Submit originals and one copy and electronic copy to Governance/Faculty Senate Office (email electronic copy to fysenat@uaf.edu)

REQUEST FOR CORE ORAL INTENSIVE DESIGNATOR

SUBMITTED BY:
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Contact: 

College/School: College of Liberal Arts
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Faculty: Amy Lovecraft
Contact: 

See http://www.uaf.edu/uafprov/faculty/cd for a complete description of the rules governing curriculum & course changes.

1. COURSE IDENTIFICATION:
Dept: PS
Course #: 403
No. of Credits: 3

COURSE TITLE

Existing Course: Public Policy

New Course Pending Approval* X

*Must be approved by appropriate Curriculum Council.

2. EMPHASIS DESIRED: (See Guidelines for Oral Intensive Designator)
Group (medium or large class)

Public (medium or large class)

Public (small class) X

Public (large class) "O/s"

3. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

PS F603 Public Policy
3 Credits
Offered Spring Even-numbered Years

Major policy models used in contemporary political science and application of these models to environmental sustainability and other social policy issues. Prerequisites: Graduate standing. (Cross-listed with NORS F603.) (3+0)

JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course designator applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

This course has been designed to fulfill undergraduate interest in public policy and help undergraduates to develop oral communication skills related to policy issues that interest them. This is a natural complement to the course's goals for graduate students which is to foster similar skills but at a level where the research and presentations would be suitable for a conference or legislative committee audience. Furthermore, while the undergraduates will take an exam related to the fundamentals of public policy analysis the graduate students will actually design their own research related to their public policy interests. Finally, there will be synergy towards the end of the course where graduate students will pair with undergraduates who share their interests to help the latter design their final presentations. This will enthrall the graduate students in teaching skills and foster undergraduate interest in research methods and subjects. The higher level of effort on the part of graduate students is detailed in the syllabus and there will be no compromising of course content or learning outcomes due to this stacking.
The attached syllabus must clearly reflect the following basic elements for the **ORAL COMMUNICATION** emphasis requested. **Please note them directly on the syllabus, using the corresponding letter.** (See Guidelines in this manual.)

**GROUP (medium or large class)**
- (Regularly enrolling at least 12 students)
- **A**
  - 15% of the final grade based on oral communication
- **B**
  - 1 ongoing, integrated group project with 5-8 students
- **C**
  - 2 presentations (minimum of 5 minutes per member)
- **D**
  - Question & Answer period for both presentations
- **E**
  - Group and Individual grading
- **F**
  - Instructor Evaluation/Feedback on all presentations

**PUBLIC (medium or large class)**
- (Regularly enrolling at least 12 students)
- **A**
  - 15% of the final grade based on oral communication
- **B**
  - 3 presentations (minimum of 5 minutes each)
- **C**
  - Question & Answer period for both presentations
- **D**
  - Instructor Evaluation/Feedback on all presentations

**PUBLIC (small class)**
- (Regularly enrolling less than 12 students)
- **A**
  - 15% of the final grade based on oral communication
- **B**
  - 2 presentations of 20 minutes with Question & Answer or 3 presentations of 10 minutes with Question & Answer
- **C**
  - Instructor Evaluation/Feedback on all presentations

**PUBLIC (large class)**
- **"O/2"**
- (Regularly enrolling 20 or more students)
- **A**
  - 7.5% of the final grade based on oral communication
- **B**
  - 1 presentation (minimum of 5 minutes), and
- **C**
  - 1 presentation of 8-10 minutes with Question & Answer
- **D**
  - Instructor Evaluation/Feedback on all presentations

**APPROVALS:**

Signature, Chair, Program/Department of: Political Science  
**Date: 10/20/09**

Signature, Chair, College/School Curriculum Council for: CLA  
**Date: 10/28/09**

Signature, Dean, College/School of: CLA  
**Date: 10/28/09**

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

Signature, Chair, Senate Core Review Committee  
**Date: **
6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

PS F 603 Public Policy
3 Credits Offered Spring Even-numbered Years
Major policy models used in contemporary political science and application of these models to environmental sustainability and other social policy issues. Prerequisites: Graduate Standing (Cross-listed with NORS F603.) (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

PS F 403 Public Policy
3 Credits Offered Spring Even-numbered Years
Major policy models used in contemporary political science and application of these models to environmental sustainability and other social policy issues. Prerequisites: Graduate Standing (Cross-listed with NORS F603.) (3+0)
The processes of policy development, implementation, and change are analyzed along with major policy frameworks and models used in contemporary political science. These frameworks and models will be applied to environmental sustainability and other social policy issues. Students will develop expertise in a specific policy area and complete oral presentations related to their policy interests. Prerequisites: PS 101 or permission of instructor. (Cross-listed with NORS 603. Stacked with PS603.) (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO [ ]  If Yes, DEPT [X]  NUMBER [NORS 603]

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM:

LETTER: [X]  PASS/FAIL: [ ]

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

There will be no impact. The course has been taught at the graduate level and materials in the UAF libraries and online were sufficient. The addition of the undergraduate portion will not require different materials

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.
Public Policy
PS 403 O / PS 603
Spring 2008
University of Alaska, Fairbanks

Professor Lovecraft

Meeting places and times: Tuesdays and Thursdays TBD

My contact information: My email address is ffall@uaf.edu. I will usually respond within 24 hours during weekdays. My office phone number is 907.454.2688. I do have voicemail and check it regularly during weekdays. My office hours ______.

The purpose of this course: This is a 3 credit course designed to introduce graduate and undergraduate students to the major policy models used in contemporary research. The goal of the course is to explain the processes of policy development, implementation, and change and to teach students to analyze major policy areas such as environmental sustainability, education, or other social policy concerns. Each student will be expected to develop expertise in a specific policy area. Students will begin with the actors in the policy and public administration process, then learn the major models of policy analysis and consider how they might apply them to their own research. One week in the middle of the course will be devoted to considerations of policy studies ethics and postmodern research concerns. Next, we will introduce specific readings related to each student’s area of study as suggested by the students during the course. At the end of the course we will work to synthesize what has been learned across the models and direct ourselves towards research design – including considerations of the Institutional Research Board at UAF. It should be noted that the materials we cover can apply to domestic, regional, or international policy studies.

Student Learning Outcomes: By the end of the semester the students will be able to choose appropriate policy study methodologies for research, have created an annotated bibliography of policy materials related to their interests, and be able to think critically about research design and execution of policy oriented projects. In addition, the undergraduates will have completed oral presentations related to their policy interests while the graduate students will each have written and presented a policy study project that will prepare them to analyze the policy arena pertinent to their thesis or dissertation goals.

Texts:


A variety of other texts will be made available on Ereserve or as handouts as the course progresses (e.g. Harding, Sandra. 1992. “After the Neutrality Ideal: Science, Politics, and Strong Objectivity.” Social Research, 59(3), 567-587 - and the texts that students suggest the group read)

Course Structure and Requirements: Please read the requirements carefully.

The readings assignments listed in the course schedule are to have been read prior to class on the day they are noted.

Because this course is being taught both as an advanced undergraduate and graduate class (stacked) the syllabus requirements must demonstrate a substantial difference between the work required of the undergraduate students and those taking the class at the graduate level. Please pay attention to the following:

The reading load of the students will be approximately 100-150 pages each week.

The coursework:
For graduate students consists of (1) response papers for every reading. These should be approximately 500-800 words. The response papers are due at the beginning of class when readings are covered. (2) there will be an annotated bibliography produced that directly pertains to each student’s thesis or dissertation work. This is to have 20 sources (books, journal articles, or clearly topical gray literature) not including those assigned in the course. (3) this annotated bibliography will accompany a final paper (2500 – 3000 words) and (4) presentation by each student of what he or she has learned and how this will apply to the thesis or dissertation project. This presentation should be 15 minutes long after which the professor and other students will engage the presenter in a discussion (defense) of his or her project (30 minutes total). This will be in a PPT format and be done at the end of the course. The student need not actually be ready to begin fieldwork, but going through the research design process for policy analysis will greatly prepare the student for when the “real” time comes. (5) each graduate student will be responsible for introducing a new reading to the class (a journal article or book chapter pertinent to public policy studies) and leading discussion for 1 hour of course time in relation to it. (6) Lastly, the graduate students will help the undergraduates prepare their final oral presentations.

For undergraduate students the coursework includes (1) an annotated bibliography of 15 sources (2 books, 8 journal articles, 5 reports) not including those assigned in the course, (2) a midterm exam, and (3 and 4) two oral presentations that conform to UAF “O” guidelines. As part of the student’s grade he or she must schedule a meeting with the Speaking Center before the first presentation.
This course will emphasize public communication and is designed for a small class context. During the semester each student will complete two presentations that are 20 minutes in duration. The first presentation will be tied to the course readings/subject on the presentation day. The student will conference with the professor prior to this presentation to discuss material and prepare. Included in the presentation will be a Q&A in which his or her classmates will engage the presenter related to the material. The student will conference again with the professor to review the assigned grade. The second, final presentation will be tied directly to the public policy the student has selected to research with the annotated bibliography. The timing will be the same. The final presentation requires the use of PPT. Undergraduates will be paired with graduate students for help with final oral presentations based on their interests.

Attendance is crucial in this seminar because students will be sharing each their ideas with one another in a forum that is guided to ensure that critical thinking and appropriate methods are recognized. The point of the course is for me to help you understand how to “do” policy analysis and then to apply it to the questions and subjects that interest you. In the past the collegial atmosphere of the course has greatly facilitated this mission and I expect that it will continue to do so.

In summary:
The 603 grades consists of weekly response papers 20%, annotated bibliography 20% paper associated with it 20%, providing reading and leading discussion 15%, final presentation 20%, assisting undergraduate student 5% = 100%

The 403 O grade consists of an annotated bibliography 20%, midterm exam 25%, oral presentations 20% each, attendance and participation 10%, speaking center appointment and advising by graduate student 5% = 100%

The grade scale: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-0 = F. Grades that have fractions of points of .5 or higher will be rounded up.

Scholastic Dishonesty: As described by UAF scholastic dishonesty constitutes a violation of the university rules and regulations and is punishable according to the procedures outlined by the UAF. Scholastic dishonesty includes, but is not limited to, cheating on an exam, plagiarism, and collusion. Cheating includes providing answers to or taking answers from another student. Plagiarism includes use of another author’s words or arguments without attribution. Collusion includes unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement. Scholastic dishonesty can be punishable by your removal from the course and a grade of F; dishonesty may be reported to the UAF administration. Please see the UAF code of conduct for more information. It is located in the UAF course catalog and available on the university website - http://www.uaf.edu/catalog/current/academics/regs3.html.

I provide reasonable accommodations for students with disabilities. At UAF the Office of Disability Services implements the Americans with Disabilities Act (ADA).
You can contact the Office in 203 WHIT at 474.7043. Please let me know at least one week in advance of any scheduled assignment or exam if you need an accommodation.

*This syllabus is subject to change by the professor at any time during the semester. However, any changes will not result in more work than already scheduled for the students.*

**COURSE SCHEDULE**

We will divide up undergraduate first presentations and graduate student discussions based on the number of students in week 1

*Introduction to Policy Studies*
**Week 1** – HRP Chapters 1 and 2; Sabatier Part 1

*Policy Actors, Institutions, and Instruments*
**Week 2** – HRP Chapters 3 and 4

*The Public Policy Process*
**Week 3** – HRP Chapters 5, 6, 7
**Week 4** – HRP Chapters 8, 9, 10

*Public Policy and the Political Process in the U.S.*
**Week 5** – Kingdon Chapters 1-5
**Week 6** – Kingdon Chapters 6 – 10

*Policy Analysis Frameworks*
**Week 7** – Sabatier Part 2
**Week 8** – Sabatier Part 3
**Week 9** – Sabatier Part 4 – Undergraduate Midterm (Sabatier Part 4 not required)
**Week 10** – Sabatier Part 5

The readings for Week 11 will be on Ereserve by week 9

*Post-modern Policy Studies*
**Week 11** – readings will be posted

Graduate students will have each submitted two (depending on class size) articles directly related to their own policy interests by the beginning of week 10. Undergraduates will read one of the two articles for each class. These will be posted on Ereserve and we will work through these readings in the next three sessions with the last day so summarize and synthesize the findings.

**Week 12** – Guided topical readings
**Week 13** – Guided topical readings
**Week 14** – Guided topical readings
**Week 15** – Graduate Presentations undergraduate attendance required!

**Final Exam period** – Final presentations by undergraduates, graduate student attendance required!