

**SHAW UNIVERSITY
FALL 2007**

**PAD 372-50: PUBLIC POLICY ANALYSIS
INSTRUCTOR: DR. RAYMOND O. ALARIBE
OFFICE: TUPPER 208
OFFICE HOURS: T-TH 9:00-11:00AM; 3:00-5:00PM
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CLASS DAY/TIME/LOCATION: MW 7:05-8:20PM TUP 104**

INTRODUCTION: Germany's first chancellor, Otto von Bismarck, is said to have quipped that law was like sausage, and that people were better off not knowing what went into making it. The purpose of this course is exactly a repudiation of that quip. Today, more than ever before, people want to know and critique the entire recipe of this "sausage" if for no other reason than that it is meant for their consumption; and even more importantly because, with their tax dollars, they foot the bill for the whole product!

As the University catalog (2006-2011, p. 233 describes it, Public Policy Analysis is "An examination of the process of public policy formulation, implementation and evaluation. It also includes study of the politics/administration dichotomy." Bear in mind that the purpose of this "examination" is to afford us an opportunity to contribute and call attention to whatever we may perceive as requiring more clarification at each of the steps of the process. That makes us all "policy makers" even if not necessarily all "official" ones!

Bismarck's idea might have held true with imperial subjects, including those of his 19th century Germany, over whom he presided (1871-90) or even among dispossessed masses of present-day totalitarian regimes. That idea fails woefully with people living in unfettered democracies like America's. For, democracy, above all else, is about the right to know and participate!

No definition of public policy is written in stone. It helps, however, to think of public policy as an effort by legitimate public authorities to find solutions to public problems; that that effort entails making decisions/choices among alternative courses of action; doing something

substantive/tangible in the way of programs; and ensuring that those decisions and programs have an impact in the lives of citizens. This is a way of viewing public policy as happening at three levels: decisions, programs, impact.

Your task as a student and informed citizen is to develop greater curiosity and a willingness to contribute opinions in most of what governments at the local, state, national and even international levels are doing on our behalf. That is your right – a right that may not, in the words of John Stuart Mill, necessarily enable you to “govern” but may minimize the likelihood of your being “misgoverned.”

COURSE OBJECTIVES: At the completion of this course, the student should be able to:

- . give a meaningful definition of public policy**
- . detect problems that require public policy solutions**
- . understand the policy process from problem to resolution**
- . understand the role of legislators, executives, the courts, interest groups and ordinary citizens in the policy game**
- . distinguish between domestic and foreign policies**

ETHICS COMPONENT: Official policy makers are law makers. The laws they make can impact individuals and groups as reward or punishment. Since most law-making institutions, especially congress, are necessarily partisan, we should watch for how their policies apportion rewards and punishments. Is the majority party in Congress passing legislations that favor the re-election chances of its members instead of those that benefit the public in the long run? Is a partisan president vetoing bills just because they are not good for his party even if they are good for the public? Are Supreme Court decisions, especially on social issues (example, welfare) based strictly on ideological leanings or on equity? Do agencies dance to political, interest-group tunes instead of to rational, ethical tunes in their regulatory activities? These are some of the ethical questions that can be asked in the study of public policy.

REQUIRED TEXT

**James E. Anderson. 2006, Public Policy Making, 6th ed.
(Boston: Houghton Mifflin Company)**

LIBRARY COMPONENT:

Assignments, research and term-paper topics in this course will be framed in ways that compel the student to make use of additional (non- required-text) materials. These materials (available in the REFERENCE and RESERVE sections of the library) include: Congressional Quarterly, The Book of the States, The Humanist – A Magazine of Critical Inquiry and Social Concern, Congress and the Nation, “The Contract with America?: Origins and Prospects,” by John B. Bader, “Public Policies for Environmental Protection,” 2nd edition, 2000, by Paul R. Portney and Robert N. Stavins, eds.

READINGS

WEEK	TOPIC
1&2	The study of public policy Chapter 1 The policy-makers and their environment.
3	Official and Unofficial policy-makers Chp. 2
4	Levels of Politics Chp. 2 (p. 67-72)
5&6	Policy formation: problems, agendas and formulation Chp. 3
7&8	Policy adoption Chp. 4
9&10	Budgeting and public policy Chp. 5
11&12	Policy implementation Chp. 6
13&14	Policy impact, evaluation and change Chp. 7
15&16	Revision and final exams

COURSE ASSIGNMENTS:

2 take-home assignments	20%
1 in-class assignment	10%
1 in-class test (mid-term)	30%
Final exam or term paper	40%

**Student Classroom Decorum Expectations
(Included in all the Faculty Syllabi)**

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior i.e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress. Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records.