

UCLA Luskin School of Public Affairs

Department of Public Policy

Advancing Knowledge in the Public Interest

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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.

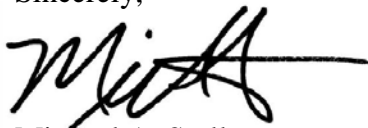
PUB PLC 10A was selected to carry GE credit because currently Public Policy offers no GE-compliant courses. The course was revised expressly to address the GE principles laid out in the "Guidelines for the Certification of General Education Courses," and the faculty added readings and increased the number 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-compliance.

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 subgroups(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____ X
- Social Analysis _____ X

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:

2013-2014	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>130</u>	Enrollment	_____	Enrollment	_____
2014-2015	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>100</u>	Enrollment	<u>100</u>	Enrollment	_____
2015-2016	Fall	<u>X</u>	Winter	<u>X</u>	Spring	_____
	Enrollment	<u>100</u>	Enrollment	<u>100</u>	Enrollment	_____

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

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)

- | | | |
|---|-------------------|---------|
| 1. Lecture: | <u>3</u> | (hours) |
| 2. Discussion Section:* | <u> </u> | (hours) |
| 3. Labs: | <u> </u> | (hours) |
| 4. Experiential (service learning, internships, other): | <u>2</u> | (hours) |
| 5. Field Trips: | <u> </u> | (hours) |

(A) TOTAL Student Contact Per Week **5** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)		
1. General Review & Preparation:	<u>2</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	<u> </u>	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	<u> </u>	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>1</u>	(hours)
(B) TOTAL Out-of-class time per week	<u> </u>	(HOURS)
GRAND TOTAL (A) + (B) must equal at least 15 hours/week	<u>15</u>	(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).

A Practical Guide for Policy Analysis, by Eugene Bardach.

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 Kolodziejczak, 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



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Course Revision Proposal

Public Policy 10A Introduction to Public Policy	
Requested revisions that apply:	
	Renumbering Title Format Requisites Units Grading Description
Multiple Listing:	Add New Change Number Delete
Concurrent Listing:	Add New Change Number Delete
CURRENT	PROPOSED
Course Number	Public Policy 10A
Title	Introduction to Public Policy
Short Title	INTRO-PUBLIC POLICY
Units	Fixed: 4
Grading Basis	Letter grade only
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]
GE	No
Requisites	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.
Justification	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.
Syllabus	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.
Supplemental	File PP_10A_Syllabus_GE_Final_20131223.pdf was previously uploaded. You may view the file by clicking on the file name.

Information		
Effective Date	Fall 2004	Winter 2014
Department	Public Policy	Public Policy
Contact	Name STACEY HIROSE	
Routing Help	E-mail stacey@luskin.ucla.edu	

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
Changes:	TIE Code
Comments:	Bridget, upon your approval, route to UgC Coordinator Myrna Castillo
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
Changes:	TIE Code
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
Comments:	No Comments
Role:	Department/School Coordinator - Paul, Stanley Mitchell (PAUL@LUSKIN.UCLA.EDU) - 68966
Status:	Returned for Additional Info on 1/10/2014 10:02:38 AM
Changes:	TIE Code
Comments:	Routing to Luskin Associate Dean, Academic Affairs, Prof. Anastasia Loukaitou-Sideris.
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
Comments:	Rerouting to Luskin School per College of Letters and Science. Approved for Michael A. Stoll, Professor and Chair, Department of Public Policy by Stacey Hirose, MSO and designee, Department of Public Policy.

Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 1/3/2014 11:09:03 AM
Changes:	TIE Code, GE, Description
Comments:	Routing back to Stacey. Not a College of Letters & Science course. Please route within School of Public Affairs.

Role:	Department Chair or Designee - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050
Status:	Approved on 12/24/2013 10:10:28 AM
Changes:	TIE Code
Comments:	Approved for Michael A. Stoll, Professor and Chair, Department of Public Policy by Stacey Hirose, MSO and designee, Department of Public Policy.

Role:	Initiator/Submitter - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050
Status:	Submitted on 12/24/2013 10:08:36 AM
Comments:	Initiated a Course Revision Proposal

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