

## ***Ethics, Culture & Public Policy***

PPPE 6329-001

Fall 2022

Wednesdays, 4-6:45PM

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### *Contact Information:*

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*Office Location* Green Hall Dean's Suite 3.526

*Office Hours* Mondays & Wednesdays (10am-1pm), or at

*Class Modality* This class is located in GR 4.208. Attendance is in-person. As this class uses Socratic method, virtual attendance is not recommended for conducive learning. Attendance accommodations must be approved by administration.

Two passes- You can miss 2 courses as passes, so if you or a household member get sick or are in quarantine, you can use a 'free pass' and can get class notes from peers or have a one-on-one with the professor to catch up on material. PowerPoint slides will be shared only, but there will be no recording of course sessions.

In cases related to COVID-19, students should focus on their physical and mental well-being, keeping stress down and getting better, not worrying about class- you will get a pass and support from Dr. DeFusco. If at any time the university/CDC mandates change, we as a class will determine together how to proceed for the safety and comfort of all. We will go fully virtually if and when required by the university for the safety of the students, staff, and families.

### **Course Description/Student Learning Objectives and Outcomes**

This course explores and debates the theoretical and practical meanings of our morals, ethics, culture, and values, and how these words help inform the cycle of making public policies and law. Taking primarily a comparative, international lens, we explore together the definitions of morality, ethics, policy, justice, as well as distribution/redistribution of freedom, wealth, wellbeing, and power related to societal, national, or international concepts of what is 'right' and what is 'good.' Being in any advanced schooling or graduate program immediately places a professional in a place of higher privilege and/or power, whether it be used in the name of good or harm. Professionals hired into various policy-related industries and academic settings may be in roles where they can either help promote positive change and social justice; maintain the status-quo; or, further inequality/oppression, or the gap between the haves and the have nots. As this class tries to emphasize, holding a degree may provide you with critical knowledge but it does not necessarily make one an expert in the lives and histories of those who their work tries to impact. Often lost is the lesson to listen to many, to consider multiple perspectives, to think critically through a variety of lenses, and to question one's own knowledge and worldview. Academics, policy analysts, decision-makers, and practitioners can hold a unique position to use their platform to advance certain values that,

as Harold Lasswell (1971) asserts, inform policy decision-making, to achieve power, wealth, enlightenment/knowledge, respect, or wellbeing (or as we may define commonly today as human rights, equity, and human development).

Our main text will be Stone's Policy Paradox, in which she posits that policy-making is often driven by at least one of the following: Equity, Efficiency, Welfare, Liberty, Security. Yet these policy goals of what 'ought to be done or happen' are enacted through means that are either tolerant, paternalistic, coercive, or violent (Beerbohm, 2017). Furthermore, philosophical schools of thought and epistemology may influence both the goals and outcomes of the policy cycle, thus potentially saturating each phase of the cycle. Each week we will explore Stone's policy motivators, and then transition into better understanding how these goals are accomplished through specific actions all in the name of ethics. Additionally, we will also read Diesing (1991/2) to further explore the various schools of thought from logical positivism, falsification, pragmatism, to hermeneutics, all linked to the historical progression of social science theory and practice. In the second half of the semester, we will then critique the means by which policy is advanced- through violence, paternalism, or tolerance- by those in power, the ethical issues that may come into play, the different lenses that a policy problem is viewed, and whose voice(s) are left out/should hold less clout.

This semester, we as a cohort will question how different peoples from diverse socio-economic, political, and cultural backgrounds, societies, and nations view pressing policy issues that affect people, especially those who face marginalization, injustice, or inequality on a daily basis. Through *abductive thinking*, we will examine our individual values/morals compared to others, and learn how morals interact with ethics that define behavior and processes by which people live, and question how ethical some policies are around the world and throughout history.

This is an advanced course for PhDs and graduate students (and undergraduate students will permission) that employs a Socratic seminar method. Each student is required to come to class *fully* prepared, including skimming all texts, and ready to offer and contribute to open-ended questions. Each person is asked to listen, respectfully consider the perspectives of peers, think critically about the questions, and thoughtfully and professionally share thoughts and responses to the comments of others. If you have not fully prepared ahead of session, please do not attend. Each student is allowed *two passes*, or two sessions that they can choose not to attend if they have prior permission, which will not affect your overall grade. Academic rigor and professionalism will account into your overall grade, given by the professor and peers at the end of the term.

As the professor's specialization is in international development policy, much of the course material will focus on international development cases. However, there will be space in the assignments and 'selection readings' for you to focus on topics relevant to your topics of interest, specialized degree, and career goals. It is my teaching philosophy that a professor is at the service of their student as a mentor. As the semester moves along, I may at times change up the syllabus in line with needs and hopes of you, the class. This course heavily balances between theory and practice. How does the school of thought we belong to influence how we view positive change and evidence of change? What are the major theoretical considerations that inform ethics and policy-making? Can ethics that inform policy be affected by context, culture, religion, demographics, globalization, power & politics? Who determines what is 'best' and what is 'good'- the most educated, the most active, the most powerful, the richest, the person in need, the social majority, or a single voice? How do decisionmakers and policy implementors implement policies?

Throughout the semester, we will examine case studies of how ethics played into policies and laws that were passed to promote what is 'right' and 'good'. We will consider how our own families, communities, schools of thought, and nation view the policy problem. You will submit a qualitative analysis

summarizing how this policy issue is defined, and how it has been ‘solved’ or is thought to be ‘solved’. Then, using recorded video presentations uploaded onto YouTube or Facebook, we will then share how the policy problem is ‘defined’ by our *Westernized/global North world view* with students living in Latin America and Africa. We will present 1-2 national or state-level policies that were adopted to solve the problem, and explain how successful and sustainable that they were in the end. The international students will in turn share how their people/society define the same problem, as well as policy solutions that were offered, based on their *world view in the global South*. How do our policy definitions compare and contrast? Do we share or differ in our world views? What do we learn about our world view in framing our ethical constructs, and what do we learn about theirs? Is there space to learn from each other, work together, to find more universal or transnational solutions based on the principles of listening to better understand, respect, open-mindedness, inclusion, and collaboration? These exercises may prove challenging at times, and they will cover some sensitive and even taboo topics. But it is important to be willing to explore ‘wicked’ and difficult social problems as it is everyday public policy problems, if we are ever to make even a small difference in the world. Quality case studies will be invited to be included in a publication in the future.

Additionally, each student will have the entire semester to develop and write a research or theoretical paper on a topic of their choice for their final project. We will work together to develop this piece each month, exploring means of doing a high-quality literature review, exploring the IRB process, and assessing qualitative and quantitative data to create a product that can be submitted to a peer-review journal and/or presented at a professional conference (not required by highly encouraged).

#### *Learning Objectives:*

1. Explore the various perspectives/schools of thought and epistemology in social sciences that influence policy practitioners and academics
2. Examine various definitions of ethics, morality, justice, culture, and values in relation to public policy cycle
3. Understand more deeply the motives behind policies and laws- the values promoting definitions of ‘what is good’, ‘what is right,’ and ‘what ought to be’
4. Explore the ‘who’ behind the power of policymaking and how their worldviews define policy problems, policy solutions, and the measurement of policy success
5. Consider the various perspectives of different stakeholders in formulating and solving policy problems, in relation to positions of powers, have, and have nots
6. Examine means by which policy and law is executed either through tolerance, paternalism, or violence/coercion
7. Uncover ethical issues in modern-day policymaking related to your own subject of interest and in global health

#### *Pre-requisites:*

You may want to speak with your academic advisor to make sure you have taken coursework helpful for this session. It would be more beneficial if students have taken an at least two of the following: introduction to public policy, philosophy, international development, nonprofit management, statistics, and/or economics.

Students are responsible for completing most readings and assignments before class. We have active debates for which each person should be ready to contribute their perspectives based on the assigned readings. Students are encouraged to ‘skim’ the readings, pulling out the main points to formulate a summary of the document, form 1-2 discussion questions, and 1-2 key takeaway points that you learnt or found the most important in the text. Assigned readings will be announced at the start of each month, to set the pace of the course and its discussions to follow the ‘ebb and tide’ of our Socratic debates and learning needs.

### Required Texts

Students may bring digital or hard-copy versions to class, but you should avoid ‘surfing’ the internet during class if bringing laptop. At times the Prof will make digital scans of materials, but students are also encouraged to scan individual sections/chapters as well and share them with class. If have computer, please only use for class notes, to view PowerPoint, or refer to text.

- Diesing, P. (1992). *How does social science work?: reflections on practice*. University of Pittsburgh Press. ([Purchase links](#)) ([Link to digital version](#))
- Dunn, W. N. (2015/17). *Public policy analysis*. Routledge. There are several editions- use 2015 (has lightbulb picture for the cover), although 2017 is preferred (steps going up on cover).
- Stone, D. (2013). *Policy paradox* (Vol. 3). New York: Norton. ([Link for Free PDF](#))
- Frankl, V. E. *Man's search for meaning*. (multiple editions)
- Farmer, P., Kim, J. Y., Kleinman, A., & Basilio, M. (2013). *Reimagining global health: an introduction* (Vol. 26). Univ of California Press. ([Link](#))

For research projects, it is recommended to use *Google Scholar* as your main search engine for this course, but are welcome to use other search engines. We will rely heavily on Google Scholar as for most papers. If you opt to purchase your textbook online, make sure to order and to get materials prior to the class starting. Bring texts and notes to class each session. It is important that you have your text and in hand to be prepared for the second day of class. Students may scan chapters of the book and share them with classmates prior to session. Some readings, I will also make available, but it is the responsibility of the student to find these resources if not previously offered.

### Grading

All students can anticipate doing well in the course if they complete most of the readings, turn in quality work on-time, and frequently and actively participate in course discussions and exercises.

- A 93.5% above
- A- 89.5- 93.4%
- B+ 87.5-89.4%
- B 81.5-87.4%

### Assignments

- 1) **Literature Review** (40%, Submit preferences no later than Week 2 end of class; LR Final Due Week 6)- on your assigned topic, you can do the literature review individual or with group members who are also working on the same topic.

*For the final project, you will combine your literature reviews with others on the assigned topic to create an article that is of submission quality for a peer-review journal. Dr. DeFusco will help each group, mentoring you through academic writing and researching process. You may elect to be a co-author on a final submission if you choose and the group feels you did equitable collaboration to warrant co-authorship. Submitting your paper has no impact on your final grade, only the paper quality.*

- 1) Select two preferences from the available topics (rank these according to your preference, and you will be assigned based on class preferences)- Due Week 2 of class:

a) The Changing Ethical Landscape of Foreign Aid Assistance in Sub-Saharan Africa in the early 21 <sup>st</sup> century (watch: <a href="https://www.facebook.com/watch/?extid=NS-UNK-UNK-UNK-IOS_GK0T-GK1C-GK2C&amp;v=945803383006686">https://www.facebook.com/watch/?extid=NS-UNK-UNK-UNK-IOS_GK0T-GK1C-GK2C&amp;v=945803383006686</a> )- How is the expansion of new foreign aid assistance from countries like China impacting the ethical landscape of foreign aid offered to low-income nations in Africa?
b) Systems analysis of the changing landscape of LGBTQ+ rights in Africa? You will map current rights for different gender populations including lesbians, gays, bisexuals, etc. compared to pre-colonization throughout the African continent, or a specific region of the continent to explore how the landscape has shifted before and after colonization. What cultural rights were lost to western influences, and which are coming back, or metamorphizing? (Read- <a href="https://www.cfr.org/article/changing-landscape-global-lgbtq-rights">https://www.cfr.org/article/changing-landscape-global-lgbtq-rights</a> )
c) Unethical institutional culture in the United Nations: comparative case studies of potential corruption, mis-management, hostility, discrimination, lack of accountability, and cover ups in contemporary policy and practices, and institutional change/policy recommendations. (watch <a href="https://www.youtube.com/watch?v=TYkIo8gu4_A">https://www.youtube.com/watch?v=TYkIo8gu4_A</a> )
d) Form a topic of your own (must have at least 1 other course partner supporting this topic, must propose title and abstract concept by 8/31)

Secondly, complete a literature review using the Excel Spreadsheet provided by Dr. DeFusco. All required cells must be completed. Group selection will be facilitated by Dr. DeFusco, but if you want to work specifically with anyone, please let her know by 8/31.

Type	Lit Review Group Grade Requirements	Grade Equivalent
PhD, Grad	30+ sources- mostly peer-review articles, with room for a few interviews, news articles, or documentaries	A- to A
PhD, Grad	Less than 30 sources- mostly peer-review articles, with room for a few interviews, news articles, or documentaries; or many of 30+ but poorly documented or incomplete	B to B+
Under-grad	Must contribute 7+ sources to group	A- to A
Under-grad	Contributes less than 7 sources to group; or what provides are below standard	B to B+
<i>This class avoids supporting C quality work. You will be mentored to redo until it meets B standard. You can also resubmit your literature review by Week 8 for a higher grade.</i>		

**2) Participation Quality in weekly Socratic sessions (20% of total grade):**

- a) High- comes fully prepared every session, assignments done beyond expectations, eager to participate in debates and discussions, offers unique insights to curriculum, respectfully professional of others' views and contributions (A grade)
- b) Adequate- mostly prepared for session, assignments completed to expectation, participates most debates and discussions, work and participation are adequate but with space for professional development (B grade)

Each week you must come into class and write on the whiteboard 1-2 questions or comments that you had about the reading that you would like to propose for discussion. Please try to fill out all surveys that are shared electronically before class.

3) **Co-authored Peer-review Quality Paper (40%):** Students with the same topic will work together to co-author, collaborating on producing a peer-review journal submission. The purpose is to help you develop experiences: writing a professional academic article, style it based on the journal's requirements/standards, work with others to synthesize a paper, and hopefully advance your scholarly C/V while in UTD. Requirements for final product are:

- Have at least 1 one-on-one virtual or in person meeting as a group with Dr. DeFusco to discuss progress; any issues of co-authors not contributing equitably should be brought to my attention, and comments will be kept confidential
- Divide production tasks- will a person lead on editing the overall manuscript, will you take on individual sections, who will be in charge of the references and citations, who will lead on the literature synthesis (Week 4)
- All authorship will be presented in alphabetical order by last name; if you are doing interviews or collecting data from human subjects, IRB is required
- Select a publication you would likely submit your work to and copy its submission format requirements (use their citation structure, like APA, MLA, Chicago, etc. for your literature review) (Due Week 6)
  - Complete literature review summary/background information (Due Week 8)
  - Write Results/Discussion/Conclusion sections draft (Due Week 10)
  - Write a formal research paper or theoretical paper that is 'submission ready.' Paper should be single-spaced, 11 font-size Times New Roman, with Title Page, Abstract (250 words less), Introduction, Background or Literature Review Summary, Findings, Conclusions, References (APA format or publication format requirement); meet publication journal requirements; if for dissertation/thesis (if paper is for dissertation, you must clear the topic by your Chair before writing) (Due December 1, 11:59 CST emailed to professor and CC-ing each group member- extensions must be approved by professor)
  - Each student will have the chance to elect to submit the work to the journal, and to be a co-author on the article if meets quality standard for submission. Groups can elect to not submit the paper, and/or individuals who do not want to co-author have the right to ask that sections they prepared be extracted. Your group must agree that you equitably contributed to the process. If you choose to incorporate this work into your dissertation, please seek permission of your academic advisor and/or PhD chair ahead of time, to ensure your work follows along with your academic development and guidance. Publication submission is not required for this course, and the decision to not submit or co-author will not affect your grade.
  - On the last day of class before finals, each group will share a 10–20-minute presentation of their final work and have Q&A, there will also be an end-of-class party (any food or dietary restrictions, let Dr. DeFusco know please)

**Benin Virtual Exchange:** Using digital learning platforms including Padlet, we will also be participating in a virtual exchange with students from the University of Benin throughout the semester. The purpose is to virtually learn from one another about how cultural expression, policy environments, and ethics interact to support health policies that the US Government supports worldwide including domestically and in Benin. Students will share and learn from one another and your studies, to help get to know one another. This will include sharing virtual posts and videos about:

- a “Day in the Life of Me- where you share a bit about life in America/Texas for you, including your favorite foods, cultural aspects, or experiences here” (September)
- “Day in the Life of Studying in the USA”- you share a bit of what you are studying, what classes are like, educational opportunities if you are from another country such as a PhD from another region; campus life” (October)

- “Ethics and Culture, and Artistic Expression to Promote Positive Messages and Communities of Support for People affected by Malaria, HIV/AIDS, and COVID-19”- you will record a creative piece that either- a) shares about how malaria, HIV/AIDS, or COVID-19 affect your life, community, or people in the USA; b) uses expressive or artistic ways to share positive messages about these health diseases, patient rights, or awareness and prevention messages- whether through poetry, a TikTok video, role play, music, comedy, and/or an informative video (Late October- November)

Your videos and comments will be shared via Padlet. All of them require translating English audio into French subtitles. The best content will be invited to be included in a learning curriculum which will be externally shared. Participating in these activities is highly recommended but optional. If you do not want to participate, please discuss this with Dr. DeFusco in private. It will not affect your grade.

### **Classroom Conduct Requirements & Public Health Measures**

UT Dallas will continue to follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2022 semester. If you have any symptoms of COVID or have been exposed, please do not attend class unless you test negative and meet campus requirements. Your absence will be excused if you inform Dr. DeFusco before class.

### **Email Use**

UT 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. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <https://www.utdallas.edu/oit/netid/self-service>. Email Dr. DeFusco at [Jessi.defusco@utdallas.edu](mailto:Jessi.defusco@utdallas.edu).

### **Lectures**

*The original design for the lectures for this class for Fall 2022 is in person.* Lecture slides will be provided to all students after the session, but notes during session are highly-encouraged as the slides do not always come with the details. Additional material will be added to these lectures, additional handouts may be assigned for various units that will be testable material and handed out by the professor. In addition, a large number of in-class documentaries will supplement lectures. No recordings of the lecture will be taken, so note-taking and reading the materials are important each week. If you need to miss class, the professor will be glad to meet up at your convenience to go over the major points.

Students should check eLearning for class announcements and course materials several times per week and prior to class so that you are prepared. Due to the dynamic nature of the schedules of some of our guest speakers, class lectures may change without any prior notice. Lecture content and reading assignments will be shared at the beginning of every month, posted on Elearning on the first, and

discussed during class. This allows us to cover content at a natural pace that the class progresses, and without having to rush or slow down too much.

### **Professional and Supportive Learning Environment**

**Laptop Policy:** Please note that students may use laptops to take notes during class lectures and guest speakers, however any abuse of this privilege will result in your computer being banned during future classes. Students who have to attend virtually will be required to do the same, always available during session to respond at a moment's notice. \*\*\*PLEASE DO NOT USE YOUR COMPUTER TO ACCESS THE INTERNET, CHECK EMAIL, TEXT FRIENDS, WORK ON OTHER CLASSES, OR DO ANYTHING THAT IS UNRELATED TO THIS COURSE. We will have a break during session for you to answer calls, emails, and/or conduct personal business. *In the spirit of democracy, this policy will also be applied to the professor. Accidents can happen, but even accidental violations may result in a penalty for which the guilty may choose from- brining a sealed package snack for everyone next session, telling 1 'dad' joke, or singing a favorite song aloud.*

### **Office of Student Access Ability Accommodations**

If you have a certified disability from UT Dallas OSA and are in need of accommodations for this class, please contact me ASAP via email and provide me a copy of your documentation so we may discuss how to best facilitate you in the course. As a person with diagnosed mental and emotional disabilities, I value the space for all students to discuss their needs, find accommodations that will help ensure they can learn and develop in a supportive and safe environment, and have equitable changes to develop their potential. I am glad to speak with any students as well who may need advice about learning more about accommodations. Many students may be struggling especially this year with stress, depression, or anxiety, as a result of the pandemic. While academic performance is important, it is not as important nor can be achieved if you are burdened by hardship. I am here as a support.

Disclosure: Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching associates/assistants and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), the, a health care provider in the Student Health Center (972-883-2747), a clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-5202. Additional information and resources may be found at <https://www.utdallas.edu/institutional-initiatives/title-ix/resources/>.

### **Mental Health Services**

This is a gentle reminder that you have mental health services available to you on campus. Dr. DeFusco has certified disabilities, and can verify the usefulness of accessing university accommodations and health

services. If a topic is triggering, please know you are allowed to leave class or not participate voluntarily. Just let Dr. DeFusco know so that it does not affect your grade. Students who experience any distress from the sensitive class materials that are covered in this course are encouraged to seek self-care via the on-campus services provided:

-Student Counseling Center Phone: 972-883-2575 Location: Student Services Building SSB 4.600 (limited physical hours--- call for an appointment)

If needing support or in crisis, please call 24 hours per day **972-UTD-TALK**, text “Home” to 741741

The [Galerstein Gender Center](#) has compiled a short list that might help support our womxn and LGBT+ campus communities at UT Dallas during this difficult time:

<https://www.utdallas.edu/gendercenter/covid-19-resources/>

In addition, the Galerstein Gender Center is here for all students who need help: email [gendercenter@utdallas.edu](mailto:gendercenter@utdallas.edu) if they can assist you.

Remember- COVID-19 impacts everyone! Learning online is also new for many of us, and resources are available including technology. Studies indicate the increases in stress, anxiety, and PTSD from COVID among students. Here are some resources for reference:

- <https://www.cambridge.org/core/journals/bjpsych-open/article/anxiety-depression-traumatic-stress-and-covid19related-anxiety-in-the-uk-general-population-during-the-covid19-pandemic/50A4F50EF32B5D75C531B77FB913D53A>
- [Rudenshine, S., McNeal, K., Schulder, T., Ettman, C. K., Hernandez, M., Gvozdieva, K., & Galea, S. \(2021\). Depression and anxiety during the covid-19 pandemic in an urban, low-income public university sample. \*Journal of traumatic stress, 34\*\(1\), 12-22.](#)

### **Excused Absences**

Excused absences should be asked for by students *in advance* via email, text, or in person (at least 2 hours before class). Students may have up to 2 ‘passes’ or sessions that do not attend with prior permission/ notification. If you require a third or more, we will need to meet to discuss.

I encourage students with a certified disability to come talk to me personally as early in the semester as possible (preferably the first week or two) so we can make arrangements to accommodate your disability fully and discuss strategies to facilitate your learning in the course.

Students who miss classes with unexcused absences are responsible for getting any information and notes in person from a classmate. If you have a personal family emergency or external reason other than stated previously, you may request to use 1 of your 2 passes, no less than 2 hours prior to class. If not, this may affect the participation grade.

### **Class Recordings**

*Students may not record the instructor, films, or any guest speakers in any manner—this means by video, audio, or picture.* The professor will post any course materials and videos that can be readily used by students. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student Access Ability has approved the student to record the instruction, students are expressly prohibited from recording any part of this course.

Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student Access Ability accommodation. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

### **eLearning Problems**

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk via e-mail at [assist@utdallas.edu](mailto:assist@utdallas.edu) or via telephone at 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service at [elearning@utdallas.edu](mailto:elearning@utdallas.edu), and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elearning/helpdesk>.

## **Week 1 (August 24): Syllabus, review of policy cycle & stakeholders, definition of morality, ethics & public policy and how they work together**

Required Pre-session Prep:

1. Find and secure required texts (many are offered online for free, with links provided above by Professor DeFusco); students are welcome to scan sections/individual chapters and share with classmates
2. No readings required before session
3. You should have obtained required texts please; you can use photocopies, hard copies or electronic

Learning objectives in session:

- Review syllabus
  - Share about ourselves with other students in cohort
  - Review common stages in the policy cycle
  - Review key stakeholders who play a crucial role in the policy-making process
  - Differentiate between morality, ethics, and values
  - Begin to explore how morality plays into ethics which in turns cycles into policy-making
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## **Week 2: Our Ethics, Goals, and Worldview**

Assignments to do BEFORE CLASS:

Core Readings:

1. Dunn Ch.1 ([link](#))
2. Stone Ch. 1
3. Lasswell. (1971). A preview of Policy Science. Pp. 1-27 (provided)
4. Sullivan, E., & Segers, M. (2017). Ethical issues and public policy. In *Handbook of Public Policy Analysis* (pp. 335-354). Routledge. ([link](#))

Prep:

- Complete student survey (LINK TO BE SHARED)
- Prepare discussion questions on the readings
- Decide your topic preference you will be assigned to work on for the rest of the semester, and if there is anyone you wish to work with
- Consider Stone's goals and Lasswell's values (listed on p.18)
- Come with your definitions of morality, ethics, worldview, and culture
- Consider a 3-10 min video you would do of your world and culture, and current life in the US

Learning objectives in session:

- Explore the driving goals/values often identified by theorists including Stone and Lasswell as promoting policy-making
- Decide or satisfice (as Herbert Simon called it) through working together our definitions of ethics, morality, culture
- Build understanding of definitions of worldview vs. culture, religion, values, etc.
- Understand the difference between inductive, deductive, and abductive thinking and reasoning
- Identify some different types of ethics/ethical perspectives and key theorists
- Debate the ethical approach case study of Rwandan genocide presented in Sullivan & Segers vs. Liberian civil wars as example of how morality and ethics can influence defining policy problem, agenda setting, and engagement of stakeholders
- Introduce importance of how we think, our Schools of Thought or Our Epistemology as pertains to policy

### Week 3 (9/7): The Goal of Efficiency and Philosophy of Logical Empiricism

Readings for next session:

Core Readings:

1. Stone Part II- Efficiency
2. Weimer, D. L., & Vining, A. R. (2017). *Policy analysis: Concepts and practice*. Taylor & Francis. Introduction. Pp. 1-30  
[https://www.google.com/books/edition/Policy\\_Analysis/xT4IDwAAQBAJ?hl=en&gbpv=1&dq=weimer+and+vining+client+policy&pg=PP1&printsec=frontcover](https://www.google.com/books/edition/Policy_Analysis/xT4IDwAAQBAJ?hl=en&gbpv=1&dq=weimer+and+vining+client+policy&pg=PP1&printsec=frontcover)
3. Diesing Chapter 1 3-28

Selection Readings (choose 1 of the below to skim and discuss):

- a) Gray A. J. (2011). Worldviews. *International psychiatry: bulletin of the Board of International Affairs of the Royal College of Psychiatrists*, 8(3), 58–60.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6735033/>
- b) Creath, R. (2011). Logical empiricism. <https://plato.stanford.edu/entries/logical-empiricism/>

Prep:

- ✓ Prepare discussion questions on the readings
- ✓ Define/refine your terms of worldview vs. culture
- ✓ Consider Stone and W/V's perspectives on efficiency, and what disciplines in social science place weight on efficiency and a logical positivist approach
- ✓ Define logical empiricism in paragraph, what they value as evidence, how they view metaphysics, and the importance of the Vienna Circle a paragraph

Individually or in a group- do a 3-10 minute video of "Icebreaker: A Day in my Life in the US" where you share (at least 1). Details to be shared soon!

Feel free to be creative! You can use music, song, dance, art, expression, or just an informative video. Upload onto Padlet.

Learning objectives in session:

First Half

- Explore the meaning(s) behind worldview linked to culture, ethics, and policy
- Discuss:
  - What does Stone tell us about the goal of efficiency?

- What is the most 'efficient' way to solve COVID-19 vaccination rates in the US and internationally?
- How may concepts of efficiency relate to modern day issues like COVID-19 vaccination rates in policy setting and policy implementation including mandated vaccinations?
- How may worldviews of different stakeholders differ when it comes to defining the 'problem' of vaccination rates?
- Discuss the questions that you developed or took away from the reading of Stone

#### Second Half

- Explore what is logical empiricism in social science and the reasons why it is relevant to consider our 'Schools of Thought' or philosophical perspectives of science when working in the world of public policy
- Discuss the questions that you took away from Diesing reading
- Consider the history of logical empiricism especially post-WWII, key theorists from this time, and disciplines in social science that are more likely to 'identify' with these philosophical perspectives

### **Week 4: The Goal of Equity and Philosophy of Popperism**

Readings for next session 9/14:

Core Readings:

1. Stone Part II- 2- Equity
2. Diesing Chapter 2 Popper and His Followers pp. 29-54

Prep:

- ✓ Examine the difference between equity and equality
- ✓ Review efficiency according to Stone and Weimer/Vining

Learning objectives in session:

First Half

- Explore the meaning(s) behind worldview linked to culture, ethics, and policy
- Discuss:
  - What does Stone tell us about the goal of equity?
  - What is the most 'efficient' vs 'equitable' way differ in public policy?
  - How does satisficing come into play when policy setting, and how can different stakeholders affect/influence what 'ought to be done' and defining what is 'best'?
  - Discuss the questions that you developed or took away from the reading of Stone

Second Half

- Discuss the difference between logical positivism and Popper's later focus on falsification, metaphysics, and verification
- Discuss how Popper and his followers would have evaluated policy needs or evidence to inform policy decisions for COVID-19 vaccinations?
- Discuss the questions that you took away from Diesing reading
- Determine the topic that you will present on for Project 1

