

UST 458 Urban Policy  
Spring 2020 – Syllabus  
3 credit hours  
Cleveland State University  
Maxine Goodman Levin College of Urban Affairs  
Department of Urban Studies

**Classroom Location:**

UR 25

Tuesday 6:00PM – 8:50PM

**Instructor Information:**

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Office hours: (UR323A) By appointment

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**Course Objectives:**

Upon completion of this course, students will be able to:

1. Describe the process of public policy formation; identify the internal and external influences on that process and discuss how influences affect policy outcomes.
2. Utilize research skills using the internet, public documents, academic journals and scholarly literature to find information about public policies.
3. Analyze sources to determine whether or not they are appropriate and valid.
4. Conduct a public policy analysis and write a policy analysis paper.

**Course Description:**

Examines the process of public policy formation including internal and external influences that may affect policy outcomes. Study of urban public policy including government institutions and the policy-making process; concepts and methods of policy analysis; and decision-making regarding public policies at the local state and national level, specifically as they relate to urban areas. Review of healthcare, welfare, social security, education delivery and other urban policies.

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.

**Textbook:**

***Required***

Kraft, M.E., and Furlong, S.R. Public Policy: Politics, Analysis, and Alternatives, 6th Edition. 2018. 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 made available via the BlackBoard course shell. There are 6 chapters assigned from this book. If you are an Urban Studies student, this book is an excellent selection for your library. However, for the purposes of this course, you are **NOT required** to purchase the book.)

***Additional Supplemental Readings will be provided online.***

**General Education Requirements:**

General Education Statement: This course is approved as a General Education 08 course meeting the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Writing to Learn and Writing to Communicate.

**Writing Across the Curriculum Criteria:**

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts). *In this course, this requirement is met through the writing of the short paper (1,000 word minimum; you will submit a draft and final version of this paper) and the policy analysis paper (2,000 word minimum – you will submit a draft and final version of this paper).*
2. Final versions of at least one assignment should total at least 2,000 words (eight pages). *In this course, the paper that satisfies this requirement is the policy analysis paper.*
3. The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments. *In this course, there are several paper preparation assignments and discussions with peers leading up to the policy analysis paper.*
4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar. *Feedback in Blackboard can be viewed via My Grades. See [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/170 Tools/My Grades](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/170_Tools/My_Grades) for instructions on how to view grades and feedback in Blackboard. Or, use the "help" link from the left navigation of the course and search for "my grades."*
5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA

style guide: <http://library.csuohio.edu/research/vrd/citations.html> or go to the APA website, <http://www.apastyle.org/>

6. There will be writing assignments throughout the semester.
7. The course will address the needs of students regarding library competency.
8. 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.

### **Writing Assignment Descriptions:**

#### **Paper 1: Short Paper Assignment**

**Students will submit a DRAFT and a FINAL VERSION of this paper.**

The short paper assignment **MUST**

- be written using the American Psychological Association Publication Manual
- include at least two sources found on internet websites
- include at least one source from a scholarly journal
- use proper spelling and grammar
- satisfy the Writing Across Curriculum requirements (which includes submitting a draft prior to the final paper)
- 1000 words minimum (WAC Requirement)

Topics for the short paper 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 policy topic.

#### **Paper 2: Policy Analysis Paper**

**Students will submit a DRAFT and a FINAL VERSION of this paper. This**

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 will not be overwhelmed by the papers. 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

both 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. In addition, the short paper assignment is 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.

We will use the Public Policy Analyst Website We will use information and worksheets from the Public Policy Analyst website, <https://flippedtips.com/plegal/ppa/ppasteps.htm>, 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 track of your sources, including websites you visit. You should include these in your paper assignment worksheets as well as your papers. The CSU library has some resources for this including Zotero and Mendelay to help keep reference materials organized. See <http://researchguides.csuohio.edu/citing> for more information. 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 final policy analysis 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.

### **Policy Analysis Paper Presentation:**

You will prepare a presentation of your Policy Analysis Paper to be delivered during week 12 or week 13 of the semester. Your presentation should last 15 minutes and will be followed by a 5 minute question and answer session. The presentation is designed to help you discover areas in your paper that may need to be strengthened prior to turning in your final version. You may use powerpoint, but you are not required to do so.

### **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.

<http://www.csuohio.edu/writing-center/writing-center>

### **Policies:**

#### **University Deadlines**

- For the current semester, the deadline for dropping a course with a full refund is January 17.
- The last day to drop is January 24.
- The last day to withdraw from the course is March 27
- The final examination week is May 2 – May 8. There is no examination in this course, but your final paper will be due during this time period.

**Students with Special Needs:**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes Tower West 210. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

**Plagiarism:**

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment. The penalties for plagiarism are found in full in the Student Code of Conduct under Academic Regulations (Policy on Academic Misconduct) <http://www.csuohio.edu/compliance/student-code-conduct>

Make-up of course requirements 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+:	87-89
B:	83-86
B-:	80-82
C+:	77-79
C:	70-76
D:	60-69
F:	<60

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:

Attendance:	10%
Participation:	10%
Quizzes (5 unannounced):	10%
Weekly assignments:	10%
Short paper:	20%
Policy Analysis Paper:	30%
Policy Analysis Presentation:	10%

### **TENTATIVE Course Schedule:**

Week 1 (January 13):

Topic: Public Policy & Politics

Readings: Chapter 1, Kraft & Furlong

Chapters 1, 5 and 6 Theodoulou & Cahn

Short Answer Assignment (Due January 19)

Week 2 (January 20): **NO CLASS MLK DAY**

Topic: Government Institutions and Actors

Readings: Chapter 2, Kraft & Furlong

Chapter 35, Theodoulou & Cahn (Lobbying)

Paper Preparation Assignment, Short Answer Assignment, (Due January 26)

Week 3 (January 27):

Topic: Local and State Government

Readings: Jones Chapter 2

Paper Preparation Assignment (Due February 2)

Week 4 (February 3):

Topic: Understanding Public Policy Making

Readings: Chapter 3, Kraft & Furlong

Short Answer Assignment, Paper Preparation Assignment (Due February 9)

Week 5 (February 10):

Topics: Policy Implementation

Readings: Chapter 18, Theodoulou & Cahn

**DRAFT SHORT PAPER DUE** (Due February 18)

Week 6 (February 17): **NO CLASS PRESIDENT'S DAY**

Topic: Policy Analysis: An Introduction

Readings: Chapter 4 Kraft & Furlong

Paper Preparation Assignment (Due February 23)

Week 7 (February 24):

Topic: Public Problems and Policy Alternatives

Readings: Chapter 5 Kraft & Furlong,

**FINAL VERSION OF SHORT PAPER DUE** (Due March 3)

Week 8 (March 2):

Topic: Assessing Policy Alternatives

Readings: Chapter 6, Kraft and Furlong

Short Answer Assignment, Paper Preparation Assignment (Due March 15)

**Spring Break March 8 – March 14**

Week 9 (March 16):

Topic: Economic and Budgetary Policy

Readings: Chapter 7 Kraft & Furlong

Short Answer Assignment, Paper Preparation Assignment (Due March 22)

Week 10 (March 23):

Topic: Welfare and Social Security

Readings: Chapter 9, Kraft & Furlong

Paper Preparation Assignment (Due March 29)

Week 11 (March 30):

Topic: Politics, Analysis & Policy Choice

Readings: Chapter 13, Kraft & Furlong

Paper Preparation Assignment (Due April 5)

Week 12 (April 6):

**DRAFT POLICY ANALYSIS PAPER DUE April 14**

Topic: Education Policy

Readings: Chapter 10, Kraft & Furlong

Policy Analysis Presentations

Draft of Policy Analysis Paper (Due April 14)

Week 13 (April 13):

Topic: The Foreclosure Crisis

Readings: Home Insecurity, 2015

Policy Analysis Presentations

Week 14 (April 20):

Topic: Health Care Policy

Readings: Chapter 8, Kraft & Furlong

Weeks 15 (April 27):

Topic: TBA/Catch up

**FINAL POLICY ANALYSIS PAPER DUE Monday, May 4**

## 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 Start Here section from the Course Homepage. 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. As a student at CSU, you have access to Office 365 Plus at no additional charge. See <http://www.csuohio.edu/messaging-services/office-365-proplus> for more information.

### 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 the supported browsers and the browser setting guide located in the start here folder/technical requirements section.

### 4. STUDENT TUTORIALS

If you are not familiar with using some of the features in BlackBoard, you can get tutorials from the Blackboard YouTube Channel. See [https://help.blackboard.com/en-us/Learn/Reference/Blackboard\\_Learn\\_Videos/Student\\_Videos](https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos/Student_Videos) for more information.

### 5. ADD YOUR PHOTO AND PERSONAL INFORMATION

You can edit your profile in the current version of Blackboard Learn via the Global Navigation Panel in the upper right hand corner of the application window. See [https://www.youtube.com/watch?v=J\\_aZCVQYSj0&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU&index=10](https://www.youtube.com/watch?v=J_aZCVQYSj0&list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU&index=10)

### 6. NEED HELP?

**Cleveland State University has live technical help for Blackboard Learn available 24/7!** Students and faculty can get help around the clock by via email, chat or phone. To access, see <https://www.csuohio.edu/center-for-elearning/technical-support>

**Forget your password? Contact the CSU Call Center via phone (216-687-5050).** Call Center hours vary during the academic year. Or, use the “Don't Know Your Password?” feature in Campusnet to reset your password. <https://campusnet.csuohio.edu/login.jsp>