

PA 5303-501, POEC 5303-501, and PSCI 5303-501
Public Policymaking and Institutions
Fall 2009

Wednesday 7:00 – 9:45 PM
Location: WSTC 2.210

Professor Contact Information

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Office hours: Monday and Wednesday, 4:00 – 6:30. It is best if you make an appointment, either during these office hour times, or at another time that meets our respective schedules. I will make every reasonable effort to accommodate your schedule.

Course Description

PA 5303 provides a broad introduction to public policymaking and the many institutions that make up the dynamic, complex, and raucous American policymaking process. We will examine the scholarly literature on public policy making and examine the major institutions, both governmental and private that participate in this unruly process. These include the president, the executive branch, and the much maligned “bureaucracy”; the Congress; and political parties, interest groups, the media, and that great amorphous body that is both the subject and object of all policymaking, the public. We will examine both the theory and practice of public policy making, from the grand structure of the Constitution to the messy details of governance.

This course requires significant student participation. You are expected to complete reading assignments and come to class prepared to discuss and analyze the reading. You also are expected to bring your experience with

you and incorporate it into your evaluation of the reading. Finally, clear, cogent, and concise writing is a mainstay of all graduate work and improvement of your writing will be a goal of this course.

Student Learning Objectives

This course will provide students with an overview and understanding of the broad field of public policymaking, focusing on the federal government. We will examine and analyze various policymaking institutions, both public and private. We will examine policy making theory and operational details by reading, discussing, and analyzing scholarly literature, contemporary events, and case studies.

The goals of this class are the following:

1. To introduce students to the study of public policy making.
2. To acquaint students with the structure of American policy making and the major institutional players, both public and private.
3. To prepare students to be able to analyze public policy issues and understand the forces at play in the development and implementation of policy.
4. To improve students' ability to write clearly and effectively; and to analyze issues and present analysis cogently both orally and in writing.

Expectations

This is a graduate level course, and you are expected to attend class and participate in class discussions. There is a substantial reading load associated with the course – you are expected to complete reading assignments on time and come to class prepared to discuss what you have read. Each of you will be a member of a four or five person group that will be responsible for making a presentation to the class and for other less formal work. You are expected to participate fully in the group to make its work successful.

If you have more than 2 or more unexcused absences, your grade may be affected. If you cannot attend class, are going to be late, or are going to be delayed in handing in assignments, see or contact me before the due date. Professors get cranky when confronted with excuses after the fact.

Graded Course Requirements

1. Discussion Group Member: You will be a member of a five person group, to which you will be assigned after the second class. Each group will prepare a presentation to the class regarding an critical public policy issue. Subjects for group presentations will be assigned. Groups are expected to research the topic and present to the class theory and information beyond that included in the required reading. Groups are also expected to engage the class in a discussion of the main issues associated with their presentation. The members of the group will be graded on both the quality of the group presentation and the quality of their individual presentations.

2. Individual Assignments

Below are the major written assignments. You may also be assigned informal, short assignments as well.

Journal Articles. You are required to write reviews of two peer reviewed, research articles, one from *Public Administration Review*, the premiere journal in the field of public affairs, and the second from a peer reviewed journal of your choice. These should be not more than 3 pages in length. The first one third is to be a concise summary of the article and its conclusion; the second third is to be a discussion of the methodology used by the author; the last third is to be your analysis of the author's arguments. We will discuss in class what "peer review," "research article," and "your analysis" mean. The deadlines for these journal article reviews (also indicated in the class schedule and assignments) are as follows:

September 16
October 28

Short Research and Analytic Papers: You will be required to write two short papers analyzing a public policy issue. One will be 5 to 7 pages in length; the other 8 to 10 pages. The subject of the papers will be discussed in class. These short papers are to be carefully researched, clearly argued, and written using both correct reference and bibliographic style and correct grammar and punctuation (see Turabian, 7th edition). These papers are due on,

October 7 5 – 7 page paper

3. Test

There will be a test of the course reading and classroom work. It will take place on November 18.

Writing:

Clear writing is an important part of this course. Precise, cogent, and correct written expression is a requirement for all graduate academic work, and your grade will be affected by the quality of your written expression. Good, and better, writing is a goal for all students (and professors) to pursue. In the PA Program, we expect your writing to be analytic, organized, well-argued, and correct in grammar and punctuation. This may be a difficult adjustment for many of you, but I am here to help improve your writing as well as guide you into the field of public policy making.

Format: All written assignments should be submitted with a cover page, formatted as indicated in Appendix A at the end of this syllabus.

The required style guide of the UTD PA Program is Kate L. Turabian. 2007. *A manual for writers of research papers, theses, and dissertations*. 7th edition.

Important: The format used by the PA Program for citing sources is called the Reference List Style. This is explained in Turabian, chapters 18 and 19. For a good overview of basic punctuation and grammar, see Turabian, Section III, “Style.”

Grading

Your grade will be based on the following:

- | | |
|-----------------------------------|-----|
| 1. group presentation | 15% |
| 2. 2 journal article reviews | 20% |
| 3. 1st short research paper | 15% |
| 4. 2 nd research paper | 25% |
| 4. Test | 15% |
| 4. Class participation and weekly | |

Required Reading Materials. Required reading for this course includes 3 books and other material that I will provide. In addition, we use Turabian, 7th edition, as a style guide. (I also recommend a background reading book in American government.) These are as follows:

1. Kingdon, John W. 2003. *Agendas, alternatives, and public policies*. 2nd edition. New York: Addison Wesley Educational Publishers, Inc.
2. Hernnson, Paul S., Ronald G. Shaiko, and Clyde Wiclox, eds. 2005. *The interest group connection*. 2nd edition. Washington, D.C.: CQ Press. [Abbreviated as IGC]
3. Stimson, James A. 1999. *Public opinion in America: Moods, cycles, and swings*. 2nd edition. Boulder, Colorado: Westview Press.

As background reading for those of you who need a refresher in basic American government, I recommend Wilson, James Q. 2008. *American government: Brief version*. 8th edition. New York: Houghton Mifflin Company.

Style Guide: Turabian, Kate L. 2007. *A manual for writers of research papers, theses, and dissertations*. 7th edition. Chicago: University of Chicago Press. [Note: be sure to purchase and use the new 7th edition.] See in particular **chapters 18 and 19 for the correct reference and bibliographic style to use in your papers for the PA program**; see Section III for a summary of the basic rules of grammar and punctuation.]

UTD POLICIES

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 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, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, 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).

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 includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

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.

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)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

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.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

PA 5303 COURSE SCHEDULE
Fall 2009

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

1. August 26 Introduction to the Course. What is Public Policy and Who Cares?

Writing assignment: Short paper. Instructions will be given in class.
Due by COB Monday September 2.

2. September 2 Constitutional Foundations of Policymaking I

Reading:

- This syllabus – cover to cover
- Declaration of Independence
- Constitution of the United States
- Federalist Papers #10, 51.

[The Declaration, Constitution, and Federalist Papers 10 and 51 can easily be found on the internet by googling them. Print them out, read them carefully, and bring to class.]

Due: short paper

3. September 9 Constitutional Foundations of Policymaking II

Reading:

- Nicholson article on human nature. (Provided)
- Power Point on John Locke (Provided)
- Structure of the Federal government – Congress and the Executive
- Review of Turabian style – Ch. 18, pp. 216-226.

4. September 16 Policymaking Institutions and Process I

Reading:

- Kingdon, ch. 1 - 3
- Case study (provided).

Due:

- Journal Review 1

5. September 23 Policymaking Institutions and Process II

Reading:

- Kingdon, ch. 4 - 9

Group 1 presentation First Amendment – Freedom of Speech and Press

6. September 30 Policymaking Institutions and Process III

Reading:

- IGC, ch. 1, 2, 4
- Ethics in Public Administration (provided)

Group 2 presentation First Amendment – Freedom of Religion

7. October 7 Policy Players I Congressional and Electoral Connections

Reading:

- IGC, ch. 7, 9, 10
- Structure of Congress (provided)

Due:

- First short research paper, 5 - 7 pages.

8. October 14 Policy Players II Executive Branch Connections

Reading:

- IGC, ch. 13, 15, 16
- Structure of Executive Branch (provided)

Group 3 presentation Second Amendment – Right to Bear Arms

9. October 21 Policy Makers III Public Opinion

Reading:

- Stimpson *Public Opinion in America*

10. October 28 Making Laws

Reading:

- Read law (to be provided)
- Read How Laws are Made (to be provided)

Due: Journal Article Review #2

Group 4 presentation Fourth Amendment – Freedom from unreasonable search and seizure.

11. November 4 The Administrative State

Reading: (see attached handout for assignment)

- Read the Administrative Procedure Act (APA). Apply to assigned policy issue.

Find and print out The Regulatory Map, and compare with APA.

Group 5 presentation Fifth Amendment – Compensation for takings: private property shall not be taken for public use without just compensation.

12. November 11 Supreme Court

Reading: Supreme Court Case

- Morse v. Frederick . Google <Morse v. Frederick>, be sure to get case, not just abstract, along with concurring and dissenting opinions. Or, go to Supreme Court Cases, search for Morse v. Frederick. As you read, pay attention (1) to the Court's description of the facts; and (2) the reasoning that leads to the majority opinion (and to the decisions of the dissenters).

Review for test

13. November 18 Test

Test on course reading and classroom work.

14. November 25 Presentation of papers

15. December 2 Final Paper : 8-10 pages due electronically

Appendix A PA 5303 Fall 2008

Format for cover sheet for use with all written assignments:

Info is to be centered at mid-page. Double spaced. Pagination begins with text, not this cover page. Font: Times New Roman (no bold); 12 point type.

[Your name]

PA 5303 Fall 2008

[Date Due]

[Title of Assignment]