americans rarely appreciate it, federalism has profoundly shaped their nation's past, present and future. Federalism – the division of government authority between the national government and the states – affects the prosperity, security, and daily life of every American. The most bitter and spectacular political conflicts in American history have been fought on the battlefield of federalism – over state's rights to leave the union, government power to manage labor and business, to institute political reform, and to initiate responses to problems of race, corporate autonomy, poverty, climate change, abortion, gay rights and many more.

This course traces the impact of federalism on American life and politics since the Constitution. It emphasizes that federalism has been used as a political weapon to shape every major political conflict in American history. It also emphasizes that federalism's impact on American politics, policy and life has developed cumulatively over time. Drawing on the perspective of American Political Development scholarship (or APD), it emphasizes that past choices shape present circumstances, and that a deep understanding of American government, public policy, political processes and society requires an understanding of the key steps in federalism's evolution in American history.

Our Contract. By enrolling in this course, you and I have agreed to a contract with each other. I'll work hard to be prepared, enthusiastic, fair and respectful of every student and their opinions. I'll be accessible and try my best to return graded materials after no more than a week. By enrolling in the class, you've agreed to (1) attend every class, (2) to participate by asking questions and joining in class discussions, and (3) reading the assigned material and completing written assignments on time. Of all the consumer purchases you make, don't let your education be the one expensive purchase where you expect *less* for your money.

2. WHAT TEXTS ARE REQUIRED?

There are 4 important sources of readings. The most important text for the course is the draft of the book, *Federalism and the Making of America*. Also:

Timothy J. Conlan and Paul L. Posner, eds., *Intergovernmental Management for the 21st Century*, (Washington, DC: Brookings Institution, 2008) ISBN-13: 978-0815715412.

David B. Walker, *The Rebirth of Federalism: Slouching Toward Washington*, 2nd ed. (Chatham, NJ: Chatham House, 1999) ISBN-13: 978-1566430746

Additional materials will be posted online.

3. DO I NEED TO ATTEND AND PARTICIPATE IN CLASS?

YES. This is a seminar course. It depends on your discussion of course readings. Attendance is required, and I will record it. You are expected to participate in all seminar sessions and to contribute thoughtful and informed questions and comments to the discussion. If you do so you will receive an "A" for this part of the grade. Remember, this seminar will succeed only to the extent that you participate. Its success depends on you.

Your reading assignments are listed on the attached class schedule. I expect you to have read the material before coming to class, and that you will be prepared to discuss it. In advance of each class, I will distribute handouts with discussion questions for that session. I would prefer not to use quizzes, but if you are not prepared to discuss the readings in class, I will implement quizzes.

4. GRADING:

The grade for the course will be determined in the following way:

Participation: 20% of the final grade
Journal: 20% of the final grade
Exam 25% of the final grade
Paper: 25% of the final grade

NOTE: You are not are NOT competing with other students for a grade. There is no curve in this course. Each student can get an A, or can get a D. It's up to you.

5. THE FEDERALISM JOURNAL

You will keep a Federalism Journal during the semester. Each week, you'll read 1 magazine or newspaper story about relations between the national government and the states, or the states among each other. You also may read an editorial, a historical article (from the New York Times or Time Magazine archives, for example, or an extended blog entry). Every two weeks, you'll hand in a notebook in which you have two entries. Each entry should spend no more than one paragraph summarizing the main points of one story, and at least on paragraph reacting to it by exploring its significance for understanding the federalism (not just an individual state). Actively use ideas from course discussion and readings, and apply them in your reactions.

The object of this journal is to develop three of your critical thinking skills: 1), your ability to summarize succinctly exactly what someone else is saying; 2) your ability to connect material from outside the course to the key themes of the course; and 3) to provide a cogent, reasoned response to the things you read. Each entry should be about two paragraphs: one paragraph to summarize the article, editorial, or opinion piece, and one paragraph to react to it. Again, you will write about one entry a week, two entries in all for each submission, or a total of 10 entries. You will hand in the journal about every other week. Please leave room for comments after each entry. Each time you hand in the journal, please include all the previous entries and comments. The best way to include everything is in a thin spiral notebook.

The journal assignment will require you to pay closer attention to developments in federalism this semester. You can do this by reading the <u>New York Times</u>. <u>Governing</u> is a magazine that covers American federalism, and <u>Publius</u> is a political science journal that deals with federalism

from an academic perspective. I urge you to think creatively, choosing historical topics, or important Supreme Court cases, or interesting philosophical problems. Whatever your interest -- the arts, social justice, strengthening free markets, issues like abortion or gay marriage -- there are robust discussions about the role of the states and the relationship of the states and the Federal government. You will be graded on (1) demonstrated effort and research, (2) thoughtfulness and creativity, (3) effective execution (good writing).

6. THE FEDERALISM RESEARCH PAPER.

This is a conventional research paper on a topic on federalism that interests you. You can look at contemporary U.S. policy and its relationship to federalism; federalism in political theory; or federalism in other nations. Topics should be arranged with me.

7. THE FINAL EXAM.

There will be a take home final exam. You will have the questions in advance, and you will have a week to compose your answers.

8. COURSE SCHEDULE

WEEK 1

Session 1: Introduction

Session 2: Federalism as a Battleground

READ: Tabarrok, "Arguments for Federalism"

"States Rights is Rallying Cry of Resistance for Lawmakers"

Ford, "The New Blue Federalists"

Schattschneider, The Semi-Sovereign People, 3-18

WEEK 2

Session 1: The Stakes

READ: Robertson, Federalism and the Making of America, Chapter 1

Conlan & Posner, Intergovernmental Management for the 21st Century, 1-24

Gallup, State Ideology

Wildavsky, "Federalism Means Inequality"

Session 2: Origins

READ: LeCroix, "The Federal Idea"

Robertson, "The Policy Crisis of the 1780s" Walker, The Rebirth of Federalism, Chapter 2

WEEK 3

Session 1: Constitution

READ: Robertson, Federalism and the Making of America, Chapter 2

James Madison, Federalist 39 and 51

Tocqueville, "Characteristics which Distinguish the Federal Constitution"

Journal 1 Due

WEEK 4

Session 1: Politics: Political Parties

READ: Robertson, Federalism and the Making of America, Chapter 3

Holbrook and La Raja "Parties and Elections" Nownes et. al., "Interest Groups in the States"

Session 2: Constitution Day – attend presentations

READ: Conlan & Posner, Intergovernmental Management for the 21st Century, 310-337

WEEK 5

Session 1: Race, 1789-1954

READ: Robertson, Federalism and the Making of America, Chapter 4

Calhoun, "Fort Hill Address"

"The Webster-Hayne Debates"

McPherson, "The Counterevolution of 1861"

Research Topic Due

Session 2: Race, 1954-Present

READ: "The Southern Manifesto"

Katagiri, "The Mississippi State Sovereignty Commission"

Navasky, Kennedy Justice"

"Texas finally speaks out against the poll tax"

"Under shadow of 1957, Arkansas stays out of health-care fight"

Journal 2 Due

WEEK 6

Session 1: Building Capitalism

READ: Robertson, Federalism and the Making of America, Chapter 5

Polanyi, "Market-Self-Regulation"

Weingast, "Market-Preserving Federalism"

Jackson, Veto of the National Bank, 1832

Franklin Roosevelt, Press Conference, May 31, 1935

Session 2: Building Capitalism

READ: Walker, The Rebirth of Federalism, Chapter 3

"ExpressScripts Subsidies"

"Mo. Senate chief ousts chairman blocking Ford bill"

"Even with Missouri tax breaks, Ford might not upgrade the Claycomo plant"

Testimony of Baird Webel on the Insurance Crisis

"Connecticut, 19 other states launch AIG investigations"

"For Cuomo, financial crisis is his political moment"

WEEK 7

Session 1: Progressivism

READ: Robertson, Federalism and the Making of America, Chapter 6

Fein, "Highways: State-Centered Bureaucracy"

Session 2: New Deal

READ: Robertson, <u>Federalism and the Making of America</u>, Chapter 7

Walker, The Rebirth of Federalism, Chapter

Journal 3 Due

WEEK 8

Session 1: Liberalism

READ: Robertson, Federalism and the Making of America, Chapter 8

Time Magazine, "The Marble-Cake Government"

Conlan & Posner, Intergovernmental Management for the 21st Century, 26-41

Session 2: Liberalism

READ: Walker, <u>The Rebirth of Federalism</u>, Introduction (pages 1-18) and Chapter 5 Derthick, "Crossing Thresholds"

Research Paper - Preliminary Outline and Bibliography Due

WEEK 9

Session 1: Conservatism

READ: Robertson, Federalism and the Making of America, Chapter 9

Working Group on Federalism, "The Status of Federalism in America"

Time, "The Drive to Kill Revenue Sharing"

Session 2: Conservatism

READ: Walker, The Rebirth of Federalism, Chapters 6, 10

"States March Into the Brink"

"States Working to Avert Eviction"

Journal 4 Due

WEEK 10

Session 1: Bush and Obama

READ: Krane, "The Middle Tier in American Federalism"

Dinan and Gamkhar, "The State of American Federalism, 2008-2009"

"In Turnaround, Industries Seek U.S. Regulations"

Session 2: The Courts

READ: Walker, The Rebirth of Federalism, Chapter 7

Hammer v. Dagenhart

Roe v. Wade

Massachusetts v. EPA

WEEK 11

Session 1: The Resurgent States

READ: Walker, The Rebirth of Federalism, Chapter 9

Greve, Madison Lecture

[TO BE ASSIGNED]

Session 2: Money

READ: Walker, The Rebirth of Federalism, Chapter 8

Conlan & Posner, <u>Intergovernmental Management for the 21st Century</u>, 42-74, 263-285 "Mo Budget cuts 040910"

Journal 5 Due

WEEK 12

Session 1: Control & Democracy

READ: Conlan & Posner, <u>Intergovernmental Management for the 21st Century</u>, 209-262, 286-309

Stepan, "Federalism and Democracy: Beyond the U.S. Model"

Session 2: Police and National Security

READ: Conlan & Posner, Intergovernmental Management for the 21st Century, 77-101

Economist, "Rough Justice in America"

Wood, "Arizona Immigration Bill"

"Will Arizona's Immigration Law Survive?"

WEEK 13

Session 1: Education

READ: Conlan & Posner, Intergovernmental Management for the 21st Century, 102-123

Vinovskis, "Implementing and Debating No Child Left Behind"

"Many States Adopt National Standards for Their Schools"

Session 2: Welfare

READ: Conlan & Posner, Intergovernmental Management for the 21st Century, 124-156

Urban Institute, "Assessing the New Federalism 8: Years Later"

Journal 7 Due

WEEK 14

Session 1: Health Care

READ: Nathan, "Federalism And Health Policy"

Robert Wood Johnson Foundation, "State of the States 2010"

Conlan & Posner, Intergovernmental Management for the 21st Century, 157-175

McCollum, "Constitutional Analysis of the Individual Mandate"

"Missouri Vote Puts Health Care Back in the Crosshairs"

Session 2: Environment

READ: Conlan & Posner, Intergovernmental Management for the 21st Century, 176-205

"Regional and State Interests ..."

"Bill would allow states to veto offshore drilling"

Research Paper Due

WEEK 15

Session 1: Social Issues

READ: Nossiff, "Party Politics in New York"

Session 2: Conclusion

READ: Robertson, Federalism and the Making of America, Chapter 10

Walker, The Rebirth of Federalism, Chapter 11

Conlan & Posner, Intergovernmental Management for the 21st Century, 338-351

WEEK 16: FINAL EXAM DUE at 5:00 pm

II. Environmental Policy

Dr. Zachary A. Smith Northern Arizona University

Course Prerequisites: Graduate Standing

<u>Course Description</u>: This course will examine the policy making process in environmental policy in the United States and the global implications for that policy. Topics to be covered will include air and water policy, energy production and regulation, federal land policy, and problems associated with food and agricultural production. This is a central class for those doing environmental and natural resources policy.

<u>Course Objectives</u>: To familiarize the student with policy and the policy formation process in each of the areas indicated above and to provide students with substantive expertise necessary to analyze environmental policy proposals and the political considerations that produced those proposals and the long and short term consequences of proposals.

My Expectations: I expect that you will do all the reading prior to coming to class, that you will be an active and regular participant in class and online discussions, that you will identify your areas of weakness and independently work to seek out the information you need to strengthen those areas, that you will be curious and inquisitive and that you will work hard. This is a demanding class – although no more demanding as similar classes at the best universities in the country. You will find easier classes or classes where you don't actually have to do the reading. If that sounds attractive to you – then you don't want to be in this class. My environment grad students have enjoyed 100% placement success – because they were 100% prepared for the job market – by being their best. If that sounds good to you then I want to work with you and help you achieve your goals.

Course Structure and Approach:

There are three – related - writing requirements for the class. The first written assignment is a review essay--in the form of an annotated bibliography--on a subject of your choosing dealing with environmental or natural resources policy. This bibliography should include at least 15 books and articles and should tell the reader what the work is about (the theme etc.) and what sets it apart from other works in the field. These review essays can not be any longer than 7 double spaced pages in length and will be due at various times beginning the second week of class. You are to post your review essay to the class at least 4 days prior to the class session when you will present your essay. Students in the class are to read the essays and comment on the essay in the online platform. The author of the essay will begin his or her presentation by summarizing the comments the other students made to the author about his or her essay.

The second written assignment will be to write a research paper. Paper topics must be approved by me in advance and will be individually tailored to the professional needs of each student. Although it is not required I would expect your review essay to be a part of what becomes your research paper.

Students may choose to write a grant proposal and identify potential sources of funding using

foundation directories and grant data bases. (On a separate sheet identify a minimum of 10 possible funding sources with a sentence or two describing why you think this source would be interested in funding your research.) (Anticipate using the stuff you put into your bibliography for your grant proposal--killing two birds.) Your grant proposal will follow the guidelines you will find in Program Planning and Proposal Writing-Expanded Version available from the Grantsmanship Center. See Publications, Grantsmanship Center, PO BOX 17220, Los Angeles, CA 90017. http://www.tgci.com (order code XPP) - there are many excellent publications here.

For your third written assignment students will be required to write and distribute to the class one book review of a book that has been approved by me in advance (taken from the syllabus, ordinarily). This actually should not be a burdensome assignment as I suggest you use books that you also use for the review essay you will write for the class. Your book reviews should summarize the reading, identify the authors goals and discuss the achievement of those goals, discuss the appropriateness and success of the methodology used, and compare the reading with other works in the field (this is essential of you want an "A" on your review). Four days prior to the class session during which you will discuss your book review you should post your review in the online discussion board. This is expected to be a professional review and should be of the same quality as you find in professional journals. I will read drafts of your review if you bring them to me during office hours in hard copy double spaced. I can not read drafts of your papers but I will go over your paper outlines. If your objective in the class is to produce a paper that is worthy of publication in a professional journal let me know in advance and we will work toward that goal. Although you will not get additional credit for aiming for publication I will have higher expectations from the students who pursue this option.

<u>Posting bibliographic essays and book reviews</u>. Everyone in the class is required to read the posted reviews BEFORE coming to class. Everyone will be tested on this material on the final. The rest of the class is required to read and comment on these posted reviews before coming to the next class session, and the review writer is required to read the questions and comments posted by the other students in the class and make appropriate replies. When the class meets we will discuss the book and article reviews posted for that week.

<u>Grading</u>: Grades will be based on your participation, the final and papers as follows: Written assignments:33.3%; Participation 33.3%; Final Exam: 33.3%

The final exam will cover all the required reading, the review essays produced by the other members of the class and the book reviews written by the other members of the class. I suggest you keep a journal which combines and summarizes all the reading and other materials in the class – students who do this and enter all the material in their journals will have no difficulty doing well on the final.

In addition you are **required to take and read every day the** *New York Times*. Each week each of you will post one question from the NYT in the discussion page (there is a place to do this for each week) and each week you will be responsible for answering two questions from those that are posted by other students (make it easy and tell us what paper date and page you get your question from). In addition you are required to COMMENT on the email posting of at LEAST one other student.

Finally reply to people who post comments to your questions. Post questions that deal with regulatory and public administration matters – but also look for questions dealing with articles on the environment and natural resources (as these often involve government and regulations). Taking and reading the NYT daily is a requirement necessary to pass the class.

Books:

Science in Environmental Policy: The Politics of Objective Advice, by Ann Campbell Keller (MIT Press, 2009)

Business and Environmental Policy: Corporate Interests in the American Political System

Edited by Michael E. Kraft and Sheldon Kamieniecki, (MIT Press, 2007)

Toward the Healthy City: People, Places, and the Politics of Urban Planning, by Jason Corburn, MIT Press 2009.

Human Footprints on the Global Environment: Threats to Sustainability Edited by Eugene A. Rosa, Andreas Diekmann, Thomas Dietz and Carlo C. Jaeger, MIT Press 2009.

ENVIRONMENTAL POLITICS AND POLICY IN THE WEST, by Zachary A. Smith and John Freemuth (Editors) University Press of Colorado (2007).

Global Environmental Politics (5th edition) by Pamela S. Chasek, et. Al., 2010 Westview Press

The New Environmental Regulation by Daniel J. Fiorino, MIT Press, September 2006 (PAPER)

Democracy's Dilemma: Environment, Social Equity, and the Global Economy, by Robert C. Paehlke, MIT Press October 2004 (PAPER)

Zachary A. Smith, The Environmental Policy Paradox, 5th edition, Prentice Hall, 2009

Global Spin: The Corporate Assault on Environmentalism by Sharon Beder 1998, Chelsea Green Publishing, chapter 1 and 2

The Path to Power by Robert A. Caro Vintage Press, Vintage; Reissue edition (February 17, 1990) Chapter 22 "The Sad Irons" pp. 502-515.

Environmental And Natural Resource Economics: A Contemporary Approach. (Harris 2005 Envl and Nat Res Econs)

Valuing the Earth: Economics Ecology, and Ethics, Harman E. Daly and Kenneth N. Townsend (editors), MIT Press 1993. Chapters 2, 3, & 17

Command of the Waters: Iron Triangles, Federal Water Development, and Indian Water Daniel McCool University of Arizona Press, 1994. Chapter 8 (Indian Implementation)

Stone, Christopher, 'Should Trees Have Standing? Toward Legal Rights for Natural Objects,' 45 *S. Cal. L. Rev.* 450 (1972)

Sinsheimer, Robert, 1978. "The Presumptions of Science". Daedalus (107:2), pp. 23-36.

Daly, H. "Sustainable Growth: An Impossibility Theorem." In *Development*, 3/4 (1990): 45-47.

Harden, Garrett, 1968, "The Tragedy of the Commons", Science, 162: 1243-8.

Daly, H. E., and J. B. Cobb, Jr. 1989. For the Common Good: Redirecting the Economy toward Community, the Environment and a Sustainable Future. (pp. 35-43) Boston: Beacon Press

The National Environmental Policy Act: Judicial Misconstruction, Legislative Indifference & Executive Neglect, Matt Lindstrom and Zachary A. Smith, (College Station, TX: Texas A & M University Press, 2001). Chapters 1 and 7.

You will present your research papers the last two weeks of class. Papers are due on the day you give your presentation – usually the last day of class. Post them early if possible.

I strongly suggest you outline your reading. That will improve your discussion performance as well as assist you when preparing for the exam at the end of the semester.

The discussions in the seminar will be conducted by the students themselves under the guidance of the instructor. This will be done in several ways. Each week one or two students will be given responsibility for leading the discussion of the reading for that week -- they will be responsible for preparing discussion questions to be used in class. In addition the students responsible for that week's assignments will post two discussion questions in the online forum (these questions will begin the week before we discuss the given reading and will be different questions from those introduced in class). All students are responsible for answering the general questions posted in the online forum. In addition each student is responsible for commenting on the answers to questions provided by at least one other student -- again by posting your evaluation of your fellow student's response to all members of the class in the forum. This isn't as difficult as it sounds. If I am the leader that week I post two questions (not ones I will be using in class later). You answer them. After several class members have posted their answers you read them all and pick one to respond, comment, praise, evaluate on and post that comment to the class members.)

Weekly reading assignments.

Week One:

The Path to Power by Robert A. Caro Vintage Press, Vintage; Reissue edition (February 17, 1990) Chapter 22 "The Sad Irons" pp. 502-515. and Zachary A. Smith, *The Environmental Policy Paradox*, 5th edition, Prentice Hall, 2009, Part One and Appendix A (policy models).

Week Two:

Daly, H. E., and J. B. Cobb, Jr. 1989. For the Common Good: Redirecting the Economy toward Community, the Environment and a Sustainable Future. (pp. 35-43) Boston: Beacon Press; Sinsheimer, Robert, 1978. "The Presumptions of Science". Daedalus (107:2), pp. 23-36.; Valuing the Earth: Economics Ecology, and Ethics, Harman E. Daly and Kenneth N. Townsend (editors), MIT Press 1993. Chapters 2, 3, & 17; Daly, H. "Sustainable Growth: An Impossibility Theorem." In Development, 3/4 (1990): 45-47.; Harden, Garrett, 1968, "The Tragedy of the Commons", Science, 162: 1243-8.; Stone, Christopher, 'Should Trees Have Standing? Toward Legal Rights for Natural Objects,' 45 S. Cal. L. Rev. 450 (1972).

Week Three:

Business and Environmental Policy: Corporate Interests in the American Political System Edited by Michael E. Kraft and Sheldon Kamieniecki, (MIT Press, 2007); Global Spin: The Corporate Assault on Environmentalism by Sharon Beder 1998, Chelsea Green Publishing, chapter 1 and 2.

Week Four:

Zachary A. Smith, *The Environmental Policy Paradox*, 4th edition, Prentice Hall, 2004, Part Two.; *The National Environmental Policy Act: Judicial Misconstruction, Legislative Indifference & Executive Neglect*, Matt Lindstrom and Zachary A. Smith, (College Station, TX: Texas A & M University Press, 2001). Chapters 1 and 7.

Week Five:

The New Environmental Regulation by Daniel J. Fiorino, MIT Press, September 2006

Week Six:

ENVIRONMENTAL POLITICS AND POLICY IN THE WEST, by Zachary A. Smith and John Freemuth (Editors) University Press of Colorado (2007).

Week Seven:

Science in Environmental Policy: The Politics of Objective Advice, by Ann Campbell Keller (MIT Press, 2009)

Week Eight:

An Introduction to Ecological Economics (e-book) by Authors: Robert Costanza, John H. Cumberland, Herman Daly, Robert Goodland, Richard B. Norgaard, Chapter3 - which you will find here:

http://www.eoearth.org/article/An Introduction to Ecological Economics: Chapter 3

AND *ECOLOGICAL ECONOMICS* (paper) by Stephen Farber and Dennis Bradley (available on line here: http://www.fs.fed.us/eco/s21pre.htm

Week Nine:

Toward the Healthy City: People, Places, and the Politics of Urban Planning, by Jason Corburn, MIT Press 2009.

Week Ten:

King of California: J.G. Boswell and the Making of a Secret American Empire by Mark Arax and Rick Wartzman (2005 Perseus Publishing); Command of the Waters: Iron Triangles, Federal Water Development, and Indian Water, by Daniel McCool University of Arizona Press, 1994. Chapter 8 (Indian Implementation); and Cadillac Desert by Marc Reisner, Chapters 7 and 10.

Week Eleven:

Human Footprints on the Global Environment: Threats to Sustainability Edited by Eugene A. Rosa, Andreas Diekmann, Thomas Dietz and Carlo C. Jaeger, MIT Press 2009.

Week Twelve:

Global Environmental Politics (5th edition) by Pamela S. Chasek, et. Al.

Week Thirteen:

Democracy's Dilemma: Environment, Social Equity, and the Global Economy, by Robert C. Paehlke, MIT Press October 2004.

Week Fourteen: paper Presentations and exam

The following readings have been complied for your convenience and as a starting point for your book and other reviews. This is not a required reading list.

I. The Policy Environment in Environmental Policy

- actors, incentives, history and the policy process

Catherine Albanese, <u>Nature Religion in America: From the Algonkian Indians to the New Age</u> (Chicago: University of Chicago Press, 1990).

Anderson, Terry and Donald L. Leal, <u>Free Market Environmentalism</u>, (Pacific Research Institute, 1991).

Bacot, A. Hunter, et.al. "A Preliminary Analysis Of Environmental Management In The United States" Public administration quarterly Winter 1996 v 19 n 4 p.389

William J. Baumol & Wallace E. Oates. The Theory of Environmental Policy. Cambridge, UK: Cambridge University Press, 1988.

Bennett, Olivia, Greenwar: Environment and Conflict, (Panos Institutie, 1991.)

Bilsky, L. J., <u>Historical Ecology: Essays on Environment and Social Change</u> (Port Washington, NY: Kennikat Press, 1980).

Bramwell, A., <u>Ecology in the 20th Century: A History</u> (New Haven, Ct.: Yale University Press, 1989).

Christopher J. Bosso, <u>Pesticides and Politics</u>, (Pittsburgh: University of Pittsburgh Press, 1987).

Lynton K. Caldwell, "Environmental Impact Analysis: Origins, Evolutions, and Future Direction," <u>Policy Studies Review</u>, Vol. 8, No. 1 (Autumn 1988), pp. 75-83.

Lynton Keith Caldwell, <u>The National Environmental Policy Act: An Agenda for the Future</u> ISBN: 0253334446 (Indiana University Press, December 1998).

William Cronon (Editor) <u>Uncommon Ground: Toward Reinventing Nature</u> ISBN: 0641003846 (Norton, Ww September 1995).

Dunlap, T., <u>Scientists, Citizens, and Public Policy</u> (Princeton, N.J.: Princeton University Press, 1981).

Robert F. Durant, <u>When Government Regulates Itself</u>, (Knoxville: The University of Tennessee Press, 1985).

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X. Some Future Considerations

[ethics is covered here as well as in the first section.]

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III. Public Affairs: Cost-Benefit Analysis

Prof. Dave Weimer University of Wisconsin-Madison

Course Objectives: Cost-benefit analysis (CBA) has both narrow and broad applications. In its narrow application, it serves as a decision rule for selecting policies for maximizing economic efficiency. In its broader application, it provides concepts, techniques, and conventions for assessing economic efficiency, or components of economic efficiency, when efficiency is only one of the social goals relevant to policy choice. This course provides the conceptual foundations and craft skills to prepare you to be sophisticated consumers and producers of CBA.

Prerequisites: Some familiarity with the basic concepts of microeconomics and statistics is assumed.

Course Requirements and Grades: Four requirements promote the course objectives:

First, I expect active participation in class and diligence in the completion of problem sets and other assignments. Our class time will be split between lectures and discussion. If this format is to be effective for both you as an individual and your classmates, then you must be prepared to participate in discussion. Sometimes discussion will be around assigned problems, including some that require reading about topics not yet covered in lecture. It is important that you put effort into these problems so that you can fully participate in their discussion. The effort will also reward itself in terms of the depth of your understanding of course material. *Ten percent* of your course grade will be based on class participation and assignments.

Second, an in-class midterm examination will give you an opportunity to demonstrate your mastery of the basic concepts of CBA. *Thirty percent* of your course grade will be based on your performance on the midterm examination.

Third, although the theory of CBA can be easily learned in the classroom, the craft for actually doing it in a complex world, with inevitable limitations on the availability time, data, and expertise, probably cannot. To get practice in actually doing CBA, you will participate in a team project on a real issue for an actual client. The teams and projects will be randomly assigned. During the semester, each team will make several oral and written progress reports. You should also plan on participating in a briefing on the final report at your client's convenience, most likely after the end of the semester. As most policy analysts work in teams, you should view your participation in the project as an important part of your development as a policy analyst. I expect team members to be professional in interactions with their clients as well as among themselves. I also expect each team member to be fully engaged with the project, and I reserve the right to penalize individuals who are not fully familiar with their teams' products. I will ask each team member to evaluate the effort and contributions of other team members, and I will consider the responses in assigning individual grades. Forty percent of your course grade

will be based on the team project. I cannot overemphasize the importance of the effort you put into the project for your future ability to do cost-benefit analysis. Please do not take this course if you are unwilling or unable to give the project your highest priority. I reserve the right to lower the grade of anyone who does not contribute fully to his or her team. I also reserve the right to give a failing grade in the course for anyone who acts unprofessionally.

Fourth, there will be a take-home final examination. *Twenty percent* of your course grade will be based on the final examination. If class attendance after the midterm is regular (almost everyone attending each class), and a majority of the class wishes, then I will waive the final and allocate its grade percentage to the final project.

Textbook: We will make extensive use of the following text (BGVW):

Anthony E. Boardman, David H. Greenberg, Aidan R. Vining, and David L. Weimer, *Cost-Benefit Analysis: Concepts and Practice*, 4 th ed. (Upper Saddle River, New Jersey: Prentice Hall, 2011).

You may use the 3 rd edition as a substitute, but it will require some additional effort to obtain the updated material. The tentative schedule lists chapters and exercises from the 4th edition.

Team Projects: The topics for team projects are as follows:

- 1. A recent report by the U.S. Postal Service Office of Inspector General (Analyzing the Postal Service's Retail Network Using an Objective Modeling Approach, June 14, 2010, RARC-WP-10_004) argues that the density of retail facilities in rural areas is too high from the perspective of economic efficiency. Review the model developed by George Yezer that is the analytical basis for the study. Modify it as appropriate from a cost-benefit perspective. Choose a rural region in Wisconsin, propose alternatives for reducing the density of retail postal facilities in that region, and assess the net social benefits of each alternative. Client: Alan Robinson, Center for the Study of the Postal Market.
- 2. The market share of resource-efficient (Energy Star) clothes washers in Wisconsin has been about 50 percent for the past few years. Focus on Energy ran rebate programs on washers several years ago, but as market share increased, so did free riding. Free riders combined with the high incremental cost of a resource-efficient washer compared to a standard washer have made washing machine rebates appear not cost-effective when only energy savings are counted. Would a program become cost effective if either (a) water savings are included; or (b) the program delivery model is changed to reduce free ridership? Client: Eileen Hannigan, Senior Research Analyst, Wisconsin Energy Conservation Corporation.
- 3. The federal government estimates that nearly seven-million Americans abuse prescription drugs—more than the total number abusing cocaine, heroin, ecstasy, and other recreational drugs. A recent study in Wisconsin found that one out of every five high school students admits to abusing prescription medication. In response to

prescription drug abuse, several states have started to implement programs to address prescription drug abuse, addiction, and diversion, such as Prescription Drug Monitoring programs (PDMPs). Thirty-three states currently have operating PDMPs, while an additional nine states have laws allowing for the establishment of a PDMP. While the models used vary across states, generally PDMPs have the following objectives: (1) to support access to legitimate medical use of controlled substances, (2) to help identify and deter or prevent drug abuse and diversion, (3) to facilitate and encourage the identification, intervention with and treatment of persons addicted to prescription drugs, (4) to help inform public health initiatives through outlining of use and abuse trends and (5) to help educate individuals about PDMPs and the use, abuse and diversion of and addiction to prescription drugs. On May 18, 2010, Governor Doyle signed a bill directing the Pharmacy Examining Board to establish a PDMP in Wisconsin. The Board is tasked with designing a program that follows the guidelines established within the act while the Department must procure funding for the program through available Federal grants. The Pharmacy Examining Board has requested a cost-benefit analysis of alternatives for assessing the impact that implementing the programs would have on the state. As this is a mandated program, and limited funds are available for implementation, the Board and Department are looking at costs, but highlighting potential long-term benefits of a program and any potential net benefits will be extremely valuable in supporting program choice. Client: Nora Wilson, Pharmacy Examining Board, Department of Regulation and Licensing.

- 4. The revenue generated by the sales tax depends both on its rate and its base. Wisconsin currently exempts services from its sales tax. What would be the social costs and increase in revenue from applying the sales tax to all or most services? How high would the rate have to be raised on the existing base to generate an equivalent amount of revenue and what would be its social costs? Client: Karen Bogenschneider, Director, Wisconsin Family Impact Seminars.
- 5. Motor fuels are not subject to the Wisconsin sales tax. What would be the revenue implications and net benefits of applying the sales tax to motor fuels? Consider modifications of the tax that would initially impose no additional net burden on consumers. Conduct the analysis both with standing only for Wisconsin residents and for all U.S. residents. Client: Karen Bogenschneider, Director, Wisconsin Family Impact Seminars.
- 6. The Washington State Institute for Public Policy (WSIPP) has identified a number of criminal justice programs with potential for reducing costs and crime. Use the WSIPP analysis to identify a set of promising policies for Wisconsin. Estimate the fiscal implications and net benefits of these policies. Client: Karen Bogenschneider, Director, Wisconsin Family Impact Seminars.
- 7. In Wisconsin, 17-year olds are considered adults for purposes of the prosecution of crime. That is, rather than the default being treatment within the juvenile justice system, it is prosecution and punishment within the adult system. The costs of handling cases within these two systems differ. Research also suggests that outcomes, such as

recidivism, also differ. Estimate the net benefits of making treatment within the juvenile justice system the default for 17-year olds in Wisconsin. Client: Jim Moeser, Wisconsin Council on Children and Families.

I will evaluate each team in terms of how much progress it makes in light of the scope of the topic, the complexity of the issue, and the availability of information. My assessment will reflect comments from the client on the usefulness of the product and the professionalism of the team.

Tentative Schedule

Session 1 - Introduction

BGVW, Chapter 1

Scan: EPA Guidelines

(http://yosemite.epa.gov/ee/epa/eed.nsf/webpages/Guidelines.html)

Team projects organized

Session 2 - Class Discussion of Team Projects from Previous Years

BGVW, Chapter 11

Sessions 3 and 4 - Conceptual Foundations

BGVW, Chapter 2 (Prepare exercises 2, 3, and 4 for class)

Sessions 5, 6, and 7 - Valuing in Primary Markets

BGVW, Chapter 3 (Prepare exercises 1 and 2 for class)

BGVW, Chapter 4 (Prepare exercises 1, 2, and 3 for class)

Spreadsheet Exercise 3.3

Spreadsheet Exercise 4.4

Session 8 - Valuing in Secondary Markets

BGVW, Chapter 5 (Prepare exercises 1, 2, and 3 for class)

Project report due: Each team should prepare a five- to seven-page (double-spaced) report that describes the issue being addressed in the project.

Spreadsheet Exercise 5.4

Sessions 9 and 10 - Basics of Discounting for Time/Social Discount Rate

BGVW, Chapter 6 (Prepare exercises 1, 3, and 4 for class)

BGVW, Chapter 10 (Prepare exercise 1 for class)

Scan: OMB Guidelines

(http://www.whitehouse.gov/OMB/circulars/A004/A-4.PDF)

(http://www.whitehouse.gov/omb/circulars/a094/a094.html)

UK Guidelines

(http://greenbook.treasury.gov.uk/)

CPI Calculator

(http://www.bls.gov/data/inflation_calculator.htm)

Spreadsheet Exercise 6.6

Sessions 11 and 12 - Expected Values and the Value of Information

BGVW, Chapter 7, pp. 156–166, 176–85 (Prepare exercises 1, 3, 4, and 6 for class)

David L. Weimer and Mark A. Sager, "Early Identification and Treatment of Alzheimer's Disease: Social and Fiscal Outcomes," *Alzheimer's & Dementia* 5(3) 2009, 215–226.

Session 13 - Sensitivity Analysis

BGVW, Chapter 7, pp. 166-176 (Hand-in write-up of exercise 5 — Spreadsheet Exercise 7.5)

Project report due: Each team should prepare a list of the relevant categories of costs and benefits, and indicate how each can be measured. *Read BGVW*, *Chapter 16, to get an idea of available shadow prices from secondary sources*.

Session 14 - Option Price and Option Value

BGVW, Chapter 8 Spreadsheet Exercise 8.3

Session 15 - Life-Cycle Analysis

Joule A. Bergerson and Lester B. Lave, "Should We Transmit Coal, Gas, or Electricity: Cost, Efficiency, and Environmental Implication," *Environmental Science and Technology* 39(16) 2005, 5905–5910.

Visit: http://www.eiolca.net and do the tutorial for the EIO-LCA model.

Session 16 - Midterm Examination

Session 17 - Estimation Based on Revealed Preferences: Demonstrations and Experiments

BGVW, Chapter 12 (Prepare exercise 2 for class)

Sessions 18 and 19 - Estimation Based on Revealed Preferences: Natural Experiments

BGVW, Chapter 13 (Prepare exercises 1 for class)

BGVW, Chapter 14 (Hand-in write-up of exercise 3)

Spreadsheet Exercise 13.2

David L. Weimer and Michael Wolkoff, "School Performance and Housing Values: Using Non-Contiguous District and Incorporation Boundaries to Identify School Effects," *National Tax Journal* 54(2) 2001, 231–253.

W. Kip Viscusi and Joseph E. Aldy, "The Value of a Statistical Life: A Critical Review of Market Estimates Throughout the World," *Journal of Risk and Uncertainty* 27(1) 2003, 5–76.

Sessions 20, 21 and 22 - Contingent Valuation

BGVW, Chapter 9 (Passive use)

BGVW, Chapter 15 (Prepare exercise 2 for class)

Prior to beginning of section, complete survey at:

http://www.unm.edu/~rberrens/gcc/

Bruce Johnson and John C. Whitehead, "Value of Public Goods from Sports Stadiums: The CVM Approach," *Contemporary Economic Problems* 18(1) 2000, 48–58.

Dale Whittington, "Improving the Performance of Contingent Valuation Studies in Developing Countries," *Environmental and Resource Economics* 22(1&2) 2002, 323–367.

Mark Dickie and Victoria L. Messman, "Parental Altruism and the Value of Avoiding Acute Illness: Are Kids Worth More than Parents?" *Journal of Environmental Economics and Management* 48(3) 2004, 1146–1174.

Sessions 23 and 24 - Cost-Effectiveness

BGVW, Chapter 18 (Prepare exercise 2 for class) Spreadsheet Exercise 18.3

Session 25 - Shadow Prices in Developing Countries

BGVW, Chapter 17 Spreadsheet Exercise 17.4 **Team reports due**

Sessions 26, 27, and 28 - Presentations

Session 29 - Revised project reports (PDF file) and explanation of revisions due. Final Examination.

IV. The Policymaking Process

Prof. John Witte University of Wisconsin-Madison

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.