Course Philosophy: Public policymaking in the United States is characterized by scholars and politicians in a wide variety of ways. For some, public policy reflects “the authoritative allocation of values;” while others see the policymaking process from a more bottom line perspective—“who gets what, when, and how.” Still others have incorporated the overtly political nature of public policy by referring to the process as “partisan mutual adjustment,” and have acknowledged that public policymaking involves trade-offs and, at times, less than optimal policy outcomes—“satisficing.” Those who make public policy in the United States often wrestle with normative questions of what constitutes the “best” policy outcomes for the most people as they strive to reach the right balance between government intervention and citizens’ rights to “the pursuit of happiness.” James Madison clearly stated in the Federalist Papers that “if men were angels, no government would be necessary.” Unfortunately, citizens of the United States are not angels and, as a result, must be constrained in their self-interested pursuits. Public policy— influenced by economics, psychology, sociology, philosophy, political science, public administration and religion—reflects the aspiration of creating a society in which its citizens behave in a way that reflects the broadly agreed upon societal norms and values, but also the day-to-day rules and regulations established by governments at all levels. As the art of political decision-making, public policy reflects the reality that: 1) incentives and penalties (“carrots and sticks”) are the primary forces in our society that constrain and facilitate daily activities;* 2) information, who has how much of it and when, is key to structuring penalties and incentives; and that 3) thinking empirically, knowing what to measure and how to measure it, is as important as thinking normatively. (*We will also discuss how political “sermons” may also constrain or facilitate the actions of citizens.) In this course we will pursue these aspects of public policy from a variety of perspectives.

The term will be divided into four main components:

I. The Nature of Public Policy: What is Public Policy, Who Makes It, and Why Study It?
III. The Players and the Policy Process: Institutional and Non-Institutional Actors
IV. The Policy Game: From Theories to Practice
In the concluding section of the course, we will be pursuing specific policy domains—education policy, environmental/energy policy, health care policy, social welfare policy, and immigration policy.

**PBPL 5 and the Public Policy Minor:** The course is designed as the gateway offering for students beginning to pursue a minor in public policy through the Rockefeller Center. For those students who are ‘21s as well as those who are ‘20s or ‘19s but have not yet begun their public policy minor, this course will serve as the required first course in the path toward completing the minor. In class, the requirements for the Public Policy Minor will be discussed in detail as well as a clear roadmap for completing the minor during your four years at Dartmouth College. As this is the introductory course in the minor, there are no course prerequisites for PBPL 5. Nonetheless, the course is designed with the assumption that students in the class have a solid understanding of the American political system. If you have completed an AP American Government class in high school (or its equivalent) or have taken GOVT 3: The American Political System here at Dartmouth, you should be prepared for this course. If you have any questions or concerns regarding your background in American politics, please speak with Professor Shaiko at the end of the first class meeting.

**Course Readings:** There are six required books for this course; we will read each of the books in its entirety. There are two main texts that we will be reading throughout the term:


The Birkland text will provide the basics for our exploration into the American public policy process. The Theodoulou/Cahn edited volume contains virtually all of the “must-read” public policy articles in the field, written by the best classic and contemporary scholars such as Sabatier, Kingdon, Dahl, Heclo, Lindblom, Jones, Truman, Olson, Wilson, Schattschneider, Friedman, and Neustadt.

The next four books will be read in sequence, during each of the components of the course. We will begin with Harold Winter’s *Trade-Offs: An Introduction to Economic Reasoning and Social Issues* while discussing the broad theories and models of public policymaking in Part I. We will then pursue policymaking processes and outcomes in each of the three branches of government. We will explore executive branch decision making through the White House and the federal bureaucracy in Part III through *The Art of Policy Making: Tools, Techniques, and Processes in the Modern Executive Branch*, by George Shambaugh and Paul Weinstein. We will also explore how the federal courts analyze laws and regulations when rendering judicial decisions about public policy issues through *Judging Statutes*, by Chief Judge of the United States Court of Appeals for the Second Circuit, Robert Katzmann. Finally, we will examine ways in
which the federal government (and state and local governments) might do a better job of evaluating government programs through *Moneyball for Government*, edited by Jim Nussle and Peter Orszag.


All six books are available for purchase at the Wheelock Bookstore in Hanover. The books are also available online via amazon.com and other book outlets. In some of the cases, used copies should be available as well. Copies of these books are on reserve in Baker/Berry Library. In addition to these readings, students will receive course packets in class that cover each of the policy domains we will explore. The second editions of *Trade-Offs*, *The Art of Policymaking*, and *Moneyball* are preferred, but first editions will suffice.

**Course Policies and Procedures:** As this is an introductory course with a fairly large class size, much of the presentation of course material will occur in a lecture format. There will be opportunities for discussion of the readings and lectures throughout the term. Please feel free to ask questions or offer comments during class. While there will not be attendance taken in class, it will be very difficult to do well in this course without attending class. I assume that you can read the English language; therefore, the readings stand as the jumping off points for class lectures. Obviously, the Dartmouth College Honor Code is in effect in the course. I will not tolerate cheating/plagiarism of any kind.

You will note on the syllabus that part of many Friday classes is set aside for a “Rocky Moment.” During these brief breaks from the course material, various Rockefeller staff members and current Rocky students will offer concise insights into some aspect of the Rockefeller experience at Dartmouth. There will be a special x-hour for the First-Year Fellows/D-LAB experience. By the end of the term, each student should be well informed about all of the curricular and co-curricular programming provided to students and should be ready to engage in one or more of these experiences.

This year, we will be using X-Hours (Thursdays—12:15-1:05) at various points throughout the term as opportunities for students in the class to meet with Professor Shaiko for lunch in smaller groups (approx. 20 students). Sandwiches, salad, fruit, desserts, and assorted beverages will be provided. The topic(s) of the lunchtime conversations will be set by the students. While these lunches, held in Morrison Commons on the first floor of the Rockefeller Center, are not mandatory, they will give
you the chance to discuss issues with Professor Shaiko outside of the classroom. There will be signup sheets available during the second week of classes. The lunches are scheduled for the following x-hours—January 25, February 1, February 15, February 22, and March 1, from 12:15pm to 1:05pm.

During the week of January 15-19, we will have class on Wednesday, Thursday, and Friday as Martin Luther King, Jr. Day is on Monday, January 15. Also, during the week of February 5-9, we will also have class on Monday, Wednesday, and Thursday (x-hour) as Winter Carnival begins on Friday, February 9.

Regarding office hours, I will hold them as scheduled on the syllabus from 12:00 noon to 2:00pm on Mondays, Wednesdays, and Fridays. I tend to be on campus and in my office every day of the week if I am in town. So, blitz me to make sure I am in my office. If I am free at that moment, I will be glad to meet with you.

Course Requirements: The requirements for the course include three writing assignments, a midterm examination, and a final examination. The first writing assignment, due on Friday, January 12, will be in the form of a critical essay (of roughly five double-spaced pages) that clearly identifies policy “trade-offs” made in some aspect of public policymaking at the federal level of government (using Winter’s Trade-Offs as the basis for the analysis without using the examples that he presents in his book). The second writing assignment, due on Friday, January 26, will be a “One-Pager.” You will take on the role of a lobbyist attempting to inform and persuade your Member of Congress on some aspect of an ongoing policy debate in Congress. The topic that you select to target in your lobbying effort should be an issue of importance to you that is currently being debated in Congress or is part of President Trump’s policy agenda. The stock-in-trade for lobbyists is some version of the one-pager. If you cannot say what you need to say to Members of Congress and their staffs in two sides of one page, you are lost. You must clearly identify the Member of Congress—House or Senate—that you are attempting to persuade. You may have a 50-page policy paper with all of the gritty details in it, but Members of Congress and their staffs want and need to see the tightest and most concise versions of political persuasion. This will be your task.

For your third and final writing assignment, you will have the choice of writing a “Policy Memorandum” for the President of the United States (format found on pp. 95-96 of The Art of Policymaking) on a policy issue in one of the following policy domains—environmental policy, education policy, health care policy, social welfare policy, and immigration policy, OR writing an amicus curiae brief for a case pending before the Supreme Court of the United States (format will be provided) OR a public comment on a pending rule being promulgated by an executive department or agency (you will actually post your comment of the appropriate federal agency website as well as hand in a hard copy of the comment in class). You will also have the option of completing this assignment on your own or in groups; (public comment must be single-authored). We will discuss these options in class at the appropriate time. This final paper will be due on Monday, February 26. Papers #1 (critical essay) and #2 (one-pager) will each be worth 10 percent of your final grade. Paper #3 (policy memorandum/amicus brief/public
comment) will be worth 20 percent of your final grade. We will also have a midterm examination (Wednesday, January 31) and a final examination (Monday, March 12 at 8:00am). Each examination will be worth 30 percent of your final grade.

**Class Assignments and Examinations**

- Paper Assignment 1------------10%
- Paper Assignment 2-------------10%
- Paper Assignment 3------------20%
- Midterm Examination----------30%
- Final Examination--------------30%

**Class Schedule and Reading Assignments:**

I. The Nature of Public Policy: What is Public Policy, Who Makes It, and Why Study It?

WEEK 1: Wednesday, January 3

   Friday, January 5

   **Introduction to Public Policy: Course Requirements and Expectations; Overview of Public Policy as an Interdisciplinary Field of Study.**

   **Readings:**

   - **Theodoulou and Cahn,** eds., Readings 1-10: Theodoulou, Gosling, Sabatier, Jones, Lindblom, Truman, McFarland, Miliband, Hecho, Domhoff pp. 1-83;
   - **Winter,** Trade-Offs, begin reading, pp. 1-169.

   **Friday Rocky Moment: “What is Dartmouth Leadership, Attitudes and Behaviors (D-LAB)?”**

WEEK 2: Monday, January 8

   **Readings:**

   - **Birkland,** Chapter 3, "The Historical and Structural Contexts of Public Policy Making,” pp. 65-105;
   - **Winter,** Trade-Offs, finish reading, pp. 1-169;

   **X-Hour Rocky Moment: “What is the First-Year Fellows Program?” Thursday at 12:15pm in Rocky 003.**

   **Friday Rocky Moment: What is the Rockefeller Peer Mentoring Program?”**

   **PAPER #1 DUE ON FRIDAY, JANUARY 12**

   (at the beginning of class).
III. The Players and the Policy Process: Institutional and Non-Institutional Actors

WEEK 3: Wednesday, January 17
Thursday, January 18
Friday, January 19
(No class on Monday, January 15: Martin Luther King, Jr. Holiday)
Friday Rocky Moment: "What are Vox Masters and Rockefeller Business and Entrepreneurial Leadership (RBEL) Programs?"

Readings: Birkland, Chapters 4-5, "Official Actors and Their Roles in Public Policy," and "Unofficial Actors and Their Roles in Public Policy," pp. 107-198;


WEEK 4: Monday, January 22
Wednesday, January 24
Friday, January 26

Friday Rocky Moment: "What is the Public Policy (PBPL) Minor?"


PAPER #2 DUE ON FRIDAY, JANUARY 26
(at the beginning of class).

WEEK 5: Monday, January 29
Wednesday, January 31
Friday, February 2

Friday Rocky Moment: "What is the Management and Leadership Development Program (MLDP)?"


MIDTERM EXAM ON WED., JANUARY 31.

WEEK 6: Monday, February 5
Wednesday, February 7
Thursday, February 8

Readings: Complete Shambaugh and Weinstein;


Katzmann, Judging Statutes; begin—pp.1-54.
IV. The Policy Game: From Theories to Practice

WEEK 7: Monday, February 12*
   Wednesday, February 14
   Friday, February 16

   *Judge Robert Katzmann* is invited to class this week.

   *Judge Robert Katzmann,* Judging Statutes; complete—pp. 55-112.


   Nussle and Orszag, Moneyball for Government, Preface, Chapters 1-5, pp. 1-72.

   Friday Rocky Moment: “What is the Class of 1964 Policy Research Shop (PRS)?”

WEEK 8: Monday, February 19*
   Wednesday, February 21
   Friday, February 23

   Readings: *Nussle and Orszag,* Moneyball for Government, Chapter 6-7, Afterword, Appendix 1, Appendix 2, pp. 75-255.

   Policy Domain Packets (to be handed out in class).

   *Senator Kelley Ayotte* (R-NH) will be in class on Monday, February 19 to discuss Moneyball. Senator Ayotte served in the United States Senate from 2011 to 2017. Prior to serving the citizens of New Hampshire in the US Senate, Ayotte served as the Attorney General of New Hampshire from 2004 to 2009.

   Friday Rocky Moment: “What is the Rockefeller Global Leadership Program (RGLP)?”

WEEK 9: Monday, February 26
   Wednesday, February 28
   Friday, March 2

   Readings: Policy Domain Packets (to be handed out in class)

   PAPER #3 DUE ON MONDAY, FEBRUARY 26
   (at the beginning of class).

   Friday Rocky Moment: What are the Rockefeller Internship Advising and Funding Programs?”

WEEK 10: Monday, March 5

   Concluding Public Policy Considerations; Q&A for Final Examination

   Monday, March 12

   FINAL EXAMINATION, 8:00 AM.