PADM 5302.001: Policy Making and Public Administration

Spring 2019 Course Syllabus

**Instructor Information:** Dr. Isla A. Schuchs Carr, Assistant Professor of Public Administration

**Office Location:** 304 Bay Hall;  **Office Phone Number:** (361) 825-2215

**Office Hours:** Monday 9:30-11:30 am, Tuesday 6-7 pm, and Thursday 9:30-11:30 am, or by appointment.

**E-mail Address:** isla.schuchscarr@tamucc.edu *(preferred method of contact)*

**Course Information:** This course meets in BH 202 on Monday evenings from 7-9:30 PM, with between 16-50% of the course content taught face-to-face and between 50-84% of the course content taught online.

**Course Description:** This class looks at the relationship of politics and administration from the perspective of public policy. It examines the influence of administration and bureaucracy, legislative bodies, parties, political leadership, interest groups and other forces in the formation and execution of public policy in various levels of American government. The study of public policy is intended to offer every citizen an understanding of the various and vast roles played by the different branches of the U.S. federal government as well as by state, county, and local governments in various areas of contemporary American life. It is also a field that focuses on the priorities of American society as portrayed in the public policy choices that elected representatives make on the part of citizens and the size of different interest groups that advocate on behalf of particular policy goals. This course looks at the process of making public policy from beginning to end and in a wide array of particular policy areas that are of importance to contemporary American society. Moreover, because the process of public policymaking is best explored by examining particular instances of public debate over a wide array of specific policy areas, this course will adopt a case study approach to explore particular topics.

**Course Materials:** The following textbooks are required. Any additional readings and/ or educational videos will be posted in Blackboard or can be accessed through the library online catalog.


For more information on ordering the required texts, visit the university bookstore webpage: <http://tamucc.bncollege.com>.
Website: Your class will be using the Blackboard platform. If you have trouble with your log-in to Backboard, please contact Island Online Support:

    Hours of Operation: -- 8:00 A.M. to 10:00 P.M. Every day (U.S. Central)
    By Phone: 361-825-2825 (Local); 1-866-353-2491 (Long Distance)
    By E-mail: islandonline@tamucc.edu

Note: This syllabus is subject to change. Students will be notified of any changes via e-mail and the most recent edition of this course syllabus will be posted on the course Blackboard site.

Student Learning Outcomes:
This course is designed to assist you in mastering specific competencies identified by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). The NASPAA competency addressed in this course is **to participate in and contribute to the policy making process**

By the end of the course, students will be able to:
1. To analyze, synthesize, think critically, solve problems, and make decisions about the role of public administrators in the analysis, formulation, implementation and evaluation of public policies at the national, state and local level of government.
2. To explain the major stages of the policy process, and the actors involved in the policy process at all levels of government.
3. To evaluate public policy issues (strengths and weaknesses) and to think critically about the criteria used for evaluation.
4. Analyze the various political, social, economic, military, legal, and ethical goals and cultural values that form the basis of policymaking decisions.
5. Identify key debates in contemporary American public policy as well as the issues at stake and the arguments advanced by each side of the debate

Course Requirements: Students may earn a total of 500 possible points throughout the course by completing the following assessments.

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Due Date</th>
<th>Possible Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 Class Participation Events</td>
<td>On-going</td>
<td>10-20 pts each for 200 pts total</td>
</tr>
<tr>
<td>Midterm Exam/Exam 01</td>
<td>March 4th</td>
<td>100</td>
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<tr>
<td>Assignment 1</td>
<td>February 25th</td>
<td>25</td>
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<tr>
<td>Assignment 2</td>
<td>March 25th</td>
<td>25</td>
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<tr>
<td>Assignment 3</td>
<td>April 15th</td>
<td>25</td>
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<tr>
<td>Assignment 4</td>
<td>May 6th</td>
<td>25</td>
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<tr>
<td>Public Policy Analysis Paper</td>
<td>April 29th</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
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Grading Scale:
A  90-100%  449-500 points
B  80-89%   398-448 points
C  70-79%   348-397 points
D  60-69%   298-347 points
F  59% and below 297 and below
All assignments must be turned in using the appropriate Backboard assignment portal. Acceptance of late hand-ins or postings is at the sole discretion of the instructor. Points will be deducted for late hand-ins.

Class Participation Events [200 pts—40%] This course is considered a hybrid class. We will have numerous discussions of the readings on-line via the course Discussion Board, but also will hold some in-class meeting throughout the semester. Discussion and interaction with your classmates is a component of your learning in this class. Sharing your past experiences and offering different viewpoints is the means by which we all learn. Participation in class by way of in-class appearance as well as analysis and comments of the readings is expected and the degree that you do so will determine the amount of points you earn for that class meeting.

In each of the online discussions, you are required to post ONE response to the discussion topic and respond to at least TWO student or instructor posts for each discussion topic (THREE posts minimum per discussion topic). Responses to the initial questions must be posted by WEDNESDAY before the due date. Responses to subsequent student and instructor posts should be posted by SUNDAY, the marked due date. The quality of your posts and responses will be evaluated to determine your discussion grade (20 points possible per discussion topic).

Discussion posts and responses should be thorough, critical, and well written. Make sure to provide complete references (in APA) for authors you cite in the body of your response, including the textbook. When you use a direct quote, paraphrase or refer to a specific page or section of the textbook you must include a page number in the citation. Make sure references are correctly cited in APA, including websites. You need to provide the correct website link in APA so that it is easy for your classmates (and me) to locate. Whenever possible, apply textbook concepts to real world issues. I encourage you to provide examples and experiences from the real world; your own experiences, something you read in the news, etc. A more familiar, conversational tone is acceptable (unlike papers which require a more academic or professional tone). However, make sure to proofread your responses prior to posting. Look for spelling and grammatical errors. You are encouraged to critically examine what you read!

Rubrics (in PDF format) for both online and in-class discussion CPE grades are available on the course Blackboard site, under the “Rubrics” link in the blue banner to the left of the screen. I encourage you to review these rubrics in order to make sure you are prepared for both types of discussions.

Midterm Exam [100 pts—20%] The exams will consist of multiple choice, short answer, listing and discussion questions. Questions on the exams will be drawn from the required readings and my lectures.

Policy Paper (100 pts—20%) Each student will write a 12-15 page double-spaced public policy paper related to the work they have investigated during this semester. (Students should use 12-point Times New Roman or 11-point Calibri fonts with one-inch margins). The 15-page maximum page limit does not include the cover page, bibliography, appendices, or other reference information. The expectation is that there will be a minimum of 15 scholarly sources cited in the paper. Students should write in a manner that emphasizes clarity and efficiency of presentation. All students should follow the Bardach Method (8-Steps) to frame up your policy paper. Individual papers must be submitted via the Blackboard assignment portal.
Each research paper should include:

A. A cover page and a clear introduction to focus the reader, present what the paper is about, and outline its organization.
B. A body with a logical and clear organizational structure that engages the topic and relevant issues including recommendations and/or implications for practicing administrators.
C. A conclusion that summarizes what was said in the paper.
D. A reference section fully adhering to APA format.

To complete your 12-15 page public policy paper, you will complete four different assignments throughout the semester. Each individual assignment will assist you with completing the final paper. All assignments are listed below. Your research paper is compiling the first three assignments into ONE COHERENT DOCUMENT. Make sure that the final product flows from section to section and is not separate parts compiled into one document. Embedded within your paper and following the Bardach Method (8- steps) framework, you will have your policy problem (parts from Assignment 1); your review of relevant literature; your policy solution analysis (parts from Assignment 3) and your final policy recommendation; along with your reference sheet (Assignment 2). The rubric used to assess this assignment will be posted under the assignment in Backboard.

Assignment 1: Provide Instructor with proposed policy problem. Make sure to define the scope and depth of the problem with data (25 pts).
Each student will write a 1-2 page memo answering at least 4 of the questions listed below. You can provide relevant graphs or data tables to report your findings in your memo. Please report the source of the data in the list of references. As in APA format, all graphs, tables should be attached at the end of your document in an appendix and only referenced in the body of the memo. Provide empirical evidence and make sure you cite your references throughout the memo. You may use secondary sources (i.e. policy briefs, newspapers or magazine articles). Please provide a list of references at the end of your brief. Here is link (copy and paste it in a new browser window) to an example of an APA style memo:

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/sample_memo.html.

Questions to answer:
1. How many (or what percent of) individuals or households are currently affected?
2. How much has the problem increased in the last 5 years, 10 years? (track the rate of change for the smallest increment available, i.e. monthly, annually, etc.)
3. Is the entire city/state/nation affected, or is the problem more intense in certain areas or among certain groups? What are the costs of the problem for the city /state/nation?
4. How does the severity of the problem in this city/state/nation compare to at least 2 other cities?

Assignment 2: Provide Instructor with working bibliography of research topic of at least 15 sources of research about your problem (25 pts).
Each student shall upload a word document or PDF file containing a 2-3 page reference list of AT LEAST 15 sources about your research problem. Your fifteen sources must either be all peer reviewed materials (peer reviewed journal articles, edited book volumes—your text books could also count here) or a mix of peer reviewed sources (minimum of ten) and government published studies or statistical data sets (such
as U.S. Census Bureau or Bureau of Labor and Statistics publications or tables). You may include other sources that are not peer reviewed or government published, but they will not count toward the 15 required for this assignment. Make sure that you follow the APA format for a reference section of a paper (with the exception of placing your name either in the header or top of the first page).

If you have trouble finding peer reviewed or government published materials, I encourage you visit the library help desk (now called "Ask Us" on the main floor of the library or e-mail our departments reference librarian, Jennifer Anderson (Jennifer.Anderson@tamucc.edu). There is even a chat with a librarian feature, that you can utilize on the library website (https://guides.library.tamucc.edu/gettinghelp).

**Assignment 3: Policy Solution Analysis for the proposed policy problem (25pts.)**

Each student shall write a 3-4 page memo (see written work guidelines below) answering the questions below. You can provide relevant graphs or data tables to report your findings in your memo. Please report the source of the data in the list of references. At this point in time all graphs, tables should be attached at the end of your document in an appendix and only referenced in the body of the memo. Provide empirical evidence and make sure you cite your references throughout the memo. You may use secondary sources (i.e. policy briefs, newspapers or magazine articles). Please provide a list of references at the end of your brief.

**Questions to answer:**
1. Describe two examples of policy solutions to your problem. Where have they been tried? Has either one proven to be successful?
2. Briefly assess whether either proposal could be applied in your context. Why? Why not?

**Assignment 4: PowerPoint Presentation: (25 pts).**

Each student will summarize their paper and present it using a PowerPoint or similar presentation method. The rubric for grading will be posted on Blackboard.

**Additional Paper Guidelines**

10 pts deduction per day for late papers.

**Format:** Your paper should be double-spaced, 12-pt Times New Roman or 11-pt Calibri font with 1-inch margins all around. Failure to do so will result in an email asking you to reformat it, and hand it in again. It will be marked late and lose one letter-grade.

References or sources of information for papers must consist of scholarly (peer reviewed) articles or journals, government reports, or the readings for the class. On occasion assignments will necessitate agency websites, newspaper or magazine articles, but these types of sources should not constitute most of your sources. The use of Wikipedia or other Internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

For more information on APA style citations, access this useful guide:
https://owl.english.purdue.edu/owl/section/2/10/

**Attribution:** You must give proper attribution to another author’s work you are citing. This means that in
parentheses you should place the author’s last name and the page from which you are citing at the end of the sentence. I expect quotations marks for direct quotes. Use quotes sparingly; rely mostly on your own words. Long quotations, more than two lines, should be indented 1 inch on the left and right as well as single-spaced. Excessive use of quotes will result in a reduction in points as they are not your own words and thus do not count toward your page requirements. I recommend no more than three quotes per paper. Please use the APA guidelines for your works cited page. Please note the examples below for in text citations. When you use a direct quote, paraphrase or refer to a specific page or section of the textbook you must include a page number in the citation.

**Quote:** “Several recent studies have confirmed the idea that women are more likely to vote for women candidates than are men” (Dolan, 2004 p.14).

**Non-Quote:** Prior research has provided evidence to support the long-held notion that women are more likely than men to vote for women candidates (Dolan, 2004).

**Grammar, Punctuation, Construction and other mistakes:** I expect you to proofread your paper and I encourage you to write more than one draft.

**Formal Writing:** Contractions should be avoided in formal writing unless it is part of a quote.

**Passive Voice:** Avoid using passive voice; the subject should be performing the action.

**Example of Passive:** Candidate image is often considered by voters.

**Revised non-passive:** Voters often consider candidate image.

Writing is a process, and improvement takes time and practice. If you are receiving comments or feedback on assignments that your work does not meet graduate-level expectations, you should make an appointment with the TAMUCC Writing Center and begin working with them to improve your writing skills. Please note that the Writing Center will not edit your work for you, they will work with you to learn to identify your own errors. More than likely you will need multiple sessions with the Writing Center to see improvement.

**Course Policies:**

1. In order for us, as a class, to maturely discuss controversial issues you must respect the opinions and values held by others. Disagreement is allowed. Disrespect will not be tolerated.

2. Do not cheat or plagiarize. I will strongly enforce the University's academic misconduct policies (for more information see section on academic misconduct).

3. I will regularly post information (grades, assignment information, announcements, etc) on the course website. Please check this on a regular basis.

4. Technological advances have made many of our lives easier, however, it can also be an unwelcome distraction. Put your cell phones on silent or vibrate and put away all electronic devices unless you are using them for timekeeping, notetaking, or we are using them in class for another educational purpose.

5. I expect you to not act as a disruption or distraction to others in the room. Please refrain from talking that is not part of class discussions, or other disruptive behavior. If you cannot behave in a respectful manner and/or are acting as a disruption, you will be asked to leave, and you will be counted absent.
Nettiquette:
When you contact me via e-mail make sure to include your first, last name, and course name or number. With three separate courses, and some of you in multiple courses I teach, knowing this information will make it easier (and quicker) for me to respond to your e-mail. Every e-mail should have an appropriate subject title and should be from your Islander email account. I will not respond to emails sent from personal email accounts. If you do not get a reply after two business days (not counting weekends) then make sure you followed these basic netiquette rules before contacting me again. I will ignore unprofessional e-mails.

Attendance: Attendance will be taken at each physical class meeting within the first 5 minutes of class. If you come in late there is no guarantee you will be marked present for that class date. If you are late, meet with me after class and I will mark you late instead of absent. If you leave early, without permission, I will also either mark you absent or late depending on how long you attended. If you know you must leave class early or will arrive late for some pre-determined reason, please let me know before class begins. It is very important that you are present and that you keep up with your reading and assignments. I will not drop any students from my roster for non-attendance.

Late Assignments: I only accept late assignments with a valid university excuse, additional documentation such as a doctor’s excuse, or for a reduced assignment grade. Late submissions will be subject to a ten-percentage points deduction per day late. If an assignment is due in class, any submissions turned in after class has started are considered one day late.

Texas A&M University Corpus Christi Policies:

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.
Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5th is the last day to drop a class with an automatic grade of “W” this term. View the academic calendar for a full detailed schedule of events for the semester, if necessary.

Grade Appeals

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Academic Integrity/Plagiarism

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a ‘0’ on the assignment in question and a warning from the professor. The second offense will result in an ‘F’ in the course a referral to the university for further disciplinary action.
**Academic Honesty/Plagiarism**

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Course Schedule:**

*This syllabus and course schedule are subject to change. Any changes will be announced via a Blackboard course message. Please complete the following readings and assignments before the class in which they will be discussed or due.*

**Week 1: Monday, January 14th:** In-Person Meeting

- Introduction and Overview of course themes and requirements
- Public Policy and Politics – K&F Chapter 1
- Appendix B B&P pages 155-163

**Class Participation Event 01 and 02**

**Week 2: Monday, January 21st:** No Class Meeting

- No Class due to MLK Jr. Day Holiday
Week 3: Monday, January 28th: Online Meeting

Government Institutions and Policy Actors – K&F Chapter 2
Public Policymaking– K&F Chapter 3

*Class Participation Event 03 and 04*

Week 4: Monday, February 4th: In-Person Meeting

Policy Analysis – K&F Chapter 4

*Required Writing Workshop for Assignment 1*

*Class Participation Event 05*

Week 5: Monday, February 11th: Online Meeting


Part I Step 1-Step 8 B&P pages 1-82

*Class Participation Event 06*

Week 6: Monday, February 18th: Online Meeting

Public Problems and Policy Alternatives – Kraft, Chapter 5
Assessing Policy Alternatives – K&F Chapter 6

*Class Participation Event 07 and 08*

Week 7: Monday, February 25th: In-Person Optional with Online Component

Part II, Part III, and Part IV B&P pages 83-309

*Workshop for Assignment 2*

*Class Participation Event 09*

*Assignment 1 due (submit in Blackboard portal)*

Week 8: Monday, March 4th: In-Person Meeting

*Exam 01-Midterm Exam*
Spring Break: March 11th-15th: No Class Meetings

Week 9: Monday, March 18th: In-Person Meeting

Economic and Budgetary Policy – K&F Chapter 7


Class Participation Event 10

Week 10: Monday, March 25th: Online Meeting

Health Care Policy – K&F Chapter 8


Assignment 2 due (submit in Blackboard portal)

Class Participation Event 11

Week 11: Monday, April 1st: In-Person Optional with Online Component

Environmental Policy & Social Welfare Policy – K&F Chapters 11 & 9


Workshop for Assignment 3

Class Participation Event 12 and 13

Week 12: Monday, April 8th: In-Person Meeting

Education Policy – K&F, Chapter 10
*Perspectives on Politics*, 3(2): 285-299


**Class Participation Event 14**

**Week 13: Monday, April 15th:** Online Meeting

Foreign Policy and Homeland Security – K&F Chapter 12  
*Assignment 3 due (submit in Blackboard portal)*

**Class Participation Event 15**

**Week 14: Monday, April 22nd:** In-Person Optional with Online Component

Policy Analysis and Policy Choice– K&F Chapter 13  
*Workshop for Assignment 04 and Policy Analysis Paper*

**Class Participation Event 16**

**Week 15: Monday, April 29th:** Online Meeting

*Policy Analysis Papers due before midnight (submit in Blackboard portal)*

**Week 16: Monday, May 6th:** In-Person Meeting

*Power Point Presentations to be given during Final Exam Date/Time Slot*