

**BOWIE STATE UNIVERSITY
BOWIE, MARYLAND**

DEPARTMENT OF HISTORY AND GOVERNMENT

COURSE SYLLABUS
GOVERNMENT 150: INTRODUCTION TO PUBLIC POLICY (3 Credits)

GENERAL INFORMATION

SEMESTER: Fall 2011
DAYS: Tuesday
COURSE TIME:
CLASSROOM: CAC
PROFESSOR: Wendell O. Moore
OFFICE: MLK, Jr. Building Room 248
OFFICE TELEPHONE: (301) 860-4000

COURSE DESCRIPTION

In this course, students will be introduced to the study of public policy and the models political scientists use to describe and explain political life. Emphasis will be placed on public policy questions and their efficacy to scientific inquiry; that social relevance does not require us to reject systematic analysis in favor of rhetoric, polemics, or activism; that knowledge about the forces shaping public policy and the consequences of policy decisions is socially relevant.

COURSE OBJECTIVE

By the end of the course, the student should have a clear understanding of the following:

1. "Who gets what" in a polity, more important, "why" and "what" differences it makes.
2. "What" policies government pursue, "why" governments pursue the policies they do, and "what" the consequences of these policies are;
3. The nine public policy analytic models—institutional, process, group, elite, rational, incremental, game, public choice, and systems.
4. How to utilize these nine analytic models to study certain policy areas, such as civil rights, crime and punishment, welfare and social security, antipoverty and economic opportunity, urban affairs and housing, government spending, budgeting and taxing, national defense, state and local spending and services and civil rights.

READING

Two textbooks are required and one is suggested for this course.

Required Texts (available at the campus bookstore)

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- Dye, Thomas R. 1998. *Understanding Public Policy*, 10th edition, Englewood Cliffs, NJ: Prentice-Hall, Inc.

Jones, Charles O. 1984. *An introduction to the Study of Public Policy*, 3rd edition, North Scituate, Mass.: Duxbury Press (Optional)

Suggested Text

Anderson, James E. ed. 1994. *Cases in Public Policy-Making*, 7th edition, New York: Holt, Rinehart and Winston (Optional)

TEACHING MODES

The major teaching mode will be a combination lecture-discussion-application, in-class conference approach. This major strategy will be supplemented by

1. Out of class assignments
2. Independent reading and writing assignments
3. Library assignments, and
4. Writing and/or reading referrals

ANDRAGOGICAL AND PEDAGOGICAL STYLE

Lecture will be kept to a minimum in this course (at least by me). It is my andragogical and pedagogical style to let the readings do the lecturing while the class does the doing, thinking, creating, rejecting, building, etc. This means that we will need real-world data in front of us to work on, think about, analyze, organize, etc. I will provide many data sources for us to practice on.

REQUIREMENTS

Student Evaluations – students' performance will be determined by adding the points received from:

- | | |
|-------------------------------------|-----|
| 1. A mid-term examination | 25% |
| 2. A final examination | 25% |
| 3. In-class projects and attendance | 20% |
| 4. A major research paper | 30% |

Class Attendance – Is required of all students.

1. No more than two (2) absences, excluding excused absences, will be allowed. After three (3) absences, a student will be referred to the Student Affairs Office.
2. Excused absences are those incurred because of illness, death of an immediate family member, or other valid and verifiable reason. Documentation for such absences is required, and the student must present a statement from the Department Chair to the instructor in order to have the absence noted as "excused".
3. The student is responsible for making up all assignments missed because of excused absences.
4. All late essays submitted without an official excuse will be lowered on letter grade.

Essay Evaluations and Grade Distributions – Essays will be evaluated according to the following criteria:

- | | |
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| 1. THESIS – a significant, logical, and clear central idea | 10% |
| 2. ORGANIZATION – clear and coherent | 10% |
| 3. DEVELOPMENT – adequate and logical | 30% |
| 4. EFFECTIVENESS – conciseness, logic, sentence variation | 20% |
| 5. MECHANICS – grammar, usage | 30% |

The final grade for the course – A numerical score will be equivalent to the following letter grades:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

What grades say:

- A. Correct and suggestively evaluated
- B. Correct and shows individual input
- C. All factually correct
- D. Incomplete, too brief
- E. Factually wrong

RATIONALE FOR IN-CLASS EXAMINATIONS AND TAKE-HOME ESSAYS

Linguists have long realized that in order to effectively evaluate the cognitive, metacognitive and social effective skills that are crucial to the successful learner, a mixture of take-home assignments and in-class examinations is called for. The following presuppositions seem to support their suspicion.

1. Examinations are to acquaint those unfamiliar with time limit and written directions but without disaster, and take-homes are not timed. Grades, individual notes, and comparing the comments should give a better idea of what is expected.
2. Questions presuppose FACTS involved are familiar and so set a framework for discussions. Many questions have no one solution, and sometimes the best answers are those with no single answer everyone would accept.
3. The lectures presuppose you have studied the texts beforehand and read other sources referred to, just as tests presuppose you have thought about the topics, and discussed them with others. It is taken for granted your initial, sole, and final acquaintance with the matter is not just the lecture.
4. Take-homes are to help, not annoy. They are done at your pace, with any kind of aids you find helpful. Take them as learning opportunities, not just chores. Cooperation is indicated: you will not have to answer every question, but group-members can cover the lot. Hardy workers take on questions where the answer is not obvious, since that's how we learn. Comparing results helps; preparing for likely questions helps even more.
5. We all have personal ways to study and review, but it is sensible to go review what you have spent time on, by keeping, reading, and revising what you have written. If your work isn't worth rereading and reworking, it wasn't worth doing in the first place.

Knowledge is cumulative – be your own severest critic. Regarding assignments as something to be forgotten when handed in wastes your time. Rewriting isolates essentials, show what is peripheral, and which writing habits waste time. Supplementary Reading illuminates what was obscure, provides better examples, and brings up references you couldn't consult when you first discussed it with others.

6. COOPERATIVE READING can be even more profitable than COOPERATIVE STUDY: we report in minutes what took hours to read. Tell others what we think is not worth reading, or what they just have to read for themselves. Setting brief but regular times for informal reports about Supplementary Readings multiples your "reading" – there is only so much one can do alone.
7. To foster that kind of discipline, an obligatory taken-home format forces you to make your own re-identifiable, reliable and worth rereading. The taken-home assignments then constitute a text of your own for final examination review, future study and updating. Duplicating and exchanging results with others makes them complete.

COURSE CONTENT OUTLINE

1. INTRODUCTION
 - A. Presentation of Course Overview
 - B. Discussion of Students' Backgrounds and Interests
2. INTRODUCTION AND GENERAL FRAMEWORK OF ANALYSIS
 - A. What is Public Policy?
 - B. Some Identical Preferences and Realities
 - C. Benchmarks for Analysis
 - D. Models of Politics
3. THE NATURE OF PUBLIC PROBLEMS
 - A. Catalogue of Major Issue-Areas
 - B. Issues and Events
 - C. Civil Rights
 - D. Crime, Violence, and Repression
 - E. Poverty
 - F. Welfare and Health
 - G. Education
 - H. Urban Affairs
 - I. Priorities and Price Tags
 - J. Budget and Taxes
 - K. Defense Policy
4. THE POLITICS OF GETTING PROBLEMS TO GOVERNMENT
 - A. Functional Activities
 - B. Conditions for Getting Problems to Government
 - C. Theories of Agenda Setting
 - D. Types of Agendas
 - E. Agenda-Setting Strategies
 - F. Policy-Making Process

5. FORMULATING POLICY PROPOSALS

- A. What is Formulation and who is involved?
- B. Institutional Limits on Formulation
- C. Types of Formulation
- D. Strategic Consideration in Formulation

6. LEGITIMATING PROGRAMS

- A. Legitimacy
- B. The Processes of Legitimization
- C. Who is Involved?
- D. Majority Building

7. IMPLEMENTING PROGRAMS

- A. Implementation Concept
- B. Who is Involved?
- C. The Role of Bureaucracy
- D. Interpretation
- E. Application
- F. Intergovernmental Partnership

8. EVALUATING PROGRAMS AND POLICY IMPACT

- A. What is Evaluation?
- B. The Politics of Evaluation
- C. Motivation and Criteria for Evaluation
- D. Measurement and Analysis
- E. Policy Cycles

9. CONCLUSION AS PRELUDE

- A. Resolution for Whom?
- B. Termination Process
- C. Types of Decision Making
- D. Policy Effects
- E. The Morality of Choice

WEEKLY CLASS DISCUSSIONS, READINGS AND ASSIGNMENTS

- Week 1: September – Introductions and course overview
- Week 2: September – Policy Analysis and Models of Politics
- Week 3: September – Civil Rights and Criminal Justice
- Week 4: September – Health and Welfare Education (Definition of policy area due)
- Week 5: October – Environmental and Defense (Sub-policy area due)
- Week 6: October – Economic and Tax (Policy area history due)
- Week 7: October – International Trade & Immigration
- Week 8: October – Mid-Term Examination
- Week 9: October – American Fed. & Inputs and Outputs (Major pioneers due)
- Week 10: November – The Policy Making Process
- Week 11: November – Policy Evaluation
- Week 12: November – Student Presentations
- Week 13: November – Student Presentations
- Week 14: December – Final Student Papers Due
- Week 15: December – Review/Final Examination
- Week 16: December – Final Examination

PUBLIC POLICY ESSAY ASSIGNMENTS

- 1. Definitions of Policy Area**
- 2. Definitions of Sub-areas of Selected Policy Area**
- 3. Brief History of the Policy Area (5 double-spaced typed pages)**
- 4. Five Major Pioneers of the Policy Area (3 double-spaced typed pages)**
- 5. Major Questions of the Policy Area**
- 6. Major Theories of the Policy Area**
- 7. Major Concepts of the Policy Area**
- 8. Ten Major Journals of the Policy Area**

Note: Guidelines will be provided for each of these topics

Goal: A complete introductory essay fit for publication

Public Records

Almanacs

Congress and the Nation

Congressional Journal

Congressional Record

Editorial Research Reports

The Weekly Reports

INTRODUCTION TO PUBLIC POLICY (GOVT 150)
In-Class Practical Exercise

Based on the readings due this session, prepare 15-minute presentations outlining the major topics covered in each chapter:

1. Describe and discuss the dominant model used to analyze the policy area.
2. Chronologically, discuss major developments of the policy area.
3. Discuss major oppositions to that area.
4. Discuss significant legislature developed as a remedy for this policy area.
5. Give your analysis of types of considerations that should be made to address future political concerns.

Note that the briefings should follow this format.

Introduction:

Attention-getter

Purpose: Topic: Includes approach and three key points.

For example: Today I will discuss 3 reasons for the present and future state of education policy:

1. The past
2. The players and their impact
3. The future

Motivation (Why we should pay attention to you?)

Body

Point 1

Point 2

Point 3

Closing:

Summarize approach and main points

Re-motivate audience as to why they need to remember what you've told them

Students who have a disability and who would like accommodations should contact services (DSS) , located in room 1328 in the Business and Graduate Studies DSS Coordinator at 301-860-4067.

The names of all students registered for this course must be on the class roster, if your name is not on the class roster, you must have an admit slip to take this class . If your name does not appear on the midterm roster and you been given a admit slip you must see the registrar immediately because you will not receive a grade and again need proof from the registrar that you are officially registered for this course.