CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Joseph Bizup (617-353-2409; jbizup@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: Pardee School DATE SUBMITTED: 9/19/2016

COURSE NUMBER: GRS IR 605

COURSE TITLE: Global Policy Analysis

INSTRUCTOR(S): initially to be taught by Dean Adil Najam, thereafter by various faculty members

TO BE FIRST OFFERED: Fall 2017

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

GLOBAL POLICY ANALYSIS

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

Investigates how public policy is made and implemented at global level, as well as global impacts on local policy. Surveys academic literature and case studies in environment, development, and public health. Ends with team project on real-world policy problem.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

Graduate standing in the Pardee School or permission of instructor.

2. Explain the need for these prerequisites:

This will be a required class for our MGP program and is likely also to be of interest to students in the MAIA and MAIR programs. The course is pitched at professional MA students, and space constraints will likely prevent non-Pardee students from joining the class.
CREDITS: (check one)

☐ Half course: 2 credits  ☐ Variable: Please describe.
☒ Full course: 4 credits  ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This class will meet for three hours per week, and involves roughly 100-200 pages of reading per week. In addition students will be required to submit three critical review essays and to do a substantial group research project that will culminate in a substantial policy analysis and recommendation that will be presented in a workshop format. These commitments should be equivalent to 12 hours per week of student effort.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☒ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☒ Once a year, fall  ☐ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)

This course has been created as part of a year-long review of our MA programs that has led to the creation of the MA in Global Policy (MGP). Based on interviews with students and graduates and comparisons with peer and peer-plus programs, we have determined that it is essential to provide an overview course that addresses general concepts of policy design and analysis and how they operate in a global context. The course also addresses specific concepts and cases for each of the MGP tracks (currently, development, environment, and public health), as it is important for students to understand the interrelations among them in order to make sound decisions in their chosen field. For each track, classes will address key concepts, institutions, and actors while addressing several
substantive case studies. Major themes will include inequality, management and state capacity, corruption, and funding mechanisms.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course?

This is a required class for the MGP program. We expect 15-20 graduate students per year.

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

No

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - No.
   - Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already
discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

N/A

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Teaching & Learning website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Joseph Bizup (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.

DEPARTMENT CONTACT NAME AND POSITION: Elaine Bidianos, Academic Affairs Manager

DEPARTMENT CONTACT EMAIL AND PHONE: elaineb@bu.edu, 3-9282

DEPARTMENT APPROVAL:  

________________________________________  _____________________________
Class Level Instructor  Date

________________________________________  _____________________________
Other Department Chair(s) (for cross-listed courses)  Date
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ________________
☐ Tabled  Date: ________________
☐ Not Approved  Date: ________________

Divisional Studies Credit:

☐ Endorsed
☐ HU
☐ MCS
☐ NS
☐ SS

☐ Not endorsed

______________________________________________________________  
Curriculum Committee Chair Signature and Date

Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year _______________________

______________________________________________________________  
Dean of Arts & Sciences Signature and Date

Comments:

CAS FACULTY:  Faculty Meeting Date: _____________________  ☐ Approved  ☐ Not Approved

______________________________________________________________  
Curriculum Administrator Signature and Date

Comments:
This course is designed to prepare students to understand how public policy is made and implemented at the global level and at levels that impact the global level. The course is a mix of academic literature, policy case studies, and a group team project where the students will take a real-world policy problem, devise a set of recommendations to deal with it and then present to the rest of the class for discussion and evaluation.

The student project will be good preparation for students in future classes and requirements (e.g., thesis or policy paper or the capstone project). It will, however, not be at the same scale of effort and requirement. We will include three case studies in three areas and at three different levels of primary analysis: Environment and Climate
Change (Global), Trade Rules (International), and Public Health (Domestic leading from Global).

• **GOALS & OBJECTIVES** •

There are three **key goals** for the course:

(a) To provide students a common vocabulary and understanding of key concepts related to policy analysis.

(b) To enable students to be able to identify key areas of bottleneck and confusion in international policy processes that keep policy at any level from reaching its intended goals.

(c) To allow students to choose and work on real-world policy problems as a team and devise and defend their policy proposals in light of (a) and (b) above.

• **GRADING** •

The final grade for the class is based on the following two components:

**30% of the grade will be based on a set of three short “critical reading review” essays**, that will be due at various points in the semester from various students. Each review is meant to be about 5-pages long (1250 words) and will be based on how well the student has engaged the key concepts and ideas of the assigned reading, and not on only providing its summary.

**45% of the grade will be on a Team Policy Analysis Challenge.** This is the main requirement of the course, it will require (a) students selecting their teams – usually of 4 – and a topic that they all agree on and get it approved by the instructor; (b) gather information and conduct research to devise options and then present this in a first information Student Workshop to seek ideas for each other on what may be common or related problems, (c) finalize and submit a joint policy paper and present formally as a team to the class. Please note that this is ONLY ONE GRADE for this entire assignment. Given the learning objective of working as a team, requests to give some student a different grade from the rest of the team will not be entertained.

**25% of the grade will be on class participation.** All students are expected to not only
‘attend’ class, they are expected to participate in and to contribute to the class. For the class to be successful, active student participation is not only important, it is imperative. In a workshop setting the emphasis is on interaction and exchange of information amongst the students themselves.

**Academic Honesty**

The *American College Dictionary* defines plagiarism as “Copying or imitating the language, ideas, or thoughts of another author and passing off the same as one’s original work.” Plagiarism is intellectual theft and violates the student honor code.

Exact quotations must have quotation marks and the appropriate citation. Paraphrases, *even if not exact quotes*, must nonetheless have the appropriate citation. Submitting a paper written by someone else, whether ‘borrowed’ from a friend or purchased from a ‘service’, even if updated, constitutes plagiarism. Using the Internet for research is encouraged but plagiarizing its resources is not allowed. Cheating of any sort, deliberately impeding the academic performance of others, and other forms of academic misconduct are serious offenses. As a general rule, if you have *any* doubts, give credit to the source; if you have any questions, talk to the instructor. See Academic Conduct Code for further details.

You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. Boston University has very strict standards for intellectual integrity, and punishment for plagiarism is severe. Any student who is found to have plagiarized will be dismissed from the program without receiving his/her degree. For more on the definition of plagiarism, see the *Academic Conduct Code*, available at http://www.bu.edu/cas/students/graduate/forms-policies-procedures/academic-discipline-procedures/.

**IR 602 : Class Plan**

Week #1 

*Introduction to Class: Understanding the Policy Process*


**Week #2**

*Negotiation as a Tool of International Policy Making*


**Week #3**

*The Big Thinkers*

By this class, students should have read at least one of the following books (or another approved by the instructor) and will come with their critical reading review of that book and ready to participate in discussions about it.


**Week #4/#5**

*Climate Change*


**Week #6/#7**

**International Trade**


**Week #8**

**All Class Workshop on Team Policy Projects.**

**Week #9/#10**

**Public Health Policy**


Chigas, D, Fairman, D, McClintock, EH, Najam, A. 2007.

| Week #11 | xxxx | Team Presentations - 1 |
| Week #12 | xxxx | Team Presentations - 2 |
| Week #13 | xxxx | Going Back Full Circle: What Did We Learn |

This last session will be a review and recall of the concepts discussed during the course and linking them back to the student presentations as a whole.

Students will be asked to revisit the books they had read and reviewed for Week #3.