Genesis 41:33 "And now let Pharaoh look for a discerning and wise man and put him in charge of the land of Egypt. 34 Let Pharaoh appoint commissioners over the land to take a fifth of the harvest of Egypt during the seven years of abundance. 35 They should collect all the food of these good years that are coming and store up the grain under the authority of Pharaoh, to be kept in the cities for food. 36 This food should be held in reserve for the country, to be used during the seven years of famine that will come upon Egypt, so that the country may not be ruined by the famine."

37 The plan seemed good to Pharaoh and to all his officials. 38 So Pharaoh asked them, "Can we find anyone like this man, one in whom is the spirit of God?"

Harding University Spring 2014

# POLS 306/506

***Public Policy***

Instructor: Lori Klein Office: 208 Ganus Building

Contacts/Office Hours: You can reach me, yea verily, in a multitude of ways: Office phone: 279-4375; Home: 279-0628; Courtney, our ever competent and helpful Departmental Secretary: 279-4427; Facebook; e-mail - lklein@harding.edu ; my website - <http://www.harding.edu/lklein> and the always popular note under the door. I will make my best effort to be in my office for drop-ins on Mondays and Wednesdays from 3:00-5:00 and on Tuesday and Thursday from 3:45-4:45. I will also be keeping office hours by appointment this semester.

**Course Objective**: What our governments do touches our lives on a daily basis. To be a conscientious, well informed and professional governmental employee is an admirable and achievable goal. This course is designed as an overview of the process of policy development, analysis and evaluation. The primary objective of the course is to develop a knowledge of the process of policy development and to develop good analytical and decision making skills. Good policies yield good government and well run programs. I want you to leave this course with tools to use in developing, implementing and evaluating good policies.

Integrated into the academic process of learning about Public Policy will be the development of certain skills which will be necessary for you to survive and thrive in the profession of Public Administration. Those skills include: personal initiative; information gathering from a variety of sources (lectures, readings, current events and web research); assimilation and analysis of information (tests, papers and discussions); presentation of information and analysis (tests, papers and discussions); time management; and personal organization and discipline.

Text: Tom Dye’s Understanding Public Policy, 14th edition. Pearson Prentice Hall ISBN-10:**0205238823**| ISBN-13:**978-0205238828**

I want you to be well prepared to understand the topics which are being presented and discussed in class; therefore it is very important that you keep up with the readings. Read the assigned chapters BEFORE the scheduled lectures on the topics and you will have an excellent foundation for learning in the classroom. There will always be test questions taken only from the readings.

Grading Scale: Grades will be determined using the following scale of 1000 possible points:

                       900 - 1000 (90% - 100%) = **A**

 800 - 899 (80% - 89.9%) = **B**

 700 - 799 (70% - 79.9%) = **C**

600 - 699 (60% - 69.9%) = **D**

 000 - 599 (00% - 59.9%) = **F**

Grading for the Course: The graded requirements of this course will be given the following weight:

 Due Date (test dates are subject to change)

 Test 1 200 pts. (2/18)

 Test 2 200 pts. (4/1)

 Test 3 (Final Exam) 200 pts. (Wednesday, May 7th 10:-12:30)

(Total test value-- 600 pts.)

 Policy Paper 200 pts. (due in accordance with weekly topic)

 Bi-weekly participation 70 pts (10 points x seven bi-weekly periods)

 Textbook Chapter quizzes 130 pts (weekly quizzes; will drop missed or lowest scores)

Course Components:

1) Tests: There will be two tests during the semester and a third regular test during the final exam week. The tests are intended to measure your growing knowledge. In order to more accurately assess your knowledge, a variety of question types will be used throughout the semester: short answer, fill in the blank, essay, matching, definitions, multiple choice, etc. At the professor’s discretion, a section of the final test will be comprehensive. It will be based on the readings and lectures. This section will focus on core knowledge and definitions, and may also include a segment on missed questions from previous examinations.

2) Research Project – Policy Paper: This requires a significant amount of research, so start early. Each person should prepare a well organized, well researched, well documented policy analysis. Your topics must come from within the public policy areas discussed in chapters 5-16 of your textbook. We will sign up for topics during the first two weeks of class. There will be a lecture on the format and structure of the paper on January 21st.

The paper must be a minimum of ten pages. You must include an 8 page Policy Review, a one page (maximum) Summary and Analysis, and a one page (maximum) Recommendation. Page margins are to be no more than one inch, your font is to be no more than 12 point, and a separate cover page is required. Sources must include at least two academic journal articles and one book. Your textbook cannot fulfill this requirement. You may use your test as a cited source, but you will need an additional book.

For your Policy Review: You will develop an understanding of a specific policy, the decisions that led up to the development of the policy, and the results of implementation of the policy.

For your Summary Analysis and your Policy Recommendation:  You will adopt the role of a policy analyst who makes recommendations to a legislative body. Building on your knowledge gained from the Policy Review, you will briefly summarize the policy, develop an analysis of the success or failure of the same policy and then on a separate page, make recommendations for continuation, incremental changes in, or discontinuation of the policy.

All papers must be well organized and grammatically correct. A "C" paper will be factually accurate and will be well presented. A "B" paper be factually accurate and include insightful analytical comments. An "A" paper will be very well written and will include history and background on the development of the policy, a thorough mastery of the facts and insightful analytical comments.

The History and Social Sciences Department uses the footnotes/bibliography format. You will benefit from owning a copy of Kate Turabian’s *A Manual for Writers.* There are also helpful links on citation on my webpage under the creatively labelled tab, ‘How to Do Footnotes’.

Footnotes are required for this assignment, **as are print-outs of all web sources** and a bibliography. Be wary of the temptation to simply "cut and paste". Do not do it; it is plagiarism. This project is due on the first class period covering the chapter related to your policy issue.

3) Bi-weekly participation grade: In any two week period, you must contribute at least one relevant comment FROM THE TEXTBOOK which relates to the topic at hand. You are responsible for identifying the contribution as your participation grade by beginning the comment with the following phrase: “Mrs. Klein, I was reading in my textbook, and I noticed the following…” It is your responsibility to be sure that I noticed your contribution. If you think I missed it, wave your hands in the air and say “Hey, that was my contribution” or see me immediately after class.

4) Textbook Chapter quizzes: Every chapter will have a short quiz. I will drop one quiz, either your lowest grade or any missed quiz, if, heaven forbid, you have missed a class period. DO YOUR READINGS! If you don’t, your grade will suffer and class just won’t be as much fun.

**FAQs:**

**Do you offer makeup tests?** It depends…

**I will not be offering make-ups for the chapter quizzes. We will be dropping one quiz grade, and if you are absent, that will be the grade we drop.**

For an excused absence (death, documented illness or University related activity), make-up tests will be offered only at the regularly scheduled departmental time, Monday and Thursday at 3:00. You will have two opportunities to make up a test (i.e.: Mon. and Thurs. or Thurs. and the following Mon.) **After your two opportunities, the missed test will be recorded as a zero.** For an unexcused absence, a make up test will only be offered at the instructor’s discretion, and, if required by the instructor, upon satisfactory completion of the following assignment:

**Constituent Letter:** Part One: You will choose an issue of current national interest and will become more informed about the topic. You will develop a (minimum) three page briefing paper on the subject, outlining the current situation, proposed changes or policy choices, the implications of each alternative and the political players involved. A bibliography is required. In addition, you will provide copies of all documents used in your research. This assignment is a required component of the Constituent Letter exercise. Constituent Letters will NOT be graded until this component has been completed. This assignment will be graded on a Pass/Fail basis. Part Two: Using your chosen topic, you will write a letter to a national level official stating your position on proposed or desired legislation, or your opinion on the issue as it is currently being considered. You will provide me with blind copies of your letters. Your choice of issue and your opinions are your own and are confidential; the purpose of this exercise is to familiarize you with your role as a constituent.

**What is your attendance policy?** Pretty serious. Attendance at all classes is expected. Assigned seats will be used to assist in learning your names and monitoring attendance. You must see me for excused absences within two class periods of the absence.  ***At the end of the semester, those students with one or no unexcused absences will be able to benefit from a rounding policy: I will round up a maximum of five points.*** If you have more than three unexcused absences, I will NOT round up, not even the tiniest bit. If you have made no attempts to earn extra credit, I will not round up.

Students who accumulate 3 or more unexcused absences will be subject to being removed from the class roster with an automatic grade of “F”. When you are dropped from the class, you may not then “withdraw.” If a student accumulates more than 10 excused absences, the nature of the course has been changed to an independent study. Consequently, a 25 page (15 sources) Turabian style research paper on an approved topic related to state and local government, policy or politics will then be required in addition to the points necessary for a passing grade.

 **Are these all required components?**  Yes. Each assignment is a required component of the course; failure to turn it in may result in the loss of a letter grade for each missing item, subtracted from the earned semester grade.

**What about late assignments?** Don’t even think about it!Any written assignment which is turned in after the assigned time will be penalized by one letter grade per day, deducted from the earned grade for that assignment. If you are ill, contact me BEFORE the deadline. NO work will be accepted after the final day of class.

**Is there a chance to earn extra credit?** Of course!There will be a maximum of 20 points available for extra credit (2% of the total available points).  Extra credit can be earned at the rate of 10 points each for attending the scheduled American Studies speakers for the semester. One page of typed notes is required as proof of attendance. Extra credit can also be earned by attending the Learning Workshops available each semester, at the rate of 2 points per workshop. Finally, extra credit may be earned from a 20 point quiz on the Constitution. The quiz will be made available in the last half of the semester via the testing center. Again, there is a maximum of 20 points total extra credit. This semester’s ASI speakers:

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| Dave Grossman | **Col. Dave Grossman** Thursday, February 13, 2014 **7:30** pm  *Benson Auditorium*“***On Killing****”*Lt. Col. Dave Grossman is an internationally recognized scholar, author, soldier and speaker who is an expert in the field of human aggression, the roots of violence and violent crime. Grossman was a West Point psychology professor, a professor of military science, and an Army ranger who has combined his experiences to become the founder of a new field of scientific endeavor, which has been termed “killology.”  In this new field, Grossman has made revolutionary new contributions to our understanding of killing in war, the psychological costs of war, the root causes of the current “virus” of violent crime that is raging around the world, and the process of healing the victims of violence in war and peace. He is the author of “On Killing,” which was nominated for a Pulitzer Prize.  |
| Ben Carson | **Dr. Ben Carson** Tuesday, March 18, 2014 **7:30** pm *Benson Auditorium****"America the Beautiful: Rediscovering What Made This Nation Great***"  As a professor of neurosurgery, oncology, plastic surgery and pediatrics at the Johns Hopkins School of Medicine, Dr. Benjamin Carson directed pediatric neurosurgery at the Johns Hopkins Children’s Center for more than a quarter of a century. In 1987, he completed the first and only successful separation of Siamese twins conjoined at the back of the head, an accomplishment documented in the award-winning movie “Gifted Hands: The Ben Carson Story.”  In 2008, he was awarded the Presidential Medal of Freedom by the president, which is the highest civilian honor. In addition, Carson is president and co-founder of the Carson Scholars Fund and has written five best-selling books, including “America the Beautiful: Rediscovering What Makes this Nation Great,” which was No. 1 on the New York Times best-sellers list in March 2013. In June, 2013, after 40 years of medical endeavors, Carson retired and today serves as Professor Emeritus of Neurosurgery at Johns Hopkins University.  |

**Other Things You Need to Know:**

**A note about assessment:** The official Harding policy states: **“**Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching--‐learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: **The University provides programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.”**

**Students with Disabilities:** It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each semester. (If the diagnosis of the disability occurs during the academic year, the student must self--‐identify with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in **Room 205** in the **Student Center**, telephone, (501) 279--4019.

**Time Management Expectations:** For every class hour, the typical student should expect to spend at least two clock hours of problem solving, reading, reviewing, organizing notes, preparing for coming exams/quizzes and other activities that enhance learning.

**Dress Code:** All members of the Harding community are expected to maintain standards of modesty and decency in dress appropriate to the Christian lifestyle and consistent with professional employment expectations. For these reasons, students are expected to adhere to the established dress code. Here a few helpful hints: 1) If they fit like pantyhose, you are wearing leggings, not pants. I’m from the 80’s and I’m here to help you. Trust me, leggings are NOT pants. 2) If I can see your knees, they’re not capris. You are wearing shorts, and we don’t wear shorts to class at Harding. 3) Finally, no one came to POLS 353 to see your underwear. Seriously.

**Academic Integrity:** Cheating in all its forms is inconsistent with Christian faith and practice and will result in sanctions up to and including dismissal from the class with a failing grade.

Academic dishonesty will result in penalties up to and including dismissal from the class with a failing grade and will be reported to the Assistant Vice President for Academic Affairs. All instances of dishonesty will be handled according to the procedures delineated in the Harding University catalog.

Sinning by cheating, and thus distancing yourself from God, is trading your birthright for a mess of pottage. If you don’t know what this means, come ask me! (Portions of the above wording are used with permission of the Provost Office at Georgetown University. Portions are from Genesis.)

(Portions of the above wording are used with permission of the Provost Office at Georgetown University. Portions are from Genesis.)

Cheating is not allowed in the Testing Center, in the classroom during exams, or during make-up exams. Plagiarism or fabrication is not allowed for extra credit ASI assignments. Texting or conversing during exams is prima facie evidence of cheating. The possession of notes or a line of sight to notes will also be considered prima facie evidence of cheating. All bags, personal belongings, pencil cases, and electronic items will be placed at the front of the class or with the exam proctor during exams.

Here’s the bottom line on cheating– I am consistently catching students cheating - almost every semester. I’m tired of it. It depresses me and it takes LOTS of my time to go through the paperwork and meetings. I am asking this as a personal favor: PLEASE don’t cheat in my class. It gets between you and God; it makes my life harder, and it really does go on your permanent record. It just isn’t worth it. I’d rather see you earn an honest D than a dishonest B. Thanks for listening. Mrs. K

Students are expected to do their own work. The university's policy on cheating is found in the University Catalog’s Academic Integrity Policy:

### ****IV. Violations of Academic Integrity****

Violations of academic integrity, also called academic misconduct, include, but are not limited to, the following offenses:

1. **Cheating:** Use or attempted use of unauthorized materials, information or study aids in any academic exercise. Such infractions include, but are not limited to, the following:
	1. Using or having access to materials not authorized for the completion of a quiz or test, such as hidden notes, tape recorders, cell phones, cameras, text messages, wands, computers, or other electronic devices.
	2. Copying from another student during a quiz or test.
	3. Copying another student’s assignment or project.
	4. Obtaining answers to quizzes and tests including those provided online and out-of-class.
2. **Plagiarism:** Representing the words, ideas or data of another as one’s own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such violations include, but are not limited to, the following:
	1. Purchasing a paper from an electronic source or other entity.
	2. Downloading a partial paper or an entire paper from the Internet and submitting it as one’s own or allowing someone else (including tutors) to write, or significantly rewrite, a paper and then submitting it as one’s own.
	3. Using ideas, paraphrases, and/or direct quotes from a source without clear documentation of that source.
	4. Recycling a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the instructor to do so.
	5. Copying verbatim from a source without using quotation marks, even if the source has been cited.
	6. Copying, in part or in whole, from a print source, media broadcast or recording, or the Internet or other electronic media without proper acknowledgement of the source.
	7. Copying another person’s sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.
3. **Fabrication:** Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:
	1. Taking a course, test or quiz for another student.
	2. Fabricating source information within an assigned paper and/or on the works cited page.
	3. Fabricating lab or research information.
	4. Submitting collaborative and/or group work as one’s own, unless the instructor has given permission for students to do so.
	5. Completing another student’s class assignment for the student.
	6. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the instructor intended for students to work independently.
	7. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.
	8. Lying to a University employee about assignments or attendance.
	9. Making unauthorized use of University letterhead.
	10. Forging a signature for academic purposes.
	11. Attempting to change an assigned grade or other information on any official University document, data source or electronic item.
4. **Aiding and abetting academic dishonesty:** Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:
	1. Allowing another student to copy one’s work and to submit the work as his or her own.
	2. Stealing an exam or quiz from an instructor or copying a test or quiz and/or sharing it with other students.
	3. Sharing test questions with another student who has not taken the test.
	4. Giving answers to quizzes and tests including those provided online and out-of-class.
	5. Sharing test results in a non-proctored test environment in which an honor code is imposed.
	6. Failing to challenge dishonest conduct witnessed in other students.
5. **Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience.** Such academic misconduct includes, but is not limited to, the following:
	1. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional or personal gain (for example, using a student nursing ID badge to gain access to a hospital area for non-educational purposes).
	2. Violating the legally protected privacy of employees or patients in learning environments.
	3. Disregarding policies of work environments in which learning occurs.
	4. Acting in a manner that violates course policies or policies of the academic division.
6. **Theft, abuse, hoarding or concealment of academic property.** Academic property includes, but is not limited to, the following:
	1. Library resources and materials
	2. Laboratory equipment and supplies
	3. Departmental or class resources
	4. Tests and quizzes

The Department of History and Social Science’s Plagiarism Policy is as follows:

**HISTORY DEPT. POLICY ON PLAGIARISM**

To plagiarize is to present another person's words, information, or ideas as if they were your own. Plagiarism is stealing. The word "plagiarize" comes from the Latin word for "kidnapper" and "thief." **Plagiarism is a serious offense that will be grounds for failure of a course and could even lead to suspension from the university.**  As an academic institution committed to Christian ethics, including integrity, honesty, and fairness, Harding University abhors all forms of plagiarism. The following statements from the Student Handbook underscore this point: "Harding University considers the following to be in conflict with her mission, and therefore prohibited - participation in these will result in disciplinary action: 1. **Dishonesty** in any form, including academic misconduct; plagiarism; falsification of excuses, tests and assignments; forgery; . . . and lying to University officials." (p. 8)

Plagiarism can be intentional and deliberate, as when one has another write an assignment for him/her, buys a research paper from any source, uses a paper written for another class without permission of the teacher, or copies from a print source, media broadcast, recording, the internet or other electronic media, thereby deliberately incorporating the words of another without using quotation marks to identify their source.  All of these types of plagiarism may be referred to as "flagrant."  **In such cases of  flagrant plagiarism, students can expect not only to fail the assignment in which plagiarism has occurred, but the course as well.  A report of any course failure resulting from plagiarism will be filed with the Student Personnel Office and the Vice President for Academic Affairs.  As a result, the student could face additional disciplinary action, including suspension from the university.**.

Plagiarism can also be "unintentional” or "inadvertent"--but no less serious an offense.  This form of plagiarism typically occurs because students are unaware of what must be acknowledged.  Many students believe that all one has to do to avoid plagiarizing and at the same  time avoid the use of footnotes is to paraphrase, or even merely change a word here or there in a source.  Paraphrasing may relieve you of the necessity of using quotation marks; but it by no means eliminates the need for documenting the source of your information.   Undocumented information constitutes a more "subtle" form of plagiarism, but it is plagiarism nonetheless since one is passing off information or ideas as one's own.  Now that you have been informed of the necessity of documenting even paraphrased information, instances of this "subtle" form of plagiarism will result in at least a 0 on the assignment in which it occurs and the filing of a "plagiarism report" with the departmental chair.  A student who engages in additional plagiarism, either in the same course or another course in this department may expect the same penalty as described above for cases of "flagrant" plagiarism.  **All college students are expected to recognize plagiarism of either type and know how to avoid it. Take time now to learn the rules so that you never engage in it.  From this point onward, we will presume your familiarity with the rules governing plagiarism; all cases will thus be *prima facie* evidence of guilt.**