

School of Public Policy
George Mason University
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Governance and the Policy Processes
PUBP 502-003 (Monday 7:20-10:00)

Purpose of course

The purpose of this course is to take a broad view of governance in a U.S., comparative, and international context. First, democratic governance in the U.S. is examined and compared with other modern democracies. Second, focusing on the U.S. as a case study, important changes in the execution of public policy are examined as increasing portions of public policy in democratic, market-based nations are carried out by private sector and non-profit organizations. Third, the course will undertake the comparative analysis of political and governmental systems. It will then take up the persistence of the nation state in the context of globalizing trends along with the governance of international organizations and their impact on the nation state.

Objectives

Upon completion of this course, students will be able to identify and assess the impact of a variety of governmental structures, be familiar with contemporary issues of governance, understand the varieties and implications of intersector cooperation, be aware of the changing dynamics of national and sub-national governance, and be conversant with the international dimensions of governance.

Required texts

John Kingdon, *America the Unusual* (New York, NY: St. Martin's Press, 1999).

Mark J. Rozell, Clyde Wilcox and David Madland, *Interest Groups in American Campaigns: The New Face of Electioneering* (Washington, DC: Congressional Quarterly Press, 2006, 2nd edition).

Louis Fisher, *The Politics of Shared Powers*, 4th ed. (College Station, TX: Texas A&M University Press, 1998).

Elliott D. Sclar, *You Don't Always Get What you Pay For: The Economics of Privatization* (Ithaca, NY: Cornell University Press, 2000).

Fareed Zakharia, *The Future of Freedom: Illiberal Democracy at Home and Abroad* (New York, NY: Norton, 2003).

John Mueller, *Capitalism, Democracy, and Ralph's Pretty Good Grocery* (Princeton, NJ: Princeton University Press, 2001).

Claes Ryn, *America the Virtuous* (Brunswick, NJ: Transaction Press, 2004).

In addition, a number of articles and chapters will be assigned, as specified below or announced in class. Some of the additional readings will be found on the course website: <http://mason.gmu.edu/~pubp502/>

Class Format

The course will be conducted as a seminar rather than in a lecture format. Thus each week's assignment must be read before class discussions each week. Active participation in class discussions is mandatory. Professionals in public policy must be able to speak effectively in small groups and to make presentations of their work. The only way to learn these skills is to practice, so students are expected to contribute regularly to discussions and to make in-class presentations. It is expected that students will keep up with policy developments in matters relating to this course.

Course Evaluation

Class Participation	20%
Paper No. 1: Policy Memorandum	20%
Oral Presentation	10%
Paper No. 2: Comparative Policy Analysis	25%
Final Exam	25%

For purposes of this course, the grades of **A or A-** are reserved for sustained excellence and outstanding performance on all aspects of the course. The grades of **B and B+** are used to denote mastery of the material and very good performance on all aspects of the course. The grade of **B-** denotes marginal quality work that is not quite up to graduate level standards. The grade of **C** denotes work that may be adequate for undergraduate performance, but is not acceptable at the graduate level. The grade of **F** denotes the failure to perform adequately on course assignments.

Attendance in class is required and will be taken into account in evaluation for the course. While it is possible that the requirements of full time jobs may occasionally conflict with class times, missing more than two class sessions will make it virtually impossible to earn a grade better than B for the course. Missing more than three sessions will make a grade of C likely.

Even if you do not regularly use your GMU e-mail account, be sure to open it and place a forwarding address to the account you use regularly so that you can get GMU, SPP, and class announcements. Also, be sure to empty your account occasionally, because if you do not and it exceeds the limit, you will not receive incoming e-mail until you have cleared the space.

Written Assignments

Each of your written assignments must be submitted in hard copy, but an electronic copy must be submitted in addition so that it can be checked through the School's data base service that surveys published and non-published papers, articles, and books for possible plagiarism. Do not put your papers in a special cover; merely staple them in the upper left corner. All papers must be double spaced and in at least 12 point font on standard 8.5 x 11 inch paper.

Paper No. 1: Policy Memorandum

Choose a policy at the federal, state, or local level in the United States and analyze the question of whether it should be implemented by a public or private (business or non-profit) organization. The policy you choose may be currently implemented in the public or private sector; you may recommend a change in policy or argue for the status quo. You may use popular newspapers or periodicals for the source of your case, or you may use scholarly literature; but you must use concepts from the scholarly literature to analyze the case (textbooks for this course are sufficient for this paper). In all cases be sure to cite your sources.

Address your memorandum to an appropriate official in the legislative or executive branch of government (federal, state, or local). Your position is that of staff analyst and your purpose is to advise your superior on the merits of the arguments and advisability of contracting out the good or service in question. Be sure that you cover both sides of the argument so that your superior will not be blindsided in a public debate over the issue. You may merely present the pros and cons of public or private provision of the product or service, or you may make a recommendation to your superior.

The difference between this and an actual memorandum is that you will cite the sources you have used in analyzing your choice of policy. You can use the course texts as background and as the basis for your analysis, but you cannot use a case directly from a course text. Be sure to cite the sources for the information you use.

Your memorandum will be approximately 750 words, three double spaced pages, not including citations. Citations must be in Chicago Style (Turabian), explained at the end of this syllabus.

Paper No. 2: Research Paper in Comparative Public Policy Analysis

Choose one public policy area in the United States whose implementation differs from a similar policy area in another country, for instance, education, health, transportation, drug regulation, etc. Briefly explain the public policy basis (e.g. law or origin) of the policy in each country, but your primary focus will be to explain why the two countries deal with the same policy in different ways.

You must use the concepts and ideas from this course, as well as any others that are useful. **You must cite at least three texts from this course. At a minimum, you must also use and cite five different scholarly sources, such as articles from scholarly journals and/or books.** Using merely the minimum number of references is not the most effective way to earn an A.

The popular press, newspapers and magazines, are fine to use; but they are not scholarly sources. You are welcome to use the internet, but be aware of the nature of the site you are using. It may contain scholarly sources with full citations, which are fine to use. Be sure to cite all of the internet sources you use, including who sponsors the site, author of the information if available, date accessed, and full URL. The paper will be 7-8 pages in length (not including citations).

Plagiarism: All work must be your own. Inappropriate use of the work of others without attribution is plagiarism. Whenever you use someone else's ideas, cite the source. If you use someone else's words, put them in quotation marks and cite the source. George Mason's Honor Code provides that plagiarism is punishable by expulsion from the University. All papers must be available in digital format so that they can be checked against databases of published and other material available on the web.[See: <http://www.gmu.edu/facstaff/handbook/ad.html>] Plagiarism in any part of any assignment may result in failure for the assignment, failure for the course, or dismissal from the program.

Seminar Conduct: It is important for students to act in a professional manner in seminar. By this I mean being punctual and prepared for each session, discuss and debate issues in a substantive and polite fashion (never personalize your differences with others), show proper respect and deference to guest speakers or students making presentations. It is fine to use personal computers for taking class notes, but do not surf websites or check emails during class time (I feel quite strongly on this latter point – also, please turn off cell phones, pagers, other electronic devices during class time).

Outline of the course

Weekly Topics:

1-2. Introduction/ Overview of the Semester and the United States Constitutional Structure
(August 28 and September 4)

Professional Vita or Resume due in class

Assignment:

The Constitution of the United States of America

James Madison, *Federalist No. 10*

James Madison, *Federalist No. 51*

[The Constitution and the Federalist papers are easily found on the net. Merely type the terms into Google, and it will take you to a number of sites with the documents which can be downloaded.]

John P. Roche, "The Founding Fathers: A Reform Caucus in Action" (*American Political Science Review*, 1961)

Martin Diamond, "Democracy and *The Federalist*: A Reconsideration of the Framers' Intent" (*American Political Science Review*, 1959)

G. Patrick Lynch, "Protecting Individual Rights Through a Federal System" (*Publius*, 2005)

Mark J. Rozell, Clyde Wilcox and David Madland, "Interest Groups and American Politics" (chapter 1 of *Interest Groups in American Campaigns*).

[The Roche, Diamond and Lynch articles can be found in the GMU Library's JSTOR data base.]

3. American Exceptionalism
(September 11)

Assignment:

John Kingdon, *America the Unusual*, Chapters 1-5, pp. 1-101 (whole book).

4. Separation of Powers and Bureaucracy in the U.S.
(September 18)

Assignment:

Fisher, Chapters 1-4, pp. 3-145

5. Independent Regulatory Commissions, War Powers and Budgetary Control
(September 25)

Assignment:

Fisher, chapters 5-7 and epilogue, pp. 146-256

6. Governing Markets: neo-classical economics and the standard market model
(October 2)

Assignment:

Elliott D. Sclar, *You Don't Always Get What you Pay For: The Economics of Privatization*, Chapters 1-4, pp. 1-93.

Pfiffner, "Government Legitimacy and the Role of the Civil Service," in James P. Pfiffner and Douglas A. Brook, eds. *The Future of Merit Twenty Years after the Civil Service Reform Act*. (Washington: Woodrow Wilson Press, 2000), pp. 15-38. (Course Website)

7. Markets and Government: state and local cases and federalism issues
(October 10)

Assignment:

Elliott D. Sclar, *You Don't Always Get What you Pay For*, Ch. 5-7, pp. 94-168.

James P. Pfiffner, "The Public Service Ethic in the New Public Personnel Systems," *Public Personnel Management*, Vol. 28, No. 4 (Winter 1999), pp. 541-555. (Course Website)

8. Capitalism and Democracy
(October 16)

Policy Memorandum due in class

Oral Presentations begin.

Assignment: Mueller, *Capitalism, Democracy, and Ralph's Pretty Good Grocery* (all)

9-10. Democracy and Freedom
(October 23 and 30)

Assignment:

Zakaria, *The Future of Freedom: Illiberal Democracy at Home and Abroad* (all)

One page proposal for Paper No. 2 due in class on October 23 (including outline and sources).

11. Elections, American Style

Assignment:

Rozell, Wilcox, Madland, *Interest Groups in American Campaigns* (rest of the book)
(November 6)

12. Exporting U.S. Values and Institutions Abroad?

(November 13)

Assignment: Ryn, *America the Virtuous* (all)

13. International Organizations

(November 20)

Assignment:

Ngaire Woods, "Good Governance in International Organizations," *Global Governance*
(Jan-Mar. 1999), Vol. 5, No. 1, p. 39.

Thorsten Benner, et al., "Global Public Policy Networks," *The Brookings Review*
(Spring 2003), Vol. 21, No. 2, p. 18.

14. Globalization and the Nation State/The European Union

(December 4)

Assignment:

Steven Krasner, "Sovereignty," *Foreign Policy* (Jan./Feb. 2002), p. 20.

Edward Luck, "Rediscovering the State," *Global Governance* (Jan.-Mar. 2002) Vol 8,
No. 1, p. 7.

Desmond Dinan, "[Reconstituting Europe](#)," From Maria Green Cowles and Desmond
Dinan (eds.), *Developments in the European Union*, 2nd edition (London:
Macmillan, 2004).

Analytical Writing

For purposes of scholarly writing it is important to write analytically. Analytic writing is more than merely describing what others have said or describing institutions of government or public policy making (though description is often an essential aspect of analysis). Analysis involves more.

In **analysis** you are asking and answering questions about the causes and consequences of whatever you are examining.

You are seeking explanations for behavior.

You are developing categories and frameworks that will help us understand political behavior and generalize insights from one case to other cases.

Ask the question: Of what is this an instance?

When analyzing scholarly writing:

Engage different ideas.

 Show how they differ and where they agree.

 Compare and contrast.

Contrast different methods of understanding a phenomenon.

What different types of evidence are adduced to make a point?

Contrast different perspectives or approaches to a topic.

Judge whether the reasoning is valid.

Does the author's evidence support the conclusion of the article?

In Writing an Essay, Remember:

The introduction should say what the paper is about and how you will approach the topic.

The paper should address one central question and have a thesis.

The paper should be organized logically, with an evident structure.

The reader should be told how each part of the paper is related to the other parts..

Use subheadings to label different sections.

Outline your paper after it is written to see if it flows logically.

Proofread your paper for spelling and syntax.

Be sure to cite all of your sources and use quotation marks when you use another's words.

 Plagiarism is using another's words or ideas without giving proper credit. Plagiarism is a major scholarly sin; it is unethical, dishonest, and deceptive, and it has ended some people's careers. It can easily be avoided by giving credit where credit is due.

Hints

The singular possessive is formed by adding an 's (e.g. one president's term was cut short), the plural by s' (e.g. both presidents' terms were cut short).

The possessive for it is its: its = possessive, it's = it is.

If you cannot remember the rule for its, do not use an apostrophe and you will be correct.

 (That is, use "it is" rather than a contraction and its for the possessive.)

Lead is in your pencil, but led is the past tense of the verb to lead.

Effect is a noun and affect is a verb, almost always - if you do not know the exceptions, do not violate this rule of thumb.

Cite is short for citation, site is a place (or web location), sight refers to eyes.

Horses have reins, monarchs reign over countries, rain falls from the sky: e.g. The Queen reigns; the Prime Minister holds the reins of power in Parliament. In London it rains often.

From William **Strunk** and E.B. **White**'s classic, *The Elements of Style* (NY: Macmillan, 1979).

“Place a comma before a conjunction introducing an independent clause.”

“Do not join independent clauses by a comma” (use a semicolon or a period).

“The number of the subject determines the number of the verb.”

“Use the active voice.”

“Omit needless words.”

“Make the paragraph the unit of composition.”

“Revise and rewrite.”

Citations for Research Papers

The **purposes** of scholarly citations are several:

- 1) To show the source for a direct quote or fact not commonly known.
- 2) To give credit for an idea to the author of a work
- 3) To show the reader that you are familiar with other scholarship on your topic or to indicate where further information or analysis can be found.
- 4) You may also use endnotes to explain something in the text or comment on the source.
The intention is to give the reader enough information to find the source you are using so that he or she can see if you have quoted it correctly, interpreted it soundly, done justice to the author cited, or do further research on the topic in question themselves.

Format: use the standard *Chicago Manual of Style* format, also known as “Turabian.” (Chicago: University of Chicago Press, 1982), or most recent edition.

Books:

author, title (place of publication: publisher, date), page number(s).
[Titles of books should be in italics or underlined.]

Example:

1. John Kingdon, *Agendas, Alternatives, and Public Policies*, 2nd ed. (New York: HarperCollins, 1995).

After the first full citation, you may use a shortened version:

- e.g. 2. Kingdon, *Agendas, Alternatives, and Public Policies*, page number(s).

Articles:

author, title, name of journal (volume, number), page number(s).
[Titles of articles should be enclosed in quotation marks, names of journals underlined or in italics.]

Example:

1. Theodore J. Lowi, “The State in Political Science: How We Become What We Study,” *American Political Science Review* Vol. 86, No. 1 (1992), pp. 1-7.

After first full citation, you may use a shortened version:

2. Lowi, “The State in Political Science,” p. 3.

Chapters in edited Books:

author of chapter (or article), title of chapter, “in” editor of book, title of book (place and date of publication), page numbers.

Example:

Hugh Hecllo, “The Changing Presidential Office,” in James P. Pfiffner, ed. *The Managerial Presidency* (College Station, TX: Texas A&M University Press, 1999), pp. 23-36

Web Site Citations:

In addition to author, title, etc, include the following information:
Who put up the site, full URL, date of access.

Number endnotes consecutively for the whole paper, with each note referring to the number in the text with the number in superscript or parentheses. Endnote numbers should be placed at the end of the sentence containing the information being cited. A bibliography of all the sources used in the paper along with other useful sources may be useful or required.