EDUCATION AND SOCIAL POLICY

EDPLY-GE 2030
Course Syllabus – Fall 2014

Professor:
Kathleen M. Ziol-Guest, Ph.D.  Lecture Wed. 4:55 pm -6:35 pm
726 Broadway, Room 524 (Metro Center)  Location, WAVE 369
Phone: 212.998.5478
Email: kmz204@nyu.edu
Office hours: Wed. 3:00 pm – 4:30 pm, or by appointment

Course description
This course is designed to introduce students to public policy and provide a foundation for understanding and assessing education policies in particular. We will examine theoretical perspectives in policy formation and evaluation as well as the policy process and the institutions under which policies are formed. Methods and tools for policy analysis, both before and after policies are implemented will be studied. Finally, we will examine the role of institutions as well as policy design.

Course objectives
Upon completion of this course, students will be able to:
• Define public policy
• Describe the theoretical models of public policy
• Describe the steps in the policy process
• Assemble evidence and construct policy alternatives
• Engage in policy analysis and writing for public policy analysis
• Choose among policy alternatives

Prerequisites
There are no prerequisites for this course. It helps to have a basic understanding of the U.S. Federal government.

Course readings
Two books are required and have been ordered by the NYU Bookstore (you can also find them at Amazon or online bookstores)


Additional articles and book chapters will be available on NYU Classes.
Course requirements
Your grade will be determined as follows:

- Class discussion/participation 10%
- Weekly discussion questions 15%
- Policy memos 30%
- Policy brief proposal 15%
- Policy brief report 30%

Description of course assignments
A more lengthy description of the assignments will be provided in class, but below is a brief notation.

Class discussion/participation: While this course will have a strong lecture component, some weeks more than others, class discussion is encouraged.

Weekly discussion questions: To encourage class discussion, each week students will submit two discussion questions pertaining to the assigned reading materials centered on an education issue of interest. These should be submitted by midnight before each class in NYU Classes where a forum for each week will be available. The submitted questions will be used in our class discussion.

Policy memos: Students will craft three policy memos throughout the semester. Policy memos will be very brief (2-3 pages), and specific instructions will be handed out in class.

Policy brief report: Students will first submit a policy brief proposal with two ideas for a full policy brief and will develop a topic in coordination with Professor Ziol-Guest. The purpose of the policy brief report is to apply the tools of policy analysis in an area of the student’s interest. The format of the paper should follow that of Bardach’s Eightfold Path. This specifically requires students to diagnose a policy problem, assemble evidence, construct an adequate set of alternative policies, select the criteria with which to evaluate them, project the outcome of those policies, and confront their respective tradeoffs. The specific requirements for the brief will be provided in class.

Other class information
NYU Classes: All materials pertaining to this course (lecture notes, assignments) will be made available on NYU Classes. Enrollment in the course should automatically give you access to the site. Check frequently for new materials and announcements.

Absences: Please contact Professor Ziol-Guest immediately if you have any conflicts with the scheduled assignments, or anticipate being absent for any reason.

Class etiquette: Please make every attempt to be on time and please turn off and put away your cell phones and other electronic devices while in class.
**Academic integrity:** NYU Steinhardt policies on academic integrity will be strictly enforced in this class. You can find the school’s official statement on academic integrity here ([http://steinhardt.nyu.edu/policies/academic_integrity](http://steinhardt.nyu.edu/policies/academic_integrity)).

**Withdrawal:** If you wish to withdraw from the course, please do so formally with the University Registrar. If you withdraw without authorization, you are at risk for receiving a failing grade for the course.

**Accommodations:** Any student requiring an accommodation due to a chronic psychological, visual, mobility, or learning disability, or who is deaf or hard of hearing, should register with and consult with the Moses Center for Students with Disabilities at 212.998.4980, 726 Broadway, 2nd Floor ([www.nyu.edu/csd](http://www.nyu.edu/csd)).
**Course Schedule: Education and Social Policy**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>September 3</strong></td>
<td><strong>WEEK 1</strong>: Course description and the foundations of American political thought</td>
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<td><strong>September 10</strong></td>
<td><strong>WEEK 2</strong>: What is public policy?</td>
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<td><strong>September 17</strong></td>
<td><strong>WEEK 3</strong>: Theories of public policy: Understanding behavior</td>
<td>Policy brief ideas due (ungraded)</td>
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<td><strong>September 24</strong></td>
<td><strong>WEEK 4</strong>: Social welfare and agenda setting</td>
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<td><strong>October 1</strong></td>
<td><strong>WEEK 5</strong>: The political process and policy formation</td>
<td>Policy Memo #1 due</td>
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<td><strong>October 8</strong></td>
<td><strong>WEEK 6</strong>: Markets and government</td>
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<td><strong>October 15</strong></td>
<td><strong>WEEK 7</strong>: Tools for policy analysis: Gathering and measuring information</td>
<td>Policy brief proposal due</td>
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<td><strong>October 22</strong></td>
<td><strong>WEEK 8</strong>: Tools for policy analysis: Program Evaluation</td>
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<td><strong>October 29</strong></td>
<td><strong>WEEK 9</strong>: Role of institutions</td>
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<td><strong>November 5</strong></td>
<td><strong>WEEK 10</strong>: Policy Design and Alternatives</td>
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<td><strong>November 12</strong></td>
<td><strong>WEEK 11</strong>: Circumstances outside of the classroom</td>
<td>Policy Memo #2 due</td>
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<td><strong>November 19</strong></td>
<td><strong>WEEK 12</strong>: Policy implementation: No Child Left Behind</td>
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<td><strong>November 26</strong></td>
<td><strong>WEEK 13</strong>: No Class</td>
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<td><strong>December 3</strong></td>
<td><strong>WEEK 14</strong>: Social experiments and the Role of Non-Profits: Harlem Children’s Zone and DonorsChoose.org</td>
<td>Policy Memo #3 due</td>
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<td><strong>December 10</strong></td>
<td><strong>WEEK 15</strong>: How research influences policy: Universal Pre-K</td>
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*Your final policy brief will be due on or before **Wednesday December 17**.*
Course Outline: Education and Social Policy

WEEK 1: Course description and the foundations of American political thought
The Federalist No. 10, No. 51, and No. 78

WEEK 2: What is public policy?
Wheelan, Chapters 1 and 2
Bardach, Introduction and Part 1

WEEK 3: Theories of Public Policy: Understanding behavior
Wheelan, Chapters 3 and 4

WEEK 4: Social welfare and agenda setting
Wheelan, Chapter 5

WEEK 5: The political process and policy formation
Wheelan, Chapter 6
Bardach, Appendix B

WEEK 6: Markets and government
Wheelan, Chapters 7 and 8
WEEK 7:  Tools for policy analysis: Gathering and measuring information

Wheelan, Chapter 9

Bardach, Part 2


WEEK 8:  Tools for policy analysis: Program evaluation

Wheelan, Chapter 13

Bardach, Part 3


WEEK 9:  Role of Institutions

Wheelan, Chapter 14

Bardach, Appendix C


WEEK 10:  Policy Design and Alternatives: Case Study, Black-White Test Score Gap

Wheelan, Chapter 15


WEEK 11:  Circumstances outside of the classroom


WEEK 12: Federal Policy Implementation: No Child Left Behind

Rhodes, Chapters 4, 5, and 6

WEEK 13: NO CLASS

WEEK 14: Social intervention influencing policy: Harlem Children’s Zone and DonorsChoose.org


Fast Company, 2014

WEEK 15: How research influences policy: Universal Pre-K


Duncan and Murnane, Restoring Opportunity, Chapter 5