



**Course Information:**

Time: Monday 10:00am – 12:20am  
Room: 104 Taubman

**Office Hours:**

Tues: 2:00pm – 4:00pm  
& by appointment

Office: Taubman Center #206, 67 George St.  
Email: erik\_godwin@brown.edu

**Course Objectives:**

This course is about how institutions mediate and influence the effects of interest groups, political actors, and public preferences on American policymaking. You will receive training in the techniques necessary to design, implement, and influence policies within the sphere of institutional control. Upon completion of the semester, students will have the tools necessary to:

- Identify how institutions affect policymaking at key stages in policy development, including agenda setting, formulation, and implementation;
- Recognize and exploit policy vulnerabilities generated by institutional involvement; and
- Craft effective policy memos for institutional consumption.

**Course Overview:**

Each class will focus on specific institutional designs. Some of the cases will come from federal institutions and others from the states. Students are expected to have completed the week's readings prior to attending that week's class. With only 12 scheduled class meetings, preparation is critical.

**Required Texts:**

- Baumgartner, Frank et al. 2009. *Lobbying and Policy Change*. Chicago Press.
- Kingdon, John. 2010. *Agendas, Alternatives, and Public Policies*. Updated 2<sup>nd</sup> Edition. Longman Press.
- Golden, Marissa. 2000. *What Motivates Bureaucrats?* Columbia Press.
- Gerber, Elisabeth. 1999. *The Populist Paradox*. Princeton Press.
- Binder, Sarah. 2003. *Stalemate*. Brookings.

**Other Readings:**

Additional readings are available on Canvas or can be found online. If a reading in electronic format will not open it is the responsibility of the student to find a usable copy.

**Grading:**

Final grades will be earned via the following sources:

Policy Memo #1	25%
Policy Memo #2	35%
Policy Memo #3	40%



### Policy Memos

Writing policy memos is a demanding skill. Brevity, accuracy, and strategy play critical roles in crafting documents capable of defining viable policy/management decisions. For each memo use one-inch margins, single-spaced, Times New Roman, 12-point font, and footnotes. I deduct two points for every error in grammar and inconsistency in formatting. I will remove a letter grade if the paper is not turned in on time, and then another letter grade for every additional hour it is late.

### Makeup/Late Memo Policy

Makeups for late memos require a university-approved excuse that is consistent with Brown's General Regulations (see: <http://bulletin.brown.edu/generalregulations/>) or, at my discretion, a pre-approved absence for professional development.

### Grading Scale

This is a practitioner's course. As such, it places a premium on professional-quality work products. I will use the following grade cutoffs when determining letter grades:

A	90.0% and above
B	80.0% - 89.99%
C	70.0% - 79.99%
D	below 70.0%

### **Academic Honesty:**

You are expected to follow Brown's academic code.<sup>1</sup> According to the code, "Students who submit academic work that uses others' ideas, words, research, or images without proper attribution and documentation are in violation of the academic code. Infringement of the academic code entails penalties ranging from reprimand to suspension, dismissal, or expulsion from the University." If you have any questions about proper citation, talk to a reference librarian, someone at the Writing Center, or myself.

### **Students with Disabilities:**

Please inform me if you have a disability or other condition that might require some modification of any of these course procedures. You may speak with me after class or during office hours. For more information, contact Student and Employee Accessibility Services at 401-863-9588 or [SEAS@brown.edu](mailto:SEAS@brown.edu).

### **Email:**

For the purposes of this class email will be used for administrative purposes. Questions about the content of class are best addressed during office hours. Please come by and I will be happy to speak with you about the ideas we discuss in class.

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<sup>1</sup> You can and should read the code in its entirety here:

[http://www.brown.edu/Administration/Dean\\_of\\_the\\_College/curriculum/documents/principles.pdf](http://www.brown.edu/Administration/Dean_of_the_College/curriculum/documents/principles.pdf)



## *Course Schedule*

Date	Topics	Readings
9/8	Institutional Makeup and Introduction to Memo Writing	
9/15	Micro-Level Incentives Part I: Rational Choice Theory and Political Action	Canes-Wrone, Brandice, David Brady, and John Cogan. 2002. "Out of Step, Out of Office: Electoral Accountability and House Members' Voting." <i>American Political Science Review</i> ; 96:127-140.
9/22	Micro-Level Incentives Part II: Bureaucratic Preferences	<i>What Motivates Bureaucrats?</i>
9/29	TBD	
10/6	Micro-Level Incentives Part III: The Courts	<b>Memo #1 Due</b> Sheehan, Reginald, William Mishler, and Donald Songer. 1992. "Ideology, Status, and the Differential Success of Direct Parties Before the Supreme Court." <i>American Political Science Review</i> ; 86:464-471.
10/13	<b>No School</b>	
10/20	Agenda Setting	<i>Agendas, Alternatives, and Public Policies</i>
10/27	Structural Vulnerabilities	<i>The Populist Paradox</i>
11/3	Institutional Gridlock	<i>Stalemate</i>
11/10	Multiple Principals, Bureaucratic Discretion	<b>Memo #2 Due</b> McCubbins, Mathew, Roger Noll, and Barry Weingast. 1989. "Structure and Process, Politics and Policy: Administrative Arrangements and the Political Control of Agencies." <i>Virginia Law Review</i> 75:431-82.
11/17	Interest Group Influence	<i>Lobbying and Policy Change</i>
11/24	State Policy Institutions	Guest Speaker
12/1	Systemic Institutional Bias	TBD
12/8	<b>Memo #3 Due</b>	