

Political Science Department
Introduction to Public Policy [POL 120]

Spring 2011
Tuesday/Thursday: 9 am– 10:15am
BRNG 1245

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Teaching Philosophy

I want to be your instructor. For me, teaching is not a box to be checked or an unwelcome duty. Instead, I view teaching as an opportunity- a chance to impart knowledge and a way to share my passion for learning. It is my opinion that knowledge is a way to engage in the world. As your instructor, I want to help you accumulate the information and tools you need to be successful and active participants in society. My goal is to help you become intentional learners. An intentional learner sees connections, makes decisions based on a range of knowledge, and integrates classroom skills into their everyday life.¹ In this course, I will provide the structure and opportunities for you to become an intentional learner. I will work with you to synthesize information and identify key concepts. During class I will use various formats to explore different sides of issues and we will work together to develop your communication, critical thinking, and interpersonal skills. As a warning, I want to help you learn the information- but I will not hand it to you on a silver platter. I will require you to work hard. I will require you to stretch your mind and be open to alternate viewpoints. The best way to earn a high mark in this course is to engage- that means: study, read, question, pay attention, and do the work. Most importantly, my office hours are for you- so make use of them! In return for your investment, I will be on time, organized, available, and enthusiastic. My goal is that by the end of this course you will view learning the same way as I view teaching- as an opportunity.

Course Description and Objectives

This course examines the major aspects and institutions involved in the development of American public policy. The first part of the semester will address the policy process and the major actors associated with it. In the first part of the course we will examine the stages of the policy process and the factors that influence policy at each stage. We will also discuss those who make policy, those who benefit from policies, and how these individuals and groups are conceptualized. The second part we will consider why certain problems reach the public agenda and others are marginalized, why some solutions are adopted and other avenues are rejected, and why some policies appear to succeed while others appear to fail. The focus of this course is not to understand every single fact regarding public policy, but to increase analytical skills in evaluating problems, alternatives, and to understand how and why certain decisions are made.

Course Goals

- Understand what "public policy" is
- Understand the structure of the American political system and its role in shaping public policy and the policy process
- Understand the major stages and actors in the policy process
- Understand how the study of public policy relates to political science and other social sciences
- Be able to apply your knowledge of the policy process to other issues and topics
- Be able to intelligently analyze policies; finding the strengths and weaknesses in depictions of policy issues

¹ Grunert O'Brien, Judith, Barbara J. Millis, and Margaret W. Cohen. 2008. *The Course Syllabus A Learning-Centered Approach*. 2nd ed. San Francisco, CA: Jossey-Bass.

Learning Goals

- Have the ability to communicate effectively through listening, speaking, and writing.
- Have the ability to think and read critically.
- Have the ability to exercise problem solving skills--such as problem identification and analysis, solution formulation, implementation, and assessment--using an integrated, interdisciplinary approach.
- Have the ability to successfully work alone and in group settings
- Have the ability to recognize the strengths and weaknesses in opposing viewpoints

Course Materials

Required Textbook

Kraft, Michael E. and Scott R. Furlong. 2010. *Public Policy: Politics, Analysis and Alternatives*. 3rd ed. Chatham, NJ: CQ Press.

Additional Reading and Resources

There are additional reading and resources for this class that will be made available on Blackboard. When readings are on Blackboard, they are marked on the course calendar with an asterisk(*).

Course Caveat

In the event of extenuating circumstances, as determined by myself or Purdue University, the schedule, assignments, and the grading rubric of this course are subject to change. For example, in the event of a major campus emergency, course requirements and deadlines may change due to the necessitated revision of the academic calendar.

Course Requirements

ALL ASSIGNMENTS SHOULD:

- Include your name, the date, the title of the assignment and the class (POL 120)
- Be typed
- Use MLA Format
- Use *Times New Roman* 12pt font
- Be double-spaced with 1" inch margins
- Be edited and spell-checked
- Be stapled

Assignments that do not follow these requirements will be returned ungraded.

Course Policies

Students with Disabilities

Before the provision of classroom accommodations, students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students. Any student that is in need of special accommodations due to a disability should notify the instructor and contact the Office of the Dean of Students, Adaptive Programs at (765) 494-1247.

Late Policy

Assignments should be turned in at the beginning of class sessions. Unless otherwise noted, only hard copies will be accepted. No make-up assignments will be permitted. Assignments that are turned in late will be given a lower grade than papers turned in on time (and late means after class starts, as defined above). *Note: You cannot turn assignments in by proxy- that means that unless you have made prior arrangements with the instructor- assignments that are turned in will only count if you are in class.*

Attendance Policy

Students are expected to attend every class. Attendance will be taken throughout the semester. If a student misses a significant number of courses- the instructor reserves the right to lower their grade up to the total amount of the participation [20%].

Academic Honesty and Professional Ethics Policy

Academic dishonesty will not be tolerated in this course. Academic dishonesty will result in automatic failure of the course and the offending student will be turned over to the Dean's office. "The commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, to knowingly aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest" (University Senate Document 72-18, December 15, 1972).

Classroom Behavior

It is expected that every student will comport themselves with appropriate decorum in the classroom. This means listening and being attentive to both the lecture and fellow students, respecting others' views, and contributing to classroom discourse in an appropriate manner. For example, talking while others are speaking, being generally disruptive, or using offensive language will not be tolerated. The instructor reserves the right to lower the participation grade up to the total amount of the participation [20%] of offending students.

Grading Policy

The instructor will not discuss grades in the classroom or via e-mail. If you have a question about your grade, or if you receive a grade on an assignment that you believe does not accurately reflect the quality of your work- you may discuss the grade with the instructor during a scheduled appointment. I reserve the right to change or not change the grade as I see is appropriate, but you will not be penalized for appealing the grade.

Grade Scale

Grade	Final Score	Grade	Final Score
A	94-100%	C+	76-79%
A-	90-93%	C	73-75%
B+	86-89%	C-	70-72%
B	83-85%	D+	66-69%
B-	80-82%	D	63-65%
		D-	60-62%
		F	less than 59%

Attendance and Participation

Weight: 3 pts each class [32]

Points Possible: 100 pts

Description: Coming to class on time, prepared, and actively engaged in taking notes, asking questions, participating in discussion and completing learning journals.

Purpose: to learn the information being presented, to hear other viewpoints, to engage in interpersonal interaction, to develop responsibility and punctuality

Due: every time class meets!

Grade: credit for this will be based on meeting *all* of the components listed in the description

Reading Quizzes

Weight: 15 pts each [12]

Points Possible: 180 pts

Description: There will be quizzes on Blackboard over the assigned reading material [on the first day that it is listed on the syllabus]. The quizzes will be multiple choice, true/false and/or matching, and will be based on the reading for that week.

Purpose: to encourage class preparation and reading, develop and test critical thinking skills, and to demonstrate what you have learned in the course

Due: every Tuesday by 9:00am [see course schedule for exact dates]

Grade: based on the number of correct responses

Exams

Weight: 100/120 pts each [2]

Points Possible: 220 pts

Description: There will be two exams for this course. The exams will be comprehensive and cumulative. The exams may consist of multiple choice, true/false, matching, short answer or essay questions. The purpose of the exam is to encourage you to think about and review the main ideas discussed in class as well as the relationships between concepts.

Purpose: to develop and test critical thinking skills, as well as to demonstrate what you have learned in the course

Due: March 3rd & scheduled final exam

Grade: based on the number of correct responses

Reflection Paper

Weight: 100 pts [1]

Points Possible: 100 pts

Description: The reflection paper demonstrates not only that you are reading the material and preparing for class, but also that you are pondering the issues. The reflection paper is your opportunity to articulate ideas and arguments that you have found interesting during the course. The reflection paper is a mechanism to explore ideas that are not necessarily covered in class or that you may be hesitant to assert verbally. It also allows you to apply what you are learning to your personal life experiences. Most significantly, the reflection paper allows you to engage in the process of experiencing the harmony or dissonance between the perspectives described in the readings and your own. *The reflection paper should explore the underlying value implications of the reading, articles, lectures and class discussion and relate it to personal experience and observations.* You may want explore the point at which a value important to you is violated; to challenge the desirability of consequences of a position taken in the reading; to make analogies to other things that you have learned; or to explore the priorities being set by some aspect of the course material. While reflection papers are personal in nature, they *must be significantly connected to the concepts and ideas covered in the course regarding public policy.* It should be clear from your reflection that it is based on your experience, the readings, lectures and the class discussion. The reflection paper should be *maximum 1200 words in length [4 pages]*.

Purpose: to develop connections between class information, personal feelings, and experiences

Due: at scheduled final exam

Grade: a complete grading rubric will be handed out on March 10th

As the instructor I reserve the right to change the assignments, parameters, due dates and grading for this course at any time.

January 2011

Monday	Tuesday	Wednesday	Thursday	Friday
10	<p>11 INTRODUCTION Political Science and Public Policy Defined</p> <p>Syllabus & ID Cards Blackboard Resources</p>	12	<p>13 WHAT IS PUBLIC POLICY? Contexts, Conflicts, Compromise</p> <p>Kraft and Furlong (2010) pgs.1-15 *Wheelen (2010) selected reading ch. 2 Released: Reading Quiz # 1</p>	14
17	<p>18 POLICY CONTEXTS: ECONOMIC Principles of Economics</p> <p>*Wheelen (2010) selected reading ch. 7 & 8 Due: Quiz #1</p>	19	<p>20 POLICY CONTEXTS: ECONOMIC Capitalism and Industrialization</p> <p>*Bowles (2007) selected reading Released: Reading Quiz # 2</p>	21 Released: 2-week Course Evaluation
24	<p>25 POLICY CONTEXTS: SOCIAL Social Construction</p> <p>*Schneider and Ingram (1993) selected reading *Fraser (1994) selected reading Due: Reading Quiz # 2</p>	26	<p>27 POLICY CONTEXTS: SOCIAL Social Inequality: Class and Domestic Poverty</p> <p>*(Video) Dateline: "Friends and Neighbors" <u>AND</u> *CQ Press (2009) Middle-Class Squeeze Released: Reading Quiz #3</p>	28
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February 2011

Monday	Tuesday	Wednesday	Thursday	Friday
	<p>1 POLICY CONTEXTS: SOCIAL Social Inequality: Race</p> <p>(Video) Race: Power of the Illusion- in class *Collins (2001) selected reading Due: Reading Quiz # 3</p>	2	<p>3 POLICY CONTEXTS: SOCIAL Social Inequality: Gender</p> <p>*Crittenden (2001) selected reading *CQ Press (2008) Gender Pay Gap Released: Reading Quiz #4</p>	4 Closed: 2-week Course Evaluation

7	8 POLICY CONTEXTS: POLITICAL Power & Ideology Kraft and Furlong (2010) pgs. 15-19 *Aldrich and Rohde (2000) selected reading Due: Reading Quiz #4	9	10 POLICY CONTEXTS: POLITICAL Power & Ideology *Ideology Game Released: Reading Quiz #5	11
14	15 POLICY CONTEXTS: GOVERNING Democracy Kraft and Furlong (2010) pgs. 15-19 *Nordlinger (1982) selected reading Due: Reading Quiz # 5	16	17 POLICY CONTEXTS: GOVERNING Roles of Government *Scott (1998) selected reading Released: Reading Quiz #6 & LJ#6	18
21	22 POLICY TOOLS Kraft and Furlong (2010) pgs. 87-94 *Schneider and Ingram (1990) selected reading Due: Reading Quiz #6	23	24 POLICYMAKING STRUCTURES Fragmentation Kraft and Furlong (2010) pgs. 31-61 *Krehbiel (1998) selected reading Released: Reading Quiz #7	25

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Exam Review
Session TBA

March 2011

Monday	Tuesday	Wednesday	Thursday	Friday
	1 POLICYMAKING STRUCTURES Fragmentation *Rosenau (2000) selected reading *CQ Press (2010) Gridlock in Washington Due: Reading Quiz #7	2	3 EXAM #1	4 Released: Mid-term Course Evaluation
7	8 THEORIES OF POWER: WHO DECIDES? Pluralism and Power Elite Kraft and Furlong (2010) pgs. 66-72 * Bachrach and Baratz (1962) selected reading	9	10 THEORIES OF POWER: WHO DECIDES? Power and Participation *Gaventa (1982) selected reading Released: Reading Quiz #8 Available: Reflection Paper Grading Rubric	11

14 SRRING BREAK No Class!	15	16	17	18
21 Exam Grade Review Session TBA	22 POLICYMAKING ACTORS President and Cabinet *Kingdon (1995) ch. 2 Due: Reading Quiz #8	23	24 POLICYMAKING ACTORS Congress & Political Parties *Fenno (1978) pgs. 31-41 Released: Reading Quiz #9	25 Closed: Mid-term Course Evaluation
28 Extra Credit: Film and Discussion TBA	29 POLICYMAKING ACTORS Bureaucratic Agencies *Peters (2010) selected reading *Wilson (1975) selected reading Due: Reading Quiz #9	30	31 POLICYMAKING ACTORS: Interest Groups & the Media *Kingdon (1995) ch. 3 *Page (1996) selected reading Released: Reading Quiz #10	1

APRIL 2011

Monday	Tuesday	Wednesday	Thursday	Friday
4	5 POLICYMAKING ACTORS Mass Publics/Social Movements Kraft and Furlong (2010) pgs. 20-28 *Shellenberger and Nordhaus (2009) selected reading Due: Reading Quiz #10	6	7 THEORIES OF DECISION-MAKING Rational Choice *Lindblom (1959) selected Reading Released: Reading Quiz #11	8
11 Extra Credit: Film and Discussion TBA	12 THEORIES OF DECISION-MAKING Historical Institutionalism *Hall & Taylor (1996) selected Reading Due: Reading Quiz #11	13	14 THEORIES OF THE POLICY PROCESS: STAGES MODEL Agenda Setting and Formulation Kraft and Furlong (2010) pgs. 72-87 & 125-138 Released: Reading Quiz #12	15
18	19 THEORIES OF THE POLICY PROCESS: STAGES MODEL Legitimation and Implementation Kraft and Furlong (2010) pgs. 139-147 & pgs. 97-111 *Smoke (1997) Selected Reading Due: Reading Quiz #12	20	21 THEORIES OF THE POLICY PROCESS: STAGES MODEL Evaluation and Change Kraft and Furlong (2010) 111/122 and 151-180 *Wheelen (2010) selected reading ch. 15	22

25 Extra Credit: Film and Discussion TBA	16 THEORIES OF THE POLICY PROCESS: ALTERNATE MODELS Multiple Streams & Punctuated Equilibrium * Sabatier (2007) Selected Reading	27	28 LAST DAY	29 Exam Review Session TBA
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MAY 2011

Monday	Tuesday	Wednesday	Thursday	Friday
FINALS WEEK	1	2	3	4 