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**From the PSO President**  
*The rise of online universities.*

Nearly eight percent of the university students in the United States are enrolled in online rather than conventional universities. A number of the online universities are now fully accredited. In fact, some give research grants and grant sabbaticals. And some now have physical campuses, having bought conventional universities or built centers near metropolitan areas.

While most of the faculty are part time, there are an increasing number of fulltime instructors. Some faculty are retired, some of course are motivated by a need to supplement their income, but a surprising number say that they enjoy online mentoring and being able to teach a course that their main appointment precludes because of curriculum demands. One colleague tells me she attracts students to her course from the foreign country to which she has devoted her scholarship, harvesting information from the discussions that otherwise would be unavailable to her.

The learned societies have not been awake to the growth of this part of academia and seldom does one see an online university represented at conventions or in journals. I liken it to not having any members or participants from Texas or Oregon and never asking why. Last year the Policy Studies Organization invited online students and academics to the Dupont Summit at the Carnegie Institution in Washington, the conference we hold every December in connection with our Review of Policy Research, which probes science and technology matters. There was a grateful turnout who said it was the first time anyone had asked them to an academic affair.

That shouldn't be, and this year we have partnered with Roosevelt University in Chicago to put on student panels during the Midwest Political Science Association meetings, and we have again asked the "onliners". I think that defining academia as senior research universities has certain problems as we try to make a case for more support of higher education. There are many people for whom their work or family circumstances make a conventional academic course of studies an impossibility.

This is an area where more discussion is needed and which has generated more prejudice than intelligence. The immediate reaction to online education has been that it cannot have the interaction of the classroom, but in actual fact there is more interaction of a good online professor with her students than in a large lecture class in "real time". Now almost all major universities have started online activity in their normal course offerings. So we have online universities with real estate and

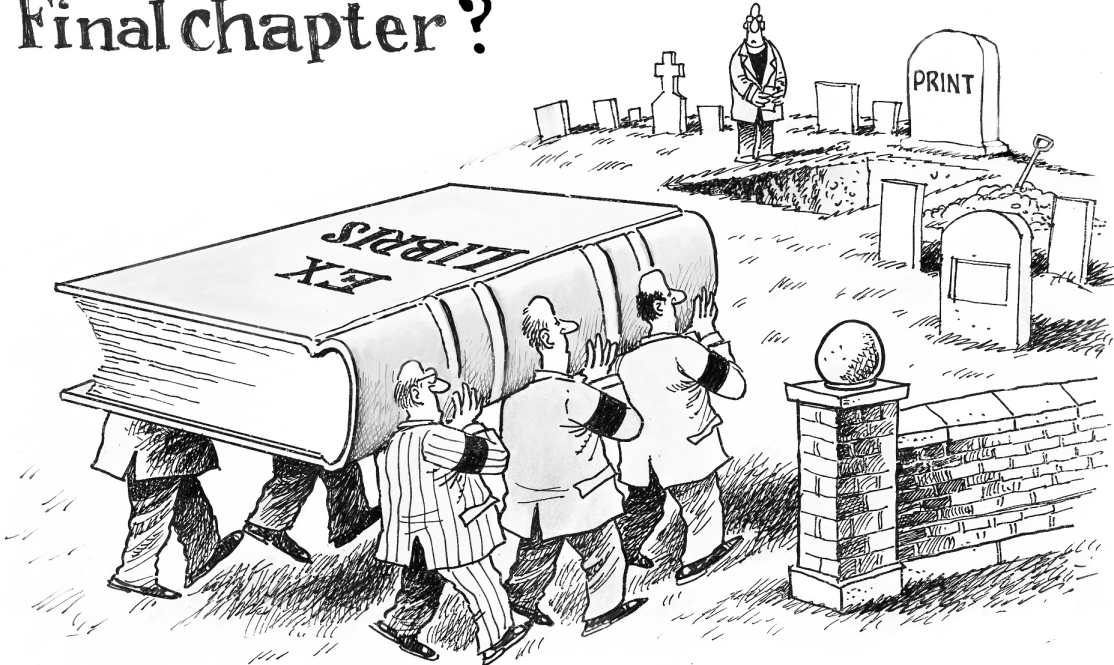
conventional universities with lots of online offerings. Rather confusing or ironic or both.

Each of the online universities has its own ethos. There is one which is flavored by evangelical religion, another which is making alliances with conventional universities to give joint degrees, another which has purchased campuses in England, Chile, and Mexico. One has a long historic connection with the United States military and another has purchased for several hundred million dollars a large football stadium even though it doesn't have a football team.

Whether the camel has come into our tent or the tent has collapsed while we dithered, and we are all willy-nilly in a caravan to goodness knows where – I leave that metaphor to your consideration.

Paul J. Rich  
[pauljrich@gmail.com](mailto:pauljrich@gmail.com)

# Final chapter ?



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## **From the PSO Proceedings Editor** ***Quality and “online”***

Making a case to defend the quality and validity of online education is not easy. Although many online universities are now fully accredited, traditional academia seems reluctant to welcoming anyone holding a degree from any of these institutions. There is indeed enormous prejudice that has created difficulties for online universities. They need to provide legitimacy to the service they supply to a considerable amount of the population.

One important thing to say is that online education is aimed at a specific group of people: all those who for many reasons can't attend class in a traditional fashion, but still wish to accomplish educational goals. Consider adults who can't put on hold their jobs to go back to school, or mothers who have families to take care of, or everyone whose circumstances don't allow them to have the time that it requires to go through the traditional college experience. Online universities provide a service to people who wish to pursue a degree, but who simply can't put their lives aside to reach such goal. As such, it is a service whose existence and validity can't in principle be denied.

There is certainly a merit not only in helping people get their degrees for their own personal and professional development, but also in exploring the new ways in which education will be disseminated and transmitted in the years to come, and how it will transform academia as we know it today. Beyond the debate about the quality of education when it is online, this is also a discussion about how technology is fundamentally reshaping the means in which it is being transmitted, making it accessible to thousands of people who would otherwise have no opportunity to get it.

In an age where everything is increasingly online, the mechanisms in which we disseminate and distribute information are being rethought, and education is no exception. It makes little sense to deny transformation of the classroom in a world where the pace of change is accelerating. Not everything “online” is necessarily poor quality: it only is a different way to distribute knowledge. Of course quality will remain a fundamental factor in providing legitimacy to any scholar activity that goes on the Internet, but just as there are good and bad quality institutions in our physical realm, the same will happen in the online world.

Daniel I. Gutierrez-Sandoval  
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# *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. Material can be sent to Daniel Gutierrez at [dgutierrez@ipsonet.org](mailto:dgutierrez@ipsonet.org)*

## *Contents*

- I. Community Development Seminar**  
Prof. Pierre Clavel  
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Prof. Jeffrey D. Greene  
*University of Montana*
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Prof. Tomas Koontz  
*Ohio State University*
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Prof. Sarmistha Rina Majumdar  
*Sam Houston State University*



**I. Community Development Seminar**  
**Prof. Pierre Clavel**  
*Cornell University*

**Part I. Seminar: Reading, discussion and short papers**

**1. Introduction**

**2. Populist Background 2pp. paper due, 9 am.**

Lawrence Goodwyn, **The Populist Moment**, Ch 1-4.

**Supplementary:**

Sanders, Elizabeth. "Labor Organizations and the State," and "Socialists: Urban and Rural." **Roots of Reform: Farmers, Workers and the American State 1877-1917** (1999), pp. 30-41; 55-.

**3. Community Development Cases: Origins 1 p. paper**

Stewart Perry, **Communities on the Way**

Community Development Corporation (CDC) **Oral History Project**. [15 Case Studies of CDCs]

W. Ryan, "Bedford-Stuyvesant and the Prototype Community Development Corporation," in Mitchell Sviridoff, et al., **Inventing Community Renewal**, pp. 61-101.

R. Giloth, "Chicago: Community Building on Chicago's West Side – North Lawndale, 1960-1997." W. Keating and Norman Krumholz, eds., **Rebuilding Urban Neighborhoods** (1999), pp. 67-86.

K. Reardon, "Ceola's Vision, Our Blessing: The Story of an Evolving Community-University partnership in East St. Louis, Illinois." Barbara Eckstein and James A. Throgmorton, eds., **Story and sustainability : planning, practice, and possibility for American cities** (2003).

Medoff, Peter and Holly Sklar. 1994. Remembering, Creating the Dudley Street Neighborhood Initiative, and Holistic Development: Human, Environmental, and Economic. **Streets of Hope: The Rise and Fall of an Urban Neighborhood**. Boston: South End Press, 7-66, 169-202.

P. Clavel, "Rustbelt Community Development: Common Wealth, Inc. in Youngstown Ohio"

P. Clavel, "Community Development in Maine: Coastal Enterprises, Inc." Cornell University, Department of City and Regional Planning, **Working Papers in Planning**, Number 155, 1996.

#### 4. Community Development Corporations. 4pp. paper due, 9 am.

Herbert Rubin, **Renewing Hope in Neighborhoods of Despair**, Chs. 1-6, 11.

##### **Supplementary:**

Stoecker, Randy, 1997. The CDC Model of Urban Development: A Critique and an Alternative, **Journal of Urban Affairs**, 19(1), pp. 1-22; and Bratt, Rachel. 1997. CDCs Contributions Outweigh Contradictions: A Reply to Randy Stoecker. **Journal of Urban Affairs**, 19(1), pp. 23-28.

W. Powell, "Neither Market nor Hierarchy: Network Forms of Organization." **Research in Organizational Behavior**, Vol. 12, pp. 295-336. Especially pp. 300-305, 323-327.

Powell, Walter W. and Paul J. DiMaggio, eds., **The New Institutionalism in Organizational Analysis**.

#### 5. The Progressive City – Overview and theory 1 p. paper

J. Davis, "Building the Progressive City: Third Sector Housing in Burlington." In Davis, ed., **The Affordable City [ Selection ]**

P. Clavel, "Chicago: Community Economic Policy in the 1980s and 1990s."

J. Nichols, "Progressive Cities in a Conservative Sea." **Nation**, June 20, 2005.

##### **Supplement ary:**

J. Rast, **Remaking Chicago: The Political Origins of Urban Industrial Change** (1999), "The Politics of Urban Economic Development," Chs. 1, 2, 6

M. Piore and C. Sabel, **The Second Industrial Divide**, pp. 3-48.

#### 6. Neighborhood Power and City Power. 4 pp. paper due, 9 am.

Gerald Frug, **City Making**, Chs. 1-6.

##### **Supplementary reading:**

David Lowery, "Answering the Public Choice Challenge: A Neoprogressive Research Agenda." **Governance**; Jan1999, Vol. 12 Issue 1, p29.

J. Turner, **Housing By People** (1977), pp. 3-34.

Phillip Selznick, **Leadership in Administration**, Ch. 4

**Part II. Additional sessions on special topics; assignments and sequence to be arranged.**

**7. Does Frug Answer the “Public Choice Challenge?”**

Stephens, G. Ross and Nelson Wikstrom, “The Logic of Metropolitan Government: Origins and Evolution.” **Metropolitan Government and Governance**, pp. 29-50.

Lowery, David. "Answering the Public Choice Challenge: A Neoprogressive Research Agenda." **Governance**; Jan1999, Vol. 12 Issue 1, p29.

**8. Is There a Feasible “Ghetto Economics”?**

J. Mollenkopf, **The Contested City** , Chs. 1, 7.

B. Harrison, “The Case Against the Case against Ghetto Development, in Harrison, **Inner City Development** (1970), pp. 63-79.

M. Porter, “The Competitive Advantage of the Inner City.” **Harvard Business Review** (May-June 1995): 55-71.

**9. Urban Economics: How it Played Out in Boston and Chicago**

**P. Clavel, Unpublished ms.**

**10. More on the Chicago Case**

J. Rast, **Remaking Chicago**

**11. Is There a Future for the Progressive City, or Only a Past?**

D. Chavez, **The Left in the City**

M. Jaggi et al, **Red Bologna**

P. Clavel, **The Progressive City**

**12. Method: Project Reports**

**13. Summary Session -- Final paper(s) due.**

## II. Nuclear Weapons and World Order

Prof. Daniel Deudney

*Johns Hopkins University*

**DESCRIPTION:** Over the six plus decades of their existence, nuclear weapons have been of paramount concern for international politics and international theory. Vast disagreements exist about many aspects of this topic. This course examines what is perhaps the most basic question, what political arrangements are consistent with security from nuclear weapons? Debate about this question falls into roughly two parts, the First Debate during the years of the Cold War, and the Second Debate beginning roughly twenty years ago and encompassing the problem of non-state actors. The first part of the course is an intensive examination of the major school of thought during the first great debate, culminating in the role of nuclear weapons at the end of the Cold War. This debate was centered on the implications of nuclear weapons for interstate and great power relations, and came to be overwhelmingly dominated by deterrence and the measures necessary to achieve it. The second part is an intensive examination of the major issues and positions of the much newer and less settled second great debate. The scope of issues at play in the second debate is much more extensive, encompassing non-state actors as well as states, and the internal features of states, as well as their relations. The third part of the course examines in depth four select topics which have not been accorded sufficient attention by theorists.

**REQUIREMENTS:** 1. Reading Assignments and Class Participation  
2. Three (3) ten (10) page papers evaluating the debate on a topic.

### TEXTS:

The following books will be used extensively and should be acquired:

Campbell Craig, *Glimmer of a New Leviathan* (Columbia, 2003)

Robert Jervis, *The Meaning of the Nuclear Revolution* (Cornell, 1989)

Jonathan Schell, *The Abolition*, (Knopf, 1984)

Lawrence S. Wittner, *Confronting the Bomb* (Stanford, 2009)

Paul Lettow, *Ronald Reagan and His Quest to Abolish Nuclear Weapons* (Random House, 2005)

Etel Solingen, *Nuclear Logics: Contrasting East Asia and the Middle East* (Princeton, 2007).

Falkenrath, Newman and Thayer, *America's Achilles Heel: NBC Terrorism* (MIT, 1998)

Fred Ikle, *Annihilation from Within: the Ultimate Threat to Nations* (Columbia, 2006).

Graham Allison, ed. *Confronting the Specter of Nuclear Terrorism*. Annals of the American Academy of Political and Social Science, vol.607, September 2006,

Geoffrey Herrera, *Technology and International Transformation* (SUNY, 2006).

Dahl, *Controlling Nuclear Weapons, Democracy Versus Guardianship* (Syracuse, 1985)

Dunoff, and Trachtman, eds., *Ruling the World? Constitutionalism, International Law, and Global Governance* (Cambridge, 2009).

## 1. INTRODUCTION

### PART I: THE FIRST GREAT DEBATE

## 2. NUCLEAR ONE WORLDISM & EARLY DETERRENCE

Campbell Craig, *Glimmer of a New Leviathan: Total War in the Realism of Neibuhr, Morgenthau, and Waltz* (Columbia University Press, 2003).

John Herz, "The Rise and Demise of the Territorial State," *World Politics*, 1957, pp.473-493.

Daniel Deudney, "Anticipations of World Nuclear Government," ch.9, *Bounding Power* (Princeton, 2007), pp.244-264.

Daniel Deudney, "Regrounding Realism: Anarchy, Security, and Changing Material Contexts," *Security Studies*, vol.10, no.1, autumn 2000, pp.1-45.

Bernard Brodie, "War in the Atomic Age," and "Implications for Military Strategy," in Brodie ed., *The Absolute Weapon: Atomic Power and World Order* (New York: Harcourt, Brace & Co., 1946).

Campbell Craig and Sergey Radchenko, *The Atomic Bomb and the Origins of the Cold War* (Yale University Press, 2008).

John Mueller, *Atomic Obsession: Nuclear Alarmism from Hiroshima to Al Qaeda* (Oxford University Press, 2009).

## 3. WAR STRATEGISM & LATER DETERRENCE

Colin Gray, *The Geopolitics of the Nuclear Era: Heartlands, Rimlands, and the Technological Revolution* (New York: Crane, Russak, 1977).

Colin Gray and Keith Payne, "Victory Is Possible," *Foreign Policy*, 1980, pp.14-27.

Robert Jervis, *The Meaning of the Nuclear Revolution: Statecraft and the Prospect of Armageddon* (Cornell University Press, 1989).

Kenneth Waltz, "Nuclear Myths and Political Realities," *American Political Science Review*, vol.84, no.3, September 1990, pp.731-44.

Colin Gray, "Nuclear Strategy: The Case for a Theory of Victory," *International Security*, vol.4, no.1 summer 1979, pp.54-87.

Marc Trachtenberg, "Strategic Thought in America, 1952-1966," *Political Science Quarterly*,

vol.104, no.2, summer 1989.

Patrick Morgan, *Deterrence Now* (Cambridge University Press, 2003).

#### **4. ARMS CONTROL, DISARMAMENT & ABOLITION**

Richard L. Russell, "The Nuclear Peace Fallacy: How Deterrence Can Fail," *Journal of Strategic Studies*, vol.26, no.1, (March 2003), pp.136-155.

Thomas Schelling, "Reciprocal Measures for Arms Stabilization," in Donald Brennan ed., *Arms Control, Disarmament, and National Security* (New York: Braziller, 1961), pp.167-186.

Jonathan Schell, *The Abolition* (Knopf, 1984)

Jonathan Schell, "The Folly of Arms Control," *Foreign Affairs*, vol. 79, no.5, Sept/Oct. 2000, pp. 22-46.

Colin Gray, ch. 1 "The Magic Kingdom of Arms Control," ch.2 "Weapons and War," and ch.7 "To Bury Arms Control, Not to Praise It," *House of Cards: Why Arms Control Must Fail* (Cornell University Press, 1992), pp.1-24, 55-69, 179-214.

Harold Feiveson, et al, Part I "Staged Reductions and De-Alerting of Nuclear Forces," *The Nuclear Turning Point: A Blueprint for Deep Cuts and De-Altering of Nuclear Weapons* (Brookings, 1999), pp.3-30.

Steve Weber, "Realism, Detente, and Nuclear Weapons," *International Organization*, vol.44, no.1, winter 1990.

Scott Sagan, *The Limits of Safety: Organizations, Accidents and Nuclear Weapons* (Princeton University Press, 1993).

George Perkovitch and James M. Acton, *Abolishing Nuclear Weapons*, Adelphi Paper 396, (International Institute for Strategic Studies, 2008), pp.118.

#### **5. NUCLEAR POPULISM**

Lawrence S. Wittner, *Confronting the Bomb: A Short History of the World Disarmament Movement* (Stanford University Press, 2009)

Richard Price and Nina Tannenwald, "Norms and Deterrence: The Nuclear and Chemical Weapons Taboo," in Peter Katzenstein, ed., *The Culture of National Security: Norms and Identity in World Politics* (Columbia University Press, 1996), pp.114-152.

David Corwright, *Peace: A History of Movements and Ideas* (Cambridge University Press, 2008)

## **6. NUCLEAR WEAPONS & THE END OF THE COLD WAR**

Paul Lettow, *Ronald Reagan and His Quest to Abolish Nuclear Weapons* (Random House, 2005).

Stephen Shenfield, *The Nuclear Predicament: Explorations in Soviet Ideology* (London: Routledge & Kegan Paul, 1987).

Daniel Deudney and G. John Ikenberry “The International Sources of Soviet Change,” *International Security*, vol.16, no.3, winter 1991/2, pp.74-118.

John Gaddis, “The Long Peace: Elements of Stability in the Postwar International System,” *International Security*, vol.10, spring 1986, pp.99-142.

## **PART II: THE SECOND GREAT DEBATE**

### **7. PROLIFERATION & COUNTER-PROLIFERATION**

Richard K. Betts, “Paranoias, Pygmies, Pariahs and Nonproliferation,” *Foreign Policy*, no.26, 1977, pp.157-183.

Etel Solingen, *Nuclear Logics: Contrasting Paths in East Asia and the Middle East* (Princeton University Press, 2007).

Kier A. Lieber and Daryl G. Press, “The Rise of US Primacy,” *Foreign Affairs*, March/April 2006, vol.85, no.2.

Derek D. Smith “Deterrence and Counterproliferation in an Age of Weapons of Mass Destruction,” *Security Studies*, vol.12, no.4, summer 2003, pp. 152-197.

Derek D. Smith, *Deterring America: Rogue States and the Proliferation of Weapons of Mass Destruction* (Cambridge University Press, 2006).

Scott D. Sagan, “Why Do States Build Nuclear Weapons? Three Models in Search of a Bomb” *International Security*, vol.21, no.3, winter 1996/7.

Scott D. Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: A Debate*, (New York: Norton, 1995).

Kier A. Lieber and Daryl G. Press, “The End of MAD? The Nuclear Dimension of U.S. Primacy,” *International Security*, vol.30, no.4, spring 2006, pp.7-44.

George Quester, *Nuclear First Strike: Consequences of a Broken Taboo* (Johns Hopkins University Press, 2006).

## **8. TERRORISM & NON-STATE ACTORS (I)**

Richard A. Falkenrath, Robert D. Newman and Bradley Thayer, *America=s Achilles Heel: Nuclear, Biological and Chemical Terrorism and Covert Attack* (Cambridge: MIT Press, 1998).

## **9. TERRORISM & NON-STATE ACTORS (II)**

Todd Masse, *Nuclear Terrorism: Conventionalists, Skeptics, and the Margin of Safety* (Johns Hopkins University, Applied Physics Laboratory, 2009).

Richard Betts, “The Soft Underbelly of American Primacy: Tactical Advantages of Terror,” *Political Science Quarterly*, 2002 pp.19-36.

Fred Charles Ikle, *Annihilation from Within: the Ultimate Threat to Nations* (New York: Columbia University Press, 2006), pp.107.

Graham Allison, ed. *Confronting the Specter of Nuclear Terrorism. Annals of the American Academy of Political and Social Science*, vol.607, September 2006, pp. 10-166.

## **PART III: PROBLEMS & TOPICS**

### **10. TECHNOLOGICAL DETERMINISM, CONTRADICTION & LAGS**

Bruce Bimber, “Three Faces of Technological Determinism,” in Merritt Roe Smith and Leo Marx, eds., *Does Technology Drive History? The Dilemma of Technological Determinism* (MIT Press, 1994), pp.79-100.

Geoffrey L. Herrera, *Technology and International Transformation: The Railroad, the Atom Bomb, and the Politics of Technological Change* (SUNY, 2006).

Daniel Deudney, “Geopolitics and Change,” in Michael Doyle and G. John Ikenberry eds., *New Thinking In International Theory* (Westview, 1997), pp.91-123.

Kier A. Lieber, *War and the Engineers: The Primacy of Politics over Technology* (Cornell University Press, 2005).

Chalmers Johnson, *Revolutionary Change*, second edition (Stanford University Press, 1982).

### **11. LIBERAL DEMOCRATIC CONSTITUTIONAL STATES**

Russell W. Ayres, “Policing Plutonium: The Civil Liberties Fallout,” *Harvard Civil Rights-Civil Liberties Law Review*, vol.10, 1975, pp.369-443.



H. Bartholomew Cox, "Raison d'Etat and World Survival: Who Constitutionally Makes Nuclear War?" *The George Washington Law Review*, vol.57, no.6, August 1989, pp.1614-1635.

Matthew Randall. "Nuclear Weapons and Intergenerational Exploitation," *Security Studies*, vol.16, no.4, Oct-Dec.2007, pp.525-554.

Daniel Deudney, "Political Fission: State Structure, Civil Society and Nuclear Security Politics in the United States," in Ronnie Lipschutz ed., *On Security* (Columbia University Press, 1995), pp.87-123.

Daniel Deudney, "Omniviolence, Arms control, and Limited Government," In Stephen Macedo and Jeffrey Tulis, eds., *The Limits of Constitutionalism* (Princeton University Press, 2010).

Robert Dahl, *Controlling Nuclear Weapons, Democracy Versus Guardianship* (Syracuse University Press, 1985), pp.1-90.

John Dewey, *The Public and Its Problems* (1927)

Ian Shapiro, *The State of Democratic Theory* (Princeton, 2003)

Aaron Friedberg, "Why Didn't the United States Become a Garrison State?" *International Security*, vol.16, no.4, spring 1992, pp.109-142.

Garry Wills, *Bomb Power: The Modern Presidency and the National Security State* (Penguin, 2010).

## **12. THE PLANETARY COMMONS: MILITARIZATION & DE-MILITARIZATION**

The Atmosphere, Oceans, Orbital Space and Electromagnetic Spectrum

Barry Posen, "Command of the Commons: The Military Foundations of U.S. Hegemony," *International Security*, vol.28, summer 2003.

Daniel Deudney, *Whole Earth Security: A Geopolitics of Peace* (Worldwatch Institute, 1983).

Karl P. Mueller, "Totem and Taboo: Depolarizing the Space Weapons Debate," *Astropolitics*, vol.1, no.1, spring 2003, pp.4-28.

Daniel Deudney, "Spacecraft: Planetary Closure, Orbital Geopolitics, and Earth Security"  
MANUSCRIPT.

## **13. NUCLEAR CONSTITUTIONAL SECURITY UNIONS**

Jeffrey L. Dunoff, and Joel P. Trachtman, eds., Part I: What Is Constitutionalism Beyond the State? Part II: The Constitutional Dimensions of Specific International Regimes (ch 4&5 only), Part III:

Cross-cutting Issues, in *Ruling the World? Constitutionalism, International Law and Global Governance* (Cambridge University Press, 2009).

Leonard Beaton, *The Reform of Power: A Proposal for an International Security System* (Viking, 1972).

Alexander Wendt, "The Inevitability of a World State," *European Journal of International Relations*, vol.4, no.8, spring 2004, pp.539-590.

Daniel Deudney, "On World Government" [50 pgs]. MANUSCRIPT

Wesley T. Wooley, *Alternatives to Anarchy: American Supranationalism since World War II* (University of Indiana Press, 1988).

## **SCHEDULE**

### 1. INTRODUCTION

#### PART I THE FIRST GREAT DEBATE

### 2. NUCLEAR ONE WORLDISM & EARLY DETERRENCE

### 3. WAR STRATEGISM & LATER DETERRENCE

### 4. ARMS CONTROL, DISARMAMENT & ABOLITION

### 5. NUCLEAR POPULISM

### 6. NUCLEAR WEAPONS & THE END OF THE COLD WAR

#### FIRST PAPER DUE

#### PART II: THE SECOND GREAT DEBATE

### 7. PROLIFERATION & COUNTER-PROLIFERATION

### 8. TERRORISM & NON-STATE ACTORS (I)

### 9. TERRORISM & NON-STATE ACTORS (II)

#### PART III: PROBLEMS & TOPICS

10. TECHNOLOGICAL DETERMINISM, CONTRADICTION & LAGS

SECOND PAPER DUE

11. LIBERAL DEMOCRATIC CONSTITUTIONAL STATES

12. THE PLANETARY COMMONS: MILITARIZATION & DE-MILITARIZATION

13. CONSTITUTIONAL NUCLEAR SECURITY UNIONS,

THIRD PAPER DUE:

### III. Public Policy Issues and Analysis

**Prof. Jeffrey D. Greene**

*University of Montana*

**TEXTS:** *Understanding Public Policy, 12/e*, by Thomas Dye (Main textbook)  
*Issues for Debate in American Public Policy, 9/e*, by CQ Press (*This book contains numerous policy issues that will be discussed in the class*).

#### **COURSE DESCRIPTION.**

**Public policy** is one of the most exciting areas in political science. This course examines the public policy process (i.e. formation, implementation, and evaluation) and examines a broad range of substantive public policies. The course also integrates a variety of basic techniques of analysis and the application of models to help better understand public policy.

The class will be conducted using an informal seminar format rather than a lecture-based format. The structure of the class will be to examine and discuss a major policy area out of the Dye text, which are supplemented by the CQ Reader. Normally, one day will be spent on the broader topic using the Dye text and on the following day we will focus on specific areas of the same policy using the CQ Reader. Students are expected to have read the material before class and be prepared to discuss the topic. After a short summary of the policy area, questions will be asked for class discussion. Thus, it is critical that students come prepared to talk about policy topics such as health care, welfare, immigration, etc.

#### **Primary Objectives**

**Objective #1:** To provide students with a general understanding of substantive public policy and policy analysis by reading and discussing classic and contemporary literature. Students will be exposed to the basic concepts, terms, and methodologies associated with policy studies. In this process, students will gain a general understanding of the history and evolution of policy studies. Students' proficiency will be measured by class discussions (essentially a series of oral exams integrated into class discussions).

**Objective #2:** To enhance students' ability to write concise reports pertaining to public policy and present their work as an oral presentation. This objective will be accomplished by having students write a 10-page policy summary paper and make a formal, oral presentation about their work to the entire class. Details of these projects are explained later in the syllabus. Students' proficiency will be assessed via their performance on the policy summary paper.

Upon successful completion of the course, students should be able to:

- 1). Demonstrate knowledge of the history and evolution of American public policy
- 2). Demonstrate an understanding of the fundamental models, terms, and concepts associated with public policy and policy studies.
- 3). Demonstrate proficiency at writing concise reports that deal with complex material.

- 4). Demonstrate a thorough understanding of a specific policy by writing a policy summary, which includes an understanding about how issues can be “framed” and how framing issues impacts the potential solutions.
- 5). Demonstrate the ability to make formal presentations about public policy and analysis using visual technology, such as PowerPoint or other presentation software or equipment.

## **REQUIREMENTS: POLICY SUMMARY PAPER and CLASS PRESENTATIONS**

### **Exams.**

There are no formal exams in this course.

### **Policy Summary Paper.**

The policy summary paper is intended to enhance students’ ability to write concise reports and demonstrate a competent understanding of a specific policy area. Students may select any policy area. Simply stated, a policy summary is a concise overview of a real public policy area that could be used as a chapter or section in a report, or as a freestanding report that one might construct for a public agency. Policy summaries should provide an overview of the policy area, include a brief overview of the history and evolution of the policy, the pertinent issues and debates associated with the policy area, and provide alternative solutions currently being considered to solve problems associated with the policy.

Students should select a policy topic of personal interest. All topics must be approved in advance. Students should summarize and evaluate a specific policy. The papers should contain a **clear description of the policy problem, provide the major potential remedies for the policy problem, briefly evaluate the pros and cons of each remedy, and select the remedy they feel would be the best solution to the problem and provide the rationale for selecting this remedy.** Students are encouraged to use some of the models covered in the class to their papers and note "how the public policy has been framed."

Papers are graded using the following criteria: **thoroughness, sophistication of analysis, organization and logical development, clarity of expression, grammar, and overall evaluation.** The format used is a **1** through **5** scale — with **5** the highest score — for each of the criteria.

**Thoroughness** High quality papers address the subject with sufficient detail to demonstrate that the policy topic is fully understood.

**Sophistication of analysis** In high quality papers, the author does more than just explain or describe. The author shows evidence of having thought about the subject in depth. The subject is analyzed from many angles and assessed critically.

**Organization and logical development** High quality papers show evidence of prior planning, as if they had been outlined in advance. The paper has a purpose

that is introduced in the introduction, developed in the paper, and returned to in the conclusion. Paragraphs are well constructed and linked to each other in a logical sequence using transitional sentences. Arguments, examples, opinions, evidence, and details explain the main points and lend credibility to each point being developed.

**Clarity of expression** In high quality papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

**Grammar** Poor grammar, punctuation, and spelling detract from the substance of papers. High-quality papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with subjects, there are no single-sentence paragraphs, etc.

To receive an “A”, one must write an **excellent** paper. In short, **excellent** papers explicitly demonstrate an understanding of the relevant terms and concepts, utilize illuminating examples, provide penetrating analysis, are gracefully but succinctly written, and build to clear and compelling conclusions.

Note: Students must write a 10-page, double-spaced, policy summary paper. This is the same topic that will be used in the class presentations.

### **Class Presentations**

The paper, described above, will be converted into a formal, oral presentation using software such as PowerPoint or other visual aids like transparencies, charts, or handouts. Each presentation should be about 15-20 minutes with 5 minutes left for questions. Both the paper and the presentation are required for all students. The final week of the class will be dedicated to the presentations.

### **GRADE WEIGHTS:**

Policy Paper .....40%

Presentations.....40%

Participation.....20% (*Based on the quality of oral participation in class discussions*)

**ATTENDANCE:** Students are encouraged to attend class. Poor attendance (defined as missing more than five classes) may adversely affect one's final grade.

### **COURSE OUTLINE AND READINGS**

**Week, Subject, and Assigned Readings (M = Mondays; T = Tuesdays; W = Wednesdays R = Thursdays in the outline; the class does not meet on Fridays)**

**Week 1 Introduction to Public Policy: Models and the Policymaking Process  
Introduction (No readings assigned)**

**Policy Analysis: What Governments Do, Why They Do It, and What Difference it Makes.**

**Models of Politics: Some Help in Thinking about Public Policy.**

Assigned readings Dye, Chapters 1 and 2

**Criminal Justice: Rationality and Irrationality in Public Policy**

Assigned readings Dye, Chapter 3

**Sample Policies:** "Gun Violence," and "Death Penalty Controversies" in the CQ Reader

**Week 2 Health & Welfare Policy and Education Policy**

**Health and Welfare: The Search for Rational Strategies**

Assigned readings: Dye, Chapter 5

**Sample Policies:** "Universal Coverage," and "Fighting Superbugs," #4 from the CQ Reader.

**Education Policy: The Group Struggle.**

Assigned readings Dye, Chapter 6

**Sample Policies:** "No Child Left Behind," and "Student Aid" in the CQ Reader.

**Week 3 Economic Policy, Tax Policy, and International Trade and Immigration Policy**

**Economic Policy: Incrementalism at Work**

Assigned Reading: Dye Chapter 7

**Sample Policies:** "Mortgage Crisis", "Crumbling Infrastructure," and "Consumer Safety," in the CQ Reader.

**Tax Policy: Battling Special Interests**

Assigned Readings: Dye, Chapter 8 (No reading in the CQ Reader)

**International Trade and Immigration: Elite-Mass Conflict**

Assigned Readings: Dye, Chapter 9 and Sample Policies: "Illegal Immigration," in the CQ Reader

**Week 4 Environmental Policy, Civil Rights, Homeland Security and some aspects of Foreign Policy**

**Environmental Policy: Externalities and Interests**

Assigned Readings: Dye, Chapter 10

**Sample Policies:** "Oil Jitters," "Buying Green," and "Mass Transit Boom," in the CQ Reader.

**Civil Rights: Elite and Mass Interaction**

Assigned Readings: Dye, Chapter 11.

**Sample Policies:** "Torture Debate," "Hate Speech in the CQ Reader.

**Week 5 Presentations: This section will be reserved for policy presentations Papers Due**

## **Sample Policy Papers**

**Sample policy papers are located at the following two links. These are Word documents.**

<http://www.cas.umt.edu/polsci/faculty/greene/PSC365/sample1.doc>

<http://www.cas.umt.edu/polsci/faculty/greene/PSC365/sample2.doc>



**IV. Natural Resources Policy**  
**Prof. Tomas Koontz**  
*Ohio State University*

**Course Description**

Course Bulletin: "Conceptual and historic development, implementation, and evaluation of resource policy."

In a broad sense, the term "natural resources" refers to the relationship between humans and the natural world. In this class, we will explore connections between ourselves and the environment, emphasizing how natural resource and environmental policies are conceptualized, crafted, analyzed, and implemented. Along the way we will explore the historical and cultural context of policy, as well as the links between science and policy.

To cover the large topic of natural resources policy in one quarter, we will indulge in learning about a variety of topics, rather than studying any one topic in great detail. It is hoped that this will provide opportunities to discover one or several subjects that will continue to be of interest outside of the classroom and long after the term is over. This is in keeping with the notion that natural resources issues are not confined to textbooks or newspaper articles; rather, they are an important part of our everyday habits, beliefs, and quality of life.

In studying natural resources policy and issues, it quickly becomes clear that nobody has the "right" answer. There are always at least two sides to every issue, and we should get in the habit of listening to, and learning from, others, especially those whose viewpoints differ from our own. With this in mind, the course will provide opportunities for students to voice opinions, make reasoned arguments, ask questions, and discuss topics both in the recitation sections and the full class sessions. Thus we will listen to each other in order to learn.

Since this is a five-credit course, we will cover a lot of material in our time together. An extra challenge will be keeping on top of the work as the school year draws to a close, other classes get busier, and the weather gets nicer. In order for us to get the most out of the course, it is essential for everyone to do the assigned work, which includes reading and thinking about material before we will discuss it. I am committed to doing the substantial work required for teaching this course; I expect that students who enroll in the course will do likewise.

**Course Objectives**

By the end of the quarter, students will understand key concepts in natural resources policy. They will have the skills necessary to listen carefully, communicate their thoughts to others, and make reasoned, informed decisions about natural resources issues. This course will foster a knowledge base and interest level to prepare students well for further study in natural resources policy, both in and beyond the classroom.

**GEC Expected Learning Outcomes**

This course fulfills GEC category 2.B.(2) Organizations and Politics, which has the following expected outcomes:

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students develop abilities to comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

## **Course Requirements**

### **The Student:**

In order for the interactive learning environment to be successful, each student must accept responsibility for preparing for each class session by completing assigned readings and taking the time to reflect upon them. Assigned readings will be posted on the course Carmen website. Occasionally I may provide handouts for additional reading material. I will provide reading questions as a guide and to stimulate your thinking about what you read. An in-class quiz based on the readings and/or class discussions will be given for some of the class sessions.

Students are expected to thoughtfully participate in class discussions. Each student's contribution is helpful in increasing our understanding of topics. I expect that discussions will occur in an atmosphere of mutual respect, where everyone can feel comfortable expressing his or her views. Some of the most interesting, stimulating discussions are those that are "heated," but to cultivate such discussions we need to respect the rights of others to have opinions that differ from our own.

Most people learn best by going beyond just reading and discussing material. Applying concepts to real-world situations of the student's choosing provides an excellent opportunity to gain further command of course material. Therefore, students will complete a Current Issue Paper and also a Media Content Analysis, discussed below, to earn points toward the final grade.

Weekly recitation section assignments, along with recitation participation, provide additional opportunities to earn points toward the final grade.

There will be one in-class midterm examination, plus an end-of-term exam on the last day of class. These exams will consist primarily of multiple choice, and short essay questions designed to test understanding of the readings and class discussions.

### **The Instructor:**

My role as instructor is to provide a structure for the course as well as a way to logically proceed through the diverse topics related to natural resources policy. I will prepare lectures and lead discussions to help clarify topics and draw out main ideas, and I will help students fit together concepts from a variety of readings and from each other's experiences.

## Grading Policies

Course grades will be based on a student's point total. Points can be earned as follows::

Maximum

No. of Points Item

50	In-class quizzes (note: 1 free drop)
50	Media Content Analysis (notify 4/8; due 4/30)
50	Current Issue Paper (notify 4/8; due 5/21)
35	Recitation assignments (7 x 5 points each)
27	Recitation Participation (9 x 3 points each)
100	Exam 1 (5/4)
<u>100</u>	<u>Exam 2 (6/3)</u>
412	Total possible

Final grades will be assigned based on a student's point total. Letter grades correspond to the following minimum point percentages:

	B+ = 88%	C+ = 78%	D+ = 68%
A = 92%	B = 82%	C = 72%	D = 62%
A- = 90 %	B- = 80%	C- = 70%	D- = 60%

### IN-CLASS QUIZZES

To check understanding of reading and encourage reading before the class session, and to foster participation in class, students will have opportunities to earn points from an in-class quiz on some days. Students are allowed to delete their lowest quiz score for the term, counting the remaining scores toward the final grade.

### MEDIA CONTENT ANALYSIS

The media content analysis provides an opportunity to apply course concepts about issue framing to each student's topic of interest. This assignment is an individual (not group) project, and it must be undertaken individually. Each student must notify his or her TA of the choice of topic no later than the start of class Wednesday, April 8. Due date is the start of recitation Thursday, April 30. Late assignments will not be accepted without prior instructor approval, unless for a documented health or family emergency. Details for this assignment are provided at the end of this syllabus.

### CURRENT ISSUE PAPER

The Current Issue Paper is designed to help you apply concepts learned in class to real-world natural resources issues. Each student must notify his or her TA of the choice of topic no later than the start of class Wednesday, April 8. Due date is the start of Recitation Thursday, May 21. Late assignments will not be accepted without prior

instructor approval, unless for a documented health or family emergency. Details are provided at the end of this syllabus.

### RECITATION ASSIGNMENTS AND PARTICIPATION

In a large class such as this, the opportunity to meet in smaller numbers is a crucial component of learning. The Thursday recitation sections provide a forum to discuss course material and additional readings in a smaller class setting. You may earn points from weekly recitation assignments/quizzes. In addition, graduate teaching assistants in charge of the recitation sections will assign each student with participation points based on contribution to the discussions and completion of recitation work. While attendance is a necessary condition to participating, it is not sufficient. In other words, you are expected to attend and also to participate.

### EXAMS

The two exams will be equally weighted. Each will cover approximately half of the material covered in the course. In fairness to other students, and to the instructor, exams must be taken at the assigned time and date. However, in cases of dire emergencies (medical or family), we will work out an alternate arrangement if you notify me **before** the test is administered.

### **A Note on GEC Requirements:**

This course fulfills the Social Science, Organizations and Politics GEC requirement. This category aims to “help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions” (<http://artsandsciences.osu.edu/currofc/GEC/>).

### **Course Outline**

#### UNIT 1: THE CONTEXT OF NATURAL RESOURCES POLICY

##### Session 1: Welcome

Overview, course requirements, introductions; value clash

##### Session 2: Attitudes about the environment

(Smith Chapter 2 part (pp. 7-20))

(McPhee excerpts)

*(Recitation 1): Scarcity v. Plenty and your Ecological Footprint*

Read: Ehrlich v. Simon “Betting the planet”

Calculate your ecological footprint:

<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>

##### Session 3 Foundations of U.S. Government; the Constitution

(Squire, et al., *Dynamics of Democracy*, part of ch. 2: pp. 22-27, 30-38, 40)

(Stewart et al, *America (the book)*, parts of ch. 2, 4)

Session 4: Policy making at the Federal level

(Kraft ch 3, 69-80)

(Layzer ch 18, 491-498)

\*Notify TA of your intended Media Content Analysis choice by today

\*Notify TA of your intended Current Issue topic by today

*(Recitation 2): Know your Federal & State government*

Session 5: Models of the policy process

(Smith 1995 ch. 4 pp. 35-49)

(Layzer pp. 15-18)

Session 6: Policy tools

(Fiorino pp. 167-187)

(Kraft ch. 7 part)

*(Recitation 3): Policy making in action – interest groups*

Session 7: Public opinion and the media; issue framing

(Smith Chapter 2 part (pp. 20-28))

(Layzer chapter 1 part (pp. 5-15))

(Part of “The Death of Environmentalism”)

Session 8: Regulations, risk analysis, and debates about the role of government

(Smith Chapter 3, pp. 32-43)

(Fiorino pp. 100-116.)

*(Recitation 4): Media Framing of Climate Change*

Session 9: NEPA

CEQ Report, case table, Sax opinion piece

Session 10: CAA, CWA

(Layzer ch 2 part, pp. 26-40)

(Davis pp. 64-66, 67-68)

*(Recitation 5): Review session*

Bring in 3 questions with answers

\*Turn in Media Content Analysis assignment

Session 11: Exam 1

Session 12: Implementing Federal air and water laws

(Layzer ch 2 part, pp. 41-49)

(USEPA article)

*(Recitation 6): Wetlands Regulation*

Session 13: Agencies

(Kraft pp. 132-139)

(Clarke and Angersbach, in Davis (ed.), 2001 chapter 3, pp. 35-51)

(Smith and Licari pp. 50-52, 60-62)

Session 14: Courts

(Lunch 2004)

(Hoberg 2001)

*(Recitation 7): Forest Service Litigation*

Session 15: Climate Change

(Cohen 2006)

Session 16: Scientists

(Powell, 1999, *Science at EPA*, pp. 5-9)

(Blockstein, David E. 2002)

(Steel, et al. 2003. "The Role of Scientists in the Environmental Policy Process)

*(Recitation 8): Student presentations part 1*

\*Turn in Current Issue Paper

Session 17: Holiday (no class)

Session 18: Energy Policy

(Kraft ch 6, 159-173)

*(Recitation 9): Student presentations part 2*

Session 19: Public Lands and Endangered Species Policy

(Kraft ch. 6, 179-196)

Session 20: Exam 2

**MEDIA CONTENT ANALYSIS**

Find a news story related to a particular environmental issue, within the last year, that was covered by at least 3 different media outlets, that give varied perspectives. A good list to choose from includes *New York Times*, *Wall Street Journal*, *Columbus Dispatch*, and *Fox News*, but others will work so long as you end up with a diverse set of perspectives. Print out the news story for the particular issue as well as any editorial that the media outlet wrote about that issue.

In two to three typed pages (single spaced, 10-12 point lettering, 1 to 1.25 inch margins), write a paper that answers the following questions:

A. Compare how the issue is framed across the four media outlets. Be sure to quote particular word choices, and the order in which ideas are presented in the story.

B. Describe the value sets that are evoked in the different media outlets. Link to Layzer's cornucopians v. environmentalists, or any other relevant value sets.

C. Link the experience to three additional core concepts (besides values and issue framing) from the course. You should explain each concept in your own words and describe how the media content relate to the concept.

### **CURRENT ISSUE PAPER**

The purpose of this paper is to help you apply concepts learned in class to real-world natural resources issues. Choose an article from a recent newspaper or magazine (or other source with instructor approval) that is about a natural resources issue. The issue must be different from the one you used for the Media Content assignment. There is no minimum or maximum article length, but be sure to choose one so that you can find three course concepts to discuss. Cite the article properly in the opening paragraph and attach a copy of the article as the last page of the paper. In one to two typed pages (single spaced, 10-12 point lettering, 1 to 1.25 inch margins), write a paper that answers the following questions:

A. What is the issue?

B. What do various parties in the article say about the issue?

C. Link the article to three core concepts from the course. You should explain each concept in your own words and describe how information presented in the article illustrates the concept.

You will be turning in a written paper, as well as giving a short oral presentation in Recitation.

**V. American Public Policy Online**  
**Prof. Sarmistha Rina Majumdar**  
*Sam Houston State University*

**Course Description.**

This course will help to understand public policies and their impacts on our lives. It will discuss the need for public policies, how they are formulated, approved, implemented and evaluated. The various stages in the policy making process, the roles played by different individuals, politicians, bureaucrats, and organized interest groups in the making of public policies will be examined in this online class. Also, this class will focus on environmental policies and the politics involved in regulations. Even though environmental issues are bipartisan in nature but politics play a major role in enhancing or undermining the importance of major environmental policies. Thus knowledge of various factors is important in understanding and development of personal opinion about policies. The latter aspect can help us to determine the fate of a public policy either by lending or withdrawing support for it.

**Course Objectives.**

The course will examine the entire public policy making process. It will help students to understand the politics behind public policy making, the processes involved in policy formulation, and the various challenges in the policy making process. Usually the passage of a policy is followed by its implementation and this requires allocation of scarce public resources. Hence, the financial aspects involved in securing funding for policy related programs will also be examined along with the need for their evaluation. Evaluation helps us to make decisions regarding the renewal or elimination of public programs in a politically charged climate.

**Required Texts.**

1. Davis, Edwin S. 2008. **Public Policy: The Basics, third edition.** Edsal Publishing. ISBN: 9780972197823.
2. Rosenbaum, Walter A. 2008. **Environmental Politics and Policy,** CQ Press. ISBN: 9780872894402.

**Class Requirements.**

The course will require constant review of information posted online (slides along with other pertinent information and announcements) and reading of chapters from the two textbooks. Please **download all the slides** for the assigned topics. The slides would provide *supplemental information* and help to understand the topics in the textbooks.

Please note that slides will only be provided for all the chapters of the textbook, '**Public Policy: the Basics**' by Edwin Davis. For the Environmental Politics and Policy book by Rosenbaum, slides *will not be provided*. Every student should read chapters 1-3 in addition to other assigned chapters in the Rosenbaum book. Check the schedule for posting dates of slides. The slides will be made available only on the due dates. Please download them to study for the exam. *Requests to make the slides available prior to the posting dates will not be entertained.*



**Please read newspapers (local, state, and national) and news articles** posted at various websites (Yahoo, AOL, etc.). Often you will find interesting news/facts on various policy related issues, which would help you to relate to the theoretical content of the course.

In this online class, I will communicate with students through announcements posted on online boards and e-mails. **Please make sure that your e-mailbox is not full and check your inbox on a daily basis.** It is your duty and responsibility to keep all channels of communication open when taking an online class. If my e-mail messages get bounced back, you may not receive important information and instructions, which might affect your overall performance in this class. **Also, I reserve the right not to answer to any anonymous e-mails. All e-mails addressed to me must have the author's name.**

**Participation in online discussions is required in this class.** You will be awarded a total of 20 points for participation in *four* discussions. I will post news articles, questions, and invite responses to experts' comments along with my questions. You will post answers to questions within the given time period. Failure to respond in a timely manner will lead to loss of points. Please feel free to come up with additional questions and /or comments on those topics, which are worthy of posting online. If you come across any interesting articles that can be used in our policy discussions or as reference materials, please send it to me for posting.

I will be constantly monitoring the site and keeping track of your participation in discussions for evaluation purposes. Further, your participation in discussions will help you to clarify doubts, obtain additional information, examine issues critically and improve your understanding of policy related issues.

In this course, students will be evaluated on the followings:

### **Exams**

First Online Exam – 20 points (multiple choice, true or false, fill in the blanks and word matching)\*

Second Online Exam (Final) – 30 points (multiple choice, true or false, fill in the blanks and word matching)\*

Public Policy Term Paper - 20 points

Synopsis - 10 points

Four Discussions (five points each) – 20 points

\*Word bank will be posted prior to each exam.

The ***two online exams*** offered in this class would be ***timed***. ***Also, questions will be released one at a time.*** Please do not backtrack while taking the exam. A time window will be provided for the exam and you can take it anytime within the given time period. ***Each exam can only be taken once.*** Even if you make several attempts to take the exam, only the first attempt will be recorded and counted.

### **Grading Plan**

Final grades will be computed on the following basis:

A = 90 points and above

B = 80 to 89 points

C = 70 to 79 points

D = 60 to 69 points

F = 59 points and below

## ASSIGNMENTS

### **A. Synopsis**

To write a synopsis, you need to attend a town hall meeting or a local conference where policy related issues would be discussed. Check the agenda of the meeting or the conference prior to attending it.

The guidelines for writing the synopsis are given below. It should help you in the collection of information. Sometimes further research on the selected topic might be required. In such cases, the local newspaper and the library can provide you with valuable information. The purpose of this exercise is to help you understand the role played by the local government in the passage of the policy and the various stages in policy-making process.

Try to attend a town hall meeting in your community or any other meetings that are likely to deal with local problems and issues. Check the website of your community and you will see the dates of meetings and the topics that are likely to be discussed. At the meeting, observe the process of political engagement and listen to the discussions of stakeholders to solve a particular problem in the community. If a solution to the problem is not adopted at the meeting, follow up with the local officials and derive information from them on the future course of action. If several solutions are discussed at the meeting but none of them have been voted upon, then you decide on the best solution and validate your choice.

Please start checking the calendar of your town or city at the beginning of the semester. Do not wait until the last minute.

### Guidelines:

1. Write a brief introductory summary introducing the topic and the problem. **The descriptive part should not exceed two paragraphs.**
2. In the body of the synopsis, discuss the impact(s) of the issue on people's lives and whether it is worthwhile to invest scarce resources in addressing that particular problem. For example, if a road through the town/city is extremely congested during office hours and there are major accidents at intersections due to traffic violations, then do you think it is right for a local government to invest in expensive monitoring cameras at traffic lights to prevent accident and traffic violations.
3. Do your own research on that topic. Check if there already exists a policy at the state, local and/or federal level and whether they are being followed in the implementation of a proposed plan in dealing with the issue. Comment on the likely changes in the community that is, how it would affect the target population and what would be the likely outcomes in the local community. Do neighboring communities have similar problems? If not, why not? If so, how are they dealing with it and what are the consequences of their policy related actions?
4. Conclude the synopsis by expressing your personal opinion on the issue that is, your criticisms and/or praise for the efforts being made to address the problem through a policy initiative.

Suggest your recommendations for further improvements in the proposed plan or policy objectives or what policy opinion/advice can you offer as an individual to your local elected and/or public officials in handling that particular problem or the issue?

5. You may add other pertinent points relevant to the issue of your choice.

The synopsis should not exceed 2 pages in length and must be typed and double-spaced. It should be typed in Times Roman font, size 12. No title page is required. Print the title at the top of the paper.

**Please note all assignments will be checked for plagiarism using the Turnitin software.\***

### **B. Term Paper Assignment**

You have to submit a term paper on an *environmental problem* and a related policy that is of interest to you. Please keep in mind that in selection of an environmental problem and a related policy, the topics used in writing synopses cannot be reused. Since there are endless environmental problems and policies, the selection of a topic should not be a problem. **Even though choice of the topic rests with you, please check with me and have it approved prior to writing your term paper. I want each student to write his or her term paper on a topic that has not been selected by another student.** *So, please make your selection at your earliest convenience. I will maintain a record and make sure that there is no repetition of topics.*

**The following guidelines need to be followed in writing the Term Paper.** Please elaborate on each item. Feel free to add additional items in your discussion of the policy.

- (a) Discuss the environmental problem that has helped to set the agenda for an environmental policy. Introduce the essential elements of this environmental policy.
- (b) Discuss the roles played by various people in passage of the policy and the media if any.
- (c) Which agency or department is responsible for implementation of the policy? Discuss its functions or explain the implementation process (describe the program used to attain the objectives of the policy).
- (d) Identify the decision making process used in policy formulation. Example, was it rational comprehensive model, incremental, mixed scanning, etc.?
- (e) Identify the presence of either an Iron Triangle or an Issue network in the policy formulation and/or implementation process. If none, explain why?
- (f) Discuss the problems or obstacles (if any) encountered in implementation of the policy.
- (g) What measures have been taken to address the problem(s)?
- (h) Has the policy benefited the public? If not, explain why? If yes, in what ways?
- (i) Discuss your personal opinion of this policy.
- (j) Provide your own recommendations or make suggestions to improve this policy.
- (k) Add your comments on pertinent issues related to your selected topic and worthy of discussion. For example, if you are writing on global warming, you can discuss the steps being taken to address the problem by U.S. and compare it with measures adopted in European countries. Even you can discuss how China and India are contributing to the problem and their policy responses to the problem. .
- (l) I would like to see a diagram in your paper where you can outline the five stages in the policy making process. You may use boxes and arrows to connect the boxes.

The term paper must be well organized. Ideas should flow clearly and smoothly from one paragraph to another. Please use headings and subtitles if necessary to avoid abrupt transition of ideas from one paragraph to another.

**The paper should be at 6 -8 double-spaced pages (excluding table of contents, reference list, title page and appendices, if any).** Do not forget to include the reference list. The reference section must contain *at least seven citations* and placed at the end of the paper. Use the **Chicago Style or format** in writing the term paper.

The typed pages should have 1" margins, the **font should be Times Roman** and the **font size should be 12 point**.

**Please submit the term paper electronically on the due date or prior to the due date.** I will send you the instructions on how to submit it. **Late submission of synopsis and term paper would lead to deduction of points.**

## *How Editors Decide: Analysis of One of the PSO Journals*

Recently the Policy Studies Journal published a useful analysis of their issues over a number of years. We wanted to make it widely available because it answers questions that we are frequently asked about what the considerations are that get some articles published and some declined, and what effects the contents of one or another of the PSO journals.

Articles are never rejected lightly. The editors of all ten of the PSO journals (as well as the Yearbook) are mindful of the fact that while an article might not be suitable for them that it might well be appropriate elsewhere. A common example is when a journal has published several articles in a recent time frame on one subject. Even though the article may be original and a contribution to the debate, the journal's schedule simply can't accommodate another article on the theme. The suggestion then is to consider another of our titles, and there is nothing untoward or improper about that. It is not the same as that cardinal sin of simultaneously submitting to several journals, which will bring down the wrath of publishing gods.

What the analysis shows is that a great deal of soul searching goes on with editors. They really do try to give every submission a good deal of thought. Conversely, authors might well take a good look at the journal to which they are submitting, because in our experience a lot of time could be saved if the agendas of all PSO publications were examined prior to submission. What leads someone to send an article on the recovery of educational institutions in New Orleans to an Asian journal, or an article on Burma to a journal on the Middle East remains to us a great mystery.

At any rate, this is a fine peek behind the scenes at a major journal, and we recommend it. You will seldom get a more detailed look at the nuts and bolts of the editorial process, and it will perhaps reassure you that editors are conscientious and concerned.

Paul J Rich  
[pauljrich@gmail.com](mailto:pauljrich@gmail.com)



## **Editors' Analysis: A Status Report of the *Policy Studies Journal*, 2004–09**

**Peter deLeon, Sam Gallaher, Jonathan Pierce, and Christopher M. Weible**

As the outlet for the Public Policy Section of the American Political Science Association and for the Policy Studies Organization, the *Policy Studies Journal* (*PSJ*) is the premier channel for the publication of public policy research. Following the vision of the previous editor Hank Jenkins-Smith and managing editor Warren Eller, *PSJ* is best described as an outlet for theoretically and empirically grounded research on policy process and policy analysis.

As new editors of *PSJ*, we are regularly asked a range of questions from members of the public policy research community: What percentage of authors are from outside the United States? How many of the articles address implementation versus agenda setting? To what extent does *PSJ* publish outside of the major theories of the policy process (e.g., punctuated equilibrium and multiple streams theories)? To what extent is *PSJ* publishing articles dealing with environment and energy issues versus other substantive topics?

Like many members of the public policy community, we can provide answers to these questions based on casual observations of *PSJ*'s content. This essay accomplishes a great deal more by summarizing the results of a systematic review of every peer-reviewed article published in *PSJ* from 2004 through 2009. The objectives are twofold: (i) to provide a common understanding of the recent history of the public policy literature as printed in *PSJ*; and (ii) to identify areas for future growth in *PSJ*. Ultimately, the rationale for conducting this systematic review is best expressed by Dave Grusin, an award-winning composer and musician, who said: "I've found that 'thinking outside the box' works better if I know what's 'inside the box'."<sup>1</sup> This editors' analysis seeks to provide the public policy community a glance inside the *PSJ* box with the hope of stimulating innovations and advancements in public policy scholarship.

### **Methods**

From 2004 through 2009, there were 203 articles published in *PSJ*. For each article, we coded the author's rank and affiliation, case study location, substantive

topic, analytical approach, policy process stage(s), and number of citations per article. The inter-coder reliability was 100 percent for items easily coded (e.g., author rank and location), and at least 80 percent for more difficult items (e.g., policy process stage or theory applied).

### Analysis of Authors

Figure 1 presents the distribution of authors by position per year. The five position types are professor, associate professor, assistant professor, graduate student, and other. Figure 1 was calculated by summing the number of author positions for each year by articles. For example, in 2009, 31 percent of 45 authors are professors, whereas only 7 percent of 45 authors fall in the “other” category. Examples of the “other” category include a contribution from Richard G. Schuldt of the Institute of Government and Public Affairs at the University of Illinois Springfield (Mooney & Schuldt, 2008), or the contribution from Allan Blackman from Resources for the Future (Blackman, 2008).

From Figure 1, at least 50 percent of the authors per year are professors and assistant professors. Associate professors are relatively underrepresented from academic ranks with their contributions at about the same rate as graduate students and

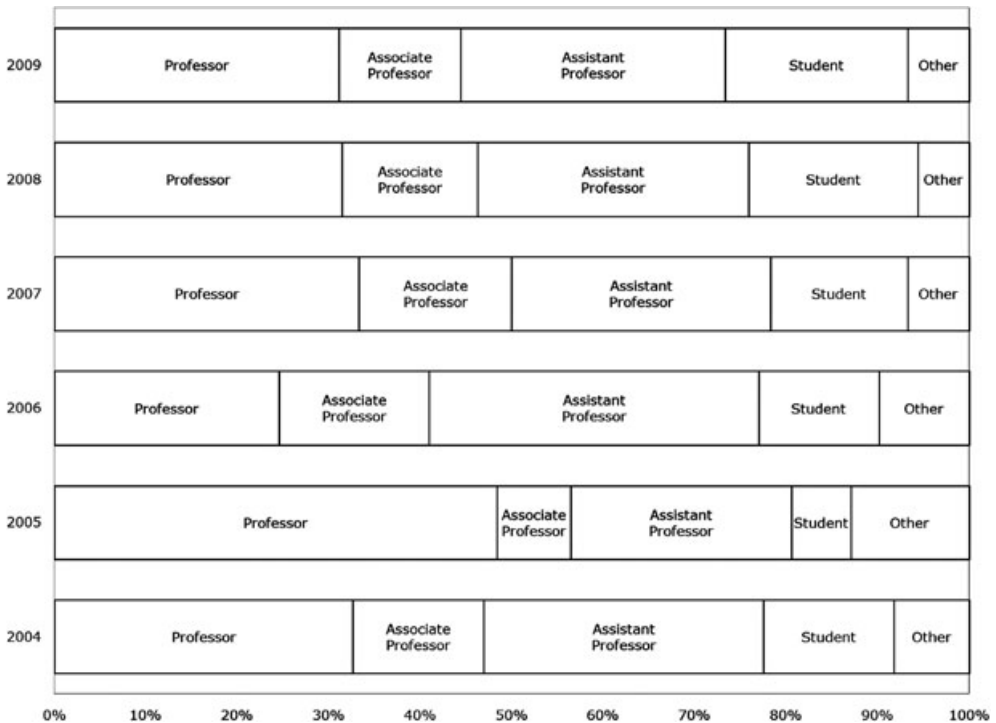


Figure 1. Percent of Authors by Position Type per Year Publishing in *Policy Studies Journal* from 2004–09.

**Table 1.** Percent of Author Types as Single Authors or as Other Co-Author Arrangements

	Professor	Associate Professor	Assistant Professor	Graduate Student	Other
<i>n</i>	101	43	88	38	30
Single author (%)	28	35	43	13	23
Co-author with professor(s) only (%)	10	21	25	34	37
Co-author with associate(s) only (%)	9	5	9	11	3
Co-author with assistant(s) only (%)	22	19	7	11	13
Co-author with student(s) only (%)	13	9	5	3	7
Co-author with other(s) only (%)	11	2	5	5	7
Mix of co-author ranks including students (%)	8	7	6	24	7
Mix of co-author ranks without students (%)	0	2	1	0	3
	100	100	100	100	100

slightly more than the “other” category. There is also a slight increase in the percentage of student authors over time.

Table 1 summarizes the extent of single authorship and various forms of co-authorship across author types from 2004 to 2009 aggregated. These percents were calculated by counting the number of articles with a certain author mix (single author, professor with assistant professor co-author, etc.), and dividing by the total number of articles per author type. For example, a professor was at least one of the authors on 101 articles, of which 28 (or approximately 28 percent) were single author.

The most common author types to publish as sole authors in *PSJ* are assistant professors (43 percent), associate professors (35 percent), and then professors (28 percent). The least likely to be sole author are graduate students (13 percent). Graduate students, in turn, are most likely to co-author with at least one professor (34 percent), or possibly a mix of co-author types, including with other students (24 percent). Likewise, a large percentage of articles authored by professors or associate professors are co-authored with assistant professors, 22 and 19 percent respectively.

### Analysis of Articles

Figure 2 lists the number of articles by the location site based on the continent or country. Case studies were coded as “Cross-Continental or Multiple Countries” if they included multiple countries in one continent, e.g., Stone’s (2008) analysis of transnational policy communities or Reichert and Jungblut’s (2007) analysis of multiple countries in Europe. Articles were coded as “Not Applicable” when dealing with theoretical topics with no research site, such as Meier’s (2009) contribution, among others, to the 2009 symposium on policy process theories. From Figure 2, we find a vast majority of articles are located in the United States ( $n = 139$  or 69 percent of 203). Cross-continental/multiple country studies or studies in Europe are the next most likely location and account for 13 percent of the 203 articles. The least likely location for research printed in *PSJ* is South America, with the only contribution coming from Escobar-Lemmon’s (2006) work on sovereign authorization of decentralization in Columbia.



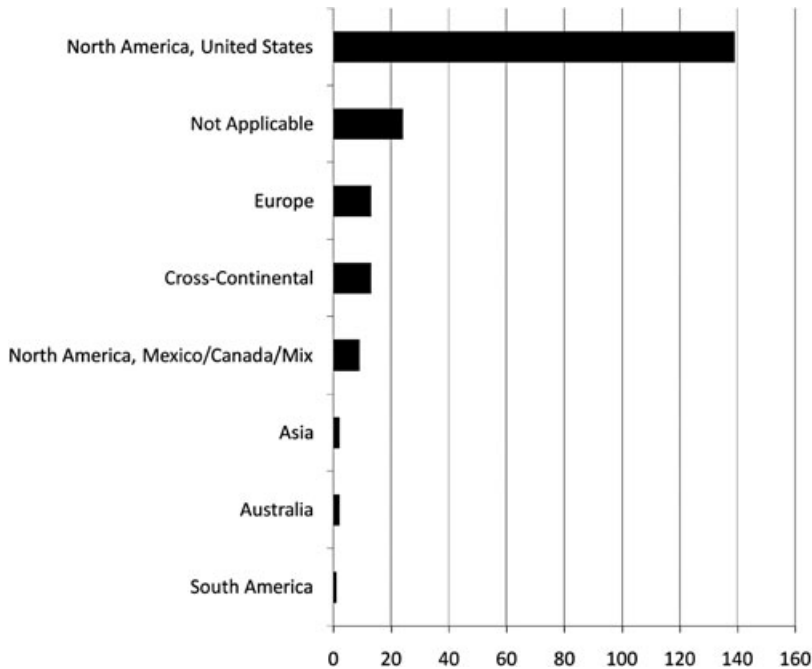


Figure 2. Number of Articles by Study Location (2004–09 Combined).

While Figure 2 shows a majority of articles from U.S. study locations, over time, the number of sites outside of the United States is actually increasing. For example, and not including articles coded as “Not Applicable,” the percentage of U.S. research sites has decreased from 93 percent in 2004 to 72 percent in 2009. Similarly, the percentage of authors from the United States has decreased from 100 percent in 2004 to 82 percent in 2009.

Figure 3 provides the number of articles by substantive topic from 2004 to 2009. The 203 articles were grouped into 14 topical categories, plus categories for “Miscellaneous,” “Public Policy Theory/No Substantive Topic,” and “Not Applicable.” The miscellaneous category consists of articles on gambling (Freund & Morris, 2006), human rights (Bobara, Mitchell, Nepal, & Raheem, 2008), immigration (Givens & Luedtke, 2004), neutral competence (Weimer, 2005), and public deliberation (Gastil & Weiser, 2006). The “Public Policy Theory/No Substantive Topic” category was added for theory-based articles without a substantive topic (e.g., Steinberg, 2007). Introductory pieces (Hill, Lynn, Proeller, & Schelder, 2005) and rebuttals (deLeon, 2005) were categorized as “Not Applicable.” This provided us with a total of 17 possible codes for substantive domain.

“Environmental/Energy” is the modal substantive topic, with a total number of articles at 53, nearly twice the total of any other substantive topic. Articles focusing on the “Public Policy Theory/No Substantive Topic” are the second most common category with 27 articles. Other domains that have relatively high amounts of applied articles are “Social Welfare” with 27, “Education” with 16, and “Health/

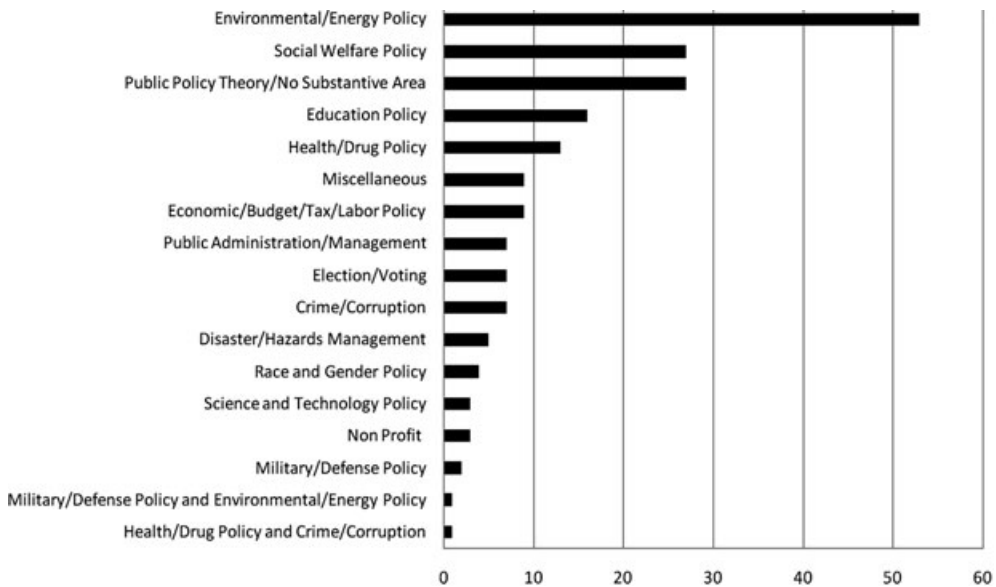


Figure 3. Number of Articles by Substantive Topics (2004–09 Combined).

Drug” with 14. The four substantive domains of Environment/Energy, Social Welfare, Education, and Health/Drug combine to make up 56 percent of the total articles printed in *PSJ*.

Foreign policy (Reichert & Jungblut, 2007), the economy (Hahm & Heo, 2008), national security (Prante & Bohara, 2008), and terrorism (May, Sapotichne, & Workman, 2009) have gained relatively little attention from policy scholars publishing in *PSJ*.

Figure 4 breaks down the number of articles by stages of the policy cycle. The results from Figure 4 show a wide, uneven study of the various stages of the policy cycle. Evaluation and agenda setting are the top two stages found in *PSJ*. The stage receiving the least amount of attention is termination (Graddy & Ye, 2008; Wallner, 2008). More than 50 articles focus on more than one policy stage or frame their analysis via an approach unrelated to any policy stage.

Figure 5 presents the analytical approach (such as a theory, framework, or model). Theories that did not have an aggregate total of more than five applications among all *PSJ* publications were categorized together as an “other” category. There were over 70 different articles in the “other” category, examples including multiple streams (Marschall & Shah, 2005), principal–agent theory (Alvarez & Hall, 2006), fiscal federalism (Hall, 2008), and social capital (John, 2005).

Policy analysis is the most common analytical approach found printed in *PSJ*, with a total of 46 articles. This reflects the finding in the stages coding that the majority of articles focus on evaluation/analysis. The most common comprehensive single theory of the policy process is the punctuated equilibrium theory, with 16. The remaining analytical approaches range between 5 and 11 applications, with public management at 11, and advocacy coalition framework at 10.

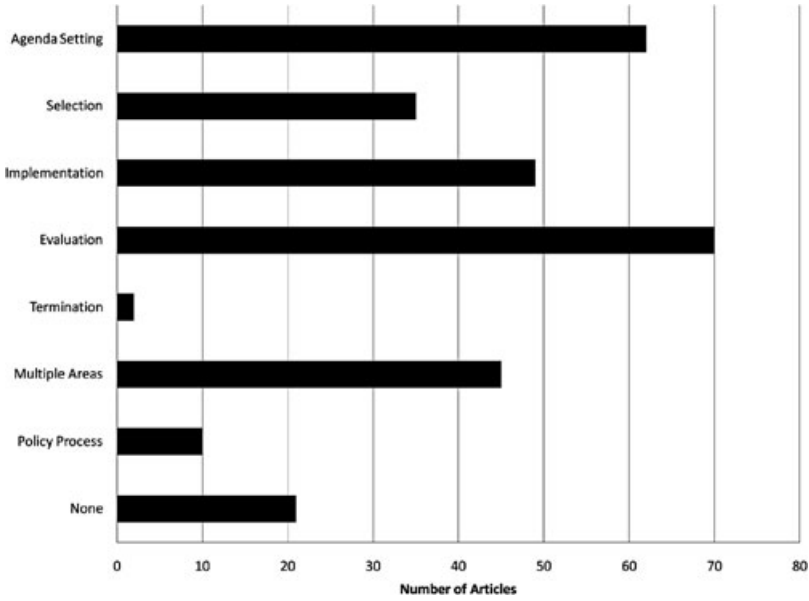


Figure 4. Number of Articles by Policy Stage (2004–09 Combined).

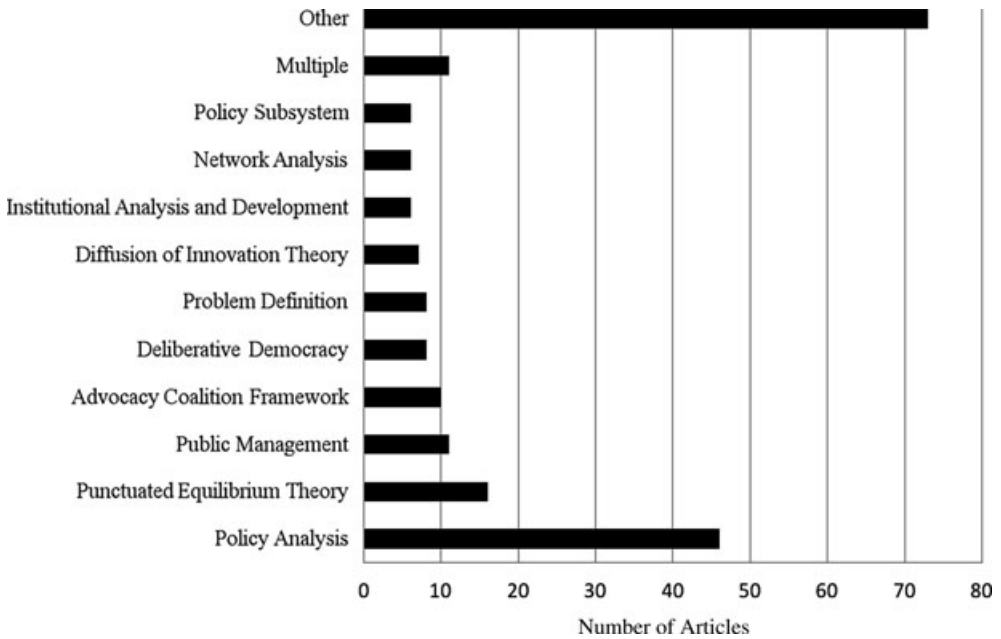


Figure 5. Number of Articles by Analytical Approach (2004–09 Combined).

## Summary

The analysis of *PSJ*'s recent history of published articles shows a few trends and suggests areas for growth.

First, at least half of the authors are full professors and assistant professors, who are publishing as single authors or as co-author teams. Associate professors are underrepresented. One interpretation is that *PSJ* currently serves as an outlet for mentoring assistant professors and graduate students and an outlet for assistant professors to earn a single authored publication. We welcome the use of *PSJ* for mentoring, but also encourage authors to consider *PSJ* for their best work, particularly by those from associate professors.

Second, the modal substantive topic is environmental and energy policy. The emphasis on environmental and energy policy could simply signal the substantive focus of policy process scholars who regularly seek out *PSJ* as an outlet for their work, especially those who apply the advocacy coalition framework, punctuated equilibrium theory, and institutional analysis and development. It may also reflect the two symposiums on voluntary environmental programs in 2007 and 2008. Finally, the emphasis on environmental and energy policy may echo, to a smaller degree, the specialty area of the former editor, his preferences for articles, and his ability to solicit submissions from his professional network. Given the obvious that public policy is more than just about environmental and energy policy, we encourage submission on other topical areas, such as education, social welfare, and foreign policy.

Third, a majority of articles have research sites or authors within the United States. Reflecting the global circulation of the journal, there is a strong trend of increasing internationalization of *PSJ*'s content. As globalization continues to interconnect our world making local issues global, we encourage submissions from authors outside of the United States and submissions from U.S. authors writing about international issues.

Fourth, as noted, *PSJ* has had numerous articles dealing with specific stages of the policy process (e.g., policy implementation or program evaluation). We would encourage potential authors to contribute their best work on the various components of the policy cycle as one means to clarify the characteristics of the individual policy stages or on developing the key interactions between the stages (e.g., implementation and evaluation). Additionally, this review shows great breadth in the types of frameworks, theories, and models used in the analysis with no single approach, outside of policy analysis/evaluation, dominating—a trend that we hope continues.

This essay began with the purpose of answering questions about the content of *PSJ*; this essay now, at its end, raises a host of new questions about the journal and its management. Are the editors somehow biased in their approaches? Of course, we acknowledge that we favor clear and logical and oft-times-but-not-invariably empirical manuscripts. We also consciously accept manuscripts that we think will be of interest to public policy readership. Are we oversubscribed on particular topics or approaches? Possibly; this analysis shows, for example, that *PSJ* has published

articles more in the environmental/energy fields than other fields, and has published more scholarship completed in the United States than in other parts of the world. What is the future of *PSJ*? From this review, our message to *PSJ*'s readers and authors is simple—we welcome submissions that continue to build on *PSJ*'s past strengths (e.g., environment/energy), as well as encourage submissions that broaden the reach of *PSJ* so that it embodies the diverse scholarship of the public policy community.

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### Note

1. Quote read on a Starbucks coffee cup, circa 2007.

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