Course Philosophy: Public policymaking in the United States is characterized by scholars and politicians in a wide variety of ways. For some, public policy reflects “the authoritative allocation of values;” while others see the policymaking process from a more bottom line perspective—“who gets what, when, and how.” Still others have incorporated the overtly political nature of public policy by referring to the process as “partisan mutual adjustment,” and have acknowledged that public policymaking involves trade-offs and, at times, less than optimal policy outcomes—“satisficing.” Those who make public policy in the United States often wrestle with normative questions of what constitutes the “best” policy outcomes for the most people as they strive to reach the right balance between government intervention and citizens’ rights to “the pursuit of happiness.” James Madison clearly stated in the Federalist Papers that “if men were angels, no government would be necessary.” Unfortunately, citizens of the United States are not angels and, as a result, must be constrained in their self-interested pursuits. Public policy—influenced by economics, psychology, sociology, philosophy, political science, and religion—reflects the aspiration of creating a society in which its citizens behave in a way that reflects the broadly agreed upon societal norms and values, but also the day-to-day rules and regulations established by governments at all levels. As the art of political decision-making, public policy reflects the reality that: 1) penalties and incentives (“carrots and sticks”) are the primary forces in our society that constrain and facilitate daily activities; 2) information, who has how much of it and when, is key to structuring penalties and incentives; and that 3) thinking empirically, knowing what to measure and how to measure it, is as important as thinking normatively.

In this course we will pursue these aspects of public policy from a variety of perspectives. The term will be divided into four main components:

I. The Nature of Public Policy: What is Public Policy, Who Makes It, and Why Study It?
III. The Policy Players: Institutional and Non-Institutional Actors
IV. The Policy Game: Rules, Strategies, Culture, and Resources

In the concluding section of the course, we will be pursuing specific policy domains—education policy, environmental policy, health care policy, social welfare policy, and immigration policy.
**PBPL 5 and the Public Policy Minor:** The course is designed as the gateway offering for students beginning to pursue a minor in public policy through the Rockefeller Center. For those students who are ’18s as well as those who are ’17s or ’16s, but have not yet begun their public policy minor, this course will serve as the required first course in the path toward completing the minor. In class, the requirements for the Public Policy Minor will be discussed in detail as well as a clear roadmap for completing the minor during your four years at Dartmouth College. As this is the introductory course in the minor, there are no course prerequisites for PBPL 5. Nonetheless, the course is designed with the assumption that students in the class have a solid understanding of the American political system. If you have completed an AP American Government class in high school (or its equivalent) or have taken GOVT 3: The American Political System here at Dartmouth, you should be prepared for this course. If you have any questions or concerns regarding your background in American politics, please speak with Professor Shaiko at the end of the first class meeting.

**Course Readings:** There are six required books for this course; we will read each of the books in its entirety. There are three main texts that we will be reading throughout the term:


The Birkland text will provide the basics for our exploration into the American public policy process. The Kingdon text, recently updated, is already a classic in the field of public policy. The Theodoulou/Cahn edited volume contains virtually all of the “must-read” public policy articles in the field, written by the best classic and contemporary scholars such as Sabatier, Lowi, Dahl, Heclo, Lindblom, Bardach, Wildavsky, Wilson, Weber, Friedman, Neustadt, and Domhoff.

The next three books will be read in sequence, during each of the components of the course. We will begin with Harold Winter’s *Trade-Offs: An Introduction to Economic Reasoning and Social Issues* while discussing the broad theories and models of public policymaking in Part I. We will then pursue policymaking processes and outcomes in each of the three branches of government. We will explore executive branch decision making through the White House and the federal bureaucracy in Part III through *The Art of Policy Making: Tools, Techniques, and Processes in the Modern Executive Branch*, by George Shambaugh and Paul Weinstein. We will also explore ways in which the federal government (and state and local governments) might do a better job of evaluating government programs through *Moneyball for Government*, edited by Jim Nussle and Peter Orszag.


All six books are available for purchase at the Wheelock Bookstore in Hanover. The books are also available online via amazon.com and other book outlets. In some of the cases, used copies should be available as well. Copies of these books are on reserve in Baker/Berry Library.

**Course Policies and Procedures:** As this is an introductory course with a fairly large class size, much of the presentation of course material will occur in a lecture format. There will be opportunities for discussion of the readings and lectures throughout the term. Please feel free to ask questions or present comments during class. While there will not be attendance taken in class, it will be very difficult to do well in this course without attending class. I assume that you can read the English language; therefore, the readings stand as the jumping off points for class lectures. Obviously, the Dartmouth College Honor Code is in effect in the course. I will not tolerate cheating/plagiarism of any kind.

You will note on the syllabus that part of many Friday classes is set aside for a “Rocky Moment.” During these brief breaks from the course material, various Rockefeller staff members and current Rocky students will offer concise insights into some aspect of the Rockefeller experience at Dartmouth. By the end of the term, each student should be well informed about all of the curricular and co-curricular programming provided to students and should be ready to engage in one or more of these experiences.

This year, we will be using X-Hours (Thursdays—12:00-12:50) at various points throughout the term as opportunities for students in the class to meet with Professor Shaiko for lunch in smaller groups (approx. 20 students). The topic(s) of the lunchtime conversations will be set by the students. These lunches are not mandatory, but they will give you the chance to discuss issues with Professor Shaiko outside of the classroom. There will be signup sheets throughout the term; lunch will be provided for you in Morrison Commons—1/15, 1/29, 2/12, and 2/19, 2/26.

We will also have speakers supported by the Rockefeller Center join us in class throughout the term. Former U.S. Senator Judd Gregg, (R-NH) former Chair of the Senate Budget Committee and currently co-chair of Campaign to Fix the Debt has committed to come to our class February 16. We are currently working with the office of Senator Kelly Ayotte (R-NH) to have Senator Ayotte join us. She has co-authored a chapter in *Moneyball for Government.* We are also working on bringing Melody Barnes to campus for a public program as well as a class visit to PBPL 5; Ms. Barnes is currently the Vice Provost for Global Student Leadership Initiatives at New York
University as is also a senior fellow at the Robert F. Wagner School of Public Service at NYU. From November 2008 to January 2012, she served as Director of the Domestic Policy Council in the Obama Administration; she has also co-authored a chapter in Moneyball for Government. If either of these visits comes to fruition, we will adapt our class schedule accordingly. During the week of January 19-23, we will have class on Wednesday, Thursday, and Friday as Martin Luther King, Jr. Day is on Monday, January 19. Also, during the week of February 2-6, we will also have class on Monday, Wednesday, and Thursday as Winter Carnival begins on Friday, February 6.

Regarding office hours, I will hold them as scheduled on the syllabus. I tend to be on campus and in my office every day of the week if I am in town. So, blitz me to make sure I am in my office. If I am free at that moment, I will be glad to meet with you.

Course Requirements: The requirements for the course include three writing assignments, a midterm examination, and a final examination. The first writing assignment, due on Friday, January 16, will be in the form of a critical essay (of roughly five double-spaced pages) that clearly identifies policy “trade-offs” made in some aspect of public policymaking at the federal level of government (using Winter’s Trade-Offs as the basis for the analysis without using the examples that he presents in his book). The second writing assignment, due on Friday, January 30, will be a “One-Pager.” You will take on the role of a lobbyist attempting to inform and persuade Members of Congress on some aspect of the ongoing debate over immigration. The stock-in-trade for lobbyists is the one-pager. If you cannot say what you need to say to Members of Congress and their staffs in two sides of one page, you are lost. You may have a 50-page policy paper with all of the gritty details in it, but Members of Congress and their staffs want and need to see the tightest and most concise versions of political persuasion. This will be your task. For your third and final writing assignment, you will have the choice of writing a “Policy Memorandum” for the President of the United States on a policy issue in one of the following policy domains—environmental policy, education policy, health care policy, social welfare policy, and immigration policy, OR writing an amicus curiae brief for a case pending before the Supreme Court of the United States OR a public comment on a pending rule being promulgated by an executive department or agency. You will also have the option of completing this assignment on your own or in groups. We will discuss these options in class at the appropriate time. This final paper will be due on Monday, March 2. Papers #1 (critical essay) and #2 (one-pager) will each be worth 10 percent of your final grade. Paper #3 (policy memorandum/amicus brief/public comment) will be worth 20 percent of your final grade. We will also have a midterm examination (Wednesday, February 4) and a final examination (Friday, March 13 at 8:00am). Each examination will be worth 30 percent of your final grade.
Class Schedule and Reading Assignments:

I. The Nature of Public Policy: What is Public Policy, Who Makes It, and Why Study It?

WEEK 1: Monday, January 5
Introduction to Public Policy: Course Requirements and Expectations; Overview of Public Policy as an Interdisciplinary Field of Study; Intro. to D-LAB.
Friday Rocky Moment: “What is the Public Policy Minor?”

WEEK 2: Monday, January 12
Readings: Birkland, Chapter 3, "The Historical and Structural Contexts of Public Policy Making,” pp. 58-91;
Wednesday, January 14
Winter, Trade-Offs, finish reading, pp. 1-124;
Friday, January 16
Theodoulou and Cahn, eds., Chapters 12-15: Cobb and Elder, Kingdon, Lindblom, Schulman, pp. 96-137;
Friday Rocky Moment: “What is the First-Year Fellows Program?”(FYF)

WEEK 3: Wednesday, January 21
Readings: Birkland, Chapters 4-5, "Official Actors and Their Roles in Public Policy," and "Unofficial Actors and Their Roles in Public Policy," pp. 92-167;
Thursday, January 22
WEEK 4: Monday, January 26  
Wednesday, January 28  
Friday, January 30  

Friday Rocky Moment:  "What are the Management and Leadership Development Program and Rocky Leadership Fellows?"

Readings:  

**PAPER #2 DUE ON FRIDAY, JANUARY 30.**

WEEK 5: Monday, February 2  
Wednesday, February 4  
Thursday, February 5  
(Winter Carnival Week, no class on Friday.)  
Friday, February 13  

Thursday Rocky Moment: "What is the Policy Research Shop?" (PRS)

Readings:  

**MIDTERM EXAM ON WED., FEBRUARY 4.**

WEEK 6: Monday, February 9  
Wednesday, February 11  
Friday, February 13  

Friday Rocky Moment: "What is Rocky Global Leadership Program?"  

Readings: Complete **Shambaugh and Weinstein**;  

IV. The Policy Game: Rules, Strategies, Culture, and Resources

WEEK 7: *Monday, February 16  
Wednesday, February 18  
Friday, February 20  

**Rehnquist**, The Supreme Court, Chapter 11-14, pp. 209-266; (posted on Blackboard).  

*Monday Speaker: Senator Judd A. Gregg (R-NH), (1993-2011). Senator Gregg served for three terms in the U.S. Senate where he was chair and ranking member of the Senate Budget Committee and a subcommittee chair of the Senate Appropriations Committee. Currently, Senator Gregg is one of the leaders (along with Alan Simpson, Maya MacGuineas, Erskine Bowles, Michael Bloomberg and Ed Rendell) of the "Campaign to Fix the Debt," a "nonpartisan movement to put America on a better fiscal and economic path."
<table>
<thead>
<tr>
<th>WEEK 8: Monday, February 23</th>
<th>Readings: <strong>Nussle and Orszag</strong>, Moneyball for Government, Chapter 6, Afterword, Appendix 1, Appendix 2, pp. 75-221.</th>
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<tr>
<td>Wednesday, February 25</td>
<td>Friday, February 27</td>
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<td>Friday Rocky Moment:</td>
<td><strong>“What are Create Your Path and Internship Programs?”</strong></td>
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<td>Friday, March 6</td>
<td><strong>PAPER #3 DUE ON MONDAY, MARCH 2.</strong></td>
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<td>WEEK 10: Monday, March 9</td>
<td>Concluding Public Policy Considerations; Q&amp;A for Final Examination</td>
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<tr>
<td>Friday, March 13</td>
<td><strong>FINAL EXAMINATION, 8:00 AM.</strong></td>
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