Introduction to Planning, Policy, and Health

Fall 2010

CROSS-LISTED AS
10:762:101 (PLANNING & PUBLIC POLICY [INDEX: 12847])
AND 10:832:101 (PUBLIC HEALTH [INDEX: 12848])

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Contact: dbausch@eden.rutgers.edu

Location: CDL 109
Day: Tuesday
Time: 10:55 am to 1:55 pm

WEBSITE: https://sakai.rutgers.edu/portal at tab INTRO PPH F10

It is one thing to conclude that ‘the people rule.’ It is quite another to describe how a successful electoral democracy functions.”


Democracy sounds good on paper, but how do we know it won’t explode when we start it?


Stand. You’ve been sitting much too long. There’s a permanent crease in your right and wrong.


Course Summary and Goals

The course offers an introductory level non-technical overview of public health, public policy, and urban planning in the United States, with an emphasis on how these fields intersect. Course modules include:

- Policy, Politics, and the Public Interest: Decision-Making in a Democracy
- Public Policy Formation and Execution
- Topics in Planning, Public Policy, and Health Policy

We start by fixing the basic terms, public policy, politics, the public interest, and examining how those concepts interrelate in the context of public decision-making in our participatory democracy. From there we explore public policy formation and focus on the key factors and stakeholders that drive the
development and enactment of public policies. In the second half of the course, through readings and
guest lecturers, we explore various substantive areas of policy, including health policy, urban and land-
use planning, transportation planning and policy, energy planning and policy, and social and family
policy. When you are done with this course, you will have a working understanding of the theoretical
bases of public policy in the United States as well as the practical aspects of public policy formation. In
addition, you will have exposure to at least five substantive areas of policy.

Course Policies

Attendance, Conduct, and Comportment in Class

Attendance, while mandatory, is self-policing. I do not spend my time or energy taking attendance or
policing your academic habits. You’re adults now and if you don’t want to come to class, don’t. The
consequences are yours, and are mostly likely to reveal themselves through your exams and course
grades. However, if you do come to class, I expect you to be prepared, which means having done the
readings, and I expect you to pay attention. If you’re reading the newspaper, or texting or Tweetting (or
Twitting, or whatever), or IMing or playing solitaire (or any game or not-class-related activity) on your
laptop, or you are doing anything that causes you to divert your attention from the lecture or class
discussion, I will notice and you will be asked to leave. If you fall asleep during class, I will stand over
you and stare at you until you wake up, by which time the rest of the class will be laughing at you. And
then you will be asked to leave. These things are embarrassing; don’t go there. I make a bargain with
my students: I empower you to make your own decision about attendance; however, if you choose to
come to class, during the time you are here, you must engage with nothing but this course.

Required Reading: Books and Articles

There is no assigned textbook for this class. The books I contemplated using were ridiculously
expensive and I felt it unfair to require you to spend an inordinate amount of money for a book that you
will only use once for an introductory course. Rather, assigned readings will be posted to the course
Sakai site at least a week in advance of the corresponding class session. The readings for each class will
be in a separate folder labeled with the date of the class session. When reading, if you don’t know what
a word means, look it up. For the Internet age, I recommend Merriam Webster’s on-line dictionary; just
type in m-w.com and there you are. I’m big on vocabulary and have been known to include definitions
of words found in the readings as test questions.

Communications

The only way to reach me is by email; do not call my office. When you contact me by email, be sure to
use only your Eden email account; emails from GMail, Yahoo, HotMail and the like are sent to spam
and may not be answered. If you miss class, do not email Mr. Bausch or me to ask if you “missed
anything important,” or whether we can “tell you what we covered.” The answers to these questions are,
respectively, “yes, you did,” and “no, we won’t.” If you miss class, contact a classmate, preferably one
who pays attention and takes good notes. And speaking of classmates, I encourage you to form study
groups. Much of this material is conversationally engaging and talking it through with similarly
interested stakeholders, i.e., other students who want to do well in the course, is a good way to truly
internalize and understand the material. And it’s a great way to meet people and make friends.
Exams, Grading, Course Grades, and Grading Appeals

There will be a mid-term examination (on Tuesday, October 19, 2010 during our regular class period) and a final exam (Tuesday, December 7, 2010 during our regular class period). The midterm will count for 40% of your grade, and the final will count for 60%. The midterm will focus on all material covered in class and in the readings to that date. The final will cover the entire course. If you are late to the exam, you will not have extra time during which to complete it. **You may not leave the room during the exams.** If this creates a medical issue for you, then you must contact me at least two weeks prior to the exam and accommodations will be made for you to take the exam under the auspices of a specially-assigned proctor. Letter grades for exams and the course will be assigned as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 to 100%</td>
<td>A</td>
</tr>
<tr>
<td>85 to 89%</td>
<td>B+</td>
</tr>
<tr>
<td>80 to 84%</td>
<td>B</td>
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<tr>
<td>75 to 79%</td>
<td>C</td>
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<tr>
<td>70 to 74%</td>
<td>C+</td>
</tr>
<tr>
<td>66 to 69%</td>
<td>D</td>
</tr>
<tr>
<td>0 to 65%</td>
<td>F</td>
</tr>
</tbody>
</table>

After consultation with me on the Platonic ideal for each exam answer, Mr. Bausch will grade all the exams. He will hold office hours following the midterm exam and if you believed he erred, you should go to see him during his office hours to discuss your grade; Mr. Bausch is empowered to correct or modify his own grading, should he deem it appropriate. If you remain unsatisfied with the outcome, you may then appeal the grade to me; however, I do not review Mr. Bausch’s grading; rather, I grade the exam *de novo*; thus, it is equally as possible on my review that your grade will decrease as it is that it will increase.

**Makeup Exams**

If you miss an exam without giving me prior notice, that will count as a zero score with no opportunity for a make-up. End of story. If, however, you: (a) are genuinely ill or otherwise legitimately disposed; and (b) contact me by email at least 24 hours before the scheduled exam; and (c) provide me with an original, verifiable, and objective document (the typical example is a doctor’s note), then a make-up exam may be permitted. I intentionally make the “make-up exam” a tough row to hoe, so I urge you to avoid it.

**Academic Misconduct**

Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. Penalties for misconduct can range from failing an assignment, exam, or a course, to suspension or dismissal from the university. For greater detail, see: [http://catalogs.rutgers.edu/generated/nb-ug_current/pg21724.html](http://catalogs.rutgers.edu/generated/nb-ug_current/pg21724.html).

The Bloustein School is appending this memorandum to your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable.

Academic misconduct almost always happens for two reasons. One is ignorance of academic rules and practices. For example, in virtually every recent plagiarism case in the School, material has been taken
from an Internet site and placed in text without appropriate note or attribution. You must learn the proper rules for attribution. If you are not sure, ask your instructor. Pressure is the second common reason for academic misconduct. Students, faculty, all of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are contemplating allowing pressure to drive you to misconduct, step back and resist that urge. Simply imagine the embarrassment you would endure were you to be suspended from the university for one or more semesters, as you would be for a Level Three Violation. Some professors are ardent about pursuing academic misconduct prosecutions to the end conclusion. Being a former trial attorney, I am one of those professors. Rather than premeditated cheating, you can cope with pressure in a positive way by reaching out to school and university staff and faculty members.

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**COURSE CALENDAR OF CLASS SESSIONS AND READINGS**

**Introduction to the Course**

**Tuesday, 9/7/10**

Review of syllabus and course policy
Lecture: “Somebody ought to do something about all those feral cats.”
Reading:

♦ Polsby, Chapter 4 “On the Distinctiveness of the American Political System”

**Policy, Politics, and the Public Interest: Decision-Making in a Democracy**

**Tuesday, 9/14/10**

Lecture: Self-Government: The Structure and Processes of Politics and Governance
Reading:

♦ Fesler & Kettl, Chapter 2 “What Government Does”
♦ Kingdon, Chapter 2 “Describing the Comparisons” [from *America the Unusual*]
♦ Sullivan, Chapter 15 “The Balance of Power Between the Federal Government and the States”

**Tuesday, 9/21/10**

Lecture: Self-Government: Public Policy, the Public Interest, and the Citizen’s Role
Reading:

♦ Sorauf, article “The Public Interest Reconsidered”
♦ Steinmo, Chapter 5 “American Exceptionalism Reconsidered: Culture or Institutions?”
Tuesday, 9/28/10

Lecture: The Role of Ideology and the Proper Role of Government
Reading:

♦ Ebenstein, Chapter 25 “The Welfare State”
  o Roosevelt, “The Philosophy of the New Deal”
  o Hoover, “The Welfare State – Road to Collectivism”

Tuesday, 10/5/10

Lecture: Key Factors Driving Public Policy Formation; Public Policy Execution
Reading:

♦ Peters, Chapter 3 “Agenda Setting and Public Policy”
♦ Fesler & Kettl, Chapter 1 “Introduction”

Tuesday, 10/12/10

Catching up / Midterm exam review
Guest Speaker: Christina Miller, Bloustein School
Coordinator for Undergraduate Student Services
Discussion of Bloustein School majors, minors, and certificates

Midterm Examination

Tuesday, 10/19/10

Tuesday, 10/26/10  Health Policy

Guest Speaker: Dona Schneider, Professor and Associate Dean
Research areas: Health and policy issues facing American children and minorities; mortality and morbidity; high risk behaviors

Reading: to be announced

Tuesday, 11/2/10  Urban Planning

Guest Speaker: Anton Nelessen, Undergraduate Program Director and Associate Professor
Research areas: Planning, visioning, community design, Transect-based Zoning

Reading: to be announced
**Tuesday, 11/9/10**  
**Land-Use Planning**

Guest Speaker: Frank Popper, Professor  
Research areas: Land-use planning; regional planning; environmental history; natural resource planning; The Great Plains; The American West and South; planning for population decline

Reading: *to be announced*

Guest Speaker: David Listokin, Professor  
Research areas: Historic preservation; development impact assessment; housing and land development

Reading: *to be announced*

**Tuesday, 11/16/10**  
**Energy Policy**

Guest Speaker: Frank Felder, Director, Center for Energy, Economic & Environmental Policy  
Research areas: Energy policy; restructured electric power systems

Reading: *to be announced*

**Tuesday, 11/23/10**  
**Social and Family Policy**

Guest Speaker: Jocelyn Crowley, Professor  
Research areas: American social policy; family policy; women and politics

Reading: *to be announced*

**Tuesday, 11/30/10**  
**Transportation Planning and Policy**

Guest Speaker: Robert Noland, Professor and Director, Voorhees Transportation Center  
Research areas: Impacts of transport planning and policy on environmental outcomes; impact of induced travel on vehicle emissions; behavioral responses to new transport capacity; micro-simulation of pedestrian-vehicle interactions; analysis of non-motorized transportation; safety analysis of road infrastructure and non-motorized crashes; economic impact analysis of transportation systems.

Reading: *to be announced*

**Endterm Examination**

**Tuesday, 12/7/10**