OVERVIEW

Government is one of the most important influences in our lives. With or without our expressed consent, Government makes decisions about which societal problems to address, then identifies and formulates solutions to those problems. Government implements public policies by utilizing legislative mechanisms and instruments (e.g., making decisions about taxing, spending and budgeting) to fund, monitor, and evaluate policy effectiveness and efficiency. Taken collectively, these decisions and non-decisions of Government constitute the “whole” that we call “public policymaking.” Quite simply, public policy is what government does—whether as planned action, unplanned action or planned inaction. By formulating and implementing public policy, Government determines what we do—attend school, work or start a business, wage pre-emptive war or curtail citizenship rights and benefits. By enacting public policy, various levels of government influence—and in some cases, determine what products we can buy, the prices we pay for them and the food we eat.

Given the centrality of Government to our very lives and livelihood, the focus of this seminar is on the formulation of public policy. This course introduces students to public policy formulation. Students examine basic concepts, skills and techniques of public policy decision-making via the analysis of a particular policy problem or issue and completion of a set of related analytical assignments. Emphasis is placed on the policy process—taking into account the historical context of particular policy problems and solutions, the mobilization of support for the policy change to the identification of policy objectives, targets, and instruments as well as the assessment of policy outcomes. Attention is also given to actions (policy advocacy) that various constituencies and public officials bring to bear upon the formulation and implementation of public policies.

OBJECTIVES

Students will acquire and demonstrate knowledge of the basic concepts, skills and techniques used in formulating public policy. The course objectives are (1) to impart knowledge of American public policy process, (2) to inform students of the role and influence historical context and constituencies (special interests groups) exercise in policy decision making and (3) to demonstrate how policymaking in the United States influences policies elsewhere. Thus this course will enhance students’ awareness of issues and problems that confront American society as a whole and African Americans and other ethnic groups in particular. Students will be introduced to policy cycles and subsystems and give particular attention to the formulation of public policy. Therefore, students will acquire and demonstrate knowledge of public policy formulation by means of reading assignments, lectures, oral examination, class discussions, two (2) policy briefs, annotated bibliography, web-site sourcebook and a 25 page research paper on a particular policy issue or problem.

REQUIRED TEXTS

The New York Times. (Purchase a subscription.)
Packet (On Reserve, Founders Library)
Mearsheimer, John and Walt, Stephen. 2006. The Israel Lobby and US Foreign Policy pages 1-82
Soffer, Arnon. “The Role of Demography and Territory in Jewish-Arab Relations in Israel”.
Yiftachel, Oren. 2006. Ethnocracy: Land and Identity Politics in Israel/Palestine. Chapters 2-3 7 and 12.

Recommended

STUDENT RESPONSIBILITIES
This course is a seminar in public policy. Therefore students must attend all regularly scheduled class sessions and read all assignments prior to each class. Students will also note that additional reading assignments will be identified in class and students are accountable for completing all assignments as instructed and on time. Students will be given released time from one class session to conduct archival policy research. Each student will complete an oral midterm examination. Each Student must meet with the instructor to identify and discuss progress on the policy briefs and the annotated bibliography. THIS IS MEANT TO BE A CHALLENGING COURSE as well as a memorable and fun one. This course challenges and encourages each student to think, process information, analyze concepts, and formulate arguments. The simple regurgitation of material, no matter how precise, is not sufficient for a grade better than passing--C. The grading system is not amenable to curve, compromise, or plea bargaining. To earn grades of B and better, students must be thoroughly knowledgeable of all assigned materials (reading all materials more than once) and participate actively and intelligently (cross referencing arguments--citing concepts, positions, and authorship to support propositions or questions) where 92-83 points = B and 93-100 points = A. Students who accumulate a total of 82-71 points will earn the grade of C, 70-60 points a D, and 59 or fewer points F.

NOTE: THE DUE DATES FOR ALL WRITING ASSIGNMENTS ARE GIVEN IN THIS SYLLABUS. IN ACCORDANCE WITH UNIVERSITY POLICY, YOU MUST ATTEND CLASS AND SUBMIT ASSIGNMENTS ON THESE DATES. PAPERS MAY BE SUBMITTED PRIOR TO THE DUE DATES BUT NO LATE PAPERS WILL BE ACCEPTED. STUDENTS WHO DO NOT SUBMIT ASSIGNMENTS BY THE SPECIFIED DUE DATES HERIN EARN 0 POINTS FOR THE ACTIVITY. Grades of Incomplete will be given only when legitimate reasons exist and they also require an "incomplete contract" in accordance with University policy.

COURSE GRADING
Student performance will be assessed on the basis of the completion of the following assignments:
Oral Examination 100 points @ 20%
2 Policy Briefs 100 points @ 20%
Outline an Annotated Bibliography for Paper 100 points @ 10%
Policy Paper 100 @ 50%
Total Possible Points = 100
## Assignments

### FOCUS
**THE FORMULATION OF PUBLIC POLICY: US FOREIGN POLICY**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>Aug. 25</td>
<td>Course Organization, Logistics and Expectations</td>
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<tr>
<td>Sept. 1</td>
<td>Introduction to Public Policy. Reading Assignment: Kraft and Furlong pages 1-95.</td>
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<tr>
<td>Sept. 22</td>
<td>Student Discussion: Policy Analysis and Policy Choice&lt;br&gt;Reading Assignment: Kraft and Furlong pages 268-381 and Mead and Leone, American Foreign Policy, pages 1-98.</td>
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<tr>
<td>Sept. 29</td>
<td>Student Discussion: Policy Analysis and Policy Choice&lt;br&gt;Reading Assignment: Kraft and Furlong pages 382-438.</td>
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### Take Home Exam

### FOCUS
**AMERICAN FOREIGN POLICY AND HOW IT CHANGED THE WORLD**

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<tr>
<td>Oct. 6</td>
<td>Due Take Home Exam &lt;br&gt;Mead and Leone, pages 1-131.</td>
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### FOCUS ON NATIONALISM: WHAT MAKES A NATION?

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<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>Oct. 20</td>
<td>Connor, Walker, “Terminological Chaos (A Nation is a nation is a state is an ethnic group, is a . . .)” and “When is a Nation?” Chapters 4, 8, and 9. Marx, Anthony. Faith in Nation: Exclusionary Origins of Nationalism, pages 3-72 and 191-end.</td>
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### FOCUS ON ISRAEL AND PALESTINE

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<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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### Nov. 3 | **Due Policy Brief #1** Mayer, Tamar. Nation and gender in Jewish Israel. 1-31 and Mearsheimer and Walt, The Israel Lobby and US Foreign Policy pages 1-82 and Soffer, Arnon. “The Role of Demography and Territory in Jewish-Arab Relations in Israel”. |

### Nov. 10 | The Formulation of US-Israel Foreign Policy<br>Yiftachel, Oren, Ethnocracy: Land and Identity Politics in Israel/Palestine, Chapters 2-3 and David Newman (1999) Chapters 1-6 and 10. |
Nov. 17  **Due Policy Brief #2.** Yiftachel, O. Ethnocracy: Land and Identity Politics in Israel/Palestine, Chapters 6-8.

Nov. 24  The Formulation of US-Palestine Foreign Policy Yiftachel, Oren, Ethnocracy: Land and Identity Politics in Israel/Palestine, Chapters 11 and 12

Dec. 1  **RESEARCH DAY**       **NO CLASS**

Dec. 7  **DUE 3:10pm SHARP!!!** Policy Research Paper electronic submission

**Statement of Plagiarism**  
*College of Arts & Sciences, Howard University*

Plagiarism is the representation of another person's words and ideas as your own. This misrepresentation is a breach of ethics that seriously compromises a person's reputation. Professional careers have been ruined by revelations of plagiarism. Researchers, therefore, must scrupulously acknowledge sources to give proper credit for borrowed materials. The following rules should be observed to make sure that the distinction between your own words and ideas and those of others is justly maintained. (Of course, submitting a paper that is completely the work of another person is plagiarism in its most extreme form.)

- Words, phrases, and sentences of another person should be enclosed in quotation marks and cited in proper form.
- Paraphrases and summaries of the ideas of others, should be properly cited. These paraphrases and summaries should not represent merely the rearrangement of sentence elements but should be rewritten in your own style.
- Quotations, paraphrases, and summaries should be introduced with the name of the writer being cited.
- Every item cited in this paper (i.e., all sources of others' words and ideas) should appear in the bibliography in proper form.
- Citations should contain all the information required by standard conventions and specially indicate the location of the material cited. Page numbers should be checked for accuracy before a paper is submitted; the reader must be able to find the source of the material quoted, paraphrased, or summarized. Forms for citations and bibliographies should conform to those specified in The Bedford Guide for College Writers.

If you plagiarize all or part of an assignment, you can expect severe penalties, ranging from failure in that assignment to being recommended for a hearing before a judiciary body of the University. In most cases, a letter will be placed in your permanent file.
FOCUS US FOREIGN POLICY TOWARD ISRAEL AND PALESTINE

PROBLEM: Students will write a twenty-five (25) page paper that systematically describes, examines and critiques the formulation of U.S. foreign policy on Israel and Palestine. Students will provide a brief chronology of the history and evolution of U.S. foreign policy on Israel and Palestine after 1923. Students will define concepts of nation, nationalism, and ethnicity and explain how these concepts influence and/or determine definitions of nation state, boundaries and sovereignty as well as the formulation of U.S. foreign policy. The paper must describe and explain the uses and/or roles of (1) religion (the sacred); (2) notions of governance (democracy, authoritarianism, sovereignty, and tyranny); and (3) economic and social ideologies (e.g., capitalism/communism/socialism) in nation formation. The paper also must critique the outcomes of these strategies on United States relations with (a) Israel, (b) Palestine and (c) the Middle East. The paper must also address the following questions: What role does strategic resource endowments play in defining U.S. foreign policy toward Israel and Palestine? What are these resources and why are they important? Which ideologies of governance and to what extent should these ideologies drive U.S. foreign policy? What roles do U.S. political action committees (PACs) and lobbies play in defining/determining U.S. foreign policy and what are the benefits and costs of these relationships? What roles do international organizations play or should they play in problems of national security and foreign policy—Be sure to identify the principle international organizations and justify why each is important to your analysis.

GUIDELINES FOR ABSTRACT-OUTLINE-ANNOTATED BIBLIOGRAPHY

You are to submit an annotated bibliography that includes an abstract and outline of the topic, question or problem for the twenty-five-word policy research paper required for completing this seminar. The abstract is a 100-word paragraph in which you identify the purpose, problem primary assumptions and hypotheses, method and expected findings of your paper. The outline is a maximum of two pages in which you identify, in logical sequence, the topic and subsets of topics and questions to be addressed in your research paper.

The annotated bibliography is a bibliography in which each citation is explained by a note. According to Webster’s Dictionary, an annotation is a remark, note, or commentary on some passage of a book that is intended to illustrate or explain its meaning . . . a commentary, criticism or elucidation.

Format
1. The annotated bibliography must have a minimum of 20 citations that may include at least five readings from this course. Web-site citations are not permitted and are not to be listed among the annotations. Although students are expected to use the internet to identify sources and other materials for background research, web-site information is not counted toward this assignment. Works cited must fully represent the most important theories and paradigms, perspectives, ideas and issues—reflect the scope of work—on your topic.

2. Citations must be presented in proper bibliographic form as given in Kate L. Turabian A Manual for Writers of Term Papers, Theses, and Dissertations, Chicago: University of Chicago Press.

3. The Abstract-Outline-Annotated Bibliography must be typed, single-spaced, using a standard font (no larger than 11 or 12 point times roman) with standard 1 inch margins.