



PUBPOL 201: Introduction to Public Policy & Governance

Winer Quarter 2021 Syllabus

Class Time: Wednesdays, 8:45am to 10:45am (online)
Instructor: Grant Blume, PhD
Office Hours: Wednesday, 1:30pm to 3:30pm and by appointment
Email: gblume@uw.edu

Teaching Assistant: Dale Markey-Crimp
Discussion Sections: Thursdays, 1:00pm to 2:20 and 2:30pm to 3:50pm
Office Hours: Wednesdays, 11:00am to 1:30pm
TA Email: dalemc@uw.edu

Course website: <https://canvas.uw.edu/courses/1432109>

Course Description and Outcomes

What is public policy? What role does public policy play in the world around us? How is public policy created, implemented, and reformed, and who are the actors in this process?

This course provides a broad overview to the American public policy process, examines how public policy affects people's lives, and introduces toolkits for analyzing and evaluating public policy.

Course Outcomes:

- *Develop a critical understanding of public policy's origins, processes, and effects both intended and unintended.*
- *Understand the various political institutions that create public policy and how stakeholders engage such institutions to shape the policy process.*
- *Cultivate a vocabulary that allows you to communicate effectively about public policy and engage in the policy process.*
- *Recognize how public policy in the United States can be a remedy for inequity or a cause of inequity.*

Texts and Case Studies

You will not need to purchase any textbooks for this class. We are only going to use a few chapters from two textbooks, both of which are available through UW Libraries:

OpenStax College. (2019). *American Government* (2nd edition). Houston, TX: OpenStax CNX. Retrieve from: <https://openstax.org/details/books/american-government-2e>

Walton, H., Smith, R., & Wallace, S. (2017). *American Politics and the African American Quest for Universal Freedom*. New York, NY: Routledge.

The OpenStax College textbook, *American Government*, will be abbreviated in the course outline as “AmGov”; the textbook *American Politics and the African American Quest for Universal Freedom* will be abbreviated as “AmPol” in the course outline. All additional assigned readings will be available on the course Canvas site as downloadable pdf files. In the course outline, for each day’s class you will see selected chapters from these textbooks that you are expected to read ***prior*** to class.

Office Hours

I am happy to hold weekly office hours. I am also happy to talk on the phone or Skype during the day (or in the evening depending on your schedule) with you if that is more convenient. Please feel free to email me to set up a time for us to connect. You are also always welcome to email me with questions or concerns about the class.

Teaching Assistant and Discussion Sections

Our teaching assistant this quarter is Dale Markey Crimp. She will each facilitate two discussion sections that will provide opportunities to explore concepts from lecture in greater detail. Sections meet on Thursday. Often, sections will be used for group work or learning activities. Your TA is also available as an additional point of contact for students in need of assistance or information pertaining to the course. Attendance in sections is required and comprises a portion of your participation grade in the class, so please show up prepared and ready to participate.

Assignments and Grades

<u>Assignment</u>	<u>% of grade</u>	<u>Due date</u>
Policy Memo #1	10%	Weds, Oct. 9 (Week 3)
Midterm Exam	20%	Weds, Oct. 23 (Week 5)
Policy Memo #2	10%	Weds, Nov. 13 (Week 8)
Op-Ed	10%	Weds, Dec. 4 (Week 11)
Final Exam	30%	Tues, Dec. 10 (Finals Week)
Participation/Attendance	20%	Ongoing
Total	100%	

Details about assignments will be handed out under separate cover and posted to Canvas.

Course Policies

Academic Integrity

As a student in this course, you acknowledge that you are a member of a learning community at the UW and in the Evans School of Public Policy & Governance that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect, and integrity, and you accept the responsibility to encourage others to adhere to these standards. If you are uncertain about whether a particular action constitutes academic misconduct, please ask Dale or me for guidance before an assignment is due, or review the UW guidelines regarding what constitutes academic misconduct.¹ In short, you must write your own discussion questions and policy memos, make unique contributions in class, not copy or paraphrase what other students have written, and not cheat on exams. Plagiarized work will receive a grade of 0.0 and will be reported to UW administrators. I encourage you to work together in discussing the readings, but you must submit your own work.

Evans School Community Conversation Norms

As you participate in class, please keep in mind these Evans School norms. As a professional school, we have a responsibility to communicate with each other – inside and outside of the classroom – in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- Listening carefully and respectfully;
- Sharing and teaching each other generously;
- Clarifying the intent and impact of our comments;
- Giving and receiving feedback in a relationship-building manner; and
- Working together to expand our knowledge by using high standards for evidence and analysis.

Academic Accommodations

Your experience in this class is important to me. If you have already established accommodations with UW DRS, please communicate your approved circumstances to me at your earliest convenience so we can discuss your needs in this course.

If you have, or think you may have a disability (including an invisible disability such as a learning disability, a chronic health problem, or a mental health condition) that may affect your performance as a student in class, please arrange support services and/or accommodations through UW DRS staff via <http://depts.washington.edu/uwdrs/> or by phone at 206-543-8924.

Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The

¹ Please see: <https://www.washington.edu/cssc/for-students/academic-misconduct/>

UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy.² Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form.³

Attendance

Class preparation and participation are very important for success in this course – participation constitutes 20% of your grade. Please arrive on time to our virtual class and your discussion section, and attend each class in its entirety. An absence is excused if you email me in advance of the class meeting and only in the case of illness or documented emergencies. Absences reported after missing class are considered unexcused unless valid documentation is provided. I expect students who are unable to attend class to obtain class materials and notes from classmates. Missing class is not an excuse for turning in late assignments.

Participation: In class

Class preparation and participation are very important for success in this course. I expect you to attend class, arrive on time, complete assigned readings, and to contribute to class activities through active participation and involvement. Everyone benefits when there is active communication in class.

You will have regular opportunities to contribute to the class discussion and in small-group activities; small group activities are designed specifically to make sure everyone has their voice heard. In class, I may occasionally call on students to answer questions I pose. Many questions are posed directly to the class, and each of you is welcome to respond. You may demonstrate your preparation for class by taking notes on the assigned readings so you are prepared with questions and responses to questions throughout the lecture. All this said, while I encourage and welcome your participation, I ask that you be aware of your in-class contributions and avoid dominating a discussion in which your classmates may be engaged. I understand that not every student will be able to participate in every class.

At one point in the quarter each student in class will participate in an in-class debate around a policy topic of interest to the class. Details and logistics for these debates will be shared in Week 2 of the quarter.

Participation: Weekly discussion questions

To facilitate discussion in class and in small groups when appropriate, ***each week you will post to Canvas at least one discussion question about the week's assigned reading material.*** To receive credit for your question(s), you will need to post the question(s) pertaining to that week's material by 8 PM on Tuesdays (i.e. the evening before Wednesday's class) to the course's online discussion board accessed through Canvas.

² Please see: <https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

³ Please see: <https://registrar.washington.edu/students/religious-accommodations-request/>

The point of asking you to generate questions like this is threefold:

1. Thinking about the questions that arise for you as you read something *stimulates your ability to think critically about the material*;
2. Your questions, and our use of such questions in class, introduces *valuable intellectual and cultural diversity to our in-class discussions* compared to if I was only asking the questions;
3. As an instructor, your questions provide me *valuable insight into how you're digesting the week's readings and core concepts*.

What makes for good discussion questions? There is no one right answer, but here are some things to keep in mind:

- The questions you pose about the week's readings need not be overly complicated. At the same time, ***I need you to go beyond a question that could be answered with a "yes/no"*** e.g. "Do you agree with the point about...?" does not provide sufficient fodder to stimulate discussion. Ask yourself when you post a question: Could a small group of my classmates and I talk about this question for 5 minutes?
- Questions that draw from everyone's ideas, not their background or experiences, make for good discussion questions. For example, instead of asking, "What is a time when you experienced bureaucracy in your past or present job ...?" you could ask, "In what ways could bureaucracy protect the rights of people who..." ***In general, please don't pose questions that are simply "Give an example of..."***
- Discussion questions that connect to 1) past weeks' readings and/or 2) to reoccurring themes in this course are a great way to demonstrate you are conceptualizing the core concepts of public administration.

Your submission of discussion question(s), as part of your participation grade, will be assessed on a scale of 1 to 3: for each class that you submit question(s), you will receive a "1" for questions that minimally analyze the readings' core concepts; a "2" for questions that moderately analyze the readings' core concepts; or a "3" for questions for questions that demonstrate substantial analysis of the readings' core concepts and/or connect the week's readings to broader themes within the broad domain of public policy and governance. Submitting no discussion will earn you a "0" for that week.

Late Work

If you believe you have a legitimate, verifiable emergency that prevents you from completing an assignment on time, send an email to Dale and I before the assignment is due and let us know 1) what the emergency is, 2) how you will verify the emergency, and 3) your plan for submitting the late assignment. We will consider the legitimacy of your request and will respond to let you know whether we will accept your work late. PLEASE NOTE: You are required to turn work in on time UNLESS you receive a response from us indicating that your late work will be accepted. Keep in mind that intentionally making false claims or statements regarding late papers, projects or attendance is a violation of the UW's academic code of conduct (WAC 478-121-110).

Legitimate, verifiable emergencies include:

- Serious health problems involving a doctor's care (and documentation)
- Death of a loved one

Legitimate, verifiable emergencies DO NOT include:

- Computer problems
- A busy work or school schedule
- Not feeling well
- Vacation

Work that does not meet the criteria for legitimate, verifiable emergencies will be subject to the course late policy which is as follows:

- Any written work (policy memo, op-ed) turned in after the stated due date will have 20% of the total points possible for the assignment deducted for every 24-hours the assignment is late. This means that assignments turned in five days past the due date will not be accepted and will earn you a score of zero.
- Discussion questions cannot be submitted late.
- Any assignments given in class to be completed during class meetings cannot be made up.
- The midterm exam and final exam cannot be taken late; if you fail to attend class on these days you are unlikely to pass this course.

Expectations

Talking in Class

Talking to classmates is distracting to me and your classmates. If your understanding of the English language is developing and you sometimes rely on others to translate for you, please let me know so I can also support you.

Electronic Devices

Please turn off your cell phones before entering class. If you need to use your phone to send a text, check a bus schedule, or for any other reason during class, ***I ask that you excuse yourself from the classroom and use your phone in the hallway.*** Using your laptop or tablet during class to take notes or reference materials is fine, but please refrain from using these devices to check email, scan websites, etc. Using your devices for these purposes is an inappropriate use of class time and is distracting to me, you, and your fellow classmates. ***NOTE: When we have a guest speaker, I ask that you put your laptop away and give your undivided attention to whoever is speaking. If you wish to take notes, please do so by hand.***

Email and Canvas

You are welcome to email me whenever you have a question or need clarification about something related to class. Please begin the subject line with "PUBPOL201" so I can clearly see the email among our other correspondence. Please also allow sufficient time (12-24 hours) for a response. I will do my best to reply as soon as possible but oftentimes I may be traveling, in day-long meetings, or engaged in other activities that keep me away from email. Most of the course's materials are administered online via Canvas.