

New Course Request

South Bend Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit 84

1. School/Division College of Liberal Arts & Sciences 2. Academic Subject Code POLS

3. Course Number Y513 (must be cleared with University Enrollment Services) 4. Instructor Candler, others

5. Course Title Public Policy

Recommended Abbreviation (Optional) _____
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: The dynamics of public policy, with an emphasis on actors, stages, analytical challenges, politics, and reconciling often contradictory goals.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at 0 or Variable from _____ to _____

13. Estimated enrollment: 25 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: annual Will this course be required for majors? No

15. Justification for new course: This replaces V512 in the existing MPA program. Changes due to IUSB SPEA restructuring.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Linda Chen Date 1/23/08
Department Chairman/Division Director

Approved by: [Signature] Date 2/13/08
Dean ASUC Dean CAS

Date _____
Dean of Graduate School (when required)

[Signature] Date 4.7.08
Chancellor/Vice-President

Date _____
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

MPA PROGRAM
COURSE SYLLABUS
POLS Y 513-- Public policy
Sample Syllabus

Instructor	George Candler
Day/time	online
Location	online (Weikamp 1250)
Office	Weikamp 2229
Office hours	periodic
Office phone	574-520-4136
Email	gcandler@iusb.edu

Course Objective:

Greetings, and welcome to POLS Public policy. The description for this course reads as follows: "The dynamics of public policy, with an emphasis on actors, stages, analytical challenges, politics, and reconciling often contradictory goals." More broadly, this course is about the process of public policy. At its simplest, public policy can be thought of as a mechanistic process, using rigorous analytical techniques to weigh up alternatives and measure which will maximize social utility. Unfortunately, the social sciences are not that easy. Innumerable factors get in the way, making it difficult to identify, address, and analyze social phenomena; as well as to select, implement and evaluate policies most likely to alleviate social problems. I argue that anyone can learn the mechanistic analytical techniques, yet few people appreciate this difficult nature of the social sciences, and *it is this latter factor* which accounts for the largest share of policy failures. As a result, this course is about the wild, fuzzy complexity that surrounds public policy, rather than about simple analytical methods.

Consistent with the mission of the IUSB MPA program, the objectives of this course include the following:

- to enhance competence in **organizational management**; by developing an appreciation for and an ability to use theoretical knowledge about management and public policy;
- to enhance competence in **governance**; by developing expertise in policy and management, developing an awareness of the economic and legal constraints within which leaders and managers operate, and developing the ability to understand and adapt to the ethical, social, economic, and political context of public policy;
- to enhance competence in coping with **globalization** and its ramifications; by developing an appreciation for the changing scope of governance and the impact of global action on public institutions from the local to the international;

- to enhance competence in **professionalization**; by developing an ethical consciousness and improving communication skills.

Course structure:

There will be three complimentary means of instruction: readings, online content, and class lecture sessions. Readings will include those listed on the syllabus and drawn from the course texts, as well as various articles available electronically.

Online content includes the course web page, which links students to assignments, as well as weekly readings and 'lecture notes'. The course also uses Oncourse, especially the Discussion forums in the Message Center, for weekly interaction. The course is largely online, and 'asynchronous', meaning you can participate when and where you like. I expect to be in Brazil for part of this class, so will be doing the same!

There are three class lecture sessions, scheduled for May 17, May 31, and August 9. The August 9 session is the final exam. The purpose of the first two meetings is to ensure that we are all broadly on the same page regarding expectations, and to establish some sort of human contact which, hopefully, will reduce the likelihood of rude internet behavior.

Required texts:

- Deborah Stone (2001). *Policy Paradox*. WW Norton. ISBN: 0-393-97625-4.
- Thomas Birkland (2005). *An Introduction to the Policy Process*. ME Sharpe. ISBN: 978-0-7656-1489-6.

To contain further student expenditure, we will also make use of (free) electronic materials available on line, through three media. First, various electronic Databases available on the Schurz Library system. To see if you can access these, try to click on the following. For off-campus access to this, you may need to reconfigure your browser:

- Weitzman, Beth, Diana Silver, and Caitlyn Brazill (2006). "Efforts to Improve Public Policy and Programs through Data Practice: Experiences in 15 Distressed American Cities." *Public Administration Review*, 66(3), p. 386-399. [EBSCO link](#).
- Nelson, Lisa (2004). "Privacy and Technology: Reconsidering a Crucial Public Policy Debate in the Post-September 11 Era." *Public Administration Review*, 64(3), p. 259-269. [EBSCO link](#).
- Birkland, Thomas . "The World Changed Today ♦: Agenda-Setting and Policy Change in the Wake of the September 11 Terrorist Attacks." *Review of Policy Research*, 21(2), p. 179-200. [EBSCO link](#).
- Stone, Deborah (1989). "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly*, 104(2), p. 281-30. [JSTOR link](#).
- Argyris, Chris (1976). "Single-Loop and Double-Loop Models in Research on Decision Making." *Administrative Science Quarterly*, 21(3), p. 363-75. [JSTOR link](#).

Second, there is a lot of useful stuff available just through normal web links. Try, for instance, this link to the Association for Public Policy Analysis and Management.

Readings

Date -- Topic (Readings)

Part I -- Theory

17 May -- The study and practice of public policy. **Class meets in Wiekamp 1250, 5:30-8:45**

- Birkland (chapter 1)
- Stone (introduction, chapter 1.
- Wilson, Woodrow (1889). "The study of administration." *Political Science Quarterly*, 2(2): 197-222. [JSTOR link](#).
- Parsons, Talcott (1942). "Max Weber and the Contemporary Political Crisis: I. The Sociological Analysis of Power and Authority Structures." *The Review of Politics*, 4(1), p. 61-76. [JSTOR link](#).

24 May -- Goals (and tensions!)

- Liberty
 - Stone (chapter 5)
- Security
 - Stone (chapter 4)
 - Lasswell, Harold (1951). "Does the Garrison state Threaten Human Rights?" *Annals of the American Academy of Political and Social Science*, 275, p. 111-16. [JSTOR link](#).
- Efficiency
 - Stone (chapter 3)
- Equity
 - Stone (chapter 2)

31 May -- Agenda setting, power and interest groups **Class meets in Wiekamp 1250, 5:30-8:45**

- Birkland (chapter 5)
- Stone (chapter 9)

7 June -- Policies and policy types

- Birkland (chapter 6)
- Stone (chapters 11, 12, 14 & 15)

14 June -- Policy design and policy tools

- Birkland (chapter 7)
- Stone (chapters 6, 7, 8, 10 and 13)

21 June -- Policy implementation and policy failure

- Birkland (chapter 8)
- Dufty, N.F. and P.M. Taylor (1962). "The Implementation of a Decision." *Administrative Science Quarterly*, 7(1), p. 110-9. [JSTOR link](#).

28 June -- Some global context

- Reinicke, Wolfgang (1999). "The Other World Wide Web: Global Public Policy Networks." *Foreign Policy* (117), p. 44-57. [JSTOR link](#).
- Wolfish, Daniel and Gordon Smith (2000). "Governance and Policy in a Multicentric World." *Canadian Public Policy*, 26(supplement), p. S51-72. [JSTOR link](#).

28 June -- first paper due

5 July -- Some perspectives

- Quigley, John and Suzanne Scotchmer (1989). "What Counts? Analysis Counts." *Journal of Policy Analysis and Management*, 8(3), p. 483-9. [JSTOR link](#).
- Brandl, John (1989). "How Organization counts: Incentives and Inspiration." *Journal of Policy analysis and Management*, 8(3), p. 489-94. [JSTOR link](#).
- Behn Robert (1989). "Leadership Counts." *Journal of Policy Analysis and Management*, 8(3), p. 494-500. [JSTOR link](#).
- Lindblom, Charles (1959). "The science of muddling through." *Public Administration Review*, 19(2), p. 79-88. [JSTOR link](#).

12 July -- Ethics

- Ethics
 - Parsons, Talcott (1942). "Max Weber and the Contemporary Political Crisis: II." *The Review of Politics*, 4(2), p. 155-72. [JSTOR link](#).
 - Leys, Wayne (1943). "Ethics and Administrative Discretion." *Public Administration Review*, 3(1), p. 10-23. [JSTOR link](#).
 - Thompson, Dennis (1992). "Paradoxes of Government Ethics." *Public Administration Review*, 52(3), p. 254-259. [JSTOR link](#).
- The future
 - Uyar, Bulent (1993). "The discount rate and intergenerational equity." *Atlantic Economic Journal* 21(4): 89.
 - Frederickson, H. George (1994). "Can public officials correctly be said to have obligations to future generations?" *Public Administration Review* 54(5): 457-464. [JSTOR link](#).

19 July -- Historical and structural context

- American government: never better?
- American citizenship: never worse?
 - Birkland (chapter 2)
 - Lynn, Laurence (1989). "Policy Analysis in the Bureaucracy: How New? How Effective?" *Journal of Policy Analysis and Management*, 8(3), p. 373-7. [JSTOR link](#).
 - Pugliaresi, Lucian and Diane Berliner (1989). "Policy Analysis at the Department of State: The Policy Planning Staff." *Journal of Policy Analysis and Management*, 8(3), p. 379-94. [JSTOR link](#).
 - Nelson, Robert (1989). "The Office of Policy Analysis in the Department of the Interior." *Journal of Policy Analysis and Management*, 8(3), p. 395-410. [JSTOR link](#).

26 July -- Actors

- Official actors and their roles.

- Birkland (chapter 3)
- Unofficial actors and their roles
 - Birkland (chapter 4)
- **Second paper due**

2 August -- Some closing ruminations

- Sabatier, Paul (1991). "Political science and public policy." *PS: Political Science & Politics*, 24(2), p. 144-7. JSTOR link.
- Sabatier, Paul (1991). "Toward better theories of the policy process." *PS: Political Science & Politics*, 24(2), p. 147-56. JSTOR link.
- Lindblom, Charles (1982). "The market as prison." *The Journal of Politics*, 44(2), p. 324-36. JSTOR link.
- Birkland (chapter 9)

9 August -- **Final exam**

Grading criteria: A consistent grading schema will be used *for all three papers*, with the points available for the various assignments apportioned among a number of criteria. These will include the following (and are further elaborated below):

- Identify the issue/state the question
- Get facts right
- Systematic, comprehensive research
- Write professionally
- Cite sources in text, correctly
- Logical, coherent, balanced argument
- Well used tables/ graphs (bonus)
- Follow instructions (debits)

Grading criteria further elaborated: Following is a collection of standard rules for professional (or academic) writing, and common mistakes by students.

- **Format:**
 - I prefer electronic submission (as an email attachment).
 - I will acknowledge email receipt of your paper. If you don't get such an acknowledgement, email me again.
 - Save paper. Do include your name, course number, assignment name, title of the paper and all that at the beginning of the paper, but you needn't do this on a separate page.
 - Especially if you submit the paper electronically, feel free to single space. I can use the comment function in MS Word to insert comments.
- **Identify the issue/state the question, main theme, etc.**
 - Tell your reader in the first paragraph, if not the first line, what the paper seeks to do: *what is the central message of the paper*. If you can't identify a central message, rethink the paper!
 - Do this as clearly as possible, with a "This paper will..." statement, if necessary.
 - Avoid the 'mystery novel' approach to professional writing.
 - Also strongly consider closing the introduction with a brief summary of how the argument will proceed.
- **Demonstrate command of the material**
 - Self explanatory, in terms of make no mistakes. This also means that beyond answering the assigned question, you need to demonstrate that you have done course readings and understand course materials.
 - Note that the likelihood of misinterpreting what you've read (or falling for a particularly biased, distorted take on an issue) is inversely related to the amount of research that you do.

- Note that this is a class about *public* and/or *nonprofit* administration, not the management of *private*, business companies.
- Note, too that this is a class about public/nonprofit administration, not about political science. So the focus is on appointed officials, not on elected leaders.
- **Systematic, comprehensive research**
 - You must sweep virtually every broad information source when researching your topic. It is not enough to find information adequate to reach the specified word limit. Weak research can easily either lead to misinterpretation of the few sources found or worse, overlook entirely different perspectives on the issue. This doesn't mean you have to read each of the 1000+ relevant sources that you might identify. It does mean that you should sample these to get a sense of the different perspectives on a topic, and ensure that you acknowledge these various perspectives
 - Rule of thumb #1: *engage course materials* (cite course readings liberally). You are allowed, even encouraged, to disagree with or challenge course readings and lectures. You cannot, though, ignore these. 'Course materials' includes all materials listed on the readings page.
 - Only cite the course web page (my weekly 'lecture notes') as a last resort and sparingly, if at all, as this reflects very minimal research effort on your part. By all means cite works that I introduce you to in the lecture notes, but get hold of the original source, have a look at the context, and cite the original source rather than my lecture notes.
 - Rule of thumb #2: if your list of works cited includes only books, only journals, or (especially) largely internet sites, the research was neither systematic nor comprehensive. As well, when I'm concerned that a student hasn't done enough research, I check the following sources. If your list of references is lean, and I find substantial amounts of material that you haven't referred to, expect the worst:
 - [IUCAT](#)
 - [EBSCO Host Research Databases](#)
 - [JSTOR](#)

Beware the internet! Do not use web information unless it is from a well known, respected source. Wikipedia is of too uneven quality to be used as a source in professional work.
 - Rule of thumb #3: if you can't find a couple of dozen sources to support whatever approach you take, pick another approach or do more research. Note that this greatly limits the local issues that you can discuss. Indeed you should not write about something that you know a great deal about, or rely on or refer to personal experience (branch out instead, and *learn*).
 - Avoid giving dictionary definitions (and citing these); you can assume that your reader is familiar with standard English. Similarly, do not use encyclopedias.
 - If you adopt a case study approach, you should ensure that the topic chosen is of broad enough interest that there is information on it. Again, this means that many local and even state issues are not appropriate.

- **Write professionally**
 - Self explanatory. I have some writing sources listed at the end of the 'Research' page on the class website.
 - Write for an informed lay person *on the street*, rather than for experts, idiots, or your class professor. So do not assume that your reader is in this class, and will know who Professor Candler is, or what we discussed in week three.
 - Use quotations sparingly. This is meant to be a paper by you, not a collection of selected quotes that you thought were especially relevant to the topic.
 - Use a professional tone. Don't force it. Some tips:
 - Don't use first person (e.g. I, we, our), or second person (you). Use third person. You are not writing this from yourself, you are writing it *on behalf of* an organization, *to* an impersonal audience.
 - Don't use contractions (e.g. don't).
 - Avoid rhetorical questions (e.g. Why is this the case?).
 - Avoid starting a sentence with a conjunction (e.g. The paper was bad. *And* she started a sentence with and.).
 - Avoid singular/plural inconsistency (e.g. *The* student lost points for singular/plural consistency in *their* paper).
- **Cite sources correctly, in text and in the bibliography**
 - You may use any of the standard citation methods. Key points:
 - Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
 - *This means give page numbers!*
 - This also means that if you cite something as (Smith 2000, p. 567) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
 - Don't cite urls in text.
 - Note that you must have a proper list of works cited.
 - Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
 - Bibliographic references should be informative on their own. Listing a url is not enough, as your reader should be able to get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
 - You don't need a quotation in order to include a citation.
 - Be spare in referring to sources in text. For instance, do write 'Perry (1996) argues...' Do not write, 'James L. Perry, in his chapter titled 'Effective enterprises, effective administrators' in his 1996 book *Handbook of Public Administration*, argues...' In many newspaper articles, government reports, and in popularized academic stuff (like a textbook, for instance), you may see examples like the one that I ask you not to use.

But more analytical work doesn't typically do this, and I want you to practice this usage.

- Don't cite a single source consecutively in a paragraph. Every sentence does not need to be supported. You can summarize extended passages of a source in a paragraph in your paper, then cite the source once at the end, indicating the pages from which it came, e.g.: (Perry 1996: 739-45).
 - Include the in-text citation in the sentence it is a part of. Like this: *the world is round (Columbus 1492)*. Not like this: *the world is round. (Columbus 1492)* or like this: *the world is round. (Columbus 1492)*.
 - Don't include the in-text citation in quotation marks. Like this: "The world is round" (Columbus 1492). Not like this: "The world is round (Columbus 1492)," and certainly not like this: "The world is round. (Columbus 1492)"
 - Note, again, the admonishment against plagiarism, and consult IUSB's Academic Honesty Policy. I have in my career caught numerous students flagrantly plagiarizing (i.e. copying text from another source and including it in their paper without attribution *and* without quotation) and have filed formal complaints about each.
- **Logical, coherent, balanced argument**
 - Your argument should have logical structure, and be easy to follow.
 - The main body of the argument should be consistent with what you told your reader you were going to do in the "brief summary of how the argument will proceed" in the introduction.
 - The conclusion should also be consistent with the introduction, and with the main body of the paper.
 - Consider the economical use of subheadings to signal to your reader when you are shifting focus.
 - Remember that your reader is not inside your head, and so may not know where you are going or why you are going there if you do not make this clear.
 - These are not opinion pieces, they should be detached, analytical, balanced, and based on your research.
 - Present fairly the different perspectives on the issue. It is not necessary (indeed is discouraged) to choose a 'solution' to the issue which you are addressing. That is for politicians. Simply present the evidence and flesh out the options.
 - You are being trained to work in mainstream America, so avoid fringe views, or populist conspiracy theories.
 - **Well used tables/ graphs (bonus)**
 - Note the '*well used*'. Few people do this well, so I throw in this requirement to encourage students to develop this skill. This does not mean produce a large, gaudily coloured pie chart when it would be easier to simply write "55% of Vermonters remain opposed to the civil unions law."
 - It *especially* doesn't mean reproduce a table, diagram, or such that you find elsewhere. It must be original.
 - All tables and graphs need to be self contained, including both a title, and acknowledgment of the source from which you got your data. They also need to

be incorporated into the narrative of your paper: "as shown in Figure 4 below...The table also illustrates..."

- Tables and graphs should be attractive and professionally presented.
- **Follow instructions (debits)**
 - Self explanatory. Pay attention to the various course requirements, including format instructions above.
 - *Papers that are not consistent with the assignment requirements will not be accepted.*
 - Especially note IUSB's Academic Honesty Policy and the university's [Statement on Academic Integrity, Academic Misconduct, and Plagiarism](#). On online plagiarism tutorial can be found [here](#). Examples of plagiarism will result in a report being filed with the Vice President for Academic Affairs, with a recommendation that the student fail the course. For a definition and discussion of plagiarism, see this excellent University of Calgary site:

"Plagiarism is the deliberate attempt to deceive the reader through the appropriation and representation as one's own the work and words of others. Academic plagiarism occurs when a writer repeatedly uses more than four words from a printed source without the use of quotation marks and a precise reference to the original source in a work presented as the author's own research and scholarship. Continuous paraphrasing without serious interaction with another person's views, by way of argument or the addition of new material and insights, is a form of plagiarism in academic work."

[Irving Hexham](#)