

The Edward J. Bloustein School of Planning and Public Policy
Rutgers University

Introduction to Policy, Planning and Health
10:762:101 and 10:832:101

Spring 2007.
MW 2:50-4:10 CAC
M: MU-213 (lecture)
W: MU-213 (recitation #1) and SC-201 (recitation #2)

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Office hours to be discussed with class

This course introduces students to common policy decision-making processes in the fields of planning, public policy, and public health. We provide insights and examples about the creation, execution, and evaluation of policy decisions in these complementary areas.

All readings are available online on our sakai site: <https://sakai.rutgers.edu/portal> (log in using your Rutgers NetID and password; click on tab: "762:101:01 Sp 07").

I am finishing a brand-new book specifically for this kind of course. You will be reading drafts of the book chapters. Michael Greenberg (2008) *Environmental Policy Analysis and Practice*, Rutgers University Press. Unless otherwise indicated, all the readings are found in this book.

Course objectives

After completing this course, students will understand:

Six key factors that drive public policy formation.

Applications of these factors to important planning and public health decisions.

Application of tools used to guide and communicate decisions.

Students will be introduced to:

Memo writing.

Preparing talking points for newspaper interviews and testimony for hearings.

Majors, internships, volunteer opportunities offered through the Bloustein School.

Policy analyses by faculty and staff of the Bloustein School.

Grading and Academic Honesty Policies

Grading:

Quiz (15%): During the fourth week of class, we will have a quiz. It will consist of 10 definitions (out of 12). You will be asked to define the term and explain the significance

to policy. The exam will take 30 minutes, in other words, an average of three minutes for each term.

Mid-term (30%): During the eighth week of class, we will have our midterm exam. It will consist of 10 definitions (out of 12). You will be asked to define the term and explain the significance to policy. In addition, you will answer one essay question (out of 2). The exam will take one hour.

Final-exam (30%). The final will consist of 10 definitions (out of 12). You will be asked to define the term and explain the significance to policy. In addition, you will answer one essay question (out of 2). The exam will take one hour.

Attendance and class participation (25%). Even though this is a large class, I am big believer in class participation. We will take attendance at every class, and there will be a final project that will require the participation of every member of the class. This project is described below.

Statement on academic honesty:

All members of our community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest, whether or not the effort is successful. A violation of academic honesty is a breach of trust, and will result in penalties, including possible suspension or expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructors.

Organization of the course and class schedule

The Monday of every week will introduce the policy criterion, and then the Wednesday breakout sessions will discuss prominent examples, tools, and readings.

Week 1: Classes start Tuesday, January 16, 2007

Wednesday, January 17.

Introduction to the course objectives, expectations, grading and reading. Outline of how the course will be conducted. *Reading:* preface to Greenberg book.

Week 2: Monday, January 22 and Wednesday, January 24.

Overview of factors that drive policy formation: science; economics, including costs and benefits; elected officials and their bureaucracies; vested interests, including business, not-for profits, the public, and the media; ethics/morality; and time-flexibility. *Reading:* Greenberg introduction chapter.

Week 3: Monday, January 29 and Wednesday, January 31.

Overview of key urban planning changes during the last half century and near future. *Reading:* Fishman, R. (2000). The American metropolis at century's end: past and future influences. HPD, 11(1), 199-213.

Week 4: Monday, February 5 and Wednesday, February 7.

Overview of key public health improvements during the last century. *Reading:* Coburn, J. (2004). Confronting the challenges in reconnecting urban planning and public health, *AJPH*, 94(4), 541-546. Professor Dona Schneider is guest speaker.

Quiz on February 7.

Week 5: Monday, February 12 and Wednesday, February 14.

The scientist perspective on public policy. *Reading:* chapter 3 and risk analysis and environmental impact sections of chapter 7 in Greenberg.

Week 6: Monday, February 19 and Wednesday, February 21.

The public perception of hazards and risk, and its influence on policy. *Reading:* See public perception part of chapter 3 and survey section of chapter 7. See also Greenberg, M. (2005). Environmental protection as a US national government priority: analysis of six annual public opinion surveys. *EP&M*. 48(5), 733-746.

Week 7: Monday, February 26 and Wednesday, February 28.

The media's role, newsworthiness. *Reading:* chapter 2 of Greenberg.

Week 8: Monday, March 5 and Wednesday, March 7.

Federal elected officials, their staff and bureaucracies. *Reading:* Greenberg laws, rules, regulations, executive decisions, leadership changes, and budget sections of chapter 8.

March 7 is mid-term exam.

Week 9: Monday, March 12 and Wednesday, March 14.

Break

Week 10: Monday, March 19 and Wednesday, March 21.

Local elected officials, their staff and bureaucracies. *Reading:* Greenberg chapter 1.

Week 11: Monday, March 26 and Wednesday, March 28.

Economic factors. *Reading:* Greenberg chapter 4 and cost-benefit part of chapter 8.

Week 12: Monday, April 2 and Wednesday, April 4.

Ethics and morality factors. *Reading:* Greenberg chapter 5.

Week 13: Monday, April 9 and Wednesday, April 11.

Time and flexibility. *Reading* is chapter 6. Introduce class project on April 9. Use Wednesday to organize groups.

Weeks 14: Monday, April 16 and Wednesday, April 18.

Henry Mayer is guest speaker: “Making Future Land Use Choices: An Example of the Highlands.” *Reading* is TBD. On Wednesday groups split and begin to work on their project.

Weeks 15: Monday, April 23 and Wednesday, April 25.

Guest speaker-TBD. On Wednesday groups do a mock presentation to their groups.

Weeks 16: Monday, April 30.

Groups present their work to entire class.

Final exam: Thursday, May 3, 8:00 am – 11:00 am

Final Class Project

Question:

How should federal government anti-terrorism funds be distributed to states and to local governments?

Expected outcome:

Major role-playing exercise and group paper (4-6 pages for each sub-group). See if class can arrive at a consensus. Students become active participants in policy formation.

Method:

Class is divided into two groups based on section. Then each section forms the following groups: (1) Federal Homeland Security; (2) State of NJ Department of Justice; (3) NJ League of Municipalities; (4) Port Authority of NY and NJ; (5) NJ Health Officers Association; (6) NJ Fire and Police Associations; (7) Star Ledger; and (8) Citizen activist group.

Student roles:

Student groups take on role of organizations and participate in debate. Students use websites to develop background material for group they represent. The memo and presentation should contain the following sections: (1) mission of the organization; (2) position of the organization on the issue (e.g., distribute on basis of location of population, jobs, electricity generation capacity; more to local health departments; more to fire/police departments; call for more objective analyses; have legislative committees allocate; set priorities after major state-wide debate; (3) basis for that position (e.g., jurisdictional equity; protect key infrastructure; protect poor and other vulnerable; state’s rights).