

## **Appendix 4: Syllabus for the Proposed Course: Social and Behavioral Sciences 591**

### **Social and Behavioral Sciences 591**

#### ***Capstone Course in Public Policy***

The objectives of this course are to have students:

- integrate theoretical knowledge, methods, and applications of public policy
- learn practical application of methodological skills to real world policy problems
- gain experience working in groups and learn from one another.

Students will:

- examine the procedures and methods for designing public policy
- evaluate potential data sources
- examine case studies of public policies
- be exposed to analyses of public policies.

#### **Format of the course**

This course will rely on both lecture and discussion during the regular class time. All students will be expected to participate fully in the discussion of case studies and the group project.

Three case studies will be examined in this course. These case studies are intended to provide students with real world policy problems and for discussion about their solutions.

The group project will involve a policy problem faced by a major organization active in the public. This term the agency is the Ohio Environmental Protection Agency (Ohio EPA). The group will define the policy problem in the beginning of the class. The group then has ten weeks of access to the client organization to investigate the issues and develop a workable solution to the problem, reporting to the organization at the end of this time. The project work is conducted in teams, which are given collective and individual marks for their project.

Work on the group project will begin at the start of the second week of the course with a presentation to the class by the Ohio EPA. Students will then form small working groups that will produce a comprehensive written report. The working groups also will make an oral presentation of their work to the client organization at the end of the quarter. Students will be expected to contact the client of the project. Some of the allocated class time will be used for the discussion and coordination of the project.

## **Selected Case Studies**

Case Study One is *The Debate on Portland's Urban Growth Boundary and Housing Prices* (12 pages). This case study will help reveal and define general problems in policy making.

Case Study Two will be selected by students depending on their area of specialization in the public policy minor. The student is asked to find a case study close to their interest and specialization and then write a paper on it.

*Solving Seattle's Solid Waste Crisis* (12 pages) is selected as Case Study Three. The specific policy problem and implications will be discussed.

Case Study One and Three will be distributed in class.

## **Grading**

A three-day take home examination will be distributed in the middle of the quarter (after the second case study).

Each student will write one paper (2-3 pages) for each case study. Each paper will summarize the case study, identify appropriate tools to analyze the policy problem, and suggest ways to solve the problem described in the case study.

For the group project, one grade will be assigned to all students in the small working group. However, individual grades also will be assigned depending on instructor and peer assessment of each student's contribution.

The distribution of your grade is as follows:

- 30% 3 papers for case studies (10% each)
- 20% Mid-term examination
- 10% Class participation
- 40% Final: Group Design project (presentation, written report)

## **Course prerequisites:**

The prerequisites for this course are completion of Political Science 305, Economics 532, and two courses within an approved Specialization area in the Public Policy minor. All four courses must be passed with a grade of at least C-.

## **Course readings will be from some parts of the following books and the following articles:**

Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Amazon or electronic copy).

Robert H. Carver, Where does Policy Analysis belong in the Undergraduate Public Administration Major? *Political Science and Politics*, Vol. 29, No. # (Sept 1996), pp. 521-525.

James W. Endersby and David J. Webber, Iron Triangle Simulation: A Role-Playing Game for Undergraduates in Congress, Interest Groups, and Public Policy Classes. *Political Science and Politics*, Vol. 28, No. 3 (Sept., 1995), 520-523.

Kevin F. McCarthy, Elizabeth Heneghan Ondaatje, Laura Zakaras and Arthur Brooks, *Gifts of the Muse: Reframing the Debate about the Benefits of the Arts*, RAND. (Free download available).

U.S. Environmental Protection Agency. *Guidelines for Preparing Economic Analyses*. Washington D.C.: U.S. Environmental Protection Agency 2000

### Topics and Schedule

Week	Date	Topic
	9/26	Introduction Reading: 1. Bardach Part 1- <i>The Eightfold Path</i> 2. Carver
Week 1	10/1	Theory and Practice for Policy analysis Reading: 1. Bardach Part 2- <i>Assembling Evidence</i>
	10/3	Project presentation by the public agency Reading (review materials): 1. <i>Guidelines for Preparing Economic Analyses</i> Chapter 7: Analyzing Benefits 2. <i>Guidelines for Preparing Economic Analyses</i> Chapter 8: Analyzing Social Costs
Week 2	10/8	Formation of Small Work Groups, Initial Planning of the group project Reading: 1. Bardach Part 3- " <i>Smart (Best) Practices</i> " Research: <i>Understanding and Making Use of What Look Like Good Ideas from Somewhere Else</i>
	10/10	Literature Review Reading: 1. Endersby and David J. Webber
Week 3	10/15	Report on Definition of Policy Problem Due Reading: 1. <i>The Debate on Portland's Urban Growth Boundary and Housing</i>

		<p><i>Prices</i></p> <p>2. Bardach: Appendix A - <i>Specimen of a Real-World Policy Analysis</i></p>
	10/17	<p>Case Study I</p> <p>Reading:</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 10, Using Economic Analyses in Decision Making</i></p>
Week 4	10/22	<p>Survey of Available Data and Methodologies</p> <p>Reading:</p> <p>1. Bardach: Appendix B - <i>Things Governments Do</i></p>
	10/24	<p>Report on Research Strategies and Methodologies</p> <p>Reading:</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 6, Analysis of Social Discounting</i></p>
Week 5	10/29	<p>Case Study II</p> <p>Reading:</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 9: Distributional Analyses: Economic Impact Analyses and Equity Assessments</i></p>
	10/31	<p>Discussion on Policy Analysis and Problem Solving I</p>
Week 6	11/5	<p>Discussion on Policy Analysis and Problem Solving II (Mid-term Exam Due)</p> <p>1. <i>Guidelines for Preparing Economic Analyses, Chapter 10, Using Economic Analyses in Decision Making</i></p>
	11/7	<p>Preliminary Report on Policy Analysis and Problem Solving Due</p> <p>Reading:</p> <p>1. <i>Solving Seattle's Solid Waste Crisis</i></p>
Week 7	11/12	<p>Case Study III</p> <p>Reading:</p> <p>1. Bardach-Appendix C: <i>Semantic Tips: A Summary</i></p>
	11/14	<p>Final report on Policy Analysis Due</p> <p>Reading:</p> <p>1. McCarthy, Ondaatje, Zakaras, Brooks</p>
Week 8	11/19	<p>Small Group Discussion of the Group Project</p>
	11/21	<p>Put the Project together</p>
Week 9	11/26	<p>Report on the Preliminary Draft of the Whole Project Due</p>
	11/28	<p>Final Report of the Whole Project Due</p>
Week 10	12/3	<p>Oral Presentation by Work Groups</p>
	12/5	<p>Oral Presentation by Work Groups</p>

**Academic Honesty:** Dishonest practices on the examination, on memos, or in the course generally are unacceptable. All work is to be the student's own. There will be no collaboration beyond the group projects. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. Any cases of cheating or plagiarism will be reported to the university committee on academic misconduct, and they will be handled according to university policy.

**Disability:** Students in need of an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible, to discuss the course format, anticipate student needs, and explore potential accommodations. The Office for Disability Services provides assistance in verifying the need for accommodations and developing accommodation strategies. Disabled students who have not previously contacted the Office for Disability Services are encouraged to do so.