

APPENDIX.

Supplementary Information to selected Proposals

CLAS Committee on Curricula and Courses

March 16, 2004

2004-24 German 1xxW. German Literature in English.

Proposed Syllabus

GOALS

This course will introduce you to representative works of German literature in English. Apart from developing your close reading and critical thinking skills, the course focus is on improving your writing and on beginning to understand the literature and history of another culture.

German Literature in English is intended to broaden your education in the Liberal Arts. Special emphasis will be placed upon working with perspectives, formulations, histories, and mentalities different from the North American cultural context and on learning about another country's canonical literature.

ATTENDANCE

Attendance in this class is absolutely essential to remain in good standing. Therefore this course has the following attendance policy: you will be allowed 3 *unexcused absences*, no questions asked. If you exceed that limit, your course grade will be affected by way of the participation portion. When you miss class, it is *ALWAYS* your responsibility to find out the assignment for the next class session. If you must miss class because of a serious family emergency or due to academic conflict, please let me know as soon as possible. Under these circumstances I will be happy to help you with work you have missed. Minor illnesses which are not properly documented (i.e. a note from a physician explicitly stating that you are unable to participate due to illness) are not excused.

CLASS PARTICIPATION

Class sessions are largely discussion based with occasional group work. Your participation grade (see below) is dependent upon your regular and active participation in class, which in turn requires your regular preparation (homework assignments). While attendance is an important aspect of this, it is no less important that you engage in discussions as active, productive, mature members of the class. Counter-productive participation will not be tolerated. Each student will be required to give a brief (5-minute) presentation to the class on topics related to the readings and discussions. This presentation will be factored into your participation grade.

READING

As a literature class, there will be a considerable amount of reading required. While every attempt will be made to keep reading assignments manageable, you in turn are responsible for reading what is assigned, when it is assigned. Furthermore, you will be expected to read in an active manner; class discussions will always be based on the expectation that you have read the assignment for the day *and* thought about it. You will frequently be given discussion questions to consider while reading the text as part of your preparation for discussion.

WRITING

As you are aware, this is a “W” course. As such, it is designed to help you develop your writing skills through practice and feedback. University regulations require that W courses assign a minimum of 15 typescript pages and that students receive comments and suggestions from the instructor on their work. Regulations also stipulate that it is impossible for students to pass a W course if their writing is of failing quality. While comments made by the instructor are intended to provide some guidance in improving your work, they should by no means be considered the only improvements necessary. In the end, your work is your own and your own responsibility. All students are required to make at least one visit to the Writing Center (CLAS 159) during the semester for help on their assignments. You will be given 3 major writing assignments of 5-pages each. In addition, you will also have smaller writing assignments, not all of which will be graded but all of which will factor into your grade.

All written assignments (including ones that are not “papers”) must be typewritten and double-spaced using a font no bigger than 12-pitch (Times or New Times Roman are recommended) and using margins no bigger than 1” on each side. Hand-written assignment will be returned and considered late.

REWRITES

All students will be required to submit a second draft of their first major assignment of the semester. After this, all papers receiving a C- or less require a 2nd draft; all others are optional. The final grade on an assignment will be the *average* of the two drafts. The most a grade can be raised is a full letter grade; more commonly it will be less than that. If a second draft shows little or no improvement over the first draft it is possible that the grade will not be changed at all.

LATE ASSIGNMENTS

Papers are to be submitted in hardcopy (paper) form at the beginning of class the day they are due. Any paper submitted late will be reduced by 1/3 of a grade for each day late. After 6 days, an assignment will not be accepted as a first draft and will receive an F. At the discretion of the instructor, the assignment might be accepted as a rewrite and the final grade will be the average of “F” and the letter grade it earns. No late rewrites will be accepted.

EMAIL POLICY

Email addresses will be collected from all students on the first day of class. Please provide the email address you most frequently use and check regularly. On occasion, the instructor might request assignments submitted by email. Papers submitted by email must be received before the start of class on the day they are due. Any emailed submission received after the class period will be considered 1 day late.

ACADEMIC INTEGRITY

Work assigned for this class must be your own original work. Any and all outside sources must be cited according to either the conventions of the MLA or Chicago Style. Anyone caught plagiarizing an assignment or suspected of submitting work they have not done themselves will receive a failing grade for the class. The student will be notified of this in writing and a copy of this notification will be sent to the office of the Dean of the College of Liberal Arts and Sciences

as called for in the student code of conduct. Ignorance is not considered a defense and you are encouraged to review the details of this code yourself (<http://www.dosa.uconn.edu/code2.html>).

EXAMS

There will be two exams in the semester: a midterm and a final exam during the scheduled examination period. The tests will be a combination of short identifications and essays; the latter will require you to perform such tasks as the following: discuss themes, imagery, or historical context in relation to a specific work; compare and contrast several works that you have read.

GRADING

Class participation 30%

Writing assignments 50%

Exams 20%

TEXTS

The following books are on the mandatory reading list for this class. You are expected to secure a copy of each and to bring the book assigned to each class discussion. You will also be given photocopied articles on occasion, which you must likewise bring to class.

Thomas Mann, *Tonio Kröger*

Franz Kafka, *The Metamorphosis and Other Stories*

Irmgard Keun, *The Artificial Silk Girl*

Wolfgang Borchert, *The Man Outside*

Ingeborg Bachmann, *The Book of Franza*

Monika Maron, *The Silent Close No. 6*

Bernard Schlink, *The Reader*

Benjamin Lebert, *Crazy*

TENTATIVE WEEKLY SCHEDULE

Dates Topics Of Note
Grimm's Fairy Tales / 19th Cent. Germany
Mann / Wilhelmine Germany
Kafka / Austria-Hungary
Kafka / Topic & Thesis Paper 1
Keun Keun / Weimar Germany
Borchert Midterm Week
Bachmann / Paragraph Structure
Bachmann / West Germany Paper 2
Maron / East Germany & Cold War
Maron / Argument Structure
Schlink / Conclusion Paragraphs Paper 3
Schlink / Post Reunification
Lebert / Young Germany

2004-30

Date: February 25, 2004

To: Political Science Faculty

From: Senior Vice Provost Maryanski

Dean MacKinnon

Subject: Transition of Department of Public Policy

The following provisions will guide the development of the Department of Public Policy (DPP)

as described in the "Proposal for a Department of Public Policy," and its transition from the Department of Political Science (POLS):

Beginning in the Fall semester of 2004, DPP faculty will be responsible for staffing the MPA and MSR courses, and POLS faculty will be responsible for POLS courses.

The net gain or loss in POLS courses taught for 2004-05 will depend on the number of faculty currently in POLS whose tenured/tenure track assignments are moved to DPP. Potentially, as many as nine members of POLS may opt to move to DPP. The following chart depicts current teaching assignments for 2004-05 for each of these nine faculty:

DPP POLS

Best 2 0

Bifulco 1 Tri-Campus

Dautrich 1 1

Donahue 2 2

Hettinger 2 2

Lewis 2 2

McDermott 1.5 1.5

Simonsen 2 1

Robbins 1 Tri-Campus

Once each of the nine faculty above chooses a departmental home, the number of net gains or losses in POLS courses for 2004-05 may be calculated. Monika McDermott's position is currently full-time in POLS.

Senior Vice Provost Maryanski has agreed to provide the necessary resources to POLS so that it can offer the number of courses currently scheduled for the 2004-05 academic year.

The number of TA's assigned to POLS will not be reduced from the number assigned during 2003-04. The three half-teaching assistantships which have been awarded to MPA students to support POLS courses will be retained by POLS.

There are nine POLS tenured/tenure track faculty who currently have responsibilities in both the POLS department and the MPA/MSR programs. These faculty include Drs. Best, Bifulco, Dautrich, Donahue, Hettinger, Lewis, McDermott, Simonsen and Robbins. Each of these faculty may individually opt to join the new Department of Public Policy (after its formal creation by the Board of Trustees expected on March 23, 2004), or to remain in the POLS department.

Before August 15, 2004, Monteith 222 and 224a will be transferred from CSRA to POLS.

Courses currently in the MSR/MPA programs or expected to be taught at Tri-Campus by DPP faculty will have DPP numbers beginning in Fall 2004. POLS can decide to cancel or also keep these as POLS courses. A list of the courses to be assigned DPP numbers is attached. Cross-listing courses will follow the normal UConn process which requires agreement by both DPP and POLS.

From academic year 2004-05 through academic year 2007-08, DPP undergraduate and graduate courses with significant Political Science content will not be taught on the Storrs campus, excepting DPP courses that may be required for the Urban and Community Studies major.

Merit money for the nine faculty identified in #1 above will be made as in the past. The merit money from the salary pool of all of these faculty except Monika McDermott will be divided in half, and the POLS department head will assign 50% of the pool and the MSR/MPA directors will assign 50% of the pool. All of Monika McDermott's merit will be assigned by POLS. Beginning in 2004-05, DPP will have a separate merit pay process.

ments between Political Science and the MPA program are to be null and void upon establishment of the new department.

Courses to be Assigned DPP Numbers

Course Number	Title
242*	Political Opinion and Electoral Behavior
260*	Public Administration
264*	Politics of Budgeting
264W*	Politics of Budgeting
265	Financial Management for Public and Nonprofit Organizations
266	Capital Financing and Budgeting
274*	State and Local Government
276*	The Policy-making Process
277	Social Policy
296	Political Issues (to be renamed Investigation of Special Topics)
296	Survey Research
296	Leadership and Management of Nonprofit Organizations
296	Homeland Security
299	Independent Study
300	Independent Study
315	Capstone in Public Administration I
316	Capstone in Public Administration II
317	Capital Financing and Budgeting
318	Financial Management for Public and Nonprofit Organizations
319	Program Development and Evaluation
320*	Administrative Ethics
341*	Public Opinion and American Democracy
358	Administrative Law
361	Theory of Public Organizations
362	Organizations and Management
363	Administrative Functions of Local Government
364	Governmental Financial Administration
365	Human Resource Management
367	Problems in Intergovernmental Administration
369	Supervised Internship
370	Applied Research Methods I for Public Administration
372	Introduction to Public Administration Skills
373*	Public Budgeting
376	Applied Research Methods II for Public Administration

379	Principles and Methods of Survey Research
380	The Practice of Survey Research
386*	Public Opinion and Public Policy
391*	Public Policy Analysis
394	Social Policy
397	Investigation of Special Topics
397	Applied Research Methods II for Public Administration Lab
397	Analytic Tools for Public Problems
397	State and Local Fiscal Problems
397	Program Evaluation
397	Leadership and Management of Nonprofit Organizations
397	Resource Development for Nonprofit Organizations
397	Topics in Financial Management
397	Labor Relations and Financial Management
397	Principles and Methods of Survey Research II
397	Quantitative Methods for Survey Research
397	Advanced Quantitative Methods for Survey Research
397	Focus Groups
397	Secondary Analysis of Survey Data

* Course to continue as a POLS course; DPP may create a variant of it.

2004-33

**UNIVERSITY OF CONNECTICUT
PP 242 – Investigating Public Opinion
Abbreviated Syllabus**

Course Description

This course is designed to give students an understanding of the individual's role in the American political system by introducing them to the concepts, theories, and substance of public opinion and public policy-making. The first part of the course will focus on understanding public opinion – what it is, where it comes from, and why we care about it. The second part of the course will focus on voting behavior in American elections – how and why people do or do not vote in this country, and what difference, if any, it makes.

The course will have one in-class mid-term (25% of the grade), and one short paper (25% of the grade), in addition to a comprehensive final (40% of the grade). Students will also be graded on class participation and preparation (10% of the grade). The readings for each week should be completed before that week's class, and all students should come to class prepared to discuss them.

The course has two required books (available at the Co-op):

Erikson, Robert S., and Kent L. Tedin. 2003. American Public Opinion: 6th Edition. New York: Longman.

Flanigan, William H., and Nancy Zingale. 2002. Political Behavior of the American Electorate. Washington: CQ Press.

There will also be a short reader available on electronic reserve, through WebCT, with additional required readings for some weeks.

2004-34

UNIVERSITY OF CONNECTICUT
PP 260 – Public Administration in Theory and Practice
Abbreviated Syllabus

Course Description

This course is an overview of public administration theory, systems and practices as they have developed in the United States. The objective of the class is to grant students the ability to understand different levels of government, and the roles of public officials, in the context of a pluralistic democratic society. Students will be expected to understand not only the systems used to administer governmental programs but also the tensions within which these programs operate. The *publicness* of the public sector will be explicitly defined and explored. Students completing the course ought to do so having gained the ability to understand and articulate the notions of governance.

There are no formal prerequisites for this course, but familiarity with civics and political and social institutions is helpful.

Grades will be based on three quizzes (25% each) and a final exam (25%).

There is one main text required for this course. This text is available for purchase at the University of Connecticut Coop Bookstore: *Introducing Public Administration* by Jay M. Shafritz and E. W. Russell.

Additional materials are used to supplement the texts. I have prepared a course packet for this course containing these materials. These readings will be available on WebCT.

2004-35

UNIVERSITY OF CONNECTICUT
PP 264 – Managing Public Money
Abbreviated Syllabus

Course Description

The purpose of this course is to introduce students to the policy issues surrounding the collection and redistribution of taxpayer funds. The democratic structure of governance provides for many opportunities for citizen input, but citizens rarely are able to directly select the amounts of taxes and expenditures of their governments. They are selected instead by elected officials and administrators in conjunction with citizens, lobbyists and other interested parties. These

decisions affect many parties both directly and indirectly, through the costs and benefits they impose and the effects on society and the economy that they create. The goal of this class is to help students to develop a framework for thinking about government spending and taxation that identifies the public goal being pursued, and the winners and losers created by that pursuit.

There is no single text for this course. Readings will be drawn from many sources including textbooks, articles and book chapters. The readings will be included in a packet provided by the instructor that students will need to copy for their use.

Grades will be based on three quizzes (45%) two papers (40%) and a final exam (15%). Class participation is an essential part of the class and students are expected to attend prepared and ready to take an active part in each day's activities.

The quizzes and final exam will be based upon the readings and class lectures.

The papers will reflect the original research and reflection of the student on a key area of public policy that intersects budgeting and finance.

2004-36

UNIVERSITY OF CONNECTICUT
PP 274/PP 321 State and Local Fiscal Problems
Abbreviated Syllabus

Course Description

This course examines selected issues in state and local government. Emphasis will be placed on applying analytical tools and concepts to evaluate policies related to government revenues, the delivery of public services, intergovernmental relations, and urban development. The goal is that you leave this course with an ability to critically evaluate arguments made about state and local government policy issues and to make informed, defensible arguments of your own.

After an introduction to the concepts of efficiency and equity that we will use to evaluate state and local policies, the course will be divided into three sections:

- I. State and Local Government Revenues
- II. Delivery of State and Local Government Services
- III. Intergovernmental Fiscal Relations

The analytic tools and evaluative frameworks developed in each section will be applied to a specific issue facing real or hypothetical governments. The specific issues that we will examine in each section are:

- I. State lotteries
- II. Improving urban education
- III. Designing a system of state aid for schools

We will use a combination of lectures, informal discussions, and planned exercises to achieve the course goals. To a considerable extent students will learn to evaluate and make policy arguments

by doing these things in class and in class assignments.

Students will be evaluated on their mastery of the concepts presented in class and in assigned readings, their ability to evaluate and formulate arguments, and the writing and oral presentation skills that they demonstrate. If you have a disability that may prevent you from fully demonstrating your abilities, contact me as soon as possible so we can discuss accommodations necessary to ensure your full participation and to facilitate your educational opportunities.

Required Texts & Readings

Readings posted on WebCT (assigned readings posted on WebCT marked below with WebCT)

* John E. Brandl (ed.). *Money and Good Intentions are Not Enough*. (Washington, DC: Brookings Institution Press, 1998). (reading assigned from this book are marked below with Brandl).

Graduate Students will not be required to take the final. Instead they will be required to prepare a 15-20 page paper analyzing a state and local government policy or problem. Graduate students should see the professor as early in the semester as possible to discuss potential topics, and to plan their paper.

2004-37

UNIVERSITY OF CONNECTICUT
PP 276 – Public Policy
Abbreviated Syllabus

Course Description

This introductory undergraduate course introduces students to the public policy process in the United States and provides them with a framework for understanding and evaluating contemporary policy problems. The class reviews both the origins of public policy and key debates within the policy community. Students will interact with the material through reading, participation in classroom activities, reviewing multi-media sources, writing and test preparation.

The purpose of this course is to provide students with the information, techniques and practice necessary to become sophisticated consumers, commentators and critics of contemporary public policy in the United States. Students successfully completing the course will not only be familiar with key policy questions and debates but will also be skilled in evaluating sources of policy information and analysis.

The core readings for the course will come from Bonser, McGregor and Oster's *American Public Policy Problems*. Readings from the text will be supplemented with readings handed out in class and with those placed on electronic course reserve at the University of Connecticut Library.

Grades will be based on student performance on three quizzes and one final exam (20 points each) and one class paper (20 points). The quizzes and exams will be brief opportunities for the

instructor and student to gauge the degree to which each student has command of the key lessons of the course.

2004-38

**UNIVERSITY OF CONNECTICUT
PP 320 Ethics in Policy and Management
Abbreviated Syllabus**

Course Description

This course examines ethical models and standards in public policy and administration, decision-making techniques and tools, and analyses of selected, contemporary dilemmas confronting public policy-makers and managers.

Are ethical standards in the public sector different from those in the private sector? Should public managers be held to a higher standard? Is it enough to follow the legal letter of the law, or does the public manager have a further responsibility to maintain and enhance the public trust? Public employees have multiple levels and layers of accountability. Public managers are not only accountable to their immediate supervisor and up the chain of command to the chief executive, but also to a number of other interests, including legislators, neighborhood groups, citizens, taxpayers, and others. This outward as well as upward accountability places public policy-makers and managers in the midst of ethical dilemmas. This course examines ethical dilemmas with an eye toward the strategies and techniques for analyzing them and developing the best courses of action.

2004-40

**UNIVERSITY OF CONNECTICUT
PP 322 Evaluating Public Programs
Abbreviated Syllabus**

Course Description

We live during a time when the citizenry have become much more demanding of high quality services for their tax dollar. What services and programs are performing well, and which ones are not? Where are improvements needed? Are programs and services achieving the desired results? Sometimes these questions are addressed based on informal rules of thumb and personal experiences, perhaps with little or no systematic evidence. The purpose of program evaluation is to answer these questions systematically, based on valid and appropriate data.

Evaluation is an important part in designing and operating effective programs. It provides pertinent information to policymakers and program managers who face decisions about which programs to fund, expand, scale back, or eliminate. Evaluation can enhance accountability, efficiency and effectiveness in government.

This course provides an introduction to the tools and techniques commonly used to evaluate public programs. The objectives of the course are to provide students with both a theoretical

understanding of the field and to develop some of the practical skills necessary to design and conduct evaluations. More specifically, the course aims to equip students to:
understand the tools and concepts important to evaluation research and research design
become discriminating consumers of evaluation research--that is, be able to read evaluation research critically
effectively communicate the results of an evaluation

Topic areas include designing evaluation research, data collection such as the use of performance measures, and evaluation tools. The format of the class includes lectures, discussion, and case analysis.

There is no textbook for the class. The reading packet includes all of the readings for the class unless otherwise noted.

2004-41

UNIVERSITY OF CONNECTICUT
PP 323 Leadership and Management of Nonprofit Organizations
Abbreviated Syllabus

Course Description

While effective managers in public, private, and nonprofit organizations share some key practices, this course will focus on topics that are unique to the nonprofit sector. Some of these issues arise because of the nature of the sector -- such as the volunteer nature of nonprofit boards of directors or the inevitable tension between organizational mission and funders' demands. Others are included because of the significant changes in the nonprofit sector during the last twenty-five years. Increased involvement in public policymaking, enlarged roles in implementing public initiatives, and heightened professionalism demanded by funders all converge to make the day-to-day management of nonprofit organizations in the 21st century a challenging task.

This course is designed to provide you with the opportunity to think through such issues. It will offer some context to help you more clearly understand the conditions that you observe in nonprofit organizations today. It also will allow you to consider what are appropriate management actions in ambiguous and complex situations.

As a result, this course will combine substantive readings about nonprofit organizations and management issues with case exercises and activities. Some sessions will be supplemented with presentations by practitioners from the local nonprofit community. In this way, we will enjoy a rich array of "data" to use in our analysis of nonprofit management and governance. The teaching method used in this course will be based on an active learning model. This model requires that students both prepare before class by reading the substantive articles and the cases assigned and come to class ready to engage in lively conversations.

As you will see, a few key world-wide web sites are included under each session to serve as a reference if you are interested in learning more about a particular topic. These web resources are

identified to provide concrete, practice-based information that is helpful when managing non-profit organizations and making tough day-to-day decisions. You should also be aware of a general reference book, *The Nonprofit Manager's Resource Directory*, 2nd edition by Ronald Landskroner, John Wiley & Sons (2001) which provides even more of such practical resources.

The required text for this class is *The Jossey-Bass Handbook of Nonprofit Leadership and Management*, by Robert D. Herman & Associates, 1994, Jossey-Bass Inc, San Francisco, CA. (Referred to in Syllabus as "Handbook"). Also a packet of Harvard Case Studies is required.

2004-42

**UNIVERSITY OF CONNECTICUT
PP 324 Resource Development for Nonprofit Organizations
Abbreviated Syllabus**

Course Description

This course provides an introduction to the field of nonprofit resource development. It will examine important concepts in the fundraising process unique to local, national and international nonprofit organizations. Participants will be exposed to a variety of fundraising techniques and strategies including: donor relations, annual giving campaigns, volunteer motivation, special event coordination, grant writing, publications and the influence of technology for the fundraising professional.

This course presents the fundamentals of fundraising for organizations dependent on donated revenue. Developing resources for nonprofit organizations might appear to be a straightforward task of asking the right sources in the community for support. However, the field of fundraising is complex. To be successful, nonprofit professionals should have an understanding of the multi-faceted tasks required in the fundraising field. Through readings, discussions, guest speaker presentations and first-hand research on nonprofit fundraising techniques, students will learn the basic fundraising skills necessary for becoming proficient at developing resources to allow a nonprofit organization to grow and thrive in a competitive environment.

This course has a heavy reading load. We will examine many articles from nonprofit journals to discuss their relevance in today's fundraising environment. It is important that you keep up with the weekly readings so you can participate in class.

2004-43

**UNIVERSITY OF CONNECTICUT
PP 325 Labor Relations and Public Financial Management
Abbreviated Syllabus**

Course Description

This course is designed as an overview of two key interrelated areas in the field of public administration: finance and labor relations. The class is intended to be a graduate level discourse on these topics to familiarize the student with the fundamental tools necessary to make informed

judgments in these areas.

The cost of government is, to a large extent, driven by labor costs, with the total cost of labor more than 50% of most municipalities' budgets. The ability of government to control these costs depends on many factors, especially the ability to negotiate collective bargaining agreements with labor unions. The public professional in finance and human resources must be able to determine the cost of proposals, compare options, explain the options and their costs, and make decisions or recommendations regarding the most favorable options, piece the options together into a comprehensive package and obtain agreement on the package.

This class will explore the many facets of costing out proposals and settlements related to collective bargaining agreements. Topics for discussion will include issues such as compensation mechanisms, health benefits, post-retirement benefits, leave practices, privatization and other mechanisms to increase efficiency in operations. Students will learn how to structure problem sets, identify crucial elements, prepare a cost analysis, present and explain the analysis and make recommendations.

One main text that will be required:

Ammons, David N. *Tools for Decision Making: A Practical Guide for Local Government*, Washington: CQ Press, 2002.

This text will be available from the instructor at the first class (hopefully).

The following materials will be available from the instructor, and though optional will be helpful:

Ashbaugh, Sam, *An Elected Officials Guide to Negotiating and Costing Labor Contracts*, Chicago: Government Finance Officers Association, 2003.

Greene, Jeffrey D., *Cities and Privatization: Prospects for the New Century*, New York: Prentice Hall, 2002.

Additional materials will be used to supplement the text and discussion topics. These will be provided throughout the course.

2004-44

UNIVERSITY OF CONNECTICUT

**PP 341 Public Opinion and Democratic Processes
Abbreviated Syllabus**

Course Description

Throughout 1998 and 1999, President Clinton's job approval rating ranged from 55% to 70%. During that period it was reported that the President had an affair with a White House intern, lied to the American public on national TV, was impeached by the U.S. House of Representatives,

and suffered a great deal of embarrassing press attention about his personal life. Despite all this, Clinton's approval rating remained higher than any other modern president at this point in his term of office. Despite the high ratings, Clinton's sitting vice president has implemented a presidential campaign strategy for the 2000 election which, at its core, involves a disassociation with Clinton.

Why does the public continue to support President Clinton in the face of all the negative news? Are public opinion polls the "right" way to measure public opinion about the President? Why is Gore trying to separate himself from a President who is quite popular in the polls? What role did the public opinion polls play in the impeachment and trial process? What role should they have played?

Public opinion has come to play an ever increasingly important role in American society. Polls on elections, policy issues, world events, popular culture are discussed in the news regularly. For better or for worse, the role of public opinion in American democracy is at center stage. Measuring it, documenting it, and interpreting it is complex. Even when there is consensus on how the public feels about a particular topic, there is often disagreement regarding the role it should play in the political process. For example, the House Republicans late in 1998, recognizing Clinton's strength in the polls, argued that Clinton's impeachment and removal was an issue that should be resolved on the basis of principles more fundamental than the public opinion. The Democrats argued that public opinion was a fundamental factor to consider.

This course examines the complex role of public opinion in American democracy. What is public opinion? Is it what the polls say? What focus groups say? What journalists and commentators say? Or what our elected leaders say? What role should public opinion play in our politics? What role does it actually play? How is it measured and documented? How is it misrepresented and mismeasured? Does it influence public policy or is it merely reactive to what government does? Is it easily manipulated, or is it well-informed and sturdy? How does it form, and how does it change? In addressing these questions, this course explores both the theoretical role of public opinion in American politics as well as its practical role; and we review key concepts and related measurement issues in the public opinion literature, including ideology, tolerance, partisanship, political trust and support, alienation, and efficacy.

Research Paper (15 to 20 pages). Students will prepare a scholarly paper testing an hypothesis derived from the public opinion literature. The paper will utilize a survey dataset to test the hypothesis. (40% of final grade)

Literature Review Paper/presentation. Students will prepare a written literature review on a topic in public opinion, and lead a class discussion on that topic. (30% of final grade)

Class participation. Students are expected to attend all classes, to do all the readings prior to class and actively participate in the class discussion. (30% of final grade)

2004-45

**UNIVERSITY OF CONNECTICUT
PP 373 Budgeting in Public Service Organizations
Abbreviated Syllabus**

Course Description

The purpose of this course is to develop students' knowledge of how governments spend money. The budget represents an organization's priorities, and as such, is arguably its most important policy document. Further, budget management sends strong incentives through an organization—for good or ill. As a result, the budget process is where policy and management intersect. The course focuses on resource allocation through the budget process, primarily from the perspective of state and local governments. The class includes analysis of different budgeting systems and applied budget-making exercises. There is one textbook for the class: John Mikesell. 1999. *Fiscal Administration: Analysis and Applications for the Public Sector*, 5th Edition. Fort Worth, TX.: Harcourt Brace & Company

A reading packet will also be available. The course will be taught in both lecture and seminar style, so participation is an important part of the class. There will be a take-home midterm and a final assignment. The final assignment will be done in groups and will be a hypothetical, but realistic, budget balancing exercise. The groups will to present their results to the class.

2004-46

**UNIVERSITY OF CONNECTICUT
PP 375 Analytic Tools for Public Problems
Abbreviated Syllabus**

Course Description

This course deals with the application of basic microeconomic analysis to public policy problems. The principal goal of the course is to teach students the process of analytic reasoning so they can use the tools of microeconomic analysis to help untangle the complex policy problems they will confront as policy makers, policy analysts, and administrators. The course differs substantially from more traditional microeconomic courses in its emphasis on public policy applications.

The course is designed for students with little or no background in economics. It is taught with a minimum of mathematics, namely graphs and simple algebra. The basic principles are not difficult, but it takes a lot of practice to learn how to use them. Consequently, students must prepare weekly problem sets plus two or more complex case studies. Students who are having trouble mastering the material should immediately seek help from the instructor. Anyone who is willing to work at it can master the material, but the topics at the end of the course draw heavily on the material at the beginning of the course. No one can afford to fall behind.

Required Texts & Readings

Microeconomics and Behavior, 5th edition, by Robert H. Frank. This book is denoted in the schedule as **Frank** and is available at the co-op.

Course readings, homework problem sets, cases, practice exercises and sample exams on WebCT. These materials are marked in the schedule with **WebCT**

2004-47

UNIVERSITY OF CONNECTICUT

**PP 381 Quantitative Methods for Survey Research
Abbreviated Syllabus**

Course Description

This course introduces students to basic statistics for survey research analysis. The class will cover the entire analytical process – developing hypotheses, choosing and executing appropriate methods of analysis, and interpreting and reporting results.

The class will have two exams – a mid-term (35% of the grade) and a final (45%) – as well as frequent homework assignments (combined with class participation for 20% of the grade).

The course currently has one required textbook:

Norusis, Marija J. SPSS 11.5 Guide to Data Analysis. Saddle River, NJ: Prentice Hall.

2004-48

UNIVERSITY OF CONNECTICUT
**PP 382 Advanced Quantitative Methods for Survey Research
Abbreviated Syllabus**

Course Description

This course continues with statistics for survey research analysis. The class will cover bivariate and multivariate analysis beginning with correlation, through bivariate and multivariate regression.

The class will have two exams – a mid-term (40% of the grade) and a final (40%) – as well as frequent homework assignments (combined with class participation for 20% of the grade).

The course has two required textbooks:

Norusis, Marija J. SPSS 10.0 Guide to Data Analysis. Saddle River, NJ: Prentice Hall.

Kahane, Leo H. 2001. Regression Basics. Thousand Oaks, CA: Sage.

2004-49

UNIVERSITY OF CONNECTICUT
**PP 383 Principles and Methods of Survey Research II
Abbreviated Syllabus**

Course Description

The course is a continuation of PP 379 Principles and Methods of Survey Research. The goal of the course is to further develop students' research and design skills. In addition, the class introduces focus group management, moderating and reporting. Students will also explore new and emerging research tools such as the Internet. In addition to reviewing the literature students will regularly participate in activities that will require the application of theoretical knowledge to real survey research tasks. This course is a requirement for students in the Master of Survey Research program.

The required texts for this course are:

Focus Groups Theory and Practice by Stewart and Shamdasani
Publisher: Sage

Internet Communication and Qualitative Research: A Handbook for Researching On-line
Publisher: Sage

There are also supplementary readings provided throughout the semester.

2004-50

**UNIVERSITY OF CONNECTICUT
PP 384 Focus Groups
Abbreviated Syllabus**

Course Description

The primary objective of this course is to introduce the student to focus group research. Upon completion of the course, the student should have a firm understanding of how to conduct and moderate focus groups, and analyze the results.

Required reading includes:

Krueger, Richard A. and Mary Anne Casey. *Focus Groups: A Practical Guide for Applied Research*.

Additional reading assignments will be provided in class.

Students are expected to attend class on a regular basis, participate in class discussions, keep up on the reading assignments, and take examinations according to schedule. Grades will be calculated based on a midterm, final, and six take-home assignments. Excellent attendance and exceptional motivation will also be taken into account when figuring final grades.

2004-51

**UNIVERSITY OF CONNECTICUT
PP 391 Policy Analysis
Abbreviated Syllabus**

Course Description

Policy analysis is about making effective choices with the over-arching goal to facilitate decision-making in the complex world of public policy and management. The question, though, is how does this rational, orderly process of policy analysis help decision-making in the non-rational, disorderly world?

I have three goals I want the class to achieve. The first goal is to help you understand why the two separate tracks that policy studies run on need to be explored collectively. One track is the rational, positivist, quantitative track that has dominated the field. To help us understand this track we will use Patton and Sawicki's *Basic Methods of Policy Analysis and Planning*. The second track is the non-rational, post positivist, and qualitative approach that argues subjective influences like values and politics are inevitable and necessary for the process of democratic decision-making to work. To help us understand this track, we will use Deborah Stone's *Policy Paradox*, 2002 edition.

The second goal is to help you improve your oral and written skills. You'll be required to read five Kennedy School of Government case studies. Policy memos and policy briefings analyzing and arguing the cases will help us merge the two policy tracks. The policy memos and briefings will be a significant part of your final grade.

The third goal is to help you apply several quantitative tools you'll need to know to do good quality policy analysis.

The format is divided in several ways. The first half of our class will explore and discuss how policy analysis fits into the broader policy – making process. The second half will be devoted to techniques designed to answer questions that challenge public managers such as: if chosen what impact will this public policy have on citizens? How do I go about making the best recommendation among several choices? What goals are we trying to accomplish?

The course is also divided between lectures and class discussions, with an all discussion format used when we analyze the five Kennedy School cases. Further it is divided by the texts we'll use. The book by Patton and Sawicki is a standard used in many policy analysis courses that emphasize a quantitative approach. Because we will also study how subjective influences affect policy analysis we'll read what has become one of the "gold-plated" standards in the policy sciences, Stone's *The Policy Paradox*.

End of Appendix for March 16, 2004