HONORS 301: RESEARCH AND PUBLIC POLICY

Credit: 3

Foci Designation Application: E, WI, O

Instructor: Aurelio S. Ageaooli

Course Description:

Study and analysis of the connection of social research and public policy, on how public policy ought to address issues of equity and the good life for all. The nature of public policy is placed in context, as well as the processes involved in evolving a public policy that is rational and sensible.

Focus Designation Application: (E/Ethics):

Issues relevant to contemporary ethical life are fully integrated into the course materials. Approaches to such issues, clearly spelled out in each module, include (a) discussions of pertinent themes on various public policies in the United States, in the international community, and in the State of Hawaii; (b) critical reflections of how these public policies have affected public life; and (c) debates on key ethical issues that relate to public policies and practices on education, employment, labor, economic right, immigration, migration, homelessness, diversity, national security, health equity, language access, public information, peace and conflict resolution, environmental rights, and social integration.

At least 30% of such activities constitute the course, with at least eight hours devoted to the writing and discussion of such issues embedded in the modules. Each module has been organized according to a pre-set theme centering on the ethics of public administration, public life, culture, international relation, business, and power. The combined lecture-and-demonstration sessions follow the Socratic question-and-answer method. The panel discussion is a critical exposition of the many aspects of the questions for reflection in each module. The critical reflection paper will follow a guided writing process and technique, and will be properly marked and returned for revision, if necessary. An informed choice and action grounds all classroom activities. Ethical frameworks used in the discussion of the ethical aspects of the course follow the Markkula approach to informed decision-making process (Markkula Center for Applied Ethics, http://www.scu.edu/ethics/practicing/decision/). Central to this approach are a variety of themes and issues related to utility (as expressed in the utilitarian approach), the question of rights, the question of social justice and fairness, the issue of the summum bonum, the right of governments over individuals, the rights of individuals over
governments (or nation-states), the question of individual rights against collective rights, and the question of character formation and individual ethics.

Focus Designation Application: (WI/Writing Intensive):

The students will develop strategies for effective writing: critical reflections about the myriad issues related to Philippine cultures and languages form part of the coursework. These reflections cover modular summaries; critical assessments of a particular material included in the modular readings; and informed critical engagement on key aspects of the debate on the production of knowledge of the Philippines. A ‘how-to-write-your-essay’ material, included in the reader, will help inform students on the techniques and approaches they need to follow in the writing of their modular essay. A short film production on anything related to past and current discourses on Philippine cultures and languages will be required. The writing of the screenplay for the 10-minute video material (one for the midterm and one for the final grading period) will be process-oriented; it will start with a concept, a refining of that concept, execution in terms of a screenplay/narrative/story, and production/post-production. The final second video will be entered in the student film festival held at the end of the semester. The public attends the festival.

Focus Designation: (O/Ooral Communication):

The course makes use of oral communication skills in substantial areas such as reporting of research findings, presentation of video or short film concepts, participation in panel discussions, participation in class debates, and public presentation of two video projects (one for the midterm and one for the final grading period) that require skills in conducting an interview, in putting together a short film material, or in presenting a film narrative of an approved topic. Classroom discussion of substantive issues, researches, and critical reflection papers are central techniques in the conduct of the course.

- Students will be required to present their critical reflection papers based on the readings provided, their researches, video and full-length films shown in class, and concept for video or short film production.
- Class participation requiring students to have facility in oral communication is 25%. Added to this category is the video or short film production requiring oral communication skills (interviews and video presentations that document a variety of public policy issues in the state of Hawaii) with a grade of 20% of total grade for each grading period. Grade for Oral Communication is at 45% minimum.
- The assignments address both the ability to document public policy issues and the technical ability to transform these issues into visual/video materials. Various oral communication forms—debates, panel discussion, oral presentation both individual and group, concept presentation, video production—will be utilized for such presentations.
- Feedback mechanism is by way of graded class participation and graded video production, one for each grading period.
• Draft syllabus, see attached—all included in this application. The hallmarks are marked as appropriate in the syllabus.
• Rubric used for Oral Communication designation—as attached.
• Classroom policy on revising the modular papers (for Modules 1, 2, 3, 5, 6, 7): There is a set of guidelines on how each modular paper is written. The guidelines require students to have knowledge of the reading materials, and be able to summarize the key points, and relate the same to a set of activities (including a research component, and a set of ethical questions for reflection.) The modular papers are marked accordingly, and those for revisions are returned to the students. The students are to revise their paper based on the guidelines and on the recommendation of the instructor on how their argument could be tightened further. A student consultation will be required for students revising their paper.

Processes and Procedures in the Modular Assignments

1. Present these reflection papers in an open, panel discussion type of class delivery. Every two weeks, a module is assigned to a group. This cycle of group presentation is repeated after the Midterm Examinations. The classroom management technique used is the formation of 4 groups, with each group assigned a particular module to work on.

2. Deliver a group presentation of an assigned module. Each student is to take part in the presentation, with at least fifteen minutes each. A leader makes it certain that the presentation follows the format agreed upon in class. A question-and-answer session follows the presentation.

3. Show mastery of the modular material, plus outside research materials, through a visual presentation that makes use of a variety of aids including PowerPoint and video clips.

4. Engage in a debate on issues that come out of the presentation. In most cases, the debate format follows a ‘town-hall’ approach to ensure a free flow of ideas, with the group leader facilitating the discussion.

5. Demonstrate skills related to (a) individual presentation; (b) group presentation; (c) reporting; (d) panel discussion; and (e) argumentation.

6. Demonstrate ability for oral presentation that follows this grid: (a) nonverbal skills; (b) verbal skills; and (c) content. Prior to the start of the first presentation in Module 1, a skills training on the various aspects of the oral communication is given, with the rubric of assessment made known to all students.
Processes and Procedures for the Video Production

The video production is another group work required in this course. The video production requires the following process:

1. Coming up with a concept, or theme to work on.
2. Research on the concept.
3. Present the results of researches on the issue to the class for suggestion and criticism.
4. The drawing up of the storyline, précis, or narrative.
5. Further critiquing by both the class and the instruction.
6. Drawing up of storyboard.
7. Assigning of speaking roles including preproduction and post-production roles.
   (Note that in the speaking roles, this requires dramatization of the various aspects of the narrative. Some projects dramatize the difficult issues; some do a documentary, but each student is required a speaking role, and are trained to do this.)
8. First draft is shown to the class for critiquing before the final edit.
9. Presentation of the video material at a public gathering to be arranged by the class itself in collaboration with the Honors Program.

Rubric for the Oral Communication Skills

On the training of students for the O skills. The class uses a particular rubric (2004 NCTE/IRA) that delineates three specific aspects in the equipping and in the assessment of the students in their oral presentations. In sum, this rubric requires nonverbal skills, verbal skills, and content. Details of these skills include eye contact, body language, poise, enthusiasm, elocation, knowledge of the subject matter (hence the need here to work on the required readings and the outside readings, or research/es), organization, and mechanics (of presentation).

STUDENT LEARNING OUTCOMES

At the end of the course, the student is expected to:
1. Have developed the necessary skills to doing social research;
2. Have been equipped with the tools to understand the concept of public policy and its place in public life;
3. Have gained competence in the examination of the political, economic, and cultural factors that inform public policy;
4. Have been equipped with the critical skills needed in evaluating and appreciating public policy from the perspective of the collective pursuit of the common good; and
5. Have gained the tools for the drawing up of public policy that is relevant, rational, and realizable.
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<thead>
<tr>
<th>Module Title and Number</th>
<th>Modular Activity/Activities</th>
<th>Meetings</th>
<th>WORKS DUE</th>
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<tbody>
<tr>
<td>1 The Nature of Public Policy</td>
<td>Leveling of the playing field. Expectations check, getting to know you. Introductory lecture on concepts of the ‘city’, ‘human community’ and the public. Watch: “SAVAGE ACTS.” To do: A review of the nature of human societies, the question of power, the question of history in individual and social action. To do: Review of approaches in public presentation. To do: Lecture on the nature of human act, of ethical human actions, of ethical standards, of the moral life, of the good society. To do: Lecture and panel discussion of moral dilemmas. Refer to <em>Markkula</em>. Refer to Stout (2010).</td>
<td>Week 1</td>
<td>Class Contract signed by the student, for safekeeping by the professor, and to be given back during the finals.</td>
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<td>Week 3</td>
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| PROCESSING, further discussions, group presentations, group work. Lessons learned.  
Refer to: Noble (2009), ‘cultivating conscience’.  
1. Continuation of discussion; consolidation and integration of theories and concepts learned.  
2. Consolidated/Group PPT and other related: for uploading to Laulima  
3. Quiz on Module 1|

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<th>Week 4</th>
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| Class discussion, instruction, class presentation, group presentation  
Refer to: Bickers (2000); Munger  
ESSAY 2: “Why is Public Policy Necessary?”|

The nature of social research; the question of social analysis, and the nature of public policy.

Class discussion, instruction, class presentation, group presentation on Module 1.

Points for discussion and reflection:
1. Is ethics in public policy possible?
2. Is ethics possible at all?
3. Why should human actors act ethically?

1 The Nature of Public Policy
| 2 | The Whys of Public Policy-Making | PROCESSING, further discussions, groups presentations, group work | Week 5 | 1. Continuation of discussion; consolidation and integration of theories and concepts learned.  
2. Consolidated/ Group PPT and other related: for uploading to Laulima  
3. Quiz on Module 2 |
|---|--------------------------------|-------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------|
| 3 | The Challenges of Public Policy-Making | Class discussion, instruction, class presentation, group presentation  
Refer to: Kraft (2003); Munger (2003)  
Points for ethical reflection:  
1. The ethical | Week 6 | ESSAY 3: “Responding to the Challenges of Public Policy and Public Policy-Making” |
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<th>challenge of the everyday: how to ethically approach 'fact' of scarcity. 2. How should public policy take into account common good the issues of scarcity?</th>
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<td>3</td>
<td>The Challenges of Public Policy-Making</td>
<td>PROCESSING, further discussions, groups presentations, group work</td>
<td>Week 7</td>
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<td>4</td>
<td>Public Policies: Diversity, Education, Culture, Language, Heritage</td>
<td>Class discussion, instruction, class presentation, group presentation Refer to: Murray (2008), Stiglitz (2013): problems in public education, diversity, educational access, disparity in public education Ethical reflection: 1. The nature of public education, access to</td>
<td>Week 8</td>
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<td></td>
<td>1. Continuation of discussion; consolidation and integration of theories and concepts learned. 2. Consolidated/Group PPT and other related: for uploading to Laurima 3. Quiz on Module 3</td>
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| 4 | Public Policies: Diversity, Education, Culture, Language, and Heritage | PROCESSING further discussions, groups presentations, group work | Week 9 | 1. Continuation of discussion; consolidation and integration of theories and concepts learned.  
2. Consolidated/Group PPT and other related: for uploading to Laulima  
3. *Presentation of the Video Number 1 on Project on Public Policy* |
<table>
<thead>
<tr>
<th>MIDTERM EXAMINATION</th>
<th>5</th>
<th>Critique: Public Policy and the Common Good</th>
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<tr>
<td>(General) REVIEW FCR MIDTERM EXAMS</td>
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<td>Presentation of Outline and Initial Research Output for a Public Presentation</td>
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<td>Class discussion, instruction, class presentation, group presentation</td>
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<td>Refer: Reid (2009): health care, health disparity issues, equity in health, public health; Shipter (2005), poverty and health access, health disparities in low-income communities</td>
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<td>Ethical points:</td>
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<td>1. What is the nature of public health? Why is this a problem of society? Why is access to public health necessary in the pursuit of the common good?</td>
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<td>2. What is the ethics of iniquity in public health?</td>
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<td>Week 10</td>
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<td>ESSAY 5: The Public Policy: Focus in Hawaii</td>
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|   | PROCESSING further discussions, groups presentations, group work | Week 11 | 1. Continuation of discussion; consolidation and integration of theories and concepts learned.  
2. Consolidated/ Group PPT and other related: for uploading to Laulima  
3. Quiz on Module 5 |
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| 6 | Public Policy and Social Justice | Class discussion, instruction, class presentation, group presentation  
Refer to: Angell (2005): health and big business, drugs and the health care industry; Monihan and Cassels (2006): health and sickness; Crawford (2013) communication and public information, access to public life  
Ethical points:  
1. Why is ethics necessary in the pursuit of what is socially just and fair?  
2. What does democracy require the access to health, health care, and | Week 12 |
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<th>other public services?</th>
<th>Week</th>
<th>Other Notes</th>
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<td>6</td>
<td>Public Policy and Social Justice</td>
<td>PROCESSING further discussions, groups presentations, group work</td>
<td>Week 13</td>
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<td>7</td>
<td>Public Policy and Capacity Building for Peoples and Communities</td>
<td>Class discussion, instructions, class presentation, group presentation</td>
<td>Week 14</td>
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<td>Refer to: Noble (2009), Stiglitz (2013); Greenberg (2003)</td>
<td>Ethical points:&lt;br&gt; 1. Why is it necessary to build up not only people but communities?&lt;br&gt; 2. Why should public policy involve communities?</td>
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<td>7</td>
<td>Public Policy and Capacity Building for Peoples and Communities</td>
<td>PROCESSING further discussions, groups presentations, group work</td>
<td>Week 15</td>
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<td>8</td>
<td>Public Policy and</td>
<td>Class discussion, instructions, class</td>
<td>Week 16</td>
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<tr>
<td>Human Freedom: The Communities and the World Community</td>
<td>presentation, group presentation</td>
<td>Project Number 2 on Public Policy in Hawaii</td>
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<td>Refer to: Chomsky (2007); Clark (2012)</td>
<td>REVIEW FOR THE FINALS</td>
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<td>Ethical points:</td>
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<tr>
<td>1. Why is the ethics of engagement necessary?</td>
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<td>2. What does it mean to have a 'social conscience'?</td>
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<td>3. Why should public policy be a response to issues of democracy and the good life for all?</td>
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<th>Synthesis</th>
<th>Week 17</th>
<th>Public Presentation of Public Policy Papers &amp; Final Oral Examination</th>
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References:


**ANNEXES**

**Annex 1: General Essay Guidelines for Honors 301: Research and Public Policy**

1. **Length and content:** Three-to-five-page essay (1750-2000 words) that analyses a topic or theme discussed in the modular readings, videos, and presentations and that makes connections between that module’s material/s, the keywords in that reading, the
ethical questions raised, and some aspects of your critical and personal reflections, including your subject position vis-à-vis the issues discussed. A clear thesis where your essay is leading must be found in the first few sentences of your first paragraph. INCLUDE A WORD COUNT AT THE END.

You can begin—but you can be more creative than this—by saying: “In this essay, I would like to argue that public policy has been damaged many times over, and this damage can be shown in the everyday life of people in many colonized countries such as XYX.” (Then, you proceed to prove your point).

2. **Title**: Create an appropriate title that reflects the essay's main ideas (don't just label it "Essay #1"). You will need to come up with a really creative title with a catch.

3. **Format**: Use MLA style for format (see MLA style sheet).

4. **Title of works**: Italicize the title of longer works (books, novels, movies); put in quotation marks the titles of shorter works (poems, short stories, articles): Hidalgo’s "Bituen" or Soliven’s "Tell You Mother"

5. **Quotations**: Put all quotations from the readings in quotation marks and quote grammatically and accurately. Give page number (or other reference number) in parentheses after the quotation. Give only the page number (no author or title) if you have made it clear what work you are discussing. Be sure to give authors' names as well as the title of the work. Introduce quotations and use them to support a point you have made. Don't let them speak for you. If all materials are from the assigned readings, it is not necessary to include a Works Cited list or a bibliography.

6. **Do your best**: It is your reflections and ideas that count. Please be advised that copying other materials without identifying your sources (including from the Internet) is a serious violation of academic ethics. See the UH “Student Conduct Code” and the “General Course Requirements” in the Master Syllabus. Be sure to proofread the final copy before turning it in.

7. **All essays are due at the specified date in the DATES TO REMEMBER of the Honors 301 Contract**: Penalty for late papers: 10% of the grade will be dropped for each class day late.

Annex 2. Note on Grading

Grading System:

1. For Midterm Grading Period

   - Critical reflection 30
   - Video production 20