COURSE SYLLABUS
Dartmouth College, Fall 2015 Term
PBPL 45: Introduction to Public Policy Research

Professor Ronald G. Shaiko, Senior Fellow and Associate Director, Rockefeller Center
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Class Hours: 10A: Tuesdays/Thursdays, 10:00am-11:50am
X-Period: Wednesdays, 3:00-3:50pm
Classroom: Rockefeller 209
Lab room: Rockefeller 201
Course Webpage: canvas.dartmouth.edu

1. Prerequisites: This class is open to students who have taken one of the social science statistical methods classes offered as prerequisites for social science majors (e.g., ECON 10, GOVT 10, PSYCH 10, SOCY 10, PBPL 10). It is also useful for students to have taken PBPL 5: Introduction to Public Policy, but this course is not required. The course will serve as one of the two methods courses necessary to complete the Public Policy minor in the Rockefeller Center, although the course is not limited to Public Policy minors. The course will also serve as the training ground for prospective applicants wishing to serve in the Rockefeller Center's newly endowed Class of 1964 Policy Research Shop during any terms subsequent to successfully completing this course.

2. Course Objectives: This course focuses on strategies for, and actual practice of, conducting research relevant to public policy discussions. The key objectives for this course are:

   Knowledge-based
   • Familiarize you with the legislative process at the state level, with particular emphasis on New Hampshire and Vermont, the ways that policy research may influence this process, as well as the relationships between the executive and legislative branches in these states;
   • Develop personal expertise with specific policy issues and key policy options for addressing these issues;
   • Develop your understanding of how differences in geography, economy, and government influence the options for policy alternatives; and
   • Familiarize you with the policymaking process at the local level in the Upper Valley.

   Skills-based
   • Further develop and practice key research competencies, including conducting literature reviews, background research, and data collection and analysis;
   • Further develop your research writing skills and ability to produce ‘professional quality’ policy research reports (including writing executive summaries);
   • Improve your public speaking skills through oral presentations of research findings; and
   • Improve your skills at providing constructive feedback and working in a team environment.

3. Professors' Roles – Like other courses at Dartmouth, Professor Shaiko will supervise the working environment and will assign your grade. Unlike many other courses at Dartmouth, Professor Shaiko will not be alone in providing input and feedback into the projects undertaken throughout the term.
Two additional faculty mentors will be assisting in the development and implementation of the class projects—Professor Herschel Nachlis and Professor Derek Epp. Each of these professors is a member of the Rockefeller Center's Public Policy faculty. Professor Nachlis received his Ph.D. in political science from Princeton and most recently taught at Franklin and Marshall College. Professor Epp received his Ph.D. in political science from the University of North Carolina-Chapel Hill, where he has taught undergraduate classes.

- The professor and faculty mentors will meet with student work groups on a regular basis to review progress and make suggestions for how best to proceed with the work on your project.
- As part of the work product review process, the professor and faculty mentors will critically review your interim and final products.

4. **Student's Role** – This course will rely primarily on student initiative to find, summarize, and synthesize the existing knowledge on three specific policy projects.

- Actively collect and analyze information on relevant area of study.
- Come to class prepared, whether doing the reading and coming to class with questions or showing up to progress report/feedback sessions with materials to share.
- Be aware that the course is front-loaded with academic readings; the bulk of your research occurring during the last two thirds of the course.
- Work cooperatively and collaboratively with fellow students.
- Write, edit, revise, and proofread all final products prior to their public presentation.

5. **Expert Consultations (X-Hours)** – To the extent possible, X-Hours will provide an opportunity for you to work directly with policy makers from your specific area of research. We will arrange for various elected officials and policy experts to give special presentations that address elements of your research topic. In some cases, a speaker may present on a topic relevant to the entire class. In others, multiple speakers may be in class at one time and we will arrange for a place for each group to meet. These periods will also provide opportunities for you to get input from the instructor and fellow students on your project progress.

6. **Required Readings** – The following books, articles, and websites will be used throughout the term. The required books will be read in their entirety and will be available at Wheelock Books.

Electronic files:
(These reports are accompanied by Excel Spreadsheets found on the website.)

7. Grading--

Class Participation: 20% (attendance, participation in feedback discussions, class assignments)

Policy Project I (Group Projects: Analysis of NHCPPS What is New Hampshire? data): 20%
(15% Report, 5% Feedback)

Policy Project II (Group Projects: NH and VT policy issues): 35% (10% Presentation, 25% Report)

Final Project/Research Design—Foundation Grant Proposal: 25% (5% Presentation, 20% Paper)

8. Course Outline --

Week 1: Thursday, September 17: Introduction to the Seminar and the Policy Research Shop

During our first class meeting, we will discuss the content of the seminar, the context within which the course is designed, the possibilities of working in the Rockefeller Public Policy Research Shop (PRS) during the winter and spring terms following the course, and the roles of Professor Shaiko and Professors Nachlis and Epp in each of these enterprises. In addition, we will discuss the format of the class, X-Period utilization, invited speakers, and the production of work products for the course. We will also discuss a stand-alone module on public speaking, prepared by the Rockefeller Center staff, that will be offered to students in this class.
Week 2: Tuesday, September 22: The Role of Social Science Research in Social Problem Solving
Read: W. Phillips Shively, The Craft of Political Research, Chapter 1: “Doing Research,” pp. 1-12 (posted on Canvas);
Hird, Power, Knowledge, and Politics, Chapters 1-2, pp. 1-67 (posted on Canvas).
Creswell, Research Design, Chapters 1-4, pp. 3-94.
Analyze: The limits and possibilities of applied social science research in public policymaking.

Thursday, September 24: Public Policy Research at the State Level: The Importance of Political Context
Smith and Greenblatt, Governing States and Localities, Chapters 1-6, pp. 3-191. (Introduction/Federalism/Constitutions/Finance/Political Attitudes/Parties and Interest Groups)
Analyze: Age, occupation, length of tenure, and constituencies of NH and VT legislators; assess the institutional limitations of policymaking in part-time, nonprofessionalized legislatures.

Saturday, September 26: Introduction to Project I: Analysis of New Hampshire Data for a Specific Public Policy Client (Group Project)
The first project for class will entail an analysis of an encompassing set of documents published by the New Hampshire Center for Public Policy Studies. Annually, NHCPPS produces a broad and extensive overview of the current state of affairs in New Hampshire called, "What is New Hampshire?" These 100+-page documents cover a wide array of issues regarding the New Hampshire economy, jobs, health, environment, and politics. Our main focus will be on the 2015 report, but groups will analyze reports from 2011 to 2015 to discern if any patterns in the data have emerged over the past five years. The class will be divided into groups of three students. A specific public policy client will be identified for each group (e.g., AARP, Business and Industry Association (Chamber of Commerce), NEA—NH Chapter (state teachers union), NH Association of Realtors). Therefore, you will be writing your report for that specific client. As a result, some of the data presented in the NHCPPS reports will be more relevant to one group than to another group. In addition to the group/client to which you are assigned, there will be at least one other group working for the same client (i.e., there will be at least two groups writing reports for the AARP). Obviously, there should be no interaction between groups working for the same client. After the reports are handed in, the groups with the
same client will swap papers. Each student will then individually critique the report handed in by the other group. So, there will be a group grade for the report worth fifteen percent of your grade and an individual critique worth five percent of your grade.


Smith and Greenblatt, Governing States and Localities, Chapters 7-10, pp. 193-344. (Legislatures/Governors and Executives/Courts/Bureaucracy)
Yin, Case Study Research, Chapters 1-2, pp. 2-65.

Analyze: Locate an example of applied social science research that has had a significant impact on public policymaking in the United States; prepare a one-page summary of this work.

**Thursday, October 1: A Closer Inspection of the NHCPPS Data**

What is New Hampshire? 2013 Edition
What is New Hampshire? 2012 Edition
What is New Hampshire? 2011 Edition
Census 2010: Mapping New Hampshire
(http://www.nhpolicy.org/reports/2010_may_census_release_presentation.2.pps)

Guest Speaker: Mr. Stephen A. Norton, Executive Director, New Hampshire Center for Public Policy Studies (invited)

**Week 4: Tuesday, October 6: Governance and the Political Environments of Montpelier and Concord**

Read: Handouts on Vermont and New Hampshire legislatures (to be distributed in class).
Creswell, Research Design, Chapters 5-7, pp. 95-143.

Analyze: Continue work on Policy Project I.

**Thursday, October 8: Interacting with Public Policymakers at the State and Local Levels of Government: Elite Interviewing**

Smith and Rosenblatt, Governing States and Localities, Chapters 11-12, pp. 347-407. (Local Government/Metropolitics)

Analyze: Policy Project I Report due in class. Individual critique will be due on Tuesday, October 14. Form working groups for Policy Project II on issues to be identified in class.
Week 5: Tuesday, October 13: Introduction to Policy Project II

Read: Creswell, Research Design, Chapters 8-10, pp. 145-225.
Approximately 8-10 working groups will begin gathering information on policy topics and identifying sources of data relevant to the topics.
Analyze: Begin work on Policy Project II. Professor Shaiko will serve as the faculty advisor for all of the projects; each group will also work with a faculty mentor.

Wednesday X-Hour (October 14): Policy Project II: Presentation Module

Beginning at 3:00pm, the class will participate in a public speaking/PowerPoint presentation training module presented by Ms. Sadhana Hall, Deputy Director of the Rockefeller Center. This program will last until 5:30pm. Please make an effort to clear your schedules for this session.

Thursday, October 15: What Makes “Good” Public Policy Research? What Are the Impacts of Values on Social Science Research? More on Case Study Approach to Policy Analysis

Guest Speaker: NH State Senator David Pierce (D)

Senator David Pierce is currently serving his second term as representing District 5 which is comprised of the nine Upper Valley communities of Canaan, Charlestown, Claremont, Cornish, Enfield, Hanover, Lebanon, Lyme, and Plainfield. His committee assignments for 2014-2015 are Commerce and Judiciary. Prior to being elected to the Senate, David was a member of the New Hampshire House from 2006-2012 where he served on the committees for Election Law, Redistricting, and Legislative Administration. He wrote and advocated for many bills while a member of the House, including bills in support of marriage equality and voting rights.

Read: Yin, Case Study Research, Chapters 3-6, pp. 66-191.
Chapters 13-16 in Governing States and Localities should be consulted as relevant sources for each of the projects.
Analyze: Meet with Faculty Mentors at a mutually agreed upon time.

Week 6: Tuesday, October 20: The Role of the Executive Branch in State Policymaking
Policy Project II: Proposals and Roundtable Discussion

Classes on Tuesday and Thursday we will have each of the Project II groups make presentations of their proposed analysis. Classmates and faculty will provide feedback. We will complete up to four proposal reviews on Tuesday and the remaining proposal reviews on Thursday. By the end of the class on Thursday, we should have successfully defended proposals from all groups. For Thursday class, former Speaker of the House in NH, Terie Norelli, will be aware of all of the research topics and will be glad to answer any questions you may have of her regarding your research projects. Given the size of the class, we may need to use the x-hour on October 21 for presentations.
Thursday, October 22:
Guest Speaker: Ms. Terie Norelli (D), Former Speaker of the House,
New Hampshire House of Representatives (2006-2010, 2012-14)
Speaker Norelli served for six years as Speaker of the House in the New Hampshire
House of Representatives. She served in the House from 1996-2014, representing the
Rockingham area of the state. Norelli has also served as the President of the National
Conference of State Legislatures and also as President of the NCSL Foundation.
She is currently serving as the Perkins Bass Distinguished Visitor for 2015-2016 at the
Nelson A. Rockefeller Center at Dartmouth College.

Week 7: Tuesday, October 27: Status Report and Feedback Session
Groups will continue working on their projects in class. Specifics regarding format
of reports and time allotments for presentations will be discussed. Faculty mentors
will be available to observe and give final advice and comment to groups in rehearsals
of formal presentations.

Thursday, October 29: Updates on Policy Project II Reports
Each group will continue working on its project with specific attention to the
oral presentations and written documents.

Week 8: Tuesday, November 3: Formal Oral Presentations of Project II and Brief Introduction
of Final Research Project
Class will begin with a brief explanation of the Final Research Project. The introduction
will allow you to begin thinking about a policy issue and a range of foundations that may
targeted for your proposal. Then, we will begin formal oral presentations of Project II.
Each group will be given 15 minutes to make a formal presentation of its research
findings; each presentation will be followed by a 5-10 minute question-and-answer
period. Formal written reports will accompany the oral presentations. Groups must
present a hard copy of the report and post an electronic version of the report to the
PBPL 45 Canvas site. We may need to have an additional session in order to complete
all of the presentations—perhaps Wednesday evening. If so, food will be provided.

Wednesday X-Period (November 4): Formal Oral Presentations of Project II Continue

Thursday, November 5: Formal Introduction to Final Research Project:
Research Designs for Policy Analysis/Grant Proposals
Guest Speaker: Ms. Kate Norton ’01, Director, Office of
Corporate and Foundation Relations, Dartmouth College.
“Grant Writing from a Foundation/Nonprofit Perspective.”

Read: “Proposal Writing Short Course,” (New York: Foundation Center, 2005);
Lucy Knight, “Write on the Money: The Basics of Effective Proposal Writing,
from Content to Structure to Length.” and “Foundation and Corporate Funding
Resources.” (Readings are posted on Canvas.)
Analyze: The grant making process.

Week 9: Tuesday, November 10: Don’t Forget the Bottom Line: Budgeting in Grant Proposals
Read: Rockefeller Center, Ford Foundation Grant Proposal
Rockefeller Center, U.S. Department of Education, FIPSE Grant Proposal
(to be handed out in class).
Thursday, November 12: Last Chance for Feedback/Assistance on Final Projects
This will be the last chance before final oral presentations of research designs/grant proposals begin. Format for the final presentations will be discussed. Your final written project will **NOT** be due at the time of the oral presentation. You will have several days to make final changes in your written report, based on comments made at the oral presentation.

Week 10: Tuesday, November 17: Formal Oral Presentations of Final Projects
Each student will make a formal presentation of his/her research design/grant proposal during class on Tuesday or on Wednesday. Based on comments received, final revisions will be made in the written report. Given the class size, we will likely plan for another session in order for each student to have the opportunity to make a final project presentation.

Friday, November 20: Final Written Projects will be due in Professor Shaiko’s office by 5:00pm. If you have completed your final project prior to the deadline, please feel free to hand it in early.