

POLS 508X
↳ add 408X

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 508X (407X). Policy Implementation (3-0) Cr. 3.

Prereq: Six credits in political science or graduate standing

The course addresses approaches to implementing public policy by government agencies, including the workability of policies, relations with legislative bodies, outreach, transparency, political career teams, multiagency actions, agency interdependence, intergovernmental arrangements, media relations, and the role of leadership in policy implementation.

Note: The 508X course currently has the "X" designation because it has been offered only once to date, in Spring 2016. It will be offered for the second time during the 2017-2018 academic year, at which point the "X" designation will be removed.

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 impose a limit on the number of dual-listed course credits that can be applied toward 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 and a longer research paper, and to do additional readings.

Here are the course requirements for the 408X undergraduate and 508X graduate versions of the course:

408X course requirements

Assignment	Maximum Number of Points
Weekly Reflection Papers (1 page each)	300 (20 points each)
Draft of a Research Article on a Case Study of Policy Implementation of Your Choice (10 pages)	200
Total	500

508X course requirements

Assignment	Maximum Number of Points
Weekly Reflection Papers (2 pages each)	300 (20 points each)
Draft of a Research Article on a Case Study of Policy Implementation of Your Choice (20 pages)	200
Total	500

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, in addition to similarly-structured weekly papers responding to readings.

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

Course discussions 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 course is designed to be a companion to other graduate courses in public policy and is likely to be taken by graduate students concentrating their studies in public policy. The course content is elevated and definitely not remedial owing to its extensive readings and regular written assignments.

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 408X 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

executing policy. Polls show the public believes their government doesn't work, especially at the federal level. However, the public has almost no appreciation of the complexities of policy implementation or the need for highly trained and adequately paid employees to execute policy effectively. This course focuses on the challenges associated with translating policy into effective action.

Policy implementation is closely intertwined with the overall study of public policy. Without effective implementation policy becomes pretty much a nullity. Preparing students for public service is a major goal of this public policy program, and knowledge of policy implementation is essential for success on the job and in conducting analysis and evaluation of public policy.

It is crucial that the public generally, and students of public policy particularly, understand that the officials their taxes fund have to do more than just formulate and adopt policies, although those certainly are important functions of the public sector. Beyond that, the public needs to hold officials accountable for executing policies to achieve results. For that to be possible, it is essential to appreciate the difficult challenges that these political and career leaders face in adopting and implementing policies.

Due to the asynchronous 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 active involvement in class activities, effective online discussion, and developing self-learning skills with software. This course aims to build a knowledge base on public policy. You are encouraged to share your own experience and perspectives.

Learning Objectives

The course has two learning objectives.

1. First, we will examine the implementation stage of the policy process in depth, focused on the mechanics, institutions, and processes that are instrumental for implementing policy. We will explore these topics through reading and discussion of both scholarly work and case studies. This aspect of the course is designed to help you understand the dynamics of the policy implementation environment at the local, state, regional, and national levels in the United States and in other countries, and to provide the background to help you develop strategies to diagnose problematic aspects of policy implementation.
2. Second, the course will provide you with some of the analytical and leadership skills that are necessary for performing and trouble-shooting policy implementation. The course will help you understand the strategies that facilitate effective policy implementation through a combination of writing assignments and oral presentations. These life skills will be helpful in subsequent courses and degree programs, and in building a career.

As a result of successful completion of the course, you will be able to have a better understanding of how policy implementation operates at national, regional, state, and local levels, and will know how to implement policies and assess the process and results of that implementation. This will prepare you with academic skills for subsequent success and with life skills for future employment and successful careers. These outcomes will be measured through course evaluations, your performance on assignments, alumni surveys, and interviews with students when they graduate and later in their careers.

Course Learning Resources:

Required Hardcopy Readings

Baumer, D.C., & Van Horn, C.E. (2014). *Politics and public policy: Strategic actors and policy domains*. Los Angeles, CA: SAGE. ISBN 9781452220178. \$64.00

Eggers, W.D., & O'Leary, J. (2009). *If we can put a man on the moon...: Getting big things done in government*. Boston, MA: Harvard Business Press. ISBN 1422166368. \$24.95

Hill, M., & Hupe, P. (2014). *Implementing public policy: An introduction to the study of operational governance* (3rd ed.). Los Angeles, CA: SAGE. ISBN 9781446266847. \$42.06 (£26.99)
Rinfret, S.R., & Pautz, M.C. (2014). *US environmental policy in action: Practice and implementation*. New York, NY: Palgrave Macmillan. ISBN 9781137482099. \$30.00

Other Required Readings

In addition to required readings from the assigned textbooks, other required readings will be available electronically.

Resources for You

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>
<http://www.hhs.gov/ohrp/archive/nurcode.html>

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, Ames, Iowa 50011, which is located on campus in 1138 Pearson Hall.

Academic Dishonesty

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 documented disability and anticipate needing accommodations in this course, please make arrangements to meet with Professor Shelley within the first two weeks of the semester; retroactive requests for accommodations will not be honored. Before meeting with Professor Shelley, you will need to obtain a Student Academic Accommodation Request (SAAR) form verifying your disability and specifying the accommodations you will need for this course. You will need to present this form to Professor Shelley. The Disability Resources Office (<http://www.dso.iastate.edu/dr/>) is located in Room 1076, on the main floor, of the Student Services Building. Their telephone number is 515-294-7220; email is disabilityresources@iastate.edu or accommodations@iastate.edu.

Dead Week

This class follows the Iowa State University Dead Week guidelines as outlined in <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 and Compliance.

Contact Information

If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@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 500 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:

- *weekly reflection papers* of 2 pages each, single-spaced, addressing key points of each week's readings using (a) examples drawn from current news or analysis of previous events or (b) your critique or elaboration of assigned readings
- *a draft research article* on a case study of policy implementation of your choice, making extensive use of course content

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. Dropbox and the course Blackboard site will contain resources and supplemental readings pertaining to class material.

All assignments are due by 5pm of each deadline date, submitted to the instructor via email. Tentative deadlines and maximum points available for each assignment are shown below.

Assignment	Maximum Number of Points	Due Dates
Weekly Reflection Papers	300 (20 points each)	Every Monday by 5pm
Draft of a Research Article on a Case Study of Policy Implementation of Your Choice	200	Friday, May 6, 2016 by 5pm
Total	500	

Weekly Reflection Papers

The weekly reflection papers are designed to initiate discussion online and encourage you to consider the readings carefully in light of what they add to our understanding of the policy process. You may wish to upload a recent news item or research article on a topic relevant to that week's material. 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 in the assigned readings. You also may identify concepts or theories that you would like to discuss further.

These weekly reflection papers will not be acceptable if they simply summarize the assigned 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 issues related to policy implementation and to assist in diagnosing what works, what does not work, and what might be done to improve the process and outcomes of public policy implementation. Detailed instructions will be posted on Blackboard. VoiceThread will be used to upload your oral comments.

Draft of a Research Article on a Policy Implementation 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 others. You may prepare your draft article on topics that have been addressed in class, or on any other topic that is of interest 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?)

Tentative Class Schedule and Readings:

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

Class Session Topic/Readings

Module 1

Week of January 11, 2016

Module 1, Week1

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>

<http://www.hhs.gov/ohrp/archive/nurcode.html>

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

Brian Slack, “The Geography of Transport Systems”

(<https://people.hofstra.edu/geotrans/eng/methods/ch9c2en.html>)

Robert Wood Johnson Foundation, “Medicaid Managed Care Program”

http://www.rwjf.org/content/dam/farm/reports/program_results_reports/2013/rwjf407464

Week of January 18, 2016

Module 1, Week 2

Policy Implementation: The Basics

Hill and Hupe, pp. x-xv; Chapters 1, 2, 3; pp. 205-226 (skim)

Australian Government, Department of the Prime Minister and Cabinet, “Successful Implementation of Policy Initiatives,”

<http://www.anao.gov.au/~media/Files/Better%20Practice%20Guides/2014%20015/ANAO%20-%20BPG%20Policy%20Implementation.pdf>

Week of January 25, 2016

Module 1, Week 3

Implementation Theory

Hill and Hupe, Chapters 4, 5, 6

R. Kent Weaver, “But Will It Work?: Implementation Analysis to Improve Government Performance,”

http://www.brookings.edu/~media/research/files/papers/2010/2/implementation-analysis-weaver/02_implementation_analysis_weaver.pdf

Week of February 1, 2016

Module 1, Week 4

Studying Implementation—Yesterday, Today, and Tomorrow

Hill and Hupe, Chapters 7, 8, 9

United Nations Framework Convention on Climate Change

<http://unfccc.int/resource/docs/2015/cop21/eng/l09r01.pdf>

Module 2

Week of February 8, 2016

Module 2, Week 1

If We Can Put a Man On the Moon...

Eggers and O'Leary, Preface; Introduction; pp. 289-296; Chapter 1; Appendices A, B, C, D; pp. 261-275 (skim)

Institute for Government, "Improving Policy Implementation"

<http://www.instituteforgovernment.org.uk/our-work/better-policy-making/improving-policy-implementation>

Week of February 15, 2016

Module 2, Week 2

Traps: Designs, Stargates, and Overconfidence

Eggers and O'Leary, Chapters 2, 3, 4

Public Health Action Support Team, "Equality, Equity and Policy: Problems of Policy Implementation" <http://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4c-equality-equity-policy/problems-policy-implementation>

<http://www.healthknowledge.org.uk/public-health-textbook/medical-sociology-policy-economics/4c-equality-equity-policy/problems-policy-implementation>

Week of February 22, 2016

Module 2, Week 3

Sisyphus and Complacency

Eggers and O'Leary, Chapters 5, 6

United States Agency for International Development, "Taking the Pulse of Policy: The Policy Implementation Assessment Tool"

http://futuresgroup.com/files/publications/Taking_the_Pulse_of_Policy.pdf

Week of February 28, 2016

Module 2, Week 4

Silos and Alternate Futures

Eggers and O'Leary, Chapters 7, 8

The Economist, "Enabling efficient policy implementation"

<http://www.oracle.com/us/industries/public-sector/economist-report-193495.pdf>

Module 3

Week of March 7, 2016

Module 3, Week 1

The Context for Policy Implementation: Politics, Culture, and Economics

Baumer and Van Horn, Preface; Chapters 1, 2; pp. 319-362 (skim)

Harry P. Hatry and Elizabeth Davies, "A Guide To Data-Driven Performance Reviews" http://www.urban.org/research/publication/guide-data-driven-performance-reviews/view/full_report

http://www.urban.org/research/publication/guide-data-driven-performance-reviews/view/full_report

Week of March 14, 2016

No Class—Spring Break

Week of March 21, 2016

Module 3, Week 2

Mediating Implementation: Boardrooms and Bureaucrats

Baumer and Van Horn, Chapters 3, 4

Ronald G. Sultana (European Training Foundation), The Challenge of Policy Implementation: A Comparative Analysis of Vocational School Reforms in Albania, Kosovo and Turkey,

https://www.um.edu.mt/_data/assets/pdf_file/0005/39506/VET_Policy_Implementation_Albania-Kosovo-Turkey ETF.pdf

Week of March 28, 2016

Module 3, Week 3

Mediating Implementation: Cloakrooms and Chief Executives

Baumer and Van Horn, Chapters 5, 6

Katie Keith and Kevin W. Lucia, “Implementing the Affordable Care Act: The State of the States”

http://www.commonwealthfund.org/~media/files/publications/fund-report/2014/jan/1727_keith_implementing_aca_state_of_states.pdf

Week of April 4, 2016

Module 3, Week 4

Mediating Implementation: Courtrooms and Living Rooms

Baumer and Van Horn, Chapters 7, 8

Southern California Injury Prevention Research Center (SCIPRC) UCLA School of Public Health, “A Guidebook to Strategy Evaluation: Evaluating Your City’s Approach to Community Safety and Youth Violence Prevention”

http://www.ph.ucla.edu/sciprc/pdf/Evaluation_Guidebook_July08.pdf

Week of April 11, 2016

Module 3, Week 5

How Are We Doing? Sizing up Policy Implementation

Baumer and Van Horn, Chapters 9, 10

Stephen Phillippi, PhD & Debra DePrato, “Model for Effective Implementation of Evidence-Based Practices”

http://www.modelsforchange.net/publications/494/Innovation_Brief_Model_for_Effective_Implementation_of_EvidenceBased_Practices.pdf

Module 4

Week of April 18, 2016

Module 4, Week 1

Environmental Policy: How Did We Get To Where We Are Now?

Rinfret and Pautz, Preface; Acknowledgements; Chapters 1, 2, 3, 4, 5; pp. 217-238 (skim)

New York State Department of Environmental Conservation Pollution Prevention Unit, “Understanding and Implementing an Environmental Management System”

http://www.dec.ny.gov/docs/permits_ej_operations_pdf/p2emsstep2.pdf

Week of April 25, 2016

Module 4, Week 2

Environmental Policy: Implementation and Where We Go From Here

Rinfret and Pautz, Chapters 6, 7, 8, 9

Paul Calanter and Monica Patricia Ardeleanu, “Implementing Environmental Policies in EU – Action Plans and Programs” http://www.scientificpapers.org/wp-content/files/1168_Paul_Calanter_Implementing_Environmental_Policies_in_EU_Action_Plans_and_Programs.pdf

May 6, 2016, 5pm Draft of a Research Article on a Case Study of Policy Implementation of Your Choice due