

**Bi-Directionality Public Policy Teaching:  
Optimizing Aims of Teacher and Taught**

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This paper recommends a Ferenczi/Anton model for shaping the complexity and relevance of bi-directionality between the aims of teacher and taught in graduate public policy teaching and Learning. In many ways, the customary happiness model is a sort of trap. But bi-directionality is a trap if it is taken to mean the greater happiness for both teacher and taught. There is a difference between what they want and what they should want – both teacher and taught. In the happiness model, there are nevertheless issues like jobs and grades. Yet, the more important concern is the need to crack the BPSS (biological, psychological, social, and soul or poetic) nut through a Ferenczi/Anton approach. An understanding of bi-directionality in public policy graduate programs will lead to

- Recognition and release from biological, psychological, social, and poetic construction
- A change in the object of bi-directionality: Rather than a reflexive relationship between teacher and taught, both the teacher and the student will separately look to greater understanding as the critical factor in teachers' and students' happiness.

This paper explores the nature of bi-directionality, the utility of its greater recognition, and optimizing strategies for graduate public policy education. First, this paper will define and analyze bi-directionality. It will emphasize the complexity of often overlapping and conflicting bi-directionality. It will explore the relevance of bi-directionality to the existence of the wide variety of graduate public policy programs,

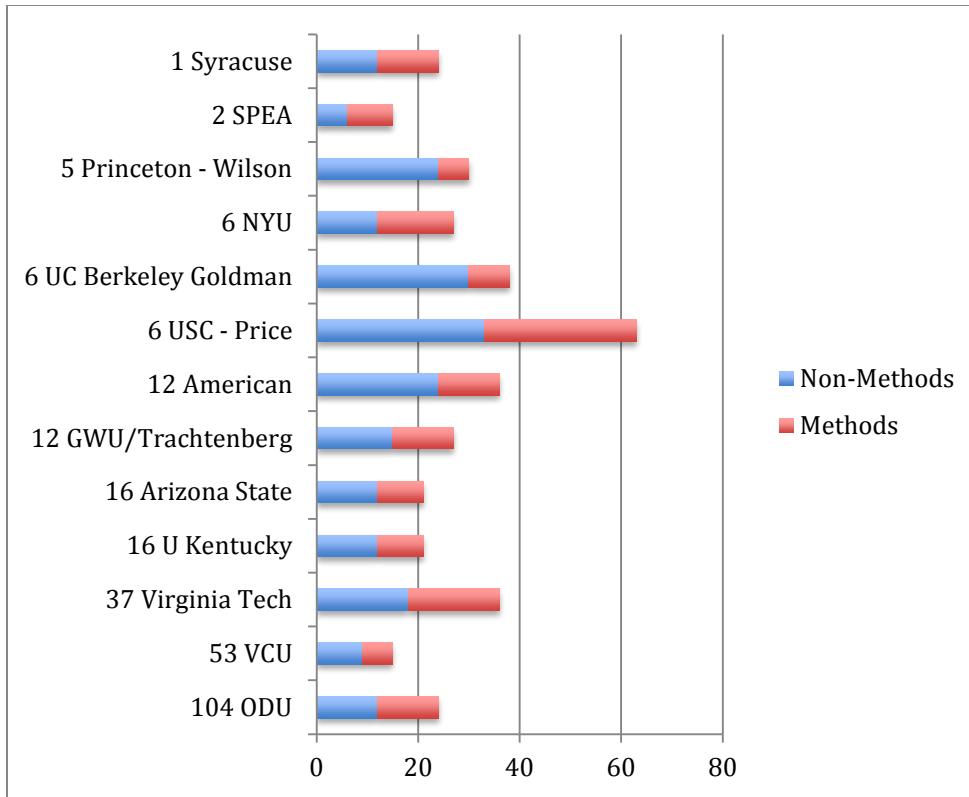
and even more variation between the number, type, and structure of core courses required, especially methods courses. Next, this paper will discuss bi-directionality within the context in which it occurs: the happiness model. Finally, this paper suggests recommendations to optimize differing aims of professors and students, ways that will enhance the teaching methods of public policy professors.

### **The Quasi-Happiness Model**

This paper defines bi-directionality as: both the teacher and the student getting what they want. The Happiness Model is characterized by the constraint of wants which can be exemplified by the focus on quality, reward and technique. One example of the constraint of wants is the focus on grades. Students need good grades to graduate, to get employer reimbursement, to stay in school, to get a job. Teachers need students to get good grades so they will be happy and give the teacher good performance reviews. Teachers need good performance reviews in order to make tenure.

**Quality.** Most students come to academia with restrictions, preconceived notions of what will be taught, how subjects will be taught, and how they will be able to apply subject matter. If students are comparing programs, they will need to choose from a variety of programs in the absence of a so-called level playing field. Figure 1 shows the number of methods and non-methods courses taught in selected public policy doctoral programs.

**Figure 1.**



Source: Program websites; US News and World Report Rankings, 2012.

**Reward.** Students may have the specific goal of finding a job. However, when one searches on the words “public policy” in the O\*net Online database, there are no titles for positions in public policy. Instead, there are positions such as political scientist or economist. In the summary for Political Scientist, job growth is rated faster than average but in the sectors of Government, and Professional, Scientific, and Technical Services, not in the Educational Services sector. In the Educational Services sector, Graduate Teaching Assistants have the top-ranked number of job openings projected for 2012-2022 at 38,000 openings (see Figure 2). But Social Sciences Teachers, Post Secondary, All Other are projected to have only 3,500 job openings in that time frame. Even without knowing how many of the GTA openings are for public policy GTA

positions, there appears to be a mismatch between the number of projected GTA positions and the number of projected job openings for public policy professors.

<u>Employed by this Industry</u> ▲	<u>Code</u>	<u>Occupation</u>	<u>Projected Growth (2012-2022)</u>	<u>Projected Job Openings (2012-2022)</u>
<a href="#">100%</a>	25-1191.00	<a href="#">Graduate Teaching Assistants</a>	Average ■■■■	38,000
<a href="#">100%</a>	25-1121.00	<a href="#">Art, Drama, and Music Teachers, Postsecondary</a>	Faster than average ■■■■	35,500
<a href="#">100%</a>	25-1011.00	<a href="#">Business Teachers, Postsecondary</a>	Faster than average ■■■■	30,700
<a href="#">100%</a>	25-1123.00	<a href="#">English Language and Literature Teachers, Postsecondary</a>	Average ■■■■	23,600
<a href="#">100%</a>	25-1081.00	<a href="#">Education Teachers, Postsecondary</a>	Faster than average ■■■■	23,500
<a href="#">100%</a>	25-1022.00	<a href="#">Mathematical Science Teachers, Postsecondary</a>	Average ■■■■	16,800
<a href="#">100%</a>	25-1066.00	<a href="#">Psychology Teachers, Postsecondary</a>	Average ■■■■	13,900
<a href="#">100%</a>	25-1021.00	<a href="#">Computer Science Teachers, Postsecondary</a>	Average ■■■■	11,600
<a href="#">100%</a>	25-1032.00	<a href="#">Engineering Teachers, Postsecondary</a>	Average ■■■■	11,400
<a href="#">100%</a>	25-1124.00	<a href="#">Foreign Language and Literature Teachers, Postsecondary</a>	Faster than average ■■■■	10,800
<a href="#">100%</a>	25-1122.00	<a href="#">Communications Teachers, Postsecondary</a>	Average ■■■■	10,100
<a href="#">100%</a>	25-1125.00	<a href="#">History Teachers, Postsecondary</a>	Average ■■■■	8,300
<a href="#">100%</a>	25-1052.00	<a href="#">Chemistry Teachers, Postsecondary</a>	Average ■■■■	7,300
<a href="#">100%</a>	25-1112.00	<a href="#">Law Teachers, Postsecondary</a>	Faster than average ■■■■	6,500
<a href="#">100%</a>	25-1065.00	<a href="#">Political Science Teachers, Postsecondary</a>	Faster than average ■■■■	6,200
<a href="#">100%</a>	25-1067.00	<a href="#">Sociology Teachers, Postsecondary</a>	Average ■■■■	5,700
<a href="#">100%</a>	25-1054.00	<a href="#">Physics Teachers, Postsecondary</a>	Average ■■■■	5,000
<a href="#">100%</a>	25-1063.00	<a href="#">Economics Teachers, Postsecondary</a>	Average ■■■■	4,900
<a href="#">100%</a>	25-2023.00	<a href="#">Career/Technical Education Teachers, Middle School</a>	Slower than average ■■■■	4,900
<a href="#">100%</a>	25-1062.00	<a href="#">Area, Ethnic, and Cultural Studies Teachers, Postsecondary</a>	Faster than average ■■■■	3,800
<a href="#">100%</a>	25-1051.00	<a href="#">Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary</a>	Average ■■■■	3,500
<a href="#">100%</a>	25-1069.00	<a href="#">Social Sciences Teachers, Postsecondary, All Other</a>	Average ■■■■	3,500
<a href="#">100%</a>	25-1113.00	<a href="#">Social Work Teachers, Postsecondary</a>	Average ■■■■	3,500



## **The Quasi-Solution: The Ferenciz/Anton Model**

A function of bi-directionality is that it serves to cooperate with the student in a kind of therapy that is constraining to the student and the instructor. For instance, Sandor Ferenczi developed the understanding of mutual analysis in psychotherapy. Mutual analysis, or intersubjective participation by the therapist in the analyst/analysand relationship can produce emotional healing but can also perpetuate the condition of the analysand. The Anton aspect of the model testifies to the strength of breaking out of the BPSS constraint that teacher and student has. Gabriel Anton analyzed persons who were blind but thought they could see, a condition known as Anton's Blindness. This is a parallel to those who believe falsely that they have no BPSS constraints; they believe that they can see fully without breaking out of the constraints of the BPSS. An example of the social part of the BPSS is the dominance of the American Business Model.

The American Business Model (ABM) co-operates with other factors (American Exceptionalism) in bringing about characteristics in academic life that work against quality public policy teaching and learning. It can be suggested that the rise of the ABM is an important factor contributing to quality in academic teaching and learning. A counter example is that the ABM, while explaining quite a lot, leaves out a lot. Social construction and culture are two areas left out of the ABM. The ABM implies that business trumps everything.

## **Recommendations**

The quasi-solution, the Frencki/Anton Model is recommended to optimize the relationship between teacher and taught. This would include such aims and benefits as:

- Recognition and release from biological, psychological, social, and poetic construction
- A change in the object of bi-directionality: Rather than a reflexive relationship between teacher and taught, both the teacher and the student will separately look to greater understanding as the critical factor in teachers' and students' happiness.