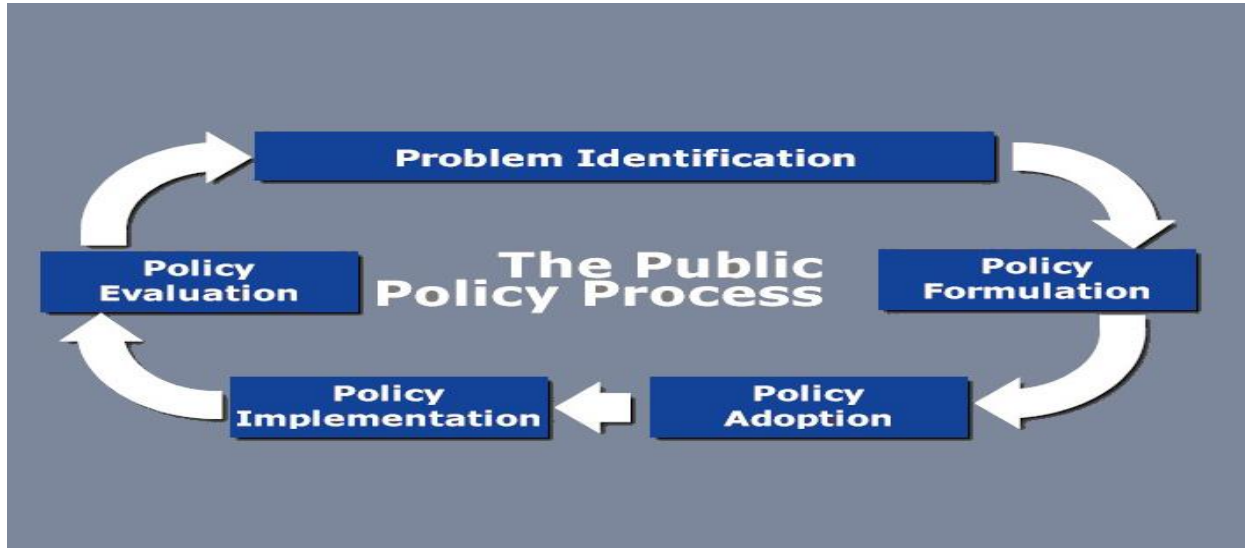




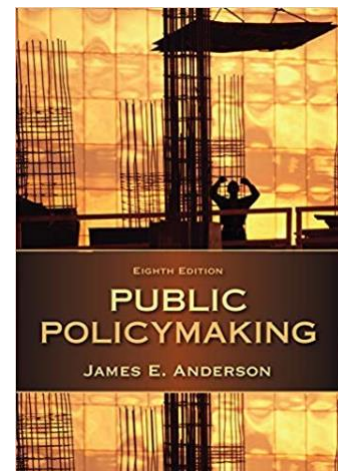
# PS 5313: Public Policy Analysis Summer 2024



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**Professor:** Jessica Velasco, DPA  
**Office Hours:** By appointment  
**Office Location:** LH 210  
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**Email Address:** [jessica.velasco@sulross.edu](mailto:jessica.velasco@sulross.edu)

**Required Text:** *Public Policymaking* (8<sup>th</sup> 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. The impact of AI on public policy will also be explored.

**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
- Explain how AI impacts different areas of public policy and the policy making process

**Program Learning Outcomes**

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

**Marketable Skills**

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

**GRADING**

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

|          |                        |
|----------|------------------------|
| <b>A</b> | <b>895-1000 points</b> |
| <b>B</b> | 795-894 POINTS         |
| <b>C</b> | 695-794 POINTS         |
| <b>D</b> | 595-694 POINTS         |
| <b>F</b> | BELOW 595 POINTS       |

The point distribution is listed below:

|  |             |
|--|-------------|
| Chapter Assignments (7 x 50)             | 350         |
| Article Summaries (6 x 50)               | 300         |
| Discussion Boards (5 x 10)               | 50          |
| Public Policy Paper-Draft                | 50          |
| CFR Case Study Response                  | 50          |
| Public Policy Paper                      | 200         |
| <b>Total</b>                             | <b>1000</b> |
| <b>Bonus Points (Webinar Reflection)</b> | 25          |

### IMPORTANT NOTE:

This course is about 11 weeks, but I must cover the same amount of material that I cover in 16 week courses. This means you will be doing and reading 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 peer-reviewed scholarly studies, I provided several journal articles to read throughout this summer session. 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).**

**Discussion Boards.** To assist you with the development of your public policy paper (and give us interaction opportunities), we will be having discussion boards throughout the summer. These will allow you to both share your work and comment on the work of others. Comments should be constructive and supportive.

**DUE DATE: The discussion boards will close at 11:59 p.m. on the last day of each week.**

**Public Policy Paper Draft.** In addition to the feedback and suggestions you get through the discussion boards, you will also be submitting a draft of your public policy paper at the midterm mark so I can provide even more direct feedback and guidance to you. **DUE DATE: This is due 11:59 p.m. on July 6.**

**CFR Case Study Response.** I had the opportunity to visit the headquarters of the Council on Foreign Relations in March and learn about the many resources they have for studying various issues impacting the world. For this assignment, you will be posting your responses to a series of questions to one of the CFR simulations. **DUE DATE: This is due by August 3 at 11:59 p.m.**

**Public Policy Paper:** To help you apply what you have learned throughout the summer session, you will be writing a public policy paper. By the end of the first week, you should identify your topic for this paper. 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: August 11, 11:59 p.m.**

**Webinar Reflection (BONUS POINTS):** There are so many great webinars that relate to topics in this class. I will post information about opportunities all summer on Blackboard. To encourage you to attend at least one, I am offering 25 bonus points for students who attend a webinar and submit a webinar reflection. **DUE DATE: August 1, 11:59 p.m.**

**OTHER INTERACTION OPPORTUNITIES:** It is important to me that we have some sort of interaction in the class, even though it is asynchronous and online. In addition to interacting through the discussion boards, I will be having an optional, virtual Q&A session on **Sunday, June 2, at 6 p.m.** (after you've had some time to review the materials for the course). In addition, there will be periodic, virtual sessions each 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.

### Calendar (subject to change)

| Week & Dates                 | Topics                           | Readings  | Assignments   |
|------------------------------|----------------------------------|---|---|
| Week 1:<br>May 29-<br>June 1 | Introductions & Course Overview  | Syllabus, Blackboard course shell                             | -Post intro to BB   |
| Week 2:<br>June 2-8          | The Study of Public Policy       | Chapter 1   | -Chapter assignment   |
| Week 3:<br>June 9-15         | Policymakers & Their Environment | Chapter 2 and articles listed in the syllabus & on Blackboard | -Chapter assignment<br>-Article summary<br>-Post topic for policy paper to DB |

|                                  |   |  |  |
|----------------------------------|---|--|--|
| Week 4:<br>June 16-22            | Policy Formation-<br>Problems,<br>Agendas, and<br>Formulation | Chapter 3 and<br>articles listed in the<br>syllabus & on<br>Blackboard | -Chapter assignment<br>- Article summary<br>-DB                |
| Week 5:<br>June 23-29            | Policy Adoption   | Chapter 4 and<br>articles listed in the<br>syllabus & on<br>Blackboard | -Chapter assignment<br>- Article summary<br>-DB                |
| Week 6:<br>June 30-<br>July 6    | Draft of Policy<br>Paper                                      |  | Draft of Policy Paper<br>due by 11:59 p.m. on<br>July 6.       |
| Week 7:<br>July 7-13             | Budgeting &<br>Public Policy                                  | Chapter 5 and<br>articles listed in the<br>syllabus & on<br>Blackboard | -Chapter assignment<br>- Article summary<br>-DB                |
| Week 8:<br>July 14-20            | Policy<br>Implementation                                      | Chapter 6 and<br>articles listed in the<br>syllabus & on<br>Blackboard | -Chapter assignment<br>- Article summary<br>-DB                |
| Week 9:<br>July 21-27            | Policy Impact,<br>Evaluation, &<br>Change                     | Chapter 7 and<br>articles listed in the<br>syllabus & on<br>Blackboard | -Chapter assignment<br>- Article summary<br>-DB                |
| Week 10:<br>July 28-<br>August 3 | Reflections &<br>CFR<br>Simulation/Case<br>Study              | Chapter 8 and<br>articles listed in the<br>syllabus & on<br>Blackboard | Case Study Responses<br>(submit on DB by<br>11:59 p.m. on 8/3) |
| Week 11:<br>August 4-10          | Work on final<br>paper  |  |  |
| Week 12:<br>August<br>11-14      | Course evaluation<br>and final paper                          |  | <b>Final Papers are due<br/>August 11 by 11:59<br/>p.m.</b>    |

**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 (by appointment during summer).
- 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 or use generative AI to complete 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:** Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid engaging in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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. 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 INFORMATION**

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/](http://library.sulross.edu/). Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

**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.**

### **COUNSELING SERVICES**

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](http://Timelycare/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

### **TUTORING:**

a) Tutoring and Learning Center located in the library (call 432-837-8982 for a



reservation with a tutor)

- b) Tutor.com (online tutoring services available—access via BlackBoard Tools) – be sure to allow 48 hours turnaround time for a writing assignment

**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](mailto:blackboardsupport@sulross.edu)

### **Additional Readings**

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

#### **Weeks 1-2:**

No additional readings

#### **Week 3: Chapter 2**

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>

NOTE: I know this article is older but it is such a great article that I have a hard time removing it. This is likely the last summer I will use it, so you are the lucky last ones.

#### **Week 4: Chapter 3**

Gilardi, F., Gessler, T., Kubli, M., & Müller, S. (2022). Social media and political agenda setting. *Political Communication*, 39(1), 39–60. <https://doi.org/10.1080/10584609.2021.1910390>

#### **Week 5: Chapter 4**

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.wmlsrsu.idm.oclc.org/10.1017/s0003055419000340>

NOTE: This article is provided for you on Blackboard.

**Week 6:**

No additional readings

**Week 7: Chapter 5**

Bolton, A. (2021). Ideology, unionization, and personnel politics in the federal budget process. *Journal of Public Administration Research & Theory*, 31(1), 38–55. <https://doi.org/10.1093/jopart/muaa032>

**Week 8: Chapter 6**

Srivastava, T., Emmer, K., & Feemster, K. A. (2020). Impact of school-entry vaccination requirement changes on clinical practice implementation and adolescent vaccination rates in metropolitan Philadelphia. *Human Vaccines & Immunotherapeutics*, 16(5), 1155–1165. <https://doi.org/10.1080/21645515.2020.1712934>

**Week 9: Chapter 7 (Pick one for your article summary)**

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>

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/bmjsex-2021-201079>

**Week 10:**

Case Study

<https://education.cfr.org/teach/mini-simulation/regulating-artificial-intelligence>

**Weeks 11-12:**

No additional readings—work on your paper