

Health and Welfare Policy 4311/5316
Fall 2015
Sul Ross State University
SYLLABUS

Professor: Dr. Tiffany Vincent
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Office Hours: M/W 3:30-4:30 p.m.; Tuesday 10:30-noon
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COURSE DESCRIPTION:

This course is designed with a focus on the development, assessment, and evaluation of the complexities of the public policy making process. To this end, we will study several domestic policy areas (*with a focus on Health and Welfare Policy*), discuss their strengths and weaknesses, and identify and evaluate areas of improvement.

Upon completion of the course, students should be able to:

1. Understand the political intricacies surrounding the policy process.
Method of Assessment: Weekly discussion, question development, and Exam 1
2. Identify and apply major conceptual policy models.
Method of Assessment: Weekly discussion, question development, and Exam 1
3. Describe the role of public opinion on setting the policy agenda.
Method of Assessment: Weekly discussion, question development, and Exam 2
4. Identify strengths and weaknesses of contemporary domestic policy issues.
Method of Assessment: Weekly discussion, question development, and Exam 3

COURSE FORMAT & EXPECTATIONS:

This course is designed to allow for a more peer-led learning vs. instructor-led lecture environment. The role of the instructor will be to guide the students through the process of understanding the course subject matter. The role of the student will be to read the materials PRIOR to each session and participate in class discussion. Specifically, it is required that each student:

1. Attend all class meetings, read, and be prepared to discuss the assigned materials.
2. Raise relevant questions and contribute relevant observations to the topic at hand.
3. Fully participate in group activities and discussions in class.
4. Demonstrate appropriate and respectful communication with classmates and the instructor.

CLASSROOM POLICIES:

Each class meeting builds the foundation for subsequent class meetings. Without full participation and regular class attendance, students shall find themselves at a severe disadvantage for achieving success in higher education. You are expected to attend and be on time for each lecture. Showing up to lecture late or leaving early, without prior permission from me, may result in a 10-20 point grade deduction. Sul Ross State University does ***not*** tolerate cheating, plagiarism, or collusion. Procedures for dealing with these acts are outlined in the Scholastic Dishonesty Policy.

CIVILITY STATEMENT:

In the classroom environment I hold each of you accountable for both your actions and words. Therefore, you should commit yourself to behave in a manner that recognizes personal respect and demonstrates concern for the personal dignity, rights, and freedoms of every individual in the classroom, including respect for University property and the physical and intellectual property of others. If a student is asked to leave the classroom because of uncivil behavior, the student may not return to that class until he or she arranges a conference with the professor, it is the student's responsibility to arrange for this conference.

ELECTRONIC DEVICES:

All the functions of all personal electronic devices designed for communication and/or entertainment (cell phones, pagers, beepers, iPods, and similar devices) must be turned off and kept out of sight in the classroom. Any noncompliance with this policy will result in expulsion from class.

DISABILITY POLICY:

In order to receive accommodations on exams or assignments, proper documentation must first be provided to the Office of Counseling and Accessibility Services. Contact Mary Schwartze (Office: 112 Ferguson Hall) to set up an accommodations meeting, or call (432) 837-8203. Students must then present this documentation to the instructor as soon as possible so that accommodations may be arranged.

TEXTBOOK (Required):

Dye, Thomas R. *Understanding Public Policy*, 14th Edition. Pearson, 2013. ISBN: 978-0-205-23882-8

COURSE REQUIREMENTS:

EXAMS- Each student will complete three exams in this course. These exams will consist of take-home essays (*each exam is worth 15% of your overall final course grade*) and will be due on the date specified in the course outline below. **Missed exams will result in a grade of zero. Exam deadlines are inflexible and absolute – no excuses.**

GROUP REPORTS/PRESENTATIONS- Each group will be required to write a weekly report summarizing the reading(s) to be discussed in class that week. Additionally each group will develop a ‘lead discussion question’ targeted at encompassing the main points of the readings and facilitating classroom discussion. Only one report per group is required. These reports will be due at the beginning of class on the week in which you present. This summary report will be handed out to each student in the class. Each report should contain 800 words or about three pages, double-spaced. Plagiarism will not be tolerated. (Report: 10% total course grade; Presentation/discussion lead question: 10% total course grade).

WEEKLY DISCUSSION QUESTIONS- Each student is required to submit 2 questions related to the reading(s) for that week. The questions should be analytical (theoretical) over the topic at hand and/or an attempt to develop a closely related line of inquiry. The purpose of these questions is to generate productive classroom discussion and demonstrate critical thinking ability with regard to the assigned reading(s). These questions are to be submitted electronically via Blackboard on Sundays @ 11:55 p.m. Students are permitted two ‘bye’ weeks (excluding week 1) in which they are not required to submit any questions. At the end of the semester I will take the average of your grade on these submissions and that grade will be worth 15% of your overall final course grade.

PARTICIPATION- Worth 20% of the overall course grade, your active and productive participation in this course is expected and required.

GRADING SCALE:

- 45% Exams (3 exams worth 15% each)
- 15% Weekly Discussion Questions
- 20% Group Report/Presentations
 - 10%- Report
 - 10%- Presentation
- 20% Participation

*There is NO EXTRA CREDIT for this course, so please do not ask.

This course follows the traditional percentage based grading system below.

- A: 100-90
- B: 89-80
- C: 79-70
- D: 69-60
- F: 59 & below.

Class Schedule

Date	Topic	Readings
8/25	Introduction and Course Syllabus	<ul style="list-style-type: none"> • Introduction and Course Syllabus
9/1	Policy Analysis Models	<ul style="list-style-type: none"> • Dye, Chapters 1-3 • Furstenberg 2011 • Kwak 2011
9/8	Policy Process and Evaluation	<ul style="list-style-type: none"> • Dye, Chapters 4 & 5 • Selected Readings (announced via Blackboard) from: State of the Union-Stanford Center on Poverty and Inequality
9/15	Poverty and Inequality	<ul style="list-style-type: none"> • Census Measurements • Blank and Greenberg 2008 • Rector and Sheffield 2011
9/22	Welfare	<ul style="list-style-type: none"> • Dye, Chapter 7 • Hero and Preuhs 2007 • Morgan 2013
9/29	Healthcare	<ul style="list-style-type: none"> • Dye, Chapter 8 • Hacker 2009 • Oberlander 2010
10/6	Discussion	EXAM 1 DUE
10/13	Education	<ul style="list-style-type: none"> • Dye, Chapter 9 • Tucker 2012 • U.S. Dept. of Education - Fact Sheet
10/20	Economic and Tax Policy	<ul style="list-style-type: none"> • Dye, Chapters 10 & 11 • Baicker and Skinner 2011 (<i>Working Paper</i>)
10/27	Immigration (Trade and Healthcare)	<ul style="list-style-type: none"> • Dye, Chapter 12 • Immigration Policy Center (selected readings) • Bacon 2014
11/3	Discussion	EXAM 2 DUE
11/10	Civil Rights	<ul style="list-style-type: none"> • Dye, Chapter 14 • Additional Readings will be posted on Blackboard
11/17	Welfare Policy - Comparative Perspective	<ul style="list-style-type: none"> • Glazer 2010 • Mares and Carnes 2009
11/24	Health Policy - Comparative Perspective	<ul style="list-style-type: none"> • Schoen et al. 2009 • Rechel et al. 2012
12/1	Discussion	Video
12/8	Course Reflections	EXAM 3 DUE

READING LIST:

In addition to reading the required Dye Textbook chapters from the schedule above, students are also required to read the following articles. Most of the articles can be accessed by clicking on the URL link or cut and pasting the link into your web browser; if the URL is not available you can access the articles via the Sul Ross Library online (library.sulross.edu). *Be aware that this schedule is tentative and therefore subject to change at my discretion. I may also post articles for you to read via our course Blackboard page.*

9/1 Readings:

Furstenberg, Francois. 2011. "What History Teaches Us about the Welfare State." *Washington Post*.
http://www.washingtonpost.com/opinions/what-history-teaches-us-about-the-welfare-state/2011/07/01/AGGfhFuH_story.html

Kwak, James. 2011. "What Do You Mean, 'Government is too Big'?" *The Atlantic*, July.
<http://www.theatlantic.com/business/archive/2011/07/what-do-you-mean-government-is-too-big/242093/>

9/8 Readings:

State of the Union. 2014. The Poverty and Inequality Report. *Stanford Center on Poverty and Inequality*.
https://web.stanford.edu/group/scspi/sotu/SOTU_2014_CPI.pdf

9/15 Readings:

How the Census Bureau Measures Poverty:
<http://www.census.gov/hhes/www/poverty/about/overview/measure.html>

Blank, Rebecca M. and Mark H. Greenberg. 2008. "Improving the Measurement of Poverty." *The Brookings Institution*. http://www.brookings.edu/~media/research/files/papers/2008/12/poverty%20measuremnt%20blank/12_poverty_measurement_blank.pdf

Rector, Robert and Rachel Sheffield. 2011. "Air Conditioning, Cable TV, and an Xbox: What Is Poverty in the United States Today?" *The Heritage Foundation*. <http://www.heritage.org/research/reports/2011/07/what-is-poverty>

9/22 Readings:

Hero, Rodney E., and Robert R. Preuhs. 2007. "Immigration and the Evolving American Welfare State: Examining Policies in the U.S. States." *American Journal Of Political Science* 51, no. 3: 498-517.

Morgan, Kimberly. 2013. "America's Misguided Approach to Social Welfare." *Foreign Affairs*.
<https://www.foreignaffairs.com/articles/united-states/2012-12-03/americas-misguided-approach-social-welfare>

9/29 Readings:

Hacker, Jacob S. 2009. "Yes We Can? The New Push for American Health Security." *Politics and Society* 37 (3): 3-32.

Oberlander, Jonathan. 2010. "Long Time Coming: Why Health Reform Finally Passed." *Health Affairs* 29(6): 1112-1116.

10/13 Readings:

Tucker, Marc. 2012. "American Dinosaurs: What's the Matter with Health Care and Education?" *The Atlantic*. May.
<http://www.theatlantic.com/business/archive/2012/05/american-dinosaurs-whats-the-matter-with-health-care-and-education/256807/>

U.S. Department of Education Fact Sheet- Focusing on Higher Ed: <http://www.ed.gov/news/press-releases/fact-sheet-focusing-higher-education-student-success>

10/20 Readings:

Baicker, Katherine and Jonathan Skinner. 2011. Working Paper 16772. "Health Care Spending Growth and the Future of U.S. Tax Rates." *National Bureau of Economic Research*. <http://www.nber.org/papers/w16772>

10/27 Readings:

Immigration Policy Center. 2009. "The Truth about Costly Verification Systems, Unauthorized Immigrants and Health Care.

http://www.immigrationpolicy.org/sites/default/files/docs/Verification%20Systems%20Immigrants%20and%20Health%20Care%20093009_0.pdf

Bacon, David. 2014. "Globalization and NAFTA Caused Migration From Mexico" Political Research Organization. August. <http://www.politicalresearch.org/2014/10/11/globalization-and-nafta-caused-migration-from-mexico/#sthash.JalRdDrx.oJHsqTuO.dpbs>

11/17 Readings:

Glazer, Sarah. 2010. "Social Welfare in Europe: Can EU Nations Still Afford Expensive Welfare Programs?" *CQ Global Researcher* 4 (8): 185-210.

Mares, Isabela and Matthew E. Carnes. 2009. "Social Policy in Developing Countries." *Annual Review of Political Science* 12(93-113).

11/24 Readings:

Schoen, Cathy, Robin Osborn, Michelle M. Doty, David Squires, Jordon Peugh, and Sandra Applebaum. 2009. "A Survey Of Primary Care Physicians In Eleven Countries, 2009: Perspectives On Care, Costs, And Experiences." *Health Affairs*: Web Exclusive.

Rechel, B., M. Ahmedov, B. Akkaziya, A. Katsaga, G. Khodjamurodov, and M. McKee. 2012. "Lessons From Two Decades Of Health Reform In Central Asia." *Health Policy and Planning* 27: 281-287.