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PSCI 365.01: Public Policy Issues and Analysis

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Syllabus
PSCI 365 Public Policy Issues and Analysis
Prof. Jeffrey D. Greene
Summer II, 2013
July 1 – August 2, 2013
University of Montana

TEXTS: Understanding Public Policy, 13/e, by Thomas Dye (Main textbook)
Issues for Debate in American Public Policy, 13/e, by CQ Press (This
book contains numerous policy issues that will be discussed in the class).

COURSE DESCRIPTION.
Public policy is one of the most exciting areas in political science. This course examines
the public policy process (i.e. formation, implementation, and evaluation) and examines a
broad range of substantive public policies. The course also integrates a variety of basic
techniques of analysis and the application of models to help better understand public
policy.
The class will be conducted using an informal seminar format rather than a lecture-based
format. The structure of the class will be to examine and discuss a major policy area out
of the Dye text, which are supplemented by the CQ Reader. Normally, one day will be
spent on the broader topic using the Dye text and on the following day we will focus on
specific areas of the same policy using the CQ Reader. Students are expected to have read
the material before class and be prepared to discuss the topic. After a short summary of
the policy area, questions will be asked for class discussion. Thus, it is critical that
students come prepared to talk about policy topics such as health care, welfare,
immigration, etc.

Primary Objectives
Objective #1: To provide students with a general understanding of substantive public
policy and policy analysis by reading and discussing classic and contemporary literature.
Students will be exposed to the basic concepts, terms, and methodologies associated with
policy studies. In this process, students will gain a general understanding of the history
and evolution of policy studies. Students’ proficiency will be measured by class
discussions (essentially a series of oral exams integrated into class discussions).
Objective #2: To enhance students’ ability to write concise reports pertaining to public
policy and present their work as an oral presentation. This objective will be accomplished
by having students write a 10-page policy summary paper and make a formal, oral
presentation about their work to the entire class. Details of these projects are explained
later in the syllabus. Students’ proficiency will be assessed via their performance on the
policy summary paper.
Upon success completion of the course, students should be able to:
1). Demonstrate knowledge of the history and evolution of American public
policy
2). Demonstrate an understanding of the fundamental models, terms, and concepts
associated with public policy and policy studies.
3). Demonstrate proficiency at writing concise reports that deal with complex
material.
4). Demonstrate a thorough understanding of a specific policy by writing a policy summary, which includes an understanding about how issues can be “framed” and how framing issues impacts the potential solutions.

5). Demonstrate the ability to make formal presentations about public policy and analysis using visual technology, such as PowerPoint or other presentation software or equipment.

**REQUIRED: POLICY SUMMARY PAPER and CLASS PRESENTATIONS**

**Exams.**
There are no formal exams in this course.

**Policy Summary Paper.**
The policy summary paper is intended to enhance students’ ability to write concise reports and demonstrate a competent understanding of a specific policy area. Students may select any policy area. Simply stated, a policy summary is a concise overview of a real public policy area that could be used as a chapter or section in a report, or as a freestanding report that one might construct for a public agency. Policy summaries should provide an overview of the policy area, include a brief overview of the history and evolution of the policy, the pertinent issues and debates associated with the policy area, and provide alternative solutions currently being considered to solve problems associated with the policy.

Students should select a policy topic of personal interest. All topics must be approved in advance. Students should summarize and evaluate a specific policy. The papers should contain a clear description of the policy problem, provide the major potential remedies for the policy problem, briefly evaluate the pros and cons of each remedy, and select the remedy they feel would be the best solution to the problem and provide the rationale for selecting this remedy. Students are encouraged to use some of the models covered in the class to their papers and note "how the public policy has been framed."

Papers are graded using the following criteria: **thoroughness, sophistication of analysis, organization and logical development, clarity of expression, grammar, and overall evaluation.** The format used is a 1 through 5 scale — with 5 the highest score — for each of the criteria.

**Thoroughness** High quality papers address the subject with sufficient detail to demonstrate that the policy topic is fully understood.

**Sophistication of analysis** In high quality papers, the author does more than just explain or describe. The author shows evidence of having thought about the subject in depth. The subject is analyzed from many angles and assessed critically.

**Organization and logical development** High quality papers show evidence of prior planning, as if they had been outlined in advance. The paper has a purpose
that is introduced in the introduction, developed in the paper, and returned to in the conclusion. Paragraphs are well constructed and linked to each other in a logical sequence using transitional sentences. Arguments, examples, opinions, evidence, and details explain the main points and lend credibility to each point being developed.

**Clarity of expression** In high quality papers, words are chosen carefully and sentences are constructed purposefully so that each point the author makes is expressed as exactly, precisely, and clearly as possible.

**Grammar** Poor grammar, punctuation, and spelling detract from the substance of papers. High-quality papers are characterized by consistently correct grammar, punctuation, and spelling. Verbs agree with subjects, there are no single-sentence paragraphs, etc. To receive an “A”, one must write an excellent paper. In short, excellent papers explicitly demonstrate an understanding of the relevant terms and concepts, utilize illuminating examples, provide penetrating analysis, are gracefully but succinctly written, and build to clear and compelling conclusions. Note: Students must write a 10-page, double-spaced, policy summary paper. This is the same topic that will be used in the class presentations.

**Class Presentations**
The paper, described above, will be converted into a formal, oral presentation using software such as PowerPoint or other visual aids like transparencies, charts, or handouts. Each presentation should be about 15-20 minutes with 5 minutes left for questions. Both the paper and the presentation are required for all students. The final week of the class will be dedicated to the presentations.

**GRADE WEIGHTS:**
Policy Paper ..............40%
Presentations...............40%
Participation.............20% *(Based on the quality of oral participation in class discussions)*

**ATTENDANCE:** Students are encouraged to attend class. Poor attendance (defined as missing more than five classes) may adversely affect one’s final grade.

**PROFESSOR AND CONTACT INFORMATION:**
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Website: [http://www.cas.umt.edu/polsci](http://www.cas.umt.edu/polsci)
COURSE OUTLINE AND READINGS.
Week, Subject, and Assigned Readings (M = Mondays; T = Tuesdays; W = Wednesdays R = Thursdays in the outline; the class does not meet on Fridays)

Week 1 Introduction to Public Policy: Models and the Policymaking Process
Introduction (No readings assigned)
  Models of Politics: Some Help in Thinking about Public Policy.
  Assigned readings Dye, Chapters 1 and 2

Criminal Justice: Rationality and Irrationality in Public Policy
  Assigned readings Dye, Chapter 3
Sample Policies: No readings in the CQ Reader

Week 2 Health & Welfare Policy and Education Policy
Health and Welfare: The Search for Rational Strategies
  Assigned readings: Dye, Chapter 5

  Assigned readings Dye, Chapter 6

Week 3 Economic Policy, Tax Policy, and International Trade and Immigration Policy
Economic Policy: Incrementalism at Work
  Assigned Reading: Dye Chapter 7

Tax Policy: Battling Special Interests
  Assigned Readings: Dye, Chapter 8 (No reading in the CQ Reader)
International Trade and Immigration: Elite-Mass Conflict
  Assigned Readings: Dye, Chapter 9 and Sample Policies: “Immigration Conflict,” in the CQ Reader

Week 4 Environmental Policy, Civil Rights, and some aspects of Foreign Policy
Environmental Policy: Externalities and Interests
  Assigned Readings: Dye, Chapter 10

Civil Rights: Elite and Mass Interaction
  Assigned Readings: Dye, Chapter 11.
Sample Policies: No readings in the CQ Reader.

Foreign Policy: “Rising Tension Over Iran,” and “Foreign Aid and National Security,”

Week 5 Presentations: This section will be reserved for policy presentations
Papers Due

Issues for Debate in American Public Policy: Selections from
*CQ Researcher*, 13th Edition

CQ Researcher

Table of Contents of CQ Reader, 13/e

Foreign Affairs and National Security Policy
1. Rising Tension Over Iran
2. Foreign Aid and National Security

Environment, Science, and Technology
3. Fracking Controversy
4. Water Crisis in the West
5. Space Program

Business and the Economy
6. Financial Misconduct
7. Reviving Manufacturing
8. Attracting Jobs

Education
9. Digital Education
10. Student Debt
11. Youth Volunteerism

Social Welfare
12. ‘Occupy’ Movement
13. Child Poverty
14. Immigration Conflict

Healthcare
15. Preventing Disease
16. Aging Population
Sample Policy Papers

Sample policy papers are located at the following two links. These are Word documents.

http://www.cas.umt.edu/polsci/faculty/greene/PSC365/sample1.doc

http://www.cas.umt.edu/polsci/faculty/greene/PSC365/sample2.doc