

**Introduction to Public Policy**  
**PSCI 3040**  
**Spring 2007**

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By Appointment  
Class Hours: T/R 12:30-1:45

***Course Description***

This course provides an introduction to the process of public policy making in the United States and to the substance of policy in selected areas. Its goals are to enable students to analyze the policy making process and to begin understand the substance of policy in issue areas of concern to them. The approach will be highly active and interactive as we develop theories and apply them: we will discuss, search, read and write. Several small tests and interim assignments will be used to build toward a final product – a research paper in which students demonstrate an understanding of the policy process by writing about process and substance in an issue area of their choice. *Before studying the policy process, students should have completed a college-level introductory course in U.S. national government, WMU's PSCI 2000 or equivalent.*

***Texts***

Two texts will be required for this course, both of which are available at the WMU Bookstore in the Bernhard Center.

Anderson, James E. 2005. *Public Policymaking*. 6<sup>th</sup> ed. Boston: Houghton Mifflin.

CQ Researcher. 2005. *Issues for Debate in American Public Policy*. 7<sup>th</sup> ed.  
Washington, DC: CQ Press.

In addition, there are some materials that are on e-reserve at the Waldo Library. This has been done to help keep the cost of textbooks down for you by reducing the need for either the purchase of these books or of a coursepack. Accessing this material is free through the library's website. Instructions for how to access this information will be made available to you in class.

Gosling, James J. 2004. *Understanding, Informing, and Appraising Public Policy*. New York: Pearson Longman. Ch. 4.

Hoffmann, Susan. *Politics and Banking: Ideas, Public Policy, and the Creation of Financial Institutions*. Baltimore: Johns Hopkins University Press. Ch. 6.

Ball, Terence and Richard Dagger. 2003. *Political Ideologies and the Democratic Ideal*. 5<sup>th</sup> ed. New York: Longman. Ch. 3-4.

Taggart, Paul. 2000. *Populism*. Philadelphia: Open University Press. Ch. 3.

It is critical that you come to class having read the material assigned for that meeting. Failing to do so will reduce your ability to participate in the class discussion, which in turn will negatively affect the participation portion of your overall grade.

### ***Course Requirements and Grading***

The structure of this course is primarily lecture based, but will be augmented by class discussion. I encourage you to ask questions and present your thoughts on the readings for the session at appropriate times.

Your grade in this course will be determined by the following structure:

Short Reflection Papers (4 @ 2.5% 3 each)	10%
Exams (2 @ 10% each)	20%
Paper Components	
Proposal	1%
Library Assignment	1%
Annotated Bibliography	10%
Policy Community Map	10%
Roundtable	8%
Paper	30%
Participation	10%

Letter grades will be assigned according to WMU's schedule (i.e, 100-93 A; 92-88 BA; etc).

*Reflection Papers.* The reflection papers will be based on readings from the *Issues for Debate* text. After reading about a substantive policy area (such as education or environmental issues), you will write a short, one to two page reflection that will briefly summarize the arguments of the article and your own position on the issue as it relates to the ideas that we are studying. These will largely be graded on a credit/no credit basis (that is, a 100 or a 0), but points may be deducted for poor writing.

*Exams.* There will be two exams through the course of the semester. They will be composed of a variety of question types, which may include multiple choice, term identification, short answer, and essay. I will let you know prior to the exam what types of questions will be there so that you may better prepare. Whereas the second exam will not be cumulative *per se*, it will build on the concepts that we will learn in the first part of the semester. There will be no final exam during finals week, but we will have a class meeting for roundtable presentations where attendance is required.

*Paper Components.* The goals of the different paper components are to help you build a solid research paper, piece by piece, and to help you keep on track in your research. These are outlined in a separate handout.

*Paper.* The research paper for this class should be between 10-12 pages, double-spaced, 12 point font, and one inch margins all around. It should display an understanding of how the policy process applies to the area that you have chosen as well as an understanding of the substance of the policy area.

*Participation.* The participation grade for this class will be based on both attendance and participation in class discussions.

**N.B.:** Students who take this class must be prepared to submit electronic copies of some or all assignments. The University expects that all students will be evaluated and graded on their own work. If you use language, data, or ideas from other sources, published or unpublished, you must take care to acknowledge and properly cite those sources. Failure to do so constitutes plagiarism. To deter plagiarism, encourage responsible student behavior, improve student learning, and ensure greater accountability, assignments for this class may be submitted to Turnitin® for plagiarism detection. Papers that are submitted to Turnitin® become part of the Turnitin® database (student identities are protected). If you choose to request that your paper(s) not become part of the Turnitin® student papers database this must be communicated to me in writing at the beginning of the course. If the results of a Turnitin® originality report may be used to charge you with plagiarism you will be notified of the result of the report, and you will be given the opportunity to respond per the regular institutional process and procedures that govern student academic conduct, which may be found at <http://www.osc.wmich.edu/academicintegrity/>.

### *Class Policies*

1. Attendance is mandatory as the readings will not make up for the material presented in the lectures and the discussion that will take place. Since attendance and participation in the class discussions (which would be difficult if you were absent) factor into your participation grade, regular attendance is paramount as it can push a high letter grade average on the other assignments to the next letter grade (i.e., a high B can become an A). Each student will be allowed two (2) absences for the semester, ***though these may not be during the roundtables at the end of the semester.*** These may be either excused or unexcused; no explanation is necessary for me, but be aware that if you use up this allotment for frivolous purposes, you will not have them for any emergencies that may arise. For each absence beyond these two, five (5) points will be deducted from your participation grade. Though you need not explain your two absences to me, the wise student will always alert his or her instructor beforehand (or as soon as possible in the case of an emergency) with the reason why if a class meeting must be missed.
2. Participation is imperative for gaining the greatest amount of information and benefit from the class. Since you have paid (or someone has paid) an amazing amount of money for this class (and it is worth every penny!), be sure to get your money's worth. One of my undergraduate professors used to say that students were the only consumer group who liked to be ripped off by easy workloads and cancelled classes; don't let this be you. I pledge to arrive to each class session prepared and excited about teaching you the material; I expect you to arrive to each class session prepared and excited about learning it.

3. Punctuality, whether in arriving for class sessions or in turning in assignments, is important. It is an excellent habit to have in your possession, regardless of what it might be; future employers will not be as forgiving of tardiness and absence as some of your college professors are. Since I believe that my job is not only to provide you with information about this particular subject but also to prepare you for the “real world” outside of this pristine campus, I would be remiss if I did not begin to hold you to the same standards that your future employers will. Therefore, excessive tardiness (defined as being more than 10 minutes late) will be counted as an absence. Still, I encourage you to attend even if you are going to be late like this; class lectures and discussions cannot be recreated from one of your peer’s notes. In addition, all out-of-class assignments (papers, etc.) must be submitted at the beginning of class on the due date. If it is not, it will be considered late. For each day an assignment is late, ten (10) points will be deducted from the overall grade.
4. **The quality of your writing is important**, both here and in the real world. Being able to convey your ideas and thoughts in both a clear and concise manner is necessary for succeeding in life. One of the goals of this class is to prepare your writing ability. If writing is not one of your strong suits, I strongly encourage you to attend the Writing Center in Moore Hall Room 1071 (387-4615). This is a free service for students.
5. Make-up exams will only be given under dire circumstances, and few things meet this criterion. Advance permission and arrangements must be made with me, unless a medical emergency has occurred. Otherwise, there will be no make-up exam and you will receive a zero on the missed exam.
6. Respect is of the utmost importance in any course and in life in general. Throughout the duration of this course many controversial topics will be discussed, and many diverse views will be expressed. Thus, it is important that everyone’s views are respected in this class; this is a non-negotiable item. Debate is allowed, and in fact is encouraged, but disrespect for your peers will not be tolerated. If you cannot respect others’ opinions, you will not be allowed to express your own views and you may be subject to further disciplinary action, including being removed from the class.
7. Honor is a characteristic that each of us should cherish. To that end, the Student Code will be strictly enforced in this class, particularly the section surrounding academic integrity. This can be found on the WMU website and if you have not already done so, I strongly encourage you to read it and become familiar with it. If any student violates the provisions of academic integrity, they will be referred to the Office of Student Judicial Affairs. Because this integrity is your responsibility, you must ask me any questions that you might have in this area *before* the assignment is submitted. After it has been submitted, it will be too late for such questions.
8. Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester.

### *Course Schedule*

<b>Date</b>	<b>Topic</b>	<b>Reading Assignment</b>
Jan. 9	Course Intro; Review of Syllabus and Assignments	

Jan. 11	What is public policy?	Anderson Ch. 1
Jan. 16	Ideas in the process	Ball & Dagger Ch. 3 and 4 (Coursepack)
Jan. 18	Ideas in the process (cont.)	Taggart Ch. 3 (Coursepack); Hoffmann Ch. 6 (Coursepack); <b>Policy Proposal Due</b>
Jan. 23	Finish up with Ideas in the process; Begin Roundtable Planning	Review previous readings
Jan. 25	<b>Meet in the Library Classroom A, Room 1070</b>	<i>Issues for Debate</i> Ch. 2; <b>Reflection Paper 1 Due</b>
Jan. 30	Policy communities	Anderson Ch. 2; <b>Library Assignment Due</b>
Feb. 1	Policy communities in education	Anderson Ch. 2
Feb. 6	Federalism in policymaking	Gosling Ch. 4 (Library Reserve)
Feb. 8	Federalism (cont.); Federalism in social policy and civil rights/liberties	Gosling Ch. 4(Library Reserve); <i>Issues for Debate</i> Ch. 6 OR 10 OR 11; <b>Reflection Paper 2 Due</b>
Feb. 13	Review Session; Roundtable Planning	
Feb. 15	<b>Test 1</b>	
Feb. 20	Overview of the steps	Anderson Ch. 3
Feb. 22	Problem Identification	Anderson Ch. 3; <i>Issues for Debate</i> Ch. 7 OR 9 OR 15; <b>Reflection Paper 3 Due</b>
Feb. 27	Agenda setting	Anderson Ch. 3
Mar. 1	Agenda setting (cont.); Formulating alternatives	Anderson Ch. 3; <b>Annotated Bibliography Due</b>
Mar. 5-11	<b>Spring Break – Have fun and be safe!</b>	
Mar. 13	Policy adoption	Anderson Ch. 4
Mar. 15	Policy adoption (cont.)	Anderson Ch. 4
Mar. 20	Budgeting	Anderson Ch. 5; <i>Issues for Debate</i> Ch. 2 OR 6; <b>Reflection Paper 4 Due</b>
Mar. 22	Budgeting (cont.)	Anderson Ch. 5; <b>Community Map Due</b>
Mar. 27	Policy implementation	Anderson Ch. 6
Mar. 29	Policy implementation (cont.)	Anderson Ch. 6
Apr. 3	Policy evaluation (cont.)	Anderson Ch. 7, 8
Apr. 5	Policy evaluation (cont.)	Anderson Ch. 7, 8
Apr. 10	Review Session; Roundtable Planning	<b>Final Paper Due – No Exceptions</b>
Apr. 12	<b>Test 2</b>	
Apr. 17	Roundtables (TBA)	
Apr. 19	Roundtables (TBA)	
Apr. 24	<b>2:45-4:45 pm – Finals period; Roundtables (TBA)</b>	