January 2, 2014

Joseph Nagy  
General Education Governance Committee  
Attn: Myrna Dee F. Castillo, Program Representative  
College of Letters and Science  
A265 Murphy Hall  
405 Hilgard Ave.  
Los Angeles, CA  90095

Dear Members of the GE Governance Committee:

The Department of Public Policy proposes a General Education class, Public Policy 10A (PUB PLC 10A): “Introduction to Public Policy.” We additionally propose that the class be reunited from 4 units to 5 units.

PUB PLC 10A was selected to carry GE credit because currently Public Policy offers no GE-compliant courses. The course was revised expressly to address the GE principles laid out in the “Guidelines for the Certification of General Education Courses,” and the faculty added readings and increased the number of skill building/critical analysis (please see enclosed syllabus) workshops so that the courses will meet the requisite number of student contact and out-of-class hours for a five-unit course.

We request that PUB PLC 10A meet the Social Analysis subgroups under the Foundations of Society and Culture. The course is taught by Professors Michael A. Stoll and Mark Kleiman. Their approach is interdisciplinary in nature, and they draw more specifically from public policy, economics, political science, sociology, as well as ethnic and gender studies. The readings, assignments, and research methods therefore take a social science approach.

The attached information sheet and syllabus for PUB PLC 10A address in greater detail the course’s content and justification/rationale for GE-compliancy.

If you have any questions, please do not hesitate to contact Stacey Hirose, MSO, at x45050.

Sincerely,

Michael A. Stoll  
Chair, Department of Public Policy
General Education Course Information Sheet
Please submit this sheet for each proposed course

Department & Course Number: Public Policy 10A
Course Title: Introduction to Public Policy
Indicate if Seminar and/or Writing II course: ____________________________________________________________

1. Check the recommended GE foundation area(s) and subgroup(s) for this course

   **Foundations of the Arts and Humanities**
   - Literary and Cultural Analysis
   - Philosphic and Linguistic Analysis
   - Visual and Performance Arts Analysis and Practice

   **Foundations of Society and Culture**
   - Historical Analysis
   - Social Analysis

   **Foundations of Scientific Inquiry**
   - Physical Science
     *With Laboratory or Demonstration Component must be 5 units (or more)*
   - Life Science
     *With Laboratory or Demonstration Component must be 5 units (or more)*

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

   Public Policy studies the allocation of scarce resources towards socially defined ends; it is the study of choice and consequence. Public Policy 10A: Introduction to Public Policy surveys major theoretical concepts in public policy informed by theories from such disciplines as economics, political science, psychology and sociology. The course explores a diverse range of contemporary and policy relevant issues confronting local communities as well as the nation as a whole, including problems in the environment, education, economy, health care, immigration, housing, as well as issues such as crime and policing, to name a few.

3. List faculty member(s) who will serve as instructor (give academic rank):
   Mark Kleiman, Professor and Michael A. Stoll, Professor

   Do you intend to use graduate student instructors (TAs) in this course? Yes __ X__ No ____

   If yes, please indicate the number of TAs 2

4. Indicate when do you anticipate teaching this course over the next three years:

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<th>Year</th>
<th>Fall</th>
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<th>Spring</th>
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5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE?  Yes  X  No

If yes, provide a brief explanation of what has changed.  The course has changed to require an additional memo writing assignment, and to increase the number of critical analysis/skill building workshops from one to six.

Present Number of Units:  4  Proposed Number of Units:  5

6. Please present concise arguments for the GE principles applicable to this course.

- **General Knowledge**
  Public Policy 10A provides general knowledge in the policy making process, by examining 1) how governmental institutions and markets work and 2) how effective policy making and analysis solve societal problems. As such, students learn general theories, approaches, and methodologies from economics, political science, and other disciplines. They also learn how to apply the scientific method to problem solving, how research informs policymaking, and how to determine and conduct effective policy analysis and writing.

- **Integrative Learning**
  Public Policy 10A employs an approach to learning and teaching that is fundamentally integrative. The course compares and contrasts competing theories of social and economic phenomena/problems, and it analyzes how different approaches have varying implications for policy making (in design, motivation, or kind) to solve such problems. This method of teaching attempts to make students conscious of the assumptions that they make and values they hold in addressing problems. Furthermore, it makes the decisions they make and the recommendations/courses of action that they choose to solve problems more apparent. This learning method therefore integrates theory with application.

- **Ethical Implications**
  The study of public policy involves both descriptive and normative analysis, and it examines social problems and solutions through means that are typically considered “efficient” or “fair” (or both). Public Policy thus introduces students to normative analysis and theories of fairness. For example, the course surveys moral philosophy by considering theories of distributive justice, natural law, liberal theory and utilitarianism. Students determine through critical analysis whether and how these theories imply different meanings and consequences of what is “fair” and “just” for policy issues being considered.

- **Cultural Diversity**
  Public Policy 10A engages students in cultural diversity through analysis of a range of issues such as racial inequality, immigration, and sexual orientation. Cultural diversity is central to the study of public policy, and requires students to learn, for example, about demography (or about groups defined by race/ethnicity, immigrant status, etc.) as well as about theories and evidence of discrimination as they relate to race, gender, sexual orientation, etc. Moreover, students confront how to determine whether, why and how public policy is justified to intervene on issues (e.g., through affirmative action, gay marriage, border enforcement policy, etc.) and if there is intervention, how to observe changes in behaviors/outcomes and to evaluate the effectiveness of policies.
Critical thinking, rhetorical effectiveness, and problem solving are referred collectively as “Intellectual Skills” on the “Guidelines for the Certification of General Education Courses,” and in turn, they are addressed collectively below:

Public policy enhances students’ critical thinking and problem-solving of in a number of ways, which include independent research, critical analysis, data collection, and practical memo writing skills. By its very nature, policy analysis, a key component—and the action arm—of public policy involves problem-solving skills. Students are therefore trained to identify societal issues using critical thinking and incorporating normative and consequential analysis. Furthermore, they must consider the causes of phenomena under investigation and use data to support claims and evidence of effective approaches. Students must also propose solutions which require independent analysis of policy goals and objectives; the determination of relevant criteria; the identification of alternative policies to address problems; the application of methods to evaluate and choose appropriate policy; and the evaluation of the effectiveness of selected policies.

In the process, the course addresses library and information literacy by teaching students to collect evidence through variety of sources (and evaluate their legitimacy and validity) though a variety of outlets including the library, internet, government and private databases, etc. In terms of rhetorical effectiveness, students demonstrate their analysis through memo writing, a skill and writing style that is meant to provide useful information to decision makers in a succinct, precise, and accessible manner.

Rhetorical Effectiveness
See “Critical Thinking” above.

Problem-solving
See “Critical Thinking” above.

Library & Information Literacy
See “Critical Thinking” above.

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

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<td>2. Discussion Section:*</td>
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<td>3. Labs:</td>
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<td>4. Experiential (service learning, internships, other):</td>
<td>2</td>
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<td>5. Field Trips:</td>
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(A) TOTAL Student Contact Per Week 5 (HOURS)
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<th>(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)</th>
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<td>1. General Review &amp; Preparation:</td>
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<td>2. Reading</td>
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<tr>
<td>3. Group Projects</td>
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<tr>
<td>4. Preparation for Quizzes &amp; Exams:</td>
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<tr>
<td>5. Information Literacy Exercises:</td>
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<tr>
<td>6. Written Assignments:</td>
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<tr>
<td>7. Research Activity:</td>
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(B) TOTAL Out-of-class time per week                        (HOURS)

GRAND TOTAL (A) + (B) must equal at least 15  hours/week    15 (HOURS)

**In lieu of discussion section, the course will include a series of critical analysis/skill workshops aimed to enhance public policy and policy analysis skills.**
UCLA School of Public Affairs  
Department of Public Policy

PP 10A Introduction to Public Policy  
Prof. Michael A. Stoll  
mstoll@ucla.edu  
Office Hours:  
Rm. 6331 Public Policy Bldg.

TAs**  
Office Hours:  
e-mail:

**All TA Office Hours will be held in room 6336, Public Affairs Bldg.

Description: What is Public Policy? Do we need government intervention? If we do, why and how should government intervene? And, what tools do we need to help us decide how to intervene? These are some of the fundamental questions that form the ‘field’ of public policy. As is evident, public policy is about making decisions, usually tough ones at that where values, ideologies and politics come into play. Public policy analysts and policy makers are constantly making decisions, about whether to end affirmative action, about whether to tax firms that pollute, and about whether to have universal health care. Most often, these decisions are made in shifting and politically loaded environments. Decision-makers are constantly balancing morals, ethics, values and the like on the one hand with notions of ‘science’ (that is, dealing with uncertainties and complexities such as time constraints, incomplete information, exceptional situations in a rational way) on the other hand to decide how best to meet socially defined ends. This course introduces students to these challenges by providing students a general overview of the process, content and substance of public policy and policy analysis.

Objectives: This course is designed to introduce undergraduate students to the field of public policy, to overview key concepts in public policy analysis and to develop skills in public policy analysis. It proposes to do so by exposing students to the methods and ‘science’ of public policy, by writing public policy analysis papers, by inviting presentations by experts in the field of public policy and by case study learning. It also serves as the gateway course into the public policy minor program.

Requirements: The course requirements include 3 policy memos (45% of course grade), 2 mid-terms (40% of course grade), and workshop attendance and participation (15% of the course grade).

There are two (2) required books for class. The books are:

Public Policy: Perspectives and Choices by Charles L. Cochran and Eloise F. Malone (C & M).


The books are available from UCLA’s LuValle Store.
**Memo Assignments:** The paper assignments will include 3 memos (usually 4 pages long, not including the references, tables, figures, or supporting documentation; the latter documents should be attached to the back of the memo). The memos should be double-spaced, in 11-12 point font with 1” inch margins on all sides. The specific assignments will be passed out at least 10 days before assignments are due. Memos are due by 5:00pm on due date. Memos not turned in during class can be turned in Professor Stoll’s faculty box in Rm. 6338 on the 6th floor in the Public Policy Bldg. Only the instructor will excuse late memos. All other late memos will be penalized by one-third a letter grade per late day.

**Please make one copy (either hard or electronic disk copy) of all memos. If memo is accidentally misplaced or lost by either student or faculty, you should have a copy readily available.**

Paper assignments will also be available online. Web address will be provided in class.

**Midterms:** There will be two midterms in the course. Midterms are closed notes and closed books, will take place in-class and will cover all reading materials (covered in class or not) from the previous midterm. The midterms will include multiple choice, short answer and essay type questions. Make-up midterms will only be given with approval of the instructor, and only for exceptional circumstances. Makeup midterm arrangements must be made before the formal midterm. Failure to do so will result in grade penalties that will be determined by the instructor.

**Critical Analysis/Skill Building Workshops:** There will be six mandatory workshops required for the course. These workshops, led by the TAs, will be held throughout the quarter during regularly scheduled days/times TBD. All will be held in Room 1246 in the Public Affairs Building. The workshops will cover issues regarding how to research, develop, organize, write and memos and how to effectively present data through use of PowerPoint and Excel software applications. The workshops are necessary for developing critical analysis, research skills, and effective memo writing and presentation. The grading of memos for the course will in part reflect the principles learned during the workshops.

**Week 1**

Monday (9/27) *Course Introduction*

Wednesday (9/29) *What is Public Policy and why do we need it?*

- Readings, C & M, Ch. 1 Basic Concepts in Public Policy
Week 2

Monday (10/4) *Process of Policy Analysis*

Readings, Bardach, Policy Analysis, Pages 1-53.

*Values, Morals, Ideas and Constraints in Public Policy*

Readings, C & M, Ch. 4 Polarized Politics, Ideology, and Public Policy

Discuss **Memo #1**
Handout Memo #1 Assignment (Due Tuesday 10/26)

Wednesday (10/6) *Values, Morals, Ideas and Constraints in Public Policy* Continued

Readings, C & M, Ch. 4 Polarized Politics, Ideology, and Public Policy

**Memo Writing Workshop**

Week 3

Monday (10/11) *Economics and Public Policy*

Readings, C & M, Ch. 5 Economic Theory as a Basis of Public Policy

Wednesday (10/13) *Rational Policy Analysis*

Readings, C & M, Ch. 2 Methods and Models for Policy Analysis

Week 4

Monday (10/18) *Rational Public Choice*

Readings, C & M, Ch. 3 Rational Public Choice

Wednesday (10/20) **Midterm #1** – Covers topics through Mon (10/18)
Week 5

Monday (10/25) Economic Policy

Readings, C & M, Ch. 6 Economic Policy: Translating Theory into Practice

Memo #1 Due (Tuesday 10/26)

Wednesday (10/27) Economic Policy continued

Readings, C & M, Ch. 6 Economic Policy: Translating Theory into Practice

Week 6

Monday (11/1) Environmental Policy

Readings, C & M, Ch. 12, Environmental Policy: Issues on a Global Scale

Discuss Memo #2
Handout Memo #2 Assignment (Due Friday 11/19)

Wednesday (11/3) Public Policy Internships & the Undergraduate Minor

Special Visit, Maciek Kołodziejczak, Graduate Student Advisor, Dept. of Public Policy
Nancy Huynh, Graduate Student Advisor, Dept. of Public Policy

Week 7

Monday (11/8) Crime Policy

Readings, C & M, Ch. 8 Crime: Changing Issues, New Concerns

Wednesday (11/10) Inequality and Public Policy

Readings, C & M, Ch. 7 The Politics and Economics of Inequality

Week 8

Monday (11/15) Education Policy
Readings, C & M, Ch. 9 Education Policy: A Larger Role for National Government

Wednesday (11/17) Health Policy

Readings, C & M, Ch. 10 Health Care: Diagnosing A Chronic Problem

Memo #2 Due (Friday 11/19)

Week 9

Monday (11/22) Housing Policy

Readings, C & M, Ch. 11 Mortgage Meltdowns and Reregulation

Discuss Memo #3
Handout Memo #3 Assignment (Due Thursday 12/9)

Wednesday (11/24) Memo #3 Library Research

Week 10

Monday (11/29) Open Topic

Wednesday (12/1) Midterm #2 - Covers topics from Wednesday 10/25 through Monday (11/29)

Memo #3 Due Thursday, December 9 by 5:00pm
Summary of Assignment Due Dates

Memos:— Due by 5:00pm, Rm. 6338 Public Policy Bldg., Prof. Stoll’s Faculty Mailbox

Memo #1 Due Tuesday (10/26)
Memo #2 Due Friday (11/19)
Memo #3 Due Thursday (12/9)

Midterms: – In Class
Midterm 1, Wednesday (10/20)
Midterm 2, Wednesday (12/1)

Workshop: - Six mandatory workshops are scheduled for the course.

Workshops: TBD
All will be held in Room 1246, Public Affairs Building
## Course Revision Proposal

### Public Policy 10A

**Introduction to Public Policy**

**Requested revisions that apply:**

- Renumbering
- Title
- Format
- Requisites
- Units
- Grading
- Description

**Concurrent Listing:**
- Add New
- Change Number
- Delete

**CURRENT** | **PROPOSED**
--- | ---
**Course Number** | Public Policy 10A | Public Policy 10A
**Title** | Introduction to Public Policy | Introduction to Public Policy
**Short Title** | INTRO-PUBLIC POLICY | INTRO-PUBLIC POLICY
**Units** | Fixed: 4 | Fixed: 5
**Grading Basis** | Letter grade only | Letter grade or Passed/Not Passed
**Instructional Format**
- Primary Format
  - Lecture
- Secondary Format
  - None
- Describe Other
  - Critical Analysis and Skill Building Workshops (6 per quarter)
**TIE Code** | LECN - Lecture (No Supplementary Activity) [T] | LECS - Lecture (Plus Supplementary Activity) [T]
**GE** | No | Yes
**Requisites** | None | None
**Description**
Lecture, three hours; outside study, nine hours. Overview of principal topics of contemporary policy analysis, developing their applications with examples from instructor's own research, visitors, small student projects, or field trips. Letter grading.

Lecture, three hours; workshops and outside study, three hours. Overview of principal topics of contemporary policy analysis, developing their applications with examples from instructor's own research, visitors, small student projects, or field trips. P/NP or letter grading.

**Justification**
The Department of Public Policy has submitted a proposal to have Public Policy 10A meet GE Social Analysis requirements. In turn, it will now require 6 critical analysis/skills building workshops and additional reading assignments. In turn, the Department requests that the uniting of the course be increased from 4 to 5 units and that the course be taken for P/NP or a letter grade.

**Syllabus**
File [PP 10A Syllabus GE Final 20131223.pdf](https://web.registrar.ucla.edu/cims/courses/coursenewmodify.asp?CID=61760&nextpage=courseformreviseview.asp&tdb=CIMS[1/17/2014 1:26:15 PM]) was previously uploaded. You may view the file by clicking on the file name.

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<tr>
<td>Contact Name</td>
<td>STACEY HIROSE</td>
<td></td>
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<tr>
<td>E-mail</td>
<td><a href="mailto:stacey@luskin.ucla.edu">stacey@luskin.ucla.edu</a></td>
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## ROUTING STATUS

**Role:** Registrar's Scheduling Office  
**Status:** Pending Action

- **Role:** L&S FEC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040  
  - **Status:** Returned for Additional Info on 1/16/2014 3:56:04 PM  
  - **Changes:** TIE Code  
  - **Comments:** Routing to Doug Thomson in the Registrar's Office.

- **Role:** FEC Chair or Designee - Freisthler, Bridget J. (FREISTHLER@LUSKIN.UCLA.EDU) - 61602  
  - **Status:** Approved on 1/16/2014 3:32:08 PM  
  - **Changes:** TIE Code  
  - **Comments:** No Comments

- **Role:** Department/School Coordinator - Paul, Stanley Mitchell (PAUL@LUSKIN.UCLA.EDU) - 68966  
  - **Status:** Returned for Additional Info on 1/16/2014 3:27:39 PM  
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- **Role:** UgC Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040  
  - **Status:** Returned for Additional Info on 1/16/2014 10:35:43 AM  
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  - **Comments:** Routing to Stanley. Not a College of Letters & Science course. Please route to Luskin FEC for approval, and then to Registrar.

- **Role:** Dean College/School or Designee - Loukaitou-Sideris, Anastasi (SIDERIS@UCLA.EDU) - 69679  
  - **Status:** Approved on 1/10/2014 1:39:33 PM  
  - **Changes:** TIE Code  
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- **Role:** Department/School Coordinator - Paul, Stanley Mitchell (PAUL@LUSKIN.UCLA.EDU) - 68966  
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- **Role:** Department/School Coordinator - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050  
  - **Status:** Returned for Additional Info on 1/6/2014 12:54:42 PM  
  - **Changes:** TIE Code  
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