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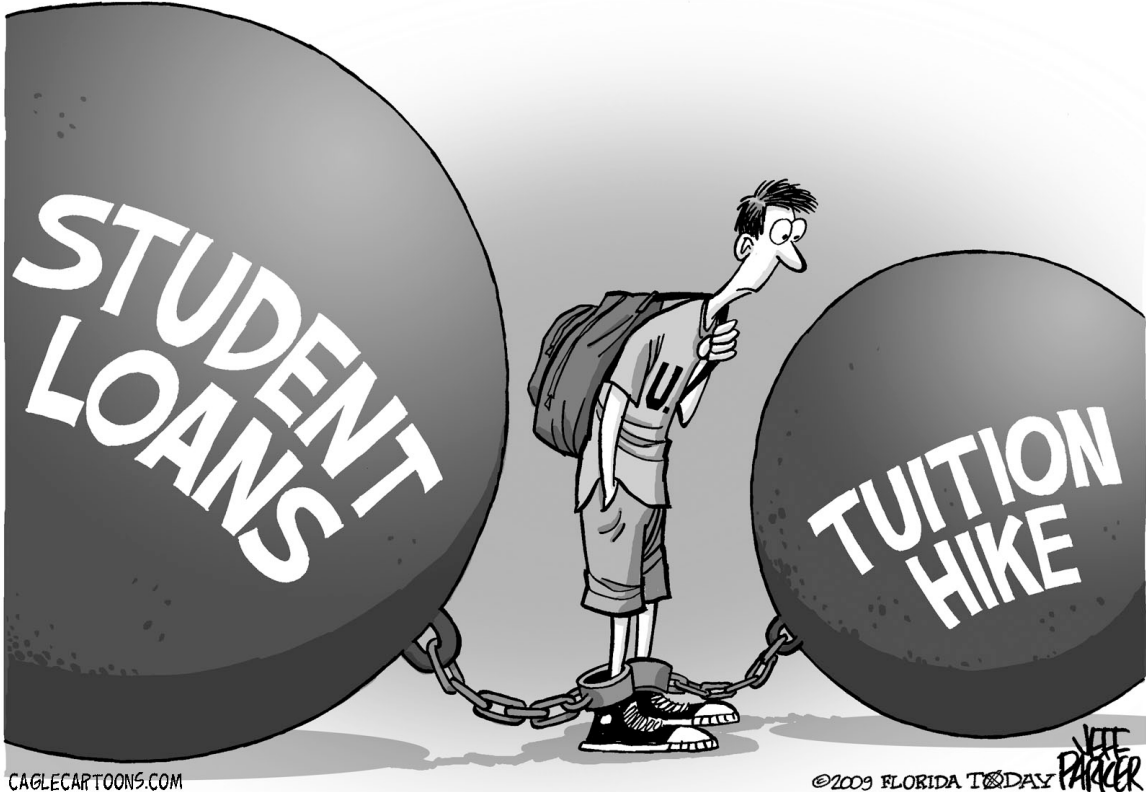
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Welcome to ECONOMICS 101, kid...



From the PSO President

The Troubles We Have Brought Upon Ourselves

Of course some of our challenges in education today are the product of Silicon Valley. Textbooks, Apple tells us, increasingly will be better and cheaper and electronic. Online education grows by the minute. Journals are changing to online only in droves.

All of that certainly is changing higher education and much of it will be an improvement over old ways. But alongside technology, another driving force that is acknowledged, but whose solution gets miniscule attention, is the simple fact that we have made universities too expensive.

This comes up every year when at the Southern Political Science Association meetings; the Policy Studies Organization has sponsored, with the help of Tulane University and the American Public University System, a debate on the changing face of higher education. A recurring theme has been the cost of a university degree. Although the changes wrought by technology are getting attention and answers emerging, the concern about the cost of a degree is a case of complaint and worry but few answers – especially from the more conventional universities.

The online educators have done something about it, with all kinds of fuss coming from the chalk and talk folks. A large segment of the university world is simply not doing anything about a problem which the general public thinks need immediate attention.

Along with the cost problem, an old issue has taken on new life about the practical use of university degrees. Students increasingly are opting for courses that will enable them to get a job. The argument about the liberal arts and the practical arts has gone on for centuries, but it is back with us again.

Paul J. Rich
pauljrich@gmail.com

Syllabi

The following syllabi were sent to us per our invitation to share them in our journals. We received more and they will be published in future Proceedings. As we hope these documents will be of use to the teaching of policy studies and curriculum development, we would like to encourage professors to send us their material for consideration. Contributions can be sent to Daniel Gutierrez at dgutierrez@ipsonet.org

Contents

I. Comparative Democracies

Prof. William Crotty
Northeastern University

II. Environmental Politics

Prof. Dave Robertson
University of Missouri-St. Louis

III. Epidemiology of Health Care

Prof. Noralou P. Roos, Leslie L. Roos, and Marni Brownell
University of Manitoba

IV. Women and Public Policy

Prof. Jean Schroedel
Claremont Graduate University

Comparative Democracies

Prof. William Crotty

Northeastern University

Course Introduction

This course is divided into three parts. First, there will be a discussion of democratization and the democratization processes. Second, there will be a discussion of developing governance in different contexts, from Third World countries in the process of evolving into a democratic state to “failed” democracies to states attempting to reinstate democratic processes. Third, we will look at alternative governing arrangements, including authoritarianism and totalitarianism. Attention will be given to both the prerequisites for democratic development and their application and relevance in different national contexts.

Each student will be required to review a book from a list supplied by the instructor. The studies analyze aspects of democratic development or institution-building in various countries (these would include constitutions; parliaments; the comparative power of the executive; changes in the culture of systems; political parties; elections and electoral systems; etc). Reports on books will be given in class and the final typed copy of report will be due at the last class meeting. In delivering the reports in class, each student will be required to include for the other class members a short (1-2 page) outline of their report.

Requirements

1. Students should read the assigned readings prior to the class meeting to be prepared to discuss them in class.
2. There will be a midterm quiz on all materials (readings, class lectures and discussions) up to the point of the quiz.
3. A class report (see below).
4. A final exam covering all course materials will be two hours in length and will be given at the time scheduled by the university during finals’ week.
5. Class discussions, lectures, reports, videos, and the assigned readings will all be part of the class materials.
6. Additional assignments may be given in class.
7. All students are required to attend each class.
8. Class time will be given to developing a book review to be presented in class.

The course will focus in particular on the following:

- a. The basic conditions that lead to the creation, consolidation and stability of the democratic state.

- b. The institutions within a democratic state intended to serve as a linkage between mass publics and the political elites, insuring representativeness and accountability. Primarily these are elections and political parties.
- c. The rise of anti-democratic states, namely authoritarian and totalitarian political systems, their operations, governing assumptions, value structure and the conditions that bring them about.
- d. The consequences of empire and its demands and costs for the contemporary American system.

Each class will normally be divided into two parts. In the first I will discuss and at times lecture on the materials and issues relevant to the subject under analysis. In the second part, a discussion of the assigned readings will take place in which the students in the class are expected to be familiar with the materials and make an active and informed contribution to the discussion.

Grade Determination

Class Work	30%
Midterm	30%
Final Exam	40%
	100%

Required Readings for the Course:

Chalmers Johnson, The Sorrows of Empire. New York: A Metropolitan/Owl Book/ Henry Holt and Company, 2004. Paperback

Robert A. Dahl, On Democracy. New Haven: Yale University Press, 1998. Paperback

Laurence LeDuc, Richard G. Niemi and Pippa Norris, eds. Comparing Democracies 3: Elections and Voting in the 21st Century. London: Sage, 2010

Pippa Norris and Ronald Inglehart, Sacred and Secular: Religion and Politics Worldwide. Cambridge: Cambridge University Press, 2004

Paul Brooker, Non-Democratic Regimes: Theory, Government and Politics. New York: St. Martin's Press (most recent edition)

Two articles by Amartya Sen: "Democracy as a Universal Value," National Endowment for Democracy and the Johns Hopkins University Press, 1999.

Journal of Democracy 10.3 (1999) 3-17: and “Why Democratization Is Not The Same As Westernization: Democracy and Its Global Roots. The New Republic Online. Post date: 09.25.03 Issue Date: 10.06.03 (posted together on NEU Blackboard)

Recommended reading of value to the course:

Robert A. Dahl, Ian Shapiro and Jose Cheibub, eds., The Democracy Sourcebook. Cambridge MA: MIT Press

The format for the course will include lectures, class critiques of the assigned readings, guest speakers (as available) and selected videos on concentrated areas of development.

Class Schedule

1. *Democratization and Its Meaning*

Introduction to Course

Overview of Approaches

Review of Requirements

Introduction to Subject

Indices of Democratic Attainment

Required:

Amartya Sen, “Democracy as a Universal Value”

Recommended:

Robert A. Dahl, A Preface to Democratic Theory.

David Held, Models of Democracy

James Madison, Alexander Hamilton and John Jay, The Federalist Papers

Benjamin Barber, Strong Democracy

Robert A. Dahl, On Democracy

Robert A. Dahl, Preface to Democratic Theory

Robert A. Dahl, Democracy and Its Discontents

Carol Pateman, Participation and Democratic Theory

David Held, Models of Democracy

Larry Diamond and Marc F. Plattner, eds., The Global Resurgence of Democracy

Andreas Schedler, Larry Diamond, and Marc F. Plattner, eds., The Self-Restraining State: Power and Accountability in New Democracies

Alex Inkeles, ed., On Measuring Democracy: Its Consequences And Concomitants

Freedom House Surveys

2. *The Democratic Ideal vs. Actual: Conditions that Favor Democracy*

Required:

Robert A. Dahl, On Democracy

Recommended:

Lisa Anderson, ed., Transitions to Democracy, Irving Leonard Markowitz, 42-71; Evelyne Huber, Dietrich Rueschemeyer and John D. Stephens, 168-192.

Larry Diamond, Developing Democracy: Toward Consolidation.

Georg Sorensen, Democracy and Democratization.
Democracy and Democratization;

3. *Building and Sustaining Democracy*

Begin Book Reports by students.

Required:

Laurence LeDuc, Richard G. Niemi and Pippa Norris, eds., Comparing Democracies 3, pp. 1-140

Recommended:

Sylvia Chang, Liberalism, Democracy and Development
Democracy Sourcebook, Horowitz, 147-152

Samuel Huntington, The Third Wave: Democratization in the Late Twentieth Century

G. Bingham Powell, Jr., Contemporary Democracies: Participation, Stability, and Violence

4. *Public Opinion, Voting and Democracy*

Book Reports (continue)

Required:

L. LeDuc, et. al., Comparing Democracies 3, pp. 141-241

Recommended:

Robert Putnam, Making Democracy Work.

Gabriel Almond and Sidney Verba, eds., The Civic Culture

Revisited

Seymour Martin Lipset, Political Man

Barrington Moore, The Social Origins of Dictatorship and

Democracy

Larry Diamond, Consolidating the Third Wave

Democracies

Samuel Huntington, Political Order in Changing Societies

Samuel Huntington, The Clash of Civilizations

Charles Tilly, Democracy

Arend Lijphart, Democracies: Patterns of Majoritarian and Consensual Government in Twenty-One Countries

5. *Authoritarian State Systems*

Book Reports (continue)

Required:

Paul Brooker, Non-Democratic Regimes, pp. 1-80

Recommended:

Christopher Lapham, Third World Politics: An Introduction

Peter Calvert and Susan Calvert, Politics and Society in the Third World

James C. Scott, Domination and the Arts of Resistance: Hidden Transcripts

Paul Brooker, Non-Democratic Regimes: Theory, Government and Politics

Recommended:

Charles Tilly, Trust and Rule

Wendy Griswold, Cultures and Societies in a Changing World

John Ehrenberg, Civil Society: The Critical History of An Idea

Brian O'Connell, Civil Society: The Underpinnings of American Democracy

Larry Diamond, ed., Political Culture and Democracy in Developing Countries

Robert D. Putnam, Bowling Alone

Nancy L. Rosenblum and Robert C. Post, eds., Civil Society and Government

Lester M. Salamon, S. Wojciech and Associates, Global Civil Society: Dimensions of the Nonprofit Sector (Vol. I and II)

Larry Diamond and Marc F. Plattner, eds., Nationalism, Ethnic Conflict and Democracy

Henry Milner, Civic Literacy: How Informed Citizens Make Democracy Work

Mark E. Warren, Democracy and Association

6. *The Totalitarian State: Assumptions and Beginnings*

Book Reports (continue)

Required:

Paul Brooker, Non-Democratic Regimes, pp. 81-187

Recommended:

Richard J. Evans, The Coming of the Third Reich

Zevedic Barabro, Democracy and Dictatorship

Carl J. Friedrich and Zbigniew K. Brzezinski, Totalitarian Dictatorship and Autocracy

F. L. Carsen, The Rise of Fascism

Lisa Anderson, ed., Transitions to Democracy: Stephan Haggard and Robert R. Kaufman, 72-96

Robert A. Dahl, Economic Democracy

Ralf Dahrendorf, Class and Class Conflict in Industrial Society

Robert A. Dahl, Economic Democracy

Democracy Sourcebook: Miller, 133-141: Horowitz, 147-152

Adam Przeworski, Michael E. Alvarez, Jose Antonio Cheibub and Fernando Limongi, Democracy and Development: Political Institutions and Well-Being in the United States 1950-1990.

Dietrich Rueschemeyer, Evelyne Huber Stehens and John P. Stephens, Capitalist Development and Democracy

Adam Przeworski, Democracy and the Market: Political and Economic Reforms in Eastern Europe and Latin America

Stephan Haggard and Robert R. Kaufman, The Political Economy of Democratic Institutions

Stephen Haggard, Pathways From the Periphery: The Politics of Growth in the Newly Industrialized Nations

Larry Diamond and Marc F. Plattner, eds., Economic Reform and Democracy

Michael Bratton, Robert Mattes and E. Gyimah-Boadi, Public Opinion, Democracy, and Market Reform in Africa

7. *The Totalitarian State: Operations and Decline*

Book Reports (continue)

Required:

Paul Brooker, Non-Democratic Regimes, pp. 81-187

Recommended:

Michael Burleigh, The Third Reich: A New History

Joseph W. Bendersky, A Concise History of Nazi Germany

Robert O. Paxson, The Anatomy of Fascism

John W. Dower, Embracing Defeat: Japan in the Wake of World War II

Arend Lijphart, Democracy in Plural Societies: A Comparative Exploration.

Larry Diamond and Marc F. Plattner, eds., Civil Military Relations and Democracy

Juan E. Méndez, Paulo Sérgio Pinheiro, and

Guillermo O'Donnell, eds., The (Un)Rule of Law and the Underprivileged in Latin America.

Scott Mainwaring, "Presidentialism in Latin America," Latin American Research Review, 25 (1990), 157-179.

8. *An Overview of the Totalitarian State: Nazi Germany in Action*

Book Reports (if time permits)

Required:

Paul Brooker, Non-Democratic Regimes, pp. 188-260

Video of documentary "Mein Kampf"

Recommended:

Richard Katz and William Crotty, eds., Handbook of Political Parties

David Throup and Charles Hornsby, Multi-Party Politics in Kenya

Richard S. Katz, A Theory of Parties and Electoral Systems

Mary Ellen Fischer, ed., Establishing Democracies

Scott Mainwaring and Timothy R. Scully, eds., Building Democratic Institutions: Party Systems in Latin America

9. *The Alternatives to Democracy: Totalitarian Systems (Conclusion)*

Mid-Term Quiz

Required:

Review all class materials to date

Recommended:

Hannah Arendt, The Origins of Totalitarianism

Richard Overy, The Dictators: Hitler's Germany and Stalin's Russia

Robert Gellately, Lenin, Stalin and Hitler: The Age of Social Catastrophe

Giles MacDonough, After The Reich: The Brutal History of the Allied Occupation

Mark Mazower, Hitler's Empire: How the Nazis Rules Europe

Richard J. Evans, The Third Reich At War

Wendy Z. Goldman, Terror and Democracy in the Age of Stalin: The Social Dynamics of Repression

10. Religion, Secularization and the State

Book Reports (continue)

Required:

Pippa Norris and Ronald Inglehart, Sacred and Secular: Religion and Politics Worldwide, pp. 3-158

Recommended:

Jennifer I. McCoy and David J. Meyers, eds., The Unraveling of Representative Democracy in Venezuela

Andreas Schedler, ed., Electoral Authoritarianism

Stephen Kinzer, Overthrow: America's Century of Regime Change From Hawaii to Iraq

Theda Skocpol, ed., Democracy, Revolution, and History

Barrington Moore, The Social Origins of Dictatorship and Democracy

Ronald Wintobe, The Political Economy of Dictatorships

11. Secularization, Religion and Their Consequences

Book Reports (continue)

Required:

P. Norris and R. Inglehart, pp. 159-242

Recommended:

Robert Fatton, Jr., Haiti's Predatory Republic: The Unending Transition to Democracy

Alex Dupuy, Haiti in the Third World Economy: Class, Race and Underdevelopment Since 1700

Paul Collier, Wars, Guns, and Votes: Democracy in

Dangerous Places
Joel Migdal, Strong Societies and Weak States

12. *Militarism, Empire and the Democratic State*

Book Reports (continue)

Required:

Chalmers Johnson, The Sorrows of Empire: Militarism, Secrecy and the End of the Republic, pp. 1-151

Recommended:

Michael Bratton and Nicholas van de Walle, Democratic Experiments in Africa: Regime Transition in Comparative Perspective

Terry Lynn Karl, "El Salvador's Negotiated Revolution," Foreign Affairs, 71(2), p. 147-64

13. *American Democracy in the 21st Century*

Required:

Chalmers Johnson, The Sorrows of Empire, pp. 152-312

Recommended:

Thomas Carothers, Aiding Democracy Abroad: The Learning Curve

Lisa Anderson, ed., Transitions to Democracy

Larry Diamond, Marc F. Plattner, Yun-han Chu and Hung-

Mao Tien, eds., Consolidating The Third Wave

Democracies: Regional Challenges

Ted Robert Gurr and Barbara Harff, Ethnic Conflicts in World Politics

Juan J. Linz and Alfred Stepan, eds., Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe

Joel S. Migdal, Peasants, Politics and Revolution: Pressures Toward Political and Social Change in the Third World

John L. Esposito and John O. Voll, Islam and Democracy

Penny Leroux, People of God

Guillermo O'Donnell and Philippe C. Schmitter, Transitions From Authoritarian Rule: Tentative Conclusions about Uncertain Democracies

Juan J. Linz and Alfred Stepan, Problems of Democratic Transition and Consolidation: Southern Europe, South America, and Post-Communist Europe

Samuel P. Huntington, Political Order in Changing Societies

14. Last Class:

Overview of Course
Themes of Course
Preserving the Democratic Principle
Introduction to Final Exam

Required:

Review course material

Written Review of Report on Book due

Recommended:

John Peeler, Building Democracy in Latin America

Frances Hagopian, ed., Religious Pluralism, Democracy, and the Catholic Church in Latin America

Cynthia McClintock, Revolutionary Movements in Latin America

Kees Koonings and Dirk Kruijff, eds., Societies of Fear: The Legacy of Civil War, Violence and Terror in Latin America

Howard J. Wiarda and Margaret Macleish Mott, Catholic Roots and Democratic Flowers: Political Systems in Spain and Portugal

Thomas W. Walker, ed., Nicaragua Without Illusions: Regime Transition and Structural Adjustment in the 1990s

15. Final Exam

The final exam covers all course materials.

Note: Changes and additions to the class schedule will be made in class. The discussions of the topics may carry over from one class to the next and are not tailored to a 2-hour class meeting time format.

Final Exam

The exam will take place in the class meeting room during the regular class hours. It will be an essay exam and include all materials covered in the course.

Note: Videos and other materials will be scheduled to be shown in class. These will be announced during the semester.

Recommended Readings:

Arendt, Hannah. The Origins of Totalitarianism. Harvest Books, 1973.

Chan, Sylvia. Liberalism, Democracy, and Development. Cambridge: Cambridge University Press, 2002.

Dahl, Robert. On Democracy. Connecticut: Yale University Press, 2000.

Diamond, Larry. Squandered Victory. New York: Owl Books, 2006.

Johnson, Chalmers. Blowback: The Costs and Consequences of American Empire. New York: Owl Books, 2004, second edition.

Johnson, Chalmers. The Sorrows of Empire. New York: Owl Books, 2004.

Midgal, Joel. Strong Societies and Weak States. New Jersey: Princeton University Press, 1988.

Wintrobe, Ronald. The Political Economy of Dictatorship. Cambridge: Cambridge University Press, 2000.

Environmental Politics

Prof. Dave Robertson
University of Missouri-St. Louis

1. What is the Course About?

Our first goal is to understand the most important environmental controversies, primarily in the United States, and ways governments have responded to environmental problems. Topics include water and air pollution, population growth, energy, global warming, solid and hazardous waste, endangered species, and international environmental cooperation. Our second goal is to build analytical and problem-solving skills. Political science is a discipline that analyzes the way that groups of people work out problems when they disagree about values and are uncertain about facts. Environmental issues offer a great way to explore the way that the United States engages in this kind of problem solving. Environmental problems involve ideological, partisan, class, ethnic, and gender conflicts. They also involve great uncertainty about causes, effects, and risk. If you understand environmental problem solving in the United States, then, you will have a better understanding of solving other kinds of problems.

By the end of the course, then, you should have (1) mastered a body of basic information about environment issues and policies, and (2) a better command of the problem-solving skills used to make public policy. To measure your achievement, the course includes extensive class discussion, three examinations, a final paper, and a journal in which you will react critically to newspaper stories, magazine articles, or television features about environmental issues.

This course does not require that you have a background in biological or other sciences.

2. Our Contract

By enrolling in this course, you and I have agreed to a contract with each other. I'll work hard to be prepared, enthusiastic, fair and respectful of every student and their opinions. I'll be accessible and try my best to return graded materials after no more than a week. By enrolling in the class, you've agreed to (1) attend every class, (2) to participate by asking questions and joining in class discussions, and (3) reading the assigned material and completing written assignments on time.

3. How to Get a Good Grade

The final grade is determined as follows:

Participation:	10% of the final grade
2 quizzes:	5% of the final grade
Journal:	20% of the final grade
Exam 1:	15% of the final grade
Exam 2:	15% of the final grade

Exam 3:	20% of the final grade
Paper:	15% of the final grade

NOTE: You are not are NOT competing with other students for a grade. There is no curve in this course. Each student can get an A, or can get a D. It's up to you.

4. Exams

There will be three exams. Each of the exams will consist of three parts: 20 true / false questions worth 2 points each, 2 identification questions worth 10 points each, and an essay worth 40 points. The final exam will include an additional essay question.

5. Books

The following books are required reading in this course:

- Zachary Sharp, ed. 2009. *Annual Editions: Environment 08/09*. 27th edition. New York: McGraw-Hill.
- Thomas Easton, ed. 2009. *Taking Sides: Clashing Views on Environmental Issues*. 13th edition. New York: McGraw-Hill.
- Henrik Ibsen, *An Enemy of the People* (any edition - available in many public libraries)
- Zachary A. Smith. 2009. *The Environmental Policy Paradox*. **5th Edition**. Paperback. Saddle River, NJ: Pearson Prentice Hall.

6. Participation

You **must** participate in this course actively in order for it to work well. You must prepare for and attend class, and you must contribute thoughtfully to discussion. To ensure fairness in allocating this portion of the grade, sign-up sheets will be circulated during some of the classes. If we invite a guest speaker, you can be certain that your absence will reduce your grade.

Your reading assignments are listed on the attached class schedule. You are expected to read the material before coming to class, and you are expected to be prepared to discuss the reading material in class. You may be asked to discuss a question regarding the reading during the class for which the reading is assigned. You will be assigned responsibility for some of the specific debates in the *Taking Sides* book.

I very strongly encourage you to ask questions about environmental policy, public policy, the day's readings and lecture during class.

7. Environmental Policy Background Memo.

You will write a 12-15 page environmental policy background memo for the class. The paper requires you to provide information to U.S. Senator about an environmental policy issue of your choice. This assignment aims to encourage you to use the course concepts to analyze the environmental problem and policy response of your choice. Students are

expected to hand in a 1-2 paragraph written proposal for the paper, and a detailed paper outline with bibliography on. The proposal and the outline each are worth 5% of the paper grade. LATE PAPERS lose 1 point per day.

8. Journal

You will keep a journal during the semester. The object of this journal is to develop your critical thinking skills by practicing on environmental policy problems and issues. Each short entry (one or two paragraphs) should react to a magazine article, a newspaper story, a book, or some policy event. Relate it to broader ideas we have discussed in class or that authors discuss in the readings. You will write one or two entries a week, four entries in all for each submission, or a total of 20 entries. You will hand in the journal about every other week. Please leave room for comments after each entry. Each time you hand in the journal, please include all the previous entries and comments. The best way to include everything is in a thin folder.

The journal assignment will require you to pay closer attention to environmental policy developments this semester. You can do this by scanning the *New York Times*, the *Washington Post*, and *Wall Street Journal* are among the newspapers available daily. The New York Times Environment website and MSNBC Environment webpage have very good coverage of environmental issues, and Yahoo Environmental News collects environmental stories from a number of sources. See also the Environmental Politics Links on the course website. Google news includes articles from many newspapers around the nation and the world. The *Congressional Quarterly Weekly Report* and the *National Journal* are weekly publications available in the reference area, and they are outstanding sources for national policy developments. LATE JOURNALS lose 1 point a day.

9. Plagiarism

Plagiarism means taking the written ideas of someone else and presenting them in your writing as if they were your ideas, without giving the author credit. Plagiarism (a word which comes from the Latin word for kidnapping) is deceitful and dishonest. Violations that have occurred frequently in the past include not using quotation marks for direct quotes and not giving citations when using someone else's ideas; using long strings of quotations, even when properly attributed, does not constitute a paper of your own.

Plagiarism in written work for this class is unacceptable. Depending on the severity of the plagiarism, punishment can include receiving no credit for the assignment, failing the course and referral for university disciplinary action.

10. Other Stuff

When I return your exam, please check to make sure that I have computed your grade correctly. Please be in your seat by the time class begins. Please do not hold private conversations during class. If you do not understand lecture, if you have further questions

about lecture, please don't hesitate to interrupt and ask your question. If I speak too quickly, please tell me to slow down.

COURSE SCHEDULE

1. [Introduction: What are the Stakes?](#)
2. [The Dominant Social Paradigm & its Critics](#)
READ: Smith, *The Environmental Policy Paradox*, pages 1-16
Annual Editions, Numbers 5, 7, pages 44-59, 70-73
3. http://www.umsl.edu/~poldrobe/248/3480_Outline_012307.html [How have Americans Dealt with their Environment?](#)
READ: Smith, *The Environmental Policy Paradox*, pages 16-20
Taking Sides, Number 6, pages 96-116
Annual Editions, Number 27, pages 220-237
4. [What is Environmental Protection Worth?](#)
READ: *Taking Sides*, Numbers 2 & 3, pages 22-61
5. [The Trial of Dr. Stockmann](#)
READ: Ibsen, *An Enemy of the People*
QUIZ 1
6. [Why is Regulation So Controversial?](#)
READ: Smith, *The Environmental Policy Paradox*, pages 36-48
Annual Editions 25, pages 208-214
Taking Sides, Number 1, pages 1-21
JOURNAL 1 DUE (four entries; please hand in entire journal)
7. [How does American Government Deal with the Environment?](#)
READ: Smith, *The Environmental Policy Paradox*, pages 49-69
8. [How does American Government Deal with the Environment?](#)
READ: Smith, *The Environmental Policy Paradox*, pages 69-84;
Annual Editions 26, pages 215-219
9. [How Does the United States Govern Its Land?](#)
READ: Smith, *The Environmental Policy Paradox*, pages 231-246
PAPER PROPOSAL DUE (1-2 paragraphs)
10. [How Does the United States Govern its Land?](#)
READ: Smith, *The Environmental Policy Paradox*, pages 222-231
Taking Sides, Number 7, pages 118-135

11. **EXAM 1**

12. [How Does the United States Govern Its Water?](#)

READ: Smith, *The Environmental Policy Paradox*, pages 126-144

13. [How Does the United States Govern Its Water?](#)

READ: *Annual Editions*, Numbers 20, 22-23, pages 167-172, 182-199

JOURNAL 2 DUE (four entries; please hand in entire journal)

14. [How Does the United States Govern Energy?](#)

READ: Smith, *The Environmental Policy Paradox*, pages 149-185

15. [How Does the United States Govern Energy?](#)

READ: *Taking Sides*, Number 10-11, pages 190-219

Annual Editions, Numbers 12, 18, pages 107-110, 150-153

16. [How Does the United States Govern Energy?](#)

READ: *Taking Sides*, Number 9, pages 166-189;

Annual Editions, Numbers 13-15, 17, pages 111-136, 146-149

17. [How Does the United States Govern Nuclear Power and Waste?](#)

READ: *Taking Sides*, Number 12, 19, pages 220-242, 343-361

Annual Editions, Number 16, pages 137-146

18. [How Does the United States Govern Hazardous & Solid Waste?](#)

READ: Smith, *The Environmental Policy Paradox*, pages 189-198

Taking Sides, Numbers 16-17, pages 289-327

JOURNAL 3 DUE (four entries; please hand in entire journal)

19. [How Does the United States Govern Hazardous & Solid Waste?](#)

READ: Smith, *The Environmental Policy Paradox*, pages 198-214

Taking Sides, Numbers 5, 18, pages 81-95, 328-342

PAPER OUTLINE & BIBLIOGRAPHY DUE

20. **EXAM 2**

21. [How Does the United States Govern the Air?](#)

READ: Smith, *The Environmental Policy Paradox*, pages 85-113

22. [How Does the United States Govern the Air?](#)

23. [Global Warming: What Should the U.S. Do?](#)

READ: *Annual Editions*, Number 1, pages xvi-16;

Smith, *The Environmental Policy Paradox*, pages 113-118

JOURNAL 4 DUE (four entries; please hand in entire journal)

24. [How Does the World Manage Biodiversity & Global Problems?](#)

READ: Smith, *The Environmental Policy Paradox*, pages 290-291
Annual Editions, Numbers 3, 21, pages 32-36, 173-181;
Taking Sides, Number 4, pages 64-80

25. [How Does the World Deal With International Problems?](#)

READ: Smith, *The Environmental Policy Paradox*, pages
Annual Editions Numbers 4, 24, pages 37-44, 199-207

26. The Mediterranean 1

Skim the [World Wildlife Federation Mediterranean Site](#)

QUIZ 2

27. The Mediterranean 2

JOURNAL 5 DUE (four entries; please hand in entire journal)

28. [Population & Food](#)

READ: Smith, *The Environmental Policy Paradox*, pages 253-260
Taking Sides, Numbers 13-14, pages 244-269;
Annual Editions Numbers 6, 9-10, pages 60-69, 81-92

29. [The Future](#)

READ: Smith, *The Environmental Policy Paradox*, pages 296-299
Taking Sides, Number 15, pages 270-288;
Annual Editions Numbers 8, pages 74-80

PAPER DUE

30. **FINAL EXAM**

THE ENVIRONMENTAL POLICY MEMO

You will write an environmental policy background memo for a U.S. Senator. It will be 12-15 pages (typed). Choose an environmental policy issue, and provide an analysis of the issue for a presidential campaign. You need to provide OBJECTIVE answers to the following questions:

- Why should this issue be on the Congress's agenda? How many people does it affect, and how does it affect them?
- What are the key things to know about past efforts to deal with this issue?
- What are the key alternative choices for addressing this issue, and what are their consequences? Not acting at all is an alternative.
- Who are the key participants in this issue? Be sure to address key environmental groups, businesses, and other interests. How powerful are these interests? How will they react to different alternatives?
- Describe the political costs and benefits of different alternatives.
- What is the best alternative course of action in the future? Explain and justify thoroughly.

Grading criteria include: (1) the degree to which you put effort into the paper; (2) the degree to which you use specific facts and figures in your analysis; (3) the fairness, objectivity, and recognition of all points of view demonstrated in the paper; (4) the quality of the writing and organization of the paper; (5) the quality and diversity of the sources; (6) the persuasiveness of your argument for the proposed improvement in the situation. An "A" paper will be clear, concise, and specific. It will cite at least 8 sources (of which 1 should be from class readings, 2 from outside research articles, and 2 from outside books).

Regrettably, late papers will lose 1 point a day (as indicated in the syllabus). Paper grades will be reduced if the papers do not cite their evidence in the body of the paper and at the end of the paper. Your introduction (1 paragraph maximum) should specifically summarize your argument, your evidence, and your conclusion. Your paper's introduction should be the last thing you write before you submit the paper. The conclusion also should summarize your argument and findings.

THE JOURNAL ASSIGNMENT

You will keep a journal during the semester. Each short entry (one or two paragraphs) should react to a newspaper story, a television feature, or some other event. It should summarize the most important point of the story in a paragraph, and in a second paragraph, react to the story using course concepts and information where appropriate.

You will write about one such entry each week. Two entries will be due each time you hand in your journal. The best way to keep the journal is to print up pages and place them in a flat folder.

Journals will be evaluated on their demonstration of your substantial skills in critical thinking about environmental issues. This is demonstrated by (1) stating a clear opinion about an environmental issue, (2) backing up your opinion with evidence and/or logic, (3) anticipating objections from those with other views, and (4) developing creative insights about these issues. The position you take on an issue is irrelevant; your ability to think critically and your creativity and persuasiveness in defending your opinion are central to your grade. See the attached guide to critical thinking skills; you may use these guidelines directly in assessing the articles you read (item 7 is especially important).

Each entry should at a minimum be understandable, specific, and relevant to environmental policy.

The journals with the best grades will be very creative and thoughtful. As time goes on, the journals with the best grades will refer back to previous lines of thought and explicitly to topics in the readings and in lecture. The journals with the best grades also will draw on diverse sources of environmental policy opinion beyond the obvious. Students are strongly encouraged to use such sources as the New York Times, the Los Angeles Times, the Washington Post, the Chicago Tribune, the Wall Street Journal, Policy Review, National Review, the Economist, Rolling Stone, Outdoors, National Geographic, U.S.

News, and Congressional hearings, National Wildlife, Sierra, Audubon, American Spectator.

Many of my comments in the journals will be in the form of questions. I want you to consider the consequences of your arguments. Think about them (and respond in the next round if you like). Dare to think creatively.

Late Journals lose 1 point per day.

CRITICAL THINKING SKILLS

This course aims to improve our critical thinking skills. When you evaluate the articles you read for class or for your journal, or when you participate to discussion, read and listen actively (You can use some of the items in this list directly in assessing articles in your journals; item 7 is especially important).

When you complete the course, you should be more skilled in your ability to:

1. Distinguish Facts and Opinion.

A fact is a statement that can be proven to be true. An opinion is a statement of a person's feelings about something. When you read or listen in this course, actively distinguish fact and opinion by asking:

- What is the objective evidence that supports someone's assertion?
- How does the person differentiate between facts and her or his interpretation of the facts?

2. Recognize Bias, Rhetoric, and Manipulation.

What do you think the person wants readers or listeners to think or do? How does the person use words or phrases to accomplish this? Does the author or speaker paint word pictures that are particularly attractive for the things she likes, or that are especially awful for the things that he doesn't like? How do the authors select examples to stir your emotions?

3. Determine Cause and Effect.

Does the person assert that one fact follows as the result of another? (Examples include such statements as "Increased auto exhaust causes global warming," or "Government regulations cause unemployment"). How sweeping are these assertions? What is the evidence for it? How persuasive is this evidence?

4. Compare and contrast different points of view.

5. Determine the accuracy and completeness of the information provided. When you read more than one point of view on an issue, you should think about the following:

- What facts and cause-effect relationships does everyone agree about?

- What facts and cause-effect relationships do authors or speakers disagree about?
- What important facts do some persons raise, while others ignore?
- What sources could be used to determine the accuracy of the information you hear?

6. Recognize poor logic and faulty reasoning. When you read more than one point of view on an issue, you should think about the following logical problems. Note that the examples often include more than one form of poor logic.

a. Incorrect cause-effect relationships ("The Clean Air Act of 1990 preceded the recent economic recession, therefore the CAA caused the recession" [Were other factors much more influential in bringing about the economic downturn? Did the Clean Air Act have any substantial independent effect on the economy in recent years?])

b. Inaccurate or distorted use of statistics ("Environmental laws of the 1970s failed to reduce pollution;" think about whether, for example, population and economic growth offset environmental gains from policy). Think about widely different assumptions and projections of the future; for example, environmentalists may project that the protection of the Northern spotted owl may cause little net loss of jobs in the Pacific Northwest because they assume that such restrictions will benefit fishing, tourism, and other industries; the logging companies and unions may project the loss of tens of thousands of jobs.

c. Faulty analogies or comparisons ("Congress can't balance the federal budget, so how can it clean up the environment?" or "Auto companies have lied about safety, so how can they be trusted on emissions controls?" Such assertions tend to be matters of opinion rather than demonstrable facts).

d. Oversimplifications that ignore important information ("Tougher environmental laws can create jobs in the long run, so the economy will be better off if stricter laws are enacted;" such a statement ignores the number of persons who may be displaced in the short run with a given environmental law).

e. Stereotyping ("all environmentalists are kooks; all conservatives are greedy crooks"). Modifiers such as "all," "never," or "always" often provide a tip off stereotyping).

7. Develop inferences and draw logical conclusions. Ask yourself:

- What are the person's conclusions?
- Do you agree or disagree with these conclusions?
- What other conclusions could you draw from this information?
- What other information is important to know before making a judgment about the value of this person's argument?

Epidemiology of Health Care

Prof. Noralou P. Roos, Leslie L. Roos, and Marni Brownell
University of Manitoba

1. Course Description

The course provides an overview of health services and population based research that is made possible using administrative data banks. Most of the examples come from the Manitoba Centre's Research Data Repository although research conducted with other administrative data sets is also reviewed. A primary focus of the course is on using data to understand key policy issues, including physician practice patterns, how the health care system functions, and the broader determinants of health and well-being including education, challenged family situations, and poverty. The course is offered for credit to students in the Masters and Doctoral programs in Community Health Sciences.

Participants in the course will have an opportunity to learn:

Web-based skills in searching for information. Much of the course content is available on the web at: <http://mchp-appserv.cpe.umanitoba.ca/teaching/frames.htm>

- Basic skills in computerized statistical analysis, using SAS[®] software*
- How the files in the Manitoba Health Research Data Base are developed and structured
- Potential research uses of the data base: what kinds of analyses can be done on the data base, what are its weaknesses and strengths, issues of validity and reliability in data base research
- What is meant by case-mix and severity of illness, quality or outcomes of care, regional variations in utilization of services, physician practice patterns
- How a population based perspective is different from, and complements an institution specific or health care systems perspective
- How health services research can be linked to and support health/social policy development
- How powerful it can be to combine social policy data and health data for understanding policy issues
- Brownell will teach 2 or 3 alternative sections on research using the social databases for those interested.

There will be weekly reading assignments requiring approximately 2-3 hours to prepare for class discussion. There will also be a term paper in which the student will be expected to analyze "simulated" computer files.

Computer Workshops: Workshops focusing on an important statistical analysis computer application—SAS—will also be offered. SAS stands for statistical analysis software; it is used by the researchers and programmers at MCHP to analyze the Manitoba Health Research Data Base. The SAS Workshops provide an overview of basic SAS techniques.

The workshop is broken down into five half-day sessions (or two full day sessions, held on a Saturday) and registered students are strongly encouraged to complete the workshops ASAP.

The SAS course covers the following material:

- Basic introduction to the SAS interface and programming syntax
- Use of basic statistical procedures and working through the SAS documentation
- Reading raw or external data sources
- Combining data through set and merge
- Array processing
- First/Last processing

This is a SAS programming and data usage course.

A copy of the SAS workshop handout can be found on the web.

http://rha.cpe.umanitoba.ca/intro_sas/Complete_Handout_final_june2010.pdf

2. Course Materials:

Copies of the syllabus will be distributed in class. Copies of the Centre's supplements will also be distributed in class. Required readings will be distributed.

3. Requirements for Registered Students:

Weekly readings to permit timely class participation. Registered students are expected to develop questions related to the readings or general topic areas (4 or 5 questions on one page) to be handed in to the instructor at the beginning of each class. This will help ensure coverage of issues important to students.

Two critical review papers of approximately five pages each. Papers should provide a review and synthesis of the issues raised in the readings for a particular week and discuss both issues pertaining to use of administrative data and substantive issues. How do these articles illustrate the strengths and weaknesses of using administrative data? What do the articles substantively say about how the population uses/accesses/benefits from health care? What are the health care systems issues raised? All readings should be covered in these papers. Paper topics will be chosen during the first or second week of class in consultation with the instructors. Papers will be due at the beginning of the class in which the topic is covered.

A computer exercise to demonstrate familiarity with SAS. In order to do the computer exercise and research paper, students will be required to learn SAS. Think of SAS as a tool rather than an end in itself.

A research paper is due the last week of the term on a relevant topic of the student's choice. It is to be developed by conducting relevant analyses and interpretation of results using simulated Manitoba Health administrative data, which will be distributed on disk. The real purpose of this paper is to enable you to learn how to use data to answer research questions.

Possible paper topics include, but are not limited to:

- Comparison of hospital use across age groups;
- Differences in physician contact rates across Manitoba children;
- Characteristics of long stay cases;
- Antidepressant Use in Manitoba;
- Description of hospital case mix across regions;
- Comparison of hospitalizations for individuals receiving care in their region of residence versus those receiving care outside that region;
- Individual and area-level factors associated with who visits physicians for what
- Others that you may define.

First choice of a paper topic should be made in consultation with the instructor. The research papers should be drafted as an article, ready for submission to a journal. Include a pertinent literature review (brief), statement of research questions(s), methods section, results (with maximum of 10 well chosen tables) and conclusions. If a draft document is turned in 2 weeks before the due date, constructive suggestions will be made, providing an opportunity to do revisions. Papers will be due on the last class. The simulated Manitoba Health data disks must be returned at that time.

4. Grading:

Class participation and question development	10%
2 critical review papers (10 points each)	20%
Computer exercise	20%
Research paper	50%

A letter grade for the course will be assigned on the following scale:

A+ = 90-100	A = 80-89	B+ = 75-79	B = 70-74
C+ = 65-69	C = 60-64	D = 50-59	F < 50

Women and Public Policy

Prof. Jean Schroedel

Claremont Graduate University

1. Course Description

The purpose of this course is twofold: first, to broadly explore the extent to which gender matters within the public policy context; and second, to explore how implicit and explicit views about gender impact different policy issues. Because many students do not have a policy background, the first part of the course will provide an overview of the policy process. Then we will examine how gender ideology has impacted women's citizenship status in the United States. This is important because women's citizenship status forms a backdrop against which all policy matters are determined. The final part of the course will examine specific policy issues, some of which are clearly directed at women and others that are not explicitly gendered but that differentially impact women. While the focus of the seminar is on women as a class, we recognize that many other factors impact policy decisions and that women differ on many other dimensions (e.g., race, religion, ethnicity, sexual orientation, age, geography, class, political ideology etc.) Some of these factors will figure more prominently than others in our examination of specific policy areas.

2. Required Readings

The readings encompass a wide range of academic disciplines and methodological approaches, many of which will be new to the students. In order to understand the materials, it is essential that students devote a significant amount of time every week to the assigned readings. The readings will come from materials that will be made available online, and the following books:

M. Margaret Conway, David W. Ahern, and Gertrude A. Steuernagel. 2005. *Women and Public Policy: A Revolution in Progress* (3rd edition).

Michael Kraft and Scott Furlong. 2009. *Public Policy: Politics, Analysis, and Alternatives* (3rd edition).

Melody Rose. 2007. *Safe, Legal, and Unavailable? Abortion Politics in the United States*.

Cathy Marie Johnson, Georgia Duerst-Lahti, and Noelle Norton. 2007. *Creating Gender: The Sexual Politics of Welfare Policy*

3. Course Requirements

The format of the course will consist of lectures and student led discussions. Therefore, it is essential that you do the readings assigned for each class meeting in advance so that you can think critically about the issues being analyzed. Each class meeting will provide

you with an opportunity to ask questions, engage in debate, and develop your thoughts so please come prepared. Students should come prepared to consider the full range of policy positions, even those which you are predisposed to oppose. All views are welcome in the class, subject to the rule that we will treat each other with respect.

Each week, three students will be expected to lead a classroom discussion for the final hour of the meeting. The students should work as a team in preparing for the class discussion, although each will play a specific role that day. One person will take the role of facilitator, who is responsible for raising discussion questions and making connections between the themes raised by the week's readings and the rest of the course. The second person will play the role of devil's advocate, identifying specific passages that the class should be directed to discuss. The devil's advocate also should come prepared to make arguments against the authors. The third person is responsible for summarizing the discussion at the end of class and writing up a 2 page synopsis that will be handed in at the beginning of the next class session.

Grading will be as follows:

Students will turn in a 1 page sheet listing the topics they will cover in their policy briefs and literature review. They can earn up to 5 points of extra credit for having the beginning of a bibliography for each of these topics.

There will be an in-class quiz covering material from the first third of the semester. It is worth up to 10 points.

There will be a longer in-class quiz covering material from the final two thirds of the semester. It is worth up to 20 points.

Students will write two policy briefs; each will have a length of 1,500-2,000 words. One will be an "objective" brief and the other will be an "advocacy" brief. Each brief is worth up to 15 points. Students must choose one social policy and one economic or health policy for their briefs.

Students will write 10 pages long critical literature reviews on research in policy areas of relevance to women. The literature reviews are worth up to 30 points. Students are encouraged to write literature reviews on one of the areas chosen for their policy briefs. Finally, students can earn up to 10 points based on their contributions to classroom discussions, including those they choose to lead.

4. Class Schedule and Reading Guide

Section I: The Study of Public Policy

1. Introduction

Conway, Ahern and Steuernagel, chapter 1.

Kraft and Furlong, Chapter 1.

2. The Rationale for Government Involvement

Deborah Stone. 2002. *Policy Paradox: The Art of Political Decision Making* (revised edition), Chapter 1.

Kraft and Furlong, Chapters 2 and 3.

Virginia Sapiro. 1986. "The Gender Basis of American Social Policy." *Political Science Quarterly* 101(2): 221-238.

3. Approaches to Studying Public Policy and Writing a Policy Brief.

Kraft and Furlong, Chapters 4-6.

Mary Hawkesworth. 1994. "Policy Studies Within a Feminist Framework." *Policy Sciences* 27(2/3): 97-118.

Section II: Citizenship Status and Public Policy

4. Gender Ideology and Women's Citizenship Rights in the United States.

Possibly show *Iron Jawed Angels* (125 minute film on women's suffrage).

Linda Kerber. 1987. "The Republican Mother." In Linda Kerber and Jane De Hart-Mathews, *Women's America: Refocusing on the Past*, 2nd ed.

Rogers Smith. 1989. "'One United People': Second-Class Female Citizenship and the American Quest for Community." *Yale Journal of Law & Humanities* 1(2): 229-293.

***Students will turn in a 1 page sheet listing the topics that they would like to write about in their policy briefs and literature review.

5. The Implications of Differential Citizenship Status for Women.

Anne Schneider and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87(2): 334-47.

Rita Mae Kelly and Georgia Duerst-Lahti. 1995. "The Study of Gender Power and its Link to Governance and Leadership." In *Gender Power, Leadership, and Governance*.

Melody Rose. 2007. "Republican Motherhood Redux? Women as Contingent Citizens in 21st Century America." *Journal of Women, Politics & Policy*, 29(1): 5-30.

Conway, Ahern and Steuernal, chapter 7.

6. Writing a lit review and in-class quiz.

Section III: Social Policies

7. Welfare Policy

Kraft and Furlong, Chapter 9.

Johnson, Duerst-Lahti and Norton, Chapters 4-9.

8. Criminal Justice

Conway, Ahern and Steuernal, chapter 9.

Diane M. Purvin. 2007. "At the Crossroads and in the Crosshairs: Social Welfare Policy and Low-income Women's Vulnerability to Domestic Violence." *Social Problems* 54(2): 188-210.

S. Laurel Weldon. 2006. "Women's Movements, Identity Politics, and Policy Impacts: A Study of Policies on Violence Against Women in the 50 United States." *Political Research Quarterly* 59(1): 111-122.

9. Reproductive Issues

Conway, Ahern and Steuernal, chapter 4.

Rose, Chapters 1- 6.

Section IV Economic and Health Policies

10. Health Policy

Conway, Ahern and Steuernal, chapter 3.

Kraft and Furlong, Chapter 8.

Shahla Mehdizadeh. 2002. "Health and Long-Term Care Use Trajectories of Older Disabled Women." *The Gerontologist* 42(3): 304-313.

Kenneth Meier and Deborah McFarlane. 1995. "Statutory Coherence and Policy Implementation: The Case of Family Planning." *Journal of Public Policy* 15(3): 281-298.

Deanne Hilfinger Messias, Eun-Ok Im, Aroha Page, Hanna Regev, Judith Spiers, Laurie Yoder and Afaf Ibrahim Meleis. 1997. "Defining and Redefining Work: Implications for Women's Health." *Gender and Society* 11(3): 296-323.

11. Employment Issues

Conway, Ahern and Steuernal, chapter 5.

Kim Blankenship. 1993. "Bringing Gender and Race in: U.S. Employment Discrimination Policy." *Gender and Society* 7(2): 204-226.

Elizabeth H. Gorman. 2005. "Gender Stereotypes, Same-Gender preferences, and Organizational Variation in the Hiring of Women: Evidence from Law Firms." *American Sociological Review* 70: 702-728.

Will Miller, Brinck Kerr and Margaret Reid. 1999. "A National Study of Gender-Based Occupational Segregation in Municipal Bureaucracies: Persistence of Glass Walls?" *Public Administration Review* 59(3): 218-230.

Vicki Lens. 2003. "Reading between the Lines: Analyzing the Supreme Court's Views on Gender Discrimination in Employment, 1971-1982." *The Social Science Review* 77(1): 25-50.

12. Women and Economic Equity
Conway, Ahern and Steuernal, chapter 6.

Patricia Strach. 2007. *All in the Family: The Private Roots of American Public Policy*, chapter 5.

Steven H. Sandell and Howard M. Iams. 1997. "Reducing Women's Poverty by Shifting Social Security Benefits from Retired Couples to Widows." *Journal of Policy Analysis and Management*. 16(2): 279-297.

13. In class quiz on Sections II and III.

14. Wrap up and turn in literature reviews.