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Public Affairs 874, Fall 2007
Office Hrs.: 10:00-11:30 T
By Appointment

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THE POLICYMAKING PROCESS

This is a graduate seminar on the policymaking process. The policymaking process is considered in a very broad context – from evolution of an idea, to enactment of legislation, to program implementation and evaluation. The emphasis is on the national level but there will also be considerable discussion of policymaking in a federalist environment. Thus the states will not be neglected and when we get to the policy section of the course, the national-state-local linkages will become very important. Given the globalization of public policy, international perspectives may also be introduced.

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

The objectives of the course are: (1) to insure that students know and understand the institutional and political organization of the policymaking process at the national level, and the subsequent interactions at the state and local levels; (2) to describe and analyze the stages in that process, including relevant analytical skills needed to evaluate policy implementation and results; 3) to introduce students to critical processes including budgeting, policy analysis, and policy evaluation; and (4) to exemplify these processes through a set of policy case studies that will also demonstrate different approaches to analyzing public policies for use by policymakers. To these ends the course is presented in four sections: theories of the policy process, institutions, critical processes, and policy examples.

We will also be emphasizing writing skills involved in medium length papers. To that end the first paper may be “rewritten” with the possibility of improving the grade, but a guarantee that the grade will not be reduced. We will edit that paper quite significantly if needed to emphasize and hopefully improve writing skills. Students are free to use the writing lab on campus at any time and in any way they see fit.

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

suggest that you look ahead and judiciously use your time. Most of the readings are in five books, but there is also a modest course packet. Although it is recommended that you purchase the books, a set of books will be made available for communal use at La Follette.

Course Requirements

1. An approximately 10 page paper on one of several specified topics – due **October 29**. On **September 17** a set of topics will be handout in class. If the student so chooses, the rewritten paper will be due no later than **November 12**.
2. A second paper of approximately 15 pages, of the student’s choosing - due on **December 10th**. The topic of the paper must be given to the instructor and/or the teaching assistant in a paragraph or two by **November 5**.
3. A “check-out,” take home **final examination on December 14**. Students will have two-hours to complete the exam on a computer using course materials.

These factors will be weighted as follows:

First Paper	25%
Second Paper	35%
Final Exam	40%

Attendance and active class participation will be important in cases of borderline grades, of which there are often many.

Course Outline and Readings

The following books have been ordered for purchase at the University Bookstore and are also at Underground Bookstore.

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

Dowell Myers, *Immigrants and Boomers* (Russell Sage Foundation, 2007). Cheapest.

Richard K. Green and Stephen Malpezzi, *A Primer on U.S. Housing Markets and Housing Policy* (Washington, D.C.: Urban Institute Press, 2003). Paperback.

Richard Rothstein, *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Education Gap* (Washington D.C.: Economic Policy Institute, 2004). Paperback.

I realize there are a lot of books, but I want to use extended case studies of policy examples instead of a wide range of policies treated less in depth. A set of the books will be made available for communal use for those who have difficulty purchasing the books.

The other required readings not in these books are available in a reading packet sold through Student Print, located in B114 of the Memorial Union, 262-6216.

Please note that the readings are not evenly distributed for each week. For discussion purposes, readings must be done in advance of the scheduled session.

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

Week1 - September 10: Introduction to Public Policymaking

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

Week 2 - September 17: The What and Where of Policymaking

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

Weeks 3 & 4 - September 24, October 1: The Who (Institutions)

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

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

Terry Moe, "Presidency and the Bureaucracy: Presidential Advantage," in Michael Nelson (ed.) **The Presidency and the Political System**, 5th edition, Washington, D.C.. Congressional Quarterly Press, 1998, pp. 437-468.

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

James Q. Wilson, "From Bureaucracy: What Agencies Do and Why They Do It"

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

II How Policy Is Made

Week 5 - October 8: Policy Theories

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

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

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

Week 6 – October 15: Problem Identification and Agenda Setting

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

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

Week 7 – October 22: Policy Design, Analysis, and Adoption

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

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

Week 8 – October 29: Policy Implementation and Evaluation

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

FIRST PAPER DUE OCTOBER 29.

III Policy Examples

Weeks 9 & 10 - November 5 and 12: Immigration Policy

Dowell Myers, *Immigrants and Boomers*, entire book.

Weeks 11 & 12 - November 19 and 26: Housing Policy

(Guest Professor Stephen Malpezzi)

Richard K. Green and Stephen Malpezzi, **A Primer on U.S. Housing Markets and Housing Policy**, entire book.

Weeks 13 & 14 - December 3 and 10: Education Policy

Richard Rothstein, *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black-White Education Gap*, entire book.

SECOND PAPER DUE DECMEBER 10

TAKE HOME FINAL EXAMINATION DECEMBER 14