

BPOLST 500

Public Policy Problems and Solutions

Autumn 2009

Tuesdays, 5:45-10:05, UW2 205

Instructor:

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Office hours: Mondays and Tuesdays, 4:30 PM - 5:30 PM.

Course Description

This course focuses on political and institutional aspects of public policy process. We will examine reasons for public policy, how they are articulated and negotiated, who formulates public policy, what generic policy instruments are chosen, and how policies are implemented.

We will employ multiple ways of learning to build a broad knowledge of current policy issues across policy arenas and government levels. Through class research projects and policy controversy case studies, you will gain detailed knowledge of the process of defining the public policy problem, identification of key stakeholders, institutions that could address the policy problems, and policy instruments that could be implemented.

The entire class will be given a challenge to design policies implementing several laws recently proposed/enacted in WA State. As mandated by ESSB 6001, 2007-08, policy makers in Washington State have been charged with “designing and recommending a comprehensive set of policies to the legislature and the governor on how to achieve statewide reduction in greenhouse gases emissions”. Their recommendations, outlined in E2SSB 5735, are currently debated in the legislature. Similarly, E2SSB 5560, mandates that the Department of Ecology and the departments of Agriculture; Community, Trade and Economic Development; Fish and Wildlife; Natural Resources; and Transportation must develop an integrated climate change response strategy.

To implement the above policies, each group will work on a specific policy project, developed in cooperation with our community partners such as the Department of Ecology; Snohomish County; Seattle Climate Partnership, Seattle Office of Sustainability and Environment; National Wildlife Federation; and UW Environmental Stewardship and Sustainability. The purpose of this community partnership project is to assist our community partners in their efforts to implement/respond to the above policies. Through this project, students will be able to deepen their understanding of policy process at local and state level, as well as develop skills to impact the process as analysts and concerned citizens.

This project will require substantial time involvement outside the class, developing a policy solution for the selected community partner. While students will be able to communicate with the community partner via e-mail, each group should plan for two visits to the community partner. The first visit will occur earlier in the project with the purpose of developing a mutually agreed-upon project proposal.

During the second visit, scheduled in advance with the community partner contact person, students will present their project to the community partner organization.

Course Objectives

One of the most important goals of this class is to use assigned readings, class discussions, and student individual and group projects to make a theoretical-practical connection that illuminates our knowledge of theories of public policy and our understanding of real-life policies that impact our daily lives.

This course will help you develop skills to:

- (1) Identify a public policy problem;
- (2) Identify constituencies involved in the policy problems, determine their respective interests, and define the elements of policy negotiation space;
- (3) Understand stages in the policy process;
- (4) Understand, critique and apply theories of policy process;
- (5) Apply basic policy evaluation methods to analyze the policy problem and provide policy recommendations in selected policy arenas;
- (6) Write succinctly about public policy problems and solutions, using quantitative data to support your arguments;
- (7) Design an effective approach for advocating for a particular policy issue and policy solution;
- (8) Work collaboratively with government agencies, NGOs, and stakeholder coalitions.

Required Readings

Textbooks:

(1) Theodoulou, Stella Z. and Chris Kofinis. 2004. *The Art of the Game: Understanding Policy Making*. Thomson Wadsworth.

(2) *Issues for Debate in American Public Policy. Selections from CQ Researcher*. 2008. Congressional Quarterly Press.

Individual articles are available online through the CQ Researcher:

<http://catalog.lib.washington.edu/record=b4906426~S4>

Readings on Electronic Reserve at the University of Washington, Bothell Library or publicly available on the Internet (URL given below):

Electronic reserves can be accessed at <http://library.uwb.edu/reserve.html>. Please note that you will need your UW NetID to access Electronic Reserves.

- (1) Connolly, Katie. 2009. Slower than a Melting Ice Cap: Climate-change legislation might get bogged down in the Senate. <http://www.newsweek.com/id/216048>
- (2) Jansson, B.S. 2003. Ch. 5. Committing to an Issue: Building Agendas. In *Becoming and Effective Policy Advocate: From Policy Practice to Social Justice*. 4th edition. (140-167) Pacific Grove, CA: Thomson; Brooks/Cole.

- (3) Jansson, B.S. 2003. Ch. 10. Developing Political Strategy. In *Becoming and Effective Policy Advocate: From Policy Practice to Social Justice*. 4th edition. (327-344) Pacific Grove, CA: Thomson; Brooks/Cole.
- (4) Jansson, B.S. 2003. Ch. 11 Putting Political Strategy into Action. In *Becoming and Effective Policy Advocate: From Policy Practice to Social Justice*. 4th edition. (345-374) Pacific Grove, CA: Thomson; Brooks/Cole.
- (5) Stone, Deborah. 2002. Ch. 8: Causes. In *Policy Paradox: The Art of Political Decision Making*. (188-209) W.W. Norton & Company.
- (6) Stone, Deborah. 2002. Ch. 9: Interests. In *Policy Paradox: The Art of Political Decision Making*. (210-231) W.W. Norton & Company.
- (7) University of Washington Climate Action Plan.
<http://f2.washington.edu/oess/sites/default/files/file/UW%20Climate%20Action%20Plan%20091509.pdf>
- (8) WA State Department of Ecology and WA State Department of Community, Trade, and Economic Development. 2007. Washington State Greenhouse Gas Inventory and Reference Case Projections. 1990-2020. (focus on projections, not on the methodology)
http://www.ecy.wa.gov/climatechange/docs/WA_GHGInventoryReferenceCaseProjections_1990-2020.pdf
- (9) WA Legislature. Engrossed Substitute Senate Bill 6001 (2007).
<http://apps.leg.wa.gov/documents/billdocs/2007-08/Pdf/Bills/Session%20Law%202007/6001-S.SL.pdf>
- (10) WA Legislature. Engrossed Second Substitute Senate Bill 5560 (2009)
<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Senate%20Passed%20Legislature/5560-S2.PL.pdf>
- (11) WA Legislature. Engrossed Second Substitute Senate Bill 5735 (2009)
<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/bills/Senate%20Bills/5735-S2.E.pdf>
- (12) Weimer, David L. and Aidan R. Vining. 2005. Rationales for Public Policy: Market Failures. In *Policy Analysis: Concepts and Practice*, (71-112). Upper Saddle River, NJ: Prentice Hall.
- (13) Weimer, David L. and Aidan R. Vining. 2005. Rationales for Public Policy: Other Limitations of the Competitive Framework. In *Policy Analysis: Concepts and Practice*, (113-131). Upper Saddle River, NJ: Prentice Hall.
- (14) Weimer, David L. and Aidan R. Vining. 2005. Rationales for Public Policy: Distributional and other Goals. In *Policy Analysis: Concepts and Practice*, (132-155). Upper Saddle River, NJ: Prentice Hall.
- (15) Weimer, David L. and Aidan R. Vining. 2005. Limits to Public Intervention: Government Failures. In *Policy Analysis: Concepts and Practice*, (156-191). Upper Saddle River, NJ: Prentice Hall.
- (16) Weimer, David L. and Aidan R. Vining. 2005. Correcting Market and Government Failure. In *Policy Analysis: Concepts and Practice*, (209-260). Upper Saddle River, NJ: Prentice Hall.

Assignments, Evaluation, and Grading

Evaluation and Grading

You grade will be based on the below listed assignments. Most assignments will be submitted electronically through the class Blackboard site. For group projects, group manager will submit one assignment for the entire group.

Assignment	Points
Individual Written Assignment	
Literature Review	20
Individual In-class Assignments	
Policy Controversy Presentation	10
Participation	15
Individual Workshop assignments	
Bibliography entries	5
Stakeholder Review	5
Group Assignments	
Project Ideas	5
Project Proposal	10
Project mid-term report	5
Issue paper	20
Policy solution product	20
Policy solution presentation (in class)	5
Final exam	20
TOTAL	140

Style Manual

For all assignments requiring bibliography, please follow the APA manual for style requirements. These include among others: (1) Typed double spaced, at least 11 point font; (2) One inch margins; (3) Correct spelling; (4) APA citation guide; (5) Page number.

For more detailed guidelines, see *American psychological association publication manual* (5th ed.). (2001). Washington, DC: American Psychological Association. (available at the UWB/CCC library writing reference desk-library use only).

INDIVIDUAL WRITTEN ASSIGNMENT

Literature Review

You will write a 1000 to 1500-word document in which you will review 3-4 published research articles and 2-3 stakeholder briefs/issue papers on the issue your group is addressing. (While this assignment is individual, all group members' literature reviews will also serve as an essential component of the group's issue paper.) In your literature review, you will explicitly link the reviewed sources to the public policy problem your group is addressing. In particular, you will clearly outline (1) the policy challenges addressed in the reviewed literature, (2) policy stakeholders involved; (3)

policy solutions adopted, and (4) applicability of their solutions to the problem and geographic area you are addressing.

When writing the literature review, you may want to consult a writing guide. Below you will find a few broad guidelines from a guide by Penrose and Katz (2003; 84):

- “(1) Introduce your discussion by establishing the significance of the topic. It is helpful to give a quick preview of the major trends or patterns to be described in the review.
- (2) Organize the body of the review to reflect the clusters or subtopics you have identified, using headings if the review is lengthy.
- (3) Use topic sentences at the start of paragraphs and section to highlight similarities and differences, points of agreement and disagreement.
- (4) Conclude with an overview of what is known and what is left to explore.”

I will grade this assignment based on the following criteria: (1) How clear is the language? (2) Does it explicitly address the above-listed issues? (3) Does the assignment follow the length/style guidelines?

Due: Sunday, November 1st, 9:00 PM.

INDIVIDUAL IN-CLASS ASSIGNMENTS

Policy Controversy Presentation

Using the Blackboard discussion board, you will sign up for one of the policy controversies addressed in the textbook. On the date defined in the weekly schedule (see the end of the syllabus), you will give a 5 minute presentation of the policy controversy. In addition to the information provided in the textbook (focusing on federal policies), you will also summarize what policies have been recently (in the last 3 years) adopted in WA State in this policy area. Given the short time available for this presentation, you will not be able to use any visual aids. For recommendations on how to create and give effective oral presentations, see the tips on Blackboard.

I will grade this assignment based on the following criteria: (1) How clear are your arguments? (2) Are the issues addressed in a comprehensive manner or are important aspects (from your perspective) left out? (3) How effectively are data used in the presentation?

Due: In class, on the assigned day.

Participation

I expect students to read the assigned readings prior to the class and to actively participate in this class. You will have the opportunity to participate in discussions of the assigned readings and lectures as well as to initiate discussions on related issues raised in the policy controversies. If you feel uncomfortable speaking in the class, feel free to bring to the class a one page memo addressing 3 key concepts (one paragraph per concept) that you believe are worth discussing on that day. I will grade participation based on the following criteria:

- A: the student makes important contributions to class discussion, provides correct and concise explanations, asks penetrating questions, and provides clear evidence of having read and thought through and beyond the material. A student making this type of contribution will typically have participation grades between 12 and 15 points depending on how regularly (s)he makes such contributions;
- B: the student contributes to class discussion, provides correct explanations, and asks questions beyond clarifying the readings. A student making this type of contribution will typically have

participation grades between 11 and 8 points depending on how regularly (s)he makes such contributions;

- C: the student contributes sporadically to discussion, provides explanations that are more or less correct, and asks questions. A student making this type of contribution will typically have participation grades between 5 and 7 points depending on how regularly (s)he makes such contributions;
- D: the student rarely contributes, or rarely contributes helpfully, to the discussion. A student making this type of contribution will typically have participation grades between 1 and 4 points depending on how regularly (s)he makes such contributions.

INDIVIDUAL WORKSHOP ASSIGNMENTS

Instructions/templates for these assignments will be distributed during each workshop.

GROUP ASSIGNMENTS

Group Project Ideas

Your group will have an opportunity to brainstorm group project ideas during the second class. Subsequent to this discussion, your group will write a 300-500 word document, describing 3 ideas for the community partnership project. In this document, you will outline what deliverable the group would produce (in addition to the issue paper) following each of the above ideas. While it is appropriate to have a variety of ideas at this stage, make sure that the projects your group outlines can be completed in 6 weeks.

Due: Wednesday, October 14, 9:00 PM. Please submit one document in doc, rtf, or pdf format as an attachment to a message in your group's discussion board.

Project Proposal

Based on the feedback you will receive from your instructor and from your colleagues, your group will write a 400-600 word project proposal. This proposal will include only one project idea. It will specify the scope of the project, the activities to be completed by each group member, the data sources to be consulted, the (potential) need for input/data from the community partner, and the deliverable. The person responsible for communication with the community partner will e-mail this proposal to the contact person at the community partner organization. Please send me a carbon copy of the e-mail.

Due: Wednesday, October 21st, 9:00 PM.

Project Mid-term report

Your group will write a 200-300 word report to the community member outlining activities completed by this point (including topics included in the Issue paper) and those remaining to be completed. If the group has encountered any problems in this project, this mid-term report will provide an opportunity to communicate these problems to the community partner and propose appropriate and doable accommodations/revisions of the initial project proposal. The person responsible for communication with the community partner will e-mail this proposal to the contact person at the community partner organization. Please send me a carbon copy of the e-mail.

Due: Wednesday, November 11th, 9:00 PM.

Issue Paper

Your group will write a 5000 to 7000 word document (including references) in which you will provide all necessary background information for your policy solution product.

In this document, you will:

1. Present the history of the problem. When did the problem first arise? How did it evolve over time?
2. Explain the problem employing the concepts of market/government failures. Address what policy instruments have been used in the United States to address policy problems of this particular type.
3. Explain how various sub-populations contribute to this problem?
4. Develop justification for a policy change. Put the problem in numbers. What losses is the public accruing? What are potential gains from this situation?
5. Describe your policy solution. How does this differ from solutions implemented previously?
6. Describe the causal mechanisms. How will the solution work; which subpopulations will it impact and how?
7. Who will implement this policy solution? Does this policy actor have the authority to implement the policy solution? What are the expected resource needs?
8. Provide all necessary citations/sources of data.

I will grade this assignment based on the following criteria: (1) Does the assignment address the above items? (2) How well do your data support your statements? (3) Are the causal links argued in the policy solution proposition based on a valid theory? (4) Is the policy solution implementation feasible given the authorities policy actors have? (5) Does the assignment clearly convey the above information? (6) Does the assignment follow the length/style guidelines? Please submit this document as a doc, rtf, or pdf format file on Digital Drop box in Blackboard.

Due: Tuesday, November 18th, 9:00 PM.

Policy Solution product

The scope of this product will be agreed-up between the group and the community partner organization.

FINAL EXAM

I will administer one thirty-minute quiz during regular class time. The quiz will consist of multiple choice and true/false questions to ensure that students understand the concepts essential for identifying public policy problem, its stakeholders, and public policy venues; recommending policy solutions; and applying theories of policy process.

Scheduled: during regular class time in the week of finals. Location TBA.

Online Course Communication and File Exchange

I will use Blackboard site to post my announcements, share course documents with you, organize on-line discussion forums, administer a quiz, post grades, receive your assignments, and e-mail you. To be able to access the BPOLST 500 Blackboard site (<http://bb.uwb.edu>), you will first have to enroll in this class on the UWB blackboard site. The guidelines on how to enroll in a Blackboard site are appended at the end of this syllabus. Please also read the note about Blackboard e-mails in the same Appendix. If you have any problems accessing Blackboard site, contact the UWB Help desk at IT@uwb.edu or at 425-352-3456.

You will submit all your written assignments electronically at the Blackboard class site. For each assignment, please submit only one file (Word , rtf, or PDF format). This document should include all tables, graphs, references, and notes. To submit a document, use the “digital drop box” option in “tools”. Post your document using the **SEND File** option, NOT the ADD file option.

H1N1 Steps taken in this course

As part of the campus community’s shared responsibility for minimizing the possible spread of H1N1 virus this year, it is critical that all students are familiar with the symptoms of **H1N1 Flu described on the UW Bothell website** at <http://www.uwb.edu/flu> . Any student or instructor with flu-like symptoms is encouraged to stay at home until at least 24 hours after they no longer have a fever without the use of fever-reducing medications (ibuprofen or acetaminophen). If you are sick and have an extended absence, please speak with your instructor regarding alternative ways to maintain your progress in your courses. If I am sick and need to cancel class, you will be notified. Also, I have devised a flexible weekly schedule with one week available to postpone any lecture, should the need arise. In this case, we will have the final exam during the week of finals rather than as it is scheduled now.

Late Submission Policy

Our ability to meet deadlines this fall will likely be affected by H1N1 virus. Therefore, individual assignments (as specified in the evaluation above) can be submitted up to 7 days late. However, group projects will have to proceed as scheduled due to the class commitments to community partners. Therefore, groups should build sufficient time buffer into their planning so that an individual member’s inability to complete her/his part of the project on time does not jeopardize the group’s progress.

Students with Disabilities

If you believe that you have a disability and would like academic accommodations, please contact Disability Support Services at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at dss@uwb.edu. You will need to provide documentation of your disability as part of the review process prior to receiving any accommodations.

Academic Integrity

I expect students to uphold the highest standards of academic conduct pursuant to the University of Washington Student Conduct Code, Section WAC 478-120-020-2(a). I expect that you are familiar with and adhere to the rules regulating academic conduct as outlined by the UW Bothell policies on maintaining academic integrity (www.uwb.edu/academic/policies/Academic_Conduct.xhtml). I encourage you to review the information on Avoiding Plagiarism on UWB/CCC library home page (<http://library.uwb.edu/guides/research/plagiarism.html>).

Weekly Schedule			
Date	Topics	Readings	Assignments
Tuesday, 10/06 Note: Class starts At 6:00 PM	The Language of Public Policy Introduction of Class Group Project and our Community Partners	T&K, Ch.1, 2; Connolly ESSB 6001 (2007) E2SSB 5735 (2009) E2SSB 5560 (2009) WA Dept. of Ecology UW Climate Action Plan	
Tuesday, 10/13	Rationales for Public Policy: Efficiency Rationales <u>Policy Controversies:</u> Energy and the Environment <u>Workshop:</u> Bibliography <u>Group Project:</u> Brainstorming	W&V, Pp. 71-131 (ER) CQ, Ch. 7, 8, 9	Group Project Ideas Due 10/14, 9:00 PM Bibliography Entries Due 10/16, 9:00 PM
Tuesday, 10/20	Rationales for Public Policy: Equity and Security Rationales <u>Policy Controversies:</u> Education, Health Care <u>Group Project:</u> Project Proposal	W&V, Pp. 132-155(ER) Stone, Pp. 188-209 (ER) CQ, Ch. 1, 2, 3, 4	Project Proposal Due 10/21, 9:00 PM (e-mail community partner, cc ND)
Tuesday, 10/27	Policy Actors <u>Policy Controversies:</u> Social Policy; Civil Liberties, Rights, and Justice <u>Workshop:</u> Policy Stakeholders	T&K, Ch. 3, 4; W&V, Pp. 156-191(ER) Stone, Pp. 21--231(ER) CQ, Ch. 5, 6, 10,11	Stakeholders Review Due by the end of the workshop, 10/27 Literature Review Due 11/01 by 9:00 PM
Tuesday, 11/03	Policy Process Theories <u>Policy Controversies:</u> Business and the Economy <u>Group Project</u>	T&K, Ch. 5, 19 CQ, Ch. 12, 13	
Tuesday, 11/10	Problem Identification and Agenda Setting <u>Policy Controversies:</u> Homeland Security and Foreign Policy <u>Group Project:</u> Mid-term report	T&K, Ch. 6, 7, 13, 14 Jansson, Ch. 5, 10, 11 CQ, Ch. 14, 15, 16	Project Mid-term report, Due 11/11, 9 :00 PM (e-mail community partner, cc ND)
Tuesday, 11/17	Policy Design and Formulation <u>Group Project :</u> Issue Paper	T&K, Ch. 8, 15, 16 W&V, Pp. 197-252 (ER)	Issue paper Due 11/18 by 9:00 PM
Tuesday, 11/24	Policy Adoption and Implementation <u>Group Project:</u> Policy solution	T&K Ch. 9,10, 17	

Tuesday, 12/1	Policy Evaluation and Termination <u>Policy Solution Presentation</u>	T&K Ch. 11, 12, 18	Policy Solution Product Due 12/01 during class
Tuesday, 12/08	Final Exam		Final during the regular class time

Blackboard Course Sites: Enrolling and Receiving e-mail

Instructions for students who have not used Blackboard before and are enrolling as a new Blackboard user:

(Note: enrolling in a Blackboard course is a completely separate activity from student registration or the MyUW account)

1. Go to Blackboard at <http://bb.uwb.edu>.
2. Click on the **Create Account** button
3. Fill in only the information with the red asterisk. We recommend that your user ID be the same as your UW NetID. Click on the **Submit** button at the bottom of the page and then click on **OK**.
4. Click on the **Courses** tab. To find your course, type the course ID in the **Course Search** box. Scroll down the page to get to the title of your course.
5. Click on the **Enroll** button on the right side of your course. Click on the **Submit** button at the bottom of the screen and then on **OK**.

Instructions for students who have used Blackboard before and already have an account:

1. Go to Blackboard at <http://bb.uwb.edu>
2. Click on the **Login** button and put in the same login and password you had previously. If you don't remember your password, you can click on the **Forgot your password?** link to have your password emailed to you.
3. Click on the **Courses** Tab. To find your course, type the course ID in the **Course Search** box. Scroll down the page to get to the title of your course.
4. Click on the **Enroll** button on the right side of your course. Click on the **Submit** button at the bottom of the screen and then on **OK**.

Macintosh users - Blackboard 6 Note: Those using an Apple computer with OS 9 or older will not have access to the Virtual Classroom (chat), though the text-only chat called Lightweight chat is available for your use. To use the lightweight chat feature, you will need to download the patch at <http://docs.info.apple.com/article.html?artnum=120209>. Macintosh computers using OS 10.2 can use the Virtual Classroom.

PC users - Blackboard 6 Note: A java patch will be automatically installed the first time you access the Virtual Classroom.

E-mails from Blackboard:

Email systems (i.e. Hotmail, Yahoo, Comcast, etc.) may label Blackboard mail as junk, and send it to your junk or bulk mail folders. If this happens, you WILL HAVE TO designate that emails sent through Blackboard not go into your junk folders. For instance in Yahoo, if you find an email an instructor in the Bulk folder, you need to open the email and press the "Not Spam" button, and future emails will go into the regular inbox.

The best way for you to be sure you are getting all of your Blackboard email as well as any other mail coming from UW Bothell is to avoid forwarding your u.washington.edu mail. If you have difficulties with the above email issues, please contact the IT help desk at IT@uwb.edu or 425-352-3456.

ADDITIONAL RECOMMENDED READINGS

The Public, Values, and Participation

- Brewer, Mark D. and Jeffrey M. Stonecash. 2007. *Split: Class and Cultural Divides in American Politics*. Congressional Quarterly Press.
- Clawson, Rosalee A. and Zoe M. Oxley. 2008. *Public Opinion: Democratic Ideals, Democratic Practice*. Congressional Quarterly Press.
- Dalton, Russell. 2009. *The Good Citizen: How a Younger Generation is Reshaping American Politics*. Congressional Quarterly Press.
- Hudson, William E. 2008. *The Libertarian Illusion: Ideology, Public Policy, and the Assault on the Common Good*. Congressional Quarterly Press.
- Hudson, William E. 2009. *American Democracy in Peril: Eight Challenges to America's future*. 6th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)
- Norrander, Barbara and Clyde Wilcox. 2009. *Understanding Public Opinion*. 3rd Edition. Congressional Quarterly Press.

Media and Public Opinion

- Graber, Doris A. 2009. *Mass Media and American Politics*. 8th edition. Congressional Quarterly Press.
- Graber, Doris A., Denis CcQuail, and Pippa Norris. (Eds). 2008. *The Politics of News: The News of Politics*. Congressional Quarterly Press.
- Graber, Doris A. 2007. *Media Power in Politics*. 5th edition. Congressional Quarterly Press.
- Lewis, Justin. 2001. *Constructing Public Opinion: How political elites do what they like and why we seem to go along with it*. Columbia University Press.

Executive Branch

- Ellis, Richard J. Micheal Nelson. (Eds). 2009. *Debating Presidency: Conflicting Perspectives on the American Executive*. 2nd edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)
- Fleer, Jack D. 2007. *Governors Speak*. University Press of America.
- Kernell, Samuel. 2007. *Going Public: New Strategies of Presidential Leadership*. 4th edition. Congressional Quarterly Press.
- Kettl, Donal D. and James W. Fesler. 2009. *The Politics of the Administrative Process*. 4th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)
- Madsen, Susan R. 2008. *Developing Leadership: Learning from the Experiences of Women Governors*. University Press of America.
- Nelson, Michael. (Ed). 2009. *The Presidency and the Political System*. 9th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)
- O-Leary, Rosemary. 2006. *The Ethics of Dissent: Managing Guerrilla Government*. Congressional Quarterly Press.

Judicial Branch, Law and Policy

- Baum, Laurence. 2009. *The Supreme Court*. 10th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)

- Epstein, Lee and Jack Knight. 1998. *The Choices Justices Make*. Congressional Quarterly Press.
- Harrington, Christine B. and Lief H. Carter. 2009. *Administrative Law and Politics: Cases and Comments*. 4th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)

Legislative Branch

- Cigler, Allan J. and Burdett A. Loomis. 2007. *Interest Group Politics*. 7th ed. Congressional Quarterly Press.
- Dodd, Lawrence C. and Bruce I. Oppenheimer. 2009. *Congress Reconsidered*. 9th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)
- Levine, Bertram J. 2009. *The Art of Lobbying: Building Trust and Selling Policy*. Congressional Quarterly Press.
- Oleszek, Walter J. 2010. *Congressional Procedures and the Policy Process*. 8th edition. Congressional Quarterly Press. (Use the previous edition, if this one is not available.)
- Rosenthal, Alan. 2004. *Heavy Lifting: The Job of the American Legislature*. Congressional Quarterly Press.
- Sinclair, Barbara. 2007. *Unorthodox Lawmaking: New Legislative Processes in the U.S.* Congress. 3rd edition. Congressional Quarterly Press.

State Governments, Local Governments, and Intergovernmental Relations

- Frug, Gerald W. and David J. Barron. 2008. *City Bound: How States Stifle Urban Innovation*. Cornell University Press.
- O'Toole, Laurence. (Ed). 2007. *American Intergovernmental Relations: Foundations, Perspectives, and Issues*. Congressional Quarterly Press.
- Pastor, Manuel, Jr., Chris Benner, and Martha Matsuoka. 2009. *This Could be the Start of Something Big: How social movements for regional equity are reshaping metropolitan America*. Cornell University Press.
- Pelissero, John P. (Ed). 2003. *Cities, Politics, and Policy: A comparative analysis*. Congressional Quarterly Press.
- Rosenthal, Alan. 2009. *Engines of Democracy: Politics and Policymaking in State Legislatures*. Congressional Quarterly Press.
- Smith, Kevin B. (Ed). 2009. *State and Local Government*. Congressional Quarterly Press.
- Smith, Kevin B., Alan Greenblatt, and Michele Mariani. 2008. *Governing States and Localities*. 2nd edition. Congressional Quarterly Press.
- Van Horn, Carl E. (Ed). *The State of the States*. 4th edition. Congressional Quarterly Press.
- Wright, Ralph G. 2005. *Inside the Statehouse: Lessons from the Speaker*. Congressional Quarterly Press.

Other Topics in Politics and Public Policy

- Rozell, Mark J., Clyde Wilcox, and David Madland. 2006. *Interest Group in American Campaigns: The New Face of Electioneering*. Congressional Quarterly Press.
- Savas, E. S. 2000. *Privatization and Public-Private Partnerships*. Hudson, William E. 2008. Congressional Quarterly Press.