GOV 2402

Public Policy

Proposal for New Course

GOV 2402: Public Policy

(3 class hours, 3 credits)

 Prerequisites: GOV 1101 or GOV 1102

Prepared By:

Marco Castillo & Peter Parides, Department of Social Science

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New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Proposal_Classification_Chart.pdf) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

|  |  |
| --- | --- |
| Title of Proposal | GOV 2402: Public Policy |
| Date | September 24, 2013 |
| Major or Minor | Major |
| Proposer’s Name | Marco Castillo & Pater Parides |
| Department | Social Science |
| Date of Departmental Meeting in which proposal was approved | October 4, 2012 |
| Department Chair Name | Jean Hillstrom |
| Department Chair Signature and Date |  |
| Academic Dean Name | Karl Botchway |
| Academic Dean Signature and Date |  |
| Brief Description of Proposal(Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body. | An introduction to public policymaking in America. This course provides students with a critical view of how public policy is formulated in the United States through a topical examination of important public policy issues. The course is divided into three sections: 1) theoretical frameworks of public policy, 2) understanding the policy-making process, and 3) current issues in American public policy. |
| Brief Rationale for Proposal(Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body). | While students are generally introduced to the basic features of American government through their education in civics, this education is generally centered on the structure of the American government and the theoretical aspects of federalism and the separation of powers. However, less time is devoted to studying the actions of government and the impact of these actions on society.This course specifically focuses on how, through forming and implementing public policy, our government affects our society. This course will enable students to develop a more complete understanding of the role and impact of American government which will be valuable for their professional careers as well as for their role as public citizens. |
| Proposal History(Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list). | Original Submission of New Course Proposal |

ALL PROPOSAL CHECK LIST

|  |  |
| --- | --- |
| Completed CURRICULUM MODIFICATION FORM including: | X |
| * Brief description of proposal
 | X |
| * Rationale for proposal
 | X |
| * Date of department meeting approving the modification
 | X |
| * Chair’s Signature
 | X |
| * Dean’s Signature
 | X |
| Evidence of consultation with affected departmentsList of the programs that use this course as required or elective, and courses that use this as a prerequisite. | X |
| Documentation of Advisory Commission views (if applicable). | NA |
| Completed [Chancellor’s Report Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-09-Chancellor_Report_Quick_Reference_Guide1.doc). | X |

EXISTING PROGRAM MODIFICATION PROPOSALS

|  |  |
| --- | --- |
| Documentation indicating core curriculum requirements have been met for new programs/options or program changes.  | NA |
| Detailed rationale for each modification (this includes minor modifications) | NA |

New York City College of Technology, CUNY

NEW COURSE PROPOSAL FORM

This form is used for all new course proposals. Attach this to the [Curriculum Modification Proposal Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/2013-10-10-Curriculum_Modification_Proposal_Form.docx) and submit as one package as per instructions. Use one New Course Proposal Form for each new course.

|  |  |
| --- | --- |
| Course Title | Public Policy |
| Proposal Date | September 24, 2013 |
| Proposer’s Name | Marco Castillo & Peter Parides |
| Course Number | GOV 2402 |
| Course Credits, Hours | 3 credits, 3 class hours, 0 lab hours |
| Course Pre / Co-Requisites | GOV 1101 or GOV 1102 |
| Catalog Course Description | An introduction to public policymaking in America. This course provides students with a critical view of how public policy is formulated in the United States through a topical examination of important public policy issues. The course is divided into three sections: 1) theoretical frameworks of public policy, 2) understanding the policy-making process, and 3) current issues in American public policy. |
| Brief RationaleProvide a concise summary of why this course is important to the department, school, or college. | While students are generally introduced to the basic features of American government through their education in civics, this education is generally centered on the structure of the American government and the theoretical aspects of federalism and the separation of powers. However, less time is devoted to studying the actions of government and the impact of these actions on society.This course specifically focuses on how, through forming and implementing public policy, our government affects our society. This course will enable students to develop a more complete understanding of the role and impact of American government which will be valuable for their professional careers as well as for their role as public citizens. |

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| --- | --- |
| Intent to Submit as Common CoreIf this course is intended to fulfill one of the requirements in the common core, then indicate which area. | Flexible Common Core: US Experience in its Diversity |
| Intent to Submit as An Interdisciplinary Course | Yes (Application will be made at a later date) |
| Intent to Submit as a Writing Intensive Course | Yes (Application will be made at a later date) |

Please include all appropriate documentation as indicated in the NEW COURSE PROPOSAL Combine all information into a single document that is included in the Curriculum Modification Form.

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| --- |
| NEW COURSE PROPOSAL CHECK LISTUse this checklist to ensure that all required documentation has been included. You may wish to use this checklist as a table of contents within the new course proposal. |
| Completed NEW COURSE PROPOSAL FORM |  |
| Title, Number, Credits, Hours, Catalog course description | X |
| Brief Rationale | X |
| Completed [Library Resources and Information Literacy Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/curriculum_modification_library_form.doc) | X |
| Course Outline Include within the outline the following. | X |
| Hours and Credits for Lecture and LabsIf hours exceed mandated Carnegie Hours, then rationale for this | X |
| Prerequisites/Co- requisites | X |
| Detailed Course Description | X |
| Course Specific Learning Outcome and Assessment TablesDiscipline SpecificGeneral Education Specific Learning Outcome and Assessment Tables | X |
| Example Weekly Course outline | X |
| Grade Policy and Procedure | X |
| Recommended Instructional Materials (Textbooks, lab supplies, etc.) | X |
| Library resources and bibliography | X |
| Course Need Assessment. Describe the need for this course. Include in your statement the following information. | X |
| Target Students who will take this course. Which programs or departments, and how many anticipated?Documentation of student views (if applicable, e.g. non-required elective). | X |
| Projected headcounts (fall/spring and day/evening) for each new or modified course. | X |
| If additional physical resources are required (new space, modifications, equipment), description of these requirements. If applicable, Memo or email from the VP for Finance and Administration with written comments regarding additional and/or new facilities, renovations or construction. | NA |
| Where does this course overlap with other courses, both within and outside of the department? | NA |
| Does the Department currently have full time faculty qualified to teach this course? If not, then what plans are there to cover this? | Yes |
| If needs assessment states that this course is required by an accrediting body, then provide documentation indicating that need. | NA |
| Course DesignDescribe how this course is designed.  | X |
| Course Context (e.g. required, elective, capstone) | elective |
| Course Structure: how the course will be offered (e.g. lecture, seminar, tutorial, fieldtrip)? | Lecture/seminar |
| Anticipated pedagogical strategies and instructional design (e.g. Group Work, Case Study, Team Project, Lecture) | Individual and group work, case studies, lecture/discussion |
| How does this course support Programmatic Learning Outcomes? | The course addresses the knowledge, skills, integration, and values/ethics related outcomes |
| Is this course designed to be partially or fully online? If so, describe how this benefits students and/or program. | NA |
| Additional Forms for Specific Course Categories |  |
| [Interdisciplinary Form](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/Application-for-Interdisciplinary-Course-Designation.docx) (if applicable) | Will be filed at later date |
| [Common Core (Liberal Arts) Intent to Submit](http://openlab.citytech.cuny.edu/collegecouncil/files/2014/08/CommonCoreCourseSubmissionForm_4.2.12.doc) (if applicable) | Will be filed at later date |
| Writing Intensive Form if course is intended to be a WIC (under development)  | Will be filed at later date |
| If course originated as an experimental course, then results of evaluation plan as developed with director of assessment. |  NA |
| (Additional materials for [Curricular Experiments](http://www.300jaystreet.com/college-council/curriculum_proposals/curricular-experiments)) |  |
| Plan and process for evaluation developed in consultation with the director of assessment. (Contact Director of Assessment for more information). |  NA |
| Established Timeline for Curricular Experiment |  NA |

Proposal Description:

An introduction to public policymaking in America. This course provides students with a holistic view of how public policy is formulated in the United States through a topical examination of important public policy issues. The course is divided into three sections: 1) theoretical frameworks of public policy, 2) understanding the policy-making process, and 3) current issues in American public policy.

Proposal Rationale:

While students are generally introduced to the basic features of American government through their education in civics, this education is generally centered on the structure of the American government and the theoretical aspects of federalism and the separation of powers. Students learn about the early history of America, the development of the Constitution, the institutions of government, and our system of checks and balances. However, less time is devoted to studying the actions of government and the impact of these actions on society.

This course specifically focuses on the actions and outputs of American government and how, through forming and implementing public policy, our government affects our society. By studying American government from this perspective, students will move beyond an elementary understanding of the structures of American government and turn their attention toward the important question of what our government does and how and why it does it. An understanding of the policy-making process and the main topical areas of American public policy (healthcare, social policy, education, criminal justice, and the environment) will be valuable for students seeking employment across a wide range of fields in both the public and private sectors. This course will enable students to develop a more complete understanding of the role and impact of American government which will be valuable for their professional careers as well as for their role as public citizens.

A search of TIPPS shows that there are 50 different types of public policy courses offered across CUNY. Many of the public policy courses are more specific to particular topical areas. For example, Baruch College offers a public policy course focusing on environmental policy and Brooklyn College offers a course focusing on the history of children and public policy. Hunter College offers a course on drugs and public policy. The list of courses below is believed to most closely match the public policy course being proposed at CityTech.

**Similar Courses Offered at CUNY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| COLLEGE | COURSE/NUMBER/ | COURSENAME | PREREQUISITES | COMMENTS |
| Baruch | POL 2553 | Public Policy | ENG 2100 or its equivalent | None |
| Brooklyn | ECON 2 | Public Policy | None | None |
| Lehman | POL 211 | Public Policy | None | None |
| Hunter | POLSC 348 | Public Administration and Public Policy | None | None |
| Hunter | PUPOL 100 | Introduction to Public Policy | A minor/certificate in Public Policy and meet minimum GPA requirement of 3.0. | None |
| John Jay | POL 234 | Introduction to Public Policy | ENG 101 and POL 101 | None |
| Medgar Evers | PA 225 | Introduction to Public Policy | PA 101 or POL 200 | None |
| Queens | PSCI 1273 | Public Policy in the Making: Local, State, and Federal | Foundation courses; all historical and social science core courses; and PSCI 1271  | This is a 4 credit class |
| Queens | PSCI 221 | Public Policy in the Political Process |  | Focuses on one or more public issues; may be repeated in different topic is covered. |
| Queens | URBST 221 | Making Public Policy | Any 6 credits in Urban Studies, Anthropology, Economics, Political Science, or Sociology.  | Formerly URBST 210 |
| City College | PSC 12500 | Introduction to Public Policy | None | None |
| College of Staten Island | MGT 323 | Public Policy Analysis | POL 100 | Cross-listed as POL 323 |
| York College | POL 330 | Public Policy Making | POL 101 and POL 103 or permission of instructor |  |

**Course Outline for: GOV 2402: Public Policy**

**(3 class hours, 3 credits)**

**Prerequisites: GOV 1101 or GOV 1102**

Catalog Description:

An introduction to public policymaking in America. This course provides students with a critical view of how public policy is formulated in the United States through a topical examination of important public policy issues. The course is divided into three sections: 1) theoretical frameworks of public policy, 2) understanding the policy-making process, and 3) current issues in American public policy.

Suggested Textbooks: (Please note that the textbook chosen in a particular section will be at the discretion of the instructor):

Simon, C. A. (2010). Public policy: Preferences and outcomes. New York, NY: Pearson.

Shafritz, J. M., & Borick, C. P. (2008). Introducing public policy. New York: Pearson.

Dye, T. R. (2013). Understanding public policy. Boston, MA: Pearson

Course Assignments: Students in this course will complete:

1. A minimum of two quizzes

2. A minimum of two in-class exams

3. A final exam

4. A final paper that constitutes a piece of original research (minimum 10 pages)

Teaching and Learning Methods:

1. Lecture, individual/group in-class discussion

2. Primary and secondary source readings to reinforce and complement classroom learning.

3. Case studies and class discussion via in-class individual/group assignments pertinent to completion of the final paper

4. The use of a course management system chosen by the faculty member (i.e. Blackboard, Moodle), and/or blog, wiki, website etc.

5. Studying and analyzing reports authored by major policy think tanks and advocacy organizations

Calculation of Course Grade: The following is a recommendation. The exact distribution of percentages will be determined by the individual instructor.

1. Two Term examinations = 30%

2. Final examination = 20%

3. Research paper = 20%

4. Four Quizzes = 10%

5. Class participation = 10%

6. Short research and writing assignments = 10%

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| **Learning Objectives and Assessment** |
| Learning Objectives | Assessment: Instructional Activity,Evaluation Methods and Criteria |
| To discern and describe the main political ideologies and values guiding American public policy-making | Class and homework readings of original sources and excerpts from these sources; in class discussion and short written assignments assessing student comprehension of these sources |
| To analyze and critique the techniques and processes by which public policy is developed in the United States | Questions on exams assessing factual understanding of the subject matter; in-class and/or homework case study reading assignments where students are required to critique the American public policy-making process |
| To describe the growth of policy analysis and evaluation within the American political system and its effect on public policy formation and implementation | Critical thinking questions on exams or class assignments requiring students to address hypothetical situations with regards to the use of policy analysis in policy formation and implementation |
| To discern and demonstrate how governmental policy agendas are set and the role of public and private institutions in the development of policy agendas | Short research and writing assignments requiring students to identify and explain how policy agendas are set and the role of public and private institutions in the process |
| To represent and critique how public policy is implemented and the role of the bureaucracy in public policy implementation | Exam or in-class comprehension questions based on texts addressing this dynamic; in-class discussion of video and/or textual case studies exploring the role of the bureaucracy in policy implementation |
| To describe the nature and dynamics of American federalism and its effect on the policy process | Reading comprehension questions based on classical and modern readings addressing the subject matter; in class video or textual case studies illustrating the dynamic of federalism in the policy process  |
| To demonstrate knowledge about modern public policy issues, including health policy, social policy, criminal justice policy, and environmental policy | Exploratory homework assignments requiring students to demonstrate, through written or oral communications, knowledge about diverse public policy areas. |
| To estimate the economic costs of public policy decisions | In class assignments and/or exam questions requiring student to perform basic cost-benefit assessments of governmental public policy activities. |

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| **General Education Goals and Objectives** |
| Learning Objectives | Assessment: Instructional |
| Demonstrate skills in analytical thinking through critiquing the actions of government | In-class and on-line discussion; in-class discussion, assignments, and writing; paper assignment. |
| Demonstrate and develop oral communications skills by having students collaborate on projects analyzing public policy  | In-class discussion and explanations of ideas and perspectives; class discussions and student explanations of written papers |
| Utilize the scientific method as students assess the effectiveness of public policies and programs | In-class and homework assignments requiring students to read academic research articles and / or policy analysis reports to learn how public policy is analyzed and suggest methods for analysis of other policy programs |
| Employ methods of quantitative analysis by utilizing and interpreting data to determine the effects of government policies.  | In-class and / or homework assignments requiring students to suggest ways to measure the costs and / or impacts of public policies; short exercises in quantitative analysis of public policies using statistical analysis software |
| Represent students' system of values, ethics, and ability to view issues from diverse perspectives through critical assessments and analysis of government policies | Short paper assignments and / or class discussions requiring students to express the ethical dimensions of certain public policies and their own ethical perspectives with regards to such government action. |
| Integrate knowledge and work productively within and across disciplines though assessments of public policies. | Final paper assignment requiring students to access texts from across disciplines to assess public policies from diverse perspectives |
| Organize and integrate knowledge from a range of disciplinary perspectives through consideration of evidence from various disciplines to understand and assess public policy | Bibliography building assignments where students are asked to utilize books, reports, and research articles from various disciplines in building a source database to be used to produce final projects. |

**Suggested Course Calendar**

Week 1 – Introduction to Public Policy

Focusing Question: What is public policy and why is it important?

Readings: None

Week 2 – Political Ideologies and Public Policy

Focusing Question: What are the political ideologies that drive American public policy?

Readings: Simon, C. A. (2010). Public policy: Preferences and outcomes. New York, NY: Pearson.

(Note: All chapter readings are from this text)

Chapter 1: Policy and Visions of Governance; pages 1-15

Week 3 – Public Values and Public Policy

Focusing Question: How do the public's values affect public policy?

Readings: Chapter 3: Values and Public Policy; pages 37-51

Week 4 – Theories of Public Policy-making

How is public policy made in the United States?

Readings: Chapter 2: Theories of Public Policy: How Choices are made; pages 18-34

Week 5 - EXAM 1

Week 6 – Agenda Setting and Policy Formulation

Focusing Questions: How do we set the government's policy agenda? How do we formulate public policy?

Readings: Chapter 5: Agenda Setting; pages 71-84; Chapter 6: Policy Formulation; pages 86-100; J.W. Kingdon, "Epilogue" from Agendas, Alternatives, and Public Policies (posted on Blackboard website)

Week 7 – Policy Implementation and Evaluation

Focusing Questions: How is public policy implemented? How do we evaluate the effectiveness of public policy?

Readings: Chapter 7: Policy Implementation; pages 102-116; Chapter 8: Policy Evaluation; pages 118-128; May & Winter, “Politicians, Managers, and Street-Level Bureaucrats: Influences on Policy Implementation” (Journal of Pub. Administration Research/Theory 19: 2009). (posted on class Blackboard website)

Week 8 - The Bureaucracy and Public Policy

Focusing Question: What role does the bureaucracy play in the creation and implementation of public policy?

Readings: Hugh Heclo, "Issue Networks and the Executive Establishment," in The New American Political System, ed. Anthony King (Washington, D.C.: American Enterprise Institute, 1978), ch. 3. - (posted on class Blackboard Website)

Week 9: Federalism, Intergovernmental Relations, and Public Policy

Focusing Questions: How does federalism affect public policy in America?

Readings: Chapter 10: Federalism and Intergovernmental Relations (IGR); pages 145-159.

Week 10 – EXAM 2

Week 11 – Health Policy

Focusing Question: How do we deliver healthcare in America?

Readings: Chapter 184: Public Health Policy; pages 184-200

Week 12 – Education Policy

Focusing Question: How can we improve our educational system?

Readings: Chapter 14: Education Policy; pages 224-236; McGuinn, “The Policy Landscape of Educational Entrepreneurship”; McGuinn, “Equity Meets Accountability: NJ and the Implementation of NCLB” (posted on class Blackboard website)

Week 13 – Social Policy

Focusing Question: What do we do to alleviate poverty in the United States?

Readings: Chapter 13: General Social Policy; pages 206-219

Week 14 – Criminal Justice Policy

Focusing Question: How do we reduce crime in America?

Readings: Chapter 15: Criminal Justice Policy; pages 242-264

Week 15 – FINAL EXAM AND RESEARCH PAPER DUE

**Selected Bibliography**

Bardach, E. (1977). *The implementation game: What happens after a bill becomes a law*. Cambridge, Mass: MIT Press.

Bardach, E. (2012). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Los Angeles: Sage.

Dahl, R. A. (1961). *Who governs?: Democracy and power in an American city*. New Haven: Yale University Press.

Godwin, K., Ainsworth, S. H., & Godwin, E. (2013). *Lobbying and policymaking: The public pursuit of private interests*. Thousand Oaks, CA: Sage/CQ Press.

Grossmann, Matthew. (2012). *The not-so-special interests: interest groups, public representation, and American governance*. Stanford, CA: Stanford University Press.

Heclo, H. (1980). Issue networks and the executive establishment. In A. King (Ed.), *The new American political system* (pp. 87-124). Washington, DC: American Enterprise Institute.

Kingdon, J. W. (2014). *Agendas, alternatives, and public policies*. Essex: Pearson.

Kraft, M. E., & Furlong, S. R. (2013). *Public policy: Politics, analysis, and alternatives*. Washington DC: CQ Press.

Lindblom, C. E. (1959). The science of “muddling through.” *Public administration review*, 79-88.

Lipsky, M. (1979). *Street level bureaucracy*. New York: Russell Sage Foundation.

Moe, T. M. (1989). The politics of bureaucratic structure. In J. Chubb (Ed.) *Can the government govern* (pp. 267-329). Washington, DC: The Brookings Institution.

Munger, M. C. (2000). *Analyzing policy: Choices, conflicts, and practices*. New York, NY: W.W. Norton.

Nowlin, M. C. (2011). Theories of the policy process: State of the research and emerging trends. *Policy Studies Journal*, 39(s1), 41-60.

Peters, B. G. (2010). *Handbook of public policy*. London: Sage.

Pressman, J. L., Wildavsky, A. B., & Oakland Project. (1973). *Implementation: how great expectations in Washington are dashed in Oakland: Or, Why it's amazing that Federal programs work at all, this being a saga of the Economic Development Administration as told by two sympathetic observers who seek to build morals on a foundation of ruined hopes*. Berkeley, Calif: University of California Press.

Sabatier, P. A., & Weible, C. M. (2014). *Theories of the policy process*. New York: Westview Press.

Smith, K. B., & Larimer, C. W. (2013). *The public policy theory primer*. Boulder, CO: Westview Press.

Stone, D. A. (2002). *Policy paradox: The art of political decision making*. New York, NY: Norton.

Thissen, W. A. H., & Walker, W. E. (2013). *Public policy analysis: New developments*. New York: Springer.

Van, H. C. E., Baumer, D. C., & Gormley, W. T. (2013). *Politics and public policy*. Washington, DC: Sage/CQ Press

Wilson, J. Q. (2001). *Bureaucracy: What government agencies do and why they do it*. New York: Basic Books.

**Sample Syllabus - GOV 2402: Public Policy**

**Professor: Marco Castillo Class Times: Wednesday 6:00-8:30pm**

**Office: Namm Hall Room 626 Email: MCastillo@citytech.cuny.edu**

**Office Phone: 718-260-4969 Office Hours: Tues, Wed 11:05-12:05**

**Course Prerequisites GOV 1101 or GOV 1102**

**Course Credits, Hours: 3 credits, 3 class hours, 0 lab hours**

**I. Course Description:**

This course serves as an introduction to public policy-making and administration in America. The course is divided into three main topical sections as follows: 1.) theoretical frameworks for public policy, 2.) understanding the policy-making process, and 3.) current issues in American public policy. The purpose of the course is to provide students with an understanding of how and why public policy-making in America occurs as it does as well as a topical understanding of major American public policy issues. As students address these topics, they will also learn about the relationship between politics and public policy, the effect of federalism and the separation of powers on policy formation, and the role of the administrative state on public policy formation and implementation.

It is essential that students of government and politics develop knowledge about public policy processes in the United States. Public policy is both the action and the final end-product of the workings of our political system. This course examines the dynamics of the policy process in the United States, from the initial agenda-setting and policy formation stages to the final stages of policy implementation and evaluation. Throughout, students are prompted to critically consider the American public policy process from both normative and empirical perspectives.

**II. Required Texts and Materials:**

Simon, C. A. (2010). *Public policy: Preferences and outcomes*. New York, NY: Pearson.

Stone, D. (2012). *Policy paradox: The art of political decision making*. New York: W.W. Norton & Co.

\*Note: Students will also be required to access policy-related readings and materials posted in the class Blackboard website.

This course is also provides support via Blackboard course management system. What this means for you is that you can find a copy of things like your syllabus, assignments, and PowerPoint slides online.

In order for you to get on to Blackboard, you need to have registered on the CUNY portal. You can do this by logging on to the City University of New York (CUNY) website. In order to get to the CUNY website you need to:

(1) Log on to the CUNY website at www.cuny.edu

(2) Once at the website, go to the bottom left of the homepage and click on the word “login”

(3) If you are already logged in provide your user name and password. Usernames are traditionally the first letter of your first name followed by your last name. Therefore if your name is Sigmund Freud then your username is sfreud. If you have forgotten your password there is a link below this section that provides information on how to get a new password. Please be aware, that the new password will be sent to your City Tech email address.

(4) If you have never created an account look to the right side of the homepage where instructions are given on how to open your account.

(5) If you have never logged into the CUNY portal and need additional help, The Department of Instructional Technology will be conducting student Blackboard workshops. As soon as the dates are available I will forward this information to you. If you need help immediately, please contact either Rezaul Hoque(718) 254-8565 or Julio Henriquez: (718) 260 4992 in the G600 computer lab.

(6)You must have a CityTech e-mail account in order to receive email from me regarding your grades and any other announcement regarding the class. If you have never used your City Tech email account or have forgotten how to access your City Tech email account go to the CUNY portal (www.cuny.edu)=>Portal Log-in=>type in Username and Password=>Log In=>My Profile=>Modify=> type in your City Tech email address=>Save.

If you need help with setting up City Tech email in CUNY portal or if you do not have a City Tech email, please contact the Student Help Desk in N-124, or call them at (718) 260-4900 or email helpdesk@campus.citytech.cuny.edu

Please be aware that you can forward your City Tech email to another account. To do this you must enter your City Tech email and change the settings.

**III. Course Objectives**

Course Learning Objectives:

Demonstrate skills in analytical thinking through critiquing the actions of government

Demonstrate and develop oral communications skills by having students collaborate on projects analyzing public policy

Utilize the scientific method as students assess the effectiveness of public policies and programs

Employ methods of quantitative analysis by utilizing and interpreting data to determine the effects of government policies.

Represent students' system of values, ethics, and ability to view issues from diverse perspectives through critical assessments and analysis of government policies

Integrate knowledge and work productively within and across disciplines though assessments of public policies.

Organize and integrate knowledge from a range of disciplinary perspectives through consideration of evidence from various disciplines to understand and assess public policy

General Education Learning Objectives:

To discern and describe the main political ideologies and values guiding American public policy-making

To analyze and critique the techniques and processes by which public policy is developed in the United States

To describe the growth of policy analysis and evaluation within the American political system and its effect on public policy formation and implementation

To discern and demonstrate how governmental policy agendas are set and the role of public and private institutions in the development of policy agendas

To represent and critique how public policy is implemented and the role of the bureaucracy in public policy implementation

To describe the nature and dynamics of American federalism and its effect on the policy process

To demonstrate knowledge about modern public policy issues, including health policy, social policy, criminal justice policy, and environmental policy

To estimate the economic costs of public policy decisions

**IV. Class Requirements**

A. Readings, Attendance, and Participation (10%)

Students are expected to attend all classes, keep up with all assigned readings, and be active participants in the learning process. Class participation and discussion are essential parts of this course.

B. Short Writing Assignments (10%)

Students will be required to complete short in-class writing assignments and orally share the thoughts and opinions expressed in these writings with fellow classmates. Evidence of thoughtful consideration of the subject matter at hand in written and/or verbal form will be rewarded with a higher grade for each class participation assignment.

C. Three Examinations (15% each for two semester exams, 20% for final exam)

There will be three main exams for this class throughout the semester. The exams will cover material from the textbook, from class discussion, and from current events in American public policy. The exams will cover important concepts discussed throughout the semester and will require that students answer both short-answer and an essay question. Make-up exams are not given except in the event of a thoroughly documented emergency or medical reason.

D. Issue Analysis Research Paper (20%)

Students are also required to write a 15 page research paper on a public policy issue facing of their choice. Research papers should thoroughly research and analyze a state or federal public policy issue and a current proposed solution by state or federal public officials. Further details of the required content and format of this paper will be discussed early in the semester. Students are required to submit a research paper topic and brief paragraph describing their topic by [INSERT DATE] and an outline of the paper with a proposed bibliography by [INSERT DATE]. During the last two weeks of class, students are required to make brief presentations to the class on their research findings.

E. Quizzes (10%)

Four quizzes will be assigned throughout the semester based on the class readings to ensure students are completing the assigned readings. The quizzes will be basic in nature and will test factual knowledge from the assigned texts.

Research Paper Guidelines

Part 1: Political Values and Public Policy (5 pages)

Thoroughly read chapters 1, 2, and 3 in the Simon textbook. Utilizing concepts from the textbook and external sources (the bibliography and endnotes at the end of each chapter can serve as a good starting point to gather additional supporting materials), write a 5 page essay stating and explaining your own philosophical and normative view on the purpose of government and public policy in the 21st century. What, in your opinion, is the role of government in society today? Clearly state your position and utilize concepts from the Simon textbook and other sources to support your claim. Your essay should illustrate a thorough understanding of the concepts presented in these 3 initial chapters.

Part 2: Political Dynamics of a Public Policy (5 pages)

Read Chapters 5, 6, 7, and 8 of the textbook, focusing on different aspects of the policy-making process. Then choose a major piece of public policy that has been implemented by the United States government. This policy can be a more contemporary policy (e.g. No Child Left Behind) or something more established and historical (e.g. Social Security). You may find ideas for public policies by reading chapters 10-15 of the Simon text, covering the major areas of public policy

Using the knowledge gained from your readings, trace the origin of your chosen public policy from its genesis to now (from the agenda setting stage, through formulation, implementation, and evaluation). The types of questions you should address include:

• How did the problem get defined?

• Were values and frames important in the framing of the policy?

• How did it get onto the agenda?

• What were the major struggles during formulation?

• How did the policy change from how it was legislated to how it is currently implemented?

• Have there been recent evaluations or changes to the policy?

• Is the policy working? And is there a movement to change the policy?

These questions should serve as guides to your paper, but you should not simply answer them in a step-by-step fashion. The basic point is trace your chosen public policy throughout the four major stages of public policy, illustrating the political dynamics occurring throughout the policy process, and coming to some conclusion regarding the state of the policy today. Address the four major stages of the policy process, but also be creative!

Part 3: Normative Assessment (5 pages)

Finally, after completing the two prior papers, consider and analyze your chosen public policy from a normative / philosophical perspective. Simply stated, do you believe the government is “doing the right thing” with regards to the area of public policy you have chosen? Is the government taking proper action with respect to your chosen issue? Why or why not? This section should be a more philosophical work that discusses governmental action with regards to your chosen public policy from a normative perspective. Therefore, you should utilize the philosophical and normative concepts discussed in chapters 1, 2, and 3 of your textbook, as well as other relevant works, to address this question and support your argument.

**V. Grading Scale**

The grading scale for this class is as follows:

A 93-100 A- 90-92 B+ 87-89 B 83-86 B- 80-82 C+ 77-79

C 70-76 D 60-69 F 59 and below WF Withdrew Failing

WU Unofficial Withdrawal (WU = failure and affects grade point average)

Calculation of Course Grade: The following is a recommendation. The exact distribution of percentages will be determined by the individual instructor.

1. Two Term examinations = 30%

2. Final examination = 20%

3. Research paper = 20%

4. Four Quizzes = 10%

5. Class participation = 10%

6. Short writing assignments = 10%

**VI. Office Hours / Discussions / Conferences:**

Please note that I am always available for discussions or conferences during my office hours on Wednesdays and Thursdays from 5:05-6:05 and by appointment. You can also contact me via email at MCastillo@citytech.cuny.edu. If for some reason I happen to be out of my office during my office hours, please call me at 646-374-8607.

**VII. Course Calendar**

Part 1: Political Ideologies, Values, and Theories in Public Policy

Class 1 – [INSERT DATE]: Introduction to American Public Policy

Focusing Question: What is Public Policy and Why is it Important?

Readings: None

Class 2 – [INSERT DATE]: Political Ideologies and Public Policy

Focusing Question: What are the political ideologies that drive American public policy?

Readings: Chapter 1: Policy and Visions of Governance; pages 1-15

Class 3 – [INSERT DATE]: Public Values and Public Policy

Focusing Question: How do the public's values affect public policy?

Readings: Chapter 3: Values and Public Policy; pages 37-51

Class 4 – [INSERT DATE]: Theories of Public Policy making

Focusing Question: How is public policy made in the United States?

Readings: Chapter 2: Theories of Public Policy: How Choices are made; pages 18-34

Class 5 - [INSERT DATE]: EXAM 1

Part 2: The Policy making Process

Class 6 – [INSERT DATE]: Agenda Setting and Policy Formulation

Focusing Questions: How do we set the government's policy agenda? How do we formulate public policy?

Readings: Chapter 5: Agenda Setting; pages 71-84; Chapter 6: Policy Formulation; pages 86-100; J.W. Kingdon, "Epilogue" from Agendas, Alternatives, and Public Policies (posted on Blackboard website)

Class 7 – [INSERT DATE]: Policy Implementation and Evaluation

Focusing Questions: How is public policy implemented? How do we evaluate the effectiveness of public policy?

Readings: Chapter 7: Policy Implementation; pages 102-116; Chapter 8: Policy Evaluation; pages 118-128; May & Winter, “Politicians, Managers, and Street-Level Bureaucrats: Influences on

Policy Implementation” (Journal of Pub. Administration Research/Theory 19: 2009). (posted on class Blackboard website)

Class 8 – [INSERT DATE]: The Bureaucracy and Public Policy

Focusing Question: What role does the bureaucracy play in the creation and implementation of public policy?

Readings: Hugh Heclo, "Issue Networks and the Executive Establishment," in The New American

Political System, ed. Anthony King (Washington, D.C.: American Enterprise Institute,

1978), ch. 3. - (posted on class Blackboard Website)

Class 9: [INSERT DATE]: Federalism, Intergovernmental Relations, and Public Policy

Focusing Questions: How does federalism affect public policy in America?

Readings: Chapter 10: Federalism and Intergovernmental Relations (IGR); pages 145-159.

Class 10 – [INSERT DATE]: EXAM 2

Part 3: Current Topics in American Public Policy

Class 11 – [INSERT DATE]: Health Policy

Focusing Question: How do we deliver healthcare in America?

Readings: Chapter 184: Public Health Policy; pages 184-200

Class 12 – [INSERT DATE]: Education Policy

Focusing Question: How can we improve our educational system?

Readings: Chapter 14: Education Policy; pages 224-236; McGuinn, “The Policy Landscape of Educational Entrepreneurship”; McGuinn, “Equity Meets Accountability: NJ and the Implementation of NCLB” (posted on class Blackboard website)

Class 13 – [INSERT DATE]: Social Policy

Focusing Question: What do we do to alleviate poverty in the United States?

Readings: Chapter 13: General Social Policy; pages 206-219

Class 14 – [INSERT DATE]: Criminal Justice Policy

Focusing Question: How do we reduce crime in America?

Readings: Chapter 15: Criminal Justice Policy; pages 242-264

Class 15 – [INSERT DATE]: FINAL EXAM AND RESEARCH PAPER DUE

TEST DATES

EXAM 1 is on [INSERT DATE]

EXAM 2 is on [INSERT DATE]

EXAM 3 is on [INSERT DATE]

EXAM 4 AND THE FINAL ESSAY PORTFOLIO IS DUE ON [INSERT DATE]

**VIII. Policy Statements**

Attendance Policy

Attendance is required for this class. It is impossible to fully absorb the material without actively engaging it in the classroom setting. Unexcused absences and/or tardiness will negatively impact on your class participation grade.

Make-up Test Policy

Make up tests are strongly discouraged and only given for serious and thoroughly documented emergencies and / or medical reasons.

Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Accommodations

Students with physical, learning, or other disabilities, or with temporary disabilities due to accidents or interim conditions, are encouraged to visit the Student Support Services Program (SSSP) office located in Atrium 237 for necessary support services and / or accommodations.

The College Learning Center

The College Learning Centers provide a wide range of academic support to students across the college. Computer facilities, tutoring assistance and workshops are available free to students with validated CityTech IDs. Tutors are available for many subjects during all open hours. Schedules are regularly posted in the learning centers.

Enrollment Expectation Estimate:

In addition to being included in the Pathways General Education Requirements, American Public Policy can also serve as an interdisciplinary course, further increasing the potential pool of students.

The Legal Studies and Healthcare Administration programs have expressed interest in making this course a recommended elective for their programs, adding to the number of potentially enrolled students.

We anticipate filling at least one class of 30 students each semester as a result of the demand for this class by students enrolled in this class to fulfill Pathways course requirements, including the requirement for interdisciplinary courses.

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| LIBRARY RESOURCES & INFORMATION LITERACY: MAJOR CURRICULUM MODIFICATIONCourse proposer: please complete boxes 1-4.Library faculty subject selector: please complete box 5. |
| 1. Title of proposal Public Policy | Department/ProgramSocial Science Department |
| Proposed by (include email & phone)Marco Castillo, 646-258-7576Peter Parides, 718-260-5816 | Expected date course(s) will be offered Spring 2015# of students: 30 |
| 2. Are City Tech library resources sufficient for course assignments? Please elaborate.Yes. The library’s resources are more than adequate for students to conduct the required literature review for their final paper. Moreover, the library offers classes to assist students with finding reputable resources for their final project. |
| 3. Are additional resources needed for course assignments? Please provide details about format of resources (e.g., ebooks , journals, DVDs, etc.), author, title, publisher, edition, date, and price.A copy of the suggested course texts are not yet available at the NYCCT library and will need to be ordered. Upon approval of the course by College Council, a request will be made for a copy of each suggested text.Please include author, title, publisher, edition, date and price.Simon, Christopher A. *Public Policy: Preferences and Outcomes* (2nd Edition). Longman, 2010. ISBN-13: 978-0-205-74482-4 Price: $102.80Shafritz, Jay M. and Christopher P. Borick Introducing Public Policy. Longman, 2007. ISBN-13: 978-0321088833; Price: $ 34.50Dye, Thomas R. Understanding Public Policy (14th Edition). Longman, 2012.ISBN-13: 978-0205238828 Price: $84.31 |
| 4. Library faculty focus on strengthening students' information literacy skills in finding, evaluating, and ethically using information. We can collaborate on developing assignments and offer customized information literacy instruction and research guides for your course.Do you plan to consult with the library faculty subject specialist for your area? Please elaborate.Yes. It will be strongly suggested that faculty who teach this course should allocate at least one class meeting toward an information literacy workshop to be conducted by Keith Muchowski. |
| Library Faculty Subject Selector: Keith MuchowskiI researched the CUNY library catalog to ensure that the Ursula C. Schwerin Library contained sufficient and appropriate materials for this course, which it does. The library holds a significant number of books on public and on topics related to public policy. The databases contain a sizable collection of newspapers, magazine, and academic journal articles in this field as well.Comments and RecommendationsI have no specific recommendations. I suggest the department inform the library of any future trends in the field to ensure the library’s collection continues to remain current.Date: September 26, 2013 |

Section AIV: New Courses

AIV.1. Social Science Department

Course Number: GOV 2402

Title: Public Policy

Hours: 3 Class Hours, 0 Lab Hours

Credits: 3 Credits

Prerequisites: GOV 1101 American Government or GOV 1102 State and Local Government

Corequisites: None

Course Description: An introduction to public policymaking in America. This course provides students with a critical view of how public policy is formulated in the United States through a topical examination of important public policy issues. The course is divided into three sections: 1) theoretical frameworks of public policy, 2) understanding the policy-making process, and 3) current issues in American public policy.

Rationale:

This course specifically focuses on how, through forming and implementing public policy, our government affects our society. This course will enable students to develop a more complete understanding of the role and impact of American government which will be valuable for their professional careers as well as for their role as public citizens.