COURSE DESCRIPTION
This course asks students to integrate the various theories, concepts and issues raised throughout their academic work in the field of public policy. This course seeks to deepen students' understanding of public policy and the various contexts through which public policy issues are framed in contemporary America. The course will afford students the opportunity to reflect upon their curricular and co-curricular experiences as public policy majors that have contributed and informed their understanding of public policy.

REQUIRED TEXTS
The following texts are available at the University at Albany Bookstore:


BLACKBOARD
Additional readings will be made available on the course’s Blackboard site.

ATTENDANCE AND COURSE REQUIREMENTS
Students are expected to attend all classes and to complete all course requirements (assignments) on time. If you are unable to maintain a pattern of attendance, please do not take the class. Missing a class may result in a deduction of two (2) “points” per class missed (see GRADING, below).

For example, if a student compiled 90 points through the duration of the course and misses three class meetings, six (6) points will be deducted resulting in 84 total points bringing the final course grade from an “A-“ to a “B.”
PARTICIPATION
“Participation” means engagement, informed by knowledge of readings and other materials. It requires more than simply coming to class but it does not mean an effort to dominate discussions.

Indications of continuous learning through thoughtful in-class participation — such as the integration of readings in your work and comments throughout the semester — may contribute as many as five (5) additional points to your final course grade.

For example, a student who compiled 85 points and contributes in a thoughtful manner throughout the course can earn five additional points resulting in 90 total points. Their final course grade would go from a “B” to an “A-.”

USE OF CELLULAR TELEPHONES
The use of cellular telephones is prohibited during class. Please silence or turn off cellular phones (even setting them to vibrate can be distracting) prior to the start of the class session. Texting, tweeting or utilizing your cellular phone in any like manner during class will not be tolerated.

PUBLIC POLICY “PORTFOLIO”
The course is intended to provide students with an experience that leverages their collective academic work as a public policy major (both in-class, and out-of-class). To that end, the course provides students with an opportunity to reflect and apply what they have learned throughout their time in the major.

“GOOD PUBLIC POLICY” – PERSONAL STATEMENT
DUE: February 4

What constitutes “good” public policy? What is your unique perspective – based on your studies and experiences at UAlbany (and beyond!) – of what contributes to “good” public policy making?

While there is not a “right” or “wrong” response, you will need to support your statement of good public policy by citing at least three references from your academic work (e.g. books, journal articles, etc.) to date.

In 250 words (one-page, single-spaced), articulate what you believe contributes to good public policy (HINT: you’ll need to operationalize “good” in order to make a compelling case).

PRACTICAL POLICY CONCEPT – PRESENTATION
DUE: FEBRUARY 4, 11 OR 18
How are the various concepts and theories that have been discussed throughout your coursework as a public policy major realized in practice – in state houses and legislatures across the country?

Identify a single concept from the public policy literature and apply it to a contemporary policy issue or debate. In identifying the concept, make every effort to clearly articulate its definition as well as its application to a policy issue currently in the news.

You should plan on leading a class discussion (5-8 minutes) outlining the concept you have identified and the issue to which the concept is being applied. How you go about “teaching” the class is entirely up to you (e.g. hand outs, PowerPoint, etc.).

Presentations will begin on **February 4th**.

**ANNOTATED BIBLIOGRAPHY**

**DUE: FEBRUARY 18**

You have read a lot as a public policy major – textbooks, “book” books, journal articles, newspaper articles, etc. (and the list goes on). Identify sources, based on the course work and associated syllabi that you believe have had the most significant impact on your work as a public policy major.

Identify five to ten sources (e.g. books, articles or other such documents) you utilized during your academic work at UAlbany related to public policy. For each, provide a brief (150 - 200 words) “descriptive and evaluative paragraph.” The paragraph should discuss the “relevance, accuracy, and quality” of the sources cited.

The Olin and Uris Library at Cornell University have provided a useful guide for drafting your annotated bibliography at [http://olinuris.library.cornell.edu/ref/research/skill28.htm](http://olinuris.library.cornell.edu/ref/research/skill28.htm).

Your annotated bibliography should be single-spaced; the citation should be in APA style format ([http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)); pages should be numbered.

You may provide annotations for books and/or articles, whichever you chose. If you chose articles, you should provide two article annotations to every one book annotation. Therefore, if you chose to annotate only articles, you should provide ten sources (articles); if you chose to annotate only books, you should provide five sources (books). **Contact me with questions concerning your annotated bibliography by February 14th** (I will happily review up to two annotations per student prior to that date).

**ISSUES FOR DEBATE – POSITION PAPER(S)**

**DUE: FEBRUARY 25, MARCH 4, 11, 25**
Throughout the second half of the course, we will examine specific policy areas including jobs, income inequality, healthcare reform and energy policy. As students of public policy, we are acutely aware that any single policy area has more than one perspective. Furthermore, we know all too well that policy alternatives also come with varying costs and benefits.

Each week, beginning with class on **February 25th**, you will be asked to write a position paper and be prepared to articulate succinct arguments in class to support (or refute) the viability of a policy alternative. Xavier University Library provides a guide for writing a position paper at: [http://www.xavier.edu/library/help/position_paper.pdf](http://www.xavier.edu/library/help/position_paper.pdf).

Position papers should not exceed two pages, and be double spaced.

*Position papers should be submitted (uploaded) through the course’s Blackboard learning management system by 7:00pm the day they are due.*

**CASE STUDY RESPONSE PAPER(S)**
**DUE: APRIL 1, 8, 22, 29**
The final half of the course will focus on actual applications of public policy processes through a variety of case study exercises. Case studies are available through the course’s Blackboard page. Questions, to be addressed in writing in anticipation of the following week’s class meeting, will also be uploaded to Blackboard.

Response papers should not exceed two pages, and be double spaced.

*Response papers should be submitted (uploaded) through the course’s Blackboard learning management system by 7:00pm the day they are due.*

**POLICY MEMO (FINAL PAPER)**
**DUE: MAY 9th**
By February 7th, you should identify a policy area as the general topic of your final policy memo (email me your topic at mchristakis@albany.edu; I will provide comments as appropriate on the viability of your topic in crafting your final policy memo). You should begin to complete the worksheets associated with Bardach’s Eight-fold Path as soon as you have identified the topic. Worksheets are available through the course’s Blackboard learning management system.

Worksheets are intended to guide the writing of your final policy memo and will be used whenever we meet to discuss your topic. Only your final policy memo contributes to your portfolio’s (and the course’s) final grade.

Maxwell School Professor, Dr. Peter J Wilcoxen, provides a concise guide on writing an effective policy memo at: [http://wilcoxen.maxwell.insightworks.com/pages/275.html](http://wilcoxen.maxwell.insightworks.com/pages/275.html).
Final policy memos should not exceed ten pages, including attachments/appendices. Additional information concerning the writing of your final policy memo will be provided prior to spring break (week of March 10th). Final policy memos are due by Friday, May 9th.

Final papers should be submitted (uploaded) through the course’s Blackboard learning management system by 4:00pm, May 9th.

POLICY RECOMMENDATION – (IN CLASS) PRESENTATION
DUE: MAY 6
You should prepare a 5-minute presentation highlighting the components of your final policy memo to be shared with your peers.

A NOTE ON ACADEMIC DISHONESTY
(adapted from the Undergraduate Bulletin: http://www.albany.edu/undergraduate_bulletin/regulations.html)

The following behaviors are examples of academic dishonesty and are therefore unacceptable:

“Plagiarism: Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else). Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.

Examples of plagiarism include: failure to acknowledge the source(s) of even a few phrases, sentences, or paragraphs; failure to acknowledge a quotation or paraphrase of paragraph-length sections of a paper; failure to acknowledge the source(s) of a major idea or the source(s) for an ordering principle central to the paper’s or project’s structure; failure to acknowledge the source (quoted, paraphrased, or summarized) of major sections or passages in the paper or project; the unacknowledged use of several major ideas or extensive reliance on another person’s data, evidence, or critical method; submitting as one’s own work, work borrowed, stolen, or purchased from someone else.

Multiple Submission: Submitting substantial portions of the same work for credit more than once, without the prior explicit consent of the instructor(s) to whom the material is being (or has in the past been) submitted.
Unauthorized Collaboration: Collaborating on projects, papers, or other academic exercises that is regarded as inappropriate by the instructor(s). Although the usual faculty assumption is that work submitted for credit is entirely one’s own, standards on appropriate and inappropriate collaboration vary widely among individual faculty and the different disciplines. Students who want to confer or collaborate with one another on work receiving academic credit should make certain of the instructor’s expectations and standards.

Falsification: Misrepresenting material or fabricating information in an academic exercise or assignment (for example, the false or misleading citation of sources, the falsification of experimental or computer data, etc.).

When a faculty member has information that a student has violated academic integrity in a course or program for which he or she is responsible and determines that a violation has occurred, he or she will inform the student and impose an appropriate sanction.”

GRADING
Students’ final course grades are based on the compilation of a “portfolio” consisting of the following components:

A. What is Good Public Policy? Personal Statement 10 pts
B. Annotated Bibliography 10 pts
C. Policy Concept Presentation 10 pts
D. Issues for Debate – Position Paper *(5 pts each x4) 20 pts
E. Case Study Response Paper *(5 pts each x4) 20 pts
F. Policy Memo 20 pts
G. Policy Recommendation Presentation 10 pts

TOTAL: 100 pts

Points translate to the following letter grades: A (96 – 100), A- (90 – 95), B+ (87 – 89), B (83 – 86), B- (80 – 82), C+ (77 – 79), C (73 – 76), C- (70 – 72), D+ (67 – 69), D (63 – 66), D- (60 – 62), E (<60).
COURSE SCHEDULE
The following schedule includes both reading and written assignments for the course. The schedule is subject to change.

PART I: REFLECTIONS

January 28  Introduction

February 4  IN-CLASS POLICY CONCEPT PRESENTATIONS
            DUE: “Good Public Policy;” Personal Statement

February 11 IN-CLASS POLICY CONCEPT PRESENTATIONS
              Bardach’s *Practical Guide for Policy Analysis*, pgs. 79 – 123.

February 18 IN-CLASS POLICY CONCEPT PRESENTATIONS
              DUE: Annotated Bibliography

PART II: ISSUES FOR DEBATE

February 25  Genetically Modified Foods
            DUE: Position Paper

March 4     Internet Regulation
            *Issues for Debate*, pgs. 121 - 143.
            DUE: Position Paper

March 11    Gun Control
            DUE: Position Paper

March 18    NO CLASS. CLASSES SUSPENDED.

March 25    Preventing Disease
            DUE: Position Paper

PART III: POLICY IN PRACTICE

April 1     CASE: Flu Vaccine Case Study
            DUE: Response Paper
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<tr>
<th>Date</th>
<th>Case Study and Due Date</th>
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<tr>
<td>April 8</td>
<td>CASE: Wolf Politics</td>
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<td><strong>DUE:</strong> Response Paper</td>
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<td>April 15</td>
<td><strong>NO CLASS. CLASSES SUSPENDED.</strong></td>
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<td>April 22</td>
<td>CASE: Keep Your Eye on the Ball: The Road to the Real Salt Lake Stadium Deal</td>
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<td><strong>DUE:</strong> Response Paper</td>
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<td>April 29</td>
<td>CASE: Legislative Strategy: State Government Reorganization</td>
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<td><strong>DUE:</strong> Response Paper</td>
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<td>May 6</td>
<td><strong>Presentations</strong></td>
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<td>May 9</td>
<td><strong>Policy Memo (Final Paper)</strong></td>
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