

## **Pol 8335: Public Policy and American Politics**

Fall 2006

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### **Introduction**

This course is designed as an introduction to the study of politics and policy in the United States. The primary aims are 1) to provide students with a sufficient theoretical grounding in American politics and policy to inform their own research, and 2) to utilize the seminar to assist in the development of student research projects. The larger theoretical orientation is that, to study policymaking in the real world, one must often confront multiple actors, multiple interests, and multiple issues in the policy space. The study of policy is rewarding and challenging, because it is not encapsulated by a single theoretical approach, not can one readily point to simple two-sided debates as in many other areas in the study of American politics.

Many, though not all, of the works that we will read deal with education policy in the United States, in order to provide a common content for exploring the various approaches that we will consider. Students need not have education policy as their substantive research area in order to benefit from the course. This is not a class in education policy. Rather, we will use these policies to explore theory and method in the politics of American public policy. While the focus will be on the American context, students with interests outside of the United States may find the course useful, primarily for the theoretical perspectives that we will take up.

### **Seminar requirements**

#### Class participation

Please come to class having completed and prepared to discuss the assigned readings. Regular class attendance is expected. Please notify me in advance for absences due to participation in religious observances and scheduled activities of official University student organizations. Students who are auditing the course are expected to complete all of the readings and be full participants in the course research. Each student will be asked to serve as discussion leader for 1 class session. Class participation will constitute 20% of the final grade.

#### Analytical Response Papers

Each participant will be asked to write two short (7-10 pp.) analytical reviews of assigned readings based on questions that will be handed out in class. Each analytical paper will count towards 20% of the final grade.

## Research Prospectus

Students will be asked to write a research prospectus (8-10 pages) on a topic relevant to the study of public policy. The prospectus should identify an important question in the study of public policy, explore that question in terms of the relevant literature, and propose the methods by which you hope to investigate it, including potential sources of evidence. The prospectus is due in class Monday, December 11. Seminar participants will be asked to make a short presentation to the seminar describing the research proposal, the theoretical issues, and the proposed methods. The final class period will be devoted to these presentations, depending on the size of the seminar. The prospectus and presentation will count towards 40% of the final grade.

## **Required Readings**

The following texts are required and have been ordered at the West Bank Bookstore .

Scott Franklin Abernathy. 2005. *School Choice and the Future of American Democracy*. Ann Arbor, MI: The University of Michigan Press.

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

R. Douglas Arnold. 1990. *The Logic of Congressional Action*. New Haven, CT: Yale University Press.

Andrea Louise Campbell. 2003. *How Policies Make Citizens: Senior Political Activism and the American Welfare State*. Princeton, NJ: Princeton University Press.

Milton Friedman. 2002. *Capitalism and Freedom*. Chicago: The University of Chicago Press.

Jennifer Hochschild. 1984. *The New American Dilemma: Liberal Democracy and School Desegregation*. New Haven, CT: Yale University Press.

John Kingdon. 2003. *Agendas, Alternatives, and Public Policies*, 2<sup>nd</sup> Edition. New York: Longman.

Charles Perrow. 1993. *Complex Organizations*. New York: McGraw-Hill.

Gerald N. Rosenberg. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: The University of Chicago Press.

Clarence Stone et al. 2001. *Building Civic Capacity: The Politics of Reforming Urban Schools*. University Press of Kansas.

Deborah Stone. 2002 (1998). *Policy Paradox*. New York: W.W. Norton & Company.

James Q. Wilson. 1989. *Bureaucracy*. Basic Books.

In addition, required articles will be available at JSTOR ([www.jstor.org](http://www.jstor.org)) or placed in the 12<sup>th</sup> floor lounge.

## Weekly Schedule

### 9/11: Introduction

No assigned readings.

### 9/18: Agendas

John Kingdon. 2003. *Agendas, Alternatives, and Public Policies*, 2<sup>nd</sup> Edition. New York: Longman.

### 9/25: Markets

John Chubb and Terry Moe. 1990. *Politics, Markets, and America's Schools*. Washington, D.C.: Brookings Institution.

Milton Friedman. 2002 (1962). *Capitalism and Freedom*. Chicago: The University of Chicago Press (chapters I – II, VI, XII)

### 10/2: Politics

Deborah Stone. 2002 (1998). *Policy Paradox*. New York: W.W. Norton & Company (Chapters 1-8, 10).

Jeffrey Henig. 1994. *Rethinking School Choice*. Princeton: Princeton University Press. (Chapter 8).

Douglass S. Massey and Nancy A. Denton. 1993. *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press.

### 10/9: Inequality

APSA Task Force on Inequality and American Democracy. *Inequality and Public Policy* (<http://www.apsanet.org/imgtest/feedbackmemo.pdf>).

APSA Task Force on Inequality and American Democracy. *American Democracy in an Age of Rising Inequality*. (<http://www.apsanet.org/imgtest/taskforcereport.pdf>)

Mark Schneider, Paul Teske, Christine Roch, and Melissa Marschall. 1997b. "Networks to Nowhere: Segregation and Stratification in Networks of Information about Schools." *American Journal of Political Science* 41 (4): 1201-1223.

Christopher Howard, "The Hidden Side of the American Welfare State," *Political Science Quarterly* 108 (1993): 403-436.

Jacob Hacker, "Privatizing Risk without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States," *American Political Science Review*, June 2004.

### **10/16: Agency**

Terry Moe (1984). "The New Economics of Organization." *AJPS*, 28(4):739-777.

Charles Perrow (1986). *Complex Organizations*. St. Louis: McGraw-Hill, Inc. (Chapters 7, 8).

Armen A. Alchian and Harold Demsetz. 1972. "Production, Information, and Economic Organization." *American Economic Review*, 62:777-795.

### **10/23: Bureaucracy**

James Q. Wilson. 1989. *Bureaucracy*. Basic Books. (Chapters 1-9, 17-20).

Deborah Stone. 2002 (1998). *Policy Paradox*. New York: W.W. Norton & Company (Chapters 9, 11)

### **10/30: Executive Policymaking**

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

### **11/6: Congressional Policymaking**

R. Douglas Arnold. 1990. *The Logic of Congressional Action*. New Haven, CT: Yale University Press.

### **11/13: Judicial Policymaking**

Gerald N. Rosenberg. 1991. *The Hollow Hope: Can Courts Bring About Social Change?* Chicago: The University of Chicago Press. (Part I).

Jennifer Hochschild. 1984. *The New American Dilemma: Liberal Democracy and School Desegregation*. New Haven, CT: Yale University Press.

### **11/20: Policy Feedback**

Paul Pierson. 1993. "When Effect Becomes Cause: Policy Feedback and Political Change." *World Politics* 45: 595-628.

Suzanne Mettler and Joe Soss. 2004. "The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics." *Perspectives on Politics*. 2(1):55-73.

Suzanne Mettler, "Bringing the State Back In to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans," *American Political Science Review* Vol. 96, No. 2 (June 2002): 351-365.

Andrea Louise Campbell. 2003. *How Policies Make Citizens: Senior Political Activism and the American Welfare State*. Princeton, NJ: Princeton University Press.

**11/27: Social Context**

Clarence Stone et al. 2001. *Building Civic Capacity: The Politics of Reforming Urban Schools*. University Press of Kansas.

Scott Franklin Abernathy. 2005. *School Choice and the Future of American Democracy*. Ann Arbor, MI: The University of Michigan Press.

Anne Schneider and Helen Ingram. "Social Construction of Target Populations: Implications for Politics and Policy." *The American Political Science Review*, Vol. 87, No. 2. (Jun., 1993), pp. 334-347.

**12/4: Working Session**

**12/11: Research Roundtable**