Summer 6-1-2006

PSC 468.01: Public Policy Cycle

Jonathan Tompkins
The University Of Montana, jonathan.tompkins@umontana.edu

Follow this and additional works at: https://scholarworks.umt.edu/syllabi
Let us know how access to this document benefits you.

Recommended Citation

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
Political Science 468  
The Public Policy Cycle  
Summer 2006

Professor Tompkins  
E-Mail: jonathan.tompkins@umontana.edu  
Tel: 243-5202  
Office: LA 350.  
Hours: Right after class

Course Description

Using forest management policy as the focus of analysis, this course provides an opportunity for students to explore the entire public policy cycle. This cycle includes how a problem reaches the public agenda, how alternative solutions are developed, how one or more of these alternatives is enacted into law, how the law is implemented by a specific executive agency, and how the policy is subsequently evaluated for possible modifications.

By focusing narrowly on forest management policy, this course allows students to witness the twists and turns of politics as policy is formulated by the legislative branch, implemented by the executive branch, and reviewed by the judicial branch.

Students needing a General Education writing course may register for PSC 300, a one-credit co-requisite. Political Science majors needing to satisfy the upper division writing expectation of their major may register for PSC 400, also a one credit co-requisite.

Course Objectives

1. To develop a broad understanding of the cyclical process by which policy is made, implemented, and changed.
2. To develop a basic understanding of one key area of public policy, i.e., forest management policy.
3. To improve our writing, analytical, and conceptual skills.

Required Texts

None. We will use a packet of readings.

Course Requirements

Students are required to complete all reading assignments, be prepared to discuss them in class (20 points), complete four writing assignments (20 points each), and resubmit the writing assignments as a polished term paper (100 points).

A = 186 - 200  
A- = 180-185  
B+ = 174-179  
B = 166-173  
B- = 160-165  
C+ = 154-159  
C = 146-153  
C- = 140-145
Graduate students are required to write a 10-12 page analysis on one of the topics identified in the hand-out entitled “Controversies Relating to Forest Management.” Review the issues at the heart of the controversy and offer your own perspective.

Reading and Writing Assignments

Tues.-Wed., June 27-28  Conceptual Analysis, Public Policy and the Policy Cycle
3) Key Provisions of the NFMA.
4) Timeline of Events Relating to the NFMA.

Consider: 1) What do we mean by policy? 2) What basic types of policy are there? 3) Which type of policy does forest management policy represent? 4) What are the basic stages in the policy cycle? 5) In what sense is it really a cycle? 6) What are the key provisions of the NFMA of 1976?

**Introduction to term paper due on Monday**

Thursday, June 29  Policy Background: The Tragedy of the Commons
1. Tompkins, Historical Overview of Forest Management.
6. Competing Values Handout

Consider: 1) What key themes emerge from the Historical Overview? 2) What is the significance of the repeated references to fraud? 3) What does Hardin mean by “commons”? 4) What is the “tragedy of the commons”? 5) What does this tell us about the role of government in a democracy? 6) Can government resolve social values? If so, how?

Monday, July 3  The Agenda-Setting Stage  **Introduction due today**

Consider: 1) Conceptually speaking, what is an agenda and what types of agendas are there? 2) What specific factors or conditions determine whether an issue reaches one or more of these agendas? 3) Which problems/issues should government address, and which not?

Tuesday, July 4  **Holiday**
Wednesday, July 5  
**Agenda Setting and the NFMA**

Consider: 1) What specific factors or conditions explain how the issue of forest management reached the systemic and institutional agendas in the mid-1970s? 2) What do we learn from Congressman Taylor about the impacts of the Monongahela decisions? 3) What primary conclusions did the members of the Bolle Committee reach?

Thursday, July 6  
**The Monongahela Decisions**

Consider: 1) How is the authority of an agency established? 2) Why did the Izaak Walton League pursue a judicial remedy rather than some other course of action to stop clear-cutting? 3) What were the specific legal arguments advanced by the plaintiffs and defendants in these cases?

**Section 1 of paper due Monday**

Monday, July 10  
**The Policy Formulation Stage**
1. Lester and Stewart, “Policy Formulation,” Public Policy, 87-96. 
2. S. 2926 (The Randolph bill) 
3. S. 3091 (The Humphrey bill) 
4. Testimony of James Moorman, Counsel, Sierra Club Legal Defense Fund, on the Randolph bill. 

Consider: 1) Where do policy ideas/alternatives originate? 2) Does the comprehensive-rational model or the incremental model best describe how policy is formulated? 3) What factors explain which alternative, if any, is adopted? 4) What do we learn from James Moorman about the origins of the Randolph bill? 5) In what respects did these two bills differ?

Tues.-Wed., July 11-12  
**Content Analysis of Congressional Testimony**
1. Various testimony presented during joint hearings before the Senate Subcommittee on Environment, Soil Conservation and Forestry (Committee on Agriculture and Forestry) and the Senate Subcommittee on the Environment and Land Resources (Committee on Interior and Insular Affairs), March 15, 16, and 22, 1976. 

Consider: 1) What basic arguments were made for or against passage of each of these bills? 2) Which groups seemed to be making which arguments? 3) What can the testimony tell us about why the Humphrey bill was preferred over the Randolph bill?

**Section #2 of Paper Due Monday**
Thursday, July 13  **The Policy Implementation Stage**
2. USDA Forest Service Website: Meet the Forest Service.
3. Administrative Procedures Act, United States Code (USC) Title 5, Chapter 5 (5USC 533).

Consider: 1) Where do we find the Forest Service in the executive bureaucracy? How is the Forest Service organized? Is it centralized or decentralized? 2) How did the Forest Service originate, and what is its source of authority? 3) What is the purpose and/or significance of the U. S. Administrative Procedure Act of 1946?

Monday, July 17  **Administrative Rules Governing Forest Planning**
2. Section 6 of NFMA (reread from Lesson 1)

Consider: 1) Which passages in the law correspond with which passages in the rules? 2. What are the primary steps or requirements in the planning process? 3) How do laws such as NEPA constrain policy implementation?

Tuesday, July 18  **Administrative Rules Governing Public Participation**

Consider: 1) How can interested parties challenge forest management decisions? 2) What does this tell us about why planning is so slow and policy implementation so difficult?

Wednesday, July 19  **No Class**  (Finish tomorrow’s reading assignments)

Thursday, July 20  **The Process Predicament**
2. Administrative Procedures Act, Chapter 7 – Judicial Review.
3. Case Study on Lolo Forest Post-Burn Project

Consider: What are the main reasons that the planning process is so slow and policy implementation so difficult?

** Section #3 of term paper due Monday**

Monday, July 24  **The Policy Evaluation and Change Stage**
Consider: What does this article reveal about the causes or sources of policy change?

**Tuesday, July 25**

**The Policy Evaluation and Change Stage**


Consider: What does this article reveal about the causes or sources of policy change?

**Wednesday, July 26**  
**Pick up Section #3, Submit Section #4**

**Thursday, July 27**  
**Pick up Section #4, Submit Final Paper by Noon Monday**

**Guidelines for Writing the Term Paper**

**Title:** The Public Policy Cycle and the National Forest Management Act of 1976

**Paper Outline:**

- Introduction
- Agenda Setting
- Policy Formulation
- Policy Implementation
- Policy Evaluation and Change
- Conclusion

**The Body:** Each section should 1) provide a conceptual definition of the stage under analysis; 2) introduce the key analytical question that “begs” to be addressed at this stage; and 3) provide the necessary analysis to address that question.

**Key Analytical Questions:**

**Agenda Setting:** What factors explain why and how forest management policy reached the systemic and institutional agendas in the 1970s?

**Policy Formulation:** What factors explain why the Humphrey bill was preferred over the Randolph bill?

**Policy Implementation:** How was the general intent of the NFMA translated into specific rules for purposes of implementation, and what factors explain the difficulties faced by the Forest Service in implementing the law?

**Policy Evaluation and Change:** What factors explain how and why policy continues to change?