

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-033-156

PLS 4880 – Policies of Need and Greed

General Education Committee

Date: 10/28/2016

Executive Committee  
Received and Forwarded

Date: 11/02/2016

Academic Senate

Date: 11/09/2016  
First Reading  
11/30/2016  
Second Reading

BACKGROUND:

The Political Science Department introduced a new semester length major course for GE Area D4.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-033-156, PLS 4880 – Policies of Need and Greed.

## PLS - 4800 - Policies of Need and Greed

C. Course - New General Education\* Updated

### General Catalog Information

College/Department

Political Science

Semester  
Subject Area

PLS

Semester 4800  
Catalog Number

Quarter Subject  
Area

Quarter Catalog  
Number

Course Title Policies of Need and Greed

Units\*

(3)

C/S  
Classification \*

C-05 (Seminar)

To view C/S Classification Long Description click: [http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix\\_C\\_CS\\_Classification.pdf](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

Component\*

Seminar

<b>Instruction Mode*</b>	<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Fully Synchronous <input type="checkbox"/> Hybrid w/Asynchronous Component
<b>Grading Basis*</b>	<input type="checkbox"/> Graded Only
<b>Repeat Basis*</b>	<input type="checkbox"/> May be taken only once
<b>If it may be taken multiple times, limit on number of enrollments</b>	<input type="text" value="1"/>
<b>Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)</b>	EC 4800
<b>Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)</b>	
<b>Choose appropriate type (s) of course(s)*</b>	<input checked="" type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
<b>General Education Area / Subarea*</b>	<input type="text" value="D4"/>

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

**I. Catalog Description**

<b>Catalog Description</b>	<p><i>Integration of economic and political/governmental influences in the design and operation of policies regarding affluence and poverty. Market failures, government failures, and system corrections pertaining to income distribution, equity, and justice in public policy considerations in the 21<sup>st</sup> century</i></p>
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**II. Required Coursework and Background**

**Prerequisite(s)**

*Completion of GE requirements in Areas: A, D1, D2, and D3.  
Recommended students have completed Area A, an introductory course in microeconomics (D2) and American Government (D2).*

**Corequisite(s)**

**Pre or  
Corequisite(s)**

**Concurrent**

**III. Expected Outcomes**

**List the knowledge, skills, or abilities which students should possess upon completing the course.\***

*After successful completion of this course, the students will be able to:*

*Define and describe the role of markets. Examine the nature and scope of market failure with respect to income disparities.*

*Use economic reasoning and theories of democratic governance to analyze the winners and losers of domestic economic income distribution and antitrust policies.*

*Examine the success and failure of those policies to provide a balance in market and political processes, and*

*Understand the historic context and evolving debate over government's responsibility to assure access to political and economic resources in an ever changing, competitive, global village.*

*Define and describe the role of markets. Examine the nature and scope of market failure with respect to income disparities.*

*Use economic reasoning and theories of democratic governance to analyze the winners and losers of domestic economic income distribution and antitrust policies.*

*Examine the success and failure of those policies to provide a balance in market and political processes, and*

*Understand the historic context and evolving debate over government's responsibility to assure access to political and economic resources in an ever changing, competitive, global village.*

**If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of**

PLS PROGRAM OBJECTIVES

--	--	--	--	--	--	--	--



**Explain how the course meets the description of the GE SubArea (s). Please select appropriate outcomes according to the GE Area/SLO mapping.**

The course, its contents and methods of assessment meet the GE SLO Assessment for Area D4 in the following ways

**1a Write effectively:** Students submit a debate paper using materials from journals, texts and screened online resources. These materials are employed to answer exam questions on application of theoretical models to specific public policy concerns.

**1b Speake effecively,** students will make presentations and will have plenty of opportunity to participate in class discussion.

**1c Find evaluate use and share information.** Students submit a debate paper using online scholarly articles from the disciplines of economics and political sciences. These sources may be supplemented with information from popular journals, scholars' blogs and videos. However, all sources are cited using primarily APA citation format.



**1d Construct agreements based on sound evidence and reasoning**

Students will be introduced to specific free market models and theories and perspectives that identify the range of perspectives from classical conservatism to democratic socialism. These models are then assessed based on a variety of publicly available data resources from: Department of Labor, Pew/ANES surveys, Presidential Economic Advisory Council, and audits by the Congressional Budget Office.

**2b Analyze major philosophic, historic, theories, empirical evidence**

Using an anthology of political perspectives and fundamental classical economic theories of market and market failures students identify areas of agreement and disparity with regard to contemporary public policy concerns.

**3a Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

student study different societies and how the development of their political and cultural system are impacted by and influences the development of their economy and economic institutions.

**3b Analyze value systems and ethics to addressing local, state, national and global issues**

The students will use the theories and models from economic and political science to explore the ethical as well as practical challenges and opportunities for public engagement in addressing policy issues..

**Describe how these outcomes relate to the associated GE Learning Outcomes listed below.\***

GE SLO OBJECTIVES

4800 Course Objectives  see above	1a Write	1b Speak	1c Find, use info	2b) Analyze, exp significance
	D	I	I	D
	D	I	I	D
	D	I	I	D
	D		I	D
	D	I	I	D
	D	I	I	D
	D	I	I	D
	D	I	I	D



**General Education Outcomes\***

**Ia. Write effectively for various audiences**

**Ic. Find, evaluate, use, and share information effectively and ethically.**

**Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.**

**IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.**

**IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.**

**IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.**

**Ib. Speak effectively to various audiences.**

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

**IV. Instructional Materials**

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

**Instructional Materials\***

Primary Texts:

Economic's Perspective

*Duncan, G., and Murnane, R., 2014. Restoring Opportunity: The Crisis of Inequality and the Challenge for American Education. (Cambridge, MA: Harvard Education Press).*

*Krugman, P. 2007. A Conscience of a Liberal (New York, NY: W. W. Norton and Company).*

*Stiglitz, J. E. , 2013. The Price of Inequality: How Today's Divided Society Endangers Our Future. (NY: Penguin Press).*

#### **Political Perspective**

*Cancian, M. and Danziger, S., 2009. Changing Poverty, Changing Policies. ( NY: Russel Sage Foundation).*

*Edelman, P. 2012. So Rich, So Poor: Why It's So Hard to End Poverty in America. (NY: New Press).*

*Garfinkel, I., Smeeding, T. and Rainwater, L 2010. Wealth and Welfare States: Is America a Laggard or Leader? (Oxford, UK: Oxford University Press).*

*Grusky, D.B., and Szonja, S., 2011. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender, (2<sup>nd</sup> Edition, Boulder: Westview Press).*

*Grusky, D.B. and C. Wimer, 2011. The Great Recession. (NY: Russell Sage Foundation).*

*Phillips, K. 2003 Wealth and Democracy: A Political History of the American Rich.(New York, NY: Broadway Books).*

*Poole, K., and H. Rosenthal., 2007. Ideology and Congress. (New Brunswick, NJ:Transaction Publishers).*

*Schwarz, J., 2005. Freedom Reclaimed: Rediscovering the American Vision (Baltimore MD: John Hopkins University Press).*

*Stiglitz, J. E. , 2013. The Price of Inequality: How Today's Divided Society Endangers Our Future. (NY: Penguin Press).*

#### Secondary Readings

#### Economics Perspective

*Emmanuel, E. 2014. Reinventing American Health Care: How the Affordable Care Act will Improve our Terribly Complex, Blatantly Unjust, Outrageously Expensive, Grossly Inefficient Error Prone System. (United States: Public Affairs).*

*Krugman, P. 2012. Economics. (New York, NY: Worth Publishers ).*

*Krugman, P. 2008. The Return of Depression Economics (New York: W. W. Norton and Company).*

*Piketty, T. 2014. Capital in the Twenty-First Century. (Cambridge, MA; The Belknap Press of Harvard University Press).*

*Sachs, J. 2006. The End of Poverty: Economic Possibilities for Our Time (New York, NY: Penguin).*

*Stiglitz, J. 2008. The Three Trillion Dollar War: The True Cost of the Iraq Conflict (New York, NY: Norton).*

*Wilson, William J. 1987. The Truly Disadvantaged: The Inner City, The Underclass, and Public Policy (Chicago, IL: University of Chicago Press).*

#### Political Science Perspective

*Baumgartner, F. R., J. M. Berry, M. Hojnacki, D. C. Kimball, and B. L. Leech, 2009. Lobbying and Policy Change: Who Wins, Who Loses, and Why. (Chicago: University of Chicago Press).*

*Berg, J., 2008. All You Can Eat: How Hungry is America? (Brooklyn, NY: Seven Stories Press).*

*Ehrenreich, B., 2001. Nicked and Dimed: On (Not) Getting By in America. (NY, NY: Holt and Company).*

*Gilens, M., 2012. Affluence and Influence: Economic Inequality and Political Power in America. (New York: Russell Sage Foundation and Princeton*

University Press).

*Hacker, J. S., and P. Pierson. 2010. Winner-Take-All Politics: How Washington Made the Rich Richer – and Turned its Back on the Middle Class. (New York: Simon & Schuster).*

*Katznelson, I., 2013. Fear Itself: The New Deal and the Origins of Our Time. (New York: Liveright).*

*Page, B. I., and L. R. Jacobs, 2009. Class War? What Americans Really Think about Economic Inequality. (Chicago: University of Chicago Press).*

*Phillips, K. 2009, Bad Money: Reckless Finance, Failed Politics, and the Global Crisis of American Capitalism. (New York, NY: Penguin).*

*Phillips, K., 2008. American Theocracy: Peril and Politics of Religion, Oil and Borrowed Money in the 21<sup>st</sup> Century. (New York: Viking).*

*Wolff, N., 2008. The Shock Doctrine: The Rise of Disaster Capitalism. (New York: Picador).*

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

#### **V. Minimum Student Material**

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

**Minimum  
Student  
Material\***

*Textbooks, notebooks, and access to library and computer research resources*

#### **VI. Minimum College Facilities**

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

**Minimum College  
Facilities\***

*Classroom for lecture/discussion with audio-visual and Internet capabilities.*



## VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

### Course Outline\*

A.

*Modern Market Capitalism*

*Assumptions of how individuals operate in a market and its parallels with classical liberal political philosophy.*

*Early signs of trouble and public policies to correct market failures (e.g. Sherman Anti Trust and Clayton, government regulation, and policy)*

B. *Origins of a Federal Agenda*

*Great Depression and FDR Administration. Introduction of a social contract and safety net for persons adversely affected by market fluctuations. The dichotomy of labor versus business.*

*War on Poverty –Kennedy and Johnson. Expansion of social contract and policies to address economic opportunities and social justice. The division between white and persons of color.*

*21<sup>st</sup> Century Policies including health care and banking regulatory policies*

A.

*Philosophical and Ideological Divides in Policy Process*

*Age of Reason and classical liberalism and conservatism*

*Critiques of liberalism, conservatism and socialism in postmodern thought*

*Assessment of policy options from perspective of political perspectives*

*The role of government in a market based economy.*

A.

*Retreat and Retrenchment*

*Critique of the chronic need for 'temporary relief' programs.*

*Resurgence of state government autonomy in power struggle with federal government.*

*New Federalism and implications for rich and poor.*

A.

*Devolution and Anti-Government Sentiments*

*Blaming the victim, stigmatizing target populations, categorizing populations into dependency, developing a culture of welfare dependency.*

*Returning welfare, education, environmental policies to state and local control. Unanticipated winners and losers in the Affordable Care Act, Earned Income Tax Credit, Temporary Assistance to Needy Families, Job Training Partnership Act, Community Development Block Grants and related programs*

A.

*Emerging Agenda for the 21<sup>st</sup> Century*

*Globalization of economic and political agendas*

*Maintaining social equity locally.*

*Continuing struggle for economic and political equity.*

**VIII. Instructional Methods**

**Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.**

**Instructional Methods\***

*Lectures/discussion with active student involvement. Students will select from a number of programs (e.g. Pell grants, Affordable Care Act, State Funding for Higher Education, etc.) and examine the political and economic interests served by the program in its design and implementation. They will analyze who wins and loses in terms of funding, opportunities for self-determination and control of resources. Students will present and answer questions from colleagues and faculty.*

**IX. Evaluation of Outcomes**

**Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.\***

*Grades will be a function of essay exams, class participation, project design, debate research paper, discussion and presentation. Students will provide periodic feedback on 'fuzzy' issues or concepts under discussion and on methods of analysis via 3X5 feedback cards. This will enable faculty to have an ongoing assessment of student's mastery of material and the range of critical approaches to evaluating policy proposals.*

**Describe the meaningful writing assignments to be included.\***

*Debate paper on current issue of economic and social policy. students will receive instructor feedback during the semester so that students may improve their writing.*

**Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.\***

Political Science Course Outcomes

PLS 4800 course methods for assessing 'learning'	library skills	quant. data analysis	qual data analysis	oral argument	written argum
class discussion		x	x	x	
small group discussion		x	x	x	
group presentation		x	x	x	
examinations	X	x	x		x
written paper	X	x	x		x

**If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the**

--	--	--

**evaluation methods to the outcomes.\***

PLS 4800 course methods for assessing 'learning'	GE SLO					
	1a Write	1b Speak	1d construct argument	1c Find, use info	2b) Analyze, explain significance	2c) rese cult or s
class discussion		x	x	x		x
small group discussion		x	x	x	x	x
group presentation		x		x	x	x
examinations	x				x	x
written paper	x		x	x	x	x