

*Revised 10/08/07*

**FYE 101-12N  
INTRODUCTION TO  
INTELLECTUAL & CREATIVE INQUIRY  
Fall 2007 MWF 1:05 – 1:55pm  
ENA113**

**General Information:**

**Instructor: Dr. Critzer**

**Office: Engleman Hall C226B**

**Phone: 392-5658**

**E-mail: [critzerj1@southernct.edu](mailto:critzerj1@southernct.edu) (Best Method of Contact)**

**Office Hours: 2:00pm to 3:00pm Mondays & Wednesdays**

**4:00pm to 5:00pm Mondays**

**11:00am to 1:00pm Fridays**

**Other hours by appointment**

**Student E-Mail Addresses: University policy is to response only to student e-mails at Southern. From time to time I will be sending messages to the entire class using students' Southern e-mail accounts. Make sure to include FYE in the message section of your e-mail messages to me.**

**Course Description: FYE 101 introduces students to the academic and interpersonal skills and experiences necessary to become committed, competent, responsible, successful, and engaged learners. This course helps students become more familiar with what we do at the university, as well as offer them many occasions to explore why and how we do these things.**

**Learning Outcomes:**

- **Students will contribute to and become engaged in learning communities by taking responsibility for their own education.**
- **Students will learn how to navigate the University and access both academic and social supports.**
- **Students will learn the connectedness between their general education courses, academic majors and personal and professional development.**
- **Students will develop an understanding of education in cultural contexts, both local and global.**
- **Students will investigate theories of learning in order to identify their own learning styles, as well as the variety of learning and teaching styles of others, including peers and teachers.**
- **Students will use inquiry-based learning to investigate an issue, reflect upon it and**

form and defend a position.

- Students will use reading, writing, and speaking as a way to develop critical thinking, as well as a way to effectively communicate ideas to others.
- Students will become familiar with the array of information resources available, as well as gain an understanding of the research process.
- Students will participate in co-curricular, community-based opportunities offered by the University and gain an understanding of the importance of these opportunities in relation to their educational goals and personal development.
- Students will explore issues of diversity and approaches to advancing social justice.
- Students will learn the importance of wellness in promoting, maintaining and enhancing the learning process.

#### Grading Scale:

100-97	A+	89-87	B+	79-77	C+	69-67	D+	59-0	F
96-94	A	86-84	B	76-74	C	66-64	D		
93-90	A-	83-80	B-	73-70	C-	63-60	D-		

#### Grades:

Quizzes/Written Assignments (30%)

Midterm Exam (10%)

Final Exam (20%)

Class Debates (10%)

Draft Research Project (10%)

Final Research Project (10%)

Self-Evaluation piece (10%)

Completion of Self-Assessments

**Attendance:** Each student is permitted three absences. Two points each will be deducted from a student's grade for each additional absence

#### Required Materials:

- Carter A. Wilson, Public Policy: Continuity and Change, Boston, MA: McGraw-Hill, 2006.
- Robert Shoenberg, Why Do I Have to Take this Course? Washington, DC: Association American Colleges and Universities, 2005.
- Alice L. Hamachek, Coping with College: A Guide for Academic Success. 3<sup>rd</sup> ed. Upper Saddle River, NJ: Pearson, 2007.
- Weekly or Monthly Calendar or Date Book
- 2007-2008 Undergraduate Catalog
- SCSU Fall 2007 Graduate and Undergraduate Course Schedule
- SCSU Student Handbook

## **Assignments:**

**Quizzes/Written Assignments:** A quiz or an in-class writing assignment (10 to 20 minutes) will be given at the start of every Friday class, unless otherwise notify by the instructor. Quizzes will consist of multiple choice and short answer questions. Written assignments will consist of short essay or identification questions. A student's three lowest grades will be dropped.

**Exams:** A midterm and final exam are required. Each student is required to take the two exams when given unless there is a major medical emergency, and then a note from a doctor is required.

**Class Debates:** Students will break up into teams and present pro and con arguments about health policy and education policy. A hand-out with dates and teams will be distributed.

## **Self-Evaluation Piece:**

**Completion of Self-Assessments:** (Not graded) Completion of self-assessments, which will help the instructor assess what students are learning in the course and help the university assess how well the FYE model is working to achieve its objectives. The SCSU Office of Assessment and Planning will enter and store the data for all students' self-assessments. The same Office may track the progress of the whole incoming class of first-year students through their years at SCSU and two years after graduation. Improvement of the university experience of students will be the only use to which student self-assessment data will be applied. In this way, both current and future students will benefit. Because of the potential for having data tracked, students are asked to write their student ID number on the self-assessments. The self-assessments are confidential. Only the instructor will have access to them. The Office will not report on individual students' responses, but will group the responses from the whole incoming class of first-year students together for analysis. At any time, including the first entry into the tracking data file, students may request that the Office of Assessment and Planning remove their self-assessments from their analysis files. This may be done by sending an e-mail to [assessment@southernct.edu](mailto:assessment@southernct.edu). If no requests are received from a student, it will be assumed that said students have given his or her consent to use the data as described.

**Research Paper:**

**Research Paper Option #1**

**I. PAPER DRAFT (3-5 typed pages) DUE DATE: Oct. 29, 2007 at 1:05pm.**

**Select one of the following policy theories:**

**State Centered Approach  
The Elitist Perspective  
Liberal-Conservative Cycle Theory  
Punctuated Equilibrium  
Public Regime Theory**

**Decision Theory  
Group/Pluralist Theory  
Policy Cycle Model  
Social Movement Theory**

**and discuss why it best explains how one of the following policies is made in the U.S.:**

**Social Welfare  
Civil Rights  
Fertility Control  
Education**

**Health Care  
Environmental Protection  
Criminal Justice  
Economics**

**In writing your essay you should cite the Carter text and at least two articles or books cited in the reference section of the book for specific policy.**

**YOU ARE REQUIRED TO NARROW YOUR POLICY TOPIC: i.e., fertility control: pro-choice or pro-life; education: “the No Child Left Behind Act,” higher education costs, etc.**

**REVISED DRAFT:**

**The original paper and the revised paper will be handed in to the instructor. Students may be required to correct grammar, style, presentation, and content. Students will receive up to SIX POINTS for changes in grammar, style, and presentation as well as for significant changes in the content of the paper. All students should make use of the services of the Writing Lab, Wintergreen Building to assist them.**

**II. FINAL PAPER (8-10 pages typed) DUE DATE: December 3, 2007 at 1:05pm.**

**Each student is required to revise and expand the paper by rewriting and incorporating materials from three additional articles or books cited in the reference section of the book.**

**Research Paper Option #2**

**Select one of the following debates and advise the instructor as soon as possible to obtain reading materials.**

**Write an essay explaining each side of the debate and why one is stronger than the other? Should should include material from the Carter text about the topic.**

**Debate Topics:**

“Should the United State Admit Fewer Immigrants?”

“Should the United States Adopt a Universal, Single-Payer Health Plan?”

“Should Social Security Be Privatized?”

“Has Welfare Reform Been a Success?”

“Will Uniform Standards and Testing Improve Public Education?”

Should the United States Make the Reduction of Greenhouse Gas Emissions an Immediate Policy Priority?”

“Should Increasing the Supply of Fossil Fuels Be the Focus of National Energy Policy?”

“Should Drugs Be Legalized?”

“Should the Sale of Handguns Be Strictly Controlled?”

“Should Minors Be Required to Obtain Parental Consent Prior to Receiving an Abortion?”

“Should Affirmative Action Policies Be Continued?”

**PAPER DRAFT (5 typed pages) DUE DATE: Oct. 29, 2007 at 1:05pm.**

**REVISED DRAFT:**

The original paper and the revised paper will be handed in to the instructor. Students may be required to correct grammar, style, presentation, and content. Students will receive up to SIX POINTS for changes in grammar, style, and presentation as well as for significant changes in the content of the paper. All students should make use of the services of the Writing Lab, Wintergreen Building to assist them.

**FINAL PAPER (8-10 pages typed) DUE DATE: December 3, 2007 at 1:05pm.**

Each student is required to revise and expand the paper by rewriting and incorporating two additional articles cited in the reference section of the book in the Carter text.

**Academic Honesty:**

Academic dishonesty will at minimum result in a failure for the course. Your name will be passed on to the academic dean. See the relevant section in the Student Handbook or please speak to me.

**Late Papers/Assignments:** Late papers and assignments will be lower by two points for each late day.

**Disability Accommodations:**

“As a student with a disability, before you may receive course accommodations in this class, you will need to make an appointment with the Disability Resource Office located in EN C105 to arrange for approved accommodations (Phone: 392-6828 TTY: 392-6131 Email: [tuckers1@southernct.edu](mailto:tuckers1@southernct.edu), <http://www.southernct.edu/departments/drc>). However, if you have other information you would like to speak with me about, such as emergency medical information, or arrangements in case the building must be evacuated, please make an appointment as soon as possible.”

**Important Dates:**

Sept. 11-Last Day to Add/Drop courses

Oct. 31 Midterm grades

Nov. 2 Last day to withdraw from a course without the instructor’s permission. (Graded received W. After this date students need permission from the instructor to withdraw and will receive a WP (withdrawn-passing) or a WF (withdrawn-failing).

Nov. 12 Registration for freshmen.

**Dropping FYE or cluster classes:** Please note you are a member of a three course cohort group.

If you are considering dropping one of the classes, please speak to me first. You will also need to speak with Dr. DonnaJean Fredeen, Dean of Arts & Sciences (392-5468).

**Class Preparation:**

“Students are expected to spend about two hours weekly on out-of-class preparation for each credit hour they carry” (SCSU Undergraduate Studies Catalog). For a three hour course, a student should spend 6 hours a week preparing for the class.

**Schedule:**

<b>WEEK</b>	<b>TOPICS &amp; READINGS</b>
<b>Week 1: Sept. 5-7</b> <b>Reading Assignment:</b>	<b>INTRODUCTION</b> Shoenberg, pp. 1-11.
<b>Week 2: Sept. 10-14</b> <b>Reading Assignment:</b>	<b>PUBLIC POLICY: What is it?</b> Carter ch, 1 Shoenberg, pp. 13-25. Hamachek, ch.1
<b>Week 3: Sept. 17-21</b> <b>Reading Assignment:</b>	<b>POLICY THEORY: Who makes public policy?</b> Carter ch. 2 Hamachek, ch. 2, 3
<b>Week 4: Sept. 24-28</b> <b>Reading Assignment:</b>	<b>POLICY HISTORY: Does the past guide the present and future?</b> Carter, ch. 3 Hamachek, 4, 5
<b>Week 5: Oct.1-5</b> <b>Reading Assignment:</b>	<b>AMERICAN POLITICAL INSTITUTIONS: Who rules?</b> Carter, ch. 4 Hamachek, 6, 7, 8
<b>Week 6: Oct. 8-12</b> <b>Reading Assignment:</b>	<b>HEALTH-CARE POLICY: Should government be involved?</b> Carter, ch. 6. Hamachek, 9, 10
<b>Week 7: Oct.15-19</b> <b>Reading Assignment:</b>	<b>WELFARE POLICY: Who should be responsible?</b> Carter ch. 5 Hamachek, 11, 12 Oct. 17: *MIDTERM EXAM*
<b>Week 8: Oct. 22-26</b> <b>Reading Assignment:</b>	<b>CIVIL RIGHTS POLICY: What is equality?</b> Carter ch.7 Hamachek, 13, 14 Oct. 22: ** Paper Draft Due**
<b>Week 9: Oct. 29-Nov. 2</b> <b>Reading Assignment:</b>	<b>EDUCATION POLICY I: Who's in charge?</b> Carter, pp. 285--293 Hamachek, 15, 16
<b>Week 10: Nov. 5-9</b> <b>Reading Assignment:</b>	<b>EDUCATION POLICY II: What should we learn?</b> Carter, pp. 293-304. Hamachek, 17

<b>Week 11: Nov. 12-16</b> <b>Reading Assignment:</b>	<b>EDUCATION POLICY III: How do we measure success?</b> Hamachek, 18
<b>Week 12: Nov. 19-23</b> <b>Reading Assignment:</b>	<b>FERTILITY CONTROL POLICY: Who decides?</b> Carter ch. 11 Nov. 21-23 Thanksgiving Holidays
<b>Week 13: Nov. 26-30</b> <b>Reading Assignment:</b>	<b>WORK POLICY: Where have all the good jobs gone?</b> Carter, ch. 9 Hamachek, 19, 20
<b>Week 14: Dec. 3-7</b> <b>Reading Assignment:</b>	<b>ECONOMIC POLICY: Is it worth it?</b> Carter ch. 14 Dec. 3: <b>**Final Paper Due**</b>
<b>Week 15: Dec. 10-14</b> <b>Reading Assignment:</b>	<b>CRIME POLICY: How do we control it?</b> Carter ch. 12
<b>Dec. 13</b> <b>Dec. 14 Reading Day</b>	<b>Classes End</b> (Some faculty will meet with classes for make-up days, etc.)
<b>Week 16: Dec.17-21</b>	<b>*FINAL EXAM* (Date and Time to be announced)</b>



**CITATION FORMAT FOR PAPER:**

Allard, Scott W. (2004) "Competitive Pressures and the Emergence of Mothers' Aid Programs in the United States." Policy Studies Journal 32 (4): 521-541.

Birkland, Thomas A. (2001). An Introduction to the Policy Process: Theories, and Models of Public Policy Making. Armonk, N.Y.: M.E. Sharpe.

Carmin, JoAnn, Nicole Darnall, and Joao Mil-Homens. (2003). "Stakeholder Involvement in the Design of U. S. Voluntary Environmental Programs: Does Sponsorship Matter?" Policy Studies Journal 31 (4): 527-534.

Daley, Dorothy M., and David Layton. (2004). "Policy Implementation and the Environmental Protection Agency: What Factors Influence Remediation at Superfund Sites?" Policy Studies Journal 32 (3): 375-393.

Dixon, John., and Alexander Kouzmin. (2002). "The Market Provision of Mandatory Social Security: Protecting the Public Interest in Perpetuity." Review of Policy Research 19 (Fall): 37-57.

Gerston, Larry N. (2002). Public Policymaking in a Democratic Society: a Guide to Civic Engagement. Armonk, N. Y.: M.E. Sharpe.

Hill, Michael J. (2002). Implementing Public Policy: Governance in Theory and Practice. London; Thousand Oaks, Calif.: Sage.

Hyde, Mark., and John Dixon. (2002) "Welfare Ideology, The Market, and Social Security: Towards a Typology of Market-Oriented Reform." Review of Policy Research. 19 (Fall): 14-37.

Jensen, Jason L. (2004). "A Multipopulation Comparison of the Diffusion of Public Organizations and Policies across Space and Time." Policy Studies Journal 32 (1): 109-128.

Jones, Bryan D., and Frank R. Baumgartner. (2004). "Representation and Agenda Setting." Policy Studies Journal 32 (1): 1-25.

Kingdon, John W. 2002. Agendas, Alternatives and Public Policy. New York: Longman.

Mead, Lawrence M. (2002). "Welfare Reform: Recent Policy and Politics." Review of Policy Research 19 (Spring): 204-236.



