

**POLS 443W Public Administration
Spring 2006
Dr. Sarah Latham**

Course Meeting Time: Tuesday and Thursday, 3:00 to 4:50
Course Meeting Location: DBH 208
Instructor Office: Brooks Hall 314
Instructor Telephone: 726-2484
Instructor e-mail: sclatham@samford.edu
Instructor Office Hours: Tues/Thur 4:50 to 5:30 or by appointment

Course Content:

Examination of the major, political, social, economic, and technological forces influencing and shaping the nature, content, and outcomes of public policy in the United States. In addition to this Course Content, the course will emphasize critical thinking and writing. This will be achieved through the use of the seminar format, in addition to the course assignments.

Course Outcomes:

At the end of the semester students should:

- Have a broad knowledge of the theories and models of how public policy is made, implemented, and analyzed
- Understand how the media, politics, public and private organizations, and other stakeholders affect public policy
- Be able to analyze the expected and unexpected consequences of the policy process
- Have the ability to write critically about policies, regardless of personal political and social beliefs

Required Readings:

Birkland, T.E. (2005) *An Introduction to the Policy process: Theories, Concepts, and Models of Public Policy Making*

Gillon, S.M. (2000) *That's Not What We Meant To Do: Reform and It's Unintended Consequences in 20th Century America*

Daily newspaper

Course Requirements:

1) Students must arrive to class sessions prepared and having completed required readings and assignments.

2) Attendance is required. Students are allowed two unexcused absences without penalty (there are a total of 26 class sessions, but only 24 will be counted). Absences may be excused if the student provides verifiable documentation of accident, illness, or legal obligation. The first unexcused absence (beyond the two allowable) will result in a five point reduction in the **FINAL GRADE**. The second unexcused absence (beyond the two allowable) will yield an FA. Students will be responsible for finding out about activities taking place during absences and obtaining class notes from peers.

3) Students will be expected to adhere to the principals of academic integrity articulated in the Student Handbook and appearing at the end of this syllabus.

4) Cell phones should be turned off prior to the beginning of class. Other electronic devices (including PDAs) will not be allowed during the final exam.

Student Evaluation:

Students will be evaluated as follows:

Class participation:
24 meetings (5 points each) – 120

Policy Brief:
2 briefs (40 points each) – 80

Research Paper:
1 paper (70 points for the final product, 10 points for paper presentation, 35 points for the literature review, 20 points for the annotated bibliography) – 135

Mid-term Exam:
1 exam (100 points) - 100

Final Exam:
1 exam (100 points) – 100

Total Points: 535

Class Participation	22%
Policy Briefs	15%
Research Paper	25%
Mid-term Exam	19%
Final exam	19%
Total	100%

Grading scale (GE means greater than or equal to)

A	=	GE 93.3%
A-	=	GE 90%
B+	=	GE 86.6%
B	=	GE 83.3%
B-	=	GE 80%
C+	=	GE 76.6%
C	=	GE 73.3%
C-	=	GE 70%
D+	=	GE 66.6%
D	=	GE 63.3%
D-	=	GE 60%

Class participation: In addition to attending class, students will be expected to fully contribute to the class discussion. If a student attends class but does not speak, ask questions, or contribute to the discussion they will not receive the full 5 participation points. The course utilizes the seminar format in order to provide an environment conducive to critical discussion.

Policy Briefs: Students will submit two policy briefs. The brief should take a public policy issue from a current newspaper and analyze it using one of the theoretical constructs covered in class. The student should discuss how the policy issue contradicts theory. These should be between 2 to 3 double-spaced pages in length. Briefs will be graded for content as well as grammar and punctuation. Briefs will be due to the instructor before the beginning of the class session in which they are due. More details will be provided in class.

Research Paper: Students will complete a research paper based on the framework presented in the book That's Not What We Meant to Do (more details will be provided in class). There will be three phases of the research paper. Students will first submit a research paper proposal that includes an annotated bibliography of 8 scholarly references that will be utilized. The next product due will be a literature review of the policy topic. The final paper (including the literature review) should be 10-15 pages double-spaced. Papers will be graded for content as well as grammar and punctuation.

Each student will be asked to review the paper of a fellow classmate and develop five questions for critical discussion. At the end of the semester, students will present their research paper to the class and the critical questions will frame the discussion. Students failing to submit their critical discussion questions to the instructor by their designated class period will not receive class participation points for any of the three days of presentations.

The rubric at the end of this syllabus provides the factors used to grade the research paper assignment. This is a Writing Intensive Course (as designated by a W in the section number). Therefore, this course emphasizes writing as a means of learning.

Mid-term Exam: The mid-term exam will cover topics in the first half of the semester and will cover material presented in the lectures, readings, and discussions.

Final exam: The final exam is cumulative and will cover material presented in the lectures, readings, and discussions.

Students Requiring Special Accommodation:

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting Disability Support Services, located in Counseling Services on the lower level of Pittman Hall (telephone number: 726-4078 or 726-2105). A faculty member will grant reasonable accommodations only upon written notification from Disability Support Services.

CLASS SCHEDULE

The following topic dates are subject to change. Project due dates will, however, remain as shown.

1/26

Introduction to Class and Review of Syllabus

1/31

Where Does Policy Come From?

2/2

The Study and Practice of Public Policy

Reading: Birkland, Ch. 1

2/7

The Historical and Structural Context of Public Policy Making

Reading: Birkland, Ch. 2

2/9

Official Actors and Their Roles in Public Policy

Reading: Birkland, Ch. 3

-Students should have chosen a current public policy issue for their Research Paper

2/14

Unofficial Actors and Their Roles in Public Policy

Reading: Birkland, Ch. 4

2/16

Agenda Setting, Power, and Interest Groups

Reading: Birkland, Ch. 5

-Policy Brief #1 Due

2/21

Policies and Policy Types

Reading: Birkland, Ch. 6

2/23

Policy Design and Policy Tools

Reading: Birkland, Ch. 7

-Policy Brief #2 Due

2/28

Policy Implementation and Policy Failure

Reading: Birkland, Ch. 8

3/2

Putting it All Together; Models of The Policy Process

Reading: Birkland, Ch. 9

3/7

Mid-term Exam

3/9

The Media and Public Policy

We will watch “Are We Scaring Ourselves to Death”

3/14

FEMA, Disaster, and the Media

3/16

FEMA, Disaster, and the Media

-Paper Proposal and Annotated Bibliography Due

3/21 and 3/23

NO CLASS – Spring Break

3/28

The Unintended Consequences of Policy

Reading: Gillon, Introduction

3/30

The Irony of Reform

Reading: Gillon, Ch. 1

4/4

The Politics of Deinstitutionalization

Reading: Gillon, Ch. 2

4/6

NO CLASS

Literature Review Due

4/11

The Strange Career of Affirmative Action

Reading: Gillon, Ch. 3

4/13

Still the Golden Door?:

Reading: Gillon, Ch. 4

4/18

The Politics of Campaign Finance Reform:

Reading: Gillon, Ch. 5

4/20

Policy Exercise – PART ONE

4/25

Policy Exercise – PART DEUX

4/27

NO CLASS

-Final paper due

5/2

Class Presentations

5/4

Class Presentations

5/9

Class Presentations

5/15

The FINAL EXAM is scheduled for 6:00 pm – Note that this is a Monday

ACADEMIC INTEGRITY

Academic Dishonesty:

The Student Handbook states the following related to Academic Integrity: "A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment, and should be in keeping with the philosophy and mission of the University. When a student is found guilty of dishonesty in academic work, for a first offense, the student will be placed on probation, and the professor will receive a recommendation that the student receive an "FX" in the course. Any student already on probation who is found guilty of dishonesty again automatically will be suspended. The Faculty Statement on Academic Dishonesty follows:

Students, upon enrollment, enter into voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also completely deficient in the scholarly maturity necessary to college study. Those detected in dishonesty are subject to severe punishment. The more dependence on cheating, the more inevitable becomes ultimate failure, often accompanied by public disgrace. Any act to obtain an unfair academic advantage is considered dishonest. The most common forms of such dishonesty include the following:

1. Dependence upon aid from others beyond that expressly approved by the instructor in writing papers, preparing laboratory reports, solving problems or carrying out other assignments will be construed as dishonest. This statement is not intended to forbid legitimate cooperative discussions, which are a valuable adjunct to private study.

2. Plagiarism is defined in the American College Dictionary as "copying or imitating the language, ideas and thoughts of another author and passing off the same as one's original work." This definition may be broadened to include anything else that another person has produced, such as a drawing or a musical composition. In college work, plagiarism is usually characterized by incorporation of published or otherwise recorded material without full and clear acknowledgment. Even to paraphrase the ideas of another without such acknowledgment is to be guilty of intellectual theft. To quote directly more than three or four consecutive words without the use of quotation marks is also dishonest. All borrowed material, whether quoted or paraphrased, should be documented. The proper form for general documentation is presented in Communication Arts I, and all students are expected to avail themselves of this information. More specialized forms will be explained in classes where their use is appropriate. Students in doubt on these matters should seek advice from their instructors. Still another form of plagiarism occurs when a student submits work done by another person as the student's own work. A student who knowingly permits work to be used by another is equally guilty.

3. Dishonesty on quizzes, tests and examinations includes the following:

- a. Referring during the examination to books, papers or notes when not specifically permitted to do so by the instructor.
- b. Receiving during the examination information from another person, or communicating information to another person, or attempting to receive or communicate information.
- c. Employing a substitute to take a quiz, test or examination, or acting as such a substitute.

Academic Honesty: Any suspected incident of plagiarism, cheating, or other academic dishonesty will be investigated fully. Plagiarism includes not only copying material from the internet, textbooks, or journals without proper citation but also copying material from other students (either past or present). If there is sufficient evidence of such behavior, the matter will be turned over to the Values Council and the student could receive a 0 on the assignment in question and possibly an F for the class regardless of previous grades."

Rubric for Research Paper Evaluation

	EXCEPTIONAL	GOOD	AVERAGE	POOR	FAILING
Process	Demonstrates prewriting and planning Multiple drafts demonstrate sophisticated level of revision	Competent level of revision based on outside review as well as self assessment	Minimum number of drafts Some revision, mainly in response to instructor suggestion	No more than one draft Very little planning and limited revision	No drafts No revision
Focus and Purpose	Essay is unified throughout text	Maintains unity throughout text	Essay is unified overall but material is presented superficially	Generally hard to follow the writer's thought processes and intentions	Virtually impossible to follow writer's thought processes
Development for Audience	Conscious of audience's needs and expectations throughout text Well-supported evidence Incorporates sources correctly without letting sources dominate material	Meets needs and expectations of reader Support is well-presented Uses sources correctly	Superficially or mechanically fulfills needs of reader Some support is offered, but is generally underdeveloped Sources are overused or awkwardly placed	Little recognition of needs and/or expectations of the specific audience Too much reliance on sources Support is lacking	Fails to recognize audience
Organization	Ideas flow smoothly between paragraphs and individual sentences	Organization is sound and effective Any problems with transition within sections or paragraphs are minor	Overall organization is sound but mechanical Some problems with transition within sections or paragraphs	Limited organizational plan Transitions limited	Material is hastily constructed or has no clear organizational plan Transitions are lacking or inadequate
Style and Conventions	Sentences are sophisticated and/or creative No major conventional errors	Sentences are well-developed but lack imagination and insight No major conventional errors	Sentences lack flair; reliance on general rather than specific language Few major conventional errors A few miscues in mechanics	Sentences are unclear, trite, and/or poorly constructed Problems with spelling, grammar, and/or punctuation	Gross conventional errors Sentences poorly constructed
Overall Product	Fulfills requirements of assignment with a superior level of thought, analysis of material, and genuine insight	Fulfills requirements of assignment and competently addresses subject matter	Generally fulfills requirements of assignment in a competent but lackluster manner	Demonstrates lack of interest in the subject matter and/or text is dominated by sources	No real understanding of assignment