

TRINITY COLLEGE

PBPL 201
Introduction to American Public Policy

Fall 2009
Prof. Renny Fulco

Please purchase the following books as soon as possible:

Deborah Stone, POLICY PARADOX (2nd Edition, Norton)
Michael Kraft & Scott Furlong, PUBLIC POLICY (3rd Edition, Congressional Quarterly)
Elizabeth Kolbert, FIELD NOTES FROM A CATASTROPHE (Bloomsbury)
Andrew Dessler & Andrew Parson, THE SCIENCE AND POLITICS OF GLOBAL CLIMATE CHANGE (Cambridge)

Course Description:

This course introduces students to the formal and informal processes by which American public policy is made. In Parts I-III of the course we will study the intersection of politics and policy, the many factors that shape the policy-making process, and a variety of approaches to public policy analysis. In Part IV of the course we will focus our attention on the environmental policy in general, and with the recently closed Hartford Landfill in particular. This component of the course constitutes a Community Learning Initiative (CLI), and experts from the greater Hartford community will visit our class to discuss specific aspects of the Landfill controversy.

Final research papers and projects will focus on the Hartford Landfill. Library instructional staff will lead class sessions on information literacy and quantitative analysis skills pertinent to public policy research and our CLI projects.

Course Requirements:

Students will be responsible for the following written work:

- Two short assignments related to the information literacy sessions. [Due: Oct. 5, Nov. 2]
- A take-home midterm essay. [Due: Oct. 26]
- Two short quantitative analysis papers. [Due: Oct. 16, Nov. 16]
- An annotated bibliography. [Dec. 2]
- A final research paper or project on a topic related to the class case study. [Due: Dec. 18]
- Participation in a class presentations, based upon work for the research paper.

To help you prepare for our discussions of current public policy issues, it is strongly recommended that you read the *New York Times* or the *Washington Post* on a daily basis. You can access the *Times* on line at <http://www.nytimes.com> and the *Post* at <http://www.washingtonpost.com>. In order to be well informed about current public policy issues you should also tune in to National Public Radio for *Morning Edition* (M-F from 5:30-9:00 A.M.) and for *All Things Considered* (M-F from 4-6:30 P.M.). The *News Hour With Jim Lehrer* on CPTV also covers important public policy issues (CPTV, the local PBS station, M-F from 7-8 P.M.). Public radio and television can of course also be accessed online.

Attendance Policy:

Class attendance and reading assignments are mandatory, not optional, and attendance will be taken at each class. Students who miss more than 3 classes (on an unexcused basis) will lose 5 points from the calculation of their final grades for the course. In the event that you miss a class, you will be required to turn in a 2-page paper summarizing the material covered in the missed class at the next class meeting. You must be prepared to participate in our discussions at each class meeting.

Intellectual Honesty:

Please note that the Trinity College Student Integrity Contract and Student Handbook Intellectual Honesty Policy are attached at the end of the course syllabus. These documents are also posted on the Blackboard site for this course. You should read both documents immediately, and you are expected to conform to both the Integrity Contract and the rules governing intellectual honesty. We will discuss the particulars of the College's Intellectual Honesty Policy as it applies to our work throughout the semester. **Be advised that this policy applies to ALL of your assignments whether they are required or done on an extra credit basis.**

Assignments and Grading: Your written work for the course is outlined below and will be weighted in the following way.

- 2 short papers related to information literacy sessions: 5% each=10%
- 2 short papers related to quantitative analysis sessions: 5% each=10%
- Take-home mid-term essay: 35%
- Annotated Bibliography and contribution to class presentation: 10%
- Final research paper or project: 35%

Other Information:

Office: McCook 210

Office Hours: Monday and Friday: 11-12; Wednesday: 2:45-4:00; and by appointment.

Phone: x-2435

Teaching Assistants:

Stephen Gruendel: email: stephen.gruendel@trincoll.edu

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COURSE OUTLINE

Sept. 9 Introduction

PART I: Public Policy: Politics, Analysis, and Alternatives

Sept. 11 A. Public Policy and Politics

Reading: Kraft & Furlong, *Public Policy*, Ch. 1.

Sept. 14 B. Government Institutions

Reading: Kraft & Furlong, Ch. 2.

Sept. 16 C. Understanding the Politics of Public Policy

Reading: Kraft & Furlong, Ch. 3.

Sept. 18 D. Policy Analysis

Reading: Kraft & Furlong, Ch. 4.

Sept. 21 E. Public Problems and Policy Alternatives

Reading: Kraft & Furlong, Ch. 5

Sept. 23 F. Assessing Policy alternatives

Reading: Kraft & Furlong, Ch. 6.

PART II: Public Policy Paradox

- Sept. 25 A. Politics and the Polis
Reading: Stone, Introduction and Ch. 1.
- Sept. 28 Information Literacy Session I: Public Policy Sources (with Erin Valentino Library Specialist).
Reading: To be assigned.
- Sept. 30 B. Goals
Reading: Stone, Chs. 2 (Equity).
- Oct. 2 **Reading:** Stone, Ch. 3 (Efficiency).
- Oct. 5 **Reading:** Stone, Ch. 4 (Security).
First Information Literacy Paper Due
- Oct. 7 **Quantitative analysis session I** (with Rachael Barlow, Social Sciences Center Director)
- Oct. 9 **Reading:** Stone, Ch. 5 (Liberty)
- Oct. 12 Trinity Days–No classes.
- Oct. 14 C. Problems
Reading: Stone, Ch. 6 (Symbols)
- Oct. 16 **Reading:** Stone, Chs. 7 (Numbers)
First quantitative literacy assignment due.
- Oct. 19 **Reading:** Stone, Chs. 8-9 (Causes and Interests).
- Oct. 21 **Reading:** Stone, Chs. 10 (Decisions).
- Oct. 23 **Information Literacy Session II** (with Erin Valentino).
Reading: Stone, Ch. 11 (Inducements).
- Oct. 26 **Reading:** Stone, Ch. 12 (Rules).
Take-Home Essay Due
- Oct. 28 **Reading:** Stone, Chs. 13-14 (Facts and Rights)
- Oct. 30 **Reading:** Stone, Ch. 15 (Powers).

PART III Substantive Policy Issues

- Nov. 2 A. Economic and Budgetary Policy
Reading: Kraft & Furlong, Ch. 7.
Second information literacy assignment due.

- Nov. 4 B. Health Care Policy
Reading: Kraft & Furlong, Ch. 8.
- Nov. 6 **Quantitative Literacy Session II** (with Rachael Barlow)
Reading: To be assigned.
- Nov. 9 F. Environmental and Energy Policy
Reading: Kraft & Furlong, Ch. 11.
- Nov. 11 **Guest Lecturer:** Paul Nonnemacher, CRRRA Director of Public Affairs
Reading: To be assigned.
- PART IV: Debating Global Climate Change**
- Nov. 13 A. A New Environmental Problem: Science and Politics
Reading: Dessler & Parson, *The Science and Politics of Global Climate Change*, Preface and Ch. 1-2.
- Nov. 16 B. Scientific Knowledge and Uncertainty
Reading: Dessler & Parson, Ch. 3.
Second quantitative literacy assignment due.
- Nov. 18 C. The Climate Change Policy Debate
Reading: Dessler & Parson, Ch. 4.
- Nov. 20 D. The Future of the Debate
Reading: Dessler & Parson, Ch. 5.
Second quantitative assignment due.
- Nov. 23 F. Witness to Global Warming
Reading: Kolbert, *Field Notes from a Catastrophe*, Preface, Chs. 1-3.
- Nov. 25-27 **Thanksgiving—No Classes**
- Nov. 30 **Reading:** Kolbert, Chs. 4-10.
- Dec. 2 In Class Preparation for Presentations
Annotated Bibliographies due. Please bring laptops to class.
- Dec. 4 Landfill Project
- Dec. 7 Landfill Project
- Dec. 9 Conclusions
Reading: Kraft & Furlong, Ch. 13 and Stone, Conclusions.
- Dec. 11 Class Presentations
- Dec. 14 Class Presentations
- Dec. 18 **Research Papers due in my office by noon.** (Hard copies required).

THE TRINITY COLLEGE STUDENT INTEGRITY CONTRACT

PREAMBLE

We, the students of Trinity College, believe that as individual undergraduates we must assume responsibility for upholding our standards of academic integrity and social conduct. This document articulates those standards upon which the Trinity community can promote an atmosphere of mutual trust and respect in which scholarly work and learning thrive. With this document the Trinity College student body, in accordance with the Mission Statement of the College, declares its commitment to a code of honor that fosters moral growth and upholds academic and personal integrity. By signing this document, each matriculated student commits to act with honor and integrity at Trinity College.

STATEMENT OF RIGHTS AND RESPONSIBILITIES

Part I: Academic Life

ARTICLE I: Academic Rights and Freedoms

According to the Mission Statement of Trinity College, excellence in liberal arts education relies on critical thinking, freeing the mind from parochialism and prejudice and encouraging students to lead examined lives. Free inquiry and free expression are essential for the attainment of these goals. Therefore, we deem it necessary to establish the basic rights and freedoms of the students of Trinity College. Fair grading, protection against improper disclosure, and protection of freedom of association are guaranteed under this contract.

ARTICLE II: Academic Integrity and Intellectual Dishonesty

1. By choosing to matriculate at Trinity College, we have entered an academic community that thrives on its small size, student-professor interaction, and the free flow of ideas.
2. Our academic community can only thrive if each of us maintains the highest standards of academic integrity. Intellectual honesty is doing our own work, and fully crediting the work of others if we use their ideas in our own work. Each student is responsible for knowing what constitutes intellectual honesty in every examination, quiz, paper, lab report, or academic exercise submitted for evaluation at Trinity College. Specific examples of academic dishonesty are listed in the Student Handbook (pp. 47-8).
3. While we are each ultimately responsible for our personal conduct, we also have a responsibility to one another to uphold high standards. Therefore, each student is strongly urged to report suspected cases of academic dishonesty to the Academic Honor Council.

Part II: Social Life

The principles of honor, responsibility and self-governance shall extend beyond the classrooms of this College. Though the rules of the College apply to students as stated in the Student Handbook, the establishment of this document shall make students accountable to each other.

INTELLECTUAL HONESTY POLICY

(The Intellectual Honesty Policy and Procedures in Cases of Academic Dishonesty may be found on pages 47-55 of the *Student Handbook*.)

In accordance with the Trinity College Student Integrity Contract, students are expected to abide by the highest standards of intellectual honesty in all academic exercises. Intellectual honesty assumes that students do their own work and that they credit properly those upon whose work and thought they draw. It is the responsibility of each student to make sure that he or she is fully aware of what constitutes intellectually honest work in every examination, quiz, paper, laboratory report, or other academic exercise submitted for evaluation in a course at Trinity College.

Examples of intellectual dishonesty include, but are not limited to, the following:

1. Multiple submission of the same or similar work without prior written permission of the instructor(s). Examples include:
 - a. Submitting the same work, or substantially the same work, for more than one course without the prior permission of all instructors involved.
 - b. Submitting the same work, or substantially the same work, as that submitted by another student without the prior permission of all instructors involved.
 - c. Submitting the same work, or substantially the same work, as was used in a previous course or at another school, without the prior permission of all instructors involved.
2. Unauthorized collaboration. Collaborating on any academic work without the prior permission of the instructor(s) is dishonest.
3. Unauthorized possession and/or distribution of an examination.
4. Consultation of unauthorized materials during an examination.
5. Failure to comply with an instructor's specific instructions with respect to academic honesty. Students who are uncertain about the terms of academic integrity for any particular course or assignment should ask the instructor for explicit guidelines.
6. Falsification or misrepresentation of one's own academic record or that of anyone else.
7. Falsification or misrepresentation of data, information, or quotations.
8. Preparing work for another student.
9. Use of another person's work. Examples include:
 - a. Copying from another student's exam or paper.
 - b. Submitting, as one's own, work that someone else did.
 - c. Plagiarism. (A discussion of plagiarism is found on pages 48-49 of the *Student Handbook*.)