

Cleveland State University

UST 458 Urban Policy, Section 501; 4 credit hours (prerequisite: Junior standing)

Spring 2009

Instructor Information:

Name: Caryn Eucker
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Email: Use the email function in BlackBoard
Emergency email address: c.eucker@csuohio.edu
Please use only if you can't access BlackBoard.

Class Meetings:

This is a BlackBoard course with an optional meeting the first day of class. If you are not attending the in-class session, please read the syllabus carefully and explore the course site in BlackBoard beginning with "start here" located on the course content page. The first in-class session meets Wednesday, January 21 from 6:00-7:30 p.m. in UR 40.

Textbook:

Required

Kraft, M.E., and Furlong, S.R. Public Policy: Politics, Analysis, and Alternatives, 2nd Edition. 2007. CQ Press. Washington, DC.

Recommended

Theodoulou, S. Z., and Cahn, M. A. Public Policy: The Essential Readings. 1995. Prentice Hall. Upper Saddle River, NJ.

(Readings from Theodoulou and Cahn will be scanned and made available online.)

Supplemental Readings will be provided online.

Course Objectives:

1. To understand the process of public policy formation
2. To learn public policy analysis
3. To utilize research skills using the internet, public documents, academic journals and scholarly literature
4. To write a policy analysis paper

Course Description

This course will examine the process of public policy formation. Public policy is defined by Thomas R. Dye as "what governments do or don't do."¹ How governments choose what to do or what not to do is a process. We will examine the process using examples from current urban policy issues. Most of the issues we will examine as a class will be the topics you choose for your policy analysis paper (see paper requirements).

¹ Dye, T. Understanding public policy. (9 ed.) 1998. Simon & Schuster. Upper Saddle River, NJ.

Each of us is affected by public policies in our daily lives. Some public policies are benign, such as where to locate a freeway sound barrier, while others are not, such as where to build a new toxic waste dump. Affecting public policy begins with analysis of the issue. Analyzing current public policy is as much an art form as it is a discipline. It requires critical thinking and disciplined thinking.

General Education Requirements

This course fulfills a Writing Across the Curriculum General Education requirement. The three paper assignments (3000 words total; 500, 500 and 2,000) fulfill Cleveland State University's requirements for Writing Across the Curriculum.

WAC requirements for this course include the following criteria:

1. Students are required to complete 3 paper assignments. The first two paper assignments are 500 words each, and the final paper assignment is a minimum of 2,000 words. You are required to submit drafts and final versions of each of the three paper assignments.
2. The first two paper assignments utilize writing-to-learn strategies that foster experiences in learning. The third writing assignment utilizes writing-to-communicate strategies that foster students' respect of readers' experiences. There are several paper planning assignments designed to step you through the process of completing the assignments. In addition, you will be required to discuss your topic with other students in online discussions, as well as give feedback to others' regarding their topics.
3. The writing assignments are complex and may require substantive revision for most students. I will give you feedback on all paper preparation assignments, paper drafts, and final papers. Feedback will be focused both on writing skills and content. You will receive feedback via the assignment section in BlackBoard.
4. Instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation will be given by the instructor.
5. You will be required to write SOMETHING every week in this class. Please remember that this is a writing course not only when you are writing your papers, but as you are preparing your other assignments and posting to the discussion boards.
6. Several exercises address identifying proper internet sources and determining the validity of sources. While these are the only formal assignments related to library competency, students who need additional help in library competency may work with the instructor to obtain additional resources.
7. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
8. Maximum enrollment for this course is 35 or 45 with a graduate assistant.

Writing Assignment Descriptions

Papers 1 and 2: Short Paper Assignments

Each short paper assignment **MUST**

- be written using the American Psychological Association Publication Manual
- include at least one source found on internet websites
- include at least one source from scholarly journals
- use proper spelling and grammar
- satisfy the Writing Across Curriculum requirements (which includes submitting a draft prior to the final paper)
- 500 words minimum (WAC Requirement)

Topics for the short papers will involve using the material from the readings and discussions to describe certain aspects of the problem/policy you choose for your policy analysis final paper. Therefore, it is extremely important that you complete early paper preparation assignments and receive approval from the instructor for your problem/policy topic.

Paper 3:

Final Policy Analysis Paper **MUST**

- be written using the American Psychological Association Publication Manual
- include a minimum of three sources found on internet websites
- include a minimum of three sources from scholarly journals
- use proper spelling and grammar
- satisfy the Writing Across Curriculum requirements (which includes submitting a draft prior to the final paper)
- 2000 words minimum (WAC requirement)

Throughout the course of the semester, there will be several paper preparation assignments designed to step you through the process of developing your papers, so you should not be overwhelmed by the papers. In addition, the two short paper assignments are designed to help you connect your problem/topic to the materials learned in the course as well as serve as building blocks for the final policy analysis paper. The assignments are listed with your regular weekly assignments and will be noted as paper preparation assignments. In addition, you are required to submit drafts of the three papers prior to the final paper submissions. You will receive feedback on all writing assignments and your paper drafts. The comments are designed to help you develop your policy argument more effectively in your final paper.

We will use the Public Policy Analyst Website (<http://www.maxwell.syr.edu/plegal/TIPS/intro.html>), as a tool to move through the steps of the policy analysis paper. This is an excellent tool for collecting the necessary information.

As you collect information, I advise you to keep a “clip” file that will include resource citations including (URLs to websites you visit), worksheets and assignments related to your paper. I use Zotero, a Firefox plugin, designed to help students keep reference materials organized. Or, you may simply create a reference page in word. The point is to stay organized and have all materials that you will be collecting in one place so you are not scrambling to collect everything again when your paper is due.

Last, I provide a framework (outline) for your paper. You are required to include the components of that framework in your paper. Most students find that using it as an outline is best. From the course home page, choose “Help for your policy paper” and “policy paper framework”.

More detailed information and instructions regarding all papers will be made available to you from the course website.

Writing Help

Links to sites for help with writing skills (including the CSU Writing Center) and APA format are available from the course home page. Students who have difficulty with the mechanical aspects of writing are strongly encouraged to utilize the services of the CSU Writing Center.

Course Structure in BlackBoard

The course structure in BlackBoard is defined in the content module of the BlackBoard course. Here, you will find information for each week. Each week consists of the following materials and information:

Learning Objectives

Readings

Assignments:

- Short answer assignments (short answer format, covering weekly readings). Submit under “assignments” in BlackBoard.
- Paper preparation assignments (short answer format, designed to step you through the policy analysis process). Submit under “assignments” in BlackBoard.
- Quizzes (multiple choice, covering weekly readings). Submit under “assessments” in BlackBoard.
- Weekly discussions. (Focusing on current policy issues). Submit under “discussions” in BlackBoard)

PowerPoint Summary of the topic

Each week you will have some combination of a short answer assignment, paper preparation assignment, quiz, and discussion due. **You must login and participate in the BlackBoard class each week in order to be successful in this course.** Homework assignments and quizzes are designed to cover the content covered in the texts. The discussions will focus more on current issues, including the public problems/policies you choose for your policy analysis paper assignment. Paper preparation assignments step you through the process of gathering information for your paper.

Written assignments are to be “uploaded” to the assignment section in BlackBoard. Quizzes are taken in the quizzes section, and discussions are conducted in the discussion section (in communication tools). If you are unsure how to use these features, please use the tutorials on the eLearning website located at <http://www.csuohio.edu/elearning/blackboard/index.htm>

Each week in the content module begins on Tuesday. The assignments are due by the following Monday at 11:00 p.m. There are a few exceptions to accommodate holidays, etc. The exact dates are listed in the content module. It is important to stay on track. Late assignments will be accepted, however, you will sacrifice a point for each day late.

Throughout the semester, I will have “chat” sessions available in lieu of completing the written assignment. You will be notified in BlackBoard via the content module and email when those chats are scheduled. You will be required to RSVP for these sessions in advance.

In addition to the weekly assignments/quizzes/discussions, you will also have a **2 short papers (500 words each)**, and a **policy analysis paper (2,000 words)** (as described above).

Policies

- Students with special needs or those who require special accommodations when taking exams, completing projects or meeting any of the class requirements should identify themselves immediately to the instructor so that appropriate arrangements may be made.

- Refer to the CSU Bulletin for add/drop, withdrawal procedures, S/U, incomplete grading.
- For class cancellations due to weather, call CSU information (687-2000) before class, or access the Cleveland State University home page at www.csuohio.edu.
- Academic misconduct: plagiarism or cheating will result in an “F” for the assignment and possibly an “F” for the course.
- Make-up of exams and assignments are at the discretion of the instructor and require valid written documentation (for example, written doctor’s excuse).

GRADING SCALE

A: 94-100 A-: 90-93 B+: 85-89 B: 80-84 B-: 75-79 C+: 70-74 C: 65-69 D: 60-64

9. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student’s writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Grades

Grades will be calculated as follows:

*10 quizzes @ 5 points each	45
*14 discussions @ 5 points each	65
*6 short answer assignments (short answer, pertaining to readings) @ 5 points each	25
*8 paper preparation assignments (information gathering, etc.) @ 5 points each	35
Short Paper 1 (draft @ 5 pts., final @ 30 pts.)	35
Short Paper 2 (draft @ 5 pts., final @ 30 pts.)	35
Policy Analysis Paper	70 total
Final paper @ 50	
Draft @ 20	

TOTAL 310

*You may “miss” 1 in each category without penalty. You may NOT miss week 2 paper assignment (policy proposal). You are responsible for content for assignments you do not complete.

TENTATIVE Course Schedule – check learning module in BlackBoard for weekly updates. Readings, assignments, and discussions will be listed for each week.

Week 1 (Week beginning January 20):

Topic: Public Policy & Politics

Readings: Chapter 1, Kraft & Furlong

Chapters 1, 5, 6 Theodoulou & Cahn

Quiz, Short Answer Assignment, Discussion (Due January 26, 11:00 p.m.)

Week 2 (Week beginning January 27):

Topic: Government Institutions and Actors

Readings: Chapter 2, Kraft & Furlong

Chapter 35, Theodoulou & Cahn (Lobbying)
Quiz, Short Answer Assignment, Paper Preparation Assignment, Discussion (Due February 2, 11:00 p.m.)

Week 3 (Week beginning February 3):
Topic: Politics of Public Policy
Readings: Chapter 3, Kraft & Furlong
Chapters 7, 9, 10 Theodoulou & Cahn
Quiz, Short Answer Assignment, Paper Preparation Assignment, Discussion (Due February 9, 11:00 p.m.)

Week 4 (Week beginning February 10):
Topics: Politics and Public Policy; Agenda Setting
Readings: Chapters 11, 13, 14, 15, Theodoulou & Cahn
Paper Preparation Assignment, **DRAFT PAPER 1 DUE** (Due February 16, 11:00 p.m.)

Week 5 (Week beginning February 17):
Topic: Local and State Government
Readings: Jones Chapter 2
Quiz, Discussion, Paper Preparation Assignment (Due February 23, 11:00 p.m.)

Week 6 (Week beginning February 24):
Topic: Policy Analysis
Readings: Chapter 4 Kraft & Furlong
Quiz, **FINAL PAPER 1 DUE** (Due March 2, 11:00 p.m.)

Week 7 (Week beginning March 3):
Topic: Public Problems and Policy Alternatives
Readings: Chapter 5 Kraft & Furlong, Collateral Damage: Renters in the Foreclosure Crisis
Discussion, Paper Preparation Assignment, **DRAFT PAPER 2 DUE MARCH 9**

Week 8 (Week beginning March 10):
Topic: Public Problems and Policy Alternatives
Readings: Chapter 27, 28 Theodolou & Cahn, Kristen Case Study
Short Answer Assignment, Paper Preparation Assignment, Discussion (Due March 14 **SATURDAY**, 11:00 p.m.)

Week 9 – SPRING BREAK – March 15-March 22

Week 10 (Week beginning March 24):
Topic: Assessing Policy Alternatives
Readings: Chapter 6 Kraft & Furlong
Quiz, Discussion, **FINAL PAPER 2 DUE** (Due March 30, 11:00 p.m.)

Week 11 (Week beginning March 31):
Topic: Welfare and Social Security
Readings: Chapter 9, Kraft & Furlong
Quiz, Short Answer Assignment, Paper Preparation Assignment, Discussion (Due April 6, 11:00 p.m.)

Week 12 (Week beginning April 7):
Topic: Policy Analysis & Policy Choice
Readings: Chapter 13, Kraft & Furlong
Quiz, Discussion, Paper Preparation Assignment (Due April 13, 11:00 p.m.)

Week 13 (Week beginning April 14):
DRAFT POLICY ANALYSIS PAPER DUE APRIL 20

Topic: Education Policy
Readings: Chapter 10, Kraft & Furlong
Quiz, Discussion (Due April 20 11:00 p.m.)

Week 14 (Week beginning April 21):
Topic: Policy Implementation and Evaluation
Readings: Theodoulou & Cahn, Chapters 16, 17, 18, 19
Short Answer Assignment, Discussion (Due April 27, 11:00 p.m.)

Week 15 (Week beginning April 28):
Topic: Health Care Policy
Readings: Chapter 8, Kraft & Furlong
Quiz, Discussion (Due May 4, 11:00 p.m.)

Week 16 (Week beginning May 5):
Topic: Student Paper Topics
FINAL POLICY ANALYSIS PAPER DUE MAY 8 - FRIDAY
Discussion, DUE May 11, 11:00 p.m.)

Week 17: (Week beginning May 12)
TBA/Feedback on Final Papers

Technical Requirements

You are responsible for managing your technology for this class.

This course requires the use of BlackBoard, as well as MS Office or compatible software and Adobe Reader. It may also require the use of multimedia player such as QuickTime or Windows Media Player.

1. TECHNICAL REQUIREMENTS

Review “technical requirements” and “getting started with BlackBoard” from the Center for eLearning website. <http://mycsu.csuohio.edu/elearning/students/index.html>. In addition to the hardware, operating system, and internet requirements posted on that page, you will also be required to open various documents such as PDF files and Microsoft Office files including Word, Excel, and PowerPoint files.

- If you don't have Adobe Reader, download it for free from <http://www.adobe.com/products/acrobat/readstep2.html>.
- Obtain MS Office, specifically Word, Excel and PowerPoint to open files that will be posted on the BlackBoard site. In addition, assignments submitted as attachments should be in Word format. If you have other programs that will open these files, you may use those as long as you are able to work with them. If you are submitting assignments in something other than Word, save them as .txt files or MS Office compatible files. **Do not send files saved as Microsoft Works files. You may use this program if you are able to “save as” .doc or .txt.**

A few options exist if you don't have the MS Office software:

- As a student, you can buy it at a reduced rate of \$65 from the CSU bookstore – a bargain in terms of Microsoft stuff.
- Out of cash? Try downloading Open Office for free. This is an open-source office suite. It will open and read files from MS Office. You can also create files and save them in MS Office format. The interface is very similar to MS Office. <http://www.openoffice.org/>

2. COURSE ACCESS

Once you are registered for the course via CampusNet, the course will automatically be loaded into your BlackBoard account. Course content is typically made available to students one week prior to the beginning of the semester.

- **To access BlackBoard, point your web browser to** <http://mycsu.csuohio.edu>
Choose “BlackBoard” from the directory to go to the login page.
-OR-
<http://www.csuohio.edu/elearning/>
Choose “Login to BlackBoard/CE6 from the right navigational bar.
- **Login using your CSU ID and password.**

3. BROWSER CHECK

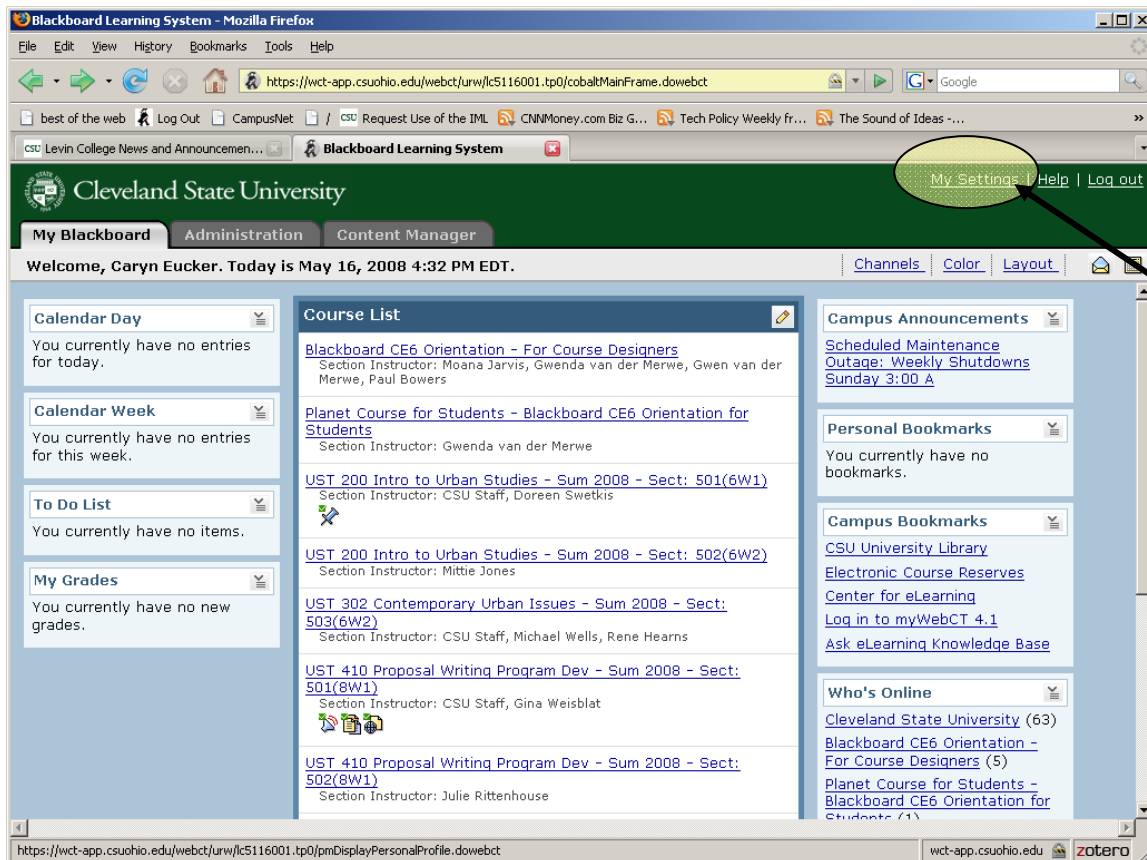
Most difficulties encountered by students using BlackBoard relate to the internet browser (Mozilla Firefox, Internet Explorer, etc). To prevent this, be sure to check your browser using BlackBoard's feature for this purpose. From the course homepage, choose the link at the top of the screen, "check browser". This will step you through the process to ensure that your browser is compatible with BlackBoard. You may have to install some applications such as Java (free) if you don't already have it. The browser check up also requires that you enable java, enable cookies, and disable pop-up blockers for BlackBoard sessions. Again, complete the browser check-up and you should be in business. It will save you a lot of grief down the road.

5. STUDENT TUTORIALS

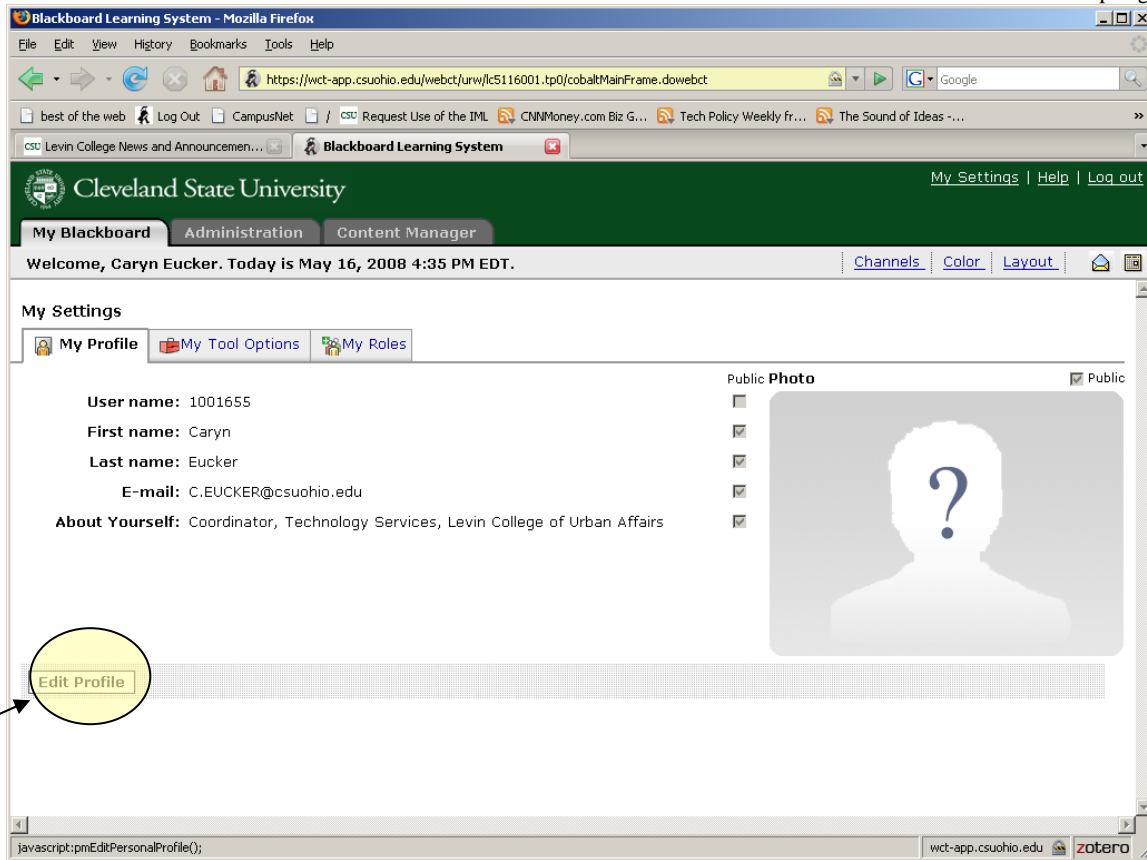
If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Center for eLearning website located at <http://mycsu.csuohio.edu/elearning/students/index.html>.

6. CREATING A PROFILE

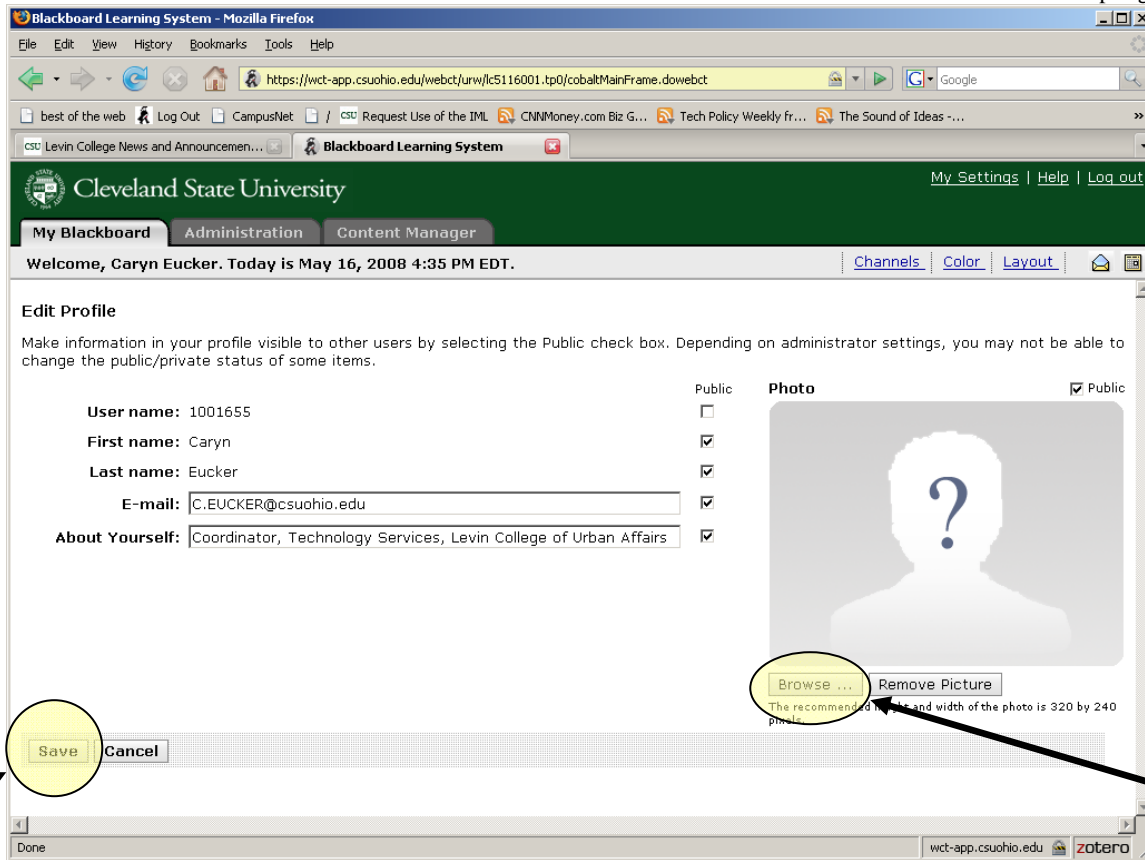
Once logged into BlackBoard, click on "My Settings" from your "My BlackBoard" screen



On the next screen, you will see your profile. Choose "edit profile" to update the information in your profile. Your profile is for ALL your BlackBoard classes.



Edit the information in your profile, click "save" to save your profile. Add a photo if you wish.



7. NEED HELP?

There are several ways you can get help with technical issues for your elearning course. Follow these easy steps whenever you have a technical problem or question.

Note: If you have a question about assignments, course content, or other course activities, you should direct those questions to your instructor. This guide is intended to provide steps to take for seeking help with technical questions only.

1. Students who need technical assistance should first consult the Ask eLearning knowledge base (<http://www.csuohio.edu/elearning>). Students can search the knowledge base for relevant articles and submit general technical support questions. Questions submitted to the Ask eLearning knowledge base are answered daily during normal business hours. Students can generally expect a response in less than one business day. Questions can be submitted 24 hours a day for response during the next business day.
2. For more urgent or specific problems, students who need technical support can contact the Call Center via phone (216-687-5050), the web, or email call.center@csuohio.edu. For email submissions, please provide your CSU ID number for the fastest response. The Call Center will either resolve the problem or submit a help ticket to the Center for eLearning. eLearning students should receive a response to help tickets either next business day for items submitted after 3 pm or the same business day for items submitted before 3 pm. Call Center hours vary during the academic year.

3.