



O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs

Syllabus

Public Policy Process

SPCN-V 512 Fall 2023

8-Week First Session (8Wk1) | 3 Credits | #13125

Instructor: Dave Ehrlich, PhD; ehrllich@indiana.edu; 312-545-4488

Class Meeting & Course Format: 8-week condensed, asynchronous online, with several synchronous online class meetings (optional), individual zoom meetings, and the opportunity for team collaboration anytime.

Office Hours: We will have several scheduled optional meeting times evenings for the entire class (listed in ET). One-on-one instructor meetings can be scheduled whenever convenient for you via phone, Canvas, Zoom, Skype, or any convenient platform. Feel free to call or text anytime with immediate questions. Full class meetings or one-on-one meetings will be through the Canvas link “Main Class Mtg Rm.”

Course Description

SPCN-V 512 Public Policy Process (3 cr.) An examination of the role of public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

This course provides an institutional approach to the policymaking process and policy theory. It will help you to understand the ways in which governments learn of, interpret, and respond to public problems. Most importantly, it will expose you to a wide variety of ways in which scholars attempt to understand the policy process and its outcomes, and to explain the behavior of policymakers. We will explore the various government institutions that are involved in policymaking, the theories of the policy process, and the most current quantitative research testing these theories. The course is focused most on policy theory within the context of American governmental institutions and we will study the process at the federal, state, and local levels. These different levels of the U.S. federal system, and the mechanisms of the policy process within them, are obviously distinct in important ways. However, the theories, concepts, and examples from each are also applicable in important ways to policymaking in the other two. They are also, in some cases applicable to policy making in other democratic systems and we will draw those comparisons and contrasts whenever possible and include readings where appropriate.

Learning Outcomes



By the end of the semester, you'll understand a public policy's characteristics: institutional, structural, procedural, and theoretical, as well as the influences that led to the policy's adoption and implementation. Policy processes, institutions, actors, theories, and influences are complex, varied, and interconnected; it's nearly impossible to learn everything you need to know in the most policy fields on the job. By the end of the course you'll understand and be able to apply your understanding to a variety of public policy-related analytical, administrative, and advocacy roles, tasks, challenges, and writing demands. More specifically, you'll be able to:

1. **Assess how various levels of government institutions (local, state, and federal) play a role in the public policy process** (Part I discussions and other assignments).
2. **Analyze the genesis, creation, and implementation of an existing policy** (Part II discussions and assignments).
3. **Identify the various policy theories and understand how they apply to policymaking** (several assignments, including mid-term and final exam).
4. **Identify the many influences on public policy, including the importance of politics, culture, history, and perception in policymaking** (Part IV, Policy Memo Assignment).
5. **Write persuasively by evaluating, synthesizing, analyzing, and applying the cumulative knowledge gained from the course** (each writing assignment, including discussion posts and weekly writing assignments)
6. **Use evidence and data to support an argument** (all assignments)
7. **Articulate and present a case for and against an issue succinctly and thoughtfully**, both in **writing** and in **spoken presentation** form (several assignments).
8. **Practice working in a team to research and write an analysis with a policy-related solution to a policy problem** (Weekly discussion leader teams and any optional team assignments you choose).

Course Policies

Automatic Withdrawal Deadline for 8Wk1 Term: Sunday, September 24

NOTE: Late Withdrawal Policy Change: The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited and you will need permission to withdraw and must meet requirements established by O'Neill.



O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.

Academic Integrity

All work should be your original product, unless explicitly noted otherwise. Any materials you reference or take from others should be properly cited. Cheating, plagiarism, or fabrication in any form will not be tolerated, regardless of any justification. For more detailed information see the [Student Responsibilities section](#) of the [Code of Student Rights, Responsibilities, and Conduct](#). Academic misconduct will not be tolerated. The minimum consequence is failing the assignment. In a case of more serious offense, a student may fail the course. **Students should NOT present work from other courses in this class (i.e., using pieces of previous papers you have done is considered plagiarism).** I may use the services of Turnitin.com to check for originality of your written work.

Plagiarism & Intellectual Dishonesty

All work should be your original product, unless explicitly noted otherwise. Plagiarism is defined as presenting someone else's work, the output of AI products, or the work of other students as one's own. *Any ideas or materials taken from another source for either written or oral use must be fully acknowledged*, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>.

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at: <https://oneill.indiana.edu/undergraduate/course-advising/advising/resources.html>



Use of AI (such as ChatGPT) in this class: AI chatbots can be useful starting points for some types of research if they cite their sources. However, neither their words, ideas, nor cited materials should be relied upon as authoritative or accurate sources that actually exist. Chatbots are even less reliable sources than Wikipedia, which is itself not an authoritative or respected source, should never be used beyond your initial research, and should never be cited if you want your work to be taken seriously. A student has not committed plagiarism if the student, for example, asks ChatGPT to find three articles on a particular topic, and then reads and cites the original articles. This is similar to a student using Google Scholar to find three articles on a topic, though Google Scholar is much more authoritative and much less random in the results it returns.

Citations and "facts" in AI answers in particular can be made up or even faked publications that appear as legitimate journal articles -- some even cited as purportedly from respected periodicals and authors. If you quote AI words or ideas despite the likely downward effect on your grade, you must cite which AI source you use as you would any other source. Turnitin is highly effective at detecting plagiarism from any online source and from AI chatbot-related plagiarism. In any case, and on policy-related subjects in particular, O'Neill students remain far better writers and researchers than any current AI chatbots.

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged (including AI chatbots). Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism. (Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) Source comes from [IU's Policies site](#).

According to the [Indiana University Code of Student Rights, Responsibilities, and Conduct \(2010\)](#), a student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

Using AI (such as ChatGPT) to assist in completing assignments in this class is prohibited. If you do use AI, you will be committing plagiarism* and will be subject to penalties in this class and sanctions by Indiana University.

Student Privacy



Many O'Neill SPEA students are now working or will work in the future in sensitive jobs in public organizations. Discussion boards and live synchronous video sessions are a primary means of learning in this course. In keeping with [PPRA](#) and [FERPA](#), the discussion boards and live video discussions in the class should remain private and should not be disclosed outside the class either during the course or afterward. All students in the course benefit from the open sharing of information, analyses, and opinions. Further, since many exercises and assignments in the course may specifically request multiple perspectives, assigned debate positions, or devil's advocate-type role-playing, the views and perspectives students offer in the course may or may not reflect a student's views, perspectives, or political beliefs.

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. [Violations of this policy will be reported to the Dean of Students as academic misconduct](#) (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

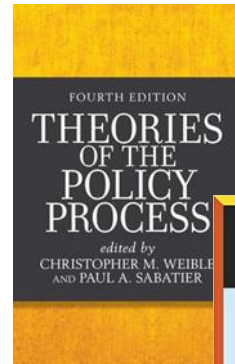
Online Course Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

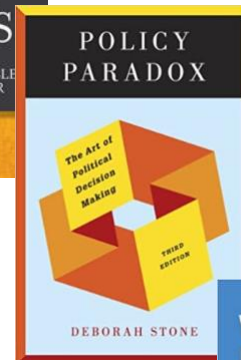
Course Requirements

Required Textbooks

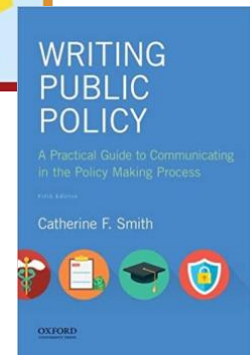
Weible, Christopher M., and Paul A. Sabatier, eds. [*Theories of the Policy Process*, 4th ed.](#) New York: Routledge, 2018. Only about half the chapters are kept from the 3rd ed., and this 4th ed. doesn't appear to be available as an e-book at IU yet. The 5th ed. is OK; it adds a chapter we'll discuss elsewhere in the course, but let's stick with the 4th ed.



Stone, Deborah. [*Policy Paradox: The Art of Political Decision Making*, Third Edition](#). New York: W. W. Norton & Company, 2011. This book doesn't appear to have changed dramatically since the 1st ed, so you could probably get by with an older edition and not feel lost.



Smith, Catherine F. [*Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process*, 5th ed.](#), Oxford University Press, 2019. This book has changed somewhat from older editions, and a recent 6th ed. came out; other editions than the 5th will be OK for our purposes. You'll have access to a dozen other public policy memo writing guides on Canvas.



Electronic versions of these texts may be available through the IU library.

All other required readings will be posted on Canvas and linked by URL hyperlink when available online. Some optional background documents will only be linked by hyperlink from the syllabus and Canvas. These websites and documents will occasionally go offline during the course; please let me know if you see a broken link and I'll try to find the document elsewhere. Note that many of the non-governmental materials are made available through fair use or the TEACH Act and further copying and redistributing the material is a violation of US copyright law.

Links: The syllabus contains many URL hyperlinks to related policy and government and university websites, government documents, academic journal papers, news articles, and other background. These links are in a non-black color (usu. blue or green) and underlined in the syllabus. They're entirely optional, but I recommend at least browsing the linked website or skimming the referenced document. These links will deepen your understanding of the module and give you ideas for discussion posts and assignments.



Accessibility of Course Materials

Please let me know if you have any special requirements or preferences in the format or presentation of course materials, or if there is a way to make the materials easier to find, read, listen to, or watch. My goal is to make the course materials as easy to find and read and experience as possible, in whatever format is most useful to you, and ideally to make the technical and discussion equipment, distance, and course formats we use frictionless and invisible.

I've added topic introductory and overview comments to the syllabus to summarize and link you to a variety of further readings. As you know, public policy is usually highly political, and rife with intentional and unintentional bias, spin, and the use of narratives. Reading with skepticism, valuing, and developing an ability to recognize reliable evidence is a critical skill in public policy and public affairs. My background in Congress and at the GAO, where every stated fact and phrase has to be supported by one or more citations during internal reviews, biases me toward using accurate citations.

Text to audio: It is possible to listen to written materials aurally in Word or pdf if you study on your commute, for example.

Audio to text: If you prefer text to read quickly and highlight easily, for example, or to match your preferred learning style, it's possible to convert audio or video to text transcripts (I subscribe to otter.ai and can convert audio or visual files to text if you prefer to learn that way).

Where possible, referenced papers and material are linked in Canvas to URLs by hyperlink, or are included complete in a Dropbox folder (also linked from the Canvas menu) to give you the choice to access them as quickly as possible, and according to your learning preferences.

Course Website

Course participation will require using the [IU Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively by clicking the "Help" link on the top right of the course page on Canvas. You can access this course directly [here](#).

Technical Requirements

You will need the following to participate in this course:

- Computer
- Reliable internet connection
- Computer microphone

Technical Support

You may also receive support from

- [University Information Technology Services \(UITS\)](#) (human support); 812-855-6789
- [IU Knowledge Base \(IUKB\)](#) (guides)



- [IUware](#) (download free software)

Course Format (Online)

This is a web-based course. Most of our interaction will be via the internet. Our internet exchanges will, for the most part, be asynchronous (that is, not at the same time), which has advantages and disadvantages. Among the advantages are that the format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect about the issues raised in the readings, cases, and exercises. The electronic format for our interchanges also provides an opportunity for everyone to contribute without the constraints of limited time for in-class discussion.

A disadvantage of the format is that we will not enjoy the same level of intimacy that can be achieved in a seminar format. Feedback among participants will not be as quick. Our communications will be augmented by phone, Skype/zoom, and other communications.

I will also host optional synchronous meetings to discuss the course and readings. The day will vary to allow for those with different schedules:

They are scheduled for:

August 22th, Tuesday, at 8:00 PM EST

September 6th, Wednesday, at 7:00 PM EST

September 21st, Thursday, at 8:00 PM EST

These sessions are informal and usually have no prior agenda. Their purpose is to allow for discussion or questions on anything (academic, administrative, or personal), to get to know each other, to put faces with discussion board names, and to have a beer or coffee together. We'll go as long as you like or until all questions have been answered and all discussions end.

I also want to talk with each of you individually on zoom in at least a 5-minute check-in at least once and ideally more than that during the course. If you would like to meet with me by Zoom or phone outside of these meetings, please let me know. I know you're busy and, as much as possible, I want to be available when you are.

My philosophy of teaching is influenced by the growing body of research supporting constructivist learning – that students build their own knowledge through their own and others' empirical observation (a neo-behavioral approach), but build on that through assimilation of conflicting evidence, which leads to accommodating new evidence into new perspectives. Our class discussions, particularly those that question conventional wisdom and theory, are particularly useful in this regard. This largely self-led learning is mediated by continually interacting with others and trying to make sense of the environment, as well as learning from colleagues with deep and varied knowledge and experience in their fields. Our approach to learning also borrows from [Bloom's taxonomy of learning](#)



and the [Krathwhol](#), Anderson, and others' [revisions](#). The course is organized in Piaget-type building blocks, starting with the easily identified concrete actors and institutions. We'll then examine the legislative processes of the policy process, the conceptually separate elements of policies, and the major theoretical explanations for how policies develop. Finally, we examine the multitude of influences that interact to change, speed, slow, or stop a public policy's development.

Each of you is an experienced professional and a valuable resource to the class. You will learn as much from your classmates as you can from me, especially in this online format where we will all interact almost daily. You will be asked to participate in numerous cases, discussions, and exercises. Each of you has different career and learning goals, so I've included many optional readings, links, and suggestions to "skim" readings and links to allow you to go beyond the required readings on topics that are particularly interesting or useful to you, at whatever depth you want and need given your professional experience and goals.

Course Format (8 Week Condensed)

This 8-week condensed format offers more intensity and immediacy than semester courses. Eight-week courses can also improve learning, retention, integration of material, and provide an enhanced learning community and more flexibility to busy students. Students can take fewer classes, have less need to juggle multiple obligations, and condensed courses can be scheduled around life events more easily – planned or unplanned. The research on online learning and my own experience teaching them suggests that online courses, and particularly condensed courses such as this one, offer the above and other strengths compared to traditional courses despite the obvious limitations to in-person contact. For example, we'll inevitably have discussions that are closer to real-time than a conventional semester course, and the increase in related, overlapping readings typically improves everyone's ability to make and discuss the interconnections and relationships among many complex topics more fully. Despite the flexibility and intensity advantages, it's easier to fall behind in condensed courses. Let me know if there's anything I or we can do differently to improve the course in any way. I will grade and return papers more quickly than for a full semester course; my goal is to return assignments within three days.

Most of our interactions will occur in the context of Canvas, a software system that provides a comprehensive set of tools for the creation, management, and viewing of sophisticated web-based teaching and learning environments. We'll also meet online synchronously in several optional full-class sessions, as well as meet at least once during the term online or by phone one-on-one. You'll also have the option in Canvas to chat anytime with your classmates 24/7 either individually or in groups throughout the term. I encourage you to share ideas and build a network of friends and colleagues that could last beyond this course and well beyond your IU program.

Descriptions of Course Activities and Assignments

Overview of the Assignment Grades and Grading Scale

The table below provides an overview of how much each assignment is worth and when it is due.



Course Assessments	Percentage of Grade (subtotals)	Due Date/s	Grade	% Range
Participation	40%		A	93-100
Discussion Forum Posts (individual)	15%	Weekly	A-	90-92
Weekly Reflection (individual)	15%	Weekly	B+	87-89
Discussion Leader (3 tasks for team)	10%	One Chosen Week	B	84-86
Writing Assignments (Individual)	60%		B-	80-83
Legislative History Memo	10%	Sept 17, 11 pm ET	C+	77-79
Policy Memo (First draft)	10%	Sept 24, 11 pm ET	C	74-76
Policy Memo (Final Draft)	25%	Oct 8, 11 pm ET	C-	70-73
Final Exam (48-hour take-home)	15%	Oct. 15, 11 pm ET	D+	67-69
			D	64-66
			D-	60-63
			F	<60%

Grading will be based on each assignment's assessment criteria or rubric rather than on a curve. More on IU's grading policies is [here](#). Late assignments will be downgraded. Outside exceptional and unforeseeable cases, late discussion boards will not be graded or counted since they depend on concurrent participation. Makeup assignments will be limited to illness, unforeseeable events, or emergency circumstances.

Assignments *(see details in Assignment Details & FAQ document in Course Resources)*

Participation (40% of course points)

Class Participation in Discussion Board as Poster and Leader: You must participate actively and constructively in class discussions on discussion boards, which will be assigned most weeks. This primarily means contributing regularly to the discussion boards. You are expected to contribute with both quantity and quality. To participate effectively in discussions, you will need to have read the assigned readings prior to the start of the week and demonstrate your comprehension of them. In particular, I look for indications that you relate particular readings or topics to material previously discussed or otherwise covered in the course, to issues and concepts you have encountered in other courses, and/or to your own personal experiences. You will also be asked to introduce yourself on the introductions discussion board during the first week of class, work as a team to lead the discussion board one week, create questions for the board, lead the discussion, summarize and synthesize discussion highlights, create a reflection prompt for that week, and You can sign up for your preferred week to serve on a discussion board team on the signup sheet in the Course Resources folder accessible from the top left LMS menu.



1) Discussion Board Participation Posts on Reading & Cases (15%) (Weekly, Due Sundays at midnight) A large part of your course grade is determined by your discussion board participation. Active and frequent participation is critical. You are expected to participate in all weekly online discussions. Each week, post 4 or more high-quality posts. You will be graded on both the quantity and quality of your participation. See the Assignment Details document for details. Additionally, you will have weekly questions that address the main points of the readings, the case or cases featured that week, as well as tie the readings together. Failure to participate and complete these questions will adversely affect your participation grade.

Assessment: Largely pass/fail, 4 high-quality posts each week will be given full points, whether initial posts or replies. See the *Assignment Details & FAQ* document in Course Resources expanding and specifying all assignments and expectations. See the Instructions for All Assignments on Canvas for full details on these criteria. What is a high-quality post? Both quantity and quality are important. Not all posts count. To get all ten points each week, post high-quality posts on more than one day, with at least two posts in the first half of the week. High-quality posts include: 1) Effective use of the readings; 2) Analytic, substantive, evidence-based, or personal insights and examples; 3) Furthers the discussion; 4) Writing quality and citations; 5) Frequency & length; and 6) Awareness of others. The assessment rubric is set up this way to incentivize discussion and consideration of others' posts throughout the week. Without the timing incentives, discussion boards are not as deep, lively, or interactive and tend to have many late replies to a few early posts.

2) Team Leader Role for One Week's Discussions

(10%) You will be required to lead the discussion of one case during the semester. Sign up for the case discussion you wish to lead in the "Module Signup Sheet" (editable) linked on the LMS menu. If you are leading the week's discussion solo, I'm happy to help out talking through the questions that will be most helpful. If your team would like to add a short video, case, or reading on the same or another topic that illustrates the weekly policy development or process, you're welcome to do so. Please let me know a few days ahead of the Sunday night posting of the assignment questions and prompt/s. Your team has four responsibilities during your chosen week: 1) create discussion questions (at least 12 by individuals; 20 questions if written by teams); 2)

The purpose of the discussion board to to have as synchronous a discussion as possible.

To get all ten points each week:

- 1) Post 4 high quality posts
- 2) Post half on more than 1 day, and
- 3) Post at least twice in the first half of the week (Monday to Thursday) and twice in the last half of the week (Friday to Sunday)

If you don't post 4 high quality posts:

- 4) You generally lose 2 points for each missing post.

Strong suggestion: post more than four times.

Below these standards:

- 5) I'll drop the week of the lowest score, for a family emergency or any other reason
- 6) You lose 1 point for not posting twice in the front 4 or last 3 days of the week.
- 7) You lose 3 points for posting all in 1 day
- 8) The minimum for students who post is 3 points. The only way to get less than that is to not post at all.



moderate, lead, prompt, and raise further questions, 3) provide a concluding summary post of your discussion board; and 4) write a 1-3 paragraph prompt for a short Weekly Reflection Assignment (<1 page).

Purpose: Asking the right questions can be more important than having answers. Similarly, leading a discussion is often more important than presenting answers as an authority. In addition, summarizing a complex set of facts, perspectives, and discussions in a concise, informative, and educational way is critical for any leader.

Assessment: Your grade will be determined by the extent to which: 1) your *questions* meet the criteria outlined in number 1 (Create Questions) above and help to further everyone's learning; 2) your *leadership* results in a robust discussion and analyses applying and analyzing the readings, concepts, and the issues for the week; 3) your *concluding post* helps synthesize the discussion and generalize your lessons and takeaways from the assignment; and 4) the degree to which your reflection prompt elicits deep engagement about the course material and topics. The instructor may do 360-degree team evaluation surveys at the end of the course to assess everyone's teamwork, workload, cooperativeness, and the quality of individual participation in team activities.

3) Write a short reflection paper each week (15%)

These short (1-page or less) weekly reflection assignments will address the main points of the readings as well as tie the readings together. Reflections can include opinions about the question and the week's topics by drawing on the readings, personal experience, and your own analyses and viewpoints. These should be high-quality and generally in the 300-500 word range, though I understand if you have to go a bit longer to cover your reflection goals. Reflective writing ² is "a form of personal response to experiences, situations, events or new information; and a self-assessment and 'processing' phase where thinking and learning take place." It includes critically connecting "what you already know to what you're learning"³ and to how you're learning it.

Purpose: This assignment gives everyone in the class another way to engage deeply in the week's course material, to provide more variety to weekly assignments, to work as a team with classmates if desired, and ideally to also make assignments interesting. It's also intended to more personally "identify, question, and critically evaluate"⁴ somewhat similar to other course assignments in that a reflection asks you to analyze, discuss, and apply course concepts. Reflective writing [offers many learning benefits](#). Reflecting requires retrieval, elaboration, and generation of information, and can make learning more durable for students.⁵

² Ambrose, Susan A., Marsha Lovett, Michael W. Bridges, Michele DiPietro, and Marie K. Norman. [How Learning Works: Seven Research-Based Principles for Smart Teaching](#). First edition. Jossey-Bass Higher and Adult Education Series. San Francisco, CA: Jossey-Bass, 2010.

³ University of New South Wales, Sydney: <https://www.student.unsw.edu.au/reflective-writing>

⁴ Reflective writing, [USC Research Guides](#)

⁵ Brown, Peter C., Henry L. Roediger III, and Mark A. McDaniel. *Make It Stick: The Science of Successful Learning*. Cambridge, MA: Belknap Press, 2014.



Assessment: Assessing reflective writing is more challenging than other more narrowly defined learning assignments. Varied styles of reflective writing each have learning benefits (see rubric in the *Assignment Details & FAQ* document). Typically, I'll give full points to reflections that a) answer the prompt in a reflective way; and are b) well-written and organized, even with free-flowing discussion characteristics.

These will be graded somewhat similarly to high-quality discussion posts, using the same generic rubric minus the interactive requirements and suggested attribution and citations. Though these assignments vary widely, the general assessment rubric will be similar to those below, but with an emphasis on your personal response and your analytical connections between the week's subjects and readings and what you already know and think about the topics.

- 1) Effective use of the readings (cited)
- 2) Analytic, substantive, evidence-based, or *personal insights* and examples from the news.
- 3) Writing quality and citations
- 4) Quality & length

Writing Assignments (60% in total)

Legislative History (10%): This will be a 3-4-page single-spaced (~1,500 to 2,000 word) memo on the legislative action taken on one of two federal policy issues. The memo should take a standard form, should be cumulative, and should try to integrate course material up to this point. See the dozen guides to writing policy memos in the Course Resource Folder as well as the Smith book (esp. Ch. 5) for ideas on how to write and organize a legislative history memo. You may choose to write on one of the two following policy topics. One is related to the Week 4 Case and the other is currently in force. It's usually easier to research and write on a much narrower policy topic than these two major bills include; you may want to choose one of the narrower policy proposals included in one of these large legislative packages:

H.R.1280 - George Floyd Justice in Policing Act of 2021

or

H.R.5376 - Inflation Reduction Act of 2022

As always, quality is more important than quantity, and concise writing is important. This assignment is an opportunity to apply your knowledge of the public policy process to the specific policy and policy circumstances. **Wherever possible, this memo should integrate all content covered in the class up to the due date.** Please cite as needed; assume your audiences are academics and nerds, so don't be afraid to mention theory. The entire memo should be evidence- and fact-based, even when making normative, value-oriented arguments. These types of memos, whether nonpartisan or position-oriented, can follow a number of formats while maintaining either tone.

This type of work is used to inform recommendations about policy decisions on the regulatory implementation, legal, or potential revisions of enacted law policy decisions by providing the reader with information regarding the legislative process to date. At a minimum, this type of memo is used to identify and define a public problem to get it on (or keep it off) the public or an institutional or



legislative agenda. It may also outline current law, its results, or raise possible policy options. This type of issue analysis can be useful not only for legislators and agency policymakers, but also to try to influence a local, state, or federal government to adopt a policy. Most policy memos, regardless of whether written for legislative, advocacy, or general audiences, both objectively and factually acknowledge or analyze supporting and opposing arguments (though often prioritizing favored alternatives). Legislative histories are also useful when a bill does not pass in order to improve the chances of the same or a similar bill passing a legislature successfully on the next attempt.

Beyond the legislative history, the memo may combine both nonpartisan, objective analysis of policy options (see Smith, Ch. 3 & 4) with aspects of an advocacy-oriented position paper (see Smith, Ch. 6 & 8) recommending one of the policy alternatives analyzed from the legislation. Since these are large, comprehensive bills, you may choose a narrow part of the bill to analyze in your memo. See also Smith chapter 5 for more information on how to write a legislative history. Its organization and style can vary, but should follow a single or composite approach as outlined by Smith or by one or more of the excellent Guides to Policy Memo Writing on Canvas. This should be an analytical memo rather than an essay.

Why you need this skill: Anyone involved in public policy will likely do some form of a legislative history, even if only occasionally, to understand how to proceed in complying with a law, passing all or part of a failed bill, gauging the nuances of support for a specific bill or a general legislative issue, changing or revising a law, for strategic planning, or to help count votes to estimate the probability of legislative success. A legislative history will tell you about each step in the institutional consideration of a bill, which committees considered the bill, how they voted, whether hearings were held or committee publications written, and how and why a bill's or issue's agenda status has risen (or fallen) as a legislative or stakeholder or societal priority. Both advocates and opponents need to know the parts of the policy process where legislation is at risk. A legislative history may also shed light on who the stakeholders are, their role in the policy process, the degree to which they support or oppose the bill, and much other information. For example, simply seeing a list of cosponsors can tell you a great deal about which types of politicians – usually reflecting their constituents' views – support the bill most strongly and which don't. Reading the plain text of a legislative history and associated documents, as well as seeing the nuances from reading between the lines of a legislative history, each give you the knowledge to take action on an issue within or outside a legislative environment.

Assessment: This assignment will be graded on the degree to which the memo makes a comprehensive, objective, nonpartisan, well-analyzed reading and reporting of an issue's legislative history, issue characteristics, and recommendations on the legislative path forward. The legislative history should not be a repeat of the written record, but an analysis responsive to the requestor's needs, such as an issue's type, degree, and the reasons that an issue reached its current legislative or societal status. The legislative history memo part should also add value and respond to the requestor's or audience's needs. You have flexibility both in who your "requestor" is and which of the guides to policy memo writing you rely on as you write the memo.

It will also be evaluated using the *Writing Evaluation Rubric (Ehrlich)* on Canvas. The rubric includes five elements: 1) A Sharp Awareness of your Target Audience and other Readers; 2) Thoroughness, Organization, and Clarity of analysis; 3) Support and Evidence; 4) Accurate and effective use of theory from the course readings and other sources; 5) Presentation, Graphics, Tables, and



Proofreading. This rubric is very similar to three of the discussion board criteria for high-quality posts. Assume that your primary audience is a group of knowledgeable, academically oriented government officials.

While I won't directly assess the assignment using the Smith checklists (Ch 2, p. 29 of the 5th ed.), they are short, very helpful, and well worth taking 5-10 minutes to check as you write.

Question: Will you read my paper before the final version is due? Yes, if you'd like to make a zoom appointment and can finish your paper a week before it is due, I'll take a look at it, we can walk through and discuss it, and I'll give you verbal feedback. You can then consider revising it before turning in your final paper.

Policy Memo (35% total; Draft 10%; Final version 25%): "In public policy work, if you can't write it or say it, you can't do it" (Smith, 5th ed.). Working with a federal, state, or local government agency, a nonprofit advocacy organization, write a memo that will help them write, revise, or propose a policy. They may need help to better navigate a complex policy process or policy environment. Most government agencies would appreciate your help in filling these types of gaps in their knowledge, research, and policymaking. Given the wide range of substantive policy issues related to our course focus on the policy process, you can work on a substantive policy issue that interests you, that you are currently working on, or that you would like to work on in your career. Many government officials and advocates would benefit from a policy memo analyzing a policy issue. They may be unfamiliar with how to achieve policy goals or in how they could benefit from applying policy process lessons to achieve policy results.

The first draft doesn't have to be complete, but should include a plan, outline, some type of agreement with your client on what you'll analyze and deliver, and should explicitly discuss your writing plan, citing course resources you used (or didn't see as applicable to your memo) such as the Catherine Smith book and some of the dozen guides to policy memo writing in the Course Resources Folder. Policy memos have many audiences, purposes, analytical methods, formats, clients, and rationales. You'll have to make deliberate writing choices. You can remove this section from your final draft, but it's useful to consider and think through your writing choices. Assume that your audience is nerdy, already knows the topic well since they requested the memo, doesn't need much if any general background on the topic, and is most interested in how you apply course theory, readings, and academic evidence. If you think you have too many citations and too much course material in the first draft, you can remove some from the final draft that you deliver to the client, but should leave these in the final draft you turn in for the class.

The draft memo should be about 3-6 pages per team member; most drafts will go longer. Outline-type drafts may be shorter. The final memo should be about 6 pages maximum (single-spaced), or about 3,000 words per person if written as a team. As always, however, quality is more important than quantity, and concise writing is important. Feel free to use appendices where appropriate; they can be very useful in writing deductively for more detailed information or analysis, and to reach a wider, deeper, or more expert audience. The memo should not focus primarily on a policy issue itself or as a descriptive policy brief (as many CRS briefs do), but on applying the course topics we've covered to achieve a policy end, help the audience to understand policy alternatives, offer recommendation/s, or



all of these. The memo should be cumulative up to that point, including a number of module topics such as the parts of the policy process, theory, analysis, or other modules that contribute to a strategy applied to the policy issue. If you prefer to do your memo for a hypothetical policy on a policy issue, let me know and I can write a "request" for you and your team.

Why you need this skill: We're not only interested in the policy process and theory to understand for academic reasons, but more importantly, to be able to apply current academic and theoretical knowledge about the policy process to actual policy issues for the public good. Governments, nonprofits, and businesses also highly value these skills. This assignment has three main learning objectives: a) to apply course theory, readings, and concepts to an actual public policy to help you to use and engage with and understand and sort out which make sense to you, which apply to your policy topic, and which can help you shape your understanding of the policy world; b) to improve your ability to write a policy memo – the most common formal way that policy professionals typically communicate; and c) to work with and understand the practical challenges and information needs that policy officials in governments, nonprofits, and businesses face in their work.

Assessment: The memos will be graded on five elements according to the Writing Evaluation Rubric (see Rubric in Course Resources folder):

1. Sharp Awareness of Your Target Audience
2. Thoroughness, Organization, and Clarity of analysis.
3. Support and Evidence.
4. Accurate and effective use of theory from the course readings and other sources
5. Presentation, Graphics, Tables, and Proofreading.

Final Exam (15%): The final exam is a comprehensive open book/note exams cumulatively covering all previous course modules. The exams should integrate all content covered in the class up to that point. You will have 48 hours to complete the exams due on the dates listed in the syllabus; you can choose which 48-hour period within the window to complete the exam. The exams will be essay questions or short policy memos, and will require you to synthesize and analytically reflect upon the course readings, discussions, and casework. Each student will select a 48-hour period during days before the due date when she or he can sit for the exam. You will download the exam and will need to upload your completed responses within 48 hours. One way to consider preparing for the exam is to study your notes of the readings, discussion recaps, and group discussion leader posts. **The final exam is due at the latest by 11:59 pm ET on Sunday, October 15. The final exam is due 48 hours from the time it is opened and started on Canvas; it may be started anytime from 11:59 pm on the previous Monday until 11:59 pm ET on October 15**

Assessment: The exams will be graded on five elements according to the Writing Evaluation Rubric (see Rubric in Course Resources folder).

Course Weekly Schedule of Assignments

WEEK 1: August 21-27 (Monday to Sunday)	
Case	Coal's Deadly Dust (32 min); Video Transcript ; Additional Case Materials
	Introduction to the Policy Process & Policy Environment
Introduction	Course Introduction and Overview
Topics	Policy processes, especially in an open society involving many voices, can be very difficult to understand, research, and participate in. This course examines the actors, institutions, and their roles in setting agendas; the several conceptual parts of a public policy; the major theoretical approaches that attempt to understand, explain, and sometimes to prescribe policy processes; and the myriad influences that affect policy processes, many of which are beyond the control of government. In this course, as in capitals and communities everywhere, our unit of analysis is the policy issue – the primary feature and currency of policy, government, and politics.
Learning Objective	To understand the public policy processes, participants, stakeholders, institutions, and theories involved in solving societal problems. To understand the policy process from the perspectives of theory, practice, and advocacy.
Skills	To be able to operate knowledgeably and successfully in the policy process as a leader, staff, administrator, or analyst
Read (Required)	<ul style="list-style-type: none"> Peters, B. Guy. <i>American Public Policy: Promise and Performance</i>. Eleventh Edition. Los Angeles, California: SAGE, CQ Press, 2019. Chapter 3 Weimer, David L. <i>Theories of and in the Policy Process Source: The Policy Studies Journal</i> 36, No. 4 (2008): 489-495
Read (Recommended)	Tom Ginsburg, James Melton & Zachary Elkins, "The Endurance of National Constitutions" (John M. Olin Program in Law and Economics Working Paper No. 511, 2010).
Watch or Listen	Short Course Introduction Video
Part I	Structure of the Policy Process Institutions, Actors, and Agendas
Learning Objective	Understand the institutions and actors most directly involved in the public policy process; to examine how public policy issues reach, stay on, & fall off agendas.
Skills	To understand and apply knowledge of institutions, actors, and agendas to any policy-related role.
Module 1.1	Institutions
Module 1.11	Institutions' Roles in Public Policy
Topic	"An institution is, in part, a set of regularized patterns of human behavior that persist over time and perform some significant social function or activity." (Anderson, Ch 1). Institutions also provide continuity, stability, and the ability to change gradually and consensually to reflect societal values. Beyond legislatures' and executives' roles in public policy, administrative agencies and the judiciary also play major roles in most

	countries. Nonprofits and private sector organizations strongly influence policies as well, as do the social and cultural norms that enable them and their networks to operate.
Read (Required)	Anderson, Ch 2 (Canvas)
Read or Skim (Recommended)	Ostrom (& here), Coase (& here), Williamson (& here), North (& here), Olson (& here), Buchanan & public choice theory (& here)
Watch (Optional)	On executive authority , legitimacy, the rule of law, & local autonomy (& Module 3.14)
Case Week 1 (Discussion)	Coal's Deadly Dust (32 min); Video Transcript ; Additional Case Materials
WEEK 2: August 28-Sept 3 (Monday to Sunday)	
Module 1.2	Actors Inside and Outside Government
Topic	Legislatures, Executives, Judiciary, Bureaucracy: In addition to the roles that legislatures, executives, and the judiciary play in public policy, administrative agencies and regulators play equally important institutional roles in the success or failure of public policies. Sometimes called the “fourth branch” of US government, administrative agencies are often seen as mechanistically implementing enacted laws. However, both broad and narrowly written laws, in every type of government, must be interpreted into concrete, legally binding rules by agency policymakers in their rulemaking (another overview of the regulatory process).
Read (Required)	Skim: Moe, “The Politics of Bureaucratic Structure” (Canvas).
Watch (required)	Terry Moe on his book The Politics of Institutional Reform: Katrina, Education, and the Second Face of Power . WATCH HERE (5 min)
Module 1.3	Agendas
Topic	<i>Control over the definition of what is at issue is a major determinant of success in the agenda-building process.</i> -Verba, Nie & Olson An agenda is “the list of subjects or problems to which governmental officials, and people outside of government closely associated with those officials, are paying some serious attention to at any given time” (Kingdon, 1984). Of the tens of thousands of bills introduced each session of Congress , Congress will have time to seriously consider and vote on only a few hundred bills. Agenda-setting goes to the heart of democracy; who participates to define problems, and to put issues on and take them off agendas? Whose voices are heard? Many issues are on the <i>societal agenda</i> for years, or important to many people without being seen as actionable by government or organizational leaders. Eventually – or suddenly after a <i>focusing event</i> such as an airline accident or other disaster, an issue may be recognized as important, and a <i>policy window</i> opens. Then, an issue may rise quickly to a <i>legislative agenda</i> , or rise further to a <i>decision agenda</i> for a floor vote, when leaders put a bill on the legislative calendar for an up or down vote.
Read (Required)	<ul style="list-style-type: none"> ▪ “Agenda-Setting,” Giandomenico Majone, in Oxford Handbook of Public Policy 2006, 228-250 (for e-book access at IU libraries, sign in first) ▪ “Agenda-Setting in Public Policy,” Ch 5, Thomas Birkland, in Handbook of Public Policy Analysis 2017, pp. 63-78 (for e-book access at IU libraries, sign in first)
Case Week 2 (Discussion)	Case: Trafficked in the U.S. (55 min video) Video Transcript



	Additional Case Materials: 1) Trafficking Profile ; 2) Human Trafficking Facts ; 3) Report on Labor Trafficking in the US (Northeastern University)
	WEEK 3: Sept 4-10 (Monday to Sunday)
Part II	Genesis, Creation, & Implementation of a Public Policy
Topic	The basic elements of any policy – whether policymakers are aware of them or not -- are similar across systems of government, across times and places, across policy types, and across geography, demographics, and context. Many textbooks on policy analysis define several similar “stages” of the policy process, as the modules below show. ⁶ This approach can be misleading, however, since policy processes are often nonlinear, fragmented, invisible, and overlapping. Still, it’s conceptually useful to examine these approaches in detail to deepen understanding of a policy’s elements as a practitioner or academic might see them.
Learning Objective Part III	Understand the most widely researched theories that try to explain how, by whom, and why policies are made
Skills	Be able to recognize, analyze, use, and develop policies under different conditions and circumstances, applying pure or hybrid policymaking theories
Module 2.1	Social Construction and Policy Narratives
Topic	<p>“[T]he perception of the target group, rather than need or fiscal capacity, is the key determinate in the decisions of state legislators.” – Jill Nicholson-Crotty⁷</p> <p>The Narrative Policy Framework (NPF) detailed in the Weible reading highlights its core tenets: that social constructions matter tremendously in the policy process, that they are not random but bounded by beliefs, ideologies, and norms; that policy narratives have generalizable and identifiable structures at several levels; and that they play a central role in how people process information, communicate, and reason.</p>
Read (Required)	<ul style="list-style-type: none"> ▪ Stone (<i>Policy Paradox</i>), Chap 1 ▪ Weible and Sabatier Chap 5 ▪ Nicholson-Crotty and Nicholson-Crotty, “Social Construction and Policy Implementation: Inmate Health as a Public Health Issue” (Canvas)
Read or Listen	https://paulcairney.wordpress.com/2019/01/28/policy-in-500-words-the-narrative-policy-framework/
Module 2.2	Problems
Module 2.21	Policy Problems
Topic	<p><i>A problem well put is half solved.</i> - John Dewey</p> <p>A problem is what a group of people see as a problem, so problem definition seems simple at first glance. But the particular, detailed framing of a problem to actually address it gets complex quickly. Although problems are attached to associated facts, problem definitions are subjective perceptions, not objective reality. The details of their perceived reality –</p>

⁶ A few well-known “stage” theorists: Dunn, Weimer & Vining, Bardach, Patton & Sawicki, Stone, Birkland, others

⁷ In this Module’s Nicholson-Crotty paper, p. 254



	themselves fluctuating but often measurable, ⁸ -- are what determine how policy alternatives are framed, researched, customized, and 'sold' to legislators, advocacy groups, and voters.
Read (Required)	Stone (<i>Policy Paradox</i>), Part III (Ch 7-11)
Module 2.22	Policy Goals & Goal Criteria
Topic	<i>Constructing an indicator and getting others to agree to its worth become major preoccupations of those pressing for policy change.</i> ⁹ - John Kingdon Goal-setting is in many ways the most important but overlooked part of the policy process. ¹⁰ Policy goals are often taken for granted and assumed to be similar across stakeholders, while in reality stakeholders often see very different parts of a policy's goals – especially a large policy package – as most important.
Read (Required)	Stone (<i>Policy Paradox</i>), Part II, Ch. 2-6
Assignment Due	Legislative History Memo Due Sunday, Sept. 17 to Canvas by 11:00 pm EST
Case Week 3 (Discussion)	Case: Flint's Deadly Water (Video: 55 min) Video Transcript Additional Case Materials
	WEEK 4: Sept. 11-17 (Monday to Sunday)
Module 2.3	Solutions
Module 2.31	Policy Solutions & Policy Alternatives
Topic	<i>The definition of alternatives is the supreme instrument of power.</i> – E.E. Schattschneider Alternatives are solutions – options considered to solve a societal problem. Simpler problems often have proven solutions that are acceptable to most stakeholders. Other policy solutions, and the specific definitions of the problems they're meant to solve, are contested and revised, sometimes by changing political regimes, parties, government officials, or ideologies. They're also revised based on feedback from stakeholders before policies are implemented through comments to proposed rules, ongoing monitoring information or trends, one-time or periodic evaluations, and continuous feedback and regulatory lobbying from those affected.
Read (Required)	Stone Part IV (Ch 12-16) Skim: Rabe, " States on Steroids The Intergovernmental Odyssey of American Climate Policy " (Canvas)
Module 2.32	Legislative Processes in General: Structure & Goals
Topic	In most legislative bodies any member can write up a bill (i.e. propose legislation), sometimes on behalf of a non-governmental advocacy group or, in the US, for the

⁸ Jones & Baumgartner 2015: xi

⁹ Kingdon, John W. *Agendas, Alternatives, and Public Policies*. Boston: Little, Brown, 1984. p. 98

¹⁰ Goals have not always been overlooked; [President Eisenhower](#) had a Commission on National Goals, and President Nixon had a National Goals Research Staff (Rittel & Webber 1973: 157).

	<p>president.¹¹ A policy's path, simple in theory (R1; R2; R3), is often complex and unpredictable.¹² Legislators and advocates have to jump dozens of hurdles to pass a bill into law; opponents can stop a bill at any one of them. Most US states (IN, CA, TX, FL) and foreign national (IN, DE1 & DE2, FR1 & FR2) & international (R1; R2; R3) legislatures have roughly similar legislative procedures and goals in representative democracies.¹³ Legislative procedures, mostly through committee and subcommittee consideration of bills, often try to improve and balance elements of the democratic <i>process</i> (public participation, access, transparency, committee and outside expert input, impacted stakeholder input, speed of decision-making) and policy <i>outcomes</i> (sometimes measured by effectiveness, efficiency, and equity metrics). In addition, legislative rules also try to preserve majority rule and minority rights in policy processes and policy outcomes.</p>
Read or Skim (Required)	CRS Introduction to the Legislative Process in the US Congress
Read & Watch (Required)	The Legislative Process: Overview video (Congress.gov)
Watch (Optional)	Why Lobbying Exists (30 min) The Business of Lobbying (19 min) US Elections Explained: Lobbying (6 min)
Module 2.33	US Congress Legislative Policy Process
Topic	<p>The US majority party in each house, through the House Speaker or Senate Majority Leader, has primary control over scheduling the consideration of bills and framing the debate. In the House, the Speaker and the Rules Committee can decide which bills are considered, which committee or committees will consider them, and whether that consideration is concurrent (for speed) or sequential (for thoroughness or overlapping jurisdictions). The US Senate is theoretically more collegial, with fewer members than the House, more debate, and the opportunity to delay or block legislation by filibuster. In addition, the Senate has constitutional judicial and cabinet appointment power.¹⁴</p>
Read or Skim (Required)	<ul style="list-style-type: none"> ▪ Introduction to Legislative Drafting ▪ Understanding Federal Legislation: Section by Section Guide to Key Legal Considerations ▪ FY 2024 Appropriations Bills status as of July 2023 ▪ Reforming the Appropriations Process
Watch (Optional)	Short Appropriations process videos: V1; V2; V3

¹¹ As in the past US Senate and House, some states ([MN](#); [WA](#)) still have a "[hopper](#)," or wood basket, where any member can drop a bill to introduce it.

¹² "I'm insulted when policymaking is compared to sausage-making." - Stanley A. Feder, ex-CIA analyst & gourmet sausage-maker Owner of the Simply Sausage Company of Landover, Md.: *New York Times*, Dec 4, 2010, by Robt. Pear

¹³ Support for traditional representative democratic procedures and norms is divided in the US and elsewhere, [often along partisan lines](#) ([R1](#); [R2](#); [R3](#)). Popular and legislative and support for divisive, ideological, authoritarian, and non-representative and non-democratic government sometimes uses innovative & sophisticated methods ([R1](#)), and often focuses on citizens who are paying some attention to news media but [not enough to resist propaganda](#).

¹⁴ [Appointments Clause](#): [The president] shall have Power, by and with the Advice and Consent of the Senate, to make Treaties...and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all other Officers ...which shall be established by Law..."

	Skim-watch a few parts of Committee bill markup meetings V1a ; V1b ; V2
Module 2.42	US Congress & the Administration's Implementation Roles
	After a bill is enacted into law, Congress' policy roles shift mainly to oversight, funding, revision, or termination. While administrative agencies do the more detailed policymaking that implementation usually requires (Module 2.4). The extent of agency policymaking depends on how narrowly or broadly Congress wrote the law, how much discretion the law gives to the agency to achieve legislative goals, and now, whether legal challenges to agency authority meet the Supreme Court's new and evolving <i>major questions</i> doctrine (see Module 1.2). Though less visible and less transparent than the legislative process, many implementing agencies struggle to achieve similar democratic values in the implementation policy <i>process</i> as legislatures do during policy design and consideration (see module 4.22), and have varying degrees of flexibility in writing regulations to achieve the stated <i>outcome</i> goals of legislation.
Module 2.4	Implementation
Module 2.41	After a public policy is enacted - implementation
Overview	“What percentage of the work of achieving a desired governmental action is done when the preferred analytic alternative has been identified?” About 10 percent, writes Graham Allison; 90 percent is achieved during implementation. ¹⁵ Public policy rarely proceeds to full implementation, achieves all formal goals, or continues over any length of time without encountering obstacles, difficulties, unintended consequences (& here), scope creep , goal displacement , and many other challenges.
Read (Required)	<ul style="list-style-type: none"> ▪ “Implementation Theory: The Top-down/Bottom-up Debate” by Michael Hill and Peter Hupe (Canvas) ▪ “A Preliminary Theory of Interorganizational Network Effectiveness: A Comparative Study of Four Community Mental Health Systems” by Keith G. Provan, H. Brinton Milward
Read (Optional)	<ul style="list-style-type: none"> ▪ Skim: Wolman, “Determinants of Program Success and Failure” (Canvas) ▪ Skim: McConnell Policy Success and Failure and Grey Areas 2010 (Canvas) ▪ Skim: McConnell (book): Understanding Policy Success
Watch or Listen	Kent Weaver, “ Challenges of Implementation ” (Part 1, 30 min) (Part 2, 13 min)
Module 2.42	Monitoring, Evaluation, & Policy Revision
Topic	Evaluations by congressional committees, congressional agencies, inspectors general, stakeholders, contractors, the media, and other overseers such as consent decrees often lead to policies’ and programs’ revision, replacement, or termination. Often, however, evaluations are underutilized ¹⁶ and not communicated fully or effectively to agencies or their overseers. Clear, ongoing, and accurate monitoring, data collection, and evaluation can help managers to gauge performance and make mid-course management and policy corrections before they become major problems. Statutorily required periodic evaluations may also lead to program or policy improvements (or termination), as can monitoring and evaluation required by judicial consent decrees.

¹⁵ Graham Allison, *Essence of Decision* (1971), p. 267; see also Elmore (1979-1980), p. 6

¹⁶ See pages 120-141

Read (Required)	<ul style="list-style-type: none"> Shadish, W.R. & Cook, T.D. (2009). The Renaissance of Field Experimentation in Evaluating Interventions. <i>Annual Review of Psychology</i>, 60, 607-29. (Canvas) Read pp. 607-612 and 624-625 (pp. 1-6 & 19 in pdf). Newcomer, Kathryn, "How do we improve the process of government improvement?" American Evaluation Association Statement On Cultural Competence In Evaluation
Read (Optional)	<ul style="list-style-type: none"> Skim: Evidence-based evaluation: GAO Report on Program Evaluation Types and Need, 2017 Skim: Martin & Sanderson, "Evaluating Public Policy Experiments: Measuring Outcomes, Monitoring Processes or Managing Pilots?" <i>Pp. 245-256</i> (1999)
Module 2.43	Policy Analytical Tools Governments & Advocates use to create, analyze, monitor, and evaluate policies
Topic	The use of policy analytic tools by governments is growing, both voluntarily and by statutory mandate. The most-used are these: 1) Cost-Benefit Analysis (or Benefit-Cost Analysis); 2) Logic Models; and 3) The Goals/Alternatives Matrix (a more descriptive name might be Goals/Alternatives/Outcomes Matrix – see module 2.31). In this module, we focus on the most widely used tool by far, cost-benefit analysis (CBA). ^{17 18}
Read (Required)	"Positive versus normative justifications for benefit-cost analysis: Implications for interpretation and policy." By Hammitt, James K. (Canvas)
Module 2.44	Credit, Blame, and Politics
Topic	Credit-claiming and blame are central to politics in many settings: bureaucratic, organizational, and electoral. Understanding the context and dynamics of credit and blame are important to electing qualified office-holders as well as to managing agencies, organizations, and governments. This is related to the broader issue of insulated social news and media self-segregation into like-minded tribes, where false information is rampant. An important skill affecting everyone from voters to researchers is information literacy, which IUB is trying to address (Here1 & Here2).
Read (Required)	Hood, Christopher, Ch 1, "The Blame Game: Spin, Bureaucracy, and Self-Preservation in Government" (2010; Canvas)
Assignment Due	Legislative History Memo due on either: a) H.R.1280 - George Floyd Justice in Policing Act of 2021; or H.R.5376 - Inflation Reduction Act of 2022 Due Sunday, Sept. 17 Canvas by 11:00 pm EST
Case Week 4 (Discussion)	Case: Problem-Oriented Policing: Where Social Work Meets Law Enforcement (Watch, 9 min), Derrick Jackson, and/or watch:

¹⁷ Public policy analysts sometimes refer to CBA as Benefit-Cost Analysis (BCA), most likely to emphasize the likely benefits of proposed policies, programs, or projects and to make the resulting ratios more intuitively meaningful. In other words, a BCA decision rule might be to choose a policy or project alternative with a BCA ratio >1.0 or >1.5. Expressed as a CBA ratio, the less intuitive decision rule would be to choose a policy or project alternative with a CBA <1.0 or <.66.

¹⁸ If you plan to work in any public policy analytical capacity, buy a copy of this book on CBA - you can get a used copy online for a few dollars: Boardman, Anthony E., David H. Greenberg, Aidan R. Vining, and David L. Weimer. *Cost-Benefit Analysis: Concepts and Practice*. Cambridge University Press, 2017.

	<p>A Different Kind of Force: Policing Mental Illness (Youtube Video: 1 hour 4 min) (or Watch directly through NBC: Part 1: 37 min.; Part 2: 30 min.)</p> <p>Additional Case Materials:</p> <ol style="list-style-type: none"> 1) Mental Health and Police Reform 2) Social Workers Can't Replace Cops 3) What Does Defund the Police Mean and Does it Have Merit? 4) Behavioral Health Crisis Alternatives: Shifting from Police to Community Responses
	WEEK 5: Sept. 18-24 (Monday to Sunday)
Part III	Theories of the Policy Process
Learning Objective	Understand the most widely researched theories that try to explain how, why, by whom, and for what reasons policies are made, change, and end.
Skills Objective	Be able to recognize, use, and develop policies in different positions, contexts, and circumstances using lessons from pure or hybrid policymaking theories
Module 3.1	Policy Change Frameworks
Module 3.11	Incrementalism
Topic	Government and organizational decision-making is, and should be, argues Lindblom, incremental : based on successive limited comparisons (branch) of policy options, or status-quo based decisions, rather than on major, “rational-comprehensive” (root) decision-making. Most public policy decisions are evolutionary rather than revolutionary; incremental policy changes are necessary and desirable, some argue, in part due to the degree of bounded rationality faced by governments and organizations from limits on their information processing abilities, which leads to satisficing behavior rather than to optimal, utility maximizing, or the best possible solution to a policy or organizational challenge (Simon, 1957). Several other major theories on how and how successfully policies change: 1) The ways that policies get on and stay on agendas (Punctuated Equilibrium; 2) The ways that issues move from agendas to policies (Multiple Streams); and 2) The effectiveness of policies when designed and implemented by centralized, decentralized, highly localized, and non-governmental stakeholder networks (Ostrom).
Read (Required)	<ul style="list-style-type: none"> ▪ “The Science of Muddling Through” by Charles Lindblom (1959; Canvas) ▪ Kettl, Chap 7 (Canvas)
Read (Optional)	Kingdon, Chapter 4: Processes: Origins, Rationality, Incrementalism
Module 3.12	Punctuated Equilibrium Model
Topic	Baumgartner & Jones’ (1993) term highlights the frequent stability of the US policy system, noting that only occasionally is policy change dramatic and fast. Much of their work tries to explain why agendas change, beyond governments’ inability to explore the full range of possible policies every year. Governments don’t have the time, staff, or political incentives to examine the full range of policy options, or to implement many at once. In addition, policies and programs develop powerful inertia, constituencies, and insider experts and stakeholders with access to the most important evaluative information about a policy’s success, which they may or may not share with

	generalist legislators or administrative agencies such as OMB each year during hearings and the budget drafting process.
Read (Required)	<ul style="list-style-type: none"> For a quick overview, see Cairney's "Policy Concepts in 1000 Words: Punctuated Equilibrium Theory" Weible Chapter 2 "Punctuated Equilibria and Budgets in the American States" by Christian Breunig and Chris Koski (Canvas)
Read (Optional)	Baumgartner & Jones, Policy Dynamics
Module 3.13	Multiple Streams Approach
Topic	Kingdon's (1974) multiple streams analysis (MSA or Framework MSF) is a popular approach broadly similar to Cohen, March, & Olson's " Garbage Can Theory of Organizational Choice " (1972, and Here 40 years later). They are broad but useful ways to look at and understand how policies, both public and organizational, can combine or suddenly rise on policy agendas after languishing as low-level issues on the societal agenda for decades. The framework can also be used prescriptively to determine which issues are ripe for legislative or executive action – or lobbying and advocacy efforts.
Read (Required)	<ul style="list-style-type: none"> Weible and Sabatier Chapter 1 "A Multiple Streams Model of U.S. Foreign Aid Policy" by Rick Travis and Nikolaos Zahariadis (Canvas)
Read (Optional)	<ul style="list-style-type: none"> Weible & Schlager: 5-page introduction to special PSJ issue on the multiple streams approach, 2016 (Canvas) Kindgon explains MSA/MSF in his own words, Ch 4 p. 83 (review from module 3.11)
Module 3.14	Common Pool Resources: Institutional Analysis & Development Framework (IAD)
Topic	Hardin's 1968 "Tragedy of the Commons" scenario of herders overgrazing on public land, to the detriment of the entire village and society, is well-known . Two decades later Hardin decides that doomsday may be preventable by "Mutual coercion, mutually agreed upon (1998)." Elinor Ostrom's IAD framework is an example of Hardin's conversion. Where centralized government actions may encourage resource depletion, Ostrom examines the interactions of polycentric (decentralized) governance systems attempting to reconcile economic concepts, often agreeing to preserve common pool resources in complex, localized regulatory schemes.
Read (Required)	<p>Weible Chapter 6</p> <p>"The Tragedy of the Commons" by Garrett Hardin (1968: Canvas) & his second thoughts decades later (1998: Canvas)</p>
Read (Optional)	Cairney: The IAD Framework in 1000 words
Watch or Listen	Policy alternatives that can help manage difficult "common pool" resources (Elinor Ostrom, IU) (3 min); Updated version of Ostrom's Nobel Prize Lecture (1 hour)
Module 3.15	Social-Ecological Framework (SES)

Topic	<p>“Until recently, accepted theory has assumed that natural resource users rarely self-organize to maintain their resources, and that governments must impose solutions. Research in multiple disciplines, however, has found that some government policies accelerate resource destruction, whereas some resource users have invested their time and energy to achieve sustainability. A general framework is used to identify 10 subsystem variables that affect the likelihood of self-organization in efforts to achieve a sustainable SES...[L]arger-scale governance systems may either facilitate or destroy governance systems at a focal SES level.” – Elinor Ostrom, “A General Framework for Analyzing Sustainability of Social-Ecological Systems” <i>Science</i>, 2009</p>
Read (Required)	<p>Ostrom SES readings, 2007, 2009 (Canvas)</p>
Read (Optional)	<ul style="list-style-type: none"> ▪ Skim, review of multiple theories: Orach & Schluter, “Uncovering the political dimension of social-ecological systems: Contributions from policy process frameworks” (Canvas) ▪ Partelow, “A review of the social-ecological systems framework: applications, methods, modifications, and challenges” (2018) (Canvas) ▪ Skim: Cole et al., “The Utility of Combining the IAD and SES Frameworks”(Canvas)
Watch or Listen	<p>Elinor Ostrom Seminar on resilient social-ecological systems (optional)</p>
Case Week 5 (Discussion)	<p>Case: Poisoned Waters (Video: 1 hour 52 min) Video Transcript</p> <p>Note: Watch or read this fully if you can. Hedrick Smith is one of the best national policy and politics reporters of his generation (NYT), author of <i>The Power Game</i>, and knows how influence works in the policy process as well as anyone.</p> <p>Additional Case Materials: Cleaning up Superfund</p>
Assignment Due	<p>First Draft of Policy Memo Due Sunday, Sept. 24 to Canvas by 11:00 pm ET</p>
	<p>WEEK 6: Sept. 25 - Oct. 1 (Monday to Sunday)</p>
Module 3.2	<p>Policy Change: Diffusion, & Innovation</p>
Topic	<p>Policy change happens in many ways, as Part II above showed. An additional way that policy often changes – a way that may not require much advocacy – is policy diffusion, where policies are spread by example, published accounts of the policies and their success or failure, or other means. Among the factors associated with more diffusion are longer legislative terms, ideological similarity, neighboring states adopting, larger states, and smaller legislatures (see Miller and Nicholson-Crotty paper on Canvas).</p>
Read (Required)	<ul style="list-style-type: none"> ▪ Weible and Sabatier Chap 7 ▪ Miller, Nicholson-Crotty, & Nicholson-Crotty, The Consequences of Legislative Term Limits for Policy Diffusion 2018 (Canvas) ▪ Skim: Baldwin, Carley, & Nicholson-Crotty, “Why do countries emulate each others’ policies? A global study of renewable energy policy diffusion 2019 (Canvas)
Read (Optional)	<p>Skim: Shipan & Volden paper on Anti-Smoking Policy diffusion hypotheses: The Learning, Economic Competition, Nearest Bigger City, or Coercion hypotheses of policy diffusion: “The Mechanisms of Policy Diffusion,” pp. 840-854 (2008)</p>

	Skim: Rabe, “Race to the Top: The Expanding Role of U.S State Renewable Portfolio Standards,” pp. 10-16 (2006)
Module 3.3	Choosing the Right Policies: Policy Analysis and Evidence-Based Policy making
Topic	As we saw examining policy diffusion, much policy change is taking proven, “off-the-shelf” policies already in use elsewhere. The innovation and design of new policies is difficult and risky (review Module 3.11). Many types of errors in the policy process, advocacy, public participation, and ignoring evidence can contribute to policy failure. That policies should be based on or at least informed by evidence seems intuitive, but many are obviously not. The systematic use of evidence in policymaking can be intentionally improved .
Read (Required)	<ul style="list-style-type: none"> ▪ “RESULTS FIRST: Using Evidence-Based Policy Models in State Policymaking.” by Vanlandingham, G. and E. Drake. (Canvas) ▪ “Understanding evidence-based public health policy.” By Brownson, Ross C., Jamie F. Chiqui, and Katherine A. Stamatakis
Read (Optional)	Skim the Afghanistan Papers Skim: Pentagon Papers (Video: 4 min); Short article
Watch (Optional)	The Fog of War , a sobering documentary on policy analysis and a self-retrospective by JFK & LBJ Secretary of Defense Robert McNamara , sometimes called “the father of policy analysis” as it evolved out of systems analysis, on its (& his) limitations . (Watch 1:15-1:22 for the error in US problem definition) Transcript
Case Week 6 (Discussion)	Case: The Vaccine War (Video: 53 min) Video Transcript Additional Case Materials: <i>Evidence-based decision-making for vaccine introductions:</i> Overview of the ProVac International Working Group’s experience
	WEEK 7: Oct. 2-8 (Monday to Sunday)
Part IV	Influencing Public Policy
Learning Objective Part IV	Understand the most widely researched theories that try to explain theories related to how, why, by whom, and for what reasons policies are made
Skills	To be able to assess how stakeholders, citizens, voters, and advocates can influence public policy. To understand the opportunities and legal limits of private sector and nonprofit lobbying and advocacy.
Topic	The First Amendment: In the US, the Supreme Court has ruled that the Constitution’s First Amendment (R1) guarantees the right to contact and fund politicians to gain access and influence, and to . Congress, the IRS, and states require varying levels of reporting and transparency of lobbying activities and political contributions. Similarly, other countries have varying requirements on levels of lobbyist registration, reporting, and public transparency of lobbying activity. Public Comment Periods: To encourage open, transparent, and publicly visible lobbying in the regulatory process, the Administrative Procedures Act of 1946 requires agencies to seek public comment for most regulations , usually through Notice of Proposed Rulemaking (NPRM).

Module 4.1	
Policy Networks, Coalitions, Collaboratives, Commissions	
Module 4.11	
Policy Networks	
Topic	The study of policy networks has exploded over the last several decades, examining and measuring everything from the number of parties, organizations, or individuals in a network, to plotting the interlocking contacts an individual or organization has, to testing associations between network characteristics' independent (predictor) variables and a number of dependent (outcome) variables.
Read (Required)	Siciliano, Michael D, Weijie Wang, and Alejandra Medina. "Mechanisms of Network Formation in the Public Sector: A Systematic Review of the Literature." <i>Perspectives on Public Management and Governance</i> 4, no. 1 (March 1, 2021): 63–81. https://doi.org/10.1093/ppmgov/gvaa017 .
Read (Optional)	<ul style="list-style-type: none"> ▪ Cairney's 1,000 word introduction to "Networks, subgovernments and communities" ▪ Review of Ronald Burt book Wanted: A Good Network Theory of Organization, by Gerald Salancik or HERE at IU ▪ "Understanding Policy Networks: Towards a Dialectical Approach" by David Marsh and Martin Smith (Canvas) or here
Module 4.12	
Advocacy Coalition Framework	
Topic	The Advocacy Coalition Framework (ACF) uses policy subsystems as its unit of analysis. Subsystems are defined according to their topic and geographic scope, and ACF considers actors who share core beliefs and who coordinate the actions by "any person regularly attempting to influence policy subsystem affairs." ¹⁹ The framework contains many assumptions and hypotheses. ACF is most useful to understand high conflict situations at the subsystem level of analysis. ²⁰
Read (Required)	<ul style="list-style-type: none"> ▪ For a quick introduction, see Cairney's 1,000 word overview of the Advocacy Coalition Framework theory. ▪ Weible Ch 4 ▪ "An Advocacy Coalition Framework Approach to Stakeholder Analysis: Understanding the Political Context of California Marine Protected Area Policy" by Christopher Weible (Canvas)
Module 4.13	
Commissions & Collaboration	
Topic	Commissions, committees, task forces, and advisory boards can be used for many reasons : for the genuine desire for objective expertise with no or fewer political influences, to allocate blame, to delay a politically uncomfortable decision, to investigate past human rights violations in " truth commissions ," or for a variety of other reasons.
Read (Required)	" 'Blue Ribbon' Commissions, Interest Groups, and the Formulation of Policy in the American States ." By Mark Ritchey and Sean Nicholson-Crotty (Canvas)
Module 4.2	
Expertise and Lobbying	

¹⁹ Weible, 2017, p. 139

²⁰ Hank Jenkins-Smith et al., a founder of ACR, in Chapter 4 in Weible & Sabatier, *Theories of the Policy Process* 4th ed., 2017. See especially pp. 139, 142, and 143.

Module 4.21	Nonprofit Civic Engagement & Lobbying
Overview	Nonprofit Lobbyists: Nonprofit associations in the US have, since De Tocqueville observed in <i>Democracy in America</i> (1835), played an important role in charity, civil society, and the public policy process. Nonprofit status is granted by states according to state laws, but their tax exemption benefits are primarily federal. However, many nonprofits classified as charities by a state are also exempt from state and local taxes. 501c3 nonprofits can do “insubstantial” amounts of lobbying within limits and exceptions to the LDA and IRS tax exemption restrictions. They must report this lobbying on the IRS 990 form. But 501c3s can do a great deal of lobbying without favoring a candidate, party, or piece of legislation, including nonpartisan educational lobbying, including to the public, voters, agencies, “ grassroots ” groups , or legislators.
Read (Required)	Frumkin, <i>On Being Nonprofit</i> , Chapter 2, Civic & Political Engagement
Module 4.22	Administrative Agency Comments and Rulemaking
Topics	In the relatively little research that has analyzed the rulemaking process empirically, some observers and case studies show that the rulemaking system has, such as in an analysis of an EPA pesticide regulation, worked to balance benefits and risks . Similarly, the final regulation in an SEC case study was found to be fairly representative of commenters’ views and did not support an “ iron triangle ,” “agency capture” hypothesis of the domination of rulemaking by institutionally advantaged insider interests (usually the regulated industry) in the rulemaking. However, a study of over 30 rules and 1700 comments found that the US system of notice and comment tends to favor business interests in the versions of agency final rules, particularly when the business community is united in their views.
Read (Required)	<ul style="list-style-type: none"> ▪ “Sweet-Talking the Fourth Branch: The Influence of Interest Group Comments on Federal Agency Rulemaking.” By Susan Webb Yackee. (Canvas) ▪ Skim: Nicholson-Crotty, Nonprofit Organizations, Bureaucratic Agencies, and Policy: Exploring the Determinants of Administrative Advocacy, 2011 (Canvas)
Module 4.23	Ethics of Influence
Topics	Government Ethics Oversight: Federal offices such as the Office of Government Ethics (see reading), state governments, inspectors general at many levels of government, and their legislative and executive associations each monitor a wide range of potentially unethical behavior by government officials , candidates for office, and private citizens. Among the common ethical issues related to expertise and lobbying in the policy process -- depending on the type of government -- are conflicts of interest, various campaign contribution violations , acceptance of gifts, improper use of government property or employee time for personal or political purposes, firms hired by foreign lobbyists , misuse of non-public stock information, bribery, and undisclosed business or lobbying relationships with contractors or foreign agents .
Reading (Required)	Skim: Compilation of Federal Ethics Laws (OGE)
Watch (Required)	Jack Abramoff: The lobbyist's playbook (15 min)
Case Week 7 (Discussion)	Case: The Return of the Wolves (Video: 56 min) Additional Case Materials: Background and summary of the policy process ,



	Idaho Wolf Update & Yellowstone Wolf Update & Resolving Conflicts Between Endangered Species and Man: Case Study – The Reintroduction of Gray Wolves to Yellowstone National Park & Central Idaho & Idaho Bill: 90% of Wolves to be Killed
Assignment Due	Final Draft of Policy Memo Due Sunday, Oct. 8 to Canvas by 11:00 pm ET
	WEEK 8: Oct. 9-15 (Monday to Friday)
Module 4.3	The Role of Public Opinion
Topic	Among the many ways public opinion affects policy are: 1) Indirectly through elections; 2) directly through contacts with legislators and executive branch agency officials; 3) directly through polls and surveys; 4) through protests and civil disobedience; and 5) through various forms of direct or deliberative democracy, both electronic and in-person (R1 ; R2 ; R3). Elected officials, agencies, and occasionally the judiciary may respond to public opinion by following it directly and immediately by policy actions (a delegate role). Or they may incorporate or integrate constituents' interests – even when unpopular or ignored by the public – into the official's or agency's vision of the public good (a trustee role). Electorally, candidates use public opinion in many ways, such as to fashion platforms to attract votes and to signal to voters what they'll do or not do if elected. Or, candidates may adopt, stake out, or create hot-button, signature, or differentiating positions on issues in crowded fields or on divisive topics.
Read (Required)	<ul style="list-style-type: none"> ▪ Does Policy Adoption Change Opinions on Minority Rights? The Effects of Legalizing Same-Sex Marriage” By Kreitzer et al. (Canvas) ▪ “Effects of Public Opinion on Policy” by Benjamin Page and Robert Shapiro (Canvas) ▪ “Pathways of Representation: A Causal Analysis of Public Opinion-Policy Linkages” by Kim Quaile Hill, Angela Hinton-Anderson (Canvas)
Read (Optional)	Jacobson, Gary C. “It’s Nothing Personal: The Decline of the Incumbency Advantage in US House Elections.” <i>The Journal of Politics</i> 77, no. 3 (July 2015): 861–73. (Canvas)
Final Exam	Last day of classes is October 12, Thursday (Final Exam Due by 11:00 pm EST on Oct 15, Sunday). Exam is 48 hours from the time it is opened on Canvas; may be started anytime from 11:59 pm the previous Monday

Right of Revision

“The above schedule is subject to limited change in the event of extenuating circumstances.”

University Policies

Counseling and Psychological Services



For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>

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Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469



iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

Jewish Culture Center

Address: 730 E 3rd St., Bloomington, Indiana 47401

Phone: 812-336-3824

Website: <https://iuhillel.org/iu-jewish-culture-center>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal-Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405



Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>