

Introduction to Public Policy II: Intensive Writing Practice

Course Status:	Mandatory
Tutor:	Jacqueline Dufalla (DSPS, IR), dufalla_jacqueline@phd.ceu.edu
Number of sessions:	24
Semester:	Winter 2020
Class Times:	Mondays & Wednesdays, 15:30-17:10
Location:	N13, 305
Office Hours:	Thursdays, 14:00-15:00

Please note: This syllabus is accurate at the time of publication. Minor amendments to the READINGS section may be made prior to the start of the term or a session. Any changes will be communicated in a timely fashion via Moodle and will be reflected on the Moodle page.

Course summary

This course will start going into more depth in a few policy topics, such as higher education policy, as well as understand the levels of policy making, from local, national, and global. Another key aspect to the course will be improving writing skills, especially of public policy documents, such as policy papers, policy briefs, and op-eds. The course will also introduce students to key actors in policy making, such as citizens, regional blocs, and international organizations. We will also look at some limits or challenges to public policy making, such as ethics, policy making for marginalized groups, and sovereignty.

Course objectives

- Be introduced to the basic policy topics that are studied at CEU's School of Public Policy.
- Be able to understand the distinction between local, regional, and global policies as well as notice when they interact.
- Learn about different research techniques for approaching public policy research.
- Discuss the ethics of research and, in particular, researching vulnerable groups.
- Understand the scope of marginalized group policies.
- Learn the differences between the three basic types of papers for public policy: policy papers, policy briefs, and op-eds.
- Become acquainted with persuasive writing.
- Work on presentation techniques.

Plagiarism

Plagiarism and various forms of academic dishonesty consist of misrepresentation by deception or by other fraudulent means and will result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript, and/or suspension or expulsion from the university. All assignments will be submitted through Turnitin, a software that will check for

plagiarism. It is YOUR responsibility to understand what constitutes plagiarism and academic dishonesty. See the CEU Code of Ethics and complete the Indiana plagiarism test on Moodle.

Inclusive Learning Policy

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, please consult the CEU Student Disability Policy (<https://documents.ceu.edu/node/508>) and feel free to meet with the CEU Student Disability Services Officer, Natalia Nagyné Nyikes at the Dean of Students Office, Nador u. 11. 3rd floor 304. Her email is nyikesn@ceu.edu, or you can reach her by phone, at Ext. 2401.

Grading

CEU uses a system of letter grades and grade points for evaluation:

A	3.68 – 4.00
A-	3.34 – 3.67
B+	3.01 – 3.33
B	2.68 – 3.00
B-	2.34 – 2.67
C+	2.33 (minimum pass)

Assessment

Participation (20%)

It is expected that you come to class prepared, meaning, having done the readings and have thought of critical questions and comments you might have. Your participation grade is also affected by tardiness – repeated late arrivals to class will lower your grade. Finally, it is expected for you to engage with the guest lecturers, meaning, you will have prepared questions ahead of time. **Laptop use is discouraged, and cell phones are not allowed.**

Research paper (10%)

In the beginning of the term, we will review your research paper that you completed in the fall semester. After a writing workshop, you will then have to revise and resubmit your paper.

Policy paper (20%)

You will write a policy paper during the semester. Half of the grade will be based on your work during the associated writing workshop. You will then work independently on your policy paper, which will constitute the other half of the grade. See the policy paper document for details.

Op-ed (20%)

You will write an op-ed during the semester. Half of the grade will be based on your work during the associated writing workshop. You will then work independently on your op-ed, which will constitute the other half of the grade. See the op-ed document for details.

Policy brief (20%)

You will write a policy brief during the semester. Half of the grade will be based on your work during the associated writing workshop. You will then work independently on your policy brief, which will constitute the other half of the grade. See the policy brief document for details.

Presentation preparation (10%)

In the final class, we will go over skills for making presentations. You will be graded on your preparedness and engagement during this session.

Course Schedule		
Section I Theme: Introduction to Public Policy Topics Skills: Research Papers	Seminar 1 &2: Introduction & review	
	Seminar 3: Application consultations	Seminar 4: Application consultations
	Seminar 5: Higher Education	Seminar 6: Media & Communications
	Seminar 7: Security	Seminar 8: Development
Section II Theme: Local policies Skills: Policy Papers	Seminar 9: Review of topics & local policies	Seminar 10: National Public Goods
	Seminar 11: Guest lecture	Seminar 12: Writing Workshop
Section III Theme: Regional policies Skills: Op-eds	Seminar 13: Regional policies	Seminar 14: Guest lecture
	Seminar 15: Politics of the EU	Seminar 16: Writing Workshop
	Seminar 17:	Seminar 18:

Section IV Theme: Global policies Skills: Policy briefs	Global policies	International organizations
	Seminar 19: Challenges to global governance	Seminar 20: Writing workshop
Section V Theme: Policies for Marginalized Groups & Ethics Skills: Presentations	Seminar 21: Policies for marginalized groups	Seminar 22: Ethics in research
	Seminar 23: Guest lecture	Seminar 24: Presentations & conclusions

Seminar 1 & 2 (January 8): Introduction & Review, Writing Workshop

In this session, we will first go over the key topics from the previous semester as well as go over the expectations for the winter semester. We will have a short discussion on what is public policy. The video for homework is a basic overview that should seem familiar. This is just to make sure we have the same understanding of public policy before we begin the class.

We will also review your research papers from the fall term. Please come to class having reviewed your research paper, this includes making 2-3 suggestions with how to improve the paper, 2-3 suggestions for what you liked about your paper, and 2-3 suggestions for further research.

Required reading

Please watch: <https://www.youtube.com/watch?v=GgBax4WjdPA>

Academic writing handbook p. 17-21

Seminar 3 & 4 (January 13 & 15): Mandatory MA application consultations

Please schedule individual consultations with me and the other, relevant tutors to work on your MA applications.

No reading

Seminar 5 (January 20): Higher Education Policy

One of the key topics in public policy is how to fund education. This session will explore the role the public and government has in setting what is studied, how it is studied, and who funds what is studied. We will look at how the Yugoslav Wars are taught in Bosnia and Herzegovina.

Required reading

Pingel, Falk (1999) *UNESCO Guidebook on Textbook Research and Textbook Revision*. UNESCO. p. 7-18

Pilvi Torsti (2007) “How to deal with a difficult past? History textbooks supporting enemy images in post-war Bosnia and Herzegovina,” *Journal of Curriculum Studies*, 39:1, 77-96

Seminar 6 (January 23): Media & Communications

Media and communications are presenting a huge problem to public policy makers, especially since the growth of the internet. Before, it was easier to provide public broadcasting on radio or television (think of the BBC). Now there is a large debate on how to regulate the internet and if it should be provided publicly. There are many ways to explore this topic, but this session will look at the internet as a case study.

Required reading

“Is internet access a human right; is the internet a public good?” *IFLA*.

<https://trends.ifla.org/expert-meeting-summary/is-internet-access-a-human-right-is-the-internet-a-public-good>

Krishnani, Ravi. “India: The World Leader in Internet Shutdowns.” *CNN*, 14 December 2019.

<https://www.cnn.com/2019/12/14/opinions/india-world-leader-in-internet-shutdowns/index.html>

Murdock, Graham. “Building the Digital Commons: Public Broadcasting in the Age of the Internet.” *University of Montreal, The 2004 Spry Memorial Lecture*, 22 November 2004.

Seminar 7 (January 27): Security

In this session, we will talk about the different issues that fall under the category of “security”. We will focus on looking at natural disasters as a threat to national and human security.

Required reading

Watch: NATO <https://www.youtube.com/watch?v=mdSiX9K2fro>

UN <https://www.youtube.com/watch?v=NsSx56qm4aU>

WHO (2019) “Health needs top priority after Albania’s devastating earthquake,” *WTO Euro*.

<http://www.euro.who.int/en/countries/albania/news/news/2019/12/health-needs-top-priority-after-albanias-devastating-quake>

Gerber, Brian J (2007) “Disaster Management in the United States: Examining Key Political and Policy Challenges,” *Policy Studies Journal* 35 (2), 227-238.

Seminar 8 (January 30): Development

In this session, we will talk about development by examining one of the key challenges to development – corruption. Specifically, we will look at the formation of Transparency International.

Required reading

Watch: https://www.ted.com/talks/peter_eigen_how_to_expose_the_corrupt

Heiman, Fritz. 2018. "Evolution of Transparency International". In *Confronting Corruption: Past Concerns, Present Challenges, and Future Strategies*. Published to Oxford Scholarship Online: December 2017. <http://www.oxfordscholarship.com/view/10.1093/oso/9780190458331.001.001/oso-9780190458331-chapter-5>

Seminar 9 (February 3): Review & local policies

Research paper revisions due!

In this seminar, we will review the main topics we have covered so far and start talking about how policies are made on the local level. We will look at two dimensions of local policy making 1) citizen participation and 2) policy-specific changes. The two articles will present two cases, one in the Netherlands and the other in Germany.

Required readings

Ank Michels & Laurens De Graaf (2010) "Examining Citizen Participation: Local Participatory Policy Making and Democracy," *Local Government Studies*, 36:4, 477-491.

Prager, Katrin & Jan Freese (2009) "Stakeholder involvement in agri-environmental policy making – Learning from a local- and a state-level approach in Germany," *Journal of Environmental Management*, 90:2, 1154-1167.

Seminar 10 (February 6): National Public Goods

This session will be focused heavily on the theory of national public goods. We will discuss two main terms: excludability and rivalry. We will also think about what goods we would classify as public and which ones as private and why that might be.

Required reading:

Malkin, Jesse and Wildavsky, Aaron (1991) "Why the Traditional Distinction between Public and Private Goods Should be Abandoned," *Journal of Theoretical Politics* 3:4, 355-378.

Seminar 11 (February 10): Guest lecture

Seminar 12 (February 13): Writing Workshop

In this session, we will go over the fundamentals of writing a good policy paper. Please come to class having thought of a topic you would like to explore and having read the policy paper guidelines. We will spend most of the class coming up with an outline to explore your topic and work on persuasive writing techniques, including word choice and sentence structure.

Required Reading

Academic Handbook p. 7

Policy paper guidelines

Seminar 13 (February 17): Regional policies

Moving from the local level, we will move to understanding regional policies and arrangements. We will explore the pros and cons of regional policies and motivations behind countries joining them. Specifically, we will look at the water politics of Central Asia.

Required reading

Watch: World Bank, <https://www.youtube.com/watch?v=wMtdByx9mm0>

Have a look at the WB website specifically about this issues:

<https://www.worldbank.org/en/region/eca/brief/cawep#overview>

Read this policy paper: Myroshnychenko, Yuriy; Owen, Kirby. 2016. *Enhancing regional power trade in Central Asia (English)*. Washington, D.C.: World Bank Group.

<http://documents.worldbank.org/curated/en/672501486549955103/Enhancing-regional-power-trade-in-Central-Asia>

Seminar 14 (February 20): Guest lecture

Seminar 15 (February 24): Politics of the EU

This seminar will solely be devoted to the policies of the EU, looking at it both as a regional arrangement and a supranational body. Specifically, we will look at migration policies, following Asya's lecture, and the Common Agricultural Policy. Both are hotly contested issues in the EU.

Required reading

Scipioni, Marco. 2018. "Failing forward in EU migration policy? EU integration after the 2015 asylum and migration crisis," *Journal of European Public Policy*, 25:9, 1357-1375

Greer, Alan and Thomas Hind. 2012. "Inter-institutional decision-making: The case of the Common Agricultural Policy." *Policy and Society*. 31: 331-341.

Seminar 16 (February 27): Writing Workshop

Policy paper due!

In this session, we will go over the fundamentals of writing a good op-ed. Please come to class having thought of a topic you would like to explore and having read the op-ed guidelines. We will spend most of the class coming up with an outline to explore your topic and work on persuasive writing techniques, including word choice and sentence structure.

Required Reading

Academic Handbook pp. 79-81

Op-ed guidelines

Seminar 17 (March 2): Global policies & governance

We will begin to understand policy making on a global level, including what is understood by global governance and global public goods.

Required reading

Martin Wolf, The world's hunger for public goods, *Financial Times*, January 24, 2012. <https://www.ft.com/content/517e31c8-45bd-11e1-93f1-00144feabdc0>.

Reinicke, Wolfgang. (1998). "Globalization and Public Policy: An Analytical Framework". in *Global Public Policy: Governing Without Government?* Washington D.C.: Brookings Institution Press: pp. 52-74.

Seminar 18 (March 5): International organizations

International organizations (IOs) are a key component to the liberal international order established by the United States and other allies after World War II. Part of the lecture will discuss the history of IOs what an IO is, including the different types. The other part of the lecture will look at the limit of IOs, mainly by analyzing the policy paper the UN published after its failure with the Rwanda Genocide.

Required reading

Gutner, Tamar (2017) "Chapter 1 Introduction," In Gutner, Tamar. *International Organizations in World Politics*. London: SAGE, 3-10.

Lakin, Samantha "Lessons from the UN peacekeeping mission in Rwanda, 25 years after the genocide it failed to stop" *The Conversation*, 5 September 2019, <http://theconversation.com/lessons-from-the-un-peacekeeping-mission-in-rwanda-25-years-after-the-genocide-it-failed-to-stop-122174>

United Nations. "Report of the Independent Inquiry into the actions of the United Nations during the 1994 genocide in Rwanda," 15 December 1999, 30-54.

Seminar 19 (March 9): Challenges to global governance

Op-ed due!

With the rise of so-called non-Western powers, the resurgence of populism, and the seemingly growing isolation of the United States, we will explore the current state of the international order and what constitutes a challenge to this order along political and economic lines.

Required reading

Ikenberry, John Gilford. 2010. "The Liberal Order and its Discontents" *Millennium: Journal of International Studies* Vol.38 No.3, 509–521.

Acharya, Amitav. 2017. "After Liberal Hegemony: The Advent of a Multiplex World Order," *Ethics and International Affairs* 31 (3), 271-285.

Seminar 20 (March 12): Writing Workshop

In this session, we will go over the fundamentals of a writing a good policy brief. Please come to class having thought of a topic you would like to explore and having read the policy brief guidelines. We will spend most of the class coming up with an outline to explore your topic and work on persuasive writing techniques, including word choice and sentence structure.

Required Reading

Academic Writing Handbook, p. 14

Policy brief guidelines

Seminar 21 (March 16): Policies for Marginalized Groups

In this session, we will look at more marginalized groups in the policy making process as well as efforts to include more marginalized voices into the process. We will also think about the role of policy in protecting and/or supporting marginalized groups, specifically, we will look at sexual minority rights in the EU.

Required Reading

Hankivsky, Olena, and Renee Cormier (2011) "Intersectionality and Public Policy: Some Lessons from Existing Models." *Political Research Quarterly* 61 (1), 217–29.

Mos, Martijn (2013) "Conflicted Normative Power Europe: The European Union and Sexual Minority Rights," *Journal of Contemporary European Research*, 9 (1), 78-93.

Seminar 22 (March 19): Ethics in Research

Policy brief due!

This lecture will center on two main difficulties in conducting research: 1) understanding the limitations of interacting with your target group, and 2) asking yourself critical questions to ensure you are conducting research ethically. We will also discuss plagiarism and ethics in knowledge production.

Required reading

Eileen Pittaway, Linda Bartolomei, Richard Hugman, (2010) "'Stop Stealing Our Stories': The Ethics of Research with Vulnerable Groups," *Journal of Human Rights Practice*, 2(2): 229-251.

Writing Handbook, p. 40-49

Seminar 23 (March 23): Guest lecture

Seminar 24 (March 26): Presentations & Conclusions

For our final session of the winter semester, we will have a mini-lesson on presentations that you will then prepare during the following reading week. We will go over the learning outcomes and evaluate the course together. We will also explore topics based on your interests that we did not go into much detail during the course. We will finally end with some questions for further exploration.

Required reading

Academic Writing Handbook, p. 15-16