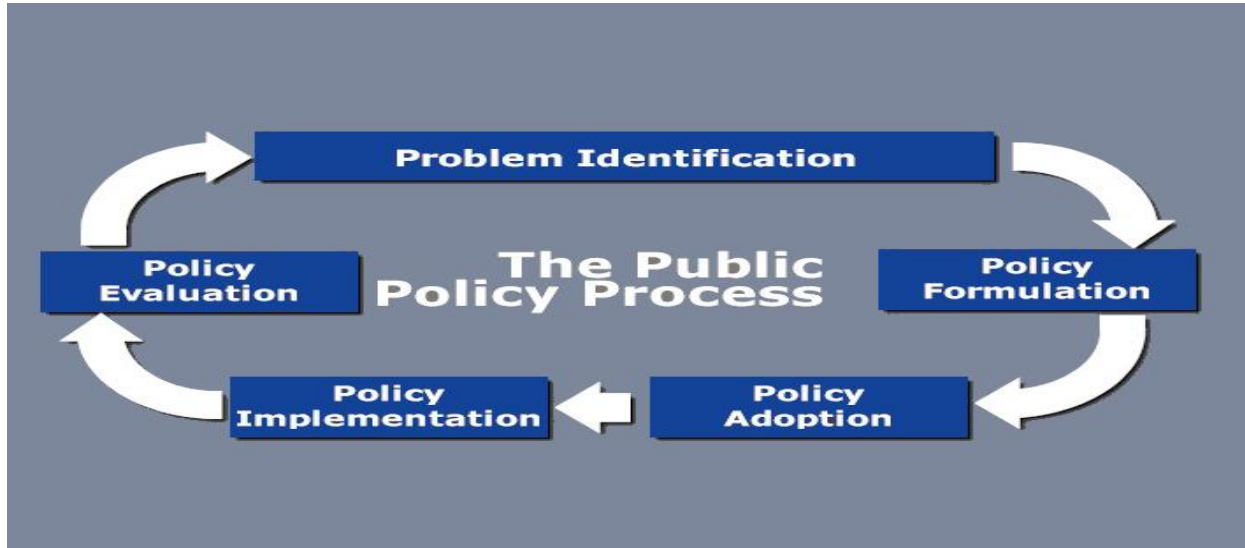




PS 5313: Public Policy Analysis Summer 2026



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Office Hours: By appointment
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Required Text (Free and online):

Martin, K., Lee Jr., K. E., & Hall, J. P. (2021). *Public policy: Origins, practice, and analysis*. University of North Georgia Press. <https://open.umn.edu/opentextbooks/textbooks/public-policy-origins-practice-and-analysis>

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 brief/study proposal. In addition, you 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* and identify key policy actors
- 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
- Explain some approaches to public policy study after reading peer reviewed studies
- 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

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 Share Boards (5 x 30)	150
Article Summaries (5 x 50)	250
Peer Review/Draft Discussion Boards (5 x 50)	250
Public Policy Paper-Draft	50
CFR Case Study Response	50
Public Policy Paper & Presentation	250
Total	1000
Bonus Points (Webinar Reflection)	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:

NOTE: Each “week” is Sunday through Saturday, except for the first and last weeks of the course.

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 Share Boards (5 x 30 points each): After you finish reading Chapters 2-6, you will be posting to a “share board.” Your post will include 1) more information (a paragraph or two) on an item from the chapter. In other words, you’re going to help everyone in the class by expanding on an item from the chapter. 2) Respond to the prompt about AI and its relationship to the content of the chapter/stage of the policy cycle. More instructions and the rubric are on Blackboard. **NOTE: Make sure to include in-text and full reference citations for additional sources used. DUE DATE: Reading assignments are due by 11:59 p.m. on the last day of each Week (Saturday).**

Article Summaries (5 x 50 points each): To help familiarize you with peer-reviewed studies of public policy, I provided several journal articles to read throughout this summer session. Please use the template that is provided in Blackboard for your summaries. Please also refer to the rubric to maximize your points on these assignments. **DUE DATE: Article summaries are due by 11:59 p.m. on the last day of each Week (Saturday).**

Peer Review/Draft Discussion Boards (5 x 50 points each). 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. Please post your initial post (draft of section) by Wednesday at 11:59 p.m., and offer feedback to two classmates by Saturday at 11:59 p.m. More instructions and a rubric are provided on Blackboard. **NOTE: Blackboard will show only one due date, but note the two-part deadline. Don’t forget that the initial post is due Wednesday.**

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 3. NOTE: All work for this paper must be done in a Google Doc with the Process Feedback extension tool.**

CFR Case Study Response. I had the opportunity to visit the headquarters of the Council on Foreign Relations (CFR) in March 2024 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 1 at 11:59 p.m.**

Public Policy Paper & Presentation: To help you apply what you have learned throughout the summer session, you will be writing a public policy paper and presenting it. By the end of the second 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. You may either submit a recorded presentation by August 11 or present to me virtually on August 9 or 11 at 6-8 pm (central) **PAPER DUE DATE: August 11, 11:59 p.m.** NOTE: All of your work for this major paper needs to take place in a Google Doc with the Process Feedback extension. Please see Blackboard for the instructions.

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 **Monday, May 25, at 6 p.m.** central time (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 time. I would also encourage you to schedule a meeting with me early in the semester if you have any questions.

Calendar (subject to change)

Week & Dates	Topics	Readings	Assignments
Week 1: May 27- May 30 (partial week)	Introductions & Course Overview	Syllabus, Blackboard course shell	-Post intro to BB -Optional Q&A, May 25, 6 p.m.(central time)
Week 2: May 31-June 6	Introduction to Public Policy	Chapter 1	-Post topic for policy paper to DB
Week 3: June 7-13	Origins & Actors	Chapter 2 and articles listed in the syllabus & on Blackboard	-Chapter Share Board -Article summary -No Discussion Board
Week 4: June 14-20	Foundations of the Policy Process	Chapter 3 and articles listed in the syllabus & on Blackboard	-Chapter Share Board -Article summary -DB (Initial DB post due Wednesday; responses due Saturday)

Week 5: June 21-27	Problem Identification & Agenda Setting (+Issue attention cycle and Overton Window)	Chapter 4 and articles listed in the syllabus & on Blackboard	-Chapter Share Board -DB (Initial DB post due Wednesday; responses due Saturday) -No article summary this week
Week 6: June 28-July 4	Draft of Policy Paper		Draft of Policy Paper due by 11:59 p.m. on July 3
Week 7: July 5-11	Policy Design & Formulation	Chapter 5 and articles listed in the syllabus & on Blackboard	-Chapter Share Board -Article summary -DB (Initial DB post due Wednesday; responses due Saturday)
Week 8: July 12-18	Policy Implementation	Chapter 6 and articles listed in the syllabus & on Blackboard	-Chapter Share Board -Article summary -DB (Initial DB post due Wednesday; responses due Saturday)
Week 9: July 19-25	Policy Analysis & Evaluation	Chapter 7 and articles listed in the syllabus & on Blackboard	-No chapter share board -Article summary -DB (Initial DB post due Wednesday; responses due Saturday)
Week 10: July 26-Aug 1	CFR Simulation/Case Study	Chapter 8 and articles listed in the syllabus & on Blackboard	Case Study Responses (submit on DB by 11:59 p.m. on 8/1) Bonus: Webinar Reflection due August 1
Week 11: August 2-8	Prepare final paper & presentation		
Week 12: August 9-12 (partial week)	Course evaluation, final paper, and presentation		Final Papers and Presentations are due August 11 by 11:59 p.m. Virtual presentation opportunities: 8/9, 6-8 p.m. (central) 8/11, 6-8 p.m. (central)

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/>

*****PLEASE NOTE: You must do all work on your final paper in a Google Doc using the Process Feedback extension. Please see the instructions for adding this extension on Blackboard. The Respondus Lockdown Browser & Monitor tools will also be used for certain items as well. I do NOT like having to use these tools. However, they are an unfortunate necessity in the age of generative AI.**

If you have any questions about this, please ask!

LATE WORK: I have been very intentional about how I have designed this course and distributed the content to optimize your learning and comprehension. Trying to cram weeks of work into a few days or waiting until the end of the semester to do everything isn't conducive to learning. For this reason, you must have an extenuating circumstance and approval from me to submit late work. If you submit late work without an approved extension from me, I reserve the right not to grade it. Communication is key.

INCOMPLETE POLICY: We do have the ability to assign students an incomplete at the end of a course. However, two conditions are required for an incomplete to be granted: 1) an extenuating circumstance, and 2) most of the work for the course has been completed (more than 50%). 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.

ALPINE 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/. 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 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/ or ask a librarian by emailing srsulibrary@sulross.edu.

ADA STATEMENT

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 call 432-837-8203. The office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

STUDENT RESPONSIBILITIES STATEMENT

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all

federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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](#). 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.

SRSU 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 a 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

IMPORTANT NOTES ON GRADUATE COURSEWORK AND COMPREHENSIVE EXAMS

Grades: In graduate school, a “C” is required to pass the class. In addition, you must maintain at least a 3.0 GPA to remain in good standing. The program faculty evaluate the progress of students in the program at the end of each semester. Just maintaining a “B” average in the program is not enough to be deemed eligible to continue in the program or to complete the comprehensive exam.

Comprehensive Exam: A comprehensive exam is required in the final semester of coursework for MA-PS and MPA students. More information can be found on our program’s website. Please make sure to save copies of all of your papers, assignments, and books. These will assist you in the comprehensive exam.

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

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

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 4: Chapter 3 (pick one for the article summary)

Knight, D. S., & DeMatthews, D. E. (2024, November 21). *The fiscal impacts of expanded voucher programs and charter-school growth on public schools: Recommendations for sustaining adequate and equitable school finance systems*. National Education Policy Center. <https://nepc.colorado.edu/publication/finance-equity>

Gomez-Aguinaga, B., Morín, J. L., & Sanchez, G. R. (2023). Fluctuations of immigration salience: testing alternative explanations of policy salience among US Latinos. *Journal of Public Policy*, 43(2), 375–400. <https://doi-org.wmlrsru.idm.oclc.org/10.1017/S0143814X23000016>

NOTE: I will be adding this to Blackboard once I have the ILL pdf version.

Week 5: Chapter 4

No additional readings

Week 6:

No additional readings

Week 7: Chapter 5

Socal, M. P., Sun, Y., Ballreich, J., Acha, J., Yazdi, M. A., Dai, T., & Dada, M. (2025). Potential impact of tariffs on active pharmaceutical ingredients on the price of US-made generic drugs. *Health Affairs Scholar*, 4(2), qxaf247. <https://doi-org.wmlrsu.idm.oclc.org/10.1093/haschl/qxaf247>

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)

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>

Olson, C., Grande, S. W., Toran, W., & Walsh, W. (2024). Program Evaluation and Improvement by a Homeless Community Using a Human Centered Design Approach. *Journal of Participatory Research Methods*, 5(1). <https://doi.org/10.35844/001c.92256>

NOTE: This is an open access article you can access by putting the title in your search engine.

Week 10:

Case Study

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

Weeks 11-12:

No additional readings—work on your paper