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Public Policy Process

Dr. Thomas A. Birkland, North Carolina State University

Course Description

This course is an overview of theories of the public policy process in the United States. Like in most social sciences, policy process studies are not “paradigmatic.” That is, we do not have one dominant theory of the policy process. Instead, there are several approaches to the policy process.

You are taking this course at a particularly interesting time in our field. The dominant theories of the process are sophisticated, have strong adherents, and have active research programs that continue to develop and refine these theories. The goal in all these theories is to help us to understand *the policy process* as a whole. But there is a sense in the field that we could improve these theories’ explanatory and predictive power. Indeed, the ability to predict policy change is something of a holy grail in our field. The key question in our field, then, is whether these theories can be improved and reconciled, and help to understand and even predict policy change, or whether some new body of theory needs to be created.

This course will familiarize you with the major theories of the policy process, prepare you to conduct social science research, and prepare you for teaching graduate and undergraduate courses in public policy. Public policy is an important aspect of the training of any public administration scholar, and the two fields share many concerns and interests. But the fields are also quite different in terms of their orientation and origins. Indeed, there’s little consensus among people who claim to be “policy scholars” or “policy scientists” as to what the study of public policy *is*. This course is firmly grounded in what has come to be known as the policy process field, which has its primary roots in political science. This is not a course in policy *analysis*, which is rooted in economics, nor is it a course on substantive public policy content. Rather, in presenting theories of the policy process, my goal is to equip you with tools you can use to study the policy process in any policy domain of your choice.

This is a seminar course, and *active* participation in this course is a central requirement. I assume that you are familiar with the basics of American politics. **If you are not, you will want to supplement your reading with any popular American politics textbook.**

The course will not cover every theory and aspect of the policy process. No such course could do so in one semester. My goal is to expose you to the main literature and thinking in the field to prepare you for a career of engaging in and learning from the key debates in this field.

A newer feature of this syllabus is a more extensive list of recommended readings. Many of these readings are included in the Google drive folders described below, or are

accessible to you in the University library, using its databases for journals and other materials.

Course Objectives

- To help you understand the academic discipline of public policy research, and its main methods and questions.
- To give you the opportunity to read, discuss, clarify, critique, and amplify key literature in the public policy field, in your roles as teachers and researchers.
- To prepare you to engage in academic and intellectual research and publishing in political science, public administration, or public policy departments or programs.
- To serve as a forum for scholars with shared interests and different experiences in understanding public policy as a field of endeavor.
- To value and encourage enthusiasm and intellectual curiosity. These qualities will also make the course easier for you to navigate and enjoy graduate school and your professional career.

Course Format

The format for this course will be a doctoral seminar in which you will be responsible for weekly readings, writing assignments, and participation in as well as facilitation of class discussions.

Annotated bibliography and reaction papers (35%)

Effective and efficient reading comprehension and information management are essential skills of any scholar. In this class, we will focus on enhancing your skills and efficiency at discerning this structure and identifying the core arguments in the theoretical and empirical source material. Further, unless you are blessed with a gifted memory, most of what you read will be forgotten unless you have a system for distilling and recording what the literature says. Most scholars develop systems for organizing and managing literature so that the primary arguments, findings, and key lessons can be easily referenced at a future date (e.g., studying for comprehensive exams). If you have already developed such a system, this class will provide you the opportunity to sharpen your skills and discipline in using it. If you have not yet developed such a system, this class will provide you with the tools to do so.

Each week, the class will, *as a group*, be collaborating on the creation of an annotated bibliography of the course readings. Each week's annotated bibliography will consist of annotations about both the assigned readings and on selected optional readings.

Annotated Bibliography: You may be familiar with literature notes from other classes. This year, you will work from a common Google Document. The way we will proceed is this: The discussion leader will start the process by starting to write the annotated bibliography a Google document file contained in the common folder for the appropriate week. Once the leaders have begun, others should join in with (1) additions,

suggestions, and comments on the bibliography *and* (2) your own notes on one of the recommended readings of your choice, *or* a reading you'd like to add to the list of recommended readings. Such a reading should be cleared with me. If you would like to collaborate with a classmate to write the annotation for one of the recommended readings, please let me know you are doing so. *For weeks in which there are no recommended readings, you need not complete this portion of the assignment.* The discussion leader will want to coordinate with each other to ensure that each member of the class adds something new to the bibliography. Remember, when you are editing or adding to the Google documents, do so in "suggesting" mode, which will allow us all to see who contributed what to these annotations.

- For theoretical and conceptual articles, your annotated bibliography should focus on identifying the authors' primary thesis or theses, critical components of the argument that support their thesis, and the basic propositions/elements of the theory or framework they are presenting. For empirical studies, the annotation should include a summary of the research question(s) that defined the study, hypotheses tested (if applicable), methods/measures used, and key findings. For all articles, you should also record any additional insights about the reading that you will want to remember (e.g., key citations you might use in your research, limitations, linkages to other theories or readings from this course or other core courses, etc.). Keep in mind that this is an annotated bibliography, *not* simply a summary of the readings. So you want to keep to no more than 300 to 500 words per item.
- In writing these notes, you can insert your own notes, make comments on other students' notes, ask questions, or suggest revisions or corrections—indeed, all the things you would do in a collaborative document. **Everyone is expected to contribute every week.** You may also want to make changes and additions or pose questions in the document during class as well. You may wish to bring a computer to class for this purpose. Keep in mind that the idea is to summarize and draw out key ideas, not necessarily to simply outline the readings. Help each other by offering ideas for synthesizing and improving the annotated bibliography. This is why this is a collaborative assignment!
- I will review annotated bibliography for the extent to which you all contributed every week.
- For those in our course who are not native English speakers—please don't let that prevent you from contributing. Write what you can, and collectively we will help with minor points of grammar or vocabulary.
- Here are some websites that provide ideas about how to write annotated bibliographies. Keep in mind that our annotated bibliographies are going to be a bit more detailed than the examples provided here.
 - https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html
 - https://sites.umgc.edu/library/libhow/bibliography_tutorial.cfm
 - <https://guides.library.cornell.edu/annotatedbibliography>
- **Synthesis/Reaction papers:** You will also prepare an individual reaction paper of about 1000 words that synthesizes the basic premises of that week's theory including

the primary phenomenon the theory seeks to explain, identifies variation in different authors' interpretation/application of the theory, and offers your reactions to the theory. For example, what are your thoughts on the usefulness and limitations of the theory in helping to guide or inform research in public policy? To what extent are the phenomena the theory seeks to explain relevant to the study of public policy? To your research interests? Remember, a reaction paper is not about how you "feel" about the reading; it is about its scholarly contribution, value, and its utility in your work. The paper should tie together what may seem to be disparate readings into a synthesis. As such, you cannot ignore any of the required readings when you write this paper. Nor is this paper to be a mere summary—it is an analysis, and **should be treated with the sort of care that characterizes any scholarly writing**. In other words, this is to be a carefully constructed paper, not simply a think piece.

You will use your reaction papers as the basis for starting the week's discussion. Please save a copy of each reaction paper in the weekly common folder for the course, *and* in your personal folder, no later than **Sunday at noon the day before the class meeting**.

Reaction papers will be graded as either low pass, pass, or high pass. You may rewrite any paper to aim for a higher mark, although your grades are not as important as your comprehension of the materials. You should plan to rewrite papers that earn a low-pass mark. A consistent record of low-pass work may signal a problem with comprehension of the material for which you should seek help, because this may be an indicator that you might struggle with the comprehensive exam. Late papers will never be marked high pass. Please also note that excellent writing is expected. I will mark papers for grammar, style, and substance, keeping in mind this course is intended to prepare you for a career in academia or other research settings. Of course, **please put your name on the paper itself**—even though we will be distributing all the papers electronically, you will want to put your name on the first page of the paper.

You do not need to write a reaction paper every week—the schedule for when you will write your papers is at the end of the syllabus. Remember, both discussion leaders and response paper authors will write papers. Of course, if you would like, you may submit reaction papers on weeks where you are not assigned to write if you wish, if you would like the practice and feedback.

Discussion Leaders (15%)

As this course will adopt a seminar format, for most classes the weekly discussion leader and co-leader will be responsible for co-presenting and facilitating discussion on the week's readings. A doctoral seminar is a community of scholars; the success of each week's seminar will be a direct function of your enthusiastic and energetic participation and preparation.

Discussion agenda: If you are the lead for a given week, you will lead the discussion for that week. No later than **Sunday at 4 pm**, you will submit to me an agenda that will

describe what you believe we should discuss in our seminar. I will help direct the discussion, but a better seminar will be student-led.

The overarching learning goals for each class include:

- Understanding and clarification of the major premises of each theory/perspective. This should include identifying the context and key constructs and the independent and dependent variables in any relational theory.
- Comparison and integration of the ideas across the readings to simplify, enhance understanding, and aid memory.
- Application and critique of theories to inform research.
Because you and your colleagues have read the same readings, it is not expected that discussion leaders be the “content experts” although you will be held responsible for being conversant in the week’s readings. Your primary role is to be the process leader.
Performance as a discussion leader will be evaluated using the following criteria:
- Discussion leaders are well-prepared, well-organized, and demonstrate thorough familiarity with and consideration of the week’s readings.
- An engaging discussion on the integration of ideas and theories, or a critique of these theories, or both, has occurred.
- The application of these ideas for informing research have been discussed.

Participation (20%)

- Be conversant with the week’s readings and corresponding concepts, frameworks, and theories. This does not mean you have to know everything! To be conversant also means understanding what you do and do not comprehend. After all, learning at this level is highly iterative.
- Identify points of ambiguity and be willing to present these to the class as points for discussion. These may include ambiguities related to:
 - Content (I am not sure what the authors mean by....?)
 - Implication (if we accept this perspective, does that mean that....?)
 - Relevance (I get that the author/theory is saying X, but I am not sure why X matters for anything. – Or - Now that I know X, I am not sure what to do with it)
- Identify and be willing to share insights related to content, implication, or relevance of the theories, particularly as they relate to your research interests. As an emerging scholar, you should have a general intellectual curiosity about a broad range of ideas and should be able to understand the implications of various theories and perspectives for your research interests. For those of you whose plans do not include research in the policy process, how does the material you have read relate to your teaching interests, or to your development as a social scientist broadly?

Practice may not make us perfect, but practice makes us *better* – and the art of integrating abstract theory into more specific research interests is no exception. For each class, you should have developed some preliminary ideas about how the ideas in the week’s readings could inform or have implications for your research or teaching

interests, and you should be prepared to share your insights. The seminar is small, and reluctant participation will be quite noticeable.

Final Exam (30%)

There will be a final take home written exam. The exam will be due on a date to be determined later this semester. It will be a broad and comprehensive written exam, to be written as an essay (not as an outline or set of bullet points) and will assess your overall grasp of the literature we consider in this seminar.

Attendance and late assignments

A doctoral degree demands far more of students than any other degree. I will assume that all students in this program are prepared to devote the time and effort to this course commensurate with your status as Ph.D. students, regardless of whether you are a full-time or part-time student or are in another program.

I expect everyone to be present for every class. Because this seminar is quite small, it is **very important that we all attend all seminars**. I do excuse an unavoidable absence for personal reasons, such as illness, but repeated absences harm the seminar and diminish your likelihood of success in this course. If you are currently employed, it is your responsibility to manage your calendar so that you can attend class. Absences from seminar to attend to one's job will signal that you are not a serious doctoral student and will result in a lower course grade. If you must be absent from seminar, please inform me by email well before the seminar meets, and as early in the semester as possible. Excessive (that is, more than one) unexcused absences will result in a lower grade in the course.

There may be times when I cannot hold class due to professional obligations. I will let you know of such instances well in advance. As of the time of this writing, I do not anticipate any such absences.

Managing Assignments

We will not share reaction papers and other materials on paper or via email. Rather, will share documents via the Google Drive capacity you already have as part of the NC State Google Mail. For this to work, you must be in the habit of using your NCSU Google applications for this course, and, for this course, **the only email address I will use to communicate with you will be your unity address, not an alias**. You should use *only* this address to communicate with me. You should not use email aliases or your personal email to communicate with me or with others in the class. This is because using aliases or personal email fouls up document sharing in Google. For example, to effectively use Google Drive I will always use my Unity address, tabirkla@ncsu.edu. I will not use non-NCSU addresses, nor will I respond to them for course work, so please do not ask me to add your personal email to the class email list.

Books and Readings

I have ordered all the books at the NCSU Bookstore, but you can also order them online, and there are often used copies of these books at lower prices. Since you are likely to refer to these books later in your career, you may want to find new or gently used copies. Many of these books are also available for Kindle; you can read Kindle books in a web browser, on iOS and Android phones and tablets, on PCs and Macs with an app, and on a Kindle device.

Baumgartner, Frank R., and Bryan D. Jones. 2009. *Agendas and Instability in American Politics*. 2nd ed. Chicago: University of Chicago Press. ISBN: 978-0226039497. (Available on Kindle.)

Kingdon, John W. 2011. *Agendas, Alternatives, and Public Policies*. 2nd ed. Longman classics in political science. New York: Longman. ISBN 978-0205000869.

Smith, Kevin B., and Christopher W. Larimer. 2017. *The Public Policy Theory Primer*. 3rd edition. New York: Routledge. ISBN 978-0813350059.

Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*. 3rd ed. New York: W.W. Norton & Co. ISBN 978-0393912722.

Weible, Christopher M. and Paul A. Sabatier, eds. 2017. *Theories of the Policy Process*. Fourth edition. New York Westview Press. ISBN 978-0813350523 (Available on Kindle.)
Please note this is the newest edition, and we will not be using the third or earlier editions.

In addition to these books, you will also read:

Birkland, Thomas A. 2019. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*. 5th ed. New York, NY: Routledge. **Do not buy this! I will provide you with a copy of this book. If you already own a copy of the 4th edition, that will be adequate.**

The other readings are available in the course reading folder in Google Drive. You can also easily retrieve any items with a Digital Object Identifier, or DOI, by going to the main library page and pasting the DOI into the search box. If a link is broken, it should be a simple matter to find most articles and websites through the NC State Library's databases. Do let me know if you find broken links, but do not let a broken link lead you to not finding and doing the reading.

A note on doing the reading

As you will see, the readings are not evenly distributed across the entire semester. Some weeks have considerably more reading than do others. There is a heavy reading load because this course is a doctoral seminar; doctoral education requires

that you maintain a high level of intellectual curiosity and a consistent level of commitment to reading, studying, and thinking about key ideas in your discipline. This means that you probably will not do well if you just read week by week. You should delve into the readings as soon as possible. The readings on this syllabus are not listed in order of when you will do the reading; they are listed in order of when we will *discuss* these readings. On lighter weeks, and during holidays, you should read ahead to the extent needed. You will also find that the course is highly iterative and that the authors and ideas cross-reference each other throughout the term.

Other Policies

Electronic devices

Please turn off your cell phones during the seminar or place them in “airplane mode.” If you must be on call, set your phone to vibrate. Please step out only for emergency calls. Please let the most important people in your world know that you are in a graduate seminar and should not be disturbed.

Because many of the readings for the course are distributed digitally, I have no objection to your using a laptop in class. Please restrict your use to activities relevant to the course. Make sure your device is charged before class, as there may not be enough power outlets for everyone in the seminar room.

Week 1: August 10 – Introduction to the Course and to the Policy Process

Birkland, <i>An Introduction to the Policy Process</i> , entire book (skim if you must) Smith, Kevin B., and Christopher W. Larimer. 2017. <i>The Public Policy Theory Primer</i> . 3rd edition. New York: Routledge. Chapters 1 and 2

Don't panic! This looks like a lot of reading. But the Cairney articles are short and to the point.

Cairney, Paul. 2013. “Policy Concepts in 1000 Words: The Policy Cycle and Its Stages.” *Paul Cairney: Politics and Policy* (blog). November 11, 2013.

<https://paulcairney.wordpress.com/tag/stages-heuristic/>.

Cairney, Paul. 2015. “12 Things to Know About Studying Public Policy.” Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2015/10/29/12-things-to-know-about-studying-public-policy/>

Cairney, Paul. 2016. “Policy in 500 Words: If the Policy Cycle Does Not Exist, What Do We Do?” Paul Cairney: Politics & Public Policy,

<https://paulcairney.wordpress.com/2016/05/21/policy-in-500-words-if-the-policy-cycle-does-not-exist-what-do-we-do/>

Cairney, Paul. 2016. “What Is Policy?” *Paul Cairney: Politics & Public Policy* (blog). March 4, 2016. <https://paulcairney.wordpress.com/2016/03/04/what-is-policy-3/>.

Sabatier, Paul A. 1991. “Political Science and Public Policy.” *PS: Political Science and Politics* 24 (2): 144–56.

Sabatier, Paul A. 1991. “Toward Better Theories of the Policy Process.” *PS: Political Science and Politics* 24 (2): 144–56.

Weible, Christopher M. 2017. "Introduction: The Scope and Focus of Policy Process Research and Theory." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

Recommended

Brewer, Garry D. 1974. "Editorial: The Policy Sciences Emerge: To Nurture and Structure a Discipline." *Policy Sciences* 5 (3): 239–44.

deLeon, Peter. 1999. "The Stages Approach to the Policy Process: What Has It Done? Where Is It Going?" In *Theories of the Policy Process*. 2nd edition, edited by Paul Sabatier. Boulder, Colo.: Westview.

Lasswell, Harold D. 1951. "The Policy Orientation." In *The Policy Sciences*, edited by Daniel Lerner and Harold D. Lasswell. Palo Alto, CA: Stanford University Press.

Hacker, Jacob S., and Paul Pierson. 2014. "After the 'Master Theory': Downs, Schattschneider, and the Rebirth of Policy-Focused Analysis." *Perspectives on Politics* 12 (3): 643–62.

Week 2—August 17 – Decision Making in the Policy Process

Smith, Kevin B., and Christopher W. Larimer. 2017. *The Public Policy Theory Primer*. 3rd edition. New York: Routledge. Chapter 3.

Birkland, Thomas A. 2019. *An Introduction to the Policy Process*. 5th edition. New York: Routledge. Chapter 8.

Howlett, Michael, M. Ramesh, and Anthony Perl. 2009. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 3rd ed. New York: Oxford University Press, Chapter 6

Lindblom, Charles E. 1959. "The Science of 'Muddling Through.'" *Public Administration Review* 19 (2): 79–88

Lindblom, Charles E. 1979. "Still Muddling, Not Yet Through." *Public Administration Review* 39 (6): 517–26.

Simon, Herbert A. 1955. "A Behavioral Model of Rational Choice." *The Quarterly Journal of Economics* 69(1): 99.

Recommended

Allison, Graham T., and Philip Zelikow. 1999. *Essence of Decision: Explaining the Cuban Missile Crisis*. 2nd ed. New York: Longman.

Bendor, Jonathan, and Thomas H. Hammond. 1992. "Rethinking Allison's Models." *American Political Science Review* 86 (2): 301–22.

Tversky, Amos, and Daniel Kahneman. 1992. "Advances in Prospect Theory: Cumulative Representation of Uncertainty." *Journal of Risk and Uncertainty* 5 (4): 297–323. <https://doi.org/10.1007/BF00122574>.

Kahneman, Daniel. 2011. *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

Miller, Thomas I. 1989. "Gut-Level Decisionmaking: Implications for Public Policy Analysis." *Journal of Policy Analysis and Management* 8 (1): 119. <https://doi.org/10.2307/3324431>.

Schulman, Paul R. 1975. "Nonincremental Policy Making: Notes Toward an Alternative Paradigm." *American Political Science Review* 69 (4): 1354–70.

Week 3—August 24—The Policy Context: Official Actors in the Policy Process

Review Birkland, Chapter 4

The legislative branch

Fiorina, Morris. 1995. "Congress: Keystone of the Washington Establishment." In *Public Policy: The Essential Readings*, edited by Stella Z. Theodoulou and Matthew A. Cahn, 212–20. Englewood Cliffs, NJ: Prentice Hall.

Theriault, Sean M., and JoBeth Surface Shafran. 2013. "Reintroducing the Policy Process into Studying Congress." In *New Directions in American Politics*, edited by Raymond J. La Raja, 43–60. *New Directions in American Politics*. New York, NY: Routledge.

The executive branch and the bureaucracy

Light, Paul. 1995. "The Presidential Policy Stream." In *Public Policy: The Essential Readings*, edited by Stella Z. Theodoulou and Matthew A. Cahn, 224–37. Englewood Cliffs, NJ: Prentice Hall.

Meier, Kenneth J. "Bureaucracy and Democracy: The Case for More Bureaucracy and Less Democracy." *Public Administration Review* 57, no. 3 (May 1997): 193.

<https://doi.org/10.2307/976648>.

Wildavsky, Aaron. 1966. "The Two Presidencies." *Trans-Action/Society* 4: 7–14.

The judicial branch

Dahl, Robert A. 1957. "Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker." *Journal of Public Law* 6: 279–95.

<http://epstein.wustl.edu/research/courses.judpol.Dahl.pdf>

Casper, Jonathan D. 1976. "The Supreme Court and National Policy Making." *American Political Science Review* 70 (1): 50–63.

<http://epstein.wustl.edu/research/courses.changecasper.pdf>

Recommended

Eshbaugh-Soha, Matthew. 2010. "The Importance of Policy Scope to Presidential Success in Congress." *Presidential Studies Quarterly* 40 (4): 708–24.

<https://doi.org/10.1111/j.1741-5705.2010.03807.x>

Kasdin, Stuart. 2018. "Creating Comity amidst Gridlock: A Corporatist Repair for a Broken Congress." *Policy Sciences* 51 (1): 117–30. <https://doi.org/10.1007/s11077-018-9310-z>.

Lowery, David. 2013. "Lobbying Influence: Meaning, Measurement and Missing." *Interest Groups & Advocacy* 2 (1): 1–26. <https://doi.org/10.1057/iga.2012.20>.

Mahoney, Christine, and Frank R. Baumgartner. 2015. "Partners in Advocacy: Lobbyists and Government Officials in Washington." *The Journal of Politics* 77 (1): 202–15.

<https://doi.org/10.1086/678389>.

Morris, Jonathan S., and Rosalee A. Clawson. 2005. "Media Coverage of Congress in the 1990s: Scandals, Personalities, and the Prevalence of Policy and Process." *Political Communication* 22 (3): 297–313. <https://doi.org/10.1080/10584600591006546>.

Oleszek, Walter J., Mark J. Oleszek, Elizabeth Rybicki, and Bill Heniff. 2016. *Congressional Procedures and the Policy Process*. Tenth edition. Thousand Oaks, California: CQ Press.

Rosenberg, Gerald N. 2008. *The Hollow Hope: Can Courts Bring About Social Change?* 2nd ed. Chicago: University of Chicago Press.

Week 4—August 31—The Policy Context: Power and Unofficial Actors in the Policy Process

Review Birkland, Chapter 5 and 6

Read these in the order listed below

- Dahl, Robert. 1958. "A Critique of the Ruling Elite Model." *American Political Science Review* 52:463-469.
- Bachrach, Peter, and Morton S. Baratz. 1962. "Two Faces of Power." *American Political Science Review* 56 (4): 947–52. doi:10.2307/1952796.
- Parenti, Michael. 1970. "Power and Pluralism: A View from the Bottom." *The Journal of Politics* 32 (3): 501–30. <https://doi.org/10.2307/2128829>.
- Schattschneider, E.E. 1975. "The Scope and Bias of the Pressure System." In *The Semisovereign People*, pp. 20–45. Hinsdale, Ill.: The Dryden Press.
- Gaventa, John. 1980. *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*. Urbana: University of Illinois Press,
- King, Gary, Benjamin Schneer, and Ariel White. 2017. "How the News Media Activate Public Expression and Influence National Agendas." *Science* 358 (6364): 776–80. <https://doi.org/10.1126/science.aao1100>.
- Recommended
- Baumgartner, Frank R, Jeffrey M Berry, Marie Hojnacki, David C Kimball, and Beth L Leech. 2014. "Money, Priorities, and Stalemate: How Lobbying Affects Public Policy." *Election Law Journal* 13 (1): 194–209.
- Broockman, David E., and Christopher Skovron. 2018. "Bias in Perceptions of Public Opinion among Political Elites." *American Political Science Review* 112 (3): 542–63. <https://doi.org/10.1017/S0003055418000011>.
- Bennett, W. Lance. 1990. "Toward a Theory of Press-State Relations in the United States." *Journal of Communication* 40 (2): 103–27. <https://doi.org/10.1111/j.1460-2466.1990.tb02265.x>.
- Burstein, Paul. 1998. "Bringing the Public Back In: Should Sociologists Consider the Impact of Public Opinion on Public Policy?" *Social Forces* 77 (1): 27–62.
- Merry, Melissa K. 2010. "Blogging and Environmental Advocacy: A New Way to Engage the Public? Blogging and Environmental Advocacy." *Review of Policy Research* 27 (5): 641–56. <https://doi.org/10.1111/j.1541-1338.2010.00463.x>.
- Merry, Melissa K. 2011. "Interest Group Activism on the Web: The Case of Environmental Organizations." *Journal of Information Technology & Politics* 8 (1): 110–28. <https://doi.org/10.1080/19331681.2010.508003>.
- Schattschneider, E.E. 1975. *The Semisovereign People*. Hinsdale, Ill.: The Dryden Press.
- Wolfe, Michelle. 2012. "Putting on the Brakes or Pressing on the Gas? Media Attention and the Speed of Policymaking." *Policy Studies Journal* 40 (1): 109–26. <https://doi.org/10.1111/j.1541-0072.2011.00436.x>.

Week 5—September 7—Policy Design

Smith and Larimer Chapter 4

Head, Brian W., and John Alford. 2015. "Wicked Problems: Implications for Public Policy and Management." *Administration & Society* 47 (6): 711–39.

<https://doi.org/10.1177/0095399713481601>.

May, Peter J. 1990. "Reconsidering Policy Design: Policies and Publics." *Journal of Public Policy* 11(2): 187–206. <https://www.jstor.org/stable/4007381>

Schneider, Anne, and Helen Ingram. 1993. "The Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87(2):334-348. DOI 10.2307/2939044

Howlett, Michael. 2018. "Matching Policy Tools and Their Targets: Beyond Nudges and Utility Maximisation in Policy Design." *Policy and Politics* 46(1): 101–24. DOI 10.1332/030557317X15053060139376

Schneider, Anne, and Mara Sidney. 2009. "What Is Next for Policy Design and Social Construction Theory?" *Policy Studies Journal* 37 (1): 103–19.

<https://doi.org/10.1111/j.1541-0072.2008.00298.x>.

Recommended

Stone, Deborah A. 1989. "Causal stories and the formation of policy agendas." *Political Science Quarterly* 104(2): 281-300.

Anne Larason Schneider, and Helen Ingram. 1997. *Policy Design for Democracy*. Lawrence, KS: University Press of Kansas.

Week 6—September 14: The Multiple Streams Approach and Agenda Setting

Guests: Rob DeLeo, Bentley University, and Kristin Taylor, Wayne State (PhD, P.A., NC State, 2012)

Birkland, Chapter 11 (the short section on this framework or approach)

Kingdon, John W. 2011. *Agendas, Alternatives, and Public Policies*. Updated 2nd ed. Longman Classics in Political Science. Boston: Longman.

Herwig, Nicole, Nikolaos Zahariadis, and Reimut Zöhlnofer. 2017. "Ambiguity and Multiple Streams." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

Cairney, Paul, and Michael D. Jones. 2016. "Kingdon's Multiple Streams Approach: What Is the Empirical Impact of This Universal Theory? Kingdon's Multiple Streams Approach." *Policy Studies Journal* 44 (1): 37–58. <https://doi.org/10.1111/psj.12111>.

Cairney, Paul. 2013. "Policy Concepts in 1000 Words: Multiple Streams Analysis." Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/>

Cairney, Paul. 2017. "Policy in 500 Words: Multiple Streams Analysis and Policy Entrepreneurs." Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2017/06/23/policy-in-500-words-multiple-streams-analysis-and-policy-entrepreneurs/>

DeLeo, Rob A. 2017. "Indicators, Agendas and Streams: Analysing the Politics of Preparedness." *Policy & Politics*. <https://doi.org/10.1332/030557317X14974484611316>.

Howlett, Michael, Allan McConnell, and Anthony Perl. 2015. "Streams and Stages: Reconciling Kingdon and Policy Process Theory: Streams and Stages: Reconciling

Kingdon and Policy Process Theory.” *European Journal of Political Research* 54 (3): 419–34. <https://doi.org/10.1111/1475-6765.12064>.

O’Donovan, Kristin. 2017. “An Assessment of Aggregate Focusing Events, Disaster Experience, and Policy Change.” *Risk, Hazards & Crisis in Public Policy* 8 (3): 201–19. <https://doi.org/10.1002/rhc3.12116>.

Recommended

Birkland, Thomas A. 1998. “Focusing Events, Mobilization, and Agenda Setting.” *Journal of Public Policy* 18 (1): 53–74.

Cairney, Paul. 2018. “Three Habits of Successful Policy Entrepreneurs.” *Policy and Politics* 46 (2): 199–215. <https://doi.org/10.1332/030557318X15230056771696>.

Cohen, Michael D., James G. March, and Johan P. Olsen. 1972. “A Garbage Can Model of Organizational Choice.” *Administrative Science Quarterly* 17 (1): 1–25. doi:10.2307/2392088.

http://www.jstor.org/prox.lib.ncsu.edu/stable/2392088?seq=1#page_scan_tab_contents

Jones, Michael D., Holly L. Peterson, Jonathan J. Pierce, Nicole Herweg, Amiel Bernal, Holly Lamberta Raney, and Nikolaos Zahariadis. 2016. “A River Runs Through It: A Multiple Streams Meta-Review: A Multiple Streams Meta-Review.” *Policy Studies Journal* 44 (1): 13–36. doi:10.1111/psj.12115.

Knaggård, Åsa. 2015. “The Multiple Streams Framework and the Problem Broker.” *European Journal of Political Research* 54 (3): 450–65. <https://doi.org/10.1111/1475-6765.12097>.

Robinson, Scott E., and Warren S. Eller. 2010. “Participation in Policy Streams: Testing the Separation of Problems and Solutions in Subnational Policy Systems.” *Policy Studies Journal* 38 (2): 199–216. doi:10.1111/j.1541-0072.2010.00358.x.

Sætren, Harald. 2016. “From Controversial Policy Idea to Successful Program Implementation: The Role of the Policy Entrepreneur, Manipulation Strategy, Program Design, Institutions and Open Policy Windows in Relocating Norwegian Central Agencies.” *Policy Sciences* 49 (1): 71–88. <https://doi.org/10.1007/s11077-016-9242-4>.

Week 7—September 21: The Advocacy Coalition Framework

Guest speaker: Christopher Weible, University of Colorado at Denver

Birkland, Chapter 11 (the short section on this framework or approach)

Jenkins-Smith, Hank, Daniel Nohrstedt, Christopher M. Weible, and Karin Ingold. 2017. “The Advocacy Coalition Framework: An Overview of the Research Program.” In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

Cairney, Paul. 2013. “Policy Concepts in 1000 Words: The Advocacy Coalition Framework.” Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/>

Nohrstedt, D. 2010. “Do Advocacy Coalitions Matter? Crisis and Change in Swedish Nuclear Energy Policy.” *Journal of Public Administration Research and Theory* 20 (2): 309–33. <https://doi.org/10.1093/jopart/mun038>.

Weible, Christopher M, and Karin Ingold. 2018. "Why Advocacy Coalitions Matter and Practical Insights about Them." *Policy and Politics* 46 (2): 325–43.

<https://doi.org/10.1332/030557318X15230061739399>.

Weible, Christopher M., Karin Ingold, Daniel Nohrstedt, Adam Douglas Henry, and Hank C. Jenkins-Smith. n.d. "Sharpening Advocacy Coalitions." *Policy Studies Journal* n/a (n/a). Accessed May 3, 2020. <https://doi.org/10.1111/psj.12360>.

Recommended

Jenkins-Smith, Hank, Carol L. Silva, Kuhika Gupta, and Joseph T. Ripberger. 2014. "Belief System Continuity and Change in Policy Advocacy Coalitions: Using Cultural Theory to Specify Belief Systems, Coalitions, and Sources of Change" *Policy Studies Journal* 42 (4): 484–508. <https://doi-org.prox.lib.ncsu.edu/10.1111/psj.12071>.

Ley, Aaron J., and Edward Weber. 2014. "Policy Change and Venue Choices: Field Burning in Idaho and Washington." *Society & Natural Resources* 27 (6): 645–55. doi:10.1080/08941920.2014.901461.

Pierce, Jonathan J., Holly L. Peterson, Michael D. Jones, Samantha P. Garrard, and Theresa Vu. 2017. "There and Back Again: A Tale of the Advocacy Coalition Framework: Review of the Advocacy Coalition Framework." *Policy Studies Journal* 45 (S1): S13–46.

<https://doi.org/10.1111/psj.12197>.

Sabatier, Paul A. 1988. "An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein." *Policy Sciences* 21: 129–68.

Weible, Christopher M. 2006. "An Advocacy Coalition Framework Approach to Stakeholder Analysis: Understanding the Political Context of California Marine Protected Area Policy." *Journal of Public Administration Research and Theory* 17 (1): 95–117. doi:10.1093/jopart/muj015.

Weible, Christopher M., Paul A. Sabatier, and Kelly McQueen. 2009. "Themes and Variations: Taking Stock of the Advocacy Coalition Framework." *Policy Studies Journal*, 37 (1): 121-140.

Week 8—September 28: Punctuated Equilibrium

Birkland, Chapter 11 (the short section on this framework or approach)

Baumgartner, Frank R., and Bryan D. Jones. 2009. *Agendas and Instability in American Politics*. 2nd ed. Chicago Studies in American Politics. Chicago: The University of Chicago Press.

Baumgartner, Frank R., Bryan D. Jones, and Peter B. Mortensen. 2017. "Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

Cairney, Paul. 2013. "Policy Concepts in 1000 Words: Punctuated Equilibrium Theory." Paul Cairney: Politics & Public Policy,

<https://paulcairney.wordpress.com/?s=Punctuated+Equilibrium>

Eissler, Rebecca, Annelise Russell, and Bryan D. Jones. 2016. "The Transformation of Ideas: The Origin and Evolution of Punctuated Equilibrium Theory." In *Contemporary Approaches to Public Policy*, edited by B. Guy Peters and Philippe Zittoun, 95–112.

London: Palgrave Macmillan UK. http://link.springer.com/10.1057/978-1-137-50494-4_6.

Jones, Bryan D., and Frank R. Baumgartner. 2012. "From There to Here: Punctuated Equilibrium to the General Punctuation Thesis to a Theory of Government Information Processing: Jones/Baumgartner: Punctuated Equilibrium Theory." *Policy Studies Journal* 40 (1): 1–20. <https://doi.org/10.1111/j.1541-0072.2011.00431.x>.

Recommended

Benson, David, and Duncan Russel. 2015. "Patterns of EU Energy Policy Outputs: Incrementalism or Punctuated Equilibrium?" *West European Politics* 38 (1): 185–205. <https://doi.org/10.1080/01402382.2014.936707>.

Flink, Carla M. 2017. "Rethinking Punctuated Equilibrium Theory: A Public Administration Approach to Budgetary Changes: Rethinking Punctuated Equilibrium Theory." *Policy Studies Journal* 45 (1): 101–20. <https://doi.org/10.1111/psj.12114>.

Holt, Diane, and Ralf Barkemeyer. 2012. "Media Coverage of Sustainable Development Issues - Attention Cycles or Punctuated Equilibrium?" *Sustainable Development* 20 (1): 1–17. doi:10.1002/sd.460.

Jensen, Carsten. 2011. "Focusing Events, Policy Dictators and the Dynamics of Reform." *Policy Studies* 32 (2): 143–58. <https://doi.org/10.1080/01442872.2010.541772>.

Koski, Chris, and Samuel Workman. 2018. "Drawing Practical Lessons from Punctuated Equilibrium Theory." *Policy & Politics* 46 (2): 293–308. <https://doi.org/10.1332/030557318X15230061413778>.

Lindblom, Charles E. 1959. "The Science of 'Muddling Through.'" *Public Administration Review* 19 (2): 79–88

Lindblom, Charles E. 1979. "Still Muddling, Not Yet Through." *Public Administration Review* 39 (6): 517–26.

Mortensen, Peter B., and Henrik B. Seeberg. 2016. "Why Are Some Policy Agendas Larger than Others? Why Are Some Policy Agendas Larger than Others?" *Policy Studies Journal* 44 (2): 156–75. doi:10.1111/psj.12134.

Robinson, Rob. 2013. "Punctuated Equilibrium and the Supreme Court: Punctuated Equilibrium and the Supreme Court." *Policy Studies Journal* 41 (4): 654–81. <https://doi.org/10.1111/psj.12036>.

Week 9—October 5: Problem Definition and Deborah Stone's Policy Paradox (setting us up for the Narrative Policy Framework)

Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*. 3rd ed. New York: W.W. Norton & Co.

Ostaijen, Mark van, and Shivant Jhagroe. 2015. "'Get Those Voices at the Table!': Interview with Deborah Stone." *Policy Sciences* 48 (1): 127–33. <https://doi.org/10.1007/s11077-015-9214-0>.

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Rocheftort, David A., and Roger W. Cobb. 1993. "Problem Definition, Agenda Access, and Policy Choice." *Policy Studies Journal* 21 (1): 56–71. <https://doi.org/10.1111/j.1541-0072.1993.tb01453.x>.

Weiss, Janet A. 1989. "The Powers of Problem Definition: The Case of Government Paperwork." *Policy Sciences* 22 (2): 97–121. <https://doi.org/10.1007/BF00141381>.

Week 10—October 12: The Narrative Policy Framework

Guest Speakers: Mike Jones, University of Tennessee, and Elizabeth Shanahan, Montana State University

Birkland, Chapter 11 (the short section on this framework or approach)
Shanahan, Elizabeth, Michael D. Jones, Mark K. McBeth, and Claudio Radaelli. 2017. "The Narrative Policy Framework." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

Cairney, Paul. 2015. "Policy Concepts in 1000 words: Critical Policy Studies and the Narrative Policy Framework," Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2015/03/06/policy-concepts-in-1000-words-critical-policy-studies-and-the-narrative-policy-framework/>

Crow, Deserai, and Michael Jones. 2018. "Narratives as Tools for Influencing Policy Change." *Policy and Politics* 46 (2): 217–34.
<https://doi.org/10.1332/030557318X15230061022899>.

Jones, Michael D., and Claudio M. Radaelli. 2015. "The Narrative Policy Framework: Child or Monster?" *Critical Policy Studies* 9 (3): 339–55.
<https://doi.org/10.1080/19460171.2015.1053959>.

Shanahan, Elizabeth A., Michael D. Jones, Mark K. McBeth, and Ross R. Lane. 2013. "An Angel on the Wind: How Heroic Policy Narratives Shape Policy Realities: Narrative Policy Framework." *Policy Studies Journal* 41 (3): 453–83. doi:10.1111/psj.12025.

Weible, Christopher and Edella Schlager. 2014. "Narrative Policy Framework: Contributions, Limitations, and Recommendations." In *The Science of Stories: Applications of the Narrative Policy Framework in Public Policy Analysis*, (ed.) Michael D. Jones, Elizabeth A. Shanahan, and Mark K. McBeth. New York, New York: Palgrave Macmillan, pp. 235–246.

Recommended

Cairney, Paul. 2015. "Policy Concepts in 1000 Words: Framing," Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2015/11/02/policy-concepts-in-1000-words-framing/>

Jones, Michael, Elizabeth A. Shanahan, and Mark K. McBeth, eds. 2014. *The Science of Stories Applications of the Narrative Policy Framework in Public Policy Analysis*. New York: Palgrave Macmillan. [Available as an eBook through NC State Libraries]

Shanahan, Elizabeth A., Michael D. Jones, and Mark K. McBeth. 2018. "How to Conduct a Narrative Policy Framework Study." *The Social Science Journal* 55 (3): 332–45.
<https://doi.org/10.1016/j.soscij.2017.12.002>.

Week 11—October 19: Institutional Analysis and Development

Birkland, Chapter 11 (the short section on this framework or approach)
Schlager, Edella and Michael Cox. 2017. "The IAD Framework and the SES Framework: An Introduction and Assessment of the Ostrom Workshop Frameworks." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

- Ostrom, Elinor. 2010. "Beyond Markets and States: Polycentric Governance of Complex Economic Systems." *American Economic Review*, 100(3), 641-672.
<http://www.jstor.org/prox.lib.ncsu.edu/stable/27871226>
- Blomquist, William, and Peter deLeon. 2011. "The Design and Promise of the Institutional Analysis and Development Framework." *Policy Studies Journal* 39 (1): 1–6.
<https://doi.org/10.1111/j.1541-0072.2011.00402.x>.
- Cairney, Paul. 2014. "Policy Concepts in 1000 Words: Rational Choice and the IAD," Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2014/04/10/policy-concepts-in-1000-words-rational-choice-and-the-iad/>
- Ostrom, Elinor. 2010. "Background on the Institutional Analysis and Development Framework: Ostrom: Institutional Analysis and Development Framework." *Policy Studies Journal* 39, no. 1: 7–27. doi:10.1111/j.1541-0072.2010.00394.x.
 Recommended
- Heikkila, Tanya, and Kriste Andersson. 2018. "Policy Design and the Added-Value of the Institutional Analysis Development Framework." *Policy and Politics* 46 (2): 309–24.
<https://doi.org/10.1332/030557318X15230060131727>.
- Imperial, Mark T., and Tracy Yandle. 2005. "Taking Institutions Seriously: Using the IAD Framework to Analyze Fisheries Policy." *Society & Natural Resources* 18 (6): 493–509. doi:10.1080/08941920590947922.

Week 12—October 26-- Implementation, Failure, and Learning

Guest speaker: Deserai Crow, University of Colorado at Denver

Birkland Chapters 9 and 10 Smith and Larimer, Chapter 8
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Failure and Learning

- Bennett, Colin J., and Michael Howlett. 1992. "The Lessons of Learning: Reconciling Theories of Policy Learning and Policy Change." *Policy Sciences* 25 (3): 275–94.
http://www.jstor.org/prox.lib.ncsu.edu/stable/4532260?seq=1#page_scan_tab_contents
- Albright, Elizabeth A., and Deserai A. Crow. 2015. "Learning Processes, Public and Stakeholder Engagement: Analyzing Responses to Colorado's Extreme Flood Events of 2013." *Urban Climate* 14 (December): 79–93.
<https://doi.org/10.1016/j.uclim.2015.06.008>.
- Birkland, Thomas A. 2006. *Lessons of Disaster*. Washington, D.C.: Georgetown University Press, Chapter 1.
- May, Peter J. 1992. "Policy Learning and Failure." *Journal of Public Policy* 12 (4): 331–54.
http://www.jstor.org/prox.lib.ncsu.edu/stable/4007550?seq=1#page_scan_tab_contents
- O'Donovan, Kristin. 2017. "Policy Failure and Policy Learning: Examining the Conditions of Learning after Disaster." *Review of Policy Research* 34 (4): 537–58.
<https://doi.org/10.1111/ropr.12239>.

Implementation

- Goggin, Malcolm L., ed. 1990. *Implementation Theory and Practice: Toward a Third Generation*. Glenview, Ill: Scott, Foresman/Little, Brown Higher Education, Chapter 1.
- Hupe, Peter, and Harald Sætren. 2014. "The Sustainable Future of Implementation Research: On the Development of the Field and Its Paradoxes." *Public Policy and Administration* 29 (2): 77–83. <https://doi.org/10.1177/0952076714525108>.

- Robichau, Robbie Waters, and Laurence E. Lynn Jr. 2009. "The Implementation of Public Policy: Still the Missing Link." *Policy Studies Journal* 37 (1): 21–36. <https://doi.org/10.1111/j.1541-0072.2008.00293.x>.
Recommended
- Birkland, Thomas A. 2009. "Disasters, Lessons Learned, and Fantasy Documents." *Journal of Contingencies and Crisis Management* 17 (3): 146–56. <https://doi.org/10.1111/j.1468-5973.2009.00575.x>.
- Busenberg, George J. 2001. "Learning in Organizations and Public Policy." *Journal of Public Policy* 21 (2): 173–89. http://www.jstor.org/prox.lib.ncsu.edu/stable/4007775?seq=1#page_scan_tab_contents
- Derthick, Martha. 2007. "Where Federalism Didn't Fail." *Public Administration Review* 67 (December): 36–47. <https://doi.org/10.1111/j.1540-6210.2007.00811.x>.
- Dunlop, Claire A., and Claudio M. Radaelli. 2018. "Does Policy Learning Meet the Standards of an Analytical Framework of the Policy Process?" *Policy Studies Journal* 46 (S1): S48–68. <https://doi.org/10.1111/psj.12250>.
- Dunlop, Claire A, and Claudio M Radaelli. 2018. "The Lessons of Policy Learning: Types, Triggers, Hindrances and Pathologies." *Policy and Politics* 46 (2): 255–72. <https://doi.org/10.1332/030557318X15230059735521>.
- Dunlop, Claire A. 2017. "Pathologies of Policy Learning: What Are They and How Do They Contribute to Policy Failure?" *Policy & Politics* 45 (1): 19–37. <https://doi.org/10.1332/030557316X14780920269183>.
- Koski, Chris and Sam Workman. 2017. "How Do We Get Governments to Make Better Decisions"? Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2017/07/10/how-do-we-get-governments-to-make-better-decisions/>
- Pressman, Jeffrey Leonard, and Aaron B. Wildavsky. 1984. *Implementation: How Great Expectations in Washington Are Dashed in Oakland*. 3rd ed. Oakland Project Series. Berkeley: Univ. of California Press.
- Saetren, Harald, and Peter L. Hupe. 2018. "Policy Implementation in an Age of Governance." In *The Palgrave Handbook of Public Administration and Management in Europe*, ed. Edoardo Ongaro and Sandra van Thiel. London: Palgrave MacMillan.

Week 13—November 2—Policy Diffusion and Innovation

Guest speaker: Katy Schwaeble, Centre College (2020 NC State PA PhD graduate!)

Berry, Frances Stokes and William D. Berry. 2017. "Innovation and Diffusion Models in Policy Research." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier, Fourth edition, pp. 253–97. Boulder, CO: Westview Press.

- Graham, Erin R., Charles R. Shipan, and Craig Volden. 2013. "The Diffusion of Policy Diffusion Research in Political Science." *British Journal of Political Science* 43 (3): 673–701. <https://doi.org/10.1017/S0007123412000415>.
- Gray, Virginia. 1973. "Innovation in the States: A Diffusion Study." *American Political Science Review* 67 (4): 1174–85. <https://doi.org/10.2307/1956539>.
- Mintrom, Michael. 1997. "Policy Entrepreneurs and the Diffusion of Innovation." *American Journal of Political Science* 41 (3 (July)): 738–70.

Walker, Jack L. 1969. "The Diffusion of Innovations among the American States." *American Political Science Review* 63 (3): 880–99. <https://doi.org/10.2307/1954434>.

Recommended

- Clark, Jill. 1985. "Policy Diffusion and Program Scope: Research Directions." *Publius* 15 (4): 61–70.
- Berry, Frances Stokes, and William D. Berry. 1990. "State Lottery Adoptions as Policy Innovations: An Event History Analysis." *American Political Science Review* 84 (2): 395–415. <https://doi.org/10.2307/1963526>.
- Boehmke, Frederick J, and Richard Witmer. n.d. "Disentangling Diffusion: The Effects of Social Learning and Economic Competition on State Policy Innovation and Expansion." *Political Research Quarterly*, 13.
- Boushey, Graeme. 2012. "Punctuated Equilibrium Theory and the Diffusion of Innovations." *Policy Studies Journal* 40 (1): 127–46. <https://doi.org/10.1111/j.1541-0072.2011.00437.x>.
- Haider-Markel, Donald P. 2001. "Policy Diffusion as a Geographical Expansion of the Scope of Political Conflict: Same-Sex Marriage Bans in the 1990s." *State Politics & Policy Quarterly* 1 (1): 5–26. <https://doi.org/10.1177/153244000100100102>.
- Hays, Scott P., and Henry R. Glick. 1997. "The Role of Agenda Setting in Policy Innovation: An Event History Analysis of Living-Will Laws." *American Politics Quarterly* 25 (4): 497–516. <https://doi.org/10.1177/1532673X9702500405>.
- Shipan, Charles R., and Craig Volden. 2008. "The Mechanisms of Policy Diffusion." *American Journal of Political Science* 52 (4): 840–57. <https://doi.org/10.1111/j.1540-5907.2008.00346.x>.
- Shipan, Charles R., and Craig Volden 2012. "Policy Diffusion: Seven Lessons for Scholars and Practitioners." *Public Administration Review* 72 (6): 788–96. <https://doi.org/10.1111/j.1540-6210.2012.02610.x>

Week 14—November 9—Conclusions and the future of the field

- Birkland, Chapter 11
- Heikkila, Tanya and Paul Cairney. 2017. "Comparison of Theories of the Policy Process." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.
- Weible, Christopher M. 2017. "Moving Forward and Climbing Upward: Advancing Policy Process Research." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

- Cairney, Paul. 2013. "Standing on the Shoulders of Giants: How Do We Combine the Insights of Multiple Theories in Public Policy Studies?" *Policy Studies Journal* 41 (1): 1–21. doi:10.1111/psj.12000.
- Cairney, Paul. 2017. "5 Images of the Policy Process," Paul Cairney: Politics & Public Policy, <https://paulcairney.wordpress.com/2017/07/10/5-images-of-the-policy-process/>
- Eller, Warren, and Glen Krutz. 2009. "Policy Process, Scholarship, and the Road Ahead: An Introduction to the 2008 Policy Shootout!" *Policy Studies Journal* 37 (1): 1–4. <https://doi.org/10.1111/j.1541-0072.2008.00290.x>.

- Meier, Kenneth J. 2009. "Policy Theory, Policy Theory Everywhere: Ravings of a Deranged Policy Scholar." *Policy Studies Journal* 37 (1): 5–11. <https://doi.org/10.1111/j.1541-0072.2008.00291.x>
- Weible, Christopher M., and David P. Carter. 2017. "Advancing Policy Process Research at Its Overlap with Public Management Scholarship and Nonprofit and Voluntary Action Studies: Advancing Policy Process Research." *Policy Studies Journal* 45 (1): 22–49. <https://doi.org/10.1111/psj.12194>.
Recommended
- Howlett, Michael, Allan McConnell, and Anthony Perl. 2015. "Weaving the Fabric of Public Policies: Comparing and Integrating Contemporary Frameworks for the Study of Policy Processes." *Journal of Comparative Policy Analysis: Research and Practice*, September, 1–17. <https://doi.org/10.1080/13876988.2015.1082261>.
- Howlett, Michael, Allan McConnell, and Anthony Perl. 2016. "Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalition Frameworks to Policy Cycle Models of Analysis." *Australian Journal of Public Administration* 76 (11): 68–79. <https://doi.org/10.1111/1467-8500.12191>.
- John, Peter. 2003. "Is There Life After Policy Streams, Advocacy Coalitions, and Punctuations: Using Evolutionary Theory to Explain Policy Change?" *Policy Studies Journal* 31 (4): 481–98. <https://doi.org/10.1111/1541-0072.00039>.
- Nowlin, Matt. C. 2011. "Theories of the Policy Process: State of the Research and Emerging Trends." *Policy Studies Journal* 39:41-60. doi: 10.1111/J.1541-0072.2010.00389
- Petridou, Evangelia. 2014. "Theories of the Policy Process: Contemporary Scholarship and Future Directions: Theories of the Policy Process." *Policy Studies Journal* 42 (April): S12–32. doi:10.1111/psj.12054.
- Tosun, Jale and Samuel Workman. 2017. "Struggle and Triumph in Fusing Policy Process and Comparative Research." In *Theories of the Policy Process*, edited by Christopher M. Weible and Paul A. Sabatier. Fourth edition. New York: Westview Press.

Policy Analysis (online)

Professor Peter Mameli, John Jay College of Criminal Justice, the City University of New York

I. COURSE DESCRIPTION

Interpreting and solving complex problems are every day activities for public sector decision makers, whether they are operating in international, regional, national or local political environments. These decision makers rely on policy analysts to help them understand and reason through choices of action undertaken to remedy a wide array of market and governance failures.

The content of this course examines the world of the policy analyst and the analytical techniques they rely upon to carry out their work in the realm of American foreign policy. Students will learn to assess foreign policy problems and carry out a policy analysis. These are critical skills for those seeking analyst grade posts in government, or working as policy professionals in non-profit organizations.

II. LEARNING OUTCOMES AND TEACHING OBJECTIVES

Broad learning outcomes expected include:

- Demonstrate knowledge of some of the core mechanisms of public policy and administration.
- Understand how different organizational environments impact the practice of public policy and administration.
- Be able to contrast different approaches to solving problems.
- Clearly synthesize and apply decision making, leadership and management skills.

Specific student objectives attained include:

- Students will understand what public policy is, and how it is formed.
- Students will understand the importance of historical events in relation to public policy problems.
- Students will understand the analytical techniques involved in developing and implementing public policy.
- Students will understand how to create a policy analysis.

III. REQUIRED READINGS

TEXTS AND REQUIRED READING:

Bardach, Eugene and Patashnik, Eric M. (2016) *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving (Fifth Edition)*. Los Angeles, London, New Delhi, Singapore, and Washington D.C.: Sage and CQ Press.

Hastedt, Glenn P. (2017) *American Foreign Policy: Past, Present and Future (eleventh edition)*. Lanham, Boulder, New York and London: Rowman and Littlefield

Additional readings are noted in the bibliography at the end of the syllabus, and in the weekly assignments. In addition, Lecture Notes are posted each week on the Blackboard site that accompanies this course. You are expected to be familiar with all required readings so that you can fully participate in the week's discussions or complete whatever assignment they are attached to. Stay informed by clicking on the Blackboard "Announcements" page frequently.

READ THE LOCAL PAPERS DAILY. CURRENT EVENTS WORK VERY WELL WITH THE COURSE MATERIAL AND WILL BE USED TO OUTLINE CONCEPTS WHEN RELEVANT

IV. COURSE REQUIREMENTS AND GRADING

Individual performance will be measured by the following:

- a) Quality participation and weekly attendance – 15%
- b) Mid-Term Examination - 15%
- c) Final Exam - 15%

- d) Three Policy Papers in Memo Format – 45%
- e) PowerPoint Presentation– 10%

Students are expected to participate in Blackboard discussions and to provide quality in-put (ex: “I agree” does not constitute a sufficient written response when commenting on a topic or another person’s written statements). The discussions will take place within the “Discussion Board” aspect of Blackboard and run from XXXX nights at 6:30 pm until XXXX evening at 6:30 pm, except during weeks where holidays have extended the participation time (noted on this syllabus). You can enter and leave the discussion as you please during that time, but are expected to participate. I will begin each discussion by posting a question or comment for you to respond to. You may respond to each other as well as the professor in the context of the overall discussion that follows. At least three or more well thought out comments a week per person is considered quality in-put. Absences (not joining the discussion at all in a given week) will affect your participation grade. Detailed grading instructions for the discussion board can be found under the “Information” button of Blackboard.

Students are also responsible for completing three, five page minimum, writing assignments as part of the course. The papers will all relate to a single ongoing American foreign policy topic that is selected with the guidance of the professor. When the papers are completed, the student will also create a PowerPoint presentation of the analysis and findings.

No “extra work” to improve grades is provided during the semester. However, late materials may be accepted under circumstances approved by the instructor. Incomplete grades are handled in conformance with College policies, found in the Undergraduate Bulletin.

You are responsible for all missed course work.

V. *COURSE OUTLINE*

- a) Introduction to Public Policy Analysis
- b) Conducting Public Policy Analysis
- c) The Big Picture: Where Are We Going? Where Have We Been?

VI. WEEKLY TOPICS, READINGS AND ASSIGNMENTS

a. Introduction to Public Policy Analysis

WEEK 1

Review Syllabus

Begin Selecting Projects

B & P: Introduction and Pages 1-12

Hastedt: Chapter 1

b. Conducting Public Policy Analysis

WEEK 2

Context, History and Evidence (1)

B & P: Pages 13-16 and PART II

Hastedt: Chapter 2

WEEK 3

Context, History and Evidence (2)

Hastedt: Chapters 3 and 4

Neustadt: Uses of History in Public Policy

WEEK 4

Market and Governance Failures

B & P: Appendix B

Behn 1998: What Right Do Public Managers
Have to Lead?

Hardin 1968: The Tragedy of the Commons

WEEK 5

Stakeholders and the Environment (1)

B & P: Appendix C

Hastedt: Chapters 5 and 6

WEEK 6	Stakeholders and the Environment (2) B & P: Appendix D Hastedt: Chapters 7 and 8 FIRST PAPER DUE: XXXXXX (Policy Problem, Literature Review, Timeline and History)
WEEK 7	Developing Alternatives (1) B& P: Pages 17-46 and PART III
WEEK 8	Developing Alternatives (2) B & P: Part IV Hastedt: Chapters 10 and 11
WEEK 9	Developing Alternatives (3) Hastedt: Chapters 12 and 13
WEEK 10	Mid-Term Examination
WEEK 11	Recommending an Alternative B & P: Pages 47-82 SECOND PAPER DUE XXXXXX (Market/Governance Failures and Stakeholders)
c.	The Big Picture: Where Are We Going? Where Have We Been?
WEEK 12	The Future (s) of American Foreign Policy and <u>Constructing PowerPoint Presentations</u>

Hastedt: Chapter 14

WEEK 13

Models of American Foreign Policy Analysis and
Constructing PowerPoint Presentations Continued

Hastedt: Chapter 9

WEEK 14

Course Wrap-Up

B & P: Appendix A

**THIRD PAPER DUE XXXXXX
(Alternative Analysis and Recommendation)
ALL POWERPOINT PRESENTATIONS DUE**

WEEK 15: FINAL EXAMINATION

BIBLIOGRAPHY OF ADDITIONAL READINGS

Behn, Robert D. (1998) "What Right Do Public Managers Have to Lead?" *Public Administration Review*, Vol. 58, No. 3 (May/June): pp. 209-224.

Hardin, Garrett (1968) "The Tragedy of the Commons," *Science*: pp. 1243-1248.

Neustadt, Richard E. (1982) "Uses of History in Public Policy," *The History Teacher*, Vol. 15, No. 4 (August 1982), pp. 503-507.

Maryland Energy Policy

Advanced Topics in Environmental Policy

Michael J.G. Cain, Professor, St. Mary's College of Maryland

Course Description

Renewable energy holds the promise of providing societies with virtually unlimited amounts of clean, sustainable power. According to many analysts, renewable power will overtake hydrocarbons later in this century as the main source of energy production. In the meantime, societies continue to produce greenhouse gases at unsustainable rates along with environmental pollution associated with oil, coal and natural gas production. How do we get to a 'renewable energy future' that is cleaner and more sustainable than our current system? What will our energy systems in the U.S. and Maryland look like in the near future and what should influence these energy systems?

This course investigates the fundamentals of energy policy and power markets focusing on Maryland as an important case of broader trends in energy in the United States. The course illustrates the relationship of market choices and regulatory policies to climate change and energy deployment. Students will learn about energy power systems, the structure of power markets, how these markets technically function to provide us with energy, the ethics of energy use and barriers to solving policy problems in the energy sector. The main goal of the class is to gain a fundamental understanding of electrical power systems in the United States, the expected roles of renewable energy in Maryland and an understanding of the role of government, commercial and policy actors in setting domestic energy agendas. Students will also be expected to understand some of the main theoretical, ethical and policy dilemmas at the heart of many discussions of modern energy systems.

Background

Energy is crucial for realizing fundamental human aspirations and electrical power in particular is the industrial heart of the modern world. Think about all the things electrical power and energy helps us achieve. It can supply us with a healthy physical environment for our children and ourselves. It can help us improve our educational status and build human capital. It can provide us with advantages in the labor market to earn income for our families and build wealth. Electrical power and energy allows us to realize our values and aspirations while providing us with important levels of comfort and well-being. It is simply the *sine qua non* of modern living—without it, we are living in a different age.

Course Objectives

To advance your abilities in fundamental liberal arts skills including critical thinking, information literacy, written expression and oral expression as applied to energy policy. Ancillary objectives include developing your values on energy and the environment while outlining career opportunities associated with the energy sector. There are five course objectives:

1. Critical thinking describes the capacity to recognize and appreciate the context of a line of thought (for example, a rhetorical argument, a mathematical proof, or a musical composition); the capacity to evaluate its consistency, coherence, importance, and originality; and the capacity to create an independent line of thought.
2. To advance your understanding of energy systems in the United States and provide you with information literacy skills related to this topic. The course will enhance your capacity to identify the need for information and to locate, analyze, evaluate, and effectively use different forms of information (for example, written, oral, visual, or quantitative) in arguments and papers.
3. To improve your writing and communication skills by evaluating written and oral expression on energy related policy with appropriate feedback. The course will enhance your capacities to clearly articulate a coherent and compelling line of thought in writing and speech.
4. To advance your values about energy and the environment. I am also hoping that this course opens your mind to the relationship between you and the choices you make and the rest of the world (both current and future) related to energy and the environment.
5. To provide a basic understanding of career opportunities in business and policy related to the energy sector.

Course Attendance and Expectations

1. Learning requires active participation. It is important to prepare for class by doing the readings and preparing questions or observations on the reading in advance. You should come to class on time, be prepared to participate in class, take notes and be alert. Please do not use your cell phone in class.

2. This is our opportunity to learn from one another. You are expected to speak in class, raise questions, present alternative views or alternative arguments to class

discussion and lectures.

3. Class attendance is a requirement of the course. Excused absences should be supported by relevant documents.

4. Plagiarism and cheating are forbidden in this class and inconsistent with the values of our community. I will do everything in my power to have you disciplined if you engage in such behavior. If you are concerned about what this means, please do not hesitate to see me and ask.

Grading and Assessment

Class Participation, Homeworks and Quizzes (25%): Preparation and participation in class discussions and class assignments will be evaluated (15%). The burden of proof is on students to demonstrate to the instructor that they are knowledgeable of the main points in the readings. Students will be given credit for reading about current energy issues and reports of these events in class. Quizzes are announced a week before class and are on previous discussions and new readings.

Homework evaluation is based on three grades: '-' = unsatisfactory, 0 or ✓ = satisfactory, '+' = very good.

Short Energy Briefs (20%): Students will be required to write three short papers associated with guided independent research. Students will be given the opportunity to rewrite one of them based on feedback.

Student Research Projects and In-Class Presentations (20%): Students will be expected to report on Maryland energy research for the class, make a brief PowerPoint presentation on your research and provide the basis for a discussion with students.

Midterm and Final Exam in Energy Systems (35%): We will schedule a cumulative exam on energy systems in October and a final exam at the end of the course. Research guides will be provided.

Text and Resources for the Course

1. Jeffrey Bennett, **A Global Warming Primer**, Big Kid Science Boulder, CO 2016.

Course Schedule

4 September Introduction: US Energy Today—Challenges & Questions

9 September Climate Change, Ethics and Responsibility

John Broome, “The Public and Private Morality of Climate Change,” ***The Tanner Lectures of Human Values***, University of Michigan, March 16, 2012.

Tell me something I don't know: We will break into groups on the following topics: hydrocarbons, renewables, pollution, climate change, and find several articles in the news on an energy related issue in Maryland or in the United States that your group thinks may be particularly interesting. Let's discuss them in class the first day. Bonus points for stumping Professor Cain.

11 September Looking Inside: US Energy Profiles and Trends

US Department of Energy, ***Quadrennial Technology Review “Chapter 1: Energy Challenges,”*** September 2015. Pp.1-22; Michael Ratner, “21st Century U.S. Energy Sources: A Primer “ Congressional Research Service Report R44854, Washington DC, May 2017; Trevor Houser, J. Bordoff and P. Marsters, “Can Coal Make a Comeback?” ***Columbia University***, Center on Global Energy Policy, April 2017.

Discussion Questions: When thinking about trends in US energy, what are some of the main challenges you see as important to address? What are the implications of US energy policy, US energy markets in the next 10-20 years?

Data Exploration: Go to the EIA and EPA websites and review data and information on the state of energy in the United States with environmental challenges. Be sure to look at the range of information regarding oil and gas, electricity, renewable energy, coal and nuclear power.

16 September Looking Outside: US Energy Policy and Security

Meghan O'Sullivan, “US Energy Diplomacy in an Age of Energy Abundance,” ***The Oxford Institute for Energy Studies***, November 2017: Issue 111; Jason Bordoff, “Trump's Energy Policy: A Sharp Shift but Market Trumps,” ***The Oxford Institute for Energy Studies***, November 2017: Issue 111.

Recommended: Tim Boersma and Corey Johnson, "U.S. Energy Diplomacy," **Center on Global Energy Policy**, Columbia: New York, 2017.

Discussion Questions: Should the U.S. use energy as a foreign policy tool in international relations? What is the relationship between U.S. foreign policy and energy markets in the US?

18-23 September
Agreement

Climate Change: Science and the Paris

Jeffrey Bennett, **A Global Warming Primer**, Chapter 1 & Chapter 3; Raphael Neukom, Nathan Steige, Juan José Gómez-Navarro, Jianghao Wang and Johannes P. Werner, "No evidence for globally coherent warm and cold periods over the preindustrial Common Era," **Nature**, July 2019, Vol. 571, pp. 550-554.

Recommended: William Nordhaus, "Climate Clubs: Overcoming Free-riding in International Climate Policy," **American Economic Review**, 2015, 105(4): 1339–1370.

24 September

Energy Memo Due (COB)

25 September

Student Led Climate Change Dialogue

Climate Focus, "The Paris Agreement Summary," *Climate Focus Client Brief on the Paris Agreement III*, December 28, 2015. Peter Singer, "Fairness and Climate Change" in **Ethics in the Real World**, Princeton: University Press, 2016.

Class Exercise: Students will make brief presentations on "The Skeptic Debate, Morality, Consequences and Solutions" in debate format in the form of *play* dialogue using Jeffrey Bennett, Chapter 2 and John Broome.

30 September-
Change

The Political Economy & Politics of Climate

October 2

All: Tyler Cohen, “Public Goods and Externalities,” in *The Concise Encyclopedia of Economics*; Garrett Hardin, “The Tragedy of the Commons,” *Science* 162 (December 13, 1968) pp. 1243-48.

Group 1: Robert N. Stavins, “The Problem of the Commons: Still Unsettled after 100 Years,” *American Economic Review* 101 (February 2011): 81–108. (Please skip “Cost Effectiveness” p. 92-94).

Group 2: Robert J. Brulle, “Institutionalizing delay: foundation funding and the creation of U.S. climate change counter-movement organizations,” *Climate Change* (December 2013).

Group 3: Toby Bolsen and James N. Druckman, “Do partisanship and politicization undermine the impact of a scientific consensus message about climate change?” *Group Processes & Intergroup Relations* 2018, Vol. 21(3): 389–402

Home Work Assignment: Each group will provide the class with a 2-page written report on the main conclusions of the article they read and a 4 slide power point. Complete directions will be provided in class.

9 October Energy System Basics: The Elements of Power Systems

On-line: Energy Information Agency, **Energy Explained**, *Electricity*, http://www.eia.gov/Energyexplained/index.cfm?page=electricity_home. Please read *The Science of Electricity*, “ Measuring Electricity”; *Delivery To Customers; Prices and Factors Affecting Prices; United States Electricity Primer*, Department of Energy, Washington DC, 2015; pp. 6-14; Michael Cain, “ Understanding Technical Terms and Concepts for Electricity Provision,” February 2019.

16-21 October Energy System Basics: Regulation and Energy System Operations

Roy Nersesian, **Energy Economics**, New York: Routledge, 2016, pp. 32-49; **United States Electricity Primer**, Department of Energy, Washington DC, 2015; pp. 24-30; P. Hibbard, S. Tierney and K. Franklin, **Electricity Markets, Reliability and the Evolving U.S. Power System**, June 2017, “The Economics of Electricity Supply and Demand and the Role of Policy and Consumer Preferences” pp. 8-19.

Recommended: Jaquelin Cochran et al., “Market Evolution: Wholesale Electricity Market Design for 21st Century Power Systems,” Technical Report, NREL, October 2013.

Analysis and Paper Proposal Exercise: Students will be asked to write a brief 2-3 page paper about the power system in Maryland, with special emphasis on technical elements of the system.

23 October Energy System Basics: Electricity Production and Dispatch

PJM, **The Value of Markets**, “Working to Perfect the Flow of Energy”, pp.1-5; P. Hibbard, S. Tierney and K. Franklin, **Electricity Markets, Reliability and the Evolving U.S. Power System**, “Technological Change and Investment in New Capacity” June 2017, pp. 30-37;

28 October Maryland Power Presentations to the *Governor Hogan’s Chief of Staff*

30 October *Exam:* Climate Change, Political Economy and Power Systems

4 November Linking Vehicles to the Grid: Power Grids in the Next Decade
Guest Speaker: Sara Parkinson, University of Delaware

Willet Kempton and Jasna Tomic, “Vehicle-to-grid power implementation: From stabilizing the grid to supporting large-scale renewable energy,” **Journal of Power Sources**, 144 (2005) pp. 280–294.

6 November Energy System Basics: Electricity Pricing

Lazard, “Levelized Cost of Energy Analysis,” Ver. 11, December 2017.

11 November Intermittency and the Grid 2.0

Gavin Bade, “10 trends shaping the power sector in 2019,” **Utility Dive**. www.utilitydive.com/news; *Advanced Energy Economy Institute*, “Changing the Power Grid for the Better,” Washington DC: May 2017.

13 November Mitigating Intermittency and Integrating Renewables

L. Bird, M. Milligan, and D. Lew, "Integrating Variable Renewable Energy: Challenges and Solutions," *National Renewable Energy Laboratory*, September 2013; Barbose, Galen U.S. Renewable Portfolio Standards: 2018 Annual Status Report, Lawrence Berkeley National Laboratory, November 2018.

Recommended: American Physical Society, "Integrating Renewable Electricity on the Grid: A Report by the APS Panel on Public Affairs." Washington DC.

18-20 November
and Barriers to Scaling RE

Topics in Maryland Policy: RPS Carve Outs

Wescott, Rebecca "The Case For A Mandatory Renewable Portfolio Standard In Virginia: A Case Study Examining Virginia's Potential For A Mandatory Renewable Portfolio Standard By Comparing Virginia To Maryland And North Carolina" *William & Mary Environmental Law & Policy Review*, Vol. 43, pp. 975-998.

The Maryland Certificate of Public Convenience and Necessity (CPCN) Process; Maryland DNR.

25 November Energy Policy: Assessing the Value of RPS

Ryan Wiser, et al., "Assessing the costs and benefits of US renewable portfolio standards," *Environmental Research Letters*, Vol 12, 2017; Michael Greenstone and Ishan Nath, "Do Renewable Portfolio Standards Deliver?" *EPIC: Energy Policy Institute of the University of Chicago*, April 2019.

2 December Incentives in the Energy Industry

Molly F. Sherlock , "The Value of Energy Tax Incentives for Different Types of Energy Resources," *Congressional Research Service, In Brief Report*, Washington DC, May 2017.

Recommended: Gilbert Metcalf, "The Impact of Removing Tax Preferences for U.S. Oil and Gas Production," *Council on Foreign Relations*, Washington DC:

August 2016.

4 December Energy Policy: Skeptical Perspectives on Renewables

Jordan Lofthouse, R. Simmons, and R. Yonk, *Reliability of Renewable Energy: Solar*, Utah State University, IPE, 2016; Mark P. Mills, "The New Energy Economy: An Exercise in Magical Thinking," Manhattan Institute, March 2019.

9-11 December

Student Presentations

18 December

Final Exam

Public Organizations and Leadership

Brent S. Steel, Oregon State University

Course Description

Provides an historical overview of developments in, and theories associated with, the organization and control of public organizations. Students will critically examine various influential models of bureaucracy, while also learning about the strengths and weaknesses of emergent forms of bureaucratic organization, including networks, public-private partnerships, collaboration, and governance. The course also explores different theories of leadership, assisting students in the development of their own authentic leadership style, and thinking through the application of such theories and styles to the real world of public organization leadership, especially in the fragmented, decentralized, complex, and uncertain contemporary environment of networks, partnerships, and governance.

Course Overview

This course is a basic introduction for graduate students to two key areas important to the understanding and practice of public policy, particularly successful policy implementation. Area 1 is public organizations or the study of government bureaucracy. Area 2 is leadership of those public organizations.

In the first part of the course, students will receive an historical overview of developments in, and theories associated with, the organization and control of public organizations. A key part of this exploration is learning how to critically examine and dissect the various influential models of bureaucracy, while also learning about the strengths and weaknesses of emergent forms of bureaucratic organization, including important developments in the study and practice of networks, public-private partnerships, collaboration, and the more encompassing concept of governance.

The second part of the course will be devoted to examining and unpacking different theories of leadership, assisting students in the development of their own authentic leadership style, and thinking through the application of such theories and styles to the real world of bureaucratic leadership, especially in the more fragmented, decentralized, complex, and uncertain contemporary environment of networks, partnerships, and governance.

This course is designed as an online course that will involve online discussions grounded in course readings, team presentations on leadership, an individual self-assessment of students' personal leadership style, a series of written policy briefs, and

a final paper that requires students to analyze, apply, and synthesize course lessons from both the public organization and leadership literatures.

Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately for matters of a personal nature. I will reply to course-related questions within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits

This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

Learning Resources

The following books are required. All other required readings will be provided to students as attachments in the online CANVAS course space.

Miller, Gary and Whitford, Andrew. 2016. *Above Politics: Bureaucratic Discretion and Credible Commitment*. Cambridge, UK: Cambridge University Press.

Perry, James L. Ed. 2010. *The Jossey-Bass Reader on Non-Profit and Public Leadership*. San Francisco, CA: Jossey-Bass.

Wheatley, Margaret J. 2006. *Leadership and the New Science: Discovering Order in a Chaotic World*. 3rd ed. San Francisco, CA: Berrett-Koehler Publishers.

Measurable Student Learning Outcomes

By the end of the course, students will...

LO1: be able to identify, describe and critically evaluate the key theoretical perspectives and models in the field of Public Administration. This will be assessed through participation in weekly online discussions and the completion of multiple written policy briefs. Lessons learned about newer contemporary models for organizing and controlling public bureaucracies will also be assessed as part of the final, culminating paper that integrates and synthesizes lessons learned throughout the entire course.

LO2: be able to analyze, comprehend, and discuss the major developments and issues in the organization and practice of public administration over time. This will be assessed through participation in weekly online discussions and the completion of multiple written policy briefs.

LO3: be able to critically consider and then apply the different theories and styles of leadership for public sector organizations. This will be assessed through participation in weekly online discussions, the completion of written policy briefs, an individual self-reflection exercise on personal leadership style, and team exercises that apply relevant theories and concepts to problem sets.

LO4: be able to critically consider the challenges facing leaders in contemporary public sector organizations. This will be assessed through a final, culminating paper that integrates and synthesizes lessons learned throughout the entire course.

LO5: be able to analyze, integrate, and synthesize scholarly materials in clear, concise, and compelling form via written communication. This will be assessed through participation in weekly online discussions and the completion of multiple written policy briefs.

Evaluation of Student Performance

Weekly Canvas Discussion [10 pts each; 100 points total]

Participation in **TEN** weekly Canvas discussion groups is required beginning Week 1. Discussion topics should relate to the week's assigned readings and other

relevant observations. Each student must submit ONE original posting by Wednesday (11:59 pm). Then each student is responsible for TWO additional replies (minimum) to another student's posting by Sunday (11:59 pm).

Policy Response Papers [35 points; 140 points total]

Each student is responsible for submitting **FOUR** policy response papers (your choice of topics/weeks). Each Policy Response (PR) paper should be a 2 page paper (*12 point, Times New Roman font, single space, with normal borders*) that distills the essential elements of the assigned readings, powerpoints and additional web-based materials. **The PR will be due on Sunday, 11:59 pm, of the week of the readings** (e.g., Week 4 readings would be due the Sunday at the end of week 4). For the purposes of this class, these essential elements are defined as:

a. Introduction: Each PR should have an introduction that provides an overview of the material covered by the assigned syllabus topics, and a statement of how you will organize and approach the topics and questions.

b. Themes: Each PR will have you identify major themes covered for the assigned syllabus topics. You should identify the key institutions and policies that individuals and groups might encounter and how individuals and groups maybe impacted.

c. Practical Utility: Speculate about how useful you the weekly topics are for public and nonprofit administrators and managers.

d. Brilliant Insights or Thoughts: Category four is the only reason you should go over 2-3 pages. As to what you write here, well....hard to say: it should be brilliant though! (And no more than one additional page).

Week 9/Practical Leadership Theory -- Team "Synthesis" Exercise – You tell me/us [50 points]

Work together to present "Ashworth's" theory of leadership in a PPT (he claims not to have one, but he does.) Be creative here & think outside the box. Let's get our intellectual juices flowing. See formal assignment in Week 9 Learning Module for actual assignment.

Synthesis/Culminating Leadership Paper [75 points]

12 – 15 pp. double-spaced. Due at end of quarter. See Final Paper assignment in Week 10 Learning Module.

TOTAL POINTS

- 100 points: Weekly Canvas Instruction
- 140 points: Policy Response Papers
- 50 points: Practical Leadership Exercise
- 75 points: Leadership Paper
- **365 Points Total**

Grade Distribution

<i>Letter Grade</i>	<i>Percent of points possible</i>
A	[94-100%]
A-	[90-94%]
B+	[87.5-90%]
B	[82.5-87.5%]
B-	[80-82.5%]
C+	[77.5-80%]
C	[72.5-77.5%]
C-	[70-72.5%]
D+	[67.5-70%]
D	[62.5-67.5%]
D-	[60-62.5%]
F	[0-60%]

Course Content

Week	Topic	Readings
Week 1	Foundations of Public Administration: Jacksonian model, Progressive	*Start by watching four short videos on classic problems with bureaucracy (see Exercise 1) (4 videos total less than 15 minutes in all)

	<p>reforms & Orthodox/Good Govt. Model through to mid-20th Century</p>	<p>*Kettl, D.F. (2014) <i>The Politics of the Administrative Process, 6th Edition</i>. Thousand Oaks (CA): CQ Press. Chapters 1 & 3.</p> <p>Miller, Gary and Whitford, Andrew, <i>Above Politics: Bureaucratic Discretion and Credible Commitment</i>. Cambridge. Chapters 1 thru 5.</p> <p>*Wilson, Woodrow. 1887. "The Study of Administration."</p> <p>* watch video titled 'Max Weber – Bureaucracy' https://www.youtube.com/watch?v=HEo27x3n-tc</p> <p>*Frederick Taylor, Scientific Management.</p> <p>*Luther Gulick, Notes on the Theory of Organizations</p>
<p>Week 2</p>	<p>Critiques of, and Concerns About the Classic/Orthodox Model</p>	<p>*Simon, The Proverbs of Administration.</p> <p>Miller, Gary and Whitford, Andrew, <i>Above Politics: Bureaucratic Discretion and Credible Commitment</i>. Cambridge. Chapters 6 thru 10.</p> <p>*Goodnow, F.J. (1967) <i>Politics and Administration</i>. New York : Transaction</p> <p>*Wood, B. and Waterman, R. (1991). The Dynamics of Political Control of the Bureaucracy. <i>American Political Science Review</i> 85(3): 801-828.</p> <p>*watch video with Michael Lipsky discussing his famous street level bureaucrat concept. https://www.youtube.com/watch?v=ZX1livgPspA</p>

<p>Week 3</p>	<p>Reform Models: Public Choice, New Public Management, New Public Service</p>	<p>Denhardt & Denhardt, Chapter 4, 5, 6 & 7</p> <p>*Ostrom, E. <i>Public Choice Theory and Institutional Analysis</i>.</p> <p>*Hood, C. (1991). A public management for all seasons? <i>Public Administration</i>, 69(1), 3-19.</p> <p>*Mintzberg, H. (1996). Managing government, governing management. <i>Harvard Business Review</i>, 74(3) 75-83.</p> <p>*J.S. Mill reading on Utilitarianism</p> <p>*The Cost of a Human Life, Statistically Speaking, Partnoy (2012).</p> <p>(<i>Read Exercise 2 before watching this.</i>) “Leading Change: The Convergence of Politics & Policy,” watch Elaine Kamarck, a leader in the Clinton Administration, now at the Brookings Institution, talk about politics, policy and reinventing govt. https://www.youtube.com/watch?v=P4zOX7QFhuk</p>
<p>Week 4</p>	<p>Networks & Collaboration</p>	<p>*Prof assigns teams for Wk 9 Leadership presentation.</p> <p>*Milward, H.B., and K.G. Provan. (2006). <i>A Manager’s Guide to Choosing and Using Collaborative Networks</i>. Networks and Partnership Series. Washington, DC: IBM Center for the Business of Government.</p> <p>*O’Toole, L.J. (1997). Treating Networks Seriously, <i>Public Administration Review</i>, 57(1): 45 – 52.</p>

		<p>*Silke, A. and Kersi H. (2007). <i>The Network Approach</i> in P. A Sabatier (ed.) <i>Theories of the Policy Process</i> 2nd Edition, Boulder (CO): Westview.</p> <p>Ansell, C., & Gash, A. (2008). Collaborative governance in theory and practice. <i>Journal of Public Administration Research and Theory</i>, 18(4), 543-571.</p> <p>Kettl, D. F. (2006). Managing boundaries in American administration: The collaboration imperative. <i>Public Administration Review</i>, 66(s1), 10-19.</p>
<p>Week 5</p>	<p>Governance & Public-Private Partnerships</p>	<p><u>Governance</u></p> <p>*Chhotray, V. and Stoker, G. (2009). <i>Governance Theory and Practice. A Cross-Disciplinary Approach</i>. Basingstoke: Palgrave Macmillan.</p> <p>*Peters, B.G. (2010). Metagovernance and Public Management, in S.P. Osborne (ed). <i>The New Public Governance</i> (pp. 36 – 51) London: Routledge</p> <p>*Stoker, Gerry. 1998. "Governance as Theory: Five Propositions."</p> <p><u>Public-Private Partnerships</u></p> <p>*<u>Watch this 10-minute video on Public-Private Partnership (PPP) Concept, Benefits and Limitations. Presented by UN ESCAP at https://www.youtube.com/watch?v=WYoXWNm62Zw</u></p> <p>*Bertelli, A.M. and Smith, C. R. (2010). 'Relational Contracting and Network Management.' <i>Journal of Public Administration Research and Theory</i>, 20(S): i21-i40.</p>

		<p>*Milward, B., and Provan, K. (2000). 'Governing the Hollow State', <i>Journal of Public Administration Research and Theory</i>, 10(2): 359 – 379</p> <p>*Teisman and Klijn (2002). Partnership Arrangements: Governmental Rhetoric or Governance Scheme?, <i>Public Administration Review</i>, 62(2): 197 - 205</p>
<p>Week 6</p>	<p>Bureaucratic Discretion, Ethics & Accountability</p>	<p><u>Discretion</u></p> <p>*Lipsky, M. (2010). <i>Street-Level Bureaucracy: The Critical Role of Street Level Bureaucrats</i>. Pp. 404-411.</p> <p>*Kelly, M. (1994). Theories of justice and street-level discretion. <i>Journal of Public Administration Research and Theory</i>, 4, 2, 119-140.</p> <p><u>Ethics:</u></p> <p>*Lewis, C. W. (2013). <i>The Ethics Challenge in Public Service</i>. San Francisco : Jossey Bass</p> <p>*Rohr, <i>Ethics for Bureaucrats</i>.</p> <p><u>Constitutional Competence & Accountability</u></p> <p>*Rosenbloom and Carroll. 1990. <i>Toward Constitutional Competence: A Casebook for Public Administrators</i>. Prentice Hall. Read Intro, pp. 1 – 24.</p> <p>*Stillman, Richard. 2012. "[Chapter 15] The Relationship b/w Bureaucracy and the Public Interest: The Concept of Administrative Responsibility," in <i>Public Admin: Concepts and Cases</i>.</p> <ul style="list-style-type: none"> • Read the Friedrich and Finer pieces/debate on pp. 438-451. • Read the case on "Torture & Public Policy." Pp. 452-468.

<p>Week 7</p>	<p>Leadership: Aspirations, Theories, Conceptual and Human Skills</p>	<p>Perry, James L., (ed.) 2010. <i>The Jossey-Bass Reader on Non-Profit and Public Leadership</i>. San Francisco, CA: Jossey-Bass.</p> <ul style="list-style-type: none"> • <u>Aspirations for Leaders</u> – Perry, (ed.) 2010, pp. 1 – 54. • <u>Leadership Theories</u> – Perry, (ed.) 2010, pp.69 – 123. • <u>Conceptual Skills</u> – Perry, (ed.) 2010. pp. 177-182; 239-275; and 305-331. • <u>Human Skills</u> – Perry, (ed.) 2010, pp.332 – 370. • <u>Diversity</u> – Brescoll, 2011. What do Leaders need (Yale Univ., web link in Canvas).
<p>Week 8</p>	<p>Cultural Competency and Ethical Leadership</p>	<ul style="list-style-type: none"> • Hassan, Shahidul and Bradley Wright. 2014. “Does Ethical Leadership Matter in Government? Effects on Organizational Commitment, Absenteeism, and Willingness to Report Ethical Problems,” <i>Public Administration Review</i> 74: 333-343. • Reading packet: Special Edition of <i>The Journal of Child and Youth Care Work on Cultural Competency</i>, 2012.
<p>Week 9</p>	<p>The Realities of Public Leadership: Of Dogs, Fireplugs and Other Things</p>	<p>Ashworth, Kenneth. 2001. <i>Caught Between the Dog and the Fireplug, or How to Survive Public Service</i>. (this is a very applied, practice-based piece by someone who was at top leadership levels for decades)</p> <ul style="list-style-type: none"> • Read only those chapters assigned in team exercise.

		<p>Teams of 2-3 students will present/synthesize Ashworth's lessons into theory of public leadership (he claims not to have one), while also comparing his theory to, and critiquing it against, leadership lessons gleaned from Weeks 7 and 8. The Prof will assign teams during Week 4 of the quarter.</p>
<p>Week 10</p>	<p>Leadership in Complex & Turbulent Times</p>	<p>Perry, ed. 2010. <i>The Jossey-Bass Reader</i>. pp. 124 – 176.</p> <p>Wheatley, Margaret J. 2006. <i>Leadership and the New Science: Discovering Order in a Chaotic World</i>. 3rd ed. San Francisco, CA: Berrett-Koehler Publishers.</p> <p>--Challenges us to reimagine organizations and the art of dealing with the complexity of human systems and chaos.</p> <p>Center for Creative Leadership, "Coronavirus (COVID-19): Leadership Resources for Times of Crisis (website).</p>

Course Policies

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week (Sundays, 11:59 pm).

Late Work Policy

In general, late assignments will be penalized 25% of the total score for each day they are late. This policy will be strictly enforced. By definition, "late" means any assignment submitted after the assignment date. Remember that professionals are not late.

Incompletes

Incomplete (I) grades will be granted only in emergency cases (usually only for a death in the family, major illness or injury, or birth of your child), and if the student has turned in 80% of the points possible (in other words, usually everything but the final paper). If you are having any difficulty that might prevent you completing the coursework, please don't wait until the end of the term; let me know right away.

Guidelines for a Productive and Effective Online Classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university's regulations regarding civility. Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
- Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

TurnItIn

Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin, and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited. Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database

and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information, visit [Academic Integrity for Students: Turnitin – What is it?](#)

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students during the week before finals and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to “sign” their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted).

Space Logistics and Global Security

By Dr. Robert Gordon, CPC, American Public University System

Introduction

This doctoral seminar examines the importance and growing commercial space efforts, which have resulted in some of the most innovative space logistics in human history. Space logistics has been the bailiwick of national superpowers and organizations such as NASA; however, as there has been increased pressure to reduce costs of launch, there have been significant efficiencies due to the increased interest by businesses and corporations.

The course will assess the history of space travel through human history, and mainly review the relationship between space travel and nation-states and the private sector. Afterward, there will be a review of the growing revolution and the importance of space logistics. This shift will show how space is no longer the realm of nation-states but now must share space with the private sector.

Space is a critical infrastructure that is examined and reviewed as advanced industrial nations are more dependent upon satellites, communication, and data than ever before. Governments are at a competitive disadvantage by not having their space program to support satellites. Space is no longer a nice to have but is of national importance and a critical infrastructure that needs to be defended and protected.

Nations are now competing with private businesses on the commercialization of space. Furthermore, the reusable technologies developed by the private sector has created massive competition in space as more nations are becoming involved with space. As business and government compete in space technologies, there becomes a heightened need for cybersecurity as bad actors will attempt to steal information that could be sold to others. Developing space nations would be able to move faster with development if they could gain access to the data of the larger players in space.

Furthermore, there are more social issues with the vastly different space programs of nations. Although the international space station has been heralded as a significant area of cooperation by various governments, the future of this program is unclear. Furthermore, as more countries enter into space, the older space treaties need to be reviewed to address new technologies and more involvement by different nations and private entities. Social issues come with space logistics, such as the difference between nations with a space program and countries without a space program.

As more nations are putting satellites into orbit, the likelihood of a collision increases. Besides, given the costs associated with rare earth elements, there is the possibility of

various types of recycling in space. Also, as technology grows, there is an increased role of artificial intelligence and other space technologies in space exploration and transportation that needs to be understood.

Text Requirements

Critical Space Infrastructures: Risk, Resilience and Complexity

By Alexandra Georgescu, Adrian V. Gheorghe, Marius-Ioan Piso, Polinpapilinho F. Katina, Springer Publishing, 2019

Agile Combat Support Doctrine and Logistics Officer Training: Do we need an integrated logistics school for the expeditionary air and space forces?

By: J. Reggie Hall, Lt. Col, USAF

The Fairchild Papers, 2003

Articles/Video Requirements

There will also be various articles and videos required weekly, as outlined in the weekly schedule for the course.

Evaluation

Theory Application Paper (50%)

The main requirement for this seminar is the production of a research paper on a topic to be agreed upon by the professor. Students will be expected to choose at least two theories or concepts from the materials covered in the course and compare and contrast these concepts. The concepts need to focus on space logistics-related concepts such as space exploration, space logistics, the militarization of space, and global security. The paper should compare the different arguments, both pro and con. In your discussion, you will need to define the theories or concepts you are using as well as the positions of experts in the field. Where appropriate, explain where the theories or concepts fall short and need to be further developed.

The paper should be 25-30 pages, double-spaced, not including references, or title page. This assignment is due on Sunday at the end of week 8.

Issue Recommendation Brief (20%)

Drawing from the course material, take one concept or theory, and explain why space logistics is a top matter of national security. You should use the concept or theory and explain how it relates to national security and how the US is doing in this area. Feel free

to compare the US position to the position of other nations in this matter. Make sure to use at least five sources to support this brief.

Students will submit a brief that explains the theory, and recommendations for addressing the discussed issue. The brief should be no longer than five complete pages, double spaced, not including the reference or title page. This assignment will be due on Sunday of week 6.

Class Participation (30%)

In this course, discussions will be both synchronous and asynchronous. As a seminar, students are expected to participate in class discussions actively. Your success in the class discussions is dependent upon the degree to which you prepare and read the materials in advance and actively participate in the discussion. As part of your participation, each week, students will be assigned to present the week's readings. The presentation of the material will then be followed by the class discussion. Instructors will assign students the Discussion Week they will be responsible for leading and facilitating, during the first week of the course. As part of your preparations to lead the group discussion, you may include handouts, but these are not required. As the paper topics come to be selected, it will be expected that you consider and be prepared to discuss how the readings apply (or not) to your chosen topic area.

There will be **four synchronous Discussions within this class.** Discussion questions are provided by the instructor (and student leads) in the Discussions section, and discussion responses should reflect the assimilation of reading and original ideas. Initial comments to the kick-off questions are due by Tuesday at 11:55 p.m. ET, and the conversation will then continue until and then finally wrap up on Sunday 11:55 p.m. ET. Discussion posts are graded on timeliness, quality, and quantity—failure to complete results in points deducted from the final grade.

Weekly Schedule

WEEK 1: Background of space exploration – This week breaks down the historical perspective of human space exploration along with the successes and failures of NASA.

Objective(s)

- LO1: Assess the history of space travel through human history

Seminar Activities

- Seminar Discussion

Required Readings (264)

Asner, G. R. & Garber, S. J. *Origins of 21st Century Space Travel: A History of NASA's decadal planning team and the vision of space exploration 1999-2004*. As of June 28, 2019: https://www.nasa.gov/sites/default/files/atoms/files/origins_of_21st_century-tagged.pdf

(264 pages)

WEEK 2: Background of space logistics – This week breaks down the origins and historical importance of space logistics.

Objective(s)

- LO2: Appraise the growing revolution of space logistics

Seminar Activities

- Seminar Discussion

Required Readings (367)

Carrillo, Manuel J., Thomas F. Lippiatt, John Abell, and Stephen E. Jacobsen, ***A Development of Logistics Management Models for the Space Transportation System***, Santa Monica, Calif.: RAND Corporation, R-3083-NASA, 1983. As of August 15, 2019: <https://www.rand.org/pubs/reports/R3083.html> (102 pages)

Evans, William A. (Andy), de Weck, Olivier, Laufer, Deanna, Shull, Sarah, *Logistics Lessons Learned in NASA Space Flight*, NASA/TP-2006-214203, 2006, May: <http://strategic.mit.edu/spacelogistics/pdf/NASA-TP-2006-214203.pdf> (93 pages)

NASA's Implementation Plan for International Space Station Continuing Flight, Vol 2, January 30, 2004: https://www.nasa.gov/pdf/56217main_stationCFT1.pdf (172 pages)

WEEK 3: Space logistics as critical infrastructure - This week, we will discuss key ideas on why space logistics is considered critical infrastructure and why this is of national importance.

Objective(s)

- LO3: Evaluate space logistics as a critical infrastructure

Seminar Activities

- Seminar Discussion

Required Readings (365 pages)

Critical Space Infrastructures: Risk, Resilience and Complexity

By Alexandra Georgescu, Adrian V. Gheorghe, Marius-Ioan Piso, Polinpapilinho F. Katina, Springer Publishing, 2019. Chapters 1 to 11 (279 pages)

Agile Combat Support Doctrine and Logistics Officer Training: Do we need an integrated logistics school for the expeditionary air and space forces?

By: J. Reggie Hall, Lt. Col, USAF. The Fairchild Papers, 2003 (77 pages)

Alexandru Georgescu. (2017). Deliberate threats to critical space infrastructure – ASAT and the strategic context. *Scientific Bulletin of Naval Academy*, 19(2), 582.

<https://doi.org/10.21279/1454-864X-16-I2-063> (9 pages)

WEEK 4: The new space race - This week, we will discuss how space tourism is change space logistics.

Objective(s)

- LO4: Assess the new space race where the government is competing with business
- LO5: Critique theories of commercialization and competition in space

Seminar Activities

- Seminar Discussion

Required Readings (443 pages)

Otto, Matthias. *Feasibility Study and Future Projections of Suborbital Space Tourism at the Example of Virgin Galactic*, Diplomica Verlag, 2008. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/apus/detail.action?docID=594506>. (93 pages)

Jai Galliot (2105). *Commercial space exploration: Ethics, Policy and Governance* Routledge: Print ISBN: 9781472436115, 1472436113
eText ISBN: 9781317163770, 131716377X (324 pages)

Sweeney, B. (2016). The New Space Race. *PM Network*, 30(2), 10–12. Retrieved from <http://search.ebscohost.com.ezproxy1.apus.edu/login.aspx?direct=true&AuthType=ip&db=bth&AN=112687075&site=ehost-live&scope=site> (3 pages)

Marshall, P. (2017, August 4). New space race. *CQ researcher*, 27, 653-676. Retrieved from <http://library.cqpress.com/> (23 pages)

Recommended Optional Videos

Brinkmann, Paul , “Video shows Blue Origin plans Eutelsat launch from Florida,” *Orlando Sentinel*, March 7, 2017, <https://tinyurl.com/ycegfec>. Spaceflight company Blue Origin, run by Amazon founder Jeff Bezos, reached a deal with European satellite company Eutelsat to send a satellite into orbit.

Burton, Charlie , “After the crash: Inside Richard Branson's \$600m space mission,” *GQ*, July 5, 2017, <https://tinyurl.com/y78zr6ch>. Virgin Galactic will conduct rocket-powered test flights on its reusable spaceplane, *VSS Unity*, this fall, three years after the plane's predecessor exploded and killed one pilot.

WEEK 5: Cybersecurity and space logistics - This week, we will examine the importance of cybersecurity and space logistics as an imperative for the future.

Objective(s)

- LO6: Evaluate the importance of cybersecurity and space logistics

Seminar Activities

- Seminar Discussion

Required Readings (189 pages)

Blowers, M. (2015). *Evolution of Cyber Technologies and Operations to 2035*. Cham: Springer. Retrieved from <http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=nlebk&AN=1170364&site=ehost-live&scope=site>

Chang, Kenneth , “Moon Express Set Its Sight on Deliveries to the Moon and Beyond,” *The New York Times*, July 12, 2017, <https://tinyurl.com/y6uvccs8>. Moon Express, a startup in Florida, says it is on track to put its MX-1E lander on the moon by the end of the year. (3 pages)

WEEK 6: Intergroup Conflict & Cooperation - This week, we will examine different nations and their space programs along with social issues that come with space exploration and space logistics.

Objective(s)

- LO7: Differentiate social issues that come with space logistics, such as the difference between nations with a space program and nations without a space program

Seminar Activities & Deliverables

- Seminar Discussion
- Issue Recommendation Brief

Required Readings (361 pages)

Critical Space Infrastructures: Risk, Resilience and Complexity

By Alexandra Georgescu, Adrian V. Gheorghe, Marius-Ioan Piso, Polinpapilinho F. Katina, Springer Publishing, 2019. Chapters 12-13 (64 pages)

Zimmerman, Robert , “Capitalism in Space: Private Enterprise and Competition Reshape the Global Aerospace Launch Industry,” Center for a New American Security, January 2017, <https://tinyurl.com/ycrgydsu>. In a report that prompted heated debate among space analysts, a space historian argues that private-sector companies are more efficient than NASA at designing and managing space programs. (42 pages)

Lele, A. (2016). Power Dynamics of India’s Space Program. *Astropolitics*, 14(2-3), 120–134. <https://doi.org/10.1080/14777622.2016.1237212> (14 pages)

Drozhashchikh, E. (2018). China’s National Space Program and the “China Dream.” *Astropolitics*, 16(3), 175–186. <https://doi.org/10.1080/14777622.2018.1535207> (11 pages)

Nagendra, N. (2016). Industry Participation in India’s Space Program: Current Trends and Perspectives for the Future. *Astropolitics*, 14(2-3), 237–255. <https://doi.org/10.1080/14777622.2016.1244759> (18 pages)

Crane, L. (2019). A new golden space age. *New Scientist*, 242(3230), 36–39. [https://doi.org/10.1016/S0262-4079\(19\)30872-3](https://doi.org/10.1016/S0262-4079(19)30872-3) (4 pages)

Da Costa, D. (2016). Chinese Geopolitics: Space Program Cooperation among China, Brazil, and Russia. *Astropolitics*, 14(1), 90–98.
<https://doi.org/10.1080/14777622.2016.1148465> (9 pages)

Nemets, A., & Kurz, R. (2009). The Iranian Space Program and Russian Assistance. *Journal of Slavic Military Studies*, 22(1), 87–96.
<https://doi.org/10.1080/13518040802697304> (10 pages)

Bershidsky, L. (2018, February 8). Bershidsky: How Elon Musk beat Russia's space program. *The Press Democrat*. Retrieved from
<http://search.proquest.com/docview/1999333232/> (3 pages)

SASC Chairman John McCain Urges Air Force Secretary to Address Russia's Role in National Security Space Program. (2016, April 13). *Targeted News Service*. Retrieved from <http://search.proquest.com/docview/1780740752/> (5 pages)

Sage, D. (2014). *How outer space made America : Geography, organization and the cosmic sublime*. Retrieved from <https://ebookcentral.proquest.com> (181 pages)

WEEK 7: The role and importance of recycling in space - This week, we will look at different types of recycling and the importance of recycling in space travel and space logistics.

Objective(s)

- LO8: Differentiate between the various types of recycling in space

Seminar Activities

- Seminar Discussion

Required Readings (417)

Hays, Peter L.. *Space and Security: A Reference Handbook*, ABC-CLIO, LLC, 2011. ProQuest Ebook Central,
<https://ebookcentral.proquest.com/lib/apus/detail.action?docID=678271>. Chapters 1 – 3 (103 pages)

Calvo-López, A., Ymbern, O., Puyol, M., Casalta, J., & Alonso-Chamarro, J. (2015). Potentiometric analytical microsystem based on the integration of a gas-diffusion step for on-line ammonium determination in water recycling processes in manned space

missions. *Analytica Chimica Acta*, 874, 26–32.
<https://doi.org/10.1016/j.aca.2014.12.038> (7 pages)

Committee, O. S. A. M., Aeronautics, A. S. E. B., & National, M. A. M. B. (2014). *3d printing in space*. Retrieved from <https://ebookcentral.proquest.com> (107 pages)

Shahrokhi, F. (1988). *Commercial opportunities in space*. Retrieved from <https://ebookcentral.proquest.com>. Chapters 1 and 2 (240 pages)

WEEK 8: Social Dominance Theory and Social Dominance Orientation - This week, we will close out our discussion of the psychology of global actors by looking at social dominance theory and social dominance orientation.

Objective(s)

- LO9: Analyze the role of artificial intelligence and other space technologies in space exploration and transportation.

Seminar Activities and Deliverables

- Theory Application Paper
- Discussion

Required Readings (385 pages)

Kozma, K. (2018). The Impact of Artificial Intelligence and Space Transportation on Security. *Hadtudományi Szemle = Military Science Review*, 11(1), 99–107. Retrieved from <http://search.proquest.com/docview/2222886534/> (8 pages)

Chien, S., & Morris, R. (2014). Space applications of artificial intelligence. *AI Magazine*, 35(4), 3-6.
doi:<http://dx.doi.org.ezproxy1.apus.edu/10.1609/aimag.v35i4.2551> (4 pages)

Andrea electronics corporation; Andrea electronics corporation announces airbus has selected its DA-250 array microphone for incorporation into CIMON, the first artificial intelligence robot to operate in outer space. (2018, Apr 04). *Defense & Aerospace Week* Retrieved from <https://search-proquest-com.ezproxy1.apus.edu/docview/2115910598?accountid=8289> (2 pages)

Olla, P. (2008). *Commerce in Space : Infrastructures, Technologies, and Applications*. Hershey: IGI Global. Retrieved from

<http://search.ebscohost.com.ezproxy2.apus.edu/login.aspx?direct=true&AuthType=ip&db=nlebk&AN=203738&site=ehost-live&scope=site> (371 pages)

Social Theory and Public Policy

Professor Jack A. Goldstone, George Mason University

This course introduces students to some of the major works in classical and contemporary social theory, drawn from sociology, political theory, and economics, with a particular emphasis on culture and values as elements shaping public policy. We will also read some contemporary works to help put classical ideas in perspective. It is a course for people with a list of books that they feel they *should* read, and *want* to read.

The class focuses on the topics of power, inequality, and economic development, particularly as they help to understand the current shift to populist politics in Europe, Asia, and the United States.

Learning Objective: You will be able to discuss public policy issues with reference to the major thinkers and arguments in the intellectual history of the West.

There are two required papers. Both are analytical exercises designed to improve your critical reading and written expression. The first is a short (4-6 pages) paper analyzing some of the readings. The second is a more substantial paper (18-20 pages) in which I ask you to compare and contrast viewpoints of two or more authors on a specific theme of your choosing.

Grading will be 30% based on the first paper, 60% on the second paper, and 10% on class participation. All work will be graded on the basis of the clarity, relevance, and logic of your arguments.

MOST OF THE READINGS ARE BOOKS. Those that are articles or selections will be emailed to you. Those readings (noted with a star below) that are complete books (or major portions of them) are books that can be easily purchased on Amazon. I prefer if you purchase them as KINDLE ebooks to save the environment, but the choice of regular books or ebooks is up to you.

LIST OF READINGS:

*(Daron Acemoglu and James Robinson – *The Narrow Corridor*)

*Linda Martin Alcoff – *The Future of Whiteness*

*Robert Axelrod – *The Evolution of Cooperation*

*Angus Deaton and Anne Case – *Deaths of Despair and the Future of Capitalism*

*W.E.B. Du Bois – *The Souls of Black Folk*
 Richard Florida – *The Rise of the Creative Class*
 Thomas Hobbes – *Leviathan*
 *Samuel Huntington – *The Clash of Civilizations and Remaking World Order*
 *Daniel Kahneman – *Thinking, Fast and Slow*
 John Locke – *Second Treatise on Government*
 Karl Marx and Friedrich Engels – *The Communist Manifesto*
 Niccolo Machiavelli – *The Prince*
 Douglass C. North – “Economic Performance through Time”
 Plato: *The Republic*
 Dani Rodrik – *Economics Rules*
 Joseph Schumpeter – *Capitalism, Socialism, and Democracy*
 Adam Smith – *The Wealth of Nations*
 *Thomas Sowell – *A Conflict of Visions*
 *Richard Thaler and Cass Sunstein – *Nudge*
 Alexis de Tocqueville – *Democracy in America*
 Thucydides – *Peloponnesian Wars*
 *Thorstein Veblen – *Theory of the Leisure Class*
 *Kenneth Waltz – *Man, the State and War*
 *Duncan Watts, *Six Degrees: The Science of a Connected Age*

SCHEDULE OF TOPICS AND READINGS

RECOMMENDED BEFORE CLASS: Sowell, *Conflict of Visions*, all.

I. POWER AND GOVERNANCE

Week of	Plato – <i>Republic</i> I-II, IV-V, VII.
August 24	Thucydides – <i>Peloponnesian Wars</i> , Book One Chapters II-IV, Book Two Chapter VI
August 31	Machiavelli – <i>The Prince</i> , Chapters I-X

Hobbes – *Leviathan*, Chapters XIII-XV

September 7 Labor Day -- Holiday

September 14 Locke – *2nd Treatise on Government*, Chapters I-XIII, XVIII-
XIX

Marx – *The Communist Manifesto*, Chapters I, II

September 21 Tocqueville – *Democracy in America*, Volume 1, Part II, Chapters 1,
2, 7, 8, 9.

II. STATUS AND INEQUALITY

September 28 Veblen – *Theory of the Leisure Class*, Chapters 2, 4

Florida – *Rise of the Creative Class*, Chapter 15

Alcoff – *The Future of Whiteness*

October 5 Du Bois – *The Souls of Black Folk*

October 13 Deaton and Case – *Deaths of Despair* **NOTE TUESDAY DATE**

NOTE: FIRST PAPER WILL BE DUE OCTOBER 20th

III. BEHAVIOR

October 19 Kahneman, *Thinking, Fast and Slow*

October 26 Thaler and Sunstein, *Nudge*

IV. THE INTERNATIONAL SYSTEM

November 2 Acemoglu and Robinson, *The Narrow Corridor*

November 9 Waltz, *Man, the State and War*

IV. ECONOMIC GROWTH AND CRISES

November 16 Adam Smith, *The Wealth of Nations*, Book 4, Chaps 1 and 2
Joseph Schumpeter, *Capitalism, Socialism, and Democracy*,
Chapters 5-8
Douglass North – “Economic Performance Through Time”
Dani Rodrik – *Economics Rules*, Chapters 1, 5, 6 and Epilogue

November 23 THANKSGIVING HOLIDAY

V. GAME THEORY AND NETWORKS

November 30 Robert Axelrod: *The Evolution of Cooperation*, Chaps. 1,2
and 6,7
Duncan Watts – *Six Degrees*

FINAL PAPER IS DUE DECEMBER 14th