

POL S 507
↳ add 407

GRADUATE COLLEGE

Dual-Listed Courses

Departments must request permission to offer courses at the graduate level in conjunction with 300-400 level undergraduate courses. The request is made to the Graduate Curriculum and Catalog Committee. If the dual-listed courses are also experimental courses (400X/500X), submit the experimental course form to the Scheduling Office, 10 Enrollment Services, AND attach an approved copy of the experimental course form(s) to the dual-listed request.

Dual-listed courses permit undergraduate and graduate students to be in the same class but to receive credit under two different course numbers. Credit in the graduate course is not available to students who have received credit in the corresponding undergraduate course. Both graduates and undergraduates receive the same amount of credit for the course, but additional work is required of all graduate students taking the course under the graduate-level course number. This extra work may take the form of additional reading, projects, examinations, or other assignments as determined by the instructor. The instructor must be a member of the Graduate Faculty or a Graduate Lecturer. Each dual-listed course is designated in the catalog with the phrase "Dual-listed with," although the student's official transcript of credits, both graduate and undergraduate, does not identify dual-listed courses as such. There is a limit to the number of dual-listed course credits that may be used to meet the requirement for an advanced degree. (For information about procedures for requesting permission to offer dual-listed courses, faculty should consult the *Graduate Faculty Handbook*.)

In reviewing proposals for dual-listed courses, this committee needs to understand the department's rationale for offering the course. When a department submits a request, an explanation should be given of the purpose served by the course and the criteria used by the department to determine if the course is suitable for dual-listing. Please submit the proposal in electronic form as a word attachment to grad_college@iastate.edu.

The following information should be included in the proposal:

1. Full catalog information for each course to be dual-listed, including the course numbers (or proposed course numbers), title, credits, semester offering (if applicable), prerequisites, and description. Dual-listed courses bear common numbers, e.g., 580 (480).

POL S 507 (407): Proseminar in Public Policy

(3-0) Cr. 3. F.

Prereq: Six credits in political science or graduate standing

An overview of the major theoretical approaches and empirical methods relevant to the study of public policy. Emphasis is placed on agenda setting, policy formation, policy sustainability, and policy analysis. Seminal writings by leading scholars will be reviewed. Leading quantitative and qualitative methodological tools for analyzing policy are presented.

2. Graduate faculty status of the proposed instructor.

Mack Shelley is a full professor and member of the Graduate Faculty. He is a University Professor.

3. Number of the dual-listed course credits the department will permit to be used to meet the requirements for an advanced degree. This limit includes dual-listed courses taken in all departments.

Political Science does not have a limit on the number of dual-listed course credits that can be used for an advanced degree, although the members of each program of study committee may decide to set a limit for any given student.

4. The differential expectations for graduate students and undergraduates. What additional work will be required for graduate students enrolled in the course? Please describe this work, not in abstract terms (such as "more in-depth participation") but in terms of concrete measurable outcomes or other tangible evidence. Welcome inclusions: specific examples of the additional assignments with details about paper length; the number of additional readings; the length and frequency of oral presentations; portfolio expectations; indications of how these graduate requirements are weighted in the course grade (ex. 40% of final grade); comparisons with undergraduate expectations.

Graduate students are expected to write longer weekly summaries of the required readings, write a longer research paper, and do additional readings.

Here are the course requirements for the 407 undergraduate and 507 graduate versions of the course:

407 course requirements

Assignment	Points
Brief Weekly Response Papers (1 page)	300 (20 points each)
Active Weekly Online Participation Regarding Posted Discussion Questions	300 (20 points each)
Draft of a Research Article on a Policy Area of Your Choice (10 pages)	400
Total	1,000

507 course requirements

Assignment	Points	Due Dates
Brief Weekly Response Papers (2 pages)	300 (20 points each)	Every Friday by 5pm
Active Weekly Online Participation Regarding Posted Discussion Questions	300 (20 points each)	Every Monday before class by 5pm
Draft of a Research Article on a Policy Area of Your Choice (20 pages)	400	December 16, 2016 by 5pm
Total	1,000	

5. Reason(s) the course is considered sufficiently rigorous and of such an advanced nature as to challenge graduate students.

The course requires that graduate students read extensive sophisticated additional readings, including articles published in refereed journals, government documents, and federal statutory law. Furthermore, graduate students are required to write a lengthy (20-page) term paper using American Psychological Association style and multiple sources.

6. Academic advantages and disadvantages accruing to graduate students taking this course with undergraduates.

Course discussions (online or in-class) will benefit from the greater variety of perspectives and experiences that will be shared between undergraduate and graduate students. The single, dual-listed course will provide for higher enrollment and more efficient use of faculty resources compared to offering two separate courses. The required readings are appropriate for both undergraduate and graduate students. For undergraduates, the course offers the opportunity for "anticipatory socialization" in potential preparation for future graduate study and/or jobs in public policy. No disadvantages are anticipated; however, undergraduates will be advised that the course requires a substantial time commitment and weekly writing assignments together with a 10-page term paper.

7. The place of the course in a graduate student's program of study and why it is not considered a "remedial" undertaking intended to overcome deficiencies in the student's preparation for graduate work.

This is a "proseminar" course that is considered foundational for graduate students concentrating their studies in public policy. The course content is elevated and definitely not remedial.

8. The role of the course in an undergraduate's degree program and the academic qualifications undergraduates must have to take this course.

Political Science 407 serves as an upper-level course for undergraduates majoring in political science or other disciplines, as well as for students pursuing a minor in political science or taking the course as an elective. The course prerequisite is at least 6 credits in political science.

9. The name of the person writing the proposal.

Mack Shelley

Proseminar in Public Policy

8/13/16

Class Meetings: This class is offered in a “blended,” or “hybrid,” format, with students both on campus and at a distance. Class sessions will be recorded, and recordings will be provided online via Blackboard (<https://bb.its.iastate.edu/>). Weekly discussion questions will be provided on Blackboard together with an overview of assigned readings from the textbooks and from online materials.

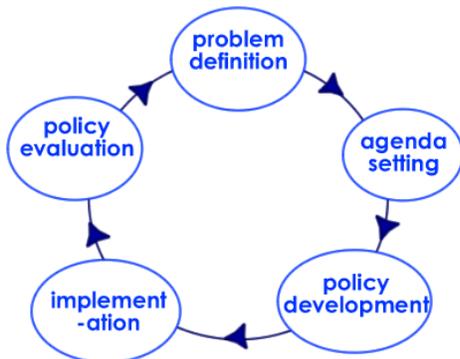
Credits: 3 **Prerequisite:** Six credits in political science or graduate standing
Instructor: Mack Shelley **Email:** mshelley@iastate.edu **Office:** 509 Ross Hall, Ames, Iowa 50011
Phone: 515-294-1075 **Fax:** 515-294-1003 **Office Hours:** M 2-4, W 10-12, or by appointment
Class Meetings: Monday, 6-9 pm, Howe Hall 1344 for on-campus students
Distance information: <http://courses.elo.iastate.edu/POL%20S/507/XW/2016/fall/overview>

Catalog copy: POL S 507. Proseminar in Public Policy.
(3-0) Cr. 3. F. Prereq: Six credits in political science or graduate standing
An overview of the major theoretical approaches and empirical methods relevant to the study of public policy. Emphasis is placed on agenda setting, policy formation, policy sustainability, and policy analysis. Seminal writings by leading scholars will be reviewed. Leading quantitative and qualitative methodological tools for analyzing policy are presented.

Course Description

This course is broadly concerned with political science research about public policy processes and outcomes, both in the United States and in a global context. The content of the course focuses on how politics shapes the set of issues on the policy agenda; the policy programs, solutions, and instruments selected by the public and by policymakers; and the outcomes of public policy. The course examines different approaches to policy studies, with an eye toward understanding differences between how professional policy analysts and political scientists address the policy process. The course also investigates different stages of the policy process, including agenda-setting, policy change, and design. Furthermore, we examine the role of specific policy-related institutions, including the executive branch, legislative bodies, and the judiciary, as well as the external groups and forces that impact public policy. The course also examines how policies, once created, may in turn restructure political processes and shape subsequent policies.

This seminar considers the policymaking process in a very broad context, from evolution of an idea to enactment of policy into law and regulations. The course will discuss substantive policy areas to illustrate important concepts. We will pay particular attention to the constraints that operate on policymakers and the circumstances under which policymakers can overcome these constraints to change the direction of public policy.



Learning Objectives

The course has two primary learning objectives.

1. First, we will examine the moving parts of the policy process, including the primary actors and institutions involved in each stage of the policymaking process—agenda-setting, policy formulation, policy adoption, and implementation—and the core theories and concepts essential for understanding these stages. We will explore these topics through reading and discussion of both scholarly work and case studies. The course helps you understand the dynamics of the political environment and develop strategies to engage with it.
2. Second, the course will provide you with some of the tools necessary to negotiate the policy process successfully. In particular, you will develop the communication skills and strategies needed to participate in the policy process through a combination of written assignments and oral presentations. You will learn how to be more effective participants in public policymaking in various roles such as policy analyst, administrator, and advocate, by gaining the tools with which you can assess the political environment, recognize the unique challenges that it imposes, and explore what motivates and constrains the policy actors in it.

Overall, the course helps inform you so you are better able to:

- assess the key elements of a political environment that are relevant to policy advocacy and engagement,
- anticipate the issues and challenges that may arise when you are engaged in the policymaking process in different political environments,
- recognize the competing interests and strategic alternatives that surround any policy issue, particularly in different policy environments, and why this recognition is a necessary complement to analyzing policy issues,
- improve written and oral communication skills regarding policy issues,
- work in teams, and
- understand the national and subnational policymaking environments of the United States and of other countries.

Course Learning Resources:

Required Readings

- Paul A. Sabatier and Christopher M. Weible, editors, *Theories of the Policy Process*, third edition. Westview Press. ISBN 978-0-8133-4926-8
- Donald E. Heller, editor, *The States and Public Higher Education Policy: Affordability, Access, and Accountability*, second edition. Johns Hopkins University Press. ISBN 9781421401225
- Kant Patel and Mark E. Rushefsky, *Healthcare Politics and Policy in America*, fourth edition. M.E. Sharpe. ISBN 978-0-7656-2605-9
- Mark E. Rushefsky, *Public Policy in the United States*, fifth edition. M.E. Sharpe. ISBN 978-0-7656-2529-8

Other Required Readings

In addition to required readings from the assigned textbooks, other required readings will be available electronically. You are responsible for finishing all required readings before participating in discussions during class time and responding to the questions that are posted online for each weekly set of readings.

Resources for Students

ISU Human Subjects Information

If you are conducting research involving human subjects (such as a survey or interviews), you must be certified in that area, and you will be required to submit a request for approval of your proposed research before that work can be conducted. Relevant parts of the Code of Federal Regulations [CFR (45 CFR 46)] governing the treatment of human subjects in research, and the related Belmont Report and the Nuremberg Code, are available online at:

<http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html>

<http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

<https://history.nih.gov/research/downloads/nuremberg.pdf>

and other information is available from the Website of Iowa State's Office for Responsible Research at:

<http://www.compliance.iastate.edu/irb/forms/>

Look at this information at your earliest opportunity. Any questions regarding human subjects certification and requirements for submission of human subjects research approval forms should be directed to the IRB Administrator, (515) 294-4566, IRB@iastate.edu, or Director, (515) 294-3115, Office for Responsible Research, Iowa State University, 202 Kingland, 2420 Lincoln Way, Suite 202, Ames, IA 50014.

Academic Integrity

The class will follow Iowa State University's policy on academic dishonesty. Anyone suspected of academic dishonesty will be reported to the Dean of Students Office (<http://www.dso.iastate.edu/ja/academic/misconduct.html>).

Students with disabilities

Iowa State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a disability and anticipate needing accommodations in this course, please make arrangements to meet with Professor Shelley within the first two weeks of the semester or as soon as you become aware of your need. Before meeting with Professor Shelley, you will need to obtain a Student Academic Accommodation Request (SAAR) form with recommendations for accommodations from the Student Disability Resources Office (<http://www.dso.iastate.edu/dr/>), 1076 Student Services Building (main floor). Their telephone number is 515-294-7220; email is disabilityresources@iastate.edu or accommodations@iastate.edu. Retroactive requests for accommodations will not be honored.

Dead Week

This class follows the Iowa State University Dead Week policy as noted in the ISU Policy Library (<http://www.policy.iastate.edu/>) as well as section 10.6.4 of the Faculty Handbook (<http://www.provost.iastate.edu/sites/default/files/uploads/faculty%20resources/policies/Faculty%2520Handbook%2520-%2520August%25202016%2520Final.pdf>) Further information is in the ISU online catalog (<http://catalog.iastate.edu/academiclife/#deadweek>).

Harassment and Discrimination

Iowa State University strives to maintain our campus as a place of work and study for faculty, staff, and students that is free of all forms of prohibited discrimination and harassment based upon race, ethnicity, sex (including sexual assault), pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or status as a U.S. veteran.

Any student who has concerns about such behavior should contact his/her instructor, Student Assistance at 515-294-1020 or email dso-sas@iastate.edu, or the Office of Equal Opportunity and Compliance at 515-294-7612.

Religious Accommodation

If an academic or work requirement conflicts with your religious practices and/or observances, you may request reasonable accommodations. Your request must be in writing, and your instructor or supervisor will review the request. You or your instructor may also seek assistance from the Dean of Students Office or the Office of Equal Opportunity.

ISU Inclusive Language Policy

All university publications and communication, whether oral or written, shall use inclusive language and illustrations. Inclusive language refers to language that makes every attempt to include comprehensively all groups in the community. Whenever possible, selection of academic materials will also reflect efforts to uphold this university policy. For further information, visit the ISU Policy Library website at <http://www.policy.iastate.edu/policy/language/>.

Name, Gender Identity, and/or Gender Expression

Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Mutual Respect and Professionalism

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor's goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss issues directly with the instructor; however, students may also leave a note in the instructor's mailbox.

University Policies

Students in this course are responsible for being familiar with the University's student rules and policies. Visit the ISU Policy Library website at <http://www.policy.iastate.edu>.

Grading

Plus/minus grading will be used. Grades will be awarded on a curve based on the distribution of points in the class out of 1,000 maximum possible points. Without prior approval, late assignments will be accepted only within 24 hours of the specified due date and time. A grade deduction may be imposed, but exceptions may be made for a documented emergency. Please contact the instructor as early as possible if you anticipate that an assignment will be delayed.

Assignments and Due Dates:

Course assignments are designed to simulate real-life scenarios and help develop your analytical and evaluative capabilities.

Assignments include:

- 15 brief weekly response papers of 2 pages each, single spaced, addressing key points of each week’s readings; this could include write-ups of media reports of recent policy developments
- active weekly online participation and discussion regarding questions posed by the instructor
- a draft research article on a policy area of your choice

You should check e-mail and log in to the course Blackboard site regularly for announcements and resources that will be provided throughout the semester. E-mails will be used mostly for course announcements. The course Blackboard site contains resources and additional readings pertaining to class material.

All assignments are due by 5pm of each deadline date, submitted to Blackboard. Tentative deadlines and maximum points available for each assignment are shown below. Points will be awarded based on a rubric used by the course instructor to ascertain how closely you come to meeting the expectations of each assignment.

Assignment	Points	Due Dates
Brief Weekly Response Papers	300 (20 points each)	Every Friday by 5pm
Active Weekly Online Participation Regarding Posted Discussion Questions	300 (20 points each)	Every Monday before class by 5pm
Draft of a Research Article on a Policy Area of Your Choice	400	December 16, 2016 by 5pm
Total	1,000	

Brief Weekly Response Papers

The weekly response papers are designed to initiate discussions and encourage you to consider the readings carefully in light of what they add to our understanding of the policy process. You might critically examine an author's theoretical framework, methodological approach, arguments, evidence, or conclusions. You could consider the main themes, puzzles, or questions addressed in the readings, or suggest additional research that would help us understand the topic, subjects, or theoretical questions raised in readings. You also may identify concepts or theories that you would like to discuss further. Another option is to focus on current policy developments as explicated in media coverage. These papers will not be acceptable if they simply summarize readings; you should assume that your audience already has read the material carefully. This component of the course assignments will introduce you to the process of addressing policy issues, options, and consequences. Detailed instructions will be posted on Blackboard.

Here is the rubric for grading the weekly response papers:

- A maximum of 20 points will be awarded for each paper, using the following rubric:
 - **Exemplary (17-20 points)**—Eloquently articulates principles and views relevant to the paper; displays broad-based knowledge of topic; insightfully and completely critiques, summarizes, and interprets findings; employs sophisticated analysis; reveals a thorough understanding of policy implementation.
 - **Proficient (13-16 points)**—Articulates principles and views relevant to the paper; displays basic knowledge of topic; critiques, summarizes, and interprets findings; employs standard analysis appropriately; reveals basic understanding of policy implementation.
 - **Adequate (9-12 points)**—Inconsistently articulates principles and views relevant to the paper; displays some knowledge of topic; critiques, summarizes, and interprets findings

inconsistently; employs some standard methods of analysis appropriately; needs some guidance to demonstrate understanding of policy implementation.

- **Marginal (5-8 points)**—Refers to principles and views relevant to the paper; explanations are not clear, broad-based, or cohesive; critiques, summarizes, and interprets findings, but work is uneven and readers gain few insights; for the most part, employs standard analysis but use may not always be appropriate; needs substantial guidance to demonstrate understanding of policy implementation.
- **Unacceptable (0-4 points)**—Articulates poorly principles and views relevant to the paper; displays a sketchy knowledge of the topic; unable to critique findings using knowledge of research methodology; employs inappropriate methods of analysis; employs principles and skills of policy implementation ineffectively, revealing little understanding.

Active participation

Due to the hybrid nature of this course, its structure and content will work best for you if you participate regularly and thoroughly online in each and every class session, as well as outside of class time, with your classmates and with the course instructor. Active participation includes regular involvement in class activities, effective online discussion, and developing self-learning skills. This course aims to build a knowledge base on public policy. You are encouraged to share your experience and perspectives.

Draft of a Research Article on a Policy Area of Your Choice

This assignment requires you to sketch out a research article that builds on what you have learned from this course and possibly from other courses. You may prepare your draft article on topics that have been addressed in class, or on any other topic that is of interest or usefulness to you. It may be helpful to think of this assignment as an opportunity to provide a policy link to work you may do for other classes, or possibly to provide a start on a thesis or other substantial research effort you need to accomplish.

Guidelines for Writing Your Draft of a Research Article

This assignment is designed to provide you with the opportunity to put together a first draft of a research article based on what you have done for this and possibly other classes. The article draft should be about 15-20 pages in length (12-point font, double spaced, with one-inch margins on all sides), including appropriate results and references, preferably in American Psychological Association (APA) format (for an overview of APA requirements, see <https://owl.english.purdue.edu/owl/resource/560/01/>), but you should feel free to write as much as necessary to do justice to the topic.

This assignment must be separate from any that you have done for another course, but you certainly may make use of ideas or data from work that you have conducted in another class.

You should select an appropriate topic for the final assignment as early as possible. Your friendly course instructor will be available to provide assistance in finding a topic, initiating the research, developing and interpreting results, and any other aspects of the process.

Here are some of the major considerations that will underpin the grading of your final assignment.

Criteria for assessment of your Research Paper:

1. **Length and Content.** The length of the paper (about 15-20 pages) implies that it does not need to be anything terribly convoluted. That page range probably would include a combination of verbal text and visuals that inform the narrative (e.g., screen shots, graphs, data summaries, quotations, statistical test results). If you want to write more pages than that feel free to do so, but length by itself counts far less than quality.
2. **Incorporation of Course Content.** Your paper should show some solid evidence of exposure to the material that we will have covered in this class. In other words, it will have to go beyond what you could have written before taking Political Science 507. The best evidence of your work having become more advanced as a consequence of being in the class would be for you to make

explicit use of some of the “tools of the trade” that we cover as the course unfolds. In particular, you should refer to the class readings as you write up your results and provide citations for specific procedures and ideas that you may have read about. Also, earlier in the semester you may need to read ahead a bit to become familiar with methods that you think may be appropriate to execute your research but that may not be covered until later in the semester. An early consultation with the instructor should be useful in providing guidance on what approach(es) might work best.

3. **Use of appropriate methods and techniques.** More credit will be given to papers employing methods that are most appropriate to your research topic. This will become more evident as the class material continues to unfold, particularly regarding how to handle different kinds of information relevant to your topic.
4. **Context and rationale for the paper.** You’ll need to provide some context for the findings of your paper. The most direct way to do that is to include a description of why your paper is worthwhile and how it connects with previous work. Of course, you might hit upon a new subject area that is practically untapped; in that event, you would need to write up a “sales pitch” that indicates why anyone would want to read what you have to say on the subject. In either event, the goal is the same: to contextualize your research as part of a broader stream of work that is relevant to some real problem or topic of interest.
5. **Specification of Research Questions/Hypotheses.** It’s a virtual certainty that you will need to write one or more explicit research questions or hypotheses into the paper. That is, you will need to indicate what is being examined and how you decided to go about making use of relevant information and data.
6. **Quality of written expression.** Papers that are written more carefully are likely to receive more credit. This isn’t a matter so much of syntax, grammar, spelling, subject/verb agreement, noun/pronoun consistency, split infinitives, or whatever else you may have been taught about writing mechanics. The point is to write a professional paper that is appropriately explanatory, interpretative, and clear about what has been done, how, and why. Any paper should strive for maximum transparency and clarity, and to achieve that goal requires fluid, careful writing. Writing multiple early drafts before handing in the paper is recommended. Feel free to share these drafts with the course instructor, who will get edits and suggestions back to you as quickly as possible.
7. **(Warranted) Creativity in application.** Papers that present something more than just routine work generally will be looked upon more favorably. Obviously, you may not be familiar with the fancier forms of analysis that you may not encounter until later courses. However, it would be a really good idea to be as creative as possible with the information you have. That way, you get to have some fun with the project, and in so doing you also minimize the tedium that can arise when an instructor reads a pile of papers that all look about the same. In other words, provide a creative spark that would make your findings stand out as being innovative and as different from what anyone else might have done. Enjoy!
8. **Relevance.** Explain how your research would be utilized in a real-life situation.
In general, be ready to answer the frequently annoying questions that are at the heart of any research paper (and, by the way, often show up in some form at final oral examinations when you defend your thesis):
 - So what? (What did you find, and what does it mean?)
 - Compared to what? (How else could the research have been conducted?)
 - Who cares? (Why is your research worth reading, and what impact do you expect it to have?)

Class Schedule and Readings:

This schedule is tentative and subject to change. Changes will be shown online and discussed in emails and on Blackboard.

<u>Class Session</u>	<u>Topic/Readings</u>
August 22	Course Overview, Examples, and Some Practical Things You Need to Know Human Subjects online material http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html https://history.nih.gov/research/downloads/nuremberg.pdf http://www.compliance.iastate.edu/irb/forms/
August 29	Policy Process Research and Theory, Multiple Streams, and Punctuated Equilibrium Sabatier and Weible, Chapters 1, 2, 3, About the Contributors Joseph M. Hilbe, "Life, the universe, and everything: An astrostatistics special," <i>Significance</i> , December 2014, pp. 48-75. Marco Segone (Ed.), <i>Bridging the gap: The role of monitoring and evaluation in evidence-based policy making</i> . UNICEF, 2008. Beatriz Chu Clewell and Norman Fortenberry (Eds.), <i>Framework for Evaluating Impacts of Broadening Participation Projects</i> . National Science Foundation, 2009. "Understanding the Policy Cycle"
September 5	No Class—Labor Day
September 12	Democratic Policy Design, Policy Feedback, and Advocacy Coalitions Sabatier and Weible, Chapters 4, 5, 6 "Loopholes in Tobacco Regulation," <i>New York Times</i> , September 1, 2012. University of Wisconsin-Extension, "Enhancing Program Performance with Logic Models," Feb. 2003. National Audit Office, <i>Modern Policy-Making: Ensuring Policies Deliver Value for Money</i> . London, 2001. Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health; Division of Nutrition, Physical Activity, and Obesity, <i>Developing an Effective Evaluation Plan</i> . Atlanta, Georgia, 2011. Joy Frechtling, <i>The 2010 User-Friendly Handbook for Project Evaluation</i> . Division of Research and Learning in Formal and Informal Settings, National Science Foundation. Arlington, VA, 2010.
September 19	Narrative Policy Framework, Social-Ecological Systems, and Innovation and Diffusion Models Sabatier and Weible, Chapters 7, 8, 9 Binder, C. R., J. Hinkel, P. W. G. Bots, and C. Pahl-Wostl. (2013). Comparison of frameworks for analyzing social-ecological systems. <i>Ecology and Society</i> 18(4): 26 (http://www.ecologyandsociety.org/vol18/iss4/art26/). Elizabeth A. Shanahan, Michael D. Jones, and Mark K. McBeth. (2011). Policy Narratives and Policy Processes. <i>Policy Studies Journal</i> , 39(3), 535-561.

Deserai A. Crow. (2012). Policy Diffusion and Innovation: Media and Experts in Colorado Recreational Water Rights. *Journal of Natural Resources Policy Research* 4(1), 27–41.

September 26

Comparing Theories of Policy and Advancing Policy Process Research

Sabatier and Weible, Chapters 10, 11

Paul Cairney, “Comparing Theories of the Policy Process: A Brief Guide for Postgraduates,” January 29, 2014

(<http://paulcairney.wordpress.com/2014/01/29/comparing-theories-of-the-policy-process-a-brief-guide-for-postgraduates/>)

“Evaluation Based on Theories of the Policy Process,” The Evaluation Exchange, 13(1/2), Spring 2007 (<http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/advocacy-and-policy-change/evaluation-based-on-theories-of-the-policy-process>)

Sarah Stachowiak, “Pathways for Change: 10 Theories to Inform Advocacy and Policy Change Efforts,” Organizational Research Services, Seattle, WA October 2013 (http://orsimpact.com/wp-content/uploads/2013/11/Center_Pathways_FINAL.pdf)

October 3

Process, Structure, Ideology, Economic Policy, and Foreign Policy

Rushefsky, Preface, Chapters 1, 2, 3

American Academy of Arts and Sciences. (2014). *Restoring the Foundation: The Vital Role of Research in Preserving the American Dream*. Cambridge, MA (<https://www.amacad.org/restoringthefoundation>)

Cooper, W. H. (2014). *Free trade agreements: Impact on U.S. trade and implications for U.S. trade policy*. Washington, DC: Congressional Research Service.

Jan Eberly, “Is Regulatory Uncertainty a Major Impediment to Job Growth?,” Office of Economic Policy, United States Department of the Treasury, Washington, DC, October 24, 2011.

Heidi Shierholz, “It’s Time to Update Overtime Pay Rules,” *Economic Policy Institute Issue Brief #381*, Washington, DC, July 9, 2014.

Iowa Family Impact Seminar – Margrett (PowerPoint)

Wisconsin Department of Health Services. (2009). *Aging and Disability Resource Center Evaluation Summary Report*. Madison, WI: Wisconsin Department of Health Services.

October 10

Poverty, Welfare, Health, and Environment Policy

Rushefsky, Chapters 4, 5, 6

Ron Haskins, “What Works Is Work: Welfare Reform and Poverty Reduction,” *Northwestern Journal of Law & Social Policy*, 4(1), 29-60, 2009.

Lauren Lichty, Miles McNall, Brian Mavis, and Laura Bates. (2008, June). Michigan Evaluation of School-based Health Baseline Parent Survey: Children’s access to and use of health care services. Community Evaluation and Research Center, Michigan State University, East Lansing, Michigan.

Mike Prior, “Production Tax Credit is common-sense policy,” *The Hill*, April 21, 2014 <http://thehill.com/blogs/congress-blog/energy-environment/203905-production-tax-credit-is-common-sense-policy>

David J. Hess. (2014). “Sustainability transitions: A political coalition perspective,” *Research Policy*, 43, 278– 283.

International Renewable Energy Agency. (2012). *30 Years of Policies for Wind Energy: Lessons from 12 Wind Energy Markets*. International Renewable Energy

Agency. Abu Dhabi, United Arab Emirates.
Christopher Atchison, "Nitrates and more: Water surveillance shows concerns," *Des Moines Register*, June 23, 2016
(<http://www.desmoinesregister.com/story/opinion/columnists/iowa-view/2016/06/23/nitrates-and-more-water-surveillance-shows-concerns/85983632/>)

October 17

Crime, Education, and Equality

Rushesky, Chapters 7, 8, 9

Linh Ta, "How should Iowa school projects be funded?," *Des Moines Register*, June 23, 2016

(<http://www.desmoinesregister.com/story/news/education/2016/06/23/how-should-iowa-school-projects-funded/85981332/>)

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November 28 **Health Care for the Disadvantaged, Costs, and Spending**

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December 16, **Final paper due**
5pm