

Kenneth Warren, Ph.D.

Spring, 2023

POLS 4340/5350 Issues in Public Policy

Course Description

Initially, focus in this course will be on the fundamentals of public policy, addressing such topics as (1) how public policy needs are determined; (2) the making of public policy through law making; (3) the making of public policy through rule-making; (4) interest group involvement; (5) problems in the implementation of public policy; (6) the politics of public policy; and (7) public policy evaluation and outcome analysis. The first six fundamentals focus on the nature of public policy need-awareness, policy content, public policy making processes, the politics involved, and public policy implementation hurdles that must be overcome for public policy to be implemented successfully. All of this helps us to develop a conceptually strong understanding of what public policy as an academic and practical field is all about. I stress a systems model to help students conceptualize on the political forces that always play a role in public policy making and execution. The seventh fundamental listed will be our chief

analysis can take place from week to week. To guarantee that students responsibly read the assignments, each week students will be expected to answer and participate in the discussions on the "issue of the week".

The presentations and discussions will adhere to a certain format so all public policy issues are presented in a consistent manner throughout the semester. This will insure that specific public policy concerns are addressed. For example, when proposed solutions are presented for a public policy issue, the anticipated costs/benefits must be addressed. These presentations should allow for some exciting seminar discussions. The overall purpose is to make students think deeply about the major public policy issues facing America, allowing them to understand that theoretical solutions to policy problems may not always be politically feasible. "Compromise" is a word that plays a key role in public policy planning, making, and implementation.

Course/Topical Outline

Date and Topic	Assignments/Readings*
Jan. 17: Introduction to the seminar. What is public policy and what does the field entail?	Buy and look over the Bardach book. I will introduce course, go over syllabus, and introduce you to the public policy field.
Jan. 24: General discussion of public policy as a field of study. Lessons from Bardach book.	Readings: Bardach, Intro. and Part 1 and II.
Jan. 31: Discussion of lessons to be learned from Bardach	Readings: Bardach, Parts III and IV and Appendices A and B.
Feb. 7: Discussion of Topic of the week.	I will select a topic and send readings about the topic to you. We will discuss the topic

Feb. 28: Discussion: Topic of the week Readings on public policy topic of the week

March 7: Discussion: 12.46 679.3 Tm0 g0 G 0.024 Tc[:)JTJET@0.00000912 0 612 792 reW* nBT/F1 12 Tf1 0 0 1

any more than three unexcused absences, but any unexcused absence will hurt your participation grade since you will not be present to participate. Remember, missing one seminar constitutes missing one complete week of classes and probably the entire public policy issue on the agenda for the week., so please try to come to all classes. Thanks.

participate meaningfully in seminar discussions pertaining to various public policy problems from week to week. These in-class discussions are important, so a significant percentage of the final grade will reflect how well students did in participating in seminar discussions and presentations. To guarantee responsible readings of the materials, each week three students at random will be targeted to answer questions about the readings.

Student Success Center Syllabus Statement

In recognition that people learn in a variety of ways and that learning is influenced by multi

<http://www.slu.edu/collegeartsandscience/home/undergraduateeducation/academicintegrity>
<http://www.slu.edu/x12657.xml>

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonest soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from class notes during a closed book exam, taking directly from a published source without appropriately citing or recognizing that source, doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in academic dishonesty.

Any clear violation of academic integrity will be met with appropriate sanctions. Possible sanctions for violation of academic integrity may include, but are not limited to, assignment of a failing grade in a course, disciplinary probation, suspension, and dismissal from the University. Students should review the College of Arts and Sciences policy on Academic Honesty, which can be accessed on <http://www.slu.edu/collegeartsandscience/home/undergraduateeducation> or a hard copy form in the Arts and Sciences Policy Binder in each departmental or College office.

Students with Special Needs - Disability Services

<http://www.slu.edu/x24491.xml>

Any student who feels that he/she may need academic accommodations in order to meet the requirements of the course as outlined in the syllabus, due to presence of a disability, should contact the Office of Disabilities Services at <http://www.slu.edu/x24491.xml>. Please telephone the office at 973-885-9785, or visit Suite 331 in the Busch Student Center. Confidentiality will be observed in all inquiries.