

## Fall 2009 Classes

### Architecture (ARCH)

**ARCH 407/507 Seminar Post-Occupant Evaluation**, 3 credits, CRNs (407) 16981, **(507) 16982**: Thursdays, 1600-1850; 254 Lawrence, instructor Mark Gillem

**ARCH 606 studio Sustainable Suburbs**, 6 credits, tba, instructor Nico Larco. This studio will focus on sustainable urban design strategies for a suburban area of Gresham, Oregon. Students will work in cross-disciplinary teams that will include architect, landscape architects, and planners. While graphic and design skills will be helpful, they are not required for you to take the studio.

### Arts and Administration (AAD)

**AAD 462/562 Cultural Policy in Art**, 4 credits, CRNs (462) 10549, **(562) 10555**, Mondays, 14-1650, 249 Lawrence, instructor Patricia Dewey. Examines the impact of cultural policies and institutions on opportunities of the artistic community, on what art forms are made accessible, and on the general aesthetic welfare of the public.

### Conflict and Dispute Resolution (CRES)

**CRES 610 Conflict Management in Organizations**, 4 credits, CRN 11967, Monday/Wednesdays, 1400-1550, 281 Knight Law School, instructor Tom Hicks. This course will examine the nature and causes of conflict in the organizational/workplace setting and approaches to effective conflict management and resolution.

### Economics (EC)

**EC 530 Urban & Regional Economics**, 4 credits, CRN 16244, Tuesday/Thursdays, 800-920, 125 McKenzie, instructor W. Whitelaw. Location theory, urbanization and metropolitan growth; regional analysis; intraurban rent, location and land use, size distribution of urban areas; welfare economics; political economy, and urban problems.

### Educational Leadership (EDLD)

**EDLD 610 Multiple Regression in Educational Research**, 4 credits, CRN 12224, Tuesdays, 1600-1950, 275 Lillis, instructor Keith Zvoch. This course is an intermediate-level inferential statistics course that covers the theoretical rationale for and practical application of multiple regression (MR) techniques in social science research.

**EDLD 683 State and Local Policy**, 4 credits, CRN 12234, Saturdays (10/3, 10/17 and 12/5), 900-1550, 146 HEDCO Education Building, instructor David Conley. Analysis of the social, economic, political, and technological forces that shape educational policy at the national, state, and local levels.

### Geography (GEOG)

**GEOG 410/510 Immigration and Place**, 4 credits, CRNs (410) 16787, **(510) 16788**, Tuesday/Thursdays, 1200-1320, 142 HED, instructor Susan Hardwick. This class is designed to provide advanced undergraduate students and graduate students with both a theoretical and empirical understanding of immigration patterns, processes, and issues in the North American context.

**GEOG 416/516 Introduction to Geographic Information Systems (GIS)**, 4 credits, CRNs (416) 12700+lab, **(516) 12709 and lab 12710 or 12711**, Monday/Wednesday lecture, 9-9:50, 225 Chiles, and lab Mondays, 10-11:50, or Wednesdays, 10-11:50, 442 McKenzie; instructor N. Kohler. Covers such fundamental topics as data sources, input, manipulation, analysis, output, and product generation. Special fee.

**GEOG 433/533 Fire and Natural Disturbances**, 4 credits, CRNs (433) 16660, **(533) 16661**, Monday/Wednesdays, 1000-1120, 127 Chiles, instructor D. Gavin. Wildfire and other landscape disturbance processes, historical and current patterns of fire, use and management of fire. Offered alternate years.

### **International Studies (INTL)**

**INTL 422/522 Aid to Developing Countries**, 4 credits, CRNs (422) 16710, **(522) 16711**, Tuesday/Thursdays, 1400-1520, 105 Esslinger, instructor Anita Weiss. Examines the history and current dynamics of international bilateral and multilateral development assistance, the possibilities and constraints of aid, and other related issues.

### **Philosophy (PHIL)**

**PHIL 410/510 Climate Ethics and Law**, 4 credits, CRNs (410) 16848, **(510) 16849**, Monday/Wednesdays, 1400-1550, 248 Gerlinger, instructor Dale Jamieson. Climate change is typically viewed as presenting a series of scientific and technological problems, but the challenge it poses to our moral concepts, our legal systems, and political institutions is every bit as profound. This seminar will begin with a discussion of the history and science of the climate change issue, then move on to consider why the problem is so difficult to solve. We will discuss economic, legal, moral, and political approaches to addressing climate change, and conclude with a discussion of some proposed climate change policies.

### **Political Science (PS)**

**PS 625 Public Policy**, 5 credits, CRN 15929, Tuesdays, 1400-1650, 905 PLC, instructor Dan Tichenor. This seminar focuses on policymaking in American political development. At the start of the term, we will examine a number of theories, concepts, and methodologies that social scientists have found useful to investigate the policy process. For the rest of the term, we will focus our attention on the interplay of politics and policy *over time* in the United States, highlighting scholarship that links political and historical analysis in ways that enrich our understanding of policy processes and outcomes.

# Sustainable Suburbs STUDIO

Suburbs are the fastest growing areas of this country. Most construction, a majority of population, and a majority of jobs currently exist in the suburbs. While some changes have occurred since William Levitt first broke ground in Levittown in the late 1940's, the pattern of suburban development has remained surprisingly constant in the last 60 years with enclaved, auto-oriented, and detached development being the norm. At the same time, sustainability concerns are at an all time high. Global warming continues to affect climates around the world, household consumption of energy continues to rise, and last year we reached record oil prices.

If we are to deal with sustainability concerns, we must directly deal with the way that suburbs are developed in this country. This studio will focus on sustainable urban design strategies for a suburban area of Gresham, Oregon. Students will work in cross-disciplinary teams that will include architect, landscape architects, and planners. While graphic and design skills will be helpful, they are not required for you to take the studio.

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Class times and credits are variable and will be decided after meeting with the professor.

(Architecture studios typically meet M/W/F from 1:00-5:00 for 6 credits. While the hope is to have PPPM students take on as much of this schedule as possible, I am open to talking to interested students to find a subset of times/credits that works with your schedule.)

This studio is part of the 2009-2010 School of Architecture and Allied Arts' "Sustainable Cities Year" that is being launched through the Sustainable Cities Initiative (SCI). SCI represents a multidisciplinary research, policy and teaching effort to comprehensively address a range of issues related to urban environmental, economic and social health, including but not limited to: urban design, housing, ecosystem services, governance, stormwater management, transit, and ecological habitat. Each year, SCI will identify a different partner city. For 2009-2010, SCI will be working with Gresham, Oregon.

If you are interested in this studio, please contact Prof. Nico Larco ([nlarco@uoregon.edu](mailto:nlarco@uoregon.edu)) to set up a meeting.

Masters Program in Conflict and Dispute Resolution  
University of Oregon  
School of Law

## Conflict Management in Organizations Syllabus

CRES 610  
CRN 11545 (Fall 2009: CRN 11967): MW, 1400-1550 281 Knight Law School

Fall term, 2008

Mondays and Wednesdays, Sept. 29 to Dec. 3, 11:30 a.m. to 1:20 p.m.  
Knight Law room 281

Instructor: Tim Hicks  
Office: Knight Law room 330B      Office hours: By appointment  
Phone: 346-1604  
Email: [timhicks@uoregon.edu](mailto:timhicks@uoregon.edu)

### **Course Description**

This course will examine the nature and causes of conflict in the organizational/workplace setting and approaches to effective conflict management and resolution. We know that conflict will happen as we work together in organizations. How can it be used as an organizational resource to improve relationships and systems? We will look at the psychological and structural roots of conflict and how to more effectively manage and resolve problems at the structural and the interpersonal levels. We will address the distinctions between union and non-union work environments, large and small businesses, and old line and more entrepreneurial organizations. We will also study the legal context within which employment and workplace conflicts take place. Students will leave the course with a framework for understanding conflict in the workplace and how to manage it within the organizational environment. This is not a skills-based training course.

### **Course Methodology**

The course includes lectures, readings, research assignments, written assignments, informal class presentations, and class discussion.

## EDLD 610 Multiple Regression in Educational Research Fall 2008

4 Credits – CRN 11811/16428

University of Oregon – College of Education – Department of Educational Methodology, Policy, and Leadership

Meeting Days/Time: **Tuesdays 4:00-7:50 pm**

Location: 260 Condon Hall

<b>Instructor: Keith Zvoch, Ph.D.</b>	
<b>Phone:</b>	(541) 346-1401
<b>Fax:</b>	(541) 346-5174
<b>e-mail:</b>	<a href="mailto:kzvoch@uoregon.edu">kzvoch@uoregon.edu</a>
<b>Web:</b>	<a href="http://www.uoregon.edu/~kzvoch">http://www.uoregon.edu/~kzvoch</a>
<b>Address:</b>	102-C Education 5267 University of Oregon Eugene, OR 97403-5267
<b>Office Hours:</b>	M 3:00-5:00 or by appointment

### DESCRIPTION

EDLD 610 Multiple Regression in Educational Research is an intermediate-level inferential statistics course that covers the theoretical rationale for and practical application of multiple regression (MR) techniques in social science research. The course addresses the conceptual and mathematical foundations of MR through a laboratory and project-based curriculum in order to provide for an in-depth examination of the essential elements associated with conducting and interpreting MR analyses.

### OBJECTIVES

The goal of the course is to familiarize students with the proper application and interpretation of MR. Students will develop a conceptual base for the design of MR studies, correctly employ MR analytic techniques, and interpret analytic results with respect to particular research design and data limitations. By the end of the course, students should be able to demonstrate an understanding of MR concepts, utilize statistical software to conduct MR analyses, produce written reports on MR analyses, and be able to evaluate research articles that have employed MR techniques.

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## EDLD 683—STATE AND LOCAL POLICY

CRN# 11819/16435– 4 credits

Fall 2008

David T. Conley, Ph.D.  
Professor, University of Oregon  
Educational Leadership Department  
Center for Educational Policy Research  
720 E. 13<sup>th</sup> Ave., Suite 202  
541-346-6155  
Fax: 541-346-6154  
conley@uoregon.edu

Terri H. Ward, Ph.D.  
Senior Research Associate  
Center for Educational Policy Research  
720 E. 13<sup>th</sup> Ave., Suite 102  
541-346-6156  
541-346-6154  
terri@uoregon.edu

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### COURSE MEETING TIMES/LOCATIONS

(as listed in the UO Course Schedule Online)

Saturday, October 4, 8–4	EDLD Conference Room 115
Friday, November 14, 8–6	OSBA Conference, Portland Marriott Downtown Waterfront Hotel, Portland, OR
Saturday, November 15, 8–6	OSBA Conference
Sunday, November 16, 8–12	OSBA Conference
Saturday, December 6, 8–4	Hilton Eugene & Conference Center (Wilder Room)

Attendance at the OSBA Conference is a mandatory component of the course. Cost of registration is covered. Students are responsible for their travel to and from the conference, lodging, meals, and all other expenses during the conference. For more information on the OSBA Conference please visit the website: <http://www.osba.org/leadrshp/ac/>.

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### COURSE GOALS

You will:

1. Gain greater familiarity with the policy development process, particularly at the state level
2. Understand better the values and mechanisms that underlie the policy process in a federal democratic system like the United States
3. Consider the new role of the state in policy formulation and implementation and the implications for local school districts and school buildings
4. Become familiar with at least one specific example of the education policy process derived from the instructor's experience developing policy at the state and national levels
5. Develop your own skills as a policy analyst by considering the implications of policies for your district and school
6. Enhance your skills at accessing the policy process

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## COURSE REQUIREMENTS

Students may choose between two levels of course requirements: Graded and Pass/No Pass. Graded students must complete all requirements listed below. Non-Graded students are not required to complete #7, and are only required to read one text, *Policy Studies for Educational Leaders*. Please make your choice based on a realistic assessment of the time and effort you are prepared to devote to the course.

1. Attend all class sessions. We understand the complexities of working full-time, attending to family and personal responsibilities, and taking a course on weekends. However, when a class meets only three times, any absence is significant. If you must miss any time (e.g., arrive late, leave early, miss due to illness), the attendance points for the course will be reduced commensurate with time missed. If you miss one class, you lose 50 points, half a class, 25 points, and so on. If you arrive more than 15 minutes late for any class, points are deducted. We strongly encourage you not to miss class for job-related reasons. Hopefully, your employer will understand the importance of this class to your continuing professional and career development.
2. Read the course text and other materials as assigned. This means you should come to the class prepared to discuss the assigned readings. We will employ our subjective assessment of your preparation if your final grade is borderline.
3. Participate thoughtfully and constructively in discussions and small group work. The thoughtful consideration of policy requires avoidance of off-topic conversations, advocacy statements, clichés, "war stories," and poorly reasoned assertions. High-quality participation stimulates all group members to think, reconsider their assumptions, understand the text or lecture better, and learn from the experiences and examples presented. Please do not take offense if we point out to you that you should abide by these standards during a small group conversation.
4. Write a reaction paper after the OSBA conference as directed.
5. Analyze in writing a state policy as directed, and complete associated incremental assignments as listed in the syllabus.
6. Demonstrate knowledge of key terms and concepts through written assignments.
7. If taking the graded course option: Read the additional two course texts (listed under Readings) and complete the related assignment.

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## GRADING

Requirements will be scored in the following fashion:

Requirement:	How determined:	Points possible:
Attendance, participation	You lose 50 points if absent for a day, 25 points if you arrive late, leave early, or otherwise miss significant portions of a class.	100
Reading assignments, definition of terms (25 points each)	These cannot be submitted late.	75
OSBA reaction paper	Scored via scoring guide	50
State policy analysis with incremental assignments	Scored via scoring guide	75
Assignment for Students taking course for a grade	TBA first class	100
<i>Policy analysis (Instructor permission only as a make-up under extraordinary circumstances)</i>		40

Grades will be determined using the following method:

- A            360-400 points of 400 points
- B            320-359 points of 400 points
- C            Less than 320 of 400 points (a grade of C is not passing for credit towards a degree)
- Pass        240 points or better of 300 points (for Pass/No Pass grading option)

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## ASSIGNMENTS

- A. Definition of terms assignment: T&C #1 due October 20<sup>th</sup> (electronic submission), T&C #2 due November 14<sup>th</sup> (electronic submission), and T&C #3 due December 6<sup>th</sup> (electronic submission).**

**Note: You will find the terms and concepts you need to define on Blackboard under assignments. The terms and concepts are listed by chapter.**

Please read each chapter in *PSEL* as directed in the schedule that follows below and submit electronically or bring to class meetings on the date listed for each chapter the definitions of key concepts and terms from the chapter. All terms must be submitted on computer-generated output in clearly legible format.

This is a *comprehension* activity to ensure you know these key concepts and terms well. You need not write long answers. We will use these assignments as the starting point for class discussions of the chapters. **These assignments cannot be submitted late.**

Each quarter we teach this class, we find some students objecting to this assignment. Why, they argue, should we be expected to repeat information contained in the text? Shouldn't we be developing higher-order thinking skills in a graduate course and not be subjected to such "busy work"? The answer is that we ask you to do this so that you master specific terminology and concepts that then serve as the basis or framework for the critical reasoning and analysis that the course develops primarily. We attempt to draw upon the terms and concepts in lectures and discussion as well. We also find that this assignment helps some students concentrate more on the readings when faced with competing demands for their time. Interestingly, we hear consistently from students that they still use the terms they learned and even refer to their definition sheets on occasion years after the course.

**B. OSBA reaction paper: due no later than Monday, November 24, 2008.**

Write a short (approximately 7 page) paper based on your experiences at the OSBA convention. Include in the paper the following for each session you attend:

1. Description of session attended
2. At least one major policy issue addressed by session
3. Ways in which the session illustrates points from text or lectures (specifically cite the parts of the text that are illustrated)
4. Lessons about policy you learned from session
5. Summary section that integrates principles from text and lectures with what you heard and experienced during your participation at the convention

**Scoring criteria for OSBA reaction paper:**

Distinguished (50 points)	<ul style="list-style-type: none"> <li>✓ All sessions described in detail</li> <li>✓ Sessions selected are highly appropriate for purposes of assignment</li> <li>✓ Major policy issue(s) clearly identified</li> <li>✓ Clear identification of multiple points from text and lectures that sessions illustrate</li> <li>✓ Lessons learned are consistent with course purposes and goals</li> <li>✓ Summary shows insight into and clarity about policy dynamics, and policy development and implementation process</li> <li>✓ Paper is written clearly and concisely, in an engaging fashion, with no significant grammatical errors</li> </ul>
Pass (40 points)	<ul style="list-style-type: none"> <li>✓ Multiple sessions described</li> <li>✓ Sessions selected are generally appropriate for purposes of assignment</li> <li>✓ Policy issues identified</li> <li>✓ Linkages between sessions and points from text and lectures</li> <li>✓ Lessons learned are generally consistent with course purposes and goals</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Summary shows understanding of policy dynamics, and policy development and implementation process</li> <li>✓ Paper is written clearly; grammatical errors do not detract from meaning significantly</li> </ul>
Redo (0 points until resubmitted)	<ul style="list-style-type: none"> <li>✓ Too few sessions described</li> <li>✓ Session(s) not appropriate for purposes of assignment</li> <li>✓ Major policy issues not identified</li> <li>✓ Inconsistent linkage between sessions and points from text and lectures</li> <li>✓ Lessons learned are not consistent with course purposes and goals</li> <li>✓ Summary fails to show understanding of policy dynamics, and policy development and implementation process</li> <li>✓ Paper is difficult to follow; grammatical errors detract from meaning and are distracting</li> </ul>

**C. State policy analysis paper: Final draft due no later than Monday, December 8, 2008**

Analyze the state-level policy issue you are provided by applying principles from the text and lecture to the policy. We will provide specific guidelines for paper content and structure that will help you with this assignment.

**Total length must not exceed 12 pages**, double-spaced, nor be less than 10 pages. Use twelve-point font and one-inch margins. The key is to be concise and to-the-point with a well-reasoned, well-supported argument. Simply submitting 12 pages of writing will not earn you many points on this assignment. This is *not* an assignment that can be done the week before it is due. Budget time for it. **Begin working on it by mid-October.**

In order to assist you with the successful completion of your paper, we have incorporated a number of incremental preparatory assignments into the course this term. These incremental assignments contribute to your final grade on the paper and are mandatory.

**Incremental Preparatory Assignments:**

1. **Due Monday, October 27<sup>th</sup>:** Submit electronically a list of 5–10 sources in APA format that you think might be useful to you in writing your paper, and on an additional piece of paper write a *short* paragraph about why the source might be useful. HINT: It would be a good idea to look for sources that meet the criteria outlined in the scoring rubric below). (You can start with the list of links on Blackboard located under *External Links*, but go beyond this list as necessary.)
2. **Due Monday, November 10<sup>th</sup> (5 points):** Submit electronically a list of 10–15 sources in APA format by adding to and revising your previous list. These should be references you think might be useful to you in writing your paper. On an additional piece of paper write a *short*

paragraph about why the additional source might be useful. HINT: It would be a good idea to look for sources that meet the criteria outlined in the scoring rubric below). (You can continue to use the list of links of Blackboard located under *External Links*, but go beyond this list as necessary.)

3. **Due November 16<sup>th</sup> (5 points):** Bring an outline of your paper to the OSBA class meeting in November, where we will discuss it briefly on Sunday morning. This outline should address the content areas included in the scoring rubric, and it should include where your sources fit within your plan for writing your paper.
4. **Due November 24<sup>th</sup> (5 points):** Electronically submit a draft of your paper.

### Scoring Guide

Distinguished	<ul style="list-style-type: none"> <li>✓ views policy as the result of a complex intermix of forces and values and represents this complexity in a cogent fashion</li> <li>✓ clearly identifies the values underlying the policy and suggests possible value conflicts and contradictions</li> <li>✓ show evidence of knowledge of key policy actors and their role in the policy's development and passage</li> <li>✓ contains a cogent narrative of the history of the policy, including evidence of consultation with one or more key policy player</li> <li>✓ presents a clear analysis of the policy's costs, including a reasonable cost-effectiveness analysis</li> <li>✓ analyzes roles of each level of government in terms of power and control</li> <li>✓ demonstrates insight into likely unintended effects, including benefits and consequences</li> <li>✓ integrates research on policy implementation into analysis of implementation challenges while also considering the specifics of the Oregon educational system</li> <li>✓ identifies comprehensive criteria for success of policy, which demonstrate integration of concepts from text and lectures</li> <li>✓ in general contains evidence of research on the origins, process, and effects of the policy from sources beyond text and lectures</li> </ul>
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Pass	<ul style="list-style-type: none"> <li>✓ views policy as a linear process, multidimensional process and represents the policy process via a linear explanation</li> <li>✓ identifies the values underlying the policy</li> <li>✓ contains a narrative of the history of the policy</li> <li>✓ show evidence of knowledge of policy actors related to policy's passage</li> <li>✓ attempts to determine policy's costs</li> <li>✓ explains role of each level of government in the policy's implementation and management</li> <li>✓ considers likely unintended consequences</li> <li>✓ describes implementation challenges in terms of specifics of Oregon educational system</li> <li>✓ identifies criteria for determining success of policy</li> <li>✓ relies almost entirely on text and lectures as basis for points made</li> </ul>
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Redo	<ul style="list-style-type: none"> <li>✓ does not offer a clear framework for understanding the policy or the process that affect its development and implementation</li> <li>✓ does not identify the values underlying the policy</li> <li>✓ does not contain a clear narrative of the history of the policy</li> <li>✓ shows little knowledge of policy players related to policy's passage</li> <li>✓ does not attempt to determine policy's costs</li> <li>✓ lacks explanation of role of each level of governance involved in policy</li> <li>✓ inadequately considers unintended consequences</li> <li>✓ inadequately describes implementation challenges</li> <li>✓ fails to identify success criteria or suggests criteria not related to likely success or failure of policy</li> <li>✓ relies minimally no text and lectures for points made and tends to make points based on personal opinion or advocacy</li> </ul>
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### D. Graded Option Assignment

Students taking the course for a grade will have an additional written requirement to fulfill. This requirement will be completed by reading the two additional course texts. Specifics of this requirement will be provided at the first class meeting.

### E. Incompletes

Incompletes are reserved for true emergencies. They are not available for people who are simply unable to complete the coursework in a timely fashion as listed in this syllabus. We have had very bad experiences granting Incompletes for this course. It is the student who suffers, often not submitting the materials necessary to remove the Incomplete, and eventually having to retake the course. Therefore, we will submit a final grade for all students based on the point total each has on the day grades are due to the university. If we do grant an Incomplete based on attendance, you will have to attend the classes you missed this year during next year's course to have the Incomplete removed.

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## READINGS

**Graded and non-graded students:** The primary text is *Policy Studies for Educational Leaders* by Frances C. Fowler. It is available in the UO Bookstore as well as in the Knight Library. You may be able to find used copies as well. This text can also be ordered from sources such as Amazon.com if you don't have easy access to the UO Bookstore.

**Graded students only:** Supplementary texts are *Who Governs Our Schools?* by David Conley, and *Who's In Charge Here?* by Noel Epstein, ed. These books are also available in the bookstore. Dr. Conley will return the meager royalties he makes on sales of his text to students in the class in the form of refreshments for the class.

**Reading Assignments:**

*Policy Studies for Educational Leaders (Graded and Non-Graded)*

*Who Governs Our Schools? (Graded Only)*

*Who's In Charge Here? (Graded Only)*

**Read by Monday, Oct. 20**

**(Bolded items to be read by all students, non-bolded to be read only by those taking the course on a graded basis)**

*PSEL: Define terms for these PSEL chapters and submit electronically*

**Chapter 1: Policy—What It Is and Where It Comes From** (*read carefully*)

**Chapter 2: Power and Education Policy**

**Chapter 3: The Economy and Demographics** (*scan for key points*)

**Chapter 4: The Political System and Political Culture** (*scan for key points; consider Oregon's political culture in terms of framework presented*)

**Chapter 5: Values and Ideology**

*Who Governs Our Schools?*

1. Sizing Up the Changing Landscape of Educational Governance
2. The Evolution of Educational Governance and the Federal Role
3. Power to the States: Why and How States are More Actively Shaping Education Policy

*Who's In Charge Here?*

1. Who Should Be in Charge of Our Schools?
2. Turning Points: A History of American School Governance

**Read by Friday, November 14**

*PSEL: Define terms for these PSEL chapters and bring to class*

**Chapter 6: The Major Education Policy Actors** (*consider who Oregon's key political actors are*)

**Chapter 7: Setting the Stage and Getting on It**

**Chapter 8: Getting the Words and the Money** (*focus on "Policy Formulation and Adoption in Administrative Agencies"*)

**Chapter 9: Looking at Policies** (*pay careful attention to this chapter*)

*Who Governs Our Schools?*

4. The Competing Forces Shaping Governance and Policy
5. Why Is It So Difficult to Implement State Policy at the School Level?
6. Aligning Policy Levers

*Who's In Charge Here?*

3. The Tenth Amendment and Other Paper Tigers: The Legal Boundaries of Educational Governance
4. Recovering from an Accident: Repairing Governance with Comparative Advantage
5. A Solution That Lost Its Problem: Centralized Policymaking and Classroom Gains

**Read by Saturday, December 6**

**PSEL: Define terms for these PSEL chapters and bring to class**

**Chapter 10: Policy Implementation (*pay careful attention to this chapter*)**

**Chapter 11: Policy Evaluation (*scan for key points*)**

**Chapter 12: Education Policy in the United States (*read "Retrospective on U.S. Policy" carefully*)**

*Who Governs Our Schools?*

7. Changes in Roles at the State Level
8. Changes in Roles at the District Level
9. Changes in Roles at the School Level
10. What Challenges and Possibilities Lie Ahead?

*Who's In Charge Here?*

6. Less than Meets the Eye: Standards, Testing, and Fear of Federal Control
7. A Teacher Supply Policy for Education: How to Meet the "Highly Qualified Teacher" Challenge
8. Multiple "Choice" Questions: The Road Ahead

**COLLEGE OF EDUCATION-REQUIRED INFORMATION**

**ACADEMIC MISCONDUCT POLICY**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or [stevensj@uoregon.edu](mailto:stevensj@uoregon.edu) or Surendra Subramani, Diversity Coordinator, at 346-1472 or [surendra@uoregon.edu](mailto:surendra@uoregon.edu).

Outside the College, you can contact:

UO Bias Response Team: 346-1139 or <http://bias.uoregon.edu/whatbrt.htm>

Conflict Resolution Services 346 -0617 or <http://studentlife.uoregon.edu/programs/crs/>

Affirmative Action and Equal Opportunity: 346-3123 or <http://aaeo.uoregon.edu/>

## **DIVERSITY**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the university community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **DOCUMENTED DISABILITY**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

## **EXPECTED CLASSROOM BEHAVIOR**

Classroom expectations include:

- ❑ Participating in class activities
- ❑ Respecting the diversity of cultures, opinions, viewpoints in the classroom
- ❑ Listening to fellow students, professors, and lecturers with respect
- ❑ Arriving on time, prepared for class
- ❑ Attending for the duration of class; not reading other materials, books, newspapers

Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

## **GRIEVANCE**

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If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

## **COURSE PREREQUISITES**

An intermediate course in statistics (e.g., SPSY 619) is required. Computer skills are necessary to conduct research efficiently and effectively. This course will use the SPSS for Windows statistical software package.

## **COURSE STRUCTURE**

EDLD 610 meets Tuesdays from 4:00–7:50 PM in Condon Hall 260. A. Class meetings will consist of lecture, discussion, and in-class activities.

## **REQUIRED MATERIALS**

### **Textbook:**

Pedhazur, E.J. (1997). *Multiple regression in behavioral research (3<sup>rd</sup> ed.)*. New York: Harcourt Brace

### **Supplements:**

Additional readings, handouts, and datasets will be posted on Blackboard or provided via e-mail.

## **GRADING POLICY**

All work submitted for the class must be legible, clearly organized, and proofread. Illegible work will not be graded, but can be resubmitted subject to the late penalty outlined below. For students who are unable to attend or arrive on time to a particular class, all work must be submitted directly to the instructor or by email **prior** to (i.e., before 4:00 PM) the start of class in which the assignment is due. The time stamp associated with the email containing the assignment(s) will be used to determine whether to apply the late penalty. Work submitted electronically should follow the following file naming convention (assignment label\_student name, e.g., homework1\_Jones) and also contain the student's name on the submitted document to avoid the resubmission penalty.

**Exam:** There will be a final examination at the end of the term. Exam topics will be derived from class lecture and material contained in the text. No "make-ups" will be given. Any instance of academic dishonesty will minimally result in a score of zero for the exam. The exam will contribute 25% to the final grade.

**Homework:** There will be four homework assignments during the term. Assignments are due on the day listed in the course schedule. Late homework will be penalized 10% per class period. Each student is responsible for submitting his/her own original work. Copied homework will result in a score of zero for all parties involved. Each homework assignment will contribute 10% to the final grade.

**Quarter Project:** Each student is required to complete a data analysis project. Projects are due on the day listed in the course schedule. Late work will be penalized 10% each day after the due date. Each student is responsible for submitting his/her own original work. Any instance of academic dishonesty (e.g., plagiarism) will minimally result in a score of zero for the assignment. The quarter project will contribute 25% to the final grade.

**Participation:** Each student is required to participate in each class meeting. Participation will contribute 10% to the final grade. Participation points will be lost for each missed class (except under the special circumstances noted below), for unexcused late arrivals/early departures, for disruptive, disrespectful, or intolerant language/behavior, for a lack of contribution to classroom lab work, and for the failure to follow any other behavioral expectation (see below). Disruptive, disrespectful, or intolerant language/behavior may also trigger more severe punitive consequences, including administrative referral and disenrollment from the class.

**Extra Credit:** In the interest of fairness and equity, there are **no** extra credit assignments or special arrangements available to make up for low performance on any graded course work. If you are struggling with the material, join a peer-based study group and/or make arrangements to see me right away.

**Grades:** Grades will be based on the following scale, although I retain the right to amend particular cutoffs for the students' benefit: A+ 97-100% A 92-96%, A- 88-91%; B+ 85-87%, B 80-84%, B- 77-79%; C+ 74-76%, C 69-73%, C- 66-68%; F < 66%.

The policy for grade challenges is as follows.

- 1) Grade challenges are not entertained until at least 24 hours have passed to allow time for a more dispassionate consideration of instructor feedback and associated score(s)
- 2) Grade challenges must be made in writing and based on argument of substantive or mathematical error, supported by evidence
- 3) Factors other than math or substance will not be taken into account (including a “need” to have a particular grade)
- 4) Grade challenges that trigger a review can result in the grade going either up or down

**Withdrawal:** The last day to withdraw from the class or change the grading option is **November 16**.

## **COURSE INCOMPLETES**

Incompletes are given only in rare and extreme situations that truly prevent the student from completing course work during the regular course schedule. My policy on incompletes is more restrictive than the general UO policy. Incompletes will **NOT** be awarded simply because you have not been able to finish course work. Incompletes will only be awarded when there is a documented medical or similar unforeseen emergency that prevents the student from completing course work.

## Tentative Course Calendar

<b>Date</b>	<b>Topics</b>	<b>Assignment</b>
September 30	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Design &amp; Analysis Overview</li> </ul>	Chapter 1
October 7	<ul style="list-style-type: none"> <li>• Correlation &amp; Simple Linear Regression</li> </ul>	Chapter 2 <b>Homework #1 is due</b>
October 14	<ul style="list-style-type: none"> <li>• Regression Diagnostics</li> </ul>	Chapter 3
October 21	<ul style="list-style-type: none"> <li>• Multiple Regression (MR) w/Continuous IVs</li> </ul>	Chapter 5 <b>Homework #2 is due</b>
October 28	<ul style="list-style-type: none"> <li>• Statistical Control</li> </ul>	Chapter 7
November 4	<ul style="list-style-type: none"> <li>• Issues in MR: Prediction and Explanation &amp; Analysis of Effects</li> </ul>	Chapters 8, 10 <b>Homework #3 is due</b>
November 11	<ul style="list-style-type: none"> <li>• Dummy, Effect, and Orthogonal Coding: Round 1</li> </ul>	Chapter 11
November 18	<ul style="list-style-type: none"> <li>• Dummy, Effect, and Orthogonal Coding: Round 2</li> </ul>	Chapter 11
November 25	<ul style="list-style-type: none"> <li>• MR w/Categorical IVs</li> </ul>	Chapter 12 <b>Homework #4 is due</b>
December 2	<ul style="list-style-type: none"> <li>• Mixed MR Designs</li> </ul>	Chapters 14, 15 <b>Quarter Project is due</b>
December 9	<ul style="list-style-type: none"> <li>• <b>Final Exam</b></li> </ul>	

### ATTENDANCE POLICY

Attendance and participation is required. If a class is missed, students are responsible for all lecture notes, assignments, handouts, and other materials missed during their absence. A missed class (or a late arrival to class) will not be considered a legitimate excuse for not being prepared for an exam or avoiding late penalties on assignments. Contact the instructor in case of illness or emergencies that preclude taking an exam, completing assignments as scheduled or attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If prior arrangements have not been made before class time, the absence will be unexcused and the student will be subject to the grading consequences outlined above. Special arrangements for students with travel or professional conflicts will be made on a case-by-case basis. To arrange special accommodation, students must contact the instructor two weeks in advance.

## **ACADEMIC MISCONDUCT POLICY**

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://www.uoregon.edu/~conduct/>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

## **CONFLICT RESOLUTION**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or [stevensj@uoregon.edu](mailto:stevensj@uoregon.edu) or Surendra Subramani, Diversity Coordinator, at 346-1472 or [surendra@uoregon.edu](mailto:surendra@uoregon.edu).

Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346 -0617 or <http://studentlife.uoregon.edu/programs/crs/>
- Affirmative Action and Equal Opportunity: 346-3123 or <http://aaeo.uoregon.edu/>

## **DIVERSITY**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

## **DOCUMENTED DISABILITY**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see <http://ds.uoregon.edu/>

## **EXPECTED CLASSROOM BEHAVIOR**

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices

Note. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

## **GRIEVANCE**

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If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

## Grading

Attendance, preparation prior to class by completing the assigned reading, and class participation are all essential elements of success in this course.

Course grade will be based on:

Class participation:	20%
Assignment 1B:	25%
Assignment 1C:	25%
Assignment 7A:	15%
Assignment 7B:	15%

Writing quality is part of grading evaluations. Students should not expect professors to be their grammar teachers. Students can expect professors to mark grammatical errors. It is the student's responsibility to understand or to learn about the mistakes that are noted and to make improvements accordingly. A reasonable graduate-level writing standard is taken to mean clearly articulated ideas arranged coherently with no more than a couple of (or perhaps a few) grammatical errors in a paper. If a paper is poorly written with many grammatical mistakes, students can expect to be required to re-write it. Noting problem grammar is not a comment on the student as a person.

If English is your second language, expectations and requirements will be adjusted but the goal of encouraging best writing practices remains the same.

Attendance is mandatory. If you incur more than **two excused** absences, your course grade will go down one full letter grade for every additional missed class. (An excused absence = a missed class due to illness, job interview, or family crisis about which you contact me *prior* to the class you cannot attend.)

Assignments are due at the beginning of the class period on the date due. Electronic submissions are permitted.

All written assignments should be submitted double-spaced.

## Policy on Academic Integrity

Students are expected to demonstrate high levels of academic integrity and professionalism. Plagiarism and other forms of academic dishonesty will be grounds for automatic failure in the course.

## Course Schedule

Sept. 29	1	Introduction, background, history, and context
Oct. 1	2	Causes of Conflict and responses to conflict
Oct. 6	3	ADR Processes
Oct. 8	4	Why the Growth in ADR approaches?
Oct. 13	5	The Union/Collective Bargaining Context – Marcus Widenor
Oct. 15	6	The Union/Collective Bargaining Context – Marcus Widenor
Oct. 20	7	The Legal Context – Judd Sneirson
Oct. 22	8	Conflict Management Systems and Systems Design
Oct. 27	9	Organizational Behavior – Jennifer Howard-Grenville
Oct. 29	10	<p>Role of the consultant.</p> <p>Mediation in cases of sexual harassment.</p> <p>Student presentations of web research results</p> <p><b>Assignment 3A and B due</b></p> <p><b>Assignment 7 due</b></p>
Nov. 3	11	The consultant in practice – Paul Godin
Nov. 5	12	The HR perspective – Mary Adams, Lane Transit District
Nov. 10	13	<p>Performance Reviews and Evaluations</p> <p>Barriers to use of ADR systems</p> <p>Gender issues</p> <p>Student presentations of web research results</p> <p><b>Assignment 5 due</b></p>
Nov. 12	14	Presentation by and dialogue with a practitioner – Margaret Wilson
Nov. 17	15	Communication and problem solving skills.

		<p>USPS REDRESS system</p> <p>Student presentations of web research results</p> <p><b>Assignments 2A, B, and C due</b></p>
Nov. 19	16	<p>Student organization assessment presentations</p> <p><b>Assignments 1B and 1C due</b></p>
Nov. 24	17	Student organization assessment presentations
Nov. 26	18	Student organization assessment presentations
Dec. 1	19	Student organization assessment presentations
Dec. 3	20	<p>Proponents, critics, and skeptics</p> <p><b>Assignment 4 due</b></p> <p><b>Assignment 6 due</b></p> <p>Wrap up, loose ends, to be determined</p>

## Assignments

	<b>Description</b>	<b>Date Assigned</b>	<b>Date Due</b>
1.	<p>A. Select a business (local or not) with which you can arrange an interview with the CEO and/or a manager and possibly others to discuss two things:</p> <ol style="list-style-type: none"> <li>a. What types of conflicts, communication problems, etc. tend to come up? (Are they internal or with external relationships? How frequent? How much of a drain on human or financial resources? Etc.)</li> <li>b. Do they have any formal, documented system for dealing with conflicts when they come up? If they do, what is its structure and elements? Is it formal or informal? How long has it been operational? Are there methods to evaluate its efficacy? Does it seem effective? On what basis? Is there any internal training? If so, what is it? If there is no system, how are conflicts typically handled? Of course, this will depend on the types of conflicts.</li> </ol> <p>Check list on Blackboard to reduce chances that you will call a business already called by another class member. <b>A list of businesses <u>not to call</u> will be posted on Blackboard.</b></p> <p>B. Prepare a presentation (20 minutes) of your results to the class. Your class presentation should include a description of the business or organization, number of employees, its organizational structure, and the results of your investigation, and your analysis of what you discovered and what you learned. Powerpoint not required but recommended. One way or another, you should give a clear picture of the business and your interview results to the class. <b>Be sure to sign up for a report time during classes 15-18.</b></p> <p>C. Submit a written report (10-15 pages double spaced plus any collateral materials you received from your interviewee) on your interview results. The content of written report should include:</p> <ol style="list-style-type: none"> <li>a. Business name (unless they wanted to be reported anonymously); interviewee name(s); interviewee(s) job title(s); date and time of interview(s); length of</li> </ol>	Sept. 29	Nov. 19

	<p>interview(s); location of interview(s);</p> <ul style="list-style-type: none"> <li>b. How resistant or willing was the interviewee?</li> <li>c. List of prepared questions. How much did the interview vary from planned course? What other questions did you ask?</li> <li>d. What was your experience of the interview? What worked and what didn't? What did you learn about interviewing?</li> <li>e. Substantive information from the interview.</li> <li>f. How satisfied was the interviewee with the company's status quo? What would (s)he like to change?</li> <li>g. Your analysis of the conflict management system and its efficacy, or, if there is no formal system, your analysis of the situation and any problems. <b>This is the most important part of your report.</b></li> <li>h. Include also any documentation you were given about their system (employee handbook, program description, educational material, etc.)</li> </ul>		
2.	<p>A. Read the five articles in reading packet on the US Postal Service REDRESS program (items 1-5). Be prepared to discuss.</p> <ul style="list-style-type: none"> <li>a. Transforming Workplace Culture Through Mediation</li> <li>b. Mediation's Impact on Formal Discrimination Complaint Filing</li> <li>c. Mediating Employment Disputes at the United States Postal Service</li> <li>d. Upstream Effects from Mediation of Workplace Disputes</li> <li>e. Highlights of Mediation at Work – Bingham and Pitts, Negotiation Journal April 2002</li> </ul> <p>B. Read the two articles by Mary Rowe in the reading packet (items 6 and 7) and be prepared to discuss in class.</p> <p>C. Read the article "When and Why to Use an External Mediator" (item 8) and be prepared to discuss in class.</p>	Sept. 29	Nov. 17
3.	<p>A. Read "Egalitarian Tall Tales" (item 12) and be prepared to discuss in class.</p> <p>B. Read "Mediation in Sexual Harassment Cases", "Careful Maneuvers: Mediating Sexual Harassment", and "Mediation in the Workplace: Two Case Studies" (items 9, 10, 11) and</p>	Sept. 29	Oct. 29

	be prepared to discuss in class.		
4.	Read “Research on Alternative Dispute Resolution Procedures” (item 13) and “Grievance Mediation: Does It Really Work?” (item 14) and be prepared to discuss in class.	Sept. 29	Dec. 3
5.	Read the three articles on gender issues (items 15-17) and be prepared to discuss in class.	Sept. 29	Nov. 10
6.	Read “Against Settlement”, “Controlling Processes in the Practice of Law”, “The ADR Explosion”, “Settling Significant Cases” (items 18-21) and be prepared to discuss in class.	Sept. 29	Dec. 3
7.	<p>Conduct research (30-60 minutes) on the web on the subject of workplace/organizational conflict resolution. You can refine your search in whatever direction(s) you are interested in.</p> <p>A. Keep a log of what resources, sites, articles, books you come up with. Log will be due to hand in Class 10, Oct. 29<sup>th</sup>.</p> <p>B. Select 1-3 articles or other items from your research to read and be ready to give a brief and informal presentation of the content to the class during classes 10, 13, or 15.</p>	Sept. 29	Oct. 29

**Graduate Seminar in Public Policy:  
Placing Politics and Policy in Time**  
University of Oregon

*INITIAL DRAFT*

Political Science PS 625  
~~Winter 2009~~ Fall 2009  
Office Hours: TBA

Dan Tichenor  
Office: PLC 927  
[tichenor@uoregon.edu](mailto:tichenor@uoregon.edu)  
346-4707

This year's field seminar focuses on policymaking in American political development. At the start of the term, we will examine a number of theories, concepts, and methodologies that social scientists have found useful to investigate the policy process. For the rest of the term, we will focus our attention on the interplay of politics and policy *over time* in the United States, highlighting scholarship that links political and historical analysis in ways that enrich our understanding of policy processes and outcomes. Placing politics and policy in time encourages us to pay as much attention to policy implementation, impacts, and feedbacks as agenda-setting, problem-definition, policy formulation, and adoption. Equally if not more important, attending to the temporal dynamics of policymaking also helps us identify and evaluate important patterns and transformations in American public policy that may be obscured by narrower time horizons. Our substantive concerns will include welfare, health care, tobacco control, education, economic regulation, and immigration.

***Expectations and Requirements***

This class will be run as a true seminar in which everyone is expected to engage the material and to actively participate in discussions. Ultimately the quality of the course is contingent upon the strength of your preparation and involvement.

These are the course requirements:

- (1) Students are expected to complete the assigned reading faithfully, to attend each session, and to participate regularly in the exchange of ideas.
- (2) Each student will write three short reaction papers (3-4 pages). These papers should briefly summarize the reading/s to be addressed (no more than one paragraph), and then present a coherent and sustained argument in response to the reading/s at hand. After the concluding paragraph of your paper, you should raise at least two questions or issues for class discussion. These papers must be distributed electronically (details to follow) by 6:00 pm the evening before we meet for class.

- (3) Each student will complete a final paper that may take the form of a take-home essay exam, or a research paper. Specific guidelines and deadlines will be provided in the final draft of this syllabus.

## READINGS

The UO Bookstore has been asked to stock the following books (although bear in mind that many are available used from online book sellers):

Frank Baumgartner and Bryan Jones, *Agendas and Instability in American Politics* (University of California Press, 2009) 2<sup>nd</sup> edition.

Gerald Berk, *Alternative Tracks* (Johns Hopkins University Press, 1994). Winner of APSA's Gladys M. Kammerer Award for the best book on public policy.

Martha Derthick, *Up in Smoke* (Congressional Quarterly Press, 2004) 2<sup>nd</sup> edition.  
Jacob Hacker, *Road to Nowhere* (Princeton University Press, 1997).

Jacob Hacker, *Road to Nowhere* (Princeton University Press, 1997).

Christopher Howard, *The Welfare State Nobody Knows* (Princeton University Press, 2006).

Michael Howlett and M. Ramish, *Studying Public Policy: Policy Cycles and Policy Subsystems* (Oxford University Press, 2009) 3<sup>rd</sup> edition.

Suzanne Mettler, *Soldiers to Citizens* (Oxford University Press, 2005).

Deborah Stone, *Policy Paradox: The Art of Political Decision Making* (Norton, 2002) 2<sup>nd</sup> edition.

Dan Tichenor, *Dividing Lines: The Politics of Immigration Control in America* (Princeton University Press, 2002) Winner of APSA's Kammerer Award for best book in public policy.

## COURSE OUTLINE AND ASSIGNED READINGS

To follow in final draft of syllabus.