SYLLABUS

POL 335: AMERICAN PUBLIC POLICY

UNIVERSITY OF PORTLAND

DR. PHILIPP KNEIS

Adjunct Assistant Professor
437 Buckley Center

Contact: **kneis@up.edu**; Phone: +1-541-602-5321 (Cell); Skype: philipp.kneis

Class: Wednesdays, 4:10-6:55 PM

Office hours: after class via zoom

Syllabus Version 1.0 – 08/21/2021 – living syllabus / subject to change

1. COURSE INTRODUCTION

This course analyzes policy-making in the United States. Special attention is given to selected domestic policies to illustrate how policies are developed and adopted and the role played by administrative organizations in implementing them.

2. COURSE PHILOSOPHY & POLICIES

2.1. Class Objective

The **main objective** of this course is to foster critical thinking on the basis of increased domain knowledge and advanced theoretical reflections on the topic of the class. The readings offered are academic articles or political documents. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

2.2. Assignment Rationale

Assignments in this class are meant to develop student research and discussion on the topic. These are the assignments – see also below for a detailed description. Assignment 6 should also be sent via e-mail to the instructor to preempt technical issues with the online class system. Text presentations are posted on Moodle.

1. Ongoing assignment: active participation in the discussion. Graded will be the extent of activity, but not its content. You should aim to post regularly, at least once a week. If that is not possible, post whenever you can, and let me know about a possible individual schedule.
2. One presentation of one assigned text (due depending on when the text is scheduled).
3. 3 response essays that collects preliminary ideas for student research.
4. Presentation of preliminary research ideas to the class towards the end of term, in order to gather peer and instructor feedback for final research paper.
5. Final research paper, based on the research ideas and response essays.

2.3. General Guidelines

- You are required to **read this syllabus in full**. Please direct any questions directly to the instructor in person or via e-mail. Please also monitor announcements in case the schedule needs to change.
- Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. 11 for descriptions of assignments, and p. 11 for student learning outcomes.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. **This is a place to learn, not a place to be perfect.** You do not need to be intimidated. Everyone is in the same boat.
- **Respect your fellow students**. Everybody should feel safe to be as honest as possible. People are indeed able to **see things differently**, even though they have the same facts. If somebody makes what could be seen a mistake, be patient and understanding. Focus any **critique** on the argument and the issue, not on the person making the statement. We are all learning, and we will never be perfect.
- Language skills should not distract from your message. I do not grade language and style per se, but if writing mistakes distract too much from your argument, so that any reasonable reader would have difficulties understanding it, your grade may be affected. Writing is difficult for everyone, and takes years of practice and skill. Feel free to ask for help if you feel that your writing needs improvement and use the institutional support provided by the university.
- In the case that I feel **attendance/participation and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress.

2.4. Discussions

- Over the years, I have seen that whenever there is a strong instructor presence in a discussion board, **student participation in the discussions** goes down. Therefore, I will limit my contributions in the

discussion forum. I will read student entries and respond whenever I feel there is a need to correct something or add a perspective that has not been addressed so far, or when discussion participation is low. But the main point of the discussion board is student peer discussion, and not overwhelming instructor input.

- For every assignment posted in the discussion board (text presentation, research presentation), there is also a mandatory **Q&A** component. I will wait a while till I grade such assignment to incorporate how the presenter handles peer responses.

- **Regular participation** in the class is mandatory.

2.5. Communication with Instructor

- Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.

- If you feel you need **additional feedback** about how you are doing in class, do not hesitate to write me an e-mail. Usually, if you are posting regularly, and turn in all the required assignments on time and following instructions, you will be successful in this class.

- Given that this is an online class, I am very flexible in helping you manage your time, and to find an individual route through the class if necessary.

- Please feel free to contact me about any aspect of the course, or your performance. Let me know as soon as possible if there are any issues that might need my immediate attention. I'm always willing to learn myself, and to improve the class whenever necessary.

2.6. The Learning Commons

This year, you have the choice of working with Learning Commons peer educators face-to-face in Buckley 163 or online in Zoom or Teams.

The Learning Commons invites you to connect with trained writing assistants, tutors, and consultants as an *effective learning strategy* for greater success in your college courses. As with any skill, *practice* helps. Engaging with peer educators is a form of practice that can make your college learning experience more enjoyable and successful.

The Writing Center: Students can increase their confidence and competence in writing by booking an appointment at www.up.mywconline.net. Please note WCONLINE is not associated with your UP login credentials. The first time you schedule an appointment, you will be prompted to create a WCONLINE account. To make appointments at a time not offered on the scheduler, you can send an email request to writing@up.edu, providing the course information, assignment details and a list of possible appointment times. Please allow up to 48 hours for response time.

Appointments for all other tutoring programs can be accessed through our Bookings Scheduler at https://bit.ly/learning-up or on our website at https://www.up.edu/learningcommons/. Please make appointments *at least* 12 hours in advance.

- **Group Work Lab**: Our Group Work Lab peer consultants can help project groups run effectively. Students can meet as a group to develop their project with a Group Work Lab consultant for both in-person and online group projects.

- **Language Studio**: Students can meet with French, German, Spanish, and Chinese language tutors to practice their conversational skills and unlock their understanding of grammar.

- **Speech & Presentation Lab**: Students can improve the highly sought-after skills of presentation writing and delivery with our trained peer consultants.

Tutoring works best when you use it proactively and consistently throughout the semester. For example, you can use the Writing Center for brainstorming ideas for a paper and later for working on your first draft. Likewise, those seeking tutoring can work with a tutor a few times in the weeks leading up to a test. We also welcome small group appointments for 2-4 students at a time, as such social learning can be very effective.

Embedded tutoring and PAL: The Learning Commons offers embedded tutoring and online Peer Assisted Learning (PAL) group sessions for specific classes. PAL sessions are voluntary and offer you the opportunity to learn material through collaborative learning activities that are guided by a trained peer facilitator. Your instructors, embedded tutors, or PAL facilitators will contact you if your class offers this option.

Our peer educator resources are here for you

Questions about the Learning Commons and our programs can be directed to the Learning Commons staff at learning@up.edu.

2.7. Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

2.8. Accessibility Statement

The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment to meet with your faculty member to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, you should meet with your faculty member to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

2.9. Mental Health Statement

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at www.up.edu/healthcenter or at 503-943-7134. Their services are free and confidential, and if necessary they can provide same day appointments. In addition, after-hours phone counseling is available if you call 503-943-7134 and press 3 outside of business hours. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

2.10. Ethics of Information

The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information including: considerations of

intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the Ethical Use of Information at libguides.up.edu/ethicaluse.

2.11. Non-Violence Statement

The University of Portland is committed to fostering a community free from all forms of violence in which all members feel safe and respected. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, we take a stand against violence. Join us in learning more about campus and community resources, UP's prevention strategy, and reporting options on the Green Dot website, www.up.edu/greendot or the Title IX website, www.up.edu/titleix.

2.12. University of Portland's Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

2.13. Remote Learning

Remote learning presents unique challenges to both faculty members and students in the online environment. Working together, we can create a successful learning community by following some important guidelines.

- To be successful in remote learning, all students must have access to a functioning computer with a working microphone, camera, and headphones or headset. Students who do not have access to such technology may contact the Office of Financial Aid for possible assistance.
- All course content will be available through course Moodle pages accessible through the UP Portal (PilotsUP). Students should have a working knowledge of both Zoom and Microsoft Teams.
- Students are expected to attend all class sessions, whether synchronous or asynchronous, according to the instructor's direction, and follow guidelines for class conduct during online sessions (e.g. muting, camera on/off, respectful use of chat, etc.)
- If a student does not feel well enough to attend class remotely, they should communicate with their instructor as to how to make up missed work.
- For the benefit of students who are not able to attend class due to illness or temporary internet problems, all classroom sessions will be recorded or made available on the course Moodle site in some other method. **Students may not distribute or share any course images or recordings without the permission of the instructor.**

2.14. COVID-19 safety policies

The Learning Commons will follow current UP safety guidelines for the semester. Our COVID-19 safety protocols are subject to change depending on the current situation with the virus. The most up-to-date policies and protocols will be posted on our website and in the Learning Commons in BC 163.

Learning Assistance Counselor: Learning assistance counseling is also available in BC 101. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

3.　SCHEDULE

3.1.　Abbreviated Schedule – Everything on One Page

UNIT 1: INTRODUCTION TO PUBLIC POLICY

- ❖ *Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation is ideal). Post to the discussion board during the relevant week when you can; I allow for maximum flexibility.*
- ❖ *Assignment 2: Present one Text of your choice in the week the text is assigned (10 points)*

1. *Introduction*
2. *Theories of Public Policy*

UNIT 2: PUBLIC POLICY ANALYSIS

3. *Making Sense of Politics and Policy*
4. *Human Behavior, Institutions and Discourse*
5. *Narratives and Social Construction*
6. *Communication and Education*

UNIT 3: ETHICS AND SOCIETY

7. *Ethics*
8. *Fall Break*
   - ❖ *Assignment 3: Response Essay "Can Democracy Be a Model for the World?" due Monday of Week 9, till 8PM PT*
9. *Social Policy*

UNIT 4: POLICY AREAS

10. *Foreign Policy*
11. *Environmental, Energy, Indigenous and Rural Policy*
12. *Aging, Co-Construction and Politics of Recognition*

UNIT 5: STUDENT RESEARCH

13. *Open Session / Student Presentations Session I*
14. *Student Presentations Session II*
15. *Presentations Session III*
    - ❖ *Assignment 4: Present your own research, via Moodle AND Discussion Board*
16. *Exam Week: Final Paper Due*
    - ❖ *Assignment 5: Send in Final Research Paper "How has the American political system worked with regards to a specific policy issue?" by Thursday, December 9, 8 PM PT, on Moodle*

Detailed Schedule as follows.

3.2. Detailed Schedule

UNIT 1: INTRODUCING PUBLIC POLICY

❖ *Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation is ideal). Post to the discussion board during the relevant week when you can; I allow for maximum flexibility.*

❖ *Assignment 2: Present one Text of your choice in the week the text is assigned (10 points)*

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1. Introduction

Wednesday, August 25

Syllabus, Assignments, Introductions

1. Pecorino, Philip. "Kant, The Categorical Imperative, and the Golden Rule."

2. Heilbroner, Robert L. "What has posterity ever done for me?" *The New York Times,* Jan. 19, 1975.

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2. Theories of Public Policy

Wednesday, September 1

1. Peters, B. Guy, and Philippe Zittoun. "Introduction." *Contemporary Approaches to Public Policy*. Palgrave Macmillan, London, 2016. 1-14.

2. Hardin, Garrett. "The tragedy of the commons." *Journal of Natural Resources Policy Research* 1.3 (2009): 243-253.

3. Roots, Roger I. "When laws backfire: Unintended consequences of public policy." *American Behavioral Scientist* 47.11 (2004): 1376-1394.

4. Sabatier, Paul A. "Toward better theories of the policy process." *PS: Political Science & Politics* 24.2 (1991): 147-156.

UNIT 2: PUBLIC POLICY ANALYSIS

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3. Making Sense of Politics and Policy

Wednesday, September 8

1. Weber, Max. "Politics as Vocation." (Speech at Munich University, 1918). Published as "Politik als Beruf." In: *Gesammelte Politische Schriften.* Munich, 1921. 396-450. English Version 1968.

2. Anyebe, Adam A. "An overview of approaches to the study of public policy." *e-Bangi* 15.1 (2018).

3. Skidmore, Max J. "Ethics and Public Service." *Annals of the American Academy of Political and Social Science* 537 (1995): 25-36.

4. Hoppe, Robert. "Policy analysis, science and politics: from 'speaking truth to power' to 'making sense together'." *Science and public policy* 26.3 (1999): 201-210.

Other Texts (Voluntary)

4.   Human Behavior, Institutions and Discourse

5.   Narratives and Social Construction

6.   Communication and Education

UNIT 3: ETHICS AND SOCIETY

7.	Ethics

❖ ***Assignment 3: Response Essay "Discuss a Failure of US Policy and Sketch a Possible Solution" due Friday of Week 7, till 8PM PT***

Wednesday, October 6

1. Arendt, Hannah. "Thinking and moral considerations: A lecture." *Social Research* (1971): 417-446.

2. Nussbaum, Martha C. "Beyond the social contract: capabilities and global justice. An Olaf Palme lecture, delivered in Oxford on 19 June 2003." *Oxford Development Studies* 32.1 (2004): 3-18.

3. McLoughlin, Daniel. "The fiction of sovereignty and the real state of exception: Giorgio Agamben's critique of Carl Schmitt." *Law, Culture and the Humanities* 12.3 (2016): 509-528.

4. Manuel, Tiffany. "Envisioning the possibilities for a good life: Exploring the public policy implications of intersectionality theory." *Journal of Women, Politics & Policy* 28.3-4 (2007): 173-203.

8.	Fall Break

9.	Social Policy

Wednesday, October 20

1. Riesman, David, Denney Reuel, and Glazer Nathan. The Lonely Crowd: A Study of the Changing *American Character*. 1952. Chapter 1.

2. Biesta, Gert, and Robert Lawy. "From teaching citizenship to learning democracy: overcoming individualism in research, policy and practice." *Cambridge journal of education* 36.1 (2006): 63-79.

3. Head, Brian W. "Wicked problems in public policy." *Public policy* 3.2 (2008): 101-118.

UNIT 4: POLICY AREAS

10.	Foreign Policy

Wednesday, October 27

1. Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.

2. Kagan, Robert. "Power and Weakness." *Policy Review* 113. June & July 2002. 3-28.

3. Biden Jr, Joseph R. "Why American Must Lead Again: Recusing US Foreign Policy after Trump." *Foreign Aff.* 99 (2020): 64.

4. Ashford, Emma. "Biden wants to return to a 'normal' foreign policy. That's the problem." *New York Times*, August 25 (2020).

5. Jacobs, Lawrence R., and Benjamin I. Page. "Who influences US foreign policy?." *American political science review* 99.1 (2005): 107-123.

Other Texts (Voluntary)

6. Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3–18.

7. Huntington, Samuel P. "The clash of civilizations?." *Culture and politics*. Palgrave Macmillan, New York, 2000. 99-118.

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11.   Environmental, Energy, Indigenous and Rural Policy

Wednesday, November 3

1. Vreja, Lucia Ovidia, and Sergiu BĂLAN. "The Fourth Industrial Revolution And Sustainability." *Proceedings of the INTERNATIONAL MANAGEMENT CONFERENCE*. Vol. 14. No. 1. Faculty of Management, Academy of Economic Studies, Bucharest, Romania, 2020.

2. Giordono, Leanne S., et al. "Opposition "overblown"? Community response to wind energy siting in the Western United States." *Energy Research & Social Science* 43 (2018): 119-131.

3. Smith, Linda Tuhiwai. *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., 2013. (excerpts)

4. Kneis, Philipp. "Rural policy and the cultural construction of the urban/rural divide in the United States and Europe." *The Routledge handbook of comparative rural policy*. Routledge, 2019. 223-234.

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12.   Aging, Co-Construction, Recognition

Wednesday, November 10

1. Kneis, Philipp, and Keith Baker. "Understanding the dimensions of aging and old age in rural areas." *The Routledge handbook of comparative rural policy*. Routledge, 2019. 203-211.

2. Pickard, Susan. "Governing Old Age: The Case Managed 'Older Person.'" *Sociology* 43.1 (2009): 67-84.

3. Wilson, Gail. "Co-Production and Self-Care: New Approaches to Managing Community Care Services for Older People." *Social Policy & Administration* 28.3 (1994): 236-250.

Other Texts (Voluntary)

4. Iser, Mattias. "Recognition", The Stanford Encyclopedia of Philosophy. Edward N. Zalta (ed.), https://plato.stanford.edu/archives/sum2019/entries/recognition. Summer 2019.

UNIT 5: STUDENT RESEARCH

13.   *Student Presentations Session I*

Wednesday, November 17

❖   ***Assignment 4: Present your own research, via Moodle AND Discussion Board***

14.   *Thanksgiving Break*

Wednesday, November 24

Thanksgiving

15.   *Presentations Session II*

Wednesday, December 1

Student Presentations Session II

❖   ***Assignment 4: Present your own research, via Moodle AND Discussion Board***

16.   *Exam Week: Final Paper Due*

❖   ***Assignment 5: Send in Final Research Paper***
        by Thursday, December 9, 8 PM PT, on Moodle

4. BIBLIOGRAPHY OF REQUIRED TEXTS

Week.Text#	Texts in alphabetical order
3.02	Anyebe, Adam A. "An overview of approaches to the study of public policy." *e-Bangi* 15.1 (2018).
7.01	Arendt, Hannah. "Thinking and moral considerations: A lecture." *Social Research* (1971): 417-446.
10.04	Ashford, Emma. "Biden wants to return to a 'normal' foreign policy. That's the problem." *New York Times*, August 25 (2020).
10.03	Biden Jr, Joseph R. "Why American Must Lead Again: Recusing US Foreign Policy after Trump." *Foreign Aff.* 99 (2020): 64.
9.02	Biesta, Gert, and Robert Lawy. "From teaching citizenship to learning democracy: overcoming individualism in research, policy and practice." *Cambridge journal of education* 36.1 (2006): 63-79.
4.04	Durnova, Anna, Frank Fischer, and Philippe Zittoun. "Discursive approaches to public policy: Politics, argumentation, and deliberation." *Contemporary approaches to public policy*. Palgrave Macmillan, London, 2016. 35-56.

10.06   Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3–18.

11.02   Giordono, Leanne S., et al. "Opposition "overblown"? Community response to wind energy siting in the Western United States." *Energy Research & Social Science* 43 (2018): 119-131.

6.02   Giroux, Henry, and Peter McLaren. "Teacher Education and the Politics of Engagement: The Case for Democratic Schooling." *Harvard Educational Review* 56.3 (1986): 213-239.

6.01   Habermas, Jürgen. "The public sphere: An encyclopedia article." *Critical Theory and Society A Reader*. Routledge, 2020. 136-142.

3.05   Hajer, Maarten. "A frame in the fields: policymaking." *Deliberative policy analysis: Understanding governance in the network society* (2003): 88.

2.02   Hardin, Garrett. "The tragedy of the commons." *Journal of Natural Resources Policy Research* 1.3 (2009): 243-253.

9.03   Head, Brian W. "Wicked problems in public policy." *Public policy* 3.2 (2008): 101-118.

1.02   Heilbroner, Robert L. "What has posterity ever done for me?" The New York Times, Jan. 19, 1975.

3.04   Hoppe, Robert. "Policy analysis, science and politics: from 'speaking truth to power' to 'making sense together'." *Science and public policy* 26.3 (1999): 201-210.

10.07   Huntington, Samuel P. "The clash of civilizations?." *Culture and politics*. Palgrave Macmillan, New York, 2000. 99-118.

5.03   Ingram, Helen, Peter deLeon, and Anne Schneider. "Conclusion: Public policy theory and democracy: The elephant in the corner." *Contemporary approaches to public policy*. Palgrave Macmillan, London, 2016. 175-200.

5.02   Ingram, Helen M., and Anne L. Schneider. "Public Policy and the Social Construction of Deservedness." *Deserving and Entitled: Social Constructions and Public Policy* (2005): 1-28.

12.04   Iser, Mattias. "Recognition", The Stanford Encyclopedia of Philosophy. Edward N. Zalta (ed.), https://plato.stanford.edu/archives/sum2019/entries/recognition. Summer 2019.

10.05   Jacobs, Lawrence R., and Benjamin I. Page. "Who influences US foreign policy?." *American political science review* 99.1 (2005): 107-123.

4.01   John, Peter, Graham Smith, and Gerry Stoker. "Nudge nudge, think think: Two strategies for changing civic behaviour." *The Political Quarterly* 80.3 (2009): 361-370.

4.02   John, Peter. "Behavioral approaches: How nudges lead to more intelligent policy design." *Contemporary approaches to public policy*. Palgrave Macmillan, London, 2016. 113-131.

10.02   Kagan, Robert. "Power and Weakness." *Policy Review* 113. June & July 2002. 3-28.

5.01   Kaplan, Thomas J. "Reading policy narratives: Beginnings, middles, and ends." *The argumentative turn in policy analysis and planning*. Routledge, 2002. 175-193.

11.04   Kneis, Philipp. "Rural policy and the cultural construction of the urban/rural divide in the United States and Europe." *The Routledge handbook of comparative rural policy*. Routledge, 2019. 223-234.

12.01   Kneis, Philipp, and Keith Baker. "Understanding the dimensions of aging and old age in rural areas." *The Routledge handbook of comparative rural policy*. Routledge, 2019. 203-211.

10.01	Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.
7.03	McLoughlin, Daniel. "The fiction of sovereignty and the real state of exception: Giorgio Agamben's critique of Carl Schmitt." *Law, Culture and the Humanities* 12.3 (2016): 509-528.
7.04	Manuel, Tiffany. "Envisioning the possibilities for a good life: Exploring the public policy implications of intersectionality theory." *Journal of Women, Politics & Policy* 28.3-4 (2007): 173-203.
7.02	Nussbaum, Martha C. "Beyond the social contract: capabilities and global justice. An Olaf Palme lecture, delivered in Oxford on 19 June 2003." *Oxford Development Studies* 32.1 (2004): 3-18.
1.01	Pecorino, Philip. "Kant, The Categorical Imperative, and the Golden Rule."
4.03	Peters, B. Guy. "Institutionalism and public policy." *Contemporary approaches to public policy*. Palgrave Macmillan, London, 2016. 57-72.
2.01	Peters, B. Guy, and Philippe Zittoun. "Introduction." *Contemporary Approaches to Public Policy*. Palgrave Macmillan, London, 2016. 1-14.
12.02	Pickard, Susan. "Governing Old Age: The Case Managed 'Older Person.'" *Sociology* 43.1 (2009): 67-84.
9.01	Riesman, David, Denney Reuel, and Glazer Nathan. The Lonely Crowd: A Study of the Changing *American Character*. 1952. Chapter 1.
2.03	Roots, Roger I. "When laws backfire: Unintended consequences of public policy." *American Behavioral Scientist* 47.11 (2004): 1376-1394.
2.04	Sabatier, Paul A. "Toward better theories of the policy process." PS: Political Science & Politics 24.2 (1991): 147-156.
3.03	Skidmore, Max J. "Ethics and Public Service." Annals of the American Academy of Political and Social Science 537 (1995): 25-36.
11.03	Smith, Linda Tuhiwai. *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., 2013. (excerpts)
11.01	Vreja, Lucia Ovidia, and Sergiu BĂLAN. "The Fourth Industrial Revolution And Sustainability." *Proceedings of the INTERNATIONAL MANAGEMENT CONFERENCE*. Vol. 14. No. 1. Faculty of Management, Academy of Economic Studies, Bucharest, Romania, 2020.
3.01	Weber, Max. "Politics as Vocation." (Speech at Munich University, 1918). Published as "Politik als Beruf." In: *Gesammelte Politische Schriften.* Munich, 1921. 396-450. English Version 1968.
12.03	Wilson, Gail. "Co-Production and Self-Care: New Approaches to Managing Community Care Services for Older People1." *Social Policy & Administration* 28.3 (1994): 236-250.
6.03	Wolfe, Michelle, Bryan D. Jones, and Frank R. Baumgartner. "A failure to communicate: Agenda setting in media and policy studies." *Political Communication* 30.2 (2013): 175-192.

5. COURSE ASSIGNMENTS AND GRADING

General Remarks:

- All these assignments are **submitted in writing**. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF), the response and research paper are only sent to the instructor via e-mail (if you do not receive a confirmation that I have received it within 2 business days, please tell me).

- You are expected to use **correct English**. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).

- Pages have to be numbered.

- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

> Name, First Name: Text Presentation, MM/DD/YYYY
>
> **Title of Your Presentation (either a topical title, or "Presentation on the Text by N.N.")**
>
>
> Text (of the length specified)
>
>
> **Works Cited**
>
> List the works you cited, either APA or MLA style

Researching Articles and Books:

- Any materials you find for use in your own research should be coming from **academic journals or books**. You may also use original sources (media examples), but need to find 2 research articles minimum.

- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on **analysis**, and on commenting on other research. **The articles chosen for this class are supposed to serve as examples**.

- You can find such materials, for instance, through the use of **Google Scholar** (http://scholar.google.com). **Library catalogs** will be available to you as well.

- **News sources and statistics** can be used – but only to supplement research articles, not to replace them.

- **Internet sources** are good if they are of a scholarly nature.

- **Wikipedia** can be a good starting point for research – it is never its ultimate end!

Explanation of individual assignments:

❖ **1 Discussion Board (10 points / 20%).**
Due Regularly

Students will have to participate regularly in the Moodle discussion board.

Additional Guidelines:
- **Introduce yourself initially** to Moodle by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week.
- You then need to write **at least 10 posts for Moodle of substantial length and quality**. Quality posts are those that are substantial in content and indicate that the student is engaged with the course readings and content (i.e. posts are not "off the top of your head," but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.
- You are **also expected to respond in other ways**, by briefly commenting on other people's comments. These will not be graded, as they are part of the class conversation.

Grading: 10 points total
- 1 point per post, but only a maximum of 10 points.

❖ **2 Presentation of one assigned text (5 points / 10%).**
Due depending on when the text is assigned, via Assignments & Discussion Board

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In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional. You may upload texts as separate documents, or post in the forum. Mark it as "**Text Presentation**".

Additional Guidelines:
- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I.

Grading: 5 points total
- complexity of the argument (3 points)
- correct rendition of the text's argument (½ point)
- correct citations (½ point)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

> ❖ **3   Midterm Response Essay (10 points / 20%).**
> **Due Friday of Week 7, 8 PM Pacific Time, via Assignments**

This is an opinion piece which is based upon the seminar readings and discussions, and can already prepare ideas for your research. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

Grading: 10 points total
- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 22, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

> ❖ **4   Research Presentation (10 points / 20%).**
> **Due Anytime During Weeks 14/15, via Assignments & Discussion Board**

Students will present a topic of their own choice to the entire class. The presentation should be the equivalent **2 pages of text and a PowerPoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

Additional Guidelines:
- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I.

Grading: 10 points total
- complexity of the argument (5 points)
- correct rendition of the your argument (1 point)
- additional scholarly sources (3 points)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

> ❖ **5   Final Research Paper on a topic of your own choice (15 points / 30%).**
>   **Due Thursday of Week 16, 8 PM Pacific Time, via Assignments**

This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

Grading: 15 points total
- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 22, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (up to 2 points)
- 1 point per cited article or book that you individually researched (up to 3 points)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

6.   FINAL GRADE DISTRIBUTION

Maximum possible points: 50 points

1. Discussion Board: 10 points
2. Text Presentation: 5 points
3. Response Paper: 10 points
4. Research Presentation: 10 points
5. Research Paper: 15 points

A	95%	to under or equal	100%	47.5	to under or equal	50	points
A-	90%	to under	95%	45	to under	47.5	points
B+	87%	to under	90%	43.5	to under	45	points
B	83%	to under	87%	41.5	to under	43.5	points
B-	80%	to under	83%	40	to under	41.5	points
C+	77%	to under	80%	38.5	to under	40	points
C	73%	to under	77%	36.5	to under	38.5	points
C-	70%	to under	73%	35	to under	36.5	points
D+	67%	to under	70%	33.5	to under	35	points
D	63%	to under	67%	31.5	to under	33.5	points
D-	60%	to under	63%	30	to under	31.5	points
F	0%	to under	60%	0	to under	30	points

7. STUDENT LEARNING OUTCOMES

7.1. Political Science Learning Outcomes:

Political science and global affairs graduates of the University of Portland will be able to:

1. Demonstrate elementary knowledge within three areas of the discipline of political science--American Politics, world politics, and political theory--that will serve as the building blocks for mastery of the discipline over time.

    a) Demonstrate foundational knowledge of key concepts, theories and discourses within American politics, world politics, and political theory.

2. Understand and demonstrate a foundational knowledge of methodological approaches in political science.

    a) Understand the role that theory plays in guiding methodological decisions within research.

    b) Demonstrate knowledge of the fundamentals of conducting research in political science for a variety of methodological approaches.

3. Demonstrate advanced knowledge/mastery of political science subfields, including international relations, comparative politics, American politics, and political theory by critically assessing their key concepts, theories, and discourses.

    a) Identify and explain the key concepts, theories, and discourses of the scholarly research within the subfields of the discipline.

    b) Critically evaluate the key concepts, theories, and discourses of scholarly research within the subfields of the discipline.

4. Analyze and apply key concepts, theories, and discourses in at least one of the four subfields of political science.

    a) Articulate a critical analysis of a problem within political science through a research paper (18-25 pages) that establishes a novel research question, clear thesis, cogent argumentation and conclusions, and that properly engages the relevant scholarly literature in the given field.

    b) Within this research paper, apply the fundamentals of a research design as mastered in POL 250 *Political Inquiry and Analysis*.

(up.smartcatalogiq.com/2021-2022/bulletin/College-of-Arts-and-Sciences/Degrees-and-Programs/Political-Science)

7.2. General Learning Outcomes

Students who take this course will be able to

1. Identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to political and social dimensions of various forms of media. This included the ability to identify and evaluate core ideas of media theory, and the arguments that support them. This includes knowledge in political science theory and cultural studies and is measured through coursework.

2. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of the relationship between media and the state, and work with texts ancient and modern that help you situate current social issues.

3. Accumulate, contextualize, recall, analyze and critically interpret some of the major issues in political theory as well as critical domain knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science and cultural studies.

4. Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. Also follow the principle of a "ruthless criticism of everything existing" (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences.

5. Express the basic argument of a scholarly text and use it as a resource.

6. Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner.

Discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, and conduct own research.

7.3.   University Core Course Requirements

The University of Portland offers a liberal arts Core Curriculum with a vision of students acquiring knowledge, skills, and values that will prepare you to respond to the needs of the world and its human family, while having a foundation of multiple lenses to address enduring questions of human concern. The University Core Curriculum strives to achieve   this vision by cultivating six habits of heart and mind in all graduates regardless of major.

As a priority for this Core class, our focus is the "Global and Historical Consciousness" habit. As part of developing that habit, this course will prioritize students learning to (1) use scientific thinking to understand how the world works, and to (3) use empirical analysis to address human, social, or ecological problems. Toward this end, as one specific Core learning outcome for this class, the expectation is that students who complete this course will be able to demonstrate their understanding of the Global political system by applying their scientific knowledge and empirical analysis to relevant political problems in the world.

8. GENERAL ARGUMENTATION RULES (FOR PRESENTATIONS AND PAPERS)

- If you refer to somebody or a text, always provide a detailed source. Never say "As Aristotle has said, …" but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.

- Be respectful of others' opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter ("*argumentum ad rem*"), not at the person ("*argumentum ad hominem*").

- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature ("straw man argument").

- Base your argument on a solid database, not just on your own experiences or things you have heard ("anecdotal evidence").

- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy ("argument from authority").

- Just because something occurs in nature, does not make it good ("naturalistic fallacy").

- See also: www.fallacyfiles.org

9. APPENDIX I: PRESENTATION GUIDELINES

9.1. When Introducing a Text

These questions need not be answered verbatim or in that order– but address them or be kept in mind.
- What is it about?
- Who is the author? (relevant if important person of history –– but no extended biographies)
- What is the context?
- What is the line of argument?
- What are the theoretical assumptions? Does the text speak to a specific school of thought?
- How is it written? What can you derive from the structure of the text?
- How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
- Provide own evaluations and analysis, briefly.

9.2. When Presenting Your Own Analysis or Argument

These questions need not be answered verbatim or in that order– but address them or be kept in mind.
- Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
- Provide a clear line of argument
- Prefer analysis over opinion, personal experiences and anecdotal knowledge
- Be clear to differentiate between your own analysis and someone else's.

9.3. Q&A Rules

- Welcome critique as an opportunity to better yourself.
- When critiquing others, aim the argument at the issue, not the person, and remain respectful.
- When you don't know what to answer, offer to follow up with them later –– don't improvise.

9.4. General Presentation Rules

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A class presentation is supposed to help you to learn, you are not expected to be perfect.

9.4.1. Content

- The presentation is not about you. It is about the content.

9.4.2. Structure

- You are *communicating*, not talking *at* somebody.
- Make sure you do everything to get your message across in the short time you have.
- Tell them what you're about to tell them. –– Tell them. –– Tell them what you've just told them.
- Intelligent redundancy is good.
- Patronizing is bad.

9.4.3. Modes of Presenting

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.
- Make eye contact as much as possible.
- Provide a handout with your most important points, central quotes or data (brief!), works cited, and your contact information.

Reading out a written text:
-       pro: safety, you tend to forget less, you can formulate better
-       contra: inflexible, less communicative

Speaking freely (without notes):
-       pro: flexible, can adapt to audience quickly, communicative
-       contra: needs experience, you may forget things, imperfect formulations
-       you may compensate with a handout

Speaking freely with notes
-       possibly best of both worlds
-       you may even write an introduction & a closing to read out

9.4.4. Time

-       Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
-       Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

9.4.5. Technology

-       Use technology only if necessary.
-       Only use technology that you know how to handle.
-       Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA. Assume no HDMI compatibility.
-       Make backups of your presentation. Make a backup of the backup.
-       Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
-       Sometimes, a Moodle is enough.
-       A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
-       Be prepared for tech to break down.

9.4.6. Attire

-       Appear professional. This is work, it should look like that.
        Respect your audience.
-       There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something; promise to get back with more information.

-       Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

9.4.7. Remember Murphy's Law

-       Nothing is as easy as it seems. –– Everything takes longer than expected. –– And if something can go wrong it will, –– at the worst possible moment.

-       Well, hopefully not. But be prepared anyway. Presentations are always a test of how to react to unforeseen circumstances, and the more you practice, the more experienced you'll be. Good luck!

9.5. Netiquette: How to Present Yourself Online

-       Always remember you are still talking to human beings – it is very easy to lose sight of that online.
-       Try to build community with your fellow students by being active in the discussion, by responding to their posts, and by taking part in the Q&A peer critique process after uploaded assignments.
-       Check your spelling --- mistakes in writing are unnecessary distractions from what you want to say.
-       Name your sources.

-       Be concise but substantial. Remember that people tend to read in an F-pattern online: first paragraphs are read, then beginnings oftentimes just scanned (sadly). Make it interesting.

10. APPENDIX II: CITATION GUIDE MLA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01. The major rules MLA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

    "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

Bibliographical reference in parentheses (Author Year: Page):

    Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

    Blabla blabla (Soja 1989a: 37).

    Blabla blabla (Soja 1989b: 1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g.   Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation.* London: Pluto, 2000. 116-30.

(use ed. for one Editor, eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. "Article". *Magazine Title*. Magazine Number (Year): Pages.

e.g.   Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g.   Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

For internet articles: Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g.   Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS*. pbs.org/kera/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

e.g.   World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002. who.int/ageing/publications/active/en. Retrieved 08/25/2011.

Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.

11. APPENDIX III: CITATION GUIDE APA

You can use MLA or APA style for citations, see: owl.english.purdue.edu/owl/resource/560/01. The major rules for APA style are summarized here, as follows:

Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with [squared] brackets to distinguish them from possible (round) brackets within the quotation:

    "*Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy, 2000, p. 122)

Bibliographical reference in parentheses (Author Year: Page):

    Blabla blabla (Soja, 1989, p. 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

    Blabla blabla (Soja, 1989a, p. 37).

    Blabla blabla (Soja, 1989b, p.1).

Footnotes should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

For articles in collective volumes:

Name, First Name. (Year). Article. In: Editor1FirstName Editor1LastName & Editor2FirstName Editor2LastName Editor (Eds.). *Larger Volume* (pages of chapter). Publishing Place: Publishing House.

e.g. Kennedy, Liam. (2000). Paranoid Spatiality: Postmodern Urbanism and American Cinema. In: Balshaw Maria & Liam Kennedy (Eds.). *Urban Space and Representation* (pp. 116-30). London: Pluto.

(use Ed. for one Editor, Eds. for multiple Editors)

For articles in journals or magazines:

Name, First Name. (Year). Article. *Magazine Title*. Magazine Number, Pages.

e.g. Foucault, Michel. (1986). Of Other Spaces. *Diacritics* 16.1, 22-27.

For monographs:

Name, First Name. (Year). *Larger Volume*. Publishing Place: Publishing House. Pages.

e.g. Soja, Edward. (1989). *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso.

For internet articles: Name, First Name. (Date of Publication). Article. *Main Web Site Title*. Retrieved from URL on MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. (n.d.). "The US-Mexican War: A Major Watershed." *PBS.* Retrieved from pbs.org/kera/usmexicanwar/war/major_watershed.html on 09/01/2009.

e.g. World Health Organization. (2002). *Active Ageing: A Policy Framework*. Geneva: WHO. Retrieved from who.int/ageing/publications/active/en on 08/25/2011.

Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.