**SCHOOL OF PUBLIC POLICY**

**UNDERGRADUATE COURSES**

**FALL 2015**

**POL 2101 STATE AND LOCAL GOVERNMENT**

**Prof. Michael Polak**

This course introduces students to sub-national government and politics in the United States. While there will be an emphasis on the state of Georgia, the course is also comparative in nature. Our study of sub-national government and politics will be divided into four parts: 1) foundations of state and local politics, which include federalism, constitutions, social and economic conditions, and intergovernmental relations; 2) political institutions, including state legislatures, the executive branch, local commissions and councils, and legal systems; 3) participation, particularly elections, political parties and interest groups; and 4) policy making.

• Prof. Polak served several terms in the Georgia House of Representatives and Georgia Senate.

**PUBP 2010 POLITICAL PROCESSES (BSPP Core)**

**Prof. Richard Barke**

Politics in the policy process is about *combining individual and social beliefs, values, and preferences about a public problem into a collective decision that, ideally, promotes the public interest*. In this course we focus on the procedures and institutions by which choices and values are created, shaped, and aggregated into public decisions, i.e., "politics." Our focus is both on the “why” (models and theories about why the process works as it does) and the “how” (knowledge about how citizens and professionals can be more effective as policy analysts or advocates).

The course will incorporate many examples from real-world politics and policy, but this is neither a casual survey of current events nor an introduction to political science or American politics. You should already have a working knowledge about the US political system. The last portion of the course focuses on several domains of current politics and policy, to which we will apply concepts covered in the first part of the course. Students are expected to have a sincere interest in the policy process and to approach actual policy issues with a well-informed and critical perspective. Attention to current policy issues is essential.

**PUBP 2030 ORGANIZATIONS AND POLICY (BSPP Core)**

**Prof. Mary Frank Fox**

Organizations and Policy focuses on what we need to understand about the organizational settings in which we live and the policies that shape (and reflect) organizations. We address:  major perspectives on organizations and why these matter; views of what goes on inside of organizations (including culture and control, power, inequalities, conflict, and deviance); organizations and the broader environments in which they exist; ways that organizations adapt and transform over time; and futures of organizations and policy.

**PUBP 3000 US CONSTITUTIONAL ISSUES**

**Prof. Robert Pikowsky**

Constitutional Issues will expose students to many of the areas of law covered in a law school Constitutional Law class. Some of these areas include the commerce power, the power to tax and spend, freedom of religion, freedom of speech, due process and equal protection, protection from unreasonable search and seizure, and protection against self-incrimination. We have two writing assignments that are intended to work on your writing skills as well as your ability to analyze the problem presented.

**PUBP 3030 POLICY ANALYSIS (BSPP Core)**

**Prof. Andrew Chupp**

Policy analysis involves the structured investigation into rationales for and practice of public policy. “Structured” does not mean “value-free,” however, and policy analysis combines science with values. The focus of the course is on developing practical techniques for analyzing policies and, ultimately helping policymakers arrive at viable and informed policy choices with a credible expectation of what the expected outcome(s) of those policy choices will be. A variety of concepts underpinning policy development and implementation are developed and linked to evaluating policy impacts. Students also will learn about the assumptions that underlie those concepts and techniques, and about the professional roles and responsibilities of policy analysts. The first part of the course integrates theories and analytical approaches learned in coursework in the study of more advanced policy analysis. The second part of the course emphasizes application of these approaches to selected real-world policy problems. Students will participate in exercises that illustrate the techniques and challenges of policy analysis.

**PUBP 3120 STATISTICAL ANALYSIS FOR PUBLIC POLICY (BSPP Core)**

**Prof. Emanuele Massetti**

In this course we will learn to analyze quantitative data for public policy problems. We will begin with the fundamentals of research design and measurement because it is impossible to do good statistical analysis without these quality checks. Then we’ll see just how useful a simple mean and standard deviation can be to public policy questions. Next, we’ll discover how a major presidential campaign used contingency tables in their data analytics teams to craft get out the vote efforts.

After that, we’ll learn basic probability and the logic of hypothesis testing. We’ll then apply five different hypothesis testing techniques to public policy problems: chi-square tests, alternative measures of association, t-tests, and analyses of variance (ANOVA). Once we’ve understood the strengths and limitations of these techniques, we’ll move into simple and multiple regression. Whether or not you pursue a career involving statistics, the regression model will help you structure problems—so it is worth understanding in detail.

At the end of the day, the techniques don’t matter as much as thinking like a statistician. You’ll learn to ask yourself the following questions whenever you hear a statistic or come across a new data set: How were these data collected? How well do they measure what we’re trying to measure? What kinds of research questions can I ask here? How can I test my hunches about what might be going on? Most importantly, how can I identify and communicate the biggest insight from this data for a policy stakeholder?

**PHIL 3127HK SCIENCE, TECHNOLOGY, AND HUMAN VALUES**

**Prof. Hans Klein**

PST 3127 approaches ethics through writings on the critique of consciousness and the realization of freedom. The class differs from most philosophy classes, which conceive of ethics in terms of a rational agent acting on the basis of higher principle, such as utility maximization (Mill) or universality (Kant). We consider human rationality to be incomplete but to be capable of development and improvement. We examine cognitive impediments to ethical action (“false consciousness”), various accounts of the origins of such impediments, methods for critique of consciousness, and visions of freedom. Readings will draw not only on philosophy but also on literature, the social sciences, and clinical psychology.

**PHIL 3109RR ENGINEERING ETHICS**

**PHIL 3109RK ENGINEERING ETHICS**

**Prof. Robert Kirkman, Prof. Robert Rosenberger**

This is a practical course in professional ethics for engineers.  The real work of the course will be in grappling with concrete, practical problem situations, taking them as opportunities to acquire and practice skills in critical normative inquiry: analysis, option generation, and critical consideration in support of normative decision making.

**PUBP 3315 ENVIRONMENTAL POLICY AND POLITICS**

**Prof. Alice Favero**

The course will focus on what constitutes effective environmental policy. First, it starts analyzing the evolution of the environmental policy and actors in the environmental arena. Then, it analyzes why environmental policies are needed discussing the issues of negative externalities and public goods. After that, the course will discuss environmental policy instruments for addressing environmental issues at the local, regional, and global levels. Finally, it defines global and domestic issues addressed by environmental policies: climate change, local air pollution, energy, transportation, water pollution and waste. I final section is dedicated to the topic of sustainable development.

The goal of this course is to provide training in environmental policies to describe how economic, political, and social relationships develop, persist, and change. Students will have the ability to critically analyze environmental policies in the real world. They will be able to describe and analyses environmental policy tools and their implications.

**PUBP 3610 PRE-LAW SEMINAR**

**Prof. Robert Pikowsky**

 The Pre-Law Seminar is designed for students who are seriously considering law school. The class is co-taught by attorneys at prominent Atlanta law firms. Students should take another pre-law class prior to the P-L Seminar, but this is a suggestion rather than a requirement.

 The class is divided into three segments. The first segment will introduce students to the basics of legal writing, which is fundamental to success in law school and in law practice. Students will write an objective legal memorandum based on cases and statutes that will be provided in class. The second segment will introduce students to some of the career paths available to an attorney. Students will experience some of the basics of law study and will gain some exposure to a typical law school exam question. Students will write a policy paper on a topic of legal significance. The third segment will introduce students to some of the oral advocacy skills that are essential to a career in litigation. Students will make an oral presentation to the class simulating the work of a trial attorney.

**PUBP 4010 POLICY TASK FORCE I (BSPP Core)**

**Profs. Kimberley Isett and Diana Hicks**

Task Force is the required 2 semester long client-based senior capstone design project for public policy majors.  In this course you will use knowledge of policy processes, ethical issues, economics, political economy, as well as the tools of statistics and research methods to answer a question posed by an organization involved in public policy making.  You will work as part of a team and will deliver a report to the client, present your project to the client and show off your project to the GT community at the capstone design expo in McCamish Pavilion in the spring.

**PUBP 4111 INTERNET AND PUBLIC POLICY**

**Prof. Hans Klein**

Internet policy is novel, complex, and dynamic. This class attempts to provide an overarching intellectual framework by which to make sense of the entire field (or the many disparate fields) of Internet policy. This intellectual framework is applicable to other policy domains besides the Internet. By “policy” we mean a decision that applies widely, such as a technical standard that applies to an industry or a law that applies within a country. Since there is usually no “right answer” for a policy, in order to make good policy society relies on good process. Good process is defined by procedural rules, such as representation, transparency, and expertise.

 We examine five types of internet policy: standards-setting (e.g. Internet RFCs,) system coordination (e.g. allocation of domain names and IP addresses,) economic regulation (e.g. registry accreditation,) public policy (e.g. rules on decency, privacy, speech, etc.) and international relations (e.g. agreements about critical infrastructure, national security, sovereignty.) In a perfect world the five policy types would map onto five institutions. In fact, however, there are overlaps, duplications, and sometimes lacunae, so that institutions form a complex ecology typified by an alphabet soup of acronyms. Internet policy institutions include the IETF, IANA, ICANN, WSIS, IGF, NTIA, USA, EU, BRIC, and UN.

**PUBP 4140 FOUNDATIONS OF LEADERSHIP**

**Prof. Wes Wynens**

  In this course students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, follower-ship, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. This course is based on the premise that each student will face a variety of leadership challenges in life. How these challenges are met, whether as a formal leader or a member of a team, can have a significant impact on an organization and on one's career. Learning more about leadership will help every student meet their leadership challenges.

The methodology followed by this course will be one of knowledge acquisition, practice, and reflection. The learning objectives are designed to give you insights into leadership theory and how it applies in real world contexts. Specifically, you will improve and address your skills in key areas of leadership, including change and innovation, reflection, collaboration, communication, conflict, and multi-cultural awareness.

**PHIL 4176 ENVIRONMENTAL ETHICS**

**Prof. Robert Kirkman**

The idea of this course is that environmental ethics should begin with our environment, including the complex built environment we inhabit.  Living organisms and ecological systems are part of this environment, to be sure, but so are buildings, roads, electric lines, and sewers as well as construction companies and zoning boards.

Ethics comes into the picture because we keep having to make decisions within and about our environment, and these decisions are caught up with basic values and obligations . . . and with sometimes serious disagreement about values and obligations.

The course will follow a problem-based learning (PBL) approach: students will work together in groups to explore the ethical dimensions of problem situations that call for decisions within and about the environments we inhabit. Each of these problem situations will call for the development and use of particular tools of ethical analysis and synthesis.

**PUBP 4212 WOMEN AND PUBLIC POLICY**

**Prof. Cheryl Leggon**

The status of women in American society as a function of rights and opportunities conferred upon women by governmental actions and as influenced by forces of social change.

**PUBP 4803GK STEM EDUCATION POLICY**

**Prof. Gordon Kingsley**

This course explores the role of public policy in shaping the conduct of STEM (science, technology, engineering, and mathematics) education in the United States.  We will be examining the policy subsystems that govern portions of the pipeline of the production of scientific and technical human capital.  Particular attention will be given to STEM education in K-12 public schools.  In doing so, we will compare and contrast the relevant policy subsystems and explore how they influence, and at times conflict, with one another.

  While conducting our review of these policy subsystems we will be drawing upon a variety of tools developed in the policy sciences for understanding the behaviors of actors within a policy subsystem.  These tools include policy process models, policy analysis, and policy evaluation.  We will examine the particular ways in which these tools are applied in STEM education policies.

**PUBP 4803MH PHILOSOPHICAL ANALYSIS WITH ARGUMENT MAPPING**

**Prof. Michael Hoffman**

This seminar-style class provides an opportunity to learn logical argument mapping with AGORA-net (<http://agora.gatech.edu/>). After trying out a variety of other argument mapping tools, we will use AGORA-net to analyze a series of classical philosophical arguments and to construct our own arguments to approach what Rittel and Webber called “wicked problems.” The goal is to train the construction of clearly structured arguments and the critical evaluation and improvement of these arguments. This will partly be done in small teams that work on larger projects over several weeks.

**PUBP 4803RP TECHNOLOGY LAW, POLICY, AND MANAGEMENT**

**Profs. Robert Pikowsky, Jerry Liu, and Charlena Thorpe**

This course covers a variety of legal, policy, and management issues relevant to technology. The course includes an in-depth review of patent law and surveys other areas of law such as trade secret, trademark, copyright, contract, product liability, and antitrust law to the extent that they impact the research, design, marketing, and selling of technology.

**PUBP 4803JB PHILOSOPHY OF FOOD**

**Prof. Justin Biddle**

Food is something that is fundamental to our lives, and for most of human history, and kinds of questions that people asked about food were correspondingly basic. Is this berry edible, or will it make me sick? Where are the animals we can eat, and how can we kill them? Which crops will grow during which seasons? How can we eat in the winter? At bottom, all of these questions about food boil down to perhaps the most basic one of all: *How can we get enough of it?* While contemporary societies have some of the same questions – the problem of getting enough food is still a serious one for many in our world – we also have different, and more complicated, questions. If we walk through the aisles of our local grocery store, pick out an item, and ask where it comes from, the answer will, in many cases, be far from obvious. This is especially clear when we read, or attempt to read, the list of ingredients. Contemporary methods of food production are radically different from anything that we have known in the past, which raises the question of whether these methods are justifiable – morally, politically, economically, and environmentally.

**PUBP 4803PS PRIVACY, TECHNOLOGY POLICY & LAW**

Profs. Annie Antón & Peter Swire

This will course will enable students to understand how privacy is defined, protected, and managed in the areas of technology, policy, and law. Specific objectives include:

* Understanding the legal and policy issues surrounding technologies that operate on sensitive personal information;
* Examining the state-of-the-art for research and practice in information privacy, including methods used in information systems;
* Developing the multidisciplinary skills needed to analyze, manage, and resolve the challenges associated with privacy, technology, law, and policy;
* Gaining experience handling real-world

privacy challenges through analysis of current problems using written and oral communication.

• Prof. Antón is Professor and Chair of the School of Interactive Computing at Georgia Tech. She is co-founder of the Symposium on Requirements Engineering for Information Security (SREIS) and the Annual Requirements Engineering and the Law Workshop and currently is a member of the International Board of Referees for [Computers & Security](http://www.journals.elsevier.com/computers-and-security/?navopenmenu=-2).

• Prof. Swire (Scheller College of Business and College of Computing, with a courtesy appointment in the School of Public Policy) served as one of five members of President Obama’s Review Group on Intelligence and Communications Technology. He is a Senior Fellow with the Center for American Progress and the Future of Privacy Forum, and a Policy Fellow with the Center for Democracy and Technology. Under President Clinton, Swire was the Chief Counselor for Privacy, in the U.S. Office of Management and Budget.  Under President Obama, he served as Special Assistant to the President for Economic Policy.)

**PUBP 4823 CYBER SECURITY**

**Prof. Milton Mueller**

The security of cyberspace is one of the newest and most significant public policy challenges of the 21st century. As a policy domain, cybersecurity spans domestic and global perspectives and touches on national security and inter-state relations as well as the security of commercial transactions and end users. This course situates cybersecurity in the overall Internet ecosystem, examining it from the standpoint of private sector platform and network operators, end users, national governments, international institutions, and technical standards. Although the emphasis is on U.S. policy and law, it engages in comparisons and case analysis drawn from Europe and Asia. The course welcomes students from public administration, policy studies, communications and computer science. Students will be exposed to some basic technical material regarding the nature of the internet, cyberspace, vulnerabilities, exploits and incident response techniques and methods, but the course does not require advanced computer science expertise.

• Prof. Mueller is joining the School of Public Policy in Fall 2015. He recently was a Professor of Information Security Studies at Syracuse University, and is on the Governing Board for the Center for Convergence and Emerging Network Technologies, Chair of the Scientific Committee of the Internet Governance Project, and Chair of the Steering Committee for the Global Internet Governance Academic Network (GigaNet).