Washington State University
MAJOR CURRICULAR CHANGE FORM - COURSE
(Submit original signed form and ten copies to the Registrar’s Office, zip 1035)

| Future Effective Date: 01/09/2012 | □ New course  □ Temporary course  □ Drop service course |
|-----------------------------------|---------------------------------|----------------|
| (effective date cannot be retroactive) | □ There is a course fee associated with this course (see instructions) |

- □ Variable credit
- □ Increase credit (former credit _____)
- □ Number (former number _______)
- □ Crosslisting (between WSU departments) (Must have both departmental signatures)
- □ Conjoint listing (400/500)
- □ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- □ Request to meet GER in _________ (Must have GenEd Committee Approval)  □ Fulfills GER lab (L) requirement
- □ Professional course (Pharmacy & Vet Med only)  □ Graduate credit (professional programs only)
- □ Other (please list request)

<table>
<thead>
<tr>
<th>POLS course prefix</th>
<th>550 course no.</th>
<th>Policy Studio Course I title</th>
</tr>
</thead>
<tbody>
<tr>
<td>02</td>
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<tr>
<td>credit lecture hrs</td>
<td>lab hrs</td>
<td>studio hrs prerequisite</td>
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<tr>
<td>per week</td>
<td>per week</td>
<td>per week</td>
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</table>

Permission of Instructors

Description (20 words or less) This course will be offered in support of the Nitrogen System: Policy-oriented Integrated Research and Education IGERT. It is designed to train graduate students from science and engineering fields in public policy. This course will meet for five weeks.

Instructor: Stehr / Budd / Lovrich Phone number: 335-8929 Email: stehr@wsu.edu
Contact: Dr. Steven Stehr Phone number: 335-8929 Email: stehr@wsu.edu
Campus Zip Code: 4880

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar’s Office.

Chair/date  Dean/date  General Education Com/date

Chair (if crosslisted/interdisciplinary) *  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
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□ Variable credit       □ Repeat credit (cumulative maximum ______ hours)
□ Increase credit (former credit ______) □ Lecture-lab ratio (former ratio ________)
□ Number (former number ______) □ Prefix (former prefix ________)
□ Crosslisting (between WSU departments) □ Cooperative listing (UI prefix and number ______) taught by: WSU □  UI □ jointly taught □
(Must have both departmental signatures)
□ Conjoint listing (400/500)  □ S, F grading
□ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
□ Request to meet GER in ________ (Must have GenEd Committee Approval)  □ Fulfills GER lab (L) requirement
□ Professional course (Pharmacy & Vet Med only)  □ Graduate credit (professional programs only)
□ Other (please list request) ______

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<thead>
<tr>
<th>POLS</th>
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<tr>
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☐ Crosslisting (between WSU departments)
(Must have both departmental signatures)

☐ Repeat credit (cumulative maximum _________ hours)
☐ Lecture-lab ratio (former ratio _________)
☐ Prefix (former prefix _________)
☐ Cooperative listing (UI prefix and number _________)
( Must have both departmental signatures)

taught by: WSU ☐ UI ☐ jointly taught ☐
☐ S, F grading

☐ Conjoint listing (400/500)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
☐ Request to meet GER in _________ (Must have GenEd Committee Approval)
☐ Fulfills GER lab (L) requirement
☐ Professional course (Pharmacy & Vet Med only)
☐ Graduate credit (professional programs only)
☐ Other (please list request) _________

POLS 592 Policy Studio Course III

course prefix course no. title

02 Participation in NSPIRE NSF-IGERT Program

credit lecture hrs lab hrs studio hrs prerequisite
per week per week per week

Description (20 words or less) This course will be offered in support of the Nitrogen System: Policy-oriented Integrated Research and Education IGERT. It is designed to train graduate students from science and engineering fields in public policy. This course will meet for five weeks.

Instructor: Stehr / Budd / Lovrich
Contact: Dr. Steven Stehr

Phone number: 335-8929 Phone number: 335-8929
Email: stehr@wsu.edu Email: stehr@wsu.edu

Campus Zip Code: 4880

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Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary) *

Graduate Studies Com/date

All-University Writing Com/date

Academic Affairs Com/date

Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
TO: Carol Ivory, Associate Dean
FROM: Steven Stehr, Associate Professor
DATE: September 28, 2011
RE: Major Curriculum Change Request

Attached to this memorandum you will find (1) three Major Curriculum Change Forms and (2) a proposed course syllabus for POLS 590, 591 and 592. These courses will be offered as part of the curriculum for the Nitrogen Systems: Policy-oriented Integrated Research and Education (NSPIRE) NSF-IGERT Grant. For your information, I have been working with Dr. Christine Oakley of the curriculum subcommittee to ensure that all relevant details have been included in the course descriptions and syllabi. These courses have also been reviewed and approved by Dr. Joseph Campbell, Interim Chair.

If you have any questions, please let me know.
Managing reactive nitrogen is one of the great scientific and social challenges of the 21st century. An even greater challenge may be translating our technical understanding of the underlying science of environmental sustainability to questions related to public policy. The vision of the NSPIRE project at Washington State University is to prepare Ph.D. students who have rigorous multi-disciplinary training in nitrogen cycling and an integrated view of nitrogen science coupled with the ability to effectively communicate with public policy makers and other stakeholders. Leaders in government and industry have identified such boundary spanning graduates as a highly needed asset for societal problem solving. NSPIRE integrates training across the range of disciplines inherent in the nitrogen cycle, including atmospheric science, hydrology, geology, ecosystem ecology, and the agricultural sciences, coupled with extensive training in the field of public policy related to environmental N.

The curriculum consists of:

- an integrated nitrogen cycle course;
- an interdisciplinary nitrogen methods workshop;
- a systems dynamics modeling course;
- a new and unique public policy studio course;
- a three-month paid internship with a policy formulating organization; and
- individual interdisciplinary integrated dissertation research projects.

The policy studio course will equip students with an understanding of the public policy formation process by applying system models and analytical frameworks to various policy domains and by working through a comprehensive case study while interacting directly with policy stakeholders. The internship will serve as a capstone experience and allow application of interdisciplinary training to real world situations. As these students and their faculty mentors integrate their research within a broader policy context, society as a whole will benefit as public policy decisions come closer to reflecting the best available scientific understanding of reactive nitrogen. IGERT is an NSF-wide program intended to meet the challenges of educating U.S. Ph.D. environmental scientists and engineers with the interdisciplinary background, deep knowledge in a chosen discipline, and the technical, professional, and personal skills needed to secure the nation's future and promote global sustainability.

For more information, contact:
Dr. Brian Lamb / Washington State University / 509-335-5702 /
Email: NSPIRE@wsu.edu / and visit: http://igert.nspire.wsu.edu/
In Support of *Nitrogen Systems: Policy-oriented Integrated Research and Education Project*

Funded by the National Science Foundation, Integrated Graduate Education Research Training Program (NSF-IGERT)

Dr. William W. Budd, Environmental Science and Regional Planning
Dr. Nicholas P. Lovrich, Division of Governmental Studies and Services
Dr. Steven D. Stehr, Department of Political Science

Washington State University

Background:
In August 2009, Washington State University was awarded a National Science Foundation grant from the Integrative Graduate Education and Research Training Program (IGERT). The title of this project is: Nitrogen Systems: Policy-oriented Integrated Research and Education (NSPIRE) (Dr. Brian Lamb, Principal Investigator) (see attached flyer for a description of this project). The purpose of this project is to create a novel graduate program that integrates training across the range of disciplines inherent in the Nitrogen Cycle, including atmospheric science, hydrology, ecosystem ecology, and agricultural science, coupled with experiential learning of public policy related to environmental N. A principal goal of this program is to train five cohorts of six graduate students each year who have a broad and rigorous training in nitrogen cycling who can make effective use of nitrogen cycle science in persuasive communication with public policy makers. The Public Policy Studio Courses will provide NSPIRE graduate students with an intensive immersion into the study of public policy, with a special emphasis being placed on the difficulties and potential benefits associated with applying scientific knowledge to complex political and social problems. Over the five-year period of the IGERT program it is anticipated that this course will become available to students in areas beyond the Nitrogen Cycle policy area.

The Public Policy Studio courses feature three modules which are each five weeks in length. **POLS 590** (2 credits) is an intensive introduction to the general area of public policy studies. Any graduate student in good standing at WSU can enroll in this course with the permission of the instructors but we anticipate that the main audience for this course (besides the IGERT students) will be engineering and science students interested in the public policy aspects of their dissertation research. This course meets twice per week for three hours per seminar session (30 hours total classroom contact time). **POLS 591** (2 credits) and **POLS 592** (2 credits) will be open only to students participating in the NSPIRE-IGERT program at this time. These modules will focus more specifically on the nexus of science and public policy as it relates to environmental policy.
issues. POLS 591 meets twice per week for three hours per seminar session (30
hours total classroom contact time). POLS 592 features one-on-one faculty /
graduate student interaction to assist students in integrating a public policy
component into their dissertation projects. This module also includes training in
research ethics that employs structured "role playing" exercises. Finally, this
module includes a structured, week long trip to Washington, D.C. to explore
potential Graduate Fellowship placement opportunities that are funded through
the NSF-IGERT grant. Total contact hours in POLS 592 are more than 30 hours.

These courses will examine major issues and policy concerns associated
with the N cycle through a combination of lectures, guest speakers, discussion
sections, active role playing, interaction with a broad array of policy stakeholders,
and the application of system models to public policy evaluation and assessment.
This approach to interdisciplinary pedagogy is unique with regard to the sciences
and engineering curriculum. One major objective of this course is to prepare
students for a productive fellowship experience in a government agency or some
other venue involved in public policy-directed research relevant to the N cycle.
Another objective is to increase the level of "policy fluency" of the students taking
part in this project. Finally, the course is designed to prepare the IGERT
students for their Ph.D. preliminary examinations in the area of public policy, and
help set the foundation for the policy chapter in their dissertations.

These courses will be team-taught by faculty with a policy studies
background, with structured contributions by NSPIRE science faculty\(^1\), and with
guest lectures and workshops provided by outside policy experts. The students
in these courses have taken a dynamic ecosystems modeling course in
preparation for this next stage of their training. This course will include significant
student assignments structured to develop both written and oral communication
skills at a level appropriate for working at the interface of science and public
policy. Since each IGERT NSPIRE student is required, as a condition of
participation in the program, to include a public policy component in their doctoral
qualifying examinations and prepare a policy chapter in their dissertations, these
courses will provide an important foundation for these core program
requirements.

**Political Science 590--2 credits**

The study of public policy focuses on describing, analyzing, and
evaluating the policy choices, the programmatic outputs, and the societal
outcomes associated with governmental action. Our central aim in this course is

\(^1\) The core faculty for the NSPIRE IGERT programs include: Jennifer Adam (Department of
Civil and Environmental Engineering); Shane Brown (Engineering Education Center); William
Budd; Dave Evans (School of Biological Sciences); Andrew Ford (School of Earth and
Environmental Sciences); Kristen Johnson (Department of Animal Sciences); Kent Keller (School
of Earth and Environmental Sciences); Brain Lamb (Laboratory for Atmospheric Research);
William Pan (Department of Crop and Soil Sciences); and, Shelly Pressley (Laboratory for
Atmospheric Research).
to examine carefully and critically some of the theories, models, and frameworks that have been postulated as ways of explaining, understanding, and controlling the activities that occur in the formation, implementation, and evaluation of public policy. Among the questions we will consider in this seminar are: Why does government intervene in society to produce and distribute goods and services? What are some alternative methods of delivering public services? What are some of the policy instruments that are utilized to change private behavior in the name of the public good? How are public problems defined? Why do some problems get on the public agenda while others are ignored? How are governmental institutions organized to make public policy choices? What techniques are utilized to evaluate the consequences of public programs? Under what conditions can scientific knowledge improve policy formation?

**Student Performance Evaluation**

The final grade for this course will be based on the completion of **two** take-home essay examinations. These examinations will be similar in scope and structure to a typical Ph.D. preliminary examination in the subfield of public policy. Each of these examinations will be worth 40% of your final course grade (2 x 40% = 80%). Your final grade will also be based on your active contributions to seminar discussions (20%).

| Examination #1 | 40 points |
| Examination #2 | 40 points |
| Seminar Participation | 20 points |
| | 100 points |

A=93-100 points; A-=90-92 points; B+=87-89 points; B= 83-86 points

**Student Learning Goals**

POLS 590: Upon the completion of this course, the student will:

- Understand the major frameworks, theories and models that have been developed to explain the creation and implementation of public policies.
- Understand policy studies from a variety of methodological perspectives.
- Demonstrate knowledge of concepts and research questions that are central to the study of public policy.
- Demonstrate competency in knowledge of the professional literatures focused on public policy studies.
Political Science 591-2 credits

The objectives of this module are to:

1. Introduce students to the structure of environmental policy in the United States.

2. Review the major environmental statutes and international agreements related to the management of reactive N.

3. Develop a foundation for the development of a policy dimension in the student's graduate research.

Increasingly scientists are confronting a conundrum -- namely, why is science often ignored in important societal decisions? Why does this happen even though many policy makers call for decisions to be grounded in sound science? The application of science and the formulation of public policy coexist in a public policymaking process driven by a variety of nonscientific, adversarial, and stakeholder dynamics. Scientific research helps inform choices, but research results are only some of many considerations (e.g., established facts, cultural values and economic interests) considered by each stakeholder affected by public policies emanating from government.

Over the past three decades scientist have learned a great deal about the consequences of various forms of reactive-nitrogen (Nr). It is now apparent that nitrogen oxides, either alone or in combination with other compounds, have a variety of adverse human health and environmental effects because they are involved in the formation of ozone, lead to the production of acid rain, and to the generation of particulate matter. Policies, and with them rules and regulations, pertaining to the movement of Nr through the environment have been a core issue of both US and European communities. The critical areas of public policy in the US are the Clean Air Act Amendments and the Clean Water Act Amendments, while for Europe various protocols of the United Nations Economic Commission for Europe (UNECE) and its Convention on Long-Range Transboundary Air Pollution (CLRTAP) are central to reactive nitrogen control. In agriculture, both the US and Europe have heavily relied on voluntary approaches, such as education technical assistance, directed at users of the land. These programs, which often involve cost-share with individual farmers for practices or payments for temporary land retirement, are an important component of Nr policy.

In examining these areas of public policy the course will focus on the use of scientific information and the role of scientists in developing collaborative approaches to natural resources-based and ecosystems-based management, environmental planning, and policymaking.

This module in the studio will use a combination of lectures and discussion. Students will read a broad selection of literature as which will be
used as a springboard to discuss the challenges and realities of practice with scientists, natural resource managers, activist citizens, and senior level federal policy makers. Active participation in these discussions will constitute fifty percent of the course evaluation. The remaining portion of the grade in the course will come in the form of a review paper that will link the student's research interest/focus into the policy realms discussed in the course.

**Student Performance Evaluation**

The final grade for this course will be based on the completion of a substantial (minimum 25 entries) Annotated Bibliography in the area of environmental science and public policy, broadly construed. This exercise will provide a basis for the literature review for the policy component of the student's dissertation research project. This Annotated Bibliography is worth 80% of your final course grade. Your final grade will also be based on your active contributions to seminar discussions (20%).

<table>
<thead>
<tr>
<th>Annotated Bibliography</th>
<th>80 points</th>
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<tr>
<td>Seminar Participation</td>
<td>20 points</td>
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<td>100 points</td>
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A=93-100 points; A-=90-92 points; B+=87-89 points; B= 83-86 points

**Student Learning Goals**

POLS 591: Upon completion of this course, the student will:

- Develop an understanding of the role that science plays in public policy making.
- Understand the complex dynamics associated with environmental policy making.
- Demonstrate a competency in knowledge of the professional literatures focused on environmental policy generally, and on nitrogen systems more specifically.
- Understand environmental policy making from a variety of methodological perspectives.

**Political Science 592--2 credits**

Only students in the NSPIRE IGERT Program are eligible to enroll in this course. This module of the Policy Studios suite of courses is designed to allow close interaction between the NSPIRE students, the student mentors, the core NSPIRE policy faculty, and other members of the core IGERT faculty. The primary activities are: (1) the development of a pre-proposal of how the NSPIRE student's science or engineering research will incorporate a public policy
component; (2) training in research ethics featuring structured "role playing" exercises, and, (3) a week long trip to Washington, D.C. to identify potential Fellowship / Internship placements.

**Student Performance Evaluation**

Grades for this course will be based on a seminar presentation in which the student discusses initial thoughts regarding the policy component of their dissertation research (25%), successful completion of the ethics training exercises (25%) and successful completion of trip to Washington, D.C. (50%).

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<th>Points</th>
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<tr>
<td>Research Ethics Training</td>
<td>25</td>
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<tr>
<td>Washington, D.C. Trip</td>
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<td>100</td>
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A=93-100 points; A-=90-92 points; B+=87-89 points; B= 83-86 points

**Student Learning Goals**

POLS 592: Upon completion of this course, the student will:

- Develop an understanding of the policy implications of their science or engineering-based dissertation research project.
- Develop a fluency in policy as it relates to problems related to reactive nitrogen.
- Identify potential placements in Washington, D.C. or elsewhere that could serve as the basis for a funded graduate fellowship experience.

**Applicable University Policies**

The Washington State University Academic Integrity statement can be found here: [http://academicintegrity.wsu.edu/Default.asp](http://academicintegrity.wsu.edu/Default.asp)

The Washington State University Disability statement can be found here: [http://drc.wsu.edu/default.asp?PageID=1799](http://drc.wsu.edu/default.asp?PageID=1799)

The Washington State University Emergency Safety Plan can be found here: [http://safetyplan.wsu.edu/communications](http://safetyplan.wsu.edu/communications)
POLS 590 -- Policy Studio Course Module I
Frameworks, Models and Approaches to the Study of Public Policy

COURSE TOPICS AND READING ASSIGNMENTS

The primary books for this course are:

- Fischer, Frank (1995; Reprinted 2006). *Evaluating Public Policy*
- Pielke, Roger (2007). *The Honest Broker: Making Sense of Science in Policy and Politics*
- Smith, Kevin B. and Christopher Larimer (2009). *The Public Policy Theory Primer*
- Stone, Deborah (3rd edition, 2012). *Policy Paradox: The Art of Political Decision Making*

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<th>Week</th>
<th>Topic(s)</th>
<th>Reading Assignments</th>
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<td><strong>Introduction to the Course</strong></td>
<td><strong>Class 1:</strong></td>
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<tr>
<td>1</td>
<td>- What is public policy?</td>
<td>- Smith and Larimer, ch. 1</td>
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<td>- The &quot;Idealized&quot; model of democracy in the U.S.</td>
<td>- Fischer, ch. 1</td>
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<td>- Levels of analysis in public policy studies.</td>
<td>- Stone, Introduction and ch. 1</td>
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<td>- The Policy Cycle</td>
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<td><strong>Alternative Strategies for Achieving Collective Ends, or How and Why Does Government Intervene in Society?</strong></td>
<td><strong>Class 2:</strong></td>
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<td>1</td>
<td>- Policy Values in Conflict</td>
<td>- Stone, chs. 2-5</td>
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<td>- Market Failures and other Rationales for Government Activity</td>
<td>- Weimer and Vining, chs. 4-7</td>
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<td></td>
<td>- Sources of Government Failure: Problematic Aspects of Coordination by Authority</td>
<td>- Weimer and Vining, ch. 8</td>
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<td><strong>How is Policy Making Structured in the U.S.: I?</strong></td>
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<td>• Policy Arenas and Issue Networks</td>
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<th>Class 1:</th>
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<tr>
<td>• Smith &amp; Larimer, ch. 2</td>
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<td>• Kingdon, chs. 2 - 3</td>
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<td>• Heclo, all</td>
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<tr>
<td>• Adam and Kriesi</td>
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<tr>
<td>• O'Toole (1997)</td>
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<th><strong>How is Policy Making Structured in the U.S.: II?</strong></th>
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<td></td>
<td>• Principal Theories of the Policy Process</td>
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<tr>
<td>• Smith and Larimer, ch. 4</td>
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<tr>
<td>• Weible, et al., (2009)</td>
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<td>• John (2003)</td>
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<td>• Weimer and Vining, pp. 265-274</td>
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<tr>
<th>3</th>
<th><strong>Problem Definition and Agenda Setting:</strong> Why do some problems come to the attention of government policy makers while others are ignored?</th>
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<tr>
<th>Class 1:</th>
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<tbody>
<tr>
<td>• Kingdon, chs. 1, 5-10</td>
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<td>• Stone, Part III (chs. 6-9)</td>
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<th>3</th>
<th><strong>Policy Design: How do policy alternatives get constructed?</strong></th>
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<td><strong>Instruments of Public Policy:</strong> Mechanisms by Which Government Encourages, Discourages, Prohibits and Prescribes Private Behavior</td>
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<th>Class 2:</th>
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<tbody>
<tr>
<td>• Smith and Larimer, chs. 5&amp;8</td>
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<tr>
<td>• Weimer and Vining, ch. 10</td>
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<td>• Stone, chs. 11-13</td>
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<tr>
<th>4</th>
<th><strong>How Do Policy Decisions Get Made?</strong></th>
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<tr>
<td>• Stone, ch. 10</td>
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<tr>
<td>• Kingdon, ch. 4</td>
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<tr>
<td>• Smith and Larimer, ch. 3</td>
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<tr>
<td>• Allison (1969)</td>
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| 4 | Policy Implementation: How do public policies get applied to public problems? | Class 2:  
- Pressman and Wildavsky, chs. 1-7  
- Smith and Larimer, ch. 7  
- Weimer and Vining, ch. 12  
- O'Toole (2000) |
| 5 | Policy Evaluation: How can we tell if public policies have been successful? | Class 1:  
- Fischer, chs. 2-10  
- Weimer and Vining, chs. 14 & 15 |
| 5 | Can science be utilized to improve the formation of public policies? | Class 2:  
- Pielke (all) |
Course Bibliography for POLS 590


Bobrow, Davis and John Dryzek (1987). *Policy Analysis by Design*

CQ Researcher, Various Topics, available at: http://library.cqpress.com/cqresearcher/


Fischer, Frank (1995; Reprinted 2006). *Evaluating Public Policy*


Pielke, Roger (2007). *The Honest Broker: Making Sense of Science in Policy and Politics*

Pressman, Jeffrey and Aaron Wildavsky (1973). *Implementation: or How Great Expectations in Washington Are Dashed in Oakland*


Smith, Kevin B. and Christopher Larimer (2009). *The Public Policy Theory Primer*

Specter, Michael (2009). *Denialism: How Irrational Thinking Hinders Scientific Progress, Harms the Planet, and Threatens Our Lives*

Stokes, Donald (1997). *Pasteur's Quadrant: Basic Science and Technological Innovation*

Stone, Deborah (Revised Edition 2002). *Policy Paradox*


### COURSE TOPICS AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of environmental policy and law in the United States</td>
<td>All reading assignments will be selected for the Course Bibliography which follows.</td>
</tr>
<tr>
<td>2</td>
<td>The Clean Air Act and Reactive Nitrogen</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Clean Water Act and Reactive Nitrogen</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>International Protocols:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Convention on Long-Range Transboundary Air Pollution</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Convention on Biodiversity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>New Policy Initiatives</td>
<td></td>
</tr>
</tbody>
</table>
Course Bibliography for POLS 591


**Reactive N policy**


# POLS 592 -- Policy Studio Course Module III (2 credits)

## Identification and Exploration of Appropriate Policy Dimension in NSPIRE Student Research

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying the Policy Dimension in Nitrogen cycle Research</td>
<td>• Individualized reading to be determined</td>
</tr>
<tr>
<td>2</td>
<td>Visit to Washington, D.C. to Meet with Policy Makers and Practitioners</td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td>Creation and Distribution of Literature Review Related to Policy and Nitrogen Cycle Research</td>
<td>• Student Presentations</td>
</tr>
<tr>
<td>5</td>
<td>Wrap-up and Review</td>
<td>• Outline of Dissertation's Policy Chapter</td>
</tr>
</tbody>
</table>
Hi Lisa,

Could we talk about this? See stream of messages. Steven (and I) are confused, and we need to understand what to do because these are extremely important to Pol Sci and the IGERT program. Chris may be away, but she hasn’t responded to Steve (he emailed her again on Monday). We could do it by phone or I could stop in, but would need to be tomorrow. Thank you, as always!!

Carol

---

Hi Carol,

I hope you had a nice break last week. I am wondering if you can provide some insight into the messages (see below) from Chris Oakley of the Catalog Subcommittee regarding the Policy Studio courses in support the NSPIRE: IGERT. It seems to me that this is a simple math problem. As I pointed out to Chris in my email response, a regular 3 credit graduate level course at WSU involves 3 hours of contact per week for 15 weeks (or 45 hours). Thus, a 2 credit course should involve 30 hours of contact, no? Yet she claims that the Subcommittee finds that we have insufficient contact hours. Any illumination would be most useful. By the way, I emailed Chris on Thursday November 17 requesting a further explanation and I have not heard back from her.

Best,
Steven

Steven D. Stehr, Ph.D.
Associate Professor
819 Johnson Tower
Department of Political Science
Washington State University
Pullman, WA 99164-4880
509.335.8929

---

From: Oakley, Christine Kay
Sent: Thursday, November 17, 2011 6:22 PM
To: Stehr, Steven D
Subject: RE: POLS 590-2

Here are the guidelines from the eppm. Sorry I didn’t clarify this sooner.

Academic credit is a measure of the total time commitment required of a typical student
in a particular course of study. For the WSU semester system one semester credit is assigned for a minimum of 45 hours of total time commitment. This time commitment includes 1) time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork etc.); 2) time spent in group activities related to course requirements; and 3) time spent reading, studying, problem solving, writing, and other preparations for the course. The minimum time commitment based on a fifteen-week semester and a traditional campus setting, should follow these guidelines: NOTE: one contact hour is defined here as one 50-minute period.

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(4) Studio - two contact hours per week for each credit hour;
(5) Ensemble - four contact hours per week for each credit hour.

Chris

Christine K. Oakley MPH PhD
Associate Clinical Professor
Washington State University

Department of Sociology
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Global Learning/International Programs
509 335-8180

From: Stehr, Steven D
Sent: Thursday, November 17, 2011 4:46 PM
To: Oakley, Christine Kay
Cc: Budd, William W; Lamb, Brian K
Subject: RE: POLS 590-2

Hi Chris,

Thank you for getting back to me on this. I guess I am confused. I was working under the assumption that a “normal” three credit graduate-level course has 45 hours of student-instructor contact (15 weeks x 3 hours per week). Thus, 30 hours of contact would equal a two credit course. Both POLS 590 and 591 meet 6 hours per week x 5 weeks. POLS 592 actually involves more than 30 hours of contact owing to the intensive week long practicum in Washington, D.C. in addition to class room meetings. Can you let me know where my logic is faulty?

Best,
Steven

From: Oakley, Christine Kay
Sent: Thursday, November 17, 2011 3:36 PM
To: Stehr, Steven D
Subject: POLS 590-2

Hi Steven,

The Catalog Subcommittee reviewed your most recent submission of the set of Policy Studio Courses this afternoon. As we have discussed before, the subcommittee can’t approve these as individual 2 credit graded courses – there are not enough contact hours for 3 two-credit courses. We did propose a couple of alternatives for you to consider:

1. Resubmit as a 3 credit Special Topics course (eg POLS 590 Special Topics – IGERT 3 Instructor Permission)
2. Resubmit as POLS 590 Policy Studio 3 Instructor permission or IGERT participant

Let me know what you decide to do.

Chris

Christine K. Oakley MPH PhD
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509 335-8180
Devine, Lisa

From: Evans, Marc A.
Sent: Wednesday, November 30, 2011 11:35 AM
To: Oakley, Christine Kay; Devine, Lisa; Wherland, Scot; Parker, Jane; Zlatos, Christy; Edwards, Charles Gould; Gursoy, Dogan; Omoto, Charlotte K
Subject: RE: POLS 590-2/agenda item 205

CATS,

This would seem fine for Pols 590 and 591, but not 592. For 592 it appears that it is 5 weeks with 6 hours per week of STUDIO for 30 hours total. That would work out to 1 studio credit. Any thoughts on this?

Marc

From: Oakley, Christine Kay
Sent: Tuesday, November 29, 2011 5:04 PM
To: Devine, Lisa; Wherland, Scot; Evans, Marc A.; Parker, Jane; Zlatos, Christy; Edwards, Charles Gould; Gursoy, Dogan; Omoto, Charlotte K
Subject: POLS 590-2/agenda item 205

Hi Cats,

After a lengthy email conversation with Steven Stehr, I think he might be correct in his request for two credit hours per 5 week module:

Each course meets 2xwk for 3hrs per meeting or 6hrs/wk. Each course is 5wks long = 30 hrs. If each credit = 15 contact hrs, then they have met their 30 cr hours. I even pulled the eppm on credit hours to make sure I wasn’t missing something. Here’s what it reads:

Credit
a. Contact Hour and Credit Ratios
Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. For the WSU semester system one semester credit is assigned for a minimum of 45 hours of total time commitment. This time commitment includes 1) time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork etc.); 2) time spent in group activities related to course requirements; and 3) time spent reading, studying, problem solving, writing, and other preparations for the course. The minimum time commitment based on a fifteen-week semester and a traditional campus setting, should follow these guidelines: NOTE: one contact hour is defined here as one 50-minute period.
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(4) Studio - two contact hours per week for each credit hour;
(5) Ensemble - four contact hours per week for each credit hour.

Am I missing something? I’m ready to pass it on to Grad Studies.
Devine, Lisa

From: Ivory, Carol S
Sent: Thursday, December 01, 2011 7:57 AM
To: Devine, Lisa
Subject: FW: POLS 590-2

Some further thoughts from Steven Stehr on the Pol Sci IGERT courses.
Carol

----- Forwarded Message
From: "Stehr, Steven D" <stehr@wsu.edu>
Date: Wed, 30 Nov 2011 19:38:02 -0800
To: Carol Ivory <ivorycs@wsu.edu>, Nick Lovrich <nlovrich@hotmail.com>
Cc: "Budd, William W" <budd@wsu.edu>, "Lamb, Brian K" <blamb@wsu.edu>
Subject: RE: POLS 590-2

I had thought about the "studio" name issue prior to this but since it was not brought up when it was kicked back I figured it wasn't an issue. If need be, I will come up with some "snappy" new title for the "suite" of courses. Can we call it the "Policy Suite" instead? Just for your information, Carol, these courses are not studio courses in the way that your discipline recognizes. Rather, it refers to some training modules that Bill had at some point in his graduate training (he can explain in more detail if need be). In any case, I just want to get them approved. It is my understanding that it is a long term goal of the NSPIRE project (and NSF's expectation) to have these courses endure even after the IGERT is no longer funded.

Thanks for everyones help on this.

Steven

From: Ivory, Carol S
Sent: Wednesday, November 30, 2011 5:30 PM
To: Nick Lovrich; Stehr, Steven D
Cc: Budd, William W; Lamb, Brian K
Subject: Re: POLS 590-2

Indeed, Nick! I will get back to you as soon as I hear from Lisa.
Carol

On 11/30/11 5:28 PM, "Nick Lovrich" <nlovrich@hotmail.com <https://connect.wsu.edu/owa/UrlBlockedError.aspx> wrote:

Steven and friends --

So much work for a course which is so central to the NSPIRE/IGERT project! Let's hope the Friday session resolves issues remaining so that planning for the 3rd iteration of the course can proceed.
Nicholas

From: ivorycs@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx>  
To: nlovrich@hotmail.com <https://connect.wsu.edu/owa/UrlBlockedError.aspx> ; stehr@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx>  
CC: budd@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx> ; blamb@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx>  
Subject: Re: POLS 590-2  
Date: Thu, 1 Dec 2011 01:07:56 +0000  

All,  
I received the following from Lisa Devine in the registrar’s office and on the Catalog Subcommittee:

Carol, I am sure we will be discussing this tomorrow at the CSC meeting. I will take forth all of these emails/issues and see if we can get this approved once and for all! Remind me on Friday afternoon, if you can, and I will give you the update. I am in Troy Hall in the mornings.

Lisa

So – let me see what she comes back with. I made it clear we wanted to know what needs to be done, specifically. Carol

On 11/30/11 4:47 PM, "Nick Lovrich" <nlovrich@hotmail.com <https://connect.wsu.edu/owa/UrlBlockedError.aspx> <http://nlovrich%40hotmail.com>  
<nlovrich@hotmail.com > wrote:

Steven --

Thanks for sending this to me. Perhaps the problem lies in calling the three modules the "policy studio course" at some point. The studio courses require two hours of contact per week per course credit (2 x 2 x 15 = 60) whereas the lecture courses require one hour of contact per week per credit (1 x 2 x 15 = 30). Can we give the courses a new name -- perhaps call it a series of 2-hour seminars rather than a studio?

Nicholas

From: ivorycs@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx> <http://ivorycs%40wsu.edu>  
To: stehr@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx> <http://stehr%40wsu.edu>  
CC: budd@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx> <http://budd%40wsu.edu>  
<nlovrich@hotmail.com > ; nlovrich@hotmail.com <https://connect.wsu.edu/owa/UrlBlockedError.aspx> <http://nlovrich%40hotmail.com>  
<budd@wsu.edu > ; blamb@wsu.edu <https://connect.wsu.edu/owa/UrlBlockedError.aspx> <http://blamb%40wsu.edu>  
Subject: RE: POLS 590-2  
Date: Wed, 30 Nov 2011 21:20:40 +0000  

Okay Steven – will have a go at getting some further insights and get back to you.
Hi Carol,

I sent this message to Chris forty-eight hours ago (in addition to my email on November 17 requesting clarification) and have not heard back. I am wondering if you would be willing to intervene. This is obviously a very high priority as it is central to the training of the INSPIRE: IGERT students. A three million dollar, multi-year grant is at stake here. It may be necessary to involve the Graduate School or some other institutional office to push this forward.

Just to be clear, we are not looking for "special" treatment. We believe these courses follow applicable University policies as they relate to student-faculty contact hours in graduate-level courses.

Best,

Steven

Steven D. Stehr, Ph.D.
Associate Professor
819 Johnson Tower
Department of Political Science
Washington State University
Pullman, WA 99164-4880
509.335.8929

From: Stehr, Steven D  
Sent: Monday, November 28, 2011 12:48 PM  
To: Oakley, Christine Kay
Cc: Ivory, Carol S; Budd, William W
Subject: FW: POLS 590-2
Hi Chris,

I hope you had a nice Thanksgiving break.

I wonder if you have had a chance to consider my request for additional clarification regarding the Policy Studio courses. As I noted before, I still do not see how there is a contact hours issue with these courses. These courses are the only classes the NSPIRE: IGERT students enroll in during the spring semester and I can tell you from past experience that they put in an enormous amount of time into these classes (as do the faculty involved). I realize that you and the subcommittee must meet the standards of the University, but in this case I do not see how we are not complying with applicable rules regarding classroom contact hours.

Best,

Steven

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From: Ivory, Carol S
Sent: Monday, November 28, 2011 11:47 AM
To: Stehr, Steven D
Cc: Budd, William W; Lovrich, Nicholas P; Lamb, Brian K
Subject: RE: POLS 590-2

Hi Steven,

I just pulled the paper work to look. To be honest, I don't know what the problem is. Hope Chris will reply now that we are all back in our respective offices. I can try to follow up with her, but it should probably be in one loop. Why don't you send a message to her and include me in the cc, asking again, now that the holiday is over, for more information. If that doesn't work, then we can figure out where/whom to go to next.

Carol
Hi Carol,

I hope you had a nice break last week. I am wondering if you can provide some insight into the messages (see below) from Chris Oakley of the Catalog Subcommittee regarding the Policy Studio courses in support the NSPIRE: IGERT. It seems to me that this is a simple math problem. As I pointed out to Chris in my email response, a regular 3 credit graduate level course at WSU involves 3 hours of contact per week for 15 weeks (or 45 hours). Thus, a 2 credit course should involve 30 hours of contact, no? Yet she claims that the Subcommittee finds that we have insufficient contact hours. Any illumination would be most useful. By the way, I emailed Chris on Thursday November 17 requesting a further explanation and I have not heard back from her.

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----- End of Forwarded Message