

PSC 314
Public Policy
University at Buffalo, Spring 2013

1 Class Information:

- ⇒ **Instructor:** Nicholas P. Nicoletti
- ⇒ **Office:** 516 Park Hall
- ⇒ **Email:** npn@buffalo.edu
- ⇒ **Class Time:** Tuesday 5:00 pm - 7:50 pm
- ⇒ **Room:** 112 O'Brian Hall
- ⇒ **Office Hours:** Tuesday 1:00 pm - 3:00 pm AND Friday 12:30 pm - 2:30 pm

2 Course Description

Nations across the globe face great challenges. In the preface of your textbook, Wheelan (2011) discusses a few of the most pressing modern concerns. For example, one of the worst housing-related financial crises has just passed, but there has been little progress on designing a new regulatory regime to prevent the next crisis. An even more recent challenge has been the United States national debt. At best, accumulating debt will be passed along to a future generation of taxpayers; at worst global creditors may pull back from U.S. borrowing. *Standard and Poor's* recently downgraded the credit rating of the United States from "AAA" to "AA+". Gridlock within a divided Washington almost failed to raise the U.S. debt limit. Failure to raise the limit had threatened to plunge the nation into default and destabilize the world economy. Along with rising national debt the U.S. has to contend with an unsustainable and expensive health care system. The United States is also trying to maintain stability in Iraq after recently ending its nine year conflict in that nation, while also trying bring the Afghanistan war to a close despite continued violence. While these challenges are essentially American, similar problems exist throughout the international system of nation-states. Put simply, Challenges are ubiquitous. Of course, Wheelan (2011) correctly notes that the world has made plenty of progress as well.

There is always progress to be made. The one thing that all the challenges listed above have in common is that they fall under the rubric of public policy. This means that "they cannot be addressed satisfactorily by a single individual or by one entrepreneurial firm. Instead, public policy problems require communal decisions..." (Wheelan, 2011, p. xxii). Some societal problems, such as global warming, require decisions which have to be made on an international level. During the course of the semester we will discuss the theoretical and empirical research dealing with how public policy is made in the United States. Many of the theoretic concepts discussed will be abstract enough to apply to multiple nation-states. However, in many circumstances the public policy process depends on the specific institutions in which policy is formed. We will focus on U.S. institutions and

policy processes (mostly at the National-Level, but also the sub-national or State-Level). PSC 314 is also designed to go beyond a simple understanding of the classic and modern research. Students will be introduced to the tools of policy analysis. Policy Analysis is a broad topic. In fact multiple undergraduate and graduate classes are taught on the subject. For example, Policy Analysis can be broken up into such classes as: The Economics of Public Policy Analysis, Quantitative Research Methods and Public Policy, Qualitative Research Methods and Public Policy, and several others. This class is intended to give a very brief introduction to policy analysis tools. This does mean that students will be introduced (and expected to understand and apply) mathematical concepts.

The course (and your textbook) are broken up into five sections. *Section I: What is Public Policy*, will introduce students to the basics of public policy. *Section II: Why We Do What We Do*, will introduce students to the theoretical concepts public policy deals with. Students will also be introduced to several theoretical perspectives regarding the policy process. *Section III: Markets and Government*, will introduce students to the public policy process and the institutions under which these policies are formed, specifically the difference between market systems and the role of government. *Section IV: Tools for Analysis*, will introduce students to the methods policy analysts use to study and evaluate specific public policies before and after they take effect. In the syllabus you will find that *Section IV* is scattered throughout and entitled *Methodology*. Finally, *Section V: Making Policy*, will further examine the role of institutions and look at policy design. The themes and readings from the textbook will be accompanied by readings from the political science literature. Students will be expected to read, understand, and apply theoretical and empirical concepts from peer-reviewed scholarly articles and books. Throughout the class we will apply the concepts we have learned to modern public policy issues such as Poverty, Education, and Social Welfare.

One of the most important things to keep in mind when discussing public policy is the difference between *Normative* and *Empirical* or *Positive* statements or viewpoints. Public Policy can be defined as what government *ought* or *ought not* do, and *does* or *does not* do. Statements which introduce explicit judgment about what *should* be done are normative. A normative analyst draws a conclusion based on theory, data, and also his or her own judgments. For example, "Some government spending should be redirected from entitlements for older Americans to programs that alleviate poverty among children" (Wheelan, 2011, p. 59). Positive or Empirical assertions are statements of fact, devoid of judgment. A positive analyst draws a conclusion without introducing an opinion to whether it is a good or bad thing. For example "Raising the minimum wage will lead some employers to hire fewer low-skilled workers" (Wheelan, 2011, p. 58). In sum, positive statements describe how the world *is*; normative statements describe how the world *should be*. This is an important distinction because, as you will see, the policy process often involves values and subjective viewpoints from both analysts and public officials alike.

3 Course Expectations

First, this is a night class which runs from 5:00 pm to 7:50 pm; almost 3 full hours. YOU chose to enroll in a night class about politics. Naturally, we will have to cover as much material as the same course which is held two or three times a week. This means that some weeks will require 60 plus pages of reading. I expect that *ALL* students will come to class each week having read the material assigned for that day. **Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day.**

Moreover, the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class. You will also be expected to apply mathematical tools and concepts to real world data.

While I do not take attendance, I expect that students participate in class. Participation is worth 10% of your grade and *simple attendance is not good enough*. You are required to *answer* and/or *ask* questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. **If you do not participate you will not be able to earn a major portion of your grade.**

Each class will include one ten minute break occurring approximately halfway through the class (6:25 pm). Some students take this break as an opportunity to leave for the night. I fully understand that there will be times when students must leave before the class is over. If you have to leave before the class is over simply tell me before the start of class. Refrain from using the break as an unexcused time to go home for the night. This is a *serious personal vexation* that I have. Although I do not take attendance, I often send around a sign-in sheet after the break and give *participation credit* (not *extra credit*) for those still in their seats. Simply put, do not leave during the break. Late arrivals are also annoying and disturb the class. However, **I would rather a student arrive late than not come to class at all**. Late students will be taking a chance. Pop Quizzes are given at the very beginning of class. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. Thus, there are consequences for being late and for leaving early. Please give the class and I the courtesy of refraining from these actions.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, **not after**). An absence is only excused if supported by documentation either from University personnel or your physician. **There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.**

The research paper is due at the beginning of the last day of class, which is April 23, 2012. A **hard copy** of the research paper must be submitted on the day it is due at the

beginning of class (i.e. 5:00 pm). Moreover, students are required to submit a digital copy to the SafeAssign drop-box located under the *Assignments Tab* on UB Learns by 5:00 pm on April 23, 2012 (see below for more details on similarity detection software). *Once the SafeAssign drop-box closes, it will not be reopened.* Students will also be able to view their SafeAssign report, so there will be no surprises when it comes to whether a student correctly cited a source or not. **Late papers will not be accepted.** More information on the research paper can be found on pages 10-12 of the syllabus.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should remain off at the start of class. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the "Discussion Board" tab in UB Learns, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. *If you are struggling with the material do not hesitate to see me!* I take my teaching responsibility seriously and I strive to be the best possible professor I can be. I will often ask for your feedback during the course and I take your input seriously.

3.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: npn@buffalo.edu
From: Your Email Address Here
Subject: Always Include a Subject Line

Dear Instructor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),
Jane/John Doe Student

4 Grading

- * "Surprise" Quizzes on the Readings Due that Day: 15%
- * Midterm Exam: 25%
- * Final Exam: 25%
- * Research Paper: 25%
- * Participation: 10%

Each test consists of three parts. Part I is a set of multiple choice questions; Part II is a set of short answer; and Part III is a set of short-response essay questions. The exams are not cumulative. The quizzes are in the "pop" form, so it is in your interest to read the material prior to coming to class. There will be approximately 8-10 quizzes (out of a possible of 15 classes). See below for more information on the Research Paper and Participation.

5 Grading Distribution

- ✓ A = 94 and Above
- ✓ A- = 90 - 93
- ✓ B+ = 87 - 89
- ✓ B = 84 - 86
- ✓ B- = 80 - 83
- ✓ C+ = 76 - 79
- ✓ C = 70 - 75
- ✓ D = 60 - 69
- ✓ F = 0 - 59

6 Required Texts

- ◇ Wheelan, Charles (2011). *Introduction to Public Policy*. Norton. ISBN-13: 9780393926651.

- ◇ Shafritz, Jay, Karen Layne, and Christopher Borick. (2005). *Classics of Public Policy, 1st Edition*. Pearson-Longman. ISBN-13: 9780321089892.
- ◇ Sabatier, Paul A. (2007). *Theories of the Policy Process, Second Edition*. Westview Press. ISBN-13: 9780813343594 (Book is also on Physical Reserve, 2-Hour In-Library Only.)
- ◇ The remaining readings are a mixture of scholarly articles and book chapters which will be posted on UB Learns. A “+” indicates that the reading is posted on UB Learns. A “∨” indicates that the reading is in the physical Course Reserve in the UB libraries. The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

7 Recommended Texts

- ◇ Baglione, Lisa A. (2011). *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, 2nd Edition*. CQ Press. ISBN-13: 9781608719914.

8 Academic Honesty

Cheating and plagiarism (using someone else’s work or ideas without proper citation) will not be tolerated. The UB policy on plagiarism is available at: <http://ublib.buffalo.edu/libraries/asl/guides/plagiarism.html>. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all tests and quizzes. Students using electronic devices during tests and quizzes will fail the assignment. If you are taking a quiz or test and found using an electronic device, I will be forced to take your assignment away and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment.

9 Similarity Detection Software

To prevent and detect plagiarism, I will require students to use similarity detection software (e.g. SafeAssign) in this course. Textual similarity software compares submitted student text to a database of millions of previously published documents, including those on the public internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection software. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student to review. Similarity alone is not evidence of academic misconduct, as such material may be correctly cited. This software may be used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct. The SafeAssign drop-box is located under the *Assignments Tab* on UB Learns. Once

an assignment is submitted to SafeAssign students will be able to view the same report the professor is given after it is generated (which takes about 20 minutes).

10 Special Needs

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the Disabilities Services Office, 25 Capen. Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. Students dealing with stress-related problems should visit the Counseling Center, 120 Richmond Quad.

11 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. While I will not take formal attendance, I will be keeping track of average participation rates. Participation is worth approximately 10% of your grade.

12 Course Schedule

12.1 Week 1 - January 15, 2013:

12.1.1 ⇒ Course Introduction and the Foundations of American Political Thought

- * Classics of Public Policy (CPP), James Madison. (1787). "The Federalist No. 10", pp. 72-82. Essay can be found online at: <http://www.thisnation.com/library/books/federalist/10.html>.†
- * James Madison & Alexander Hamilton. (1788). "The Federalist No. 51." Essay can be found free online at: <http://www.thisnation.com/library/books/federalist/51.html>.†
- * CPP, Alexander Hamilton. (1778). "The Federalist No. 78", pp. 285-290. Essay can be found online at: <http://www.thisnation.com/library/books/federalist/78.html>.†

12.2 Week 2 - January 22, 2013:

12.2.1 ⇒ Foundations of Public Policy, Policy Science, and Values

- * Wheelan, Chapter 1: What is Public Policy?, pp. 2-28.
- * Wheelan, Chapter 2: Why is it So Hard to Make the World a Better Place, pp. 32-66.

- * CPP, Deborah Stone. (1997). *Policy Paradox: The Art of Political Decision Making*, pp. 62-71.

12.3 Week 3 - January 29, 2013:

12.3.1 ⇒ Theories of Public Policy: Concepts and Classics (The Stages-Model)

- * Wheelan, Chapter 3: Understanding Behavior: Rational Man and Woman, pp. 69-105.
- * CPP, Charles E. Lindblom. (1959). "The Science of 'Muddling Through'", pp. 26-40.
- * CPP, C. Wright Mills. (1957). *The Power Elite*, pp. 88-99.
- * CPP, Robert A. Dahl. (1961). *Who Governs?*, pp. 100-106.

12.4 Week 4 - February 5, 2013:

12.4.1 ⇒ Collective Action Problems and the Political Economy of Planning

- * Wheelan, Chapter 4: Understanding Group Behavior, pp. 106-138.
- ∇ **Methodology:** Wheelan, Chapter 9: Gathering and Measuring Information
 - ∞ pp. 295-300.
 - ∞ pp. 304-306.
 - ∞ pp. 312-318.
- * **PAPER TOPIC IS DUE.**

12.5 Week 5 - February 12, 2013:

12.5.1 ⇒ Theories of Public Policy: Modern Paradigms

- * *Theories of the Policy Process:* Sabatier, Chapter 1: The Need for Better Theories, pp. 3-13. ∇
- * *Theories of the Policy Process:* Ostrom, Chapter 2: Institutional Rational Choice, pp. 21-35. ∇
- * *Theories of the Policy Process:* Zahariadis, Chapter 3: The Multiple Streams Framework, pp. 65-79. ∇
- * *Theories of the Policy Process:* Ingram, Schneider, and DeLeon, Chapter 4: Social Construction and Policy Design, pp. 93-133. ∇
- * *Theories of the Policy Process:* True, Jones, and Baumgartner, Chapter 6: Punctuated-Equilibrium Theory, pp. 155-165. ∇

12.6 Week 6 - February 19, 2013:

12.6.1 ⇒ Social Welfare, Problem Definition, and Agenda Setting

- * Wheelan, Chapter 5: Evaluating Social Welfare, pp. 139-174.
- * CPP, John W. Kingdon. (1995). *Agendas, Alternatives, and Public Policies*, pp. 148-160.

- ★ CPP, Anthony Downs. (1972). "Up and Down with Ecology: The Issue-Attention Cycle, pp. 137-147.
- ★ Bachrach, Peter, and Morton S. Baratz. (1962). "Two Faces of Power." *The American Political Science Review*. 56:(4). pp. 947-952.†

12.7 Week 7 - February 26, 2013:

12.7.1 ⇒ MIDTERM EXAM

12.8 Week 8 - March 5, 2013:

12.8.1 ⇒ The Political Process and Policy Formation

- ★ Wheelan, Chapter 6: The Political Process, pp. 177-213.
- ★ CPP, Glenn R. Parker and Roger H. Davidson. (1979), "Popular Congressman and Unpopular Congress", pp. 209-217.
- ∇ **Methodology:** Wheelan, Chapter 10: Basic Data Analysis
 - ∞ pp. 331-336.
 - ∞ pp. 352-359.

12.9 Week 9 - March 12, 2013:

12.9.1 ⇒ NO CLASS SPRING RECESS - ENJOY THE BREAK!

12.10 Week 10 - March 19, 2013:

12.10.1 ⇒ The Market System and Policy Implementation

- ★ Wheelan, Chapter 7: The Market System, pp. 214-249.
- ★ CPP, Michael Lipsky. (1980). "Street-Level Bureaucrats as Policy Makers, pp. 51-61.
- ★ CPP, Richard D. Neustadt. (1959). "Presidential Power: The Power to Persuade", pp. 230-233.
- ★ CPP, Aaron Wildavsky. (1966). "The Two Presidencies", pp. 234-247.

12.11 Week 11 - March 26, 2013:

12.11.1 ⇒ The Role of Government and Introduction to Regression Analysis

- ★ Wheelan, Chapter 8: The Role of Government, pp. 250-287.
- ∇ **Methodology:** Wheelan, Chapter 11: Introduction to Regression Analysis
 - ∞ pp. 364-382.
 - ∞ pp. 391-396.

12.12 Week 12 - April 2, 2013:

12.12.1 ⇒ State Level Public Policy: Diffusion and Direct Democracy

- * Lupia, Arthur, and John G. Matsusaka. (2004). "Direct Democracy: New Approaches to Old Questions." *Annual Review of Political Science*. 7. pp. 463-482.†
- * Walker, Jack L. (1969). "The Diffusion of Innovations among the American States." 63:(3). pp. 880-899.†

12.13 Week 13 - April 9, 2013:

12.13.1 ⇒ American Foreign Policy and the Cuban Missile Crisis

- * The Cuban Missile Crisis: *Three Men Go to War*. PBS Documentary

12.14 Week 14 - April 16, 2013:

12.14.1 ⇒ Institutional Contexts and Policy Analysis (Conceptual Models)

- * Wheelan, Chapter 14: The Role of Institutions, pp. 479-510.
- * CPP, Graham T. Allison. (1969). "Conceptual Models and the Cuban Missile Crisis", pp. 248-278.

12.15 Week 15 - April 23, 2012:

12.15.1 ⇒ Policy Design and Judicial Review

- * Wheelan, Chapter 15: Policy Design, pp. 511-547.
- * CPP, Chapter 8: Policy Review by the Judiciary, pp. 279-284.
 - *Marbury vs. Madison*. (1803). pp. 291-296.
 - *Brown v. Board of Education*. (1954). pp. 297-300.
 - *Roe v. Wade*. (1973). pp. 310-313.
- * **FINAL RESEARCH PAPER IS DUE.**

12.16 Week 16 - May 2, 2013 - 7:15 - 10:15 pm:

12.16.1 ⇒ FINAL EXAM

- * **FINAL EXAM in O'Brian 112.**
- * **May 3, 2013 at 7:15 - 10:15 pm.**

13 Research Paper:

13.1 Topic:

Choose a public policy (piece of legislation) and use the knowledge you have gained in this course to trace the origin of the policy from its genesis to now. Your paper must relate your research to class material; including, but not limited to, theoretical concepts, theories of the policy process, and methodology. Your paper must have the following sections.

First, you must have a *Problem Definition* section. How was the problem defined? How did the policy get onto the agenda? What were the relevant frames and values from which the problem was viewed? How was the problem presented to the public? What research or empirical analysis was used to define the problem? Were there any specific metrics (i.e. percent of people at or below the poverty line; costs presented as percent of GDP; global emissions levels; Gini coefficient, which represents inequality; etc.)?

Second, you must have a *Policy Formulation* section. What were the major struggles during formulation (i.e. What values were in conflict)? Who were the primary actors who played a role in formulation? What important considerations were used when formulating the policy? How did specific institutions (i.e. initiative or referendum, Congress, State legislatures, the judiciary, etc.) affect the way the policy was formulated?

Next, you must have an *Implementation* section. Did the policy change from how it was legislated to how it is currently (or was) implemented. Were there any significant problems with implementation or enforcement?

Finally, you must have an *Evaluation or Analysis* section. Have there been any recent evaluations (empirical analyses) or changes to the policy? Has there been any recommendations to alter the policy in any way? Are there any disappointed parties fighting to repeal the policy? Is there a movement to change the policy? If you identified specific metrics in the problem definition section how have they changed? Have they improved (i.e. a reduction in the percentage of people at or below the poverty line; reduction in costs as a percent to GDP; reduction in global emissions levels; a reduction in the Gini coefficient; etc.)?

If the policy has been terminated you should include a brief *Termination* section. How and why was the policy terminated or repealed? Has the policy been (is being) replaced with another policy?

13.2 Due Date(s):

Paper topics must be turned in on February 5th 2012 for approval; this should be a brief half-page description of the policy (actual legislation) you will write about and include a reference sheet containing about 3 sources referencing your policy choice. The proposal should be typed and double spaced. The policy description should include: (1) The

formal name of the legislation; (2) The year the legislation was adopted; (3) A brief description of the legislation, including its purpose (i.e. what problem the policy is trying to address); and (4) The major groups affected by the policy. The proposal can be as detailed as you like, but must contain these elements.

A **hard copy** of your paper is due at the beginning of class (5:00 pm) on Wednesday April 23th. Late papers will not be accepted. A **digital copy MUST** be submitted to the SafeAssign drop-box on UB Learns by 5:00 pm on Wednesday April 23th. Early papers are always accepted. Remember, I want two copies of the paper, *a hard copy and a digital copy*, both must be on-time.

13.3 Citations:

All direct quotes, paraphrased text, and ideas must be cited in your paper. As a general rule, if you got an idea from somewhere, you should cite the source. I have given you several examples of the American Political Science Association Citation Style in this syllabus. The References section gives examples of how to cite books and journal articles. The Course Description section gives examples of how to do use “in-text” citations. You may also use footnotes or endnotes, but your paper must follow a professional citation style (APSA, APA, MLA, Chicago, etc.). Instructions on how to use these styles can be found at the University Library web-site at: http://library.buffalo.edu/as1/tutorials/citing_stylemanual.html or here at <http://dept.lamar.edu/polisci/DRURY/drury.html>.

Your paper should cite approximately 10 different sources. **You must have at least 3 citations from a peer-reviewed academic journal.** Other sources can include relevant newspaper articles and books. **Wikipedia is not an OK citation, DO NOT CITE Wiki in your bibliography!** Moreover, do not use information from *Wikipedia* and fail to cite it; it will become apparent that you used this source when I look at your SafeAssign report. Citing a Wiki will result in loss of points on this assignment. *Wikipedia* is an OK place to look for ideas, but you should follow up with original sources.

13.4 Paper Format:

All papers must follow these strict formatting guidelines. Your grade will be impacted if you do not follow these standards.

- ✓ No more than 6 double spaced pages of text (not including your endnotes or reference sheet).
- ✓ Times New Roman, 12 Point Font.
- ✓ 1 inch margins top and bottom.
- ✓ 1 inch margins left and right.
- ✓ Minimal grammatical and spelling errors (no internet/texting slang please).
- ✓ The paper is segmented into the appropriate sections (i.e. Problem Definition, Policy Formulation, etc.).

The last bullet is important. I want the paper to be broken up into each section listed above, just like this syllabus is broken-up into sections. In addition, all papers should be edited for appropriate spelling and grammar. Formatting, grammar, and spelling count toward your grade.

References

- Bachrach, Peter and Morton S. Baratz. 1962. "Two Faces of Power." *The American Political Science Review* 56(4):947–952.
- Baglione, Lisa A. 2011. *Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods, 2nd Edition*. Washington, DC: CQ Press.
- Hamilton, Alexander. 2003. No. 78 The Judiciary Department. In *The Federalist Papers*, ed. Charles Kesler and Clinton Rossiter. New York, NY: Singnet pp. 463–471.
- Lupia, Arthur and John G. Matsusaka. 2004. "Direct Democracy: New Approaches to Old Questions." *The Annual Review of Political Science* 7:463–482.
- Madison, James. 2003a. No. 10 The Same Subject Continued. In *The Federalist Papers*, ed. Charles Kesler and Clinton Rossiter. New York, NY: Singnet pp. 71–79.
- Madison, James. 2003b. No. 51 The Structure of the Government Must Furnish the Proper Checks and Balances Between the Different Departments. In *The Federalist Papers*, ed. Charles Kesler and Clinton Rossiter. New York, NY: Singnet pp. 317–322.
- Sabatier, Paul A. 2007. *Theories of the Public Policy, Second Edition*. Boulder, Colorado: Westview Press.
- Shafritz, Jay, Karen Layne and Christopher Borick. 2005. *Classics of Public Policy, 1st Edition*. Pearson-Longman.
- Walker, Jack L. 1969. "The Diffusion of Innovations among the American States." *The American Political Science Review* 63(3):880–899.
- Wheelan, Charles. 2011. *Introduction to Public Policy*. New York and London: Norton.