**UNIVERSITY OF THE PACIFIC**  
**COURSE APPROVAL FORM**  
**REVISION**

Please fill in all information. Required signatures are on page 2 of this form. Please return to: Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: Brian E. Klunk</th>
<th>Phone: 946-2927</th>
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<tbody>
<tr>
<td><strong>Date:</strong> October 7, 2004</td>
<td><strong>School or College:</strong> COP <strong>Department:</strong> Political Science</td>
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<tr>
<td><strong>Proposed Course #:</strong> POLS 119</td>
<td><strong>Title:</strong> Government in Action: Public Policy Analysis</td>
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<td><strong>Proposed Prerequisites:</strong> POLS 41 or instructor's permission</td>
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<td><strong>Proposed Units:</strong> 4</td>
<td><strong>Enrollment/Expected Enrollment:</strong> 15-2 <strong>Grade Option:</strong> Letter Grade</td>
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<tr>
<td><strong>Existing Course Title:</strong> The Policy Process</td>
<td><strong>Existing Course #:</strong> POLS 118</td>
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<tr>
<td><strong>Existing Unit Value:</strong> 4</td>
<td><strong>Existing Prerequisites:</strong> POLS 11, POLS 41</td>
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**Revised catalog description (attach additional sheet if necessary). Attach a syllabus:**  
Analysis and evaluation of how government makes and implements policy at various levels, including state and local.

**Describe the proposed changes and provide a rationale (attach additional sheet if necessary).**  
Name change better reflects course content and place in the Political Science curriculum. **Number change** because the course will now be offered annually. **Catalog change** is more accurate description.

**If approved, when will this be implemented?**  
- Fall [ ]  
- Spring [x]  
- Year 2006

**What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)?**  
None

**Describe any special facilities, furnishings, or technical needs. List software needs, if any.**  
None

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**U.O.P.**  
**OCT 25 2004**  
**REGISTRAR**
## APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

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<table>
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<tbody>
<tr>
<td>1. <strong>Action by department requesting addition/change:</strong></td>
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<td><strong>Approved by:</strong> Brian E. Hunter</td>
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<td>2. <strong>Action by the Curriculum Committee of the School/College:</strong></td>
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<td><strong>Approved by:</strong> Marina Kelly</td>
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<td>3. <strong>Action by the Dean of the School/College:</strong></td>
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<td><strong>Approved by:</strong> Marina Kelly</td>
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<td>4. <strong>Action by the Dean of the Library:</strong></td>
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<td><strong>Approved by:</strong> Dr. Craig Howard</td>
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<td>5. <strong>Action by the Director of Educational Technology Services (if computer lab, software needed):</strong></td>
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<td>6. <strong>Action by the Registrar:</strong></td>
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<td>7. <strong>Action by the General Education Committee (as appropriate):</strong></td>
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<td>8. <strong>Action by the Graduate Studies Committee (as appropriate):</strong></td>
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<td>9. <strong>Action by the Academic Affairs Committee:</strong></td>
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<td><strong>Approved by:</strong></td>
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After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
Government in Action: Public Policy Analysis

As an introduction to public policy and public policy analysis, this course will survey theories, frameworks, approaches, policy regimes and analytical tools in order to provide students with the basis for further study in policy analysis. The study of public policy requires knowledge of macrotheoretical theories, the policy context, the policy process, an understanding of goals, definitions of problems, and an appreciation of the tools of analysis. This course will focus on two types of policy research. First, applied policy research—what it is, how to do it, and what are the factors that promote/constrain its place in a policy process that is typically incremental, decentralized, and fragmented. Second, historical policy research—characterizing policy regimes over time and comparing and contrasting changing values, norms, and governing institutions during different time periods.

Course objectives: Upon completion of this course, students should be able to:

1. Discuss the range of policy analysis techniques in an informed manner;
2. Understand the role of formal policy analysis and research-based knowledge in public policy;
3. Understand the policy process, from planning to evaluation;
4. Improve their capacity to conceptualize policy problems, generate policy alternatives, and evaluate analytic materials;
5. Understand how the changing dynamics of American politics, society, and government affect policy regimes.
6. Discuss two important policy areas: housing and education.

Course Requirements: There will be a midterm and final examination. In addition, each student will write a 3-4 page take-home essay based on concepts learned in Shultze’s The Public Use of Private Interest (due Feb. 6), a 5-6 page take-home essay based on concepts learned in Stone’s Policy Paradox (April 22), and a midterm and final examination.

The final grade will be calculated in the following manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Take-Home Essay</td>
<td>15%</td>
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<tr>
<td>Policy report:</td>
<td>25%</td>
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<tr>
<td>Midterm Examination:</td>
<td>20%</td>
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<tr>
<td>Final Examination:</td>
<td>25%</td>
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<tr>
<td>Class Participation:</td>
<td>15%</td>
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Required Reading: The following books are available at the bookstore.


Sandra Newman (editor), The Home Front: Implications of Welfare Reform for Housing Policy (The Urban Institute)

Charles L. Schultze, The Public Use of Private Interest (The Brookings Institute)

Deborah Stone, Policy Paradox: The Art of Political Decision-Making, (New York: W.W. Norton & Co.)

Kathryn A. McDermott, Controlling Public Education: Localism Versus Equity (University Press of Kansas)

I. Macrotheoretical Perspectives and the Policy Context
(Dates are approximate)

January 16-21  Public Policy and American Politics
Stone, Policy Paradox, Introduction
Schultze, The Public Use of Private Interest, pp. 1-27

January 23-28 Ideas and the Public Interest
James Madison, The Federalist, No. 10
Schultze, The Public Use of Private Interest, pp. 28-65

January 30 The Market as Policy Force
Schultze, The Public Use of Private Interest, pp. 66-90
Deborah Stone, Policy Paradox, Introduction and Chapter 1
Take-home essay question distributed.
Essays due Feb. 6 in class

February 4-6 Techniques of Policy Analysis
Morton Keller, “Taking Stock,” in Keller and Melnick
McDermott, Controlling Public Education, Chapter 1, "The Democratic Dilemma of Local Control"

II. The Policymaking Process

February 11 Setting the Goals
Stone, Policy Paradox, Chapters 2-5
February 13-20  The Goals of Housing and Education Policy
Sandra Newman, "Introduction and Overview," and Sandra
Newman and Joseph Harkness, "The Effects of Welfare Reform on
Housing: A National Analysis," in The Home Front
McDermott, Controlling Public Education, Chapter 2, "Local
Control and Democracy in Education"

February 25  Midterm Examination

Feb. 27-March 6  Defining Problems
Stone, Policy Paradox, Chapters 6-10

March 11-13  No Classes-Spring Vacation

III.  Policy Strategies and Case Studies

March 18-27  Problems in Housing and Education
G. Thomas Kingsley and Peter Tatian, "Housing and Welfare
Reform: Geography Matters," Claudia Coulton, Laura Leete, and
Neil Bania, "Housing, Transportation, and Access to Suburban
Jobs by Welfare Recipients in the Cleveland Area" in The Home
Front
McDermott, Controlling Public Education, Chapter 3, "How
Localism Impedes the Quest for Equality"

April 1  No Classes—Easter Weekend

April 3-10  Solutions
Stone, Policy Paradox, Chapters 11-13
Amy S. Bogdon, "What Can We Learn from Previous Housing-
Based Self-Sufficiency Programs," in The Home Front
*Take-home essay question distributed April 3. Essays due April 15 in class.*

April 15-17  Rights and Power
Stone, Policy Paradox, Chapter 14-15
Reed Ueda, "The Progressive State and the Legacy of Collective
Immigrant Identities," and Peter Skerry, "The Racialization of
Immigration Policy," in Keller and Melnick and R. Shep Melnick,
"Separation of Powers and the Strategy of Rights: The Expansion
of Public Education,"

April 22-24  Social Welfare and Housing Policy
James Riccio, "Lessons from Welfare-to-Work Experiments,
Craig Thornton and Pamela Jones, "Increasing the Policy Value of
Evaluation Research on Housing and Self-Sufficiency," and
Sandra Newman, "From the Eye of the Housing Practitioner," in
The Home Front
Thea Skocpol, "From Beginning to End: Has Twentieth-Century
U.S. Social Policy Come Full Circle?" in Keller and Melnick

April 29-May 1  Education Policy
McDermott, Controlling Public Education, Chapters 4, "Localism
and Public Participation," 5, "Problems of the Apolitical Ideal," 6,
"Beyond Cookies and Co-optation: Parents and School
Governance," and 7, "How Should Schools be Governed?"

FINAL EXAMINATION

University of the Pacific Honor Code
The University Honor Code is an essential element in academic integrity. It is a violation
of the Honor Code to give information to or receive information from another student
during an examination; to use unauthorized sources during an examination; or to submit
all or part of someone else’s work or ideas as one’s own. If a student violates the code,
the faculty member may refer the matter to the Office of Student Life. If the student is
found guilty, the penalty may be failure of the assignment or failure of the course. The
student may also be reprimanded or suspended from the University. A complete
statement of the Honor Code may be found in the Student Handbook, Tiger Lore

Students with Disabilities
Please notify me about any special needs during the first week of the semester. Students
who need accommodations due to a disability should arrange a meeting with me during
office hours and provide an accommodations request letter obtained from the Office of
Services for Students with Disabilities in Bannister Hall—Room 101