

**Theory and Practice in Public Policy**  
**School of Public Policy**  
**PUBP700.004**  
**Fall, 2008**  
**Wednesdays 7:20 to 10pm**

**Instructor:** A. Lee Fritschler, [afritsch@gmu.edu](mailto:afritsch@gmu.edu), 703-993-4909

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**Class location:** Arlington # 251

**Professor Fritschler's Office Hours:** 4 to 7 p.m. Wednesdays in Room #223. Although I will try to be in my office during the listed hours every week, inevitably there are some days when I cannot be there. As a result, I *strongly* encourage you to make an appointment ahead of time to make sure that I will be in my office when you come to see me.

If Wednesday afternoon isn't good for you, please let me know and I will be happy to make an appointment with you for some other time. Also, if my door is open, please feel free to drop in anytime.

I am easily available by email or phone. In case of emergency, you may call me at my home before 10 p.m. at 301-365-3109.

### **Course Objectives**

Theory and Practice in Public Policy, the gateway course for the Master's Program in Public Policy, introduces you to tools and concepts that will help you navigate in the world of public policy in two ways. First, we explore several types of theories and assess their strengths, weaknesses and applicability to public policy in order to understand different varieties of theory, their uses and application. Second, you will be introduced to several perspectives on the practice of policy analysis and be given an opportunity to engage in an analytical policy project that allows you to practice working in a team. Strong ethical and international components are built into the course.

The objective of this course is to help you become a more sophisticated policy professional with an ability to operate effectively and ethically in a political environment. While many of the applications will be U.S.-based, the theories apply more broadly to

policymaking elsewhere. You will be presented with a variety of ways of looking at political phenomena, conceiving of relationships, and understanding outcomes. The course seeks to heighten your sensitivity to economic and political context and your appreciation of theoretical rigor, disinterested analysis, and empirical evidence for assertions.

You will hone your skills in recognizing values, seeing multiple sides of issues, casting alternative frames to problems, understanding underlying interests, identifying stakeholders, and devising strategies for action. Finally, the course aims to enhance your proficiency in identifying and using appropriate, authoritative source material and in writing and speaking articulately, succinctly, logically, and convincingly. Upon completion of this course, you should be well underway toward becoming a policy analyst and be well prepared for the remainder of the MPP program.

### **Specific Skills**

You will be taught and will practice developing the following skills in this class:

1. How to find, assess and use sources appropriately and with greatest effect.
2. How to use EndNote, a bibliographic software program.
3. How to develop criteria against which to assess policy options.
4. How to apply basic policy tools to policy problems.
5. How to work in a team effectively, to use the talents of all team members, and to generate maximum participation from each team member.
6. How to identify, avoid, and otherwise handle conflicts-of-interest in your professional life.
7. How to apply ethical precepts, beyond those of conflicts-of-interest, to public policy and to your professional life.
8. How to speak before a group forcefully and convincingly.
9. How to use theory in practice.
10. How to write and present a professional policy analysis.
11. How to create a strategy to achieve adoption and implementation of a recommended course of action.

### **Assessment**

You will be asked to work individually and in teams in order to demonstrate your facility with the theories and their appropriate use, as well as to hone your research, public presentation and writing skills. Papers and examinations are treated as pedagogical exercises to augment your learning in the course. Grades will be apportioned in the following manner:

*	Class participation, attendance	10%
*	One page written assignments	10%
*	Team Policy Analysis	30%

* Midterm exam	25%
* Final exam (covers entire semester)	25%

Note: The Team Policy Analysis grade is divided into two parts, the Written Analysis and the Group Presentation. Each part is worth 15% of your final grade.

Note: It is difficult to imagine one receiving a grade of “A” if more than two classes are missed during the semester.

Also, it is important that you remember to bring your name card every week and place it in front of you. Class participation is an important part of your grade and oftentimes we will want to note something that you’ve said. Generally speaking, students stop bringing their name cards after the first couple of weeks, but we *strongly* encourage you to continue bringing them throughout the semester.

### **Arlington Campus Library Public Policy Liaison**

The GMU Arlington Campus Library is teaming up with SPP to provide special instruction to students in PUBP700. The Public Policy Liaison of the Arlington Campus Library has helped us develop a curriculum to teach students about the enormous range of materials available to our students. You will learn how to access and appropriately use library sources and will be given practice exercises to ensure that you can find exactly what you need when you need it.

### **EndNote: Bibliographic Software**

To ease the time-consuming, but essential, process of formatting footnotes and constructing bibliographies, GMU has purchased a site license for EndNote for all members of the GMU community. This excellent software should prove useful to you throughout your graduate program and beyond, and is available at no charge for GMU students and faculty at <http://library.gmu.edu/endnote/guides.htm>

EndNote is a blessing for busy policy professionals who must produce quality reports and analyses. It permits you to search online bibliographic databases and will let you automatically insert references into your personal bibliography directly from an online library catalogue, for example. No longer will you have to spend hours typing bibliographies. The cite-while-you-write feature allows you to insert footnotes with one click while you write your paper. EndNote also permits you to choose among any of hundreds of citation styles and with one click to move from one style to another.

As you can see, we are enamored of this tool and think you will be as well. To get you started, we encourage you to take a special EndNote tutorial as early as possible in the semester. We will soon supply you with a schedule of times. **We strongly recommend that you attend one of these sessions.**

### **Writing Assistance**

If you need help in improving your writing skills, be sure to study the front section of Diana Hacker's *A Pocket Manual of Style* (see required reading below). Assistance from the university's Writing Center (<http://writingcenter.gmu.edu/>) is also available. The **Writing Center** has an Arlington office specifically for SPP students. **You are expected to use it.** Another help, "Writing Tips" by Cynthia Harrison, can be found at the end of this syllabus. You should commit it to memory.

**For citations and references, use one of the styles in the Hacker (2000) volume.**

You will set Endnote's style option to the one you choose from Hacker. Remember that consistency is the key to proper citation: select a style and stick to it.

### **About Turning in Your Written Assignments**

All assignments are due by the beginning of class and must be turned in to the instructors in printed form. Simply leave your completed assignments at the front desk as you enter the classroom.

Major assignments, such as your Mid-Term, your Final Exam, and your Team Policy Analysis (aka. The Group Project), must also be submitted to Turnitin.com, in addition to the printed form.

Written work should always be **double-spaced with 12-point type** (Times New Roman font) and ample margins. If a paper is more than one page long, do *not* use both sides of a single sheet of paper. When you hand in multiple sheets of paper, please staple them. Also, please remember to indent your paragraphs.

Citations with page numbers should be provided in the proper form. (See Hacker.)

**All written assignments for this course must be submitted in class in hard copy. If for some reason you will be absent when an assignment is due, you must also send it to the Graduate Assistant's email address. It is absolutely essential that you let the Graduate Assistant know that this copy is being sent to them *instead of* a hard copy being presented in class. All assignments must be available in digital form should the instructor request a digital copy of your work.**

### **When writing your papers...**

**Assume the audience is a reasonably well-educated person with no prior knowledge of the subject matter you are addressing.**

In the past there has been some confusion about how to interpret the “well-educated audience” rule. As an example, if your assignment is to use the theories of Mancur Olson to analyze an article that describes a recent incident at the United Nations, we do *not* want you to summarize the article about the United Nations for us. We have already read the article and that would be a waste of space, of which you will have very little. We *do* want you to explain the Olson terminology. Explain what it means and how it applies.

You might write, for example, something like this:

In the UN case, Ethiopia acted as a free rider when it refused to help pay for the Global Fund. A free rider, as defined by Mancur Olson, is someone who benefits from a collective good without contributing to the payment for that good. In this case, Ethiopia benefited from the work of the Global Fund, but they did not choose to help pay because they knew that they could not be excluded from the global benefits.

In that example, the writer did not go into exhaustive details about the UN Global Fund, but simply used it as a spring-board from which to discuss Olson’s theory and how it applied to this particular case. Remember, we want to see how well you understand the theories you are learning and how well you can apply them to actual cases; we are not interested in how well you can summarize articles.

### **University Honor Code**

**No cheating, plagiarizing, or other unprofessional conduct will be tolerated.** (Please see SPP statement below.) These are defined in the University Catalog as follows:

**A. Cheating** encompasses the following:

1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.
2. The above may be accomplished by any means whatsoever, including but not limited to the following: fraud; duress; deception; theft; trick; talking; signs; gestures; copying from another student; and the unauthorized use of study aids, memoranda, books, data, or other information.
3. Attempted cheating

**B. Plagiarism** encompasses the following:

1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment

C. **Lying** encompasses the following: The willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the following:

1. Lying to administration and faculty members.
2. Falsifying any university document by mutilation, addition, or deletion.

### **SPP Policy on Plagiarism: One Instance of Cheating and You Are Expelled**

The profession of scholarship and the intellectual life of a university as well as the field of public policy inquiry depend fundamentally on a foundation of trust. Thus any act of plagiarism strikes at the heart of the meaning of the university and the purpose of the School of Public Policy. It constitutes a serious breach of professional ethics and it is unacceptable.

Plagiarism is the use of another's words or ideas presented as one's own. It includes, among other things, the use of specific words, ideas, or frameworks that are the product of another's work. Honesty and thoroughness in citing sources is essential to professional accountability and personal responsibility. Appropriate citation is necessary so that arguments, evidence, and claims can be critically examined.

Plagiarism is wrong because of the injustice it does to the person whose ideas are stolen. But it is also wrong because it constitutes lying to one's professional colleagues. From a prudential perspective, it is shortsighted and self-defeating, and it can ruin a professional career.

The faculty of the School of Public Policy takes plagiarism seriously and has adopted a zero tolerance policy. Any plagiarized assignment will receive an automatic grade of "F." This may lead to failure for the course, resulting in dismissal from the University. This dismissal will be noted on the student's transcript. For foreign students who are on a university-sponsored visa (e.g. F-1, J-1 or J-2), dismissal also results in the revocation of their visa.

To help enforce the SPP policy on plagiarism, all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. The SPP policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace it or substitute for it.

## **TurnItIn.Com**

You are expected to turn in your Midterm, Final Exam, and Team Policy Analysis and associated assignments, to TurnItIn.Com, a service that the SPP has retained for our use. You must register yourself, as follows, in order to submit your work to the site:

- Go to <http://turnitin.com>
- In the top right corner of the home page, click on “create a user profile.”
- You will be asked for the class ID and the enrollment password. The class ID for this course is: **XXXXXXXX** and the enrollment password is: **XXXXXXXX** [no space]. Follow the instructions on the website.
- Once you have registered, you are ready to submit class assignments digitally.
- Remember that all designated assignments must be submitted in digital form to TurnItIn.Com. The TurnItIn.com assignments menu is configured to accept papers beginning 24 hours before the due date. Please note that no submissions to TurnItIn.com are accepted after the deadline.
- All requirements related to **the Team Policy Analysis** are to be submitted electronically to TurnItIn.Com.
- In every case, kindly bring a hard copy of your work and submit it at the desk in the front of the class when you arrive.

## **Academic Accommodation for a Disability**

If you are a student with a disability and you need academic accommodations, please email and then make an appointment to see Professor Fritschler and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through the DRC.

## **Required Texts and Readings**

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Chatham House Publishers, 2000).

Simon Blackburn, *Being Good: A Short Introduction to Ethics* (Oxford: Oxford University Press, 2001).

A. Lee Fritschler and Catherine E. Rudder. *Smoking and Politics: Bureaucracy Centered Policymaking*, 6<sup>th</sup> ed. (Upper Saddle River, NJ: Prentice Hall, 2007).

**NOTE:** It is very important that you purchase the 6<sup>th</sup> edition.

Diana Hacker, *A Pocket Manual of Style*, (4th) ed. or later (Bedford/St. Martin's, 2000 or later).

Albert O. Hirschman, *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations, and States* (Harvard University Press, 1970).

Margaret E. Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Cornell University Press, 1998).

Charles E. Lindblom, *The Market System: What It Is, How It Works, and What to Make of It* (Yale University Press, 2001).

Giandomenico Majone, *Evidence, Argument, & Persuasion in the Policy Process* (New Haven: Yale University Press, 1989).

Mancur Olson, *Logic of Collective Action: Public Goods and the Theory of Groups* (Harvard University Press, Paperback Revised edition, 1971 (orig. pub. 1965)).

Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, Revised Edition (W. W. Norton, 2002).

### **Additional Reference Material**

*The Economist* (weekly), *Financial Times* (daily), *Wall Street Journal* (daily)

Brian A. Connery and John L. Vohs, "Group Work and Collaborative Writing," University of California, Davis, Writing Center and Dept. of Rhetoric and Communication. <http://trc.ucdavis.edu/trc/papers/vohs/index.html>

Carol A. Vidoli, *Technical Report Writing*, NASA Technical Memorandum 105419. Online version revised 5/18/00 at <http://grcpublishing.grc.nasa.gov/editing/vidcover.CFM>

John W. Kingdon, *Agendas, Alternatives, and Public Policies*, 3<sup>rd</sup> edition (Addison-Wesley, 2003).

Jon Elster, *Nuts and Bolts for the Social Sciences* (Cambridge: Cambridge University Press, 1989).

David L. Weimer and Aidan R. Vining, *Policy Analysis: Concepts and Practice*, 4<sup>th</sup> ed. (Upper Saddle River, N.J.: Prentice Hall, 2005).

Michael C. Munger, *Analyzing Policy: Choices, Conflicts, and Practices* (New York: W.W. Norton, 2000).

Dipak K. Gupta, *Analyzing Public Policy: Concepts, Tools, and Techniques* (Washington, D.C.: CQ Press, 2001).

David N. Ammons, *Tools for Decision Making: A Practical Guide for Local Government* (Washington, D.C.: CQ Press, 2002).

Frank R. Baumgartner and Bryan D. Jones, eds. *Policy Dynamics* (Chicago: University of Chicago Press, 2002).

Thomas C. Schelling, *The Strategy of Conflict* (New York: Oxford University Press, rev.1980), esp. pp. 21-52.

Thomas C. Schelling, *Micromotives and Macrobehavior* (New York: W.W.Norton, 1978).

Roger Fisher and William Ury, with Bruce Patton, editor, *Getting to Yes: Negotiating Agreement without Giving In*, (NY: Penguin Books, 1991).

Irving Goffman, *Presentation of Self in Everyday Life* (Garden City, NY: Doubleday, 1959).

Michael Mintrom, *People Skills for Policy Analysts* (Washington, D.C.: Georgetown University Press, 2003).

Howard Gardner, *et al. Good Work: When Excellence and Ethics Meet* (New York: Basic Books, 2001).

## Class Schedule, Topics, and Assignments

### *The Fundamentals of Policy Analysis*

**Class 1. August 27, 2008**

#### **Lecture Topics**

- Introduction: Distribution of the syllabus and class assignments:
- Conceptual Overview of the Course
- Possible policy analysis project topics

#### **Assignment prior to First Class**

- 1. Read the entire syllabus.**
- 2. Read Parts I-III of *A Practical Guide for Policy Analysis* (Bardach) and be ready to discuss this book.**
- 3. Make sure that you have activated your student ID for GMU library privileges.**

**NOTE: Please sign up for an EndNote Tutorial by computer. You will be shown how to do this during class.**

**Note:** You will be provided, via email, with links to two articles to use for next week's assignment. If you do not receive this email by the end of Thursday, August 28, you are responsible for contacting the Graduate Assistant and informing her of the problem. Either you have not checked your GMU email account or we do not have the correct GMU email address for you. Either way, that's something we will need to remedy.

**NOTE: During the Discussion Section, we will briefly discuss which aspects of Bardach's book you should focus on when doing next week's assignment. For that reason, it is important that you have completed the Bardach reading assignment and that you have looked over next week's assignment beforehand. We will probably not have time to review much of the reading during this first Discussion Section, so if you have not completed the reading, it may be difficult to understand the assignment.**

**We will have a more thorough discussion of Bardach in next week's Discussion Section.**

## Class 2. September 3, 2008

### Assignments Due Today

1. Finish reading Bardach
2. Read the entire CapWIN report (distributed to class by email) on cross-jurisdiction governance options. Compare with the other article that was emailed to you, using guidance from Bardach. Your focus should be on the ways that each policy analysis follows (or doesn't follow) Bardach's 8 steps and to what extent those choices weaken or strengthen the analysis. In writing this paper, consider the audience and the goals of each of the policy analyses; not every analysis has the same objectives. Those objectives help determine which of Bardach's steps are applicable. Turn this assignment on the desk in the front when you arrive. Your comparison should not exceed 500 words. (To find the word counter on Word, go to Tools, Word Count.)
3. Read the front section of Hacker.
4. Be ready to answer the class questions below.
5. Read Keystones of Policy Analysis (found later in the syllabus)
6. Go to the GMU Library website and become familiar with the library resources. They are extensive.
7. Turn in the list of members in your Team Policy Analysis groups.

### Lecture Topics: The Practice of Public Policy

Bardach: The Practice of Public Policy Analysis

Public Policy Analysis: What Is It?

Successful Research in Policy Analysis: The Complete Professional

What does it mean to be a professional?

What a policy professional does

Pert Charts

### Class questions for study and discussion:

1. Why does Bardach suggest that the analyst must revisit the early steps of the analysis, especially the definition of the problem, many times?

2. Which step does Bardach say is the most difficult? Why?
3. What alternative must you *always* consider?
4. What does Bardach say about the evaluative criteria? What are some of the evaluative criteria that you personally might choose to focus on?
5. What do you consider to be the most important advice that Bardach gives?
6. Can you think of any real life policy situations in which it might not be feasible to go through all eight steps? If so, give an example. If not, why not?

**Additional Reference Material:**

Radin, Beryl A. *Beyond Machiavelli: Policy Analysis Comes of Age*, (Washington, DC: Georgetown University Press, 2000).

Lindblom, Charles E. and David K. Cohen, *Usable Knowledge: Social Science and Social Problem Solving*, New Haven: Yale University Press, 1979.

Weiss, Carol H. ed., *Organizations for Policy Analysis: Helping Government Think*, Newbury Park: Sage Publications, 1992. (See esp. the introductory essay.)

**Class 3. September 10, 2008**

**Assignments Due Today:**

1. **Meet with your Team Policy Analysis groups and select a team leader or facilitator prior to class. Facilitators will meet with Professor Fritschler and Monique Helfrich at the end of class tonight and should be prepared to stay a half-hour late to discuss their roles. Facilitators must submit a one sentence topic description and a list of team members.**
2. **PREPARE A PERT CHART FOR YOUR PROJECT and turn in one hard copy per group at the beginning of class.**
3. **Read all of *Being Good: A Short Introduction to Ethics* (Blackburn)**
4. **Be prepared to answer all of the class questions for study and discussion below.**

**Lecture Topics:**

Normative Theory as a Guide to Ethical Behavior

Acting Ethically

## Ethical Conduct: A Guide to a Professional Life Worth Living

### **Class questions for study and discussion**

1. What is the source of the Universal Declaration of Human Rights? Does it merely reflect the hegemony of Western culture? Make an argument using Blackburn.
2. What is Grand Unifying Theory and why does Blackburn have disdain for this concept? Why does he claim that such theories are pessimistic?
3. What is the categorical imperative? What is its relevance to public policy analysis? How does it differ from utilitarianism? (Be sure to define these concepts in your answer.)
5. What is subjectivism and what is its relevance to ethics?
6. What does it mean to say that one should treat others only as ends and not as a means? Is this a realistic precept in the world of politics?

In the Discussion Section: In addition to discussing Blackburn, we will also be going over your returned papers. It is often the case that students, receiving their first graded papers in this class, will have questions about what the professor is looking for and how to do better in the future. We strongly encourage you to ask about these things in class and, afterwards, to make an appointment to meet with the Graduate Assistant if you have any additional questions. Many students find the grading in this course much more difficult than what they are used to. It is important, if you have any questions at all, that you come to us early in the semester so that we can help you do well in the course.

Ultimately, it is your responsibility to ask for help if you need it. Professor Fritschler and the Graduate Assistant are more than happy to spend time with you outside of class this week in particular to assist you.

### **Additional Reference Material:**

Guttmann, Amy and Dennis Thompson. Eds. *Ethics & Politics: Cases and Comments*. 3rd ed. Chicago: Nelson-Hall, 1997.

Moore, Mark H. and Malcolm K. Sparrow. *Ethics in Government. The Moral Challenge of Public Leadership*. Englewood Cliffs, N.J.: Prentice-Hall, 1990.

Williams, Bernard. *Truth and Truthfulness: An Essay in Genealogy*. (Princeton, NJ: Princeton University Press, 2004).

**Class 4. September 17, 2008**

**Policy Research Library Skills Exercise –Arlington Library  
Beth Roszkowski**

### Assignments Due Today

1. Read all of *Activists Beyond Borders* (Keck and Sikkink).
2. Teams turn in the name of their proposed client and the problem statement for their policy analysis.
3. Be prepared to answer the class questions below.

During the second half of class, we will have a brief lecture/discussion about Keck and Sikkink's book. Additionally, we will talk a little bit about next week's assignment.

Class 5. September 24, 2008

### Assignments Due Today

1. Read the article "Human Rights: Q&A with Gillian Caldwell" in the Winter 2005 *Ford Foundation Report*. You should be able to find it at [http://www.fordfound.org/pdfs/impact/ford\\_reports\\_winter\\_2005.pdf](http://www.fordfound.org/pdfs/impact/ford_reports_winter_2005.pdf) In an essay no longer than 600 words, explain how Caldwell's work exemplifies (or contradicts) theories and strategies described in *Activists Beyond Borders*. Remember, you are writing for an audience that has not read the book, so be sure to define your terms as you go along. Also, be sure to use explicit citations. (Note: You may need to write several drafts in order to condense your response appropriately and understandably.)

### Lecture Topics: Groups in Concert: International Policy Networks

Keck and Sikkink: Causal Relations and Causal Dynamics

### Class questions for study and discussion:

1. What is Keck and Sikkink's theory?
2. What is new about Keck and Sikkink's transnational advocacy networks? Haven't such formations been in existence since the 19<sup>th</sup> century?
3. In what ways do Keck and Sikkink use social movement theory?
4. Of what are TANs composed? How are TANs organized? Where is power located within TANs? How do you know?
5. What is the boomerang technique? Is it exclusively applicable to international activities?
6. What does it mean to frame an issue? What is the importance of this concept?

7. Why does the development of advocacy networks and global public policy networks bring state sovereignty into question? Is this a significant matter?
8. What advice would you give someone who wants to change a public policy but who has no particular political connections and is not wealthy?
9. What is the distinction between normative and empirical theory? Why make this distinction?
10. What techniques in Keck and Sikkink are used to influence public policy?
11. Are these techniques applicable in domestic politics? Explain.

**Note:** In small discussion groups, you will develop strategies based on the Keck and Sikkink book to advocate for or against a variety of causes. In preparation for this assignment, you should be thinking about the various factors that would limit or enhance the effectiveness of Keck and Sikkink's strategies. For example, under what circumstances would the boomerang strategy work best?

**Additional Reference Material:**

Stephen D. Krasner, "Think Again: Sovereignty," *Foreign Policy* (Winter 2001). (Available online.)

Wolfgang H. Reinicke, "The Other World Wide Web: Global Public Policy Networks," *Foreign Policy* (Winter 2001). (Available online.)

Donatella della Porta and Sidney Tarrow, eds., *Transnational Activism and Global Movements* (Roman and Littlefield, 2004).

Robert O'Brien, et al., *Contesting Global Governance. Multilateral Institutions and Global Social Movements* (Cambridge, 2000).

Jan Martin Witte, Wolfgang H. Reinicke, and Thorsten Bennett, "Beyond Multilateralism: Global Public Policy Networks," *International Politics and Society* (2000/2). Available online at [http://www.fes.de/IPG/ipg2\\_2000/artwitte.html](http://www.fes.de/IPG/ipg2_2000/artwitte.html)

Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization* 42 (Summer 1988): 427-60. (Available via JSTOR)

Everett M. Rogers, *Diffusion of Innovations* (4th ed.) (New York: Free Press, 1995).

Sidney Tarrow, *Power in Movement: Social Movements, Collective Action and Politics* (Cambridge: Cambridge University Press, 1994).

**Check out these human rights websites**

Human Rights Online: <http://homepages.uc.edu/thro/Educ-Guide.html>

Interview: <http://globetrotter.berkeley.edu/people/Stover/stover-con99-0.html>

Example Projects from Ford Foundation: <http://www.fordfound.org/archives>

**Class 6. October 1, 2008**

**Assignments Due Today**

- 1. Read all of *The Market System* (Lindblom). Please read this book carefully and completely. Like Blackburn, Lindblom makes very complex ideas understandable to the layperson. This is an extraordinary skill and one that good analysts need to develop. Try to see how Blackburn and Lindblom accomplish this feat.**

**Lecture Topic: Economics: Understanding the Market Context**

**Class questions for study and discussion:**

1. “[I]n our time the market system has become a global coordinator of cooperative performances of at least 2 billion people.” Explain.
2. At base, how do markets work, according to Lindblom? Why does Lindblom consider the market system to be such a marvelous achievement?
3. What are some alternatives to markets?
4. Is a market system necessary for democracy?
5. Does a market system inflict harm on democracy? So what?
6. What does Lindblom mean when he repeatedly says that the market system pertains to society, not merely the economy?
7. What is a spillover and what is its importance for markets and governments?
8. What is the role of efficiency in markets and governments?
9. Lindblom argues that markets could theoretically exist in a non-democratic political system. Place this comment in the context of Lindblom’s text.
10. You have been asked to determine the degree to which the former Communist countries in the Eastern Bloc are governed democratically. How would you go about performing this task? Be sure to reference Lindblom’s discussion of the relationship between democracy and markets, as one but only one element of your response.

**Additional Reference Material:**

Other works of Lindblom, including *Intelligence of Democracy: Decision Making through Mutual Adjustment*, (NY: Free Press, 1965).

## Class 7. October 8, 2008

### Assignments Due Today

1. Read Olson's *The Logic of Collective Action*, pp. 1-97. Be prepared to discuss.
2. Project Team leaders should turn in a tentative bibliography indicating sources that will be used for the policy analysis, a more fully developed description of the problem your team will be addressing in its policy analysis, and a brief outline of your paper, indicating which team members are responsible for which parts.

**Lecture Topic:** The Logic of Collective Action

### **Class Questions for study and discussion:**

1. What is rational actor theory?
2. What is the theory of collective action?
3. What is a free rider? What is the significance of this concept to the policy analyst?
4. What difference does the size of a group make in predicting the likelihood of collective action?
5. What is a latent group? Why is this concept important to Olson?
6. What is the importance of a closed shop to a labor union?
7. What is the difference between a latent group and an organized group?
8. How does Blackburn's concept of egoism relate to Olson's rational actor?
9. What are the limits of rational actor theory?
10. Public or rational choice theory applied to economic activity seems to produce far more felicitous results than when applied to the social or political realm. Explain.
11. In what ways do Olson's and Keck and Sikkink's theories differ? Compare their usefulness.

### **Additional Reference Material:**

Duncan MacRae Jr. and Dale Whittington, *Expert Advice for Policy Choice: Analysis and Discourse* (Washington, D.C.: Georgetown University Press, 1997).

Steven E. Finkel and Edward N. Muller, "Rational Choice and the Dynamics of Collective Political Action: Evaluating Alternative Models with Panel Data," *The American Political Science Review*, Vol. 92, No. 1. (Mar., 1998), pp. 37-49 (Available via JSTOR).

Amartya K. Sen, "Rational Fools: A Critique of the Behavioral Foundations of Economic Theory," *Philosophy and Public Affairs*, 6: 4 (Summer 1977), 317-344 (available via JSTOR).

Jane Mansbridge, "Self-Interest in Political Life," *Political Theory*, 18:1 (February 1990), 132-153.

Hechter, Michael and Christine Horne, eds. *Theories of Social Order: A Reader*. Stanford, CA: Stanford University Press, 2003.

Kiser, Larry L. and Elinor Ostrom. "Three Worlds of Action: A Metatheoretical Synthesis of Institutional Approaches," in Elinor Ostrom, ed., *Strategies of Political Inquiry*. Beverly Hills, CA: Sage Publications, 1982, pp. 179-222.

## **Class 8. October 15, 2008**

### **Assignments Due Today**

- 1. Al Gore has come to your consulting firm with a problem: although almost every nation in the UN has agreed that global warming is a serious problem, several nations continue to ignore the problem within their own borders. In an essay not longer than 600 words, use Olson's theories to analyze this situation and to suggest possible steps that could be taken to resolve it.**
- 2. Read *Exit, Voice, and Loyalty* (Hirschman), pp. 1-61, 76-105, and 120-126.**
- 3. Take-home mid-term distributed at the end of class. DUE NEXT WEEK**

### **Lecture Topics: Structuring Choice**

Exit, Voice and Loyalty: Hirschman's Main Ideas

The Loyalties of the Policy Analyst: The problem of bias

### **Class questions for study and discussion:**

1. What does a reading of Hirschman suggest to you about the efficacy of privatization? Is he correct? Explain. Be sure to define "privatization."
2. How does loyalty influence the use of exit or voice? Provide examples.
3. Under what circumstances is voice most effective?
4. Under what circumstances should a policy professional quit a job?
5. Would Hirschman endorse the practice of whistle blowing?

6. Is it possible to retain personal integrity while working in institutions driven by political, economic and other values that may conflict with professional standards? Explain.
7. Should democracies have freedom of information acts?
8. Why might agencies tend to err on the side of secrecy when classifying information?
9. What difference does accurate auditing of public corporations make?

## **Class 9. October 22, 2008**

### **Assignments Due Today**

**MID-TERM EXAM DUE.**

### **Lecture Topics:**

Implications of Federalist # 10 and Constitution

Preview of *Smoking and Politics*

- How does the policymaking role of bureaucrats square with Article I, Section 1 of the U.S. Constitution granting the legislative power to Congress?
- Discuss the concept of policy agenda in light of the cigarette labeling controversy.
- What are some of the reasons that are given for the growing importance of agencies and bureaucracies?
- Public policy-making by private entities

### **Additional Reference Material:**

Frank R. Baumgartner and Bryan D. Jones, eds., *Policy Dynamics*, Chicago: University of Chicago Press, 2002.

E.E. Schattschneider, *The Semi-Sovereign People: A Realist's View of Democracy in America* (New York: Holt, Rinehart and Winston, 1960).

John W. Kingdon, *Agendas, Alternatives, and Public Policies* (Boston: Little, Brown, 1984).

David Hackett Fischer, *Historians' Fallacies: Toward a Logic of Historical Thought* (New York: Harper and Row, 1970).

**Class 10. October 29, 2008**

**Assignments due today**

- 1. Read Introduction, Part I, and Part II (pages 1-130), and “Policy Paradox in Action” (pages 384-414) from *Policy Paradox* (Stone). You should skim the rest of the book, paying special attention to the summary boxes interspersed throughout the text.**

**Lecture Topic: The Political Project**

**Class questions for study and discussion**

1. How does language affect policy problems?
2. What does it mean to say that problem definition is “the strategic representation of situations”?
3. Explain the idea that no fact speaks for itself. What are the hidden stories in numbers?
4. What are the implications behind the following assertion: “Problems, then, are not given, out there in the world waiting for smart analysts to come along and define them correctly”?
5. What are the differences between the rationality project and the political project?
6. Why does Stone contrast these two projects?
7. What is the role of values in policy making, according to Stone?

**Additional Reference Material:**

Shanto Iyengar, *Is Anyone Responsible? How Television Frames Political Issues* (Chicago: University of Chicago Press, 1991).

W. Russell Neuman, Marion R. Just, and Ann N. Crigler, *Common Knowledge: News and the Construction of Political Meaning*, Chicago: University of Chicago Press: 1992.

Minogue, Kenneth. *Politics: A Very Short Introduction*. Oxford: Oxford University Press, 1995.

Edward R. Tufte, ed., *The Quantitative Analysis of Social Problems*, (Reading, Mass.: Addison-Wesley, 1970).

David C. Hoaglin, et al., *Data for Decisions* (Cambridge, Mass.: 1982).

Martin Greenberger, Matthew A. Crenson, and Brian L. Crissey, *Models in the Policy Process* (NY: Russell Sage Foundation, 1976)

Edward E. Leamer, “Let’s Take the Con out of Econometrics,” *American Economic Review* 75, no. 1 (March 1983): 31-43.

Erich W. Streissler, *Pitfalls in Econometric Forecasting* (London: Institute of Economic Affairs, 1970).

E.J. Mishan, *Twenty-One Popular Economic Fallacies* (Harmondsworth, England: Penguin, 1971).

I. J. Good on statistical fallacies in the *International Encyclopedia of the Social Sciences*.

G. Majone and Edward S. Quade, *Pitfalls of Analysis* (New York: Wiley, 1980).

## **Class 11. November 5, 2008**

### **Assignments due today**

1. Read all of *Evidence, Argument, & Persuasion in the Policy Process* (Majone).
2. Be prepared to answer all of the class questions for study and discussion.

**Lecture Topic: Evidence, Argument and Persuasion, The Role of the Policy Analyst**

### **Class questions for study and discussion:**

1. What does the author mean when he writes about accountability?
2. Where do policy ideas come from, according to Majone?
3. What are the three arenas he discusses?
4. What does Majone mean by, “The history of democratic government is, in a real sense, the history of various procedures devised to institutionalize and regulate public deliberation”?
5. Choose a public policy (other than U.S. Social Security and British health policy under the National Health Service). Identify the core and periphery of the policy you choose. Explain the grounds on which you identified the core and periphery and explain the significance of this distinction.
6. What is Majone’s theory of policy development?

### **Additional Reference Material:**

Edward R. Tufte, ed., *The Quantitative Analysis of Social Problems*, (Reading, Mass.: Addison-Wesley, 1970).

David C. Hoaglin, et al., *Data for Decisions* (Cambridge, Mass.: Abt, 1982).

Martin Greenberger, Matthew A. Crenson, and Brian L. Crissey, *Models in the Policy Process* (NY: Russell Sage Foundation, 1976)

Edward E. Leamer, "Let's Take the Con out of Econometrics," *American Economic Review* 75, no. 1 (March 1983): 31-43.

Erich W. Streissler, *Pitfalls in Econometric Forecasting* (London: Institute of Economic Affairs, 1970).

E.J. Mishan, *Twenty-One Popular Economic Fallacies* (Harmondsworth, England: Penguin, 1971).

I. J. Good on statistical fallacies in the *International Encyclopedia of the Social Sciences*.

W.S. Robinson, "Ecological Correlations and the Behavior of Individuals," *American Sociological Review* 15 (1950): 351-57.

Majone and Edward S. Quade, *Pitfalls of Analysis* (New York: Wiley, 1980)

## **Class 12. November 12, 2008**

### **Assignments due today**

- 1. Read all of *Smoking and Politics* (Fritschler and Rudder).**
- 2. Use *Smoking and Politics* to write a 600 word essay on the following topic: If you wanted to maximize your influence and power in a specific policy area (e.g., environmental policy, education policy, gun control, etc.) would it be more advantageous to be a member of Congress or a high-ranking bureaucrat? What are some variables that might be relevant to your decision?**

### **Lecture Topic: Who Makes Policy and How?**

### **Class Questions for study and discussion**

1. Describe the differences between administrative rule-making and judicatory procedures.
2. Contrast the roles of Congress and the President in this controversy.
3. What is a policy entrepreneur? What other examples of policy entrepreneurs can you think of from other policy areas?
4. How might bureaucratic policymaking enhance a democracy?
5. What is the role of the public in policy making?
6. Which comes first, the problem or the solution?

7. What are the implications for policy analysis?

**Additional Reference Material:**

Robert Dahl, *A Preface to Democratic Theory* (Chicago: University of Chicago Press, 1963).

Douglas R. Hofstadter, “Epilogue: Analogy as the Core of Cognition,” in *The Analogical Mind: Perspectives from Cognitive Science*, Dedre Gentner, Keith J. Holyoak, and Boicho N. Kokinov, eds. (Cambridge: MIT Press, 2001), 499-538.

Lewis G. Irwin, *The Policy Analyst’s Handbook: Rational Problem Solving in a Political World* (New York: M.E. Sharp, 2003).

**Class 13. November 19, 2008**

**Loose ends tied up, course review and final advice for team projects.**

**NOVEMBER 26 – THANKSGIVING EVE HOLIDAY – NO CLASS**

**Class 14. December 3, 2008**

**Group Presentations: Week I**

**All Group Project Written Material Due Today**

**TAKE HOME FINAL EXAM DISTRIBUTED AT END OF CLASS**

**Class 15. December 10, 2008**

**Group Presentations: Week II**

**December 12, 2008**

**FINAL EXAM DUE ON FRIDAY, DECEMBER 12<sup>TH</sup>**

## Description of Team Projects

1. Each team is to develop a **policy analysis** along the lines of Bardach's *A Practical Guide for Policy Analysis*. The deliverables include a written policy analysis of approximately 20 double-spaced typed pages (exclusive of appendices). The analysis should include:

- An executive summary of the report (not to exceed one page)
- A succinct discussion of the problem (including history, component parts, reason for the problem, some relevant academic literature and related matters)
- Identification of the client for whom the project is undertaken
- Identification of the stakeholders
- Presentation of any data that you may have collected (primary or secondary) that you want to bring to bear on solving the problem
- Explanation of the criteria against which outcomes are to be assessed and of operationalization of the criteria
- Assessment of possible solutions and possible opposition
- Conclusion and recommendation (Provide reasons)
- Evaluation: How should the policy solution you recommend be evaluated if the solution is implemented?

**NOTE:** Incorporate class readings and lectures in your policy analysis.

In a **first appendix**, append a list of the name of each member of the class and the parts of the team project for which each person was responsible. In a **second appendix**, provide a one-page assessment of your client's background, interests, financial support, political leanings, and purpose of commissioning your analysis. Then indicate how these factors influenced your policy advice. **Third**, include **footnotes** and a complete **bibliography** in your analysis.

2. Each team is to prepare a **persuasive editorial** for a newspaper (500 words maximum) explaining and selling to the public your central argument.

3. A Q&A period of about 15 minutes will follow immediately after the 15 minute presentation. The presentation should include:

- A brief summary of the policy problem and the advice you offered your client, and the reasons for your recommendations, including the criteria and the measurement that your group employed
- **Relevant** elements of strategies and tactics from the **class readings**
- A persuasive argument concerning the strategy you are proposing
- A step-by-step presentation of the strategy clearly indicating how the strategy (and accompanying tactics) will lead to the desired outcome

## Keystones of Analysis

Use these concepts in your policy analysis assignment.

- *Constitutionality*: Is the proposed policy constitutional and legal?
- *Efficiency*
  - **Effectiveness**: Will the proposed policy accomplish its purposes in the most direct, efficient manner?
- *Equity*: Is this policy fair to all concerned?
- *Political Feasibility*
  - **Public acceptance**: Is there sufficient public support for this policy to be adopted and implemented successfully?
  - **Institutions that must approve and implement the policy in good faith**: Will they be willing to do so?
- *Administrative Feasibility*: Is the policy practical from an administrative standpoint?
- *Social Justice*: Does this policy improve the life chances and the lot of the disadvantaged and reduce unwarranted societal discrimination that keeps people from living life to its fullest?
- *The commons*: Will this policy serve the community in its entirety and make life better for more people?
- *Impact on people*: Have you taken into account the effect of the policy on all possible constituencies, including those who may not have a voice in the policy?
- *Unanticipated consequences*: Have you contemplated results of the policy that might not be desirable but that might inadvertently result from the policy? Have you taken a **systems view** of the policy and its implementation?
- *Evaluation*: How will you know if the policy has been successful? What will count as success?
- *Cost*
  - **Bang for the buck**: Will you be getting the most for the dollars spent?
  - **Cost-benefit analysis**: Do the costs exceed the benefits? (How do you identify and measure relevant costs and benefits?)
  - **Who bears the cost?** If some people are made worse off by a policy, should they be compensated in some way by those whose lot is improved? (For example, if free trade makes the society as a whole better off but has the effect of throwing people out of work, should consideration be given in public policy to those hurt, in this example by losing their jobs, by free trade?)
  - **Externalities**: Are they identified and then incorporated in your analysis?
  - **Opportunity costs**: What could the state be doing if it weren't pursuing this policy?
- **Bottom Line**: Based on all of the considerations above, is this policy a decided improvement over the status quo?

The problem: How does one operationalize these concepts in a specific case?

### Some Hints to Assist You in Your Policy Analysis Assignment

- **Use your common sense.**
- Use what you already know but watch out for your prejudices, biases, point of view.
- **Examine assumptions, yours and others'.**
- **Examine the fundamental facts first**—often they hold great explanatory promise.
  - E.g., to account for differences between the House and Senate, first consider basic characteristics like size, timing of elections, and congressional district vs. state vote accumulation.
  - E.g., to explain why the industrial revolution started in England, consider its geographic size, its geography (that it is an island), mode of transportation—canals in 1780's— and its unitary government with no internal tariffs and tolls (unlike French lands, for example)
- **Always compare**
  - Ask the question: Compared to what?
  - Find out what other entities have done about the problem.
  - Ask are those entities comparable?
  - Ask how effective the solutions have been when applied elsewhere.
  - Try not to examine anything in isolation.
- **Keep the context in mind**
  - Ask whether there are unique institutional barriers or opportunities in this particular case?
  - Consider in what ways the culture of the institution or community with which you are dealing needs to be taken into account.
  - Specifically identify the essential elements of the economic, political, and social context that might be relevant to your problem and your possible solutions.
- **Seek out empirical evidence at every stage of your work.**

## Reading Critically: What to Look for When Reading an Analysis of a Policy Problem

### The Argument

- *What is it?*
- *What is the logical structure of the argument?*
- *Is the argument logical?*
- *Do you detect any logical fallacies?*

### Assumptions

- *What are they? (stated and unstated)*
- *How do you find them?*
- *Are they reasonable?*
- *Clear?*
- *What values underlie the assumptions?*

### Identifying Interests

- *Who is served by the argument?*
- *How do you know?*
- *Is there a conflict of interest involved?*
- *What difference do the answers to these questions make?*

### Key Concepts

- *What are they?*
- *How are they measured or operationalized?*
- *How close is the measure to the concept?*
- *Are there multiple indicators?*

### Is Causality Asserted?

- *Is an airtight cause-and-effect relationship shown?*
- *Is the asserted causation actually a correlation?*

- *What's the difference?*
- *Have all the relevant factors been taken into account?*
- *Might other factors be causing the apparent relationship? Are there any intervening variables?*
- *How much of the effect can be accounted for by the presumed cause? (I.e., What's the percentage of variance explained?)*

### Are You Convinced?

- *How well does this argument comport with other things you know?*
- *In what ways does the argument fit with or contradict other professional policy work?*
- *Are you satisfied with:*
  - *Argument*
  - *Evidence*
  - *Conclusions*

### Next Steps

- *What research is needed now?*
- *Do the conclusions lead to feasible policy ideas?*
  - *Political feasibility*
  - *Administrative feasibility*
- *What do we need?*
  - *More data*
  - *Better analysis*
  - *Clearer arguments*
  - *Strategies for acceptance by public, policy making bodies, implementers, and those affected*

### Examples of Past Exam Questions

In addition to the class questions for study and discussion throughout this syllabus, these examples of questions from past examinations should prove useful to you and your group in preparing for the mid-term and final exams.

1. “Market transactions do not start from scratch.” Explain the meaning and importance of this statement.
2. Why might states set their election dates for the presidential primaries early in the calendar year even though their doing so may not be beneficial to the political parties or, perhaps, to the nation?
3. Why might Keck and Sikkink consider Freedom of Information Act requests to be of urgent importance?
4. What is the role of compulsion in a market system, according to Lindblom? Explain.
5. Which is better for motivating worker productivity, according to Lindblom, the rule of quid pro quo or the welfare state? Explain.
6. Keck and Sikkink talk about one form of sovereignty and Lindblom another. Explain the meaning and significance of each.
7. Both Lindblom and Hirschman discuss the inevitability and value of slack. Explain.
8. What implications do Hirschman’s ideas hold for institutional design in general and for privatization of public functions specifically?
9. What predicts the success of TANs? What’s necessary and sufficient?
10. Free Hot Spot in Indiana  
Several cities in the U.S. and elsewhere are building or considering building free wireless networks within their city limits. The mayor of Columbus, Indiana has asked you to evaluate the wisdom of adopting such a policy for his city. Using your relevant assigned class readings and other materials you might consult, provide an abbreviated policy analysis of creating a free city-wide hot spot throughout Columbus. (NO MORE THAN 3 PAGES)
11. Vending Machines in the Schools  
You want vending machines to be removed from public school premises in your community. You believe that the foods sold in these machines are harmful to children and should not be promoted by the city. The school system, however, receives substantial rebates from the vendors. As a consequence, school administrators and principals are unwilling to remove the machines. Using all relevant class readings, devise a strategy to accomplish your goal. (Use outside materials to gain background about this issue.)
12. How does utilitarianism differ from rational actor theory? Define each.
13. Assess the usefulness of a nation’s willingness to allow TANs to operate freely as an indicator of that nation’s commitment to democratic government.
14. What important ideas do Lindblom and Blackburn share?
15. Does Lindblom assume that consumers and firms are rational actors? What are the implications of your answer for markets and for democracy?

16. How might Olson critique Keck and Sikkink's *Activists Beyond Borders*? What might Keck and Sikkink reply about Olson's shortcomings and strengths?
17. Using relevant class readings, write a memorandum to the International Labor Organization explaining what happened at the conferences in Cancun and Miami with regard to the Free Trade Area of the Americas. (not to exceed 400 words)
18. What is the most apt advice you could give someone who wants to change a public policy but who has no particular political connections and is not wealthy?
19. Why do externalities arise? What is another word for externalities? Provide some examples. Why are externalities often objects of public policy?
20. What is the role of values in the making of public policy, according to Stone? In your opinion, is she correct?
21. Based on class lecture and discussions, what would you say are the most important ethical precepts that policy analysts must follow?
22. Public or rational choice theory applied to economic activity seems to produce far more felicitous results than when applied to the social or political realm. Explain. Provide examples. Why, then, is rational choice theory in such widespread use among public policy analysts?
23. One of the characters in Nadine Gordimer's *None To Accompany Me* commented, "Exploitation is another name for the law of supply and demand..." Analyze this statement from both Lindblom's and Stone's points-of-view. Would they agree? Why would or wouldn't they? What are the possible similarities and differences in the way each would assess this statement?
24. Analyze the word "efficiency" from the points-of-view of Hirschman, Lindblom, and Stone. Identify and define all the uses of this word by these authors. What are the differences and similarities and what accounts for the differences within and among these authors' books? Why is this concept a significant one?
25. What is the commons? What is the tragedy of the commons? What is its importance for public policy? Who else besides Stone talks about this idea (at least implicitly) and how does that person or persons differ from Stone's treatment of the concept, if at all? (Answer not to exceed one page)
26. On April 20, 2003, Daniel Altman wrote a business column in *The New York Times* entitled "Efficiency and Equity (In the Same Breath)." Using the assigned readings, provide an analysis of this article. Assess the assertions in the article from the points-of-view of those authors whose ideas you deem relevant here. (Answer not to exceed two pages)
27. The April 19, 2005 print edition of *The Washington Post* reported that the State Department "will no longer publish annual statistics for international terrorism" (p. A17). So what?
28. Why are incentives considered to be an important public policy tool? Under what circumstances are they likely to succeed or fail? What are the alternatives? Provide an example from current policies for each answer.
29. Stone says that "Policy analysis is political argument." Explain. Would Majone agree? Would Bardach? Explain. If Stone is correct, what, then, is the role of science and empirical research in policy analysis? Explain.
30. Briefly describe Majone's theory of policy development. Apply his theory to a policy of your choice.

**WRITING TIPS**  
**By**  
**Cynthia Harrison**

[Please read and commit to memory.]

1. Use active verbs – have the subject of the sentence perform the action. Use "to be" in all its forms sparingly.

*Passive voice:* “Class time was devoted principally to discussion of the readings. All students were expected to read thoughtfully and to share their insights and observations with the class.”

*Active voice:* “This class devoted meeting time principally to discussion of the readings. Students shared insights and observations with the class.”

**Note that “passive voice” and “past tense” are different.**

“He threw the ball” uses an active verb in the past tense.

“The ball is thrown” uses a passive verb in the present tense.

In the first sentence you know who is performing the action; you don’t know who is throwing the ball in the second sentence.

2. Avoid using "this" as pronoun; follow it with a noun to eliminate confusion about what you mean.

*Vague:* “Despite data to the contrary, the American public believes that women receiving welfare have a higher birth rate than non-recipients. This is because the media focus on women who do not represent the average welfare mother accurately.”

*Clearer:* “Despite data to the contrary, the American public believes that women receiving welfare have a higher birth rate than non-recipients. This misperception comes from a media focus on women who do not represent the average welfare mother accurately.”

NEVER use the phrase “This is because . . . .” It is both vague and syntactically irregular. (“This is so because . . . .” fixes the syntactical problem but it remains vague.)

3. Avoid labels, jargon, slang, colloquialisms. Use the word “incredible” only when you mean the person genuinely can’t be believed.
4. Quotations: Whenever you use someone else’s words, you must enclose them in double quotation marks. (If the selection is longer than five lines, indent *instead of* using quotation marks. Don’t use italics to indicate a quote. Italics denote foreign phrases, court cases, and titles; they are also used for emphasis.) You must also include a citation to the source, including a page number. You should use direct quotations from sources rarely – only when the precise wording is essential

to your point. Otherwise, synthesize and paraphrase. However, when you do quote from either a secondary or a primary source, you must introduce the quoted material in the text explaining who the speaker is, not just drop it in without warning.

*Examples of introductions:*

As historian Alice Kessler-Harris noted: ". . . ." [or]

In the words of political scientist Cynthia Burack, ". . . ."

In addition, quotations must fit syntactically in the sentence. Add words in brackets or delete words and use ellipses, if necessary. **NOTE: A quotation within a quotation requires single quotation marks; quoted material within the body of an indented quotation requires double quotation marks.**

5. Ellipses: Omit ellipses at the beginning and end of quotations. Use three periods, each separated by a space [ . . . ], for omissions within sentences and four periods [ . . . . ] for omissions that include the end of a sentence. (Do not include the brackets.)
6. Don't repeat yourself. Vary your choice of words. (See examples of introductions to quotations, above.)
7. Spell out numbers of one or two words; use numerals for others, except at the beginning of a sentence. If you must use a number as the first word in a sentence, spell it out. Use numerals with "percent" and spell "percent" rather than using the percent sign.
8. Use apostrophes to denote possession EXCEPT for "its." "It's" means ONLY "It is." The possessive form of "its" has no apostrophe. Plurals do not use apostrophes unless they are being used as a possessive. E.g. "The Harrisons came to dinner." But: "This is Professor Harrison's class." And: "This is the Harrisons' car."
9. Avoid the word "things," as in "Things changed rapidly." Use a specific phrase: "The political context changed rapidly."
10. Avoid the first person in formal writing ("I think the evidence fails to support the thesis"). The statement "The evidence fails to support the thesis" suffices. If you must include your own response, use the third person: "This reader finds that the evidence fails to support the thesis."
11. Avoid contractions in formal writing.

### **Recommended Websites**

<a href="http://www.gao.gov">http://www.gao.gov</a>	Government Accountability Office*	Legislative Branch Agency
<a href="http://www.cbo.gov">http://www.cbo.gov</a>	Congressional Budget Office*	Legislative Branch Agency
<a href="http://www.cato.org">http://www.cato.org</a>	CATO Institute	Libertarian Think Tank
<a href="http://www.cia.gov/">http://www.cia.gov/</a>	Central Intelligence Agency	Executive Branch Agency
<a href="http://www.cbpp.org">http://www.cbpp.org</a>	Center on Budget and Policy Priorities	Progressive/Liberal Think Tank (despite nature of org., data generally respected)
<a href="http://www.brookings.edu/default.htm">http://www.brookings.edu/default.htm</a>	Brookings Institution	Middle of Road Think Tank (formerly liberal)
<a href="http://www.heritage.org">http://www.heritage.org</a>	Heritage Foundation	Conservative Think Tank
<a href="http://www.aei.org/research/filter.all/default.asp">http://www.aei.org/research/filter.all/default.asp</a>	American Enterprise Institute	Conservative Think Tank
<a href="http://www.ctj.org">http://www.ctj.org</a>	Citizens for Tax Justice	Labor-funded, Liberal
<a href="http://www.concordcoalition.org">http://www.concordcoalition.org</a>	Concord Coalition	For Balanced Budgets (data generally respected)
<a href="http://www.ombwatch.org/excreport">http://www.ombwatch.org/excreport</a>	OMB Watch	Liberal Advocacy
<a href="http://epinet.org">http://epinet.org</a>	Economic Policy Institute	Economic Policy Group Focusing on Impact on Low and Middle Incomes
<a href="http://www.urbaninstitute.org">http://www.urbaninstitute.org</a>	Urban Institute	Liberal Think Tank (data generally respected)
<a href="http://www.nas.edu">http://www.nas.edu</a>	National Academy of Sciences*	Scientific Society
<a href="http://www.oecd.org/home">http://www.oecd.org/home</a>	Organization for Economic and Community Development*	Intergovernmental/International Think Tank: Good Source of Comparative Data
<a href="http://www.whitehouse.gov/omb/">http://www.whitehouse.gov/omb/</a>	Office of Management and Budget	Official Governmental Website
<a href="http://europa.eu/index_en.htm">http://europa.eu/index_en.htm</a>	European Union	Official Website for the E.U.
<a href="http://www.usa.gov/Topics/Reference_Shelf.shtml">http://www.usa.gov/Topics/Reference_Shelf.shtml</a>	USA.gov*	Official U.S. Gov. Website Featuring Reference Materials/
<a href="http://www.fedstats.gov/">http://www.fedstats.gov/</a>	Federal Statistics*	U.S. Gov. Statistics Gateway from 100+ agencies
<a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a>	Thomas*	Legislative Information from Library of Congress
<a href="http://www.taxpolicycenter.org/">http://www.taxpolicycenter.org/</a>	Tax Policy Center*	Joint effort of Urban Institute and Brookings Institution (reliable tax distribution data)

\* = excellent source of reliable data and analysis (if any) and a particularly useful site.