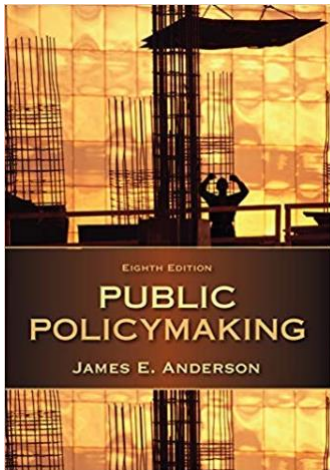


PS 5313: Public Policy Analysis Summer I-2022



Professor:
Office Hours:
Office Location:
Telephone:
Email Address:

Jessica Velasco, DPA
By appointment
LH 203
432-837-8742 (office); 505-362-0406 (cell)
jessica.velasco@sulross.edu



Required Text: *Public Policymaking* (8th edition) by James E. Anderson ISBN-13: 978-1285735283 or ISBN-10: 1285735285

Course Description:

Public policy is complex and fascinating. In this class, you will learn the answer to basic questions such as: What is public policy? Who are the policy makers? What is the policymaking process? However, the majority of the course will be spent learning about how to analyze and study public policy, including the theoretical lenses that are applied to this endeavor. This will be accomplished through reading published research and creating a public policy study proposal. In addition, students will get the opportunity to apply a comparative lens to public policy, by looking at how public policy in the United States compares to other countries in the world.

Course Learning Outcomes:

By the end of the course, students should be able to:

- Define *public policy*
- Identify the important policymakers for various policies and policy areas
- Explain the policymaking process and the many variables that impact every part of the process
- Describe several of the theoretical approaches to public policy study
- Design studies to analyze public policy
- Identify public policy differences between the U.S. and other countries

Program Learning Outcomes

Public Administration	Political Science
<p>The graduating student will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to critique significant theoretical approaches of public administration. • Demonstrate the ability to evaluate domestic and international administrative processes. • Demonstrate the ability to apply appropriate statistical tools for quantitative analysis. 	<p>The graduating student will:</p> <ul style="list-style-type: none"> • Demonstrate the ability to analyze significant theoretical approaches of political science • Demonstrate the ability to evaluate domestic and international political processes • Demonstrate the ability to apply appropriate statistical tools for quantitative analysis

Marketable Skills

Public Administration	Political Science
<ul style="list-style-type: none"> • Students can organize and execute presentations relevant to public administration • Students understand and can execute a program evaluation • Students can conduct statistical analyses that are useful to the work of public administrators. • Students can read and interpret an organization budget 	<ul style="list-style-type: none"> • Students can organize and execute verbal and written presentations of complex social issues • Students can tackle social and political problems by acquiring relevant data and using insight and technical skills to analyze data and develop logical solutions • Students understand the roles and responsibilities of institutional authority within local, state, national, and international communities. • Students understand and can execute a policy analysis

GRADING

Grades in this class will be determined by the number of points you earn by the end of the course.

A	895-1000 points
B	795-894 POINTS
C	695-794 POINTS
D	595-694 POINTS
F	BELOW 595 POINTS

The point distribution is listed below:

Chapter Assignments (7 x 50)	350
Article Summaries (8 x 50)	400
Proposal	250
Total	1000
Bonus: Discussion Board Participation (15 x 4)	60 points possible

IMPORTANT NOTE:

This course is only 5 weeks long. However, I must cover the same amount of material that I cover in 16 week courses. This means you will be doing and reading about 3 times more each week than you would typically do and read in one week for a 16 week course. Please keep this in mind when evaluating the time needed to prepare each week. Do not let yourself get behind.

ASSIGNMENTS:

Readings: Aside from your text, there will be other assigned readings for each Week. The reference citations are provided at the end of the syllabus and each Week's folder in Blackboard. All articles are accessible through the SRSU library online database. Having you look up the articles enables the library to track individual uses of the articles, which helps us justify our subscriptions to the journals in our discipline. In addition, having you look up the articles will help you familiarize yourself with the library search tools, which you will need when preparing your final paper/proposal.

Chapter Assignments: After you finish reading Chapters 1-7, you will need to complete a chapter assignment for each. Please submit these to the appropriate spot in Blackboard in Word using the template provided. **DUE DATE: Reading assignments are due by 11:59 p.m. on the last day of each Week (Saturday).**

Article Summaries: To help familiarize you with the various approaches to policy study, I provided several journal articles to read each week. For Weeks 2-5, you will be completing article summaries on two articles you choose from the assigned readings. Please use the template that is provided in Blackboard. **DUE DATE: Article summaries are due by 11:59 p.m. on the last day of each Week (Saturday).**

Research Proposal: To help you apply what you have learned throughout the summer session, you will be writing a proposal for a public policy study. By the end of the first week, you should identify a policy area or program for the research proposal. Please follow the outline I have provided in Blackboard and see the posted rubric for more details on the grading component. **NOTE:** The end of the summer term will come quickly. Make sure you are working on this paper throughout the summer term.

DUE DATE: July 5, 5 p.m.(Please note the time it is due—it is not the end of the day for this assignment).

INTERACTION OPPORTUNITIES: It is important to me that we have some sort of interaction in the class. I will be having an optional, virtual Q&A session on the **first day of class, June 1, at 6 p.m.** In addition, there will be at least one (optional) virtual session per week where I will be available to discuss the readings, the weekly assignments, and/or your policy study proposals. These meetings may involve guest speakers as well. The meetings will be announced on Blackboard as soon as I have the dates and times.

For those who cannot meet and/or who want more interaction, I have set up optional, weekly discussion boards. The discussion boards will be worth up to 15 points per week (Weeks 2-5). All students must follow the ground rules for discussion boards (see below). I encourage the use of scholarly language and substantiation. However, I do want the posts to be a bit more conversational than the required posts in other courses I teach. Please see the posted rubric for more information on the grading for these optional discussion boards. **DUE DATE: The discussion boards will close at 11:59 p.m. on the last day of each week.**

Calendar (subject to change)

Week & Dates	Topics	Readings	Assignments
Week 1: June 1-4	Introductions & Course Overview, Public Policy (Basics)	Syllabus, Blackboard course shell, Chapter 1, article listed in syllabus and on BB	-Post intro to BB -Post paper topic -Chap 1 assignment
Week 2: June 5-11	Policy Makers & Policy Formation	Chapters 2 & 3 and articles listed in the syllabus & on Blackboard	-Chapter assignments -Article summaries -DB (optional)
Week 3: June 12-18	Adoption & Budgeting	Chapters 4 & 5 and articles listed in the syllabus & on Blackboard	-Chapter assignments -Article summaries -DB (optional)
Week 4: June 19-25	Implementation	Chapters 6 and articles listed in the syllabus & on Blackboard	-Chapter assignments -Article summaries -DB (optional)
Week 5: June 26- July 2	Evaluation & Reflections	Chapter 7 & 8 and articles listed in the syllabus & on Blackboard	-Chapter assignments -Article summaries -DB (optional)

Week 6: July 3-5	Course evaluation and final paper		Course evaluation and Final Paper— Final Paper is due on July 5, by 5 p.m.
---------------------	--------------------------------------	--	---

WHAT YOU CAN EXPECT FROM ME:

- I will provide weekly communication with the class through announcements (email and posted on Blackboard), email notifications, and virtual office hours.
- I will provide email responses within 24 hours of receipt during the hours of 9 a.m.-4 p.m., Monday-Friday.
- I will provide grades and feedback for assignments within one week of the submission due date.
- I will provide clear and concise instructions on how to complete the online course requirements.
- I will provide a range of opportunities to engage in the course content in a meaningful way.
- I will engage in the weekly discussion boards to provide direction or clarification to the discussion.
- I will do my best to stay abreast of the current research in the field to help you get the best possible experience in the course.

WHAT I EXPECT FROM YOU:

- You will familiarize yourself with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- You will acquire the tools necessary to be successful in this class. This includes the book, reliable Internet access, and a device other than your phone for completing assignments.
- You will complete all assigned readings and coursework by assigned due dates.
- You will engage in the course, with your peers, and with me, using open and appropriate communication
- You will be diligent about using communication in a way that shows respect to me and your classmates
- You will submit graduate-level work that has been checked carefully for errors in spelling, grammar, and punctuation (using a free extension like Grammarly is recommended).
- You will respond to communication from me and your classmates in a timely manner (within 24 hours).
- You will not plagiarize the work of others or yourself, and you will also not collaborate with others on class assignments (unless clearly authorized to do so)
- You will reach out to me immediately if you are having trouble in the class or with access to course materials (although please call the Help Desk--888.837.6055 for general access issues)

GROUND RULES FOR DISCUSSION BOARDS

SOURCE: Center for Teaching and Learning. (2020). Sample discussion board ground rules. Retrieved from <https://ctl.wiley.com/sample-discussion-board-ground-rules/>

- **Ask questions.**
If you find something confusing or want to know more, do not hesitate to ask questions. Make sure to post your questions in the appropriate thread.

- **Participate.**
Do not hide in the background; it is not fair to lurk and let others do all the work. Contribute to discussions to get as much as possible from the course and to maintain your participation grade.
- **Do not dominate a discussion.**
Share your knowledge, but not to the point of excluding others. If you have something to offer, please share it, but allow everyone to contribute equally to a discussion.
- **Be intellectually rigorous.**
Do not excuse sloppy or illogical thinking. Challenge yourself and one another.
- **Be tactful.**
Be critical of ideas but remember there are other people involved. Be tactful and kind. You can hurt the feelings of a person reading your post.
- **Forgive other students' mistakes.**
Do not correct others, even if you follow the rules of netiquette and use good manners. Just because you do not agree with a student's post does not mean that he or she is wrong. Instead, offer a different perspective to encourage further discussion.
- **Read the whole thread before posting.**
Read all the posts in a thread before responding so you don't repeat what others have already said. Try to contribute clarifying information or a new idea to a discussion.
- **Be concise.**
Do not waste people's time by posting basic, repetitive information. Make your point clearly and quickly.
- **Reread and check your posts.**
Practice professionalism. Be mindful of how you look online; others will likely judge the tone and quality of your writing. Reread your posts and edit for clarity and mechanics.
- **Cite your sources.**
If you use a source, cite it properly. Give credit where credit is due. Include links where appropriate.
- **Maintain confidentiality.**
Respect your classmates' privacy. Do not repeat the personal information that others share.
- **Report technical problems.** If the platform is not working properly, please let me know as soon as possible

OTHER COURSE POLICIES & RESOURCES

ACADEMIC INTEGRITY: Intellectual development requires hard work. Academic dishonesty severely interferes with this development and reduces the value of college degrees. Presenting the ideas or work of others as your own, submitting the same paper for multiple classes, doing someone else's work, and/or failing to cite your sources when you utilize the ideas of others, are all examples of dishonest academic conduct. As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:
<https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

If you have any questions about this, please ask!

LATE WORK: Given that all assignments are accessible from the beginning of the term, the occurrence of late work should be rare, except in cases of emergencies. Prompt and clear communication will assist with any accommodations and exceptions. However, keep in mind that it will be VERY DIFFICULT to catch up if you get behind in this course, given the shortened schedule of the course.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two things are typically required for an incomplete to be granted: 1) an extenuating circumstance, and 2) most of the work for the course has been completed. In our program, we have been very flexible with this policy, especially in the last two years. However, we are not seeing the best results from students who are granted this option. In addition, we feel that it has created a level of unfairness for students who finish all their work by the stated deadlines. Therefore, not only will we be using this option more sparingly, but we will also be assessing a grade letter penalty for incomplete classes. This means that the highest grade possible when using this option will be a “B” in the course. In addition, as of SRSU policy changes in Fall 2021, the max extension for an incomplete is 6 months, and incompletes are calculated as an “F” in your GPA until you have successfully completed the final assignments.

COURSE BLACKBOARD RESOURCES: There are several resources on the course Blackboard page. You are expected to review and familiarize yourself with the items in Blackboard in the first week of class. NOTE: Please post general, course-related questions to the discussion board forum I have set up for this. Typically, if one student in the class has the question, others do as well. Please allow 24 hours for a response, and then feel free to email me or call me directly with your question.

SRSU LIBRARY SERVICES:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

SRSU DISABILITY SERVICES: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, SRSU’s Accessibility Services Coordinator at 432-837-8203 (please leave a message and we’ll get back to you as soon as we can during working hours). The office is located on the first floor of Ferguson Hall (Suite 112), and their mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832. **Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received.**

DISTANCE EDUCATION STATEMENT: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul

Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

BLACKBOARD TECHNICAL SUPPORT: SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055. Email: blackboardsupport@sulross.edu

COMMITMENT TO DIVERSITY

I will strive to create a learning environment that supports a diversity of thoughts, perspectives, and experiences, and also one that honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, political ideology, etc.). It is my expectation that we will be partners in this commitment so that, together, we can create a classroom community that feels welcoming to all.

Additional Readings

All articles are available online through the SRSU library, on Blackboard, or through the direct web links below. Let me know if you have issues accessing any of them.

*****Please note the additional instructions for articles that have “***”.**

Week 1: Public Policy Basics

No additional readings (beyond your syllabus and text). Focus on your first assignments and finding your topic for the study proposal.

Week 2: Policy Makers and Policy Formation

Barberá, P., Casas, A., Nagler, J., Egan, P. J., Bonneau, R., Jost, J. T., & Tucker, J. A. (2019). Who leads? Who follows? Measuring issue attention and agenda setting by legislators and the mass public using social media data. *American Political Science Review*, 113(4), 883-901. <https://doi-org.wmlrsu.idm.oclc.org/10.1017/s0003055419000352>

Holman, M. R., & Mahoney, A. (2018). Stop, collaborate, and listen: Women’s collaboration in U.S. state legislatures. *Legislative Studies Quarterly*, 43(2), 179–206. <https://doi.org/10.1111/lsq.12199>

Shipan, C. R., & Volden, C. (2006). Bottom-up federalism: The diffusion of anti-smoking policies from U.S. cities to states. *American Journal of Political Science*, 50(4), 825–843. <https://doi.org/10.1111/j.1540-5907.2006.00218.x>

Williamson, S., & Carnes, M. (2013). Partisanship, Christianity, and women in the legislature: Determinants of parental leave policy in U. S. states. *Social Science Quarterly*, 94(5), 1084–1101. <https://doi.org/10.1111/j.1540-6237.2012.00882.x>

***Wolfe, M., Jones, B., & Baumgartner, F. (2013). A failure to communicate: Agenda setting in media and policy studies. *Political Communication*, 30(2), 175–192. <https://doi.org/10.1080/10584609.2012.737419>

***This article is to read only. Do not use this one for an article summary.

Week 3: Adoption & Budgeting

Bartels, L. M. (2003). Homer gets a tax cut: Inequality and public policy in the American mind. Conference Papers -- American Political Science Association, 1–47. https://doi-org.wmlrsu.idm.oclc.org/apsa_proceeding_172.PDF

***I would recommend printing the article including the tables before trying to read it. The tables are referenced throughout the article, but they are all included at the end of the article (not embedded).

Drury, A. C., Overby, L. M., Ang, A., & Yitan Li. (2010). “Pretty prudent” or rhetorically responsive? The American public’s support for military action. *Political Research Quarterly*, 63(1), 83–96. <https://doi.org/10.1177/1065912908327230>

Enos, R. D., Kaufman, A. R., & Sands, M. L. (2019). Can violent protest change local policy support? Evidence from the aftermath of the 1992 Los Angeles riot. *American Political Science Review*, 113(4), 1012–1028. <https://doi-org.wmlrsu.idm.oclc.org/10.1017/s0003055419000340>

*** I had to request this article through interlibrary loan. It is provided for you in the Week 3 folder.

Tama, J. (2014). Crises, commissions, and reform: The impact of blue-ribbon panels. *Political Research Quarterly*, 67(1), 152–164. <https://doi.org/10.1177/1065912913491465>

Week 4: Implementation

Attwell, K., Navin, M. C. (2019). Childhood vaccination mandates: Scope, sanctions, severity, selectivity, and salience. *Milbank Quarterly*, 97(4), 978–1014. <https://doi-org.wmlrsu.idm.oclc.org/10.1111/1468-0009.12417>

Kinney, N. T. (2006). Toppling Jefferson’s wall or tiptoeing around it?: Evaluating the implementation of faith-friendly welfare policy. *Administration & Society*, 38(1), 3–30. <https://doi.org/10.1177/0095399705278592>

Lee, J. (2017). Why have policies often remained symbolic? Understanding the reasons for decoupling between policy and practice. *Review of Policy Research*, 34(5), 617–635. <https://doi.org/10.1111/ropr.12241>

Ostrander, I., & Sievert, J. (2013). The logic of presidential signing statements. *Political Research Quarterly*, 66(1), 141–153. <https://doi.org/10.1177/1065912911434357>

***TO READ ONLY (Do not use this one for an article summary.)

<https://www.brookings.edu/research/but-will-it-work-implementation-analysis-to-improve-government-performance/>

Week 5: Evaluation

- Bezuidenhout, L., Karrar, O., Lezaun, J., & Nobes, A. (2019). Economic sanctions and academia: Overlooked impact and long-term consequences. *PLoS ONE*, 14(10), e0222669. <https://doi.org/10.1371/journal.pone.0222669>
- Fourinaies, A. (2020). How do campaign spending limits affect elections? Evidence from the United Kingdom 1885–2019. *American Political Science Review*, 1537-5943. <https://doi.org/10.1017/s0003055420001008> (ILL)
- Jacobson, L. E., Saavedra-Avendano, B., Fuentes-Rivera, E., Schiavon, R., & Darney, B. G. (2022). Travelling for abortion services in Mexico 2016-2019: community-level contexts of Mexico City public abortion clients. *BMJ Sexual & Reproductive Health*, 48(e1), e81–e87. <https://doi-org.wmlrsu.idm.oclc.org/10.1136/bmjscrh-2021-201079>
- Lane, C., Schrynemakers, I., & Kim, M. (2020). Examining the academic effects of developmental education reform: Faculty perceptions from a large, public, urban university. *community college enterprise*, 26(1), 27–57.
- Rodney E. Hero, & Robert R. Preuhs. (2007). Immigration and the evolving American welfare state: Examining policies in the U.S. States. *American Journal of Political Science*, 51(3), 498–517.
- ***TO READ ONLY (Do not use this one for an article summary):
- Lemire, S., Peck, L. R., & Porowski, A. (2020). The growth of the evaluation tree in the policy analysis forest: Recent developments in evaluation. *Policy Studies Journal*, 48, S47–S70. <https://doi.org/10.1111/psj.12387>

CREDIT FOR PUBLIC POLICY CYCLE IMAGE ON TOP OF SYLLABUS:

[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)