

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.



**TROY STATE UNIVERSITY
DISTANCE LEARNING CENTER
Course Syllabus for PA 6622DL
Survey of Public Administration
Term IV 2003-2004; March 15 - May 23, 2004**

INSTRUCTOR

Tammy Hall, PhD
10 Fleming Circle, Newport News, VA 23606-2921
Email: tbhphd@aol.com
Work Phone 757.274.0476
Home Phone 757.223.7388

METHOD OF INSTRUCTION:

This is a distance learning course and the Internet will be the primary source of communications. The student must be disciplined and maintain the recommended course schedule. Success in the course requires active student participation.

STUDENT/FACULTY INTERACTION

Distance learning courses require the students and faculty to interact. **All of your work is to be submitted as an attachment to email.** I will check email frequently and will download all submitted work at least once a week. It is important that you ask questions when you need to and I encourage you to use Blackboard's Discussion Board feature for this purpose so that everyone can see the questions and my answers.

CATALOG DESCRIPTION

The available alternatives for the government executive or manager involved in policy or decision-making processes. Development of a conceptual framework for differentiating types of public policies; for example, distributive, regulatory, redistributive. Examination of the contribution of economic, quantitative, and research techniques to the development, administration, and evaluation of policies.

COURSE OBJECTIVES

Upon completion of this course, students will demonstrate an understanding, analysis, and synthesis of:

- Agenda-setting
- The public policy process

- Public policy evaluation
- Values and beliefs about public policy formulation and evaluation
- Tools for public policy analysis

TEXTBOOKS

- Dye, Thomas R. *Understanding Public Policy*, 10th edition. (Prentice-Hall, ISBN 0-13-026008-8).
- Research as necessary to complete required assignments.

REQUIRED ADDITIONAL READING

There will be material posted to the Blackboard site to assist the student in meeting course requirements. **It is essential that the students read all of the information placed at the course site (on-line).**

COURSE REQUIREMENTS Please adhere to the due date for each requirement. Deductions will be assessed for course requirements not turned in to the instructor as scheduled in the syllabus. Deductions will be at the rate of 10 percent of the maximum score per week. A week is defined as 1 to 7 days late.

Class participation: Students are expected to read all assigned material and participate in class activities. Participation will enhance understanding of the course material. Participation in discussion of assigned cases is an essential component of the course. Students will earn points for timely and substantive participation in Discussion Board exercises. Timely means completed within the week the various exercises are scheduled. Substantive means discussion having relevance and major importance to the subject at hand.

Group Project: You will be assigned to a group to work on one of the core policy areas covered by the Dye textbook – criminal justice, health and welfare, education, economic, tax, international trade and immigration, environmental, civil rights, or defense. Groups will be assigned during the first week of class. Your assignment will be to present material on that area, and specifically identify a current policy issue in that field.

Journal Article Review: In lieu of a course research paper, students must conduct research to write an analysis of 5 articles from a professional journal of their choice (one of the journal articles will be assigned to you for presentation during week 2 or 3). To complete this assignment, search an academic journal, such as **Public Administration Review**, for a recent (2000 or later) article of interest to you. As with the group project, topic areas of choice are policy decisionmaking (ie, agenda setting, etc); or the policy areas (criminal justice, health and welfare, education, economic, tax, international trade and immigration, environmental, civil rights, or defense). Prepare a typed (3-5 pages double spaced) review in your own words of the article. The first part of your review will be a summary of the article. Information in the first part includes, but is not limited to, a description of the major question under investigation, methodology used to collect data, results, and the author(s) conclusions. In the second part address the application to the public manager and your opinion of the article. **Note: Book Reviews are not an acceptable source for the journal article review. Your JARs should be posted by the first day of the week that topic is covered so your classmates will be able to review your JAR and respond.**

Midterm Exam: A midterm, online exam will be conducted during the term as noted in the syllabus schedule. A final exam case study will be given during the last week.

GRADING POLICY: Weighted percentages.

Class participation	20%
Group Project	20%
Journal Article Reviews	25% (5% each)
Midterm Exam	15%
Final Exam	20%

GRADE SCALE: 91-100 percent = A, 81-90 percent = B, 71-80 percent = C,

61-70 percent = D, less than 61 percent = F.

"A" grades reflect the "wow" factor. This shows exceptional, extraordinary effort and results. This grade rewards work that achieves the highest level of excellence.

"B" grades reflect the "very good" factor. This shows effort exceeding average and work that is of high quality, but short of excellence.

"C" grades reflect average work and satisfactory results.

MAKE-UP POLICY

All work must be submitted to meet course requirements. No work may be done over to improve points and no extra credit work will be offered.

STANDARDS OF CONDUCT

By their enrollment, students are responsible for following the TSU "Standards of Conduct". Students may be disciplined up to and including suspension and expulsion for the commission of offenses as described on pages 34-35 of the Graduate Bulletin. As a reminder to TSU graduate students, the "Standards of Conduct" regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism. Cheating includes:

Copying, or relying upon, another student's answers or submitting another student's work as one's own, while completing any class assignment, study group assignment, or during in-class or take-home examinations.

Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. A good rule of thumb for correctly crediting a source is found in the citation below:

"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in the text. ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words." (*Publication Manual of the American Psychological Association*, 1994, pp.293-4.)

While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software. To avoid the pitfalls of plagiarism, students are strongly encouraged to review information available through Troy State University Writing Center resources (<http://www.troyst.edu/writingcenter/>) at the Purdue University Online Writing Lab.

INTERNET

The Internet will provide you opportunities to enhance you work. I highly encourage you to make use of the on line databases to which TSU subscribes. The online databases are an excellent source of material for your meta analysis paper. You can go to the Troy State University home page and link to library services. Available are topic bibliographies, on-line databases with full text articles, links to other key sites, etc.

AMERICAN WITH DISABILITIES ACT (ADA)

Any student whose disabilities fall within (ADA) must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements of this course.

INCOMPLETE GRADE POLICY

If you have to take an incomplete grade you must contact the professor and see if you qualify. You must be passing the course at the time of your request. Then you must obtain and fill in a request form for an incomplete grade and submit it to the professor ASAP. It must arrive prior to submission of grades. If it does not, the professor will total up the points earned and you will receive the letter grade that corresponds to those points.

SCHEDULE OF ASSIGNMENTS

Week 1 (15 – 21 March)

Introduction and Course Overview; Federalism

Readings: Dye, Chapters 1 and 12

Assignment: Review Course Material

Discussion Board: Post biographical information to the discussion board NLT 21 March.

Week 2 (22 – 28 March)

Policy Models and Process

Readings: Dye, Chapters 2-3

Assignment: Review Course Material

Discussion Board: Respond to discussion postings based on article assignments.

Week 3 (29 March – 4 April)

Public Policy Evaluation

Readings: Dye, Chapter 4

Assignment: Review Course Material

Discussion Board: Respond to discussion postings based on article assignments.

Week 4 (5 – 11 April)

Criminal Justice: Rationality and Irrationality in Public Policy

Defense: Strategies for Serious Games

Readings: Dye, Chapters 4 and 13

Assignment: Review Course Material. Group Projects for Criminal Justice and Defense due.

Discussion Board: If you selected either of these topics, post your JAR by 5 April; each student must respond to postings by 11 April.

Week 5 (12 – 18 April)

Health and Welfare: The Search for Rational Strategies

Education: The Group Struggle

Readings: Dye, Chapters 5 and 6

Assignment: Review Course Material. Group Projects for Health & Welfare and Education due.

Discussion Board: If you selected either of these topics, post your JAR by 12 April; each student must respond to postings by 18 April.

Week 6 (19 – 25 April)

Economic Policy: Incrementalism at Work

Tax Policy: Battling the Special Interests

Readings: Dye, Chapters 7 and 8

Assignment: Review Course Material. Group Projects for Economic and Tax Policy areas due.

Discussion Board: If you selected either of these topics, post your JAR by 19 April; each student must respond to postings by 25 April.

Week 7 (26 April – 2 May)

International Trade and Immigration Policy: Elite – Mass Conflict

Environmental Policy: Externalities and Interests

Readings: Dye, Chapters 9 and 10

Assignment: Review Course Material. Group Projects for International Trade & Immigration and Environmental Policy due.

Discussion Board: If you selected either of these topics, post your JAR by 26 April; each student must respond to postings by 2 May.

Week 8 (3 – 9 May)

Civil Rights Policy: Elite and Mass Interaction

Readings: Dye, Chapter 11

Assignment: Review Course Material. Group project for Civil Rights due.

Discussion Board: If you selected this topic, post your JAR by 3 May; each student must respond by 9 May.

Week 9 (10 – 16 May)

Final Exam – Case study
