



**SYLLABUS: Introduction to Public Policy  
PUP 3002 – Section 3  
Summer 2006  
Time: M T W R F 2:00-3:15 PM  
Location: 115 Bellamy Building**

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**INSTRUCTOR:** Justin Esarey, 556 Bellamy Building

**CONTACT INFORMATION:**

Office Hours: 3:15 PM – 4:15 PM T R or by appointment  
Office Phone: 644-7316  
Home Phone: 339-2666 (do not call before 9 AM or after 9 PM)  
e-mail: [jee03c@fsu.edu](mailto:jee03c@fsu.edu)  
My Website: <http://mailer.fsu.edu/~jee03c>

The most reliable way to contact me is via e-mail: I usually answer it immediately, and will always get back to you within 24 hours unless there is some emergency.

**COURSE MATERIALS:**

Textbooks:

Kraft, Michael, and Scott Furlong. 2004. *Public Policy: Politics, Analysis, and Alternatives*. Washington, DC: CQ Press.

2005. *Issues for Debate in American Public Policy: Selections from The CQ Researcher, Sixth Ed.* Washington, DC: CQ Press.

Assigned readings and materials can be downloaded from the class Blackboard website, found at <http://campus.fsu.edu>. Other materials may be posted at my teaching website, <http://mailer.fsu.edu/~jee03c/teaching>.

*All students must have a valid FSU e-mail address and login to participate in this course.*

**COURSE DESCRIPTION:**

We are all constantly bombarded by conflicting views of public problems. It can be difficult to sort out which (if any) of the solutions proffered by politicians, pundits, academics, family members, friends, and colleagues will resolve the problem in a way that is consistent with one's values. Understanding the nature of public problems and how they are (or are not) resolved is essential to informed participation in these policy debates, especially when we are called to make choices at the ballot box. This class is a first introduction to understanding what public problems are, how policies are formulated to solve them, and what the likely consequences of those policies will be.

Kraft and Furlong (2004, p. 5) do a good job of summarizing the goals of the class: "One is to help [students] develop a fuller understanding of public policy and the way governments make policy decisions. The second goal is to encourage [students] to look ahead to the implications of policy choices. The third is to foster critical thinking public policy and possible alternative courses of action."

### **COURSE OBJECTIVES:**

As a part of this course, the student will:

- Know what public policy problems are, some theoretical explanations for why they happen, and how we solve them through political processes.
- Know about public policy problems of current importance and a few perspectives on what to do about them.
- Compare and criticize postulated solutions to policy problems from the perspective of various approaches to policy analysis.
- Be able to clearly communicate ideas through writing and class discussion.

### **COURSE POLICIES:**

**Attendance:** Attendance is mandatory in this class. There are a few relevant course policies that you should know:

- No points are deducted on the basis of an absence alone, but absent students will receive no credit for participation or a reading quiz on a day that they are absent. There is no opportunity to make up these assignments.
- If I assign an in-class activity for the day, and you are absent, you take a 0 for that activity. These activities will usually be announced in advance, but may not always be.
- Anything I teach in class is testable material, and *not everything I teach in class will be in the course texts.*

**Courtesy:** To ensure that everyone has the opportunity to learn without undue distraction, I need to lay down some guidelines for appropriate behavior in our classroom. First, turn off your cell phone (or put it into silent mode.) Second, do not talk during class unless called upon by the instructor. Third, do not read newspapers or magazines during class. Fourth, do not enter class late or leave it early unless it's an emergency and/or you've cleared it with me in advance. If you violate these rules, I may ask you to leave the classroom. I reserve the right to penalize your grade for repeated inappropriate behavior, up to and including permanent removal from the class.

**Missed Exams:** Exams may be re-taken under the following circumstances only: (1) Death in the immediate family (parent, sibling, or child), (2) unforeseeable personal medical emergency affecting yourself or your child, (3) participation in an official FSU-sponsored academic or sporting event. In the case of (1) or (3), you must give me at least 24 hours advance notice that you will miss the exam or it may not be made up. I may require supporting documentation if you want an alternative exam date. *Conflicts with a work schedule are not an excuse to miss an exam or any other assignment in this class.*

**Late Work:** When an assignment is turned in after the due date, I will deduct 20% for the first day of lateness and 100% after that. In-class activities, participation points, and reading quizzes cannot be made up.

**Extra Credit:** You may earn extra credit by participating in discussion; discussion points over the maximum required number of participation points (see below) will be applied to extra credit, for a maximum of 25 extra credit points. See details below in the "Grading/Evaluation" section.

## **GRADING/EVALUATION:**

Grading Scale:

100%-93%: A	75.9% - 73%: C
92.9%-90%: A-	72.9% - 70%: C-
89.9% - 86%: B+	69.9% - 66%: D+
85.9% - 83%: B	65.9% - 63%: D
82.9% - 80%: B-	62.9% - 60%: D-
79.9% - 76%: C+	59.9% and below: F

Grade Components:

- 60% Multiple-Choice Exams
  - 3 Exams, 200 points each, 5 points per question (40 questions)
  - All exams are comprehensive, but strongly focus on the material learned since the last exam
- 25% Discussion Essays
  - 2 essays, 125 points each
  - See section on discussion essays for more details
- 10% Reading Quizzes
  - 5 points each, total of 100 points
  - Minimum of 20 quizzes will be given; if more than 20 are given, lowest quizzes will be dropped
- 5% Class Participation
  - 5 points per substantive comment, total of 50 points
  - Points earned above 50 will be extra credit, for a maximum total of 75 points (5% participation, 2.5% extra credit)
  - Only 5 points can be earned per class period

## **ASSIGNMENTS/RESPONSIBILITIES:**

**Readings:** Please read all assigned materials before coming to class. If I call on you or ask you to participate in an activity in class, I will expect that you have read the assignment for the day. You don't have to "get" everything the first time you read it, but you should be fairly familiar with the material. If you don't understand something, feel free to e-mail me with a question, or to come to class with a knowledgeable question about what we've read for that day. Short reading quizzes will be frequently administered to evaluate whether you have done the readings due for that day.

**Discussion Essays:** You will sign up to write two discussion essays during this course, each corresponding to one of the topics in the schedule below. The purpose of the essay is to discuss that topic's substantive issue in terms of the Public Policy concepts we are covering in that week. The prompt for each essay is: "How do the policy concepts in this topic's readings help us understand the topic's substantive issue?" A separate handout with more about the requirements of the discussion essay will be distributed during the first day of class. You will sign up for the topics in advance, and once you sign up for the topic you must complete the assignment unless there is (1) a death in the immediate family (parent, sibling, child), (2) an unforeseeable personal medical emergency affecting yourself or your child, (3) participation in an official FSU-sponsored academic or sporting event; in this event, you may apply to write on a different topic. *Conflicts with a work schedule are not an excuse to fail to turn the discussion essay in on time.* Due dates will be assigned several days in advance (depending on how quickly we cover class material;) *the paper is due at 12:00 noon on that day.*

Discussion essays will be turned in prior to class through the class Blackboard website; they will be filtered through Turnitin.com, a program designed to ensure the originality of submitted papers. Any papers suspected of plagiarism by Turnitin.com will be investigated further by the instructor. Please see the attached sheet for instructions on how to submit your papers using Turnitin.com.

**Class Participation:** During class, there will be frequent opportunities to contribute to class discussion. If you make a contribution that is reflective of the readings and is relevant to the class' discussion, I will award you 5 points. I decide whether your comment is reflective of the readings and relevant, but generally speaking if you mention a specific argument made in the readings or bring up relevant facts from the readings you will be awarded points. You may only earn points once per class period; that is, you may not earn more than 5 points in a given class period. If I am doing an in-class activity, simulation, or something else that I need participants for, these things may count for participation points (at my discretion.)

*Civility and topicality is important for in-class discussion.* You are free to express any view you want (if it's on-topic), so long as you support your claim and are willing to hear counter-arguments from others. You are free to question the claims of others and engage them in scholarly discussion, as long as you don't interrupt them and wait to be recognized by me before speaking. You may comment on recent news events of interest to our class, but only if they're relevant. You are *not* free to engage in name-calling, taunting, harassment, or otherwise non-productive talk. If you violate this rule, I may ask you to leave the classroom. I reserve the right to penalize your grade for inappropriate behavior, up to and including permanent removal from the class.

**Exams:** All exams are multiple choice. They are cumulative, but will focus primarily on what we've talked about since the last test. Everything that I've taught in class, that has been discussed in class, or that's in the textbooks/articles is fair game for the exam. Exams will be held on dates that I announce at least a week prior.

## **COURSE CONTENT AND OUTLINE:**

### Introduction and Overview

- Topic 1: Basic definitions and concepts in Public Policy
- Readings:* K&F: Chapter 1, pp. 3-19  
Issues: Right to Die (Chapter 7), pp. 143-163
- Video:* "The Right to Live or Die," *NewsHour with Jim Lehrer* 10/22/2003
- Topic 2: Rationales for Government Intervention: Social, Economic, and Political Pressures
- Readings:* K&F Chapter 1, pp. 19-30  
Issues: Sexually Transmitted Diseases (Chapter 4), pp. 69-93
- Video:* *The Age of AIDS*, Frontline
- Activity:* Classroom Experiment in Public Goods Contribution

### Actors and Institutions

- Topic 3: State Governments and the Consequences of Federalism
- Readings:* K&F: Chapter 2, pp. 33-42  
Issues: No Child Left Behind (Chapter 1), pp. 1-21
- Activity:* Classroom Experiment on Tiebout's Hypothesis
- Video:* "Concerns over Federal No Child Left Behind Law," *NewsHour with Jim Lehrer* 8/24/2005
- Topic 4: The Federal Government and the Consequences of Separation of Powers
- Readings:* K&F: Chapter 2, pp. 42-50  
Issues: Supreme Court's Future (Chapter 8), pp. 165-185  
"Justices Divided on Protection over Wetlands," *New York Times* 6/20/2006
- Video:* "Judicial Battle: Background and Discussion", *NewsHour with Jim Lehrer* 5/25/2005
- Topic 5: Public Opinion and Interest Group Politics
- Readings:* K&F: Chapter 2, pp. 50-65  
Birnbaum: "Under the Gun" (on-line)  
Riczo: "Guns, America, and the 21<sup>st</sup> Century" (on-line)  
Polsby: "The False Promise of Gun Control" (on-line)
- Video:* "End of the Assault Weapons Ban," *NewsHour with Jim Lehrer* 9/13/2004

## Models of Policy-Making: How Policy Gets Made

- Topic 6: Elite Theory and Pluralism
- Readings:* K&F: Chapter 3, pp. 70-74  
Issues: Big-Box Stores (Chapter 12) pp. 253-273
- Video:* *Store Wars: When Wal-Mart Comes to Town*
- Topic 7: Institutionalism and Rational Choice Theory
- Readings:* K&F: Chapter 3, pp. 74-76  
Bickers and Williams: Forms of Democracy (on-line)
- Activity:* Voting Paradoxes Demonstration
- Topic 8: Systems Theory and the Process Model
- Readings:* K&F: Chapter 3, pp. 76-90  
Issues: Alternative Energy (Chapter 10), pp. 209-228
- Video:* "Moving Away from Foreign Energy," *NewsHour with Jim Lehrer* 2/1/2006
- Topic 9: Policy Typologies / Instruments of Public Policy
- Readings:* K&F: Chapter 3, pp. 90-98  
Issues: Social Security Reform (Chapter 6), pp. 121-140
- Video:* "Fixing Social Security," *NewsHour with Jim Lehrer* 12/16/04

### **ACADEMIC HONOR CODE:**

The Faculty Senate of FSU has made the following statement about the Academic Honor Code at Florida State:

"The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." For more information, see the [FSU Academic Honor Policy](http://www.fsu.edu/~dof/honorpolicy.htm)" at <http://www.fsu.edu/~dof/honorpolicy.htm>.  
(<http://home.oddl.fsu.edu/~ctl/teachingeffectiveness/Syllabus%20Files/Syllabus%20Template.html>)

If you violate the Honor Code—cheat on a test, represent someone else's writing as your own, et cetera—you will be subject to punishment, from a minimum of deduction of credit from the assignment up to and including failure of the course and notification of school authorities for further action, depending on the severity of the offense.

## **AMERICANS WITH DISABILITIES ACT:**

This entire section is quoted from the Faculty Senate of FSU (<http://home.oddl.fsu.edu/~ctl/teachingeffectiveness/Syllabus%20Files/Syllabus%20Template.html>):

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Student Disability Resource Center  
Dean of Students Department  
97 Woodward Avenue, South  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
[sdrc@admin.fsu.edu](mailto:sdrc@admin.fsu.edu)  
<http://www.fsu.edu/~staffair/dean/StudentDisability/>

## **SYLLABUS CHANGE POLICY:**

The policies of this syllabus may be changed by the instructor with advance notice.

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