



Course PA 4396 – Global Policy Challenges
Professor Metta Alsobrook & Euel Elliott
Term Fall 2009
Meetings Tuesday and Thursday – 11:30 – 12:45 – WSTC 1.224

Professor's Contact Information	Elliott	Alsobrook
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Course Description

This Class explores many of the pressing global policy issues of our time. Using a public policy approach we explore an array of global problems such as conflict, security, human rights, poverty, sustainability, hunger, women's rights, epidemics, access to drinking water and the like. We examine the cause and possible solutions to these problems and obstacles to success. In this course, we give the students opportunities to practice particular approach to problem solving and other fundamentals of policy analysis on global issues, analyze them, and propose possible solutions. This class will integrate lectures, seminars, discussions, and presentations. Furthermore, the class will help develop practice oral and written communication skills relevant to policy analysis.

Learning Objectives

Upon completing this course, students will be able to:

- Demonstrate knowledge of the global policy issues facing all citizen of the world
- Use the policy analysis framework to evaluate global issues and problems from different substantive areas.
- Research, analyze, and evaluate the impact of policy issues.
- Prepare well-reasoned and researched professional position papers and oral presentations on global challenges issues.
- Demonstrate satisfactory competence in public presentation of their own thoughts and research.
- Select and incorporate ideas derived from a variety of sources and present them in written and oral work.

These course objectives will be conducted using a combination of lectures, seminars, workshops, and in class exercises. Guest presentation will be scheduled periodically during semester and will be based on large part on the topic chosen for presentation.

Required Texts:

Bardach, Eugene. 2009. *A practical guide for policy analysis: The eight fold path to more effective problem solving*. 3rd ed. Washington D.C: CQ Press. (EB)

CQ Researcher. 2009. *Global issues: Selections from CQ researcher*. Washington D.C: CQ Press. (CQ)

Recommended Text:

Smith, Catherine. 2005. *Writing public policy: A practical guide to communicating in the policy making process*. New York: Oxford University Press.

Frist, Bill. 2009. *Declaration on U.S policy and the global challenge of water*. CSIS.

A Note on Reading Materials:

Additional reading assignments will be in journals and book chapters available electronically from the McDermott Library. You will need your student ID number to access these articles. Students will be expected to access these articles on their own.

Course Requirements and Grading Criteria

There are not official prerequisites for this class. However, you should have a working knowledge of Microsoft Office (or similar word processing and presentation software). There are no exams in this class. The assignments are as follows (further instructions for each will be discussed/handed out in class:

1. Presentations or oral argument on topics selected by students (students can choose to work in group or individually).
2. Policy analysis paper (10-12 pages) on topics selected by students (base on the presentation or oral argument topic).
3. Essay (3-4 pages).
4. Library assignment (in class assignment)
5. Class participation.

Group/Individual Presentation and Video Review

You will do two presentations in this class. You can choose to present it individually or in group. A variety of materials on how to make presentations are provided in the reader, and we will hold a session on October 1st during the regular course time to go over some tips on how to do a presentation. Groups are free to allocate responsibilities in any way you want; however, groups are not expected to carry free riders. A peer evaluation form will be used when you in every group presentation and an individual grade may be adjusted lower if the team reports that one of its members did not contribute to the group memos.

Presentation I

You (or your team) will choose a public policy issue which interests you. Each team will address a different issue. For the first presentation, you will present an issue that you choose and ideas on policy solution to your classmate. The class will be divided into two groups, one will be against you and the other will be on your side. You will lead the discussion. You can use the information from the discussion for your policy paper and your second presentation.

Presentation II

In general, the second presentation will include a discussion of the problem, the evaluative criteria, the alternatives, an analysis of the alternatives, your recommendations, and an implementation strategy. Class members will play the roles and critics and questioners for each group. Presentation II will be videotaped and reviews of these tapes will be conducted in December. These reviews are required for each group/individual as a step in helping you develop your professional speaking abilities. More on all this later.

Policy Paper

Each student will be required to complete a thorough, competent, well-written policy analysis with “real world” implications and grounding such as a briefing paper or white paper. A list of potential topics is listed on this syllabus. This paper will cover all stages of the course and should be between 12 to 15 pages.

Class Participation and Class Activities

This course is designed as a workshop and in-class participation is crucial. Please come prepared to contribute to class discussion by synthesizing the readings, integrating discussion about your course

project, and providing thoughtful feedback on the work of other students. Each student should also be prepared to share with the class questions that the readings raised and be able to identify the most significant point or contribution that the author makes. All critiques, criticism, and suggestions for improvement are to be done in a respectful manner; think how your comments would sound if the work were your own. I expect courtesy behavior and participation in the discussion from the rest of the class.

While attendance will not be taken on a regular basis, poor classroom attendance may result in a failing participation grade since you cannot participate if you are not in class. Therefore, you should notify the instructor when you are unable to attend class.

Topics for Presentations and Papers

Climate Change	Human Trafficking
Conflict	Labor Rights
Cyber Attack	Poverty
Democratization	Sustainability
Disease	Terrorism
Economic Development	Trade
Education	Water
Energy Crisis	Women's Right
Global Food Crisis	Hunger
Human Rights	

Grading Scheme

1st presentation	75	points
2 nd presentation	140	points
Policy Paper	140	points
Essay	75	points
Class participation	60	points
Library assignment	10	points

Course grade will be calculated based on the following:

A	465	-	above
A-	450	-	464
B+	435	-	449
B	415	-	434
B-	400	-	414
C+	385	-	399
C	365	-	384
C-	350	-	364
D+	335	-	349
D	315	-	334
D-	300	-	314
F	299	-	below

Additional Points

You can submit up to three additional essays (max 50 points for each essay) for additional points. You are able to claim your additional points as long as you submit all of the assignment above.

Course Policies

In general, late submissions of all assignments will not be accepted. You will receive a zero for any assignment not turned in on time. Exceptions will be made in extraordinary circumstances, but only with written approval from the instructor prior to the submission date. Note that unless otherwise specified, all assignments must be submitted in hard-copy during class meetings and electronically to: metta.alsobrook@utdallas.edu.

Email Communication Policy

Email is an efficient and effective mode of communication, especially given the busy lives of university students and faculty. Therefore, students may contact the professor via email when appropriate. Please use "PA/SOC 4396" in the subject line of any email sent to the professor regarding this class. I do not check email on week-ends. Please send email using your UTD email.

Syllabus Change

The professor reserve the right to amend this syllabus during the semester. Any changes will be announced in class and students will be responsible for getting and following the new information.

Schedule

August 20 **Introduction and course overview**

August 25 **The whys behind policy intervention**

Readings:

EB - Introduction and Appendix B

Horowitz, Donald. 1989. Is there a third-world policy process? *Policy Sciences*. Vol 22: 17-212.

CQ – Human Rights in China (pp 209-228)

August 27 **Problem definition and stakeholders identification**

Reading:

EB Part I (pg 1-57)

Anderson, James. 2003. *Public policy making*. 3th ed. Boston: Houghton Mifflin Company

Chapter 3 ("Policy Problems"), pp.82-86 (e-reserve)

September 3 **Writing and citation**
Guest Lecturer - Thomasina Hickman (Writing Consultant)

Assignment due

Topic(s) due on September 3rd for presentations, essay, and policy paper.
Send your chosen topic(s) to metta.alsobrook@utdallas.edu.

- September 8 **Assembling evidences**
- Reading:**
EB Part II
- September 10 **Assembling some evidence and construct alternatives**
Guest lecturer – Scott Clayton (GAO)
- Reading:**
Smith, Catherine. 2005. *Writing public policy: A practical guide to communicating in the policy-making process*. New York: Oxford University Press. pp 19-41 (e-reserve)
- September 15 Library research.
Room: MC 2.524
Guest lecturer – Susie Kutchi (Instruction Librarian)
- Assignment Due
In class assignment
- September 17 **Generate lists of criteria for evaluating policy alternatives**
- Reading:**
Patton, Carl and David Sawicki. 1993. *Basic methods of policy analysis and planning*. 2nd ed. New Jersey: Prentice Hall.
Chapter 6 (e-reserve)
- September 22 **Working in groups**
Note: some group meeting time may be available at the tail end of class
- September 24 **Implementation (barriers, reformulate alternative to have greater chance of success)**
- Readings:**
McLaughlin, Milbrey. 1987. Learning from experience: Lesson from policy implementation. *Educational Evaluation and Policy Analysis*, 9, no.2: 171-178.

Iversen, Roberta. 2000. TANF policy implementation: The invisible barrier. *Journal of Sociology and Social Welfare*, 27, no.22:139-159.
- September 29 **Policy implementation and outcomes**
- Reading:**
Smith, Thomas. 1973. The policy implementation process. *Policy Sciences*, 4, no.2: 197-209.
- October 1 **Preparation for presentations**

Reading:

Communications Consulting Group Publication Department at RAND,
“Guidelines for Preparing Briefings,” 1996 Online.

I will send the link of the article to your UTD email address.

Assignment due

Required essay

October 6

Evaluating Policy

Reading:

Patton, Carl and David Sawicki. 1993. *Basic methods of policy analysis and planning*. 2nd ed. New Jersey: Prentice Hall.

Chapter 5 (e-reserve)

October 8

Evaluating Policy

Guest Lecturer: Dr. Ben Gaddis (Department of Health and Human Services)

Reading:

Thissen, Wil and Patricia Twaalfhoven. 2001. Towards a conceptual structure for evaluating policy analytic activities. *European Journal of Operational Research* 129, no. 3:627-649.

October 13

Discuss issues

Reading: CQ

Assignment (for additional points) due

Not a mandatory assignment – Essay 2

October 15

Discuss issues and presentation (I)

Guest Lecturer: TBA

Reading: CQ

October 20 & 22

Discuss issues and presentation (I)

Reading: CQ

October 27 & 29

Discuss issues and presentation (I)

Reading: CQ

Assignment (for additional points) due

Not a mandatory assignment – Essay 3

November 3 & 5

Discuss issues and presentation (I)

Reading: CQ

November 10 & 12

Discuss issues and presentation (II)

Reading: CQ

November 17 & 19	Discuss issues and presentation (II) Reading: CQ
November 24 & 26	No Class
December 2 & 4	Discuss issues and presentation (II) Reading: CQ <u>Assignment (for additional points) due</u> Not a mandatory assignment – Essay 3
December 8 & 10	Presentation review (schedule for each group will be assigned by December 2 nd)
December 17	Policy paper due You can submit the paper from 8 a.m – 3 p.m. at CN 1.210 Send a copy to metta.alsobrook@utdallas.edu (ms word) by 3 P.M

Additional University Disclaimers and Information

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Series 50000, Board of Regents, The University of Texas System, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to

the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

disabilityservice@utdallas.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.