

**O'Neill**

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs  
**V181: US Policy & Administration**  
**Spring 2022** (*Updated December 29, 2022*)  
**Mondays and Wednesdays 4:45-6:00 PM (PV 167)**

Professor: Aaron Deslatte

Office: O'Neill (SPEA) 441

Email: [adeslatt@iu.edu](mailto:adeslatt@iu.edu)

Phone: 812-856-7015

Office hours: Mondays and Wednesdays, 11 AM - 2 PM (by appointment).

TA: Taylor Longhitano

Email: [tlonghit@iu.edu](mailto:tlonghit@iu.edu)

Office Hours: TBA.

## **OVERVIEW**

Why has it been so difficult for the United States to respond to the coronavirus pandemic, or for Congress and the President to smoothly pass economic relief legislation? Why have U.S. state and local governments struggled to adopt anti-brutality and racial-sensitivity policies for law enforcement despite the support of nearly 90% of the American public? The answers lie in the complexities of the policy making and implementation process. This course will give you an introduction to that process, including the major groups and institutions that influence it. It will do so by helping you to understand how these forces have shaped some of the most salient policy battles of the last decade. This course will prepare students for later courses on public policy and administration.

## **LEARNING OUTCOMES**

By the end of the semester, you will (be able to):

1. Identify and understand how various levels of government (local, state, and federal) play a role in the public policy process.
2. Understand the role of stakeholders and US institutions in the public policy process.
3. Be able to identify various types of policy and how they are made and implemented.
4. Explain how a social or political movement has shaped systems of power within the country.
5. Identify one or more ways in which individuals and groups in the US have unequal experiences in the policy process.
6. Articulate and present a case for or against a policy or policy proposal succinctly and thoughtfully.
7. Write persuasively.
8. Use evidence and data to support an argument.

## **COURSE METHODOLOGY**

This is an in-person, active-learning course. Each topic in the sections below will be introduced by the interactive lecture and followed by the interactive class activities. Various methods of interactive teaching will be used in this course such as small work group, different discussions, role plays, case studies and experimental exercises to ensure the retention of material.

## **O'NEIL SCHOOL EXPECTATIONS OF CIVILITY AND PROFESSIONAL CONDUCT<sup>1</sup>**

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 be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- 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.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

## **REQUIRED TEXTS**

Peters, B. Guy. *American Public Policy: Promise and Performance*. 12<sup>th</sup> Edition (ISBN-13: 978-1071809167). The 12<sup>th</sup> edition is brand new and delves a bit into President Trump's administration. If you can only find the 11<sup>th</sup> Edition (which came out in 2018) you should be OK. Additionally, we will have weekly readings and reports assigned and available via Canvas. The text is available through the IU Bookstore. You can also order an e-edition on Amazon.

## **DESCRIPTION OF COURSE REQUIREMENTS**

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<sup>1</sup> These expectations are excerpted from the O'Neill School Honor Code which can be found at: [https://oneill.indiana.edu/doc/undergraduate/ugrd\\_student\\_honorcode.pdf](https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf)

## **Grading**

To pass the course, students must demonstrate at least minimum attainment of the learning objectives. All of your work should reflect critical thinking, intellectual effort, and attention to detail. *No late assignments will be accepted.*

## **Grade Breakdown**

Participation (Discussions/Attendance/Check-in Quizzes)	15%
Exams (three)	60%
Group Policy Paper	15%
Group Policy Debate	10%

## **Class Participation**

This course requires extensive in-class discussions. Furthermore, professional success in the policy arena depends in large part on the ability of individuals to be on time and well-prepared, meet deadlines, and participate productively in group activities. Therefore, students are expected to complete all required readings in advance of class, attend class, and to actively engage in session discussions. Your participation in each class will be tracked and used at the midpoint and end of the semester to assess participation points. Participation includes:

- Raising and answering questions.
- Sharing ideas, observations and personal experiences.
- Pointing out relevant data.
- Pointing out relationships to earlier discussions.
- Being an active and meaningful contributor to your group project.

## **Attendance**

Attendance is required for this course. Each student will be granted three “free” absences. You will be expected to sign an attendance sheet every day in class and to check canvas regarding your number of absences. It is your responsibility to make sure that you sign in every day, and we will not accept excuses for not signing the attendance sheet. Signing another student’s name to the attendance sheet will be considered cheating. The first offense will result in both parties not receiving credit for their attendance on that day, the second offense will result in an F in the course.

## **COVID-19 Exception**

If you have a positive COVID-19 test, have COVID-like symptoms, or have been instructed to quarantine, you should not attend class. To ensure that you can do this, attendance in this class will be taken but will be prorated and will not lower a student’s grade when that student was absent due to compliance with campus isolation expectations. For those students, alternative assignments or make-ups will be offered on a case-by-case basis. Please work with your instructor to determine a path to continue your progress in the class during these absences, in whatever way the instructor determines fits within course objectives.

## **Check-In Quizzes**

Most weeks (except for Week 1, Exam weeks and Presentation weeks), we will have short Check-In Quizzes assigned to be completed before our Wednesday class. I will use the results from these quizzes for in-class review and exam preparations, so it is important for to complete the quiz before each Wednesday class. Quizzes will be short, multiple-choice and T/F questions (no more than five questions). The quizzes will be available in the weekly course modules.

**It is essential that students perform the assigned readings (including case studies) prior to attending the relevant class.**

### **Exams**

This course will have three exams that will be composed of multiple choice and short answers. Exams will cover materials presented in lecture, the textbook, additional readings posted on Canvas, and Cases. Each exam is worth **20%** of your final grade.

### **Public Policy Problem Analysis and Debate**

Teams/teamwork are a vital part of any job. The best way to learn to work as a team is to actually do so. As such, this course requires a group project with the intent of teaching you to manage a project as well as how to work/manage a team. Each group will write a 12-15 page analysis of a current policy issue that is selected from a list provided by the professor. You will be assigned to a team to develop a final paper and presentation (groups will be assigned in the second week of classes).

For the paper portion of this assignment you will provide an extensive analysis of a policy area with details on the problem including, but not limited to 1) how is this policy made and what is the legislative history of this issue 2) who are the stakeholders involved 3) what are the different sides to this issue and what evidence do they use to support their claims 4) who is responsible for implementing the policy (at what level of government will this be implemented and by whom state vs. nonstate actors, etc.). The project paper will be due **at 11:59 PM April 30.**

In addition to the paper, you will also be expected to present your findings in the form of a debate. Each issue will have two teams assigned to work on it. Each team will prepare a case for and against the policy issue. In the last weeks of the semester the two groups will debate the issue, but they will not know the side that they will take until the day of the class. As such, each group should have at least two members prepared to argue for each side of the issue. The group project and debate comprise **25%** of your final grade.

Group will be assigned in the second week of class and further details will be provided at that time.

## **ACADEMIC INTEGRITY**

### **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.

### **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.

### **Plagiarism**

This should be a no-brainer. No form of academic dishonesty will be tolerated. This course requires individual integrity and professionalism from all students. If academic dishonesty is proven, you will receive a grade of zero for the work; repeat offense is grounds for failure in the course. A website defining plagiarism, with examples of acceptable and unacceptable ways to give credit for the ideas and words of others, and a separate self-test is available online. You are responsible for understanding the concept of plagiarism and for avoiding it at all times. Plagiarism is not acceptable in group or individual work. [IU's plagiarism site is here.](#)

## **COURSE GRADES**

The syllabus lists the minimum number of points needed over the course of the semester to earn a specific letter grade. ***This minimum number of points is an absolute threshold: a student either crosses the threshold into the next highest grade or stays at the lower grade (regardless of how close he or she is to that next higher grade).***

The instructors will respond with a courteous "no," to any requests to move someone to a higher grade at the end of the semester because you are "*really, really close*" to that higher grade. Such changes compromise the integrity of everyone's grade, and force the instructor to draw inconsistent, unfair, and sometimes arbitrary lines about what is "good enough."

### **Additional information for students:**

#### **Counseling and Psychological Services**

For information about services offered to students by CAPS:  
<http://healthcenter.indiana.edu/counseling/index.shtml>.

#### **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: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

### **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: <http://studentaffairs.iub.edu/dss/>.

### **Sexual Harassment and Title IX**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. IU policy prohibits sexual misconduct in any form, including sexual harassment, sexual assault, stalking, sexual exploitation, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with the IU Sexual Assault Crisis Services at (812) 855-5711, or contact a Confidential Victim Advocate at (812) 856-2469 or [cva@indiana.edu](mailto:cva@indiana.edu).

It is also important that you know that University policy requires me to share certain information brought to my attention about potential sexual misconduct, with the campus Deputy Sexual Misconduct & Title IX Coordinator or the University Sexual Misconduct & Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/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](mailto: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](mailto:fnecc@indiana.edu)

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

### **LGBTQ+ Culture Center**

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

Phone: 812-855-4252

Email: [glbtserv@indiana.edu](mailto: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](mailto: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](mailto:nmgrad@indiana.edu)

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

## **COURSE OUTLINE**

### **Section 1: Introduction to Public Policy and the Structure and Context of Public Policy Making**

*Week 1: Course Introduction, Welcome to the Policy Process*

January 9: Syllabus Review; What is Public Policy?

January 11: Introducing the Policy Process and Writing and Sources

*Readings:* Peters Chapter 1, Pages 3-6.

*Week 2: The Instruments and Environment of Public Policy*

January 16: No class.

*Readings:* None.

January 18: What are Policy Instruments? What is the Policy Environment?

*Readings:* Peters Chapter 1, Pages 6-21.

*Week 3: The Structure of Federal State and Local Policy Making*

January 23: Federalism and State and Local Government, Group Project Overview

*Readings:* Peters Chapters 2.

January 25: The Stages of the Policy Process; Writing Analytical Papers.

*Readings:* Peters Chapter 3.

*Week 4: The Budget Process*

January 30: Budgets and Public Policy

*Readings:* Peters Chapter 7.

February 1: Exam 1.

## **Section II: Institutional and Non-institutional Actors in the Policy Process**

### *Week 5: Legislative and Judicial Branch*

February 6: Congress, Legislatures, and Public Policy; Literature Review

*Readings:* Bowman article (Canvas).

February 8: Courts

*Readings:* Barnes article (Canvas)

### *Week 6: Executive Authority in the Policy Process*

February 13: Executive Branch and Policy-Presidents, Governors, and Mayors

*Readings:* Lewis article (Canvas)

February 15: Bureaucracy: The Rise of the Bureaucratic State and Regulatory Policy (discussion of the distinct roles of bureaucratic actors at national, state and local levels).

*Readings:* Meier-Hill article (Canvas)

### *Week 7: Interest Groups and the Fourth Estate*

February 20: Interest Groups and Parties

*Readings:* Andrews-Edwards article (Canvas).

February 22: Public Opinion and the Media

*Readings:* King article (Canvas)

### *Week 8: Test 2 and Group Work Week*

February 27: Test 2

March 1: Group Project Workshop Day: ***Must turn in list of sources by the end of the class period.***

## **Section III: Making Public Policy and Policy Fields**

### *Week 9: Agenda Setting, Legitimation and Implementation*

March 6: Agenda Setting and Policy Formulation

*Readings:* Peters Chapters 4, 5.

March 8: Policy Implementation and Policy Diffusion

*Readings:* Peters Chapter 6.

### *Week 10: No Class. Spring Break.*

### *Week 11: Energy and Environmental Policy*

March 20: Energy and Environmental Policy

*Readings:* Peters Chapter 14 and Coal Industry Case

March 22: Group Workshop Day: ***Must turn in outline of the policy position papers by the end of the class period.***

### *Week 12: Economic Regulation and Citizen Values*

March 27: Business and Economic Policy

*Readings:* Peters Chapters 9, 10 **and** Gig Economy Case Study

March 29: Social Values and Public Policy

*Readings:* Peters Chapter 16 **and** Racial Profiling Case



*Week 13: Education, Social Welfare and Health*

April 3: Social Welfare and Health Policy

*Readings:* Peters 11, 12 **and** Vaccine Controversies Case

April 5: Education Policy

*Readings:* Peters 13 **and** Student Debt Case

*Week 14: National Security, Law Enforcement and Test 3*

April 10: National Security and Law Enforcement

*Readings:* Peters Chapter 15 and Protecting the Power Grid Case

April 12: Test 3 - ***Class meets in SPEA 169.***

*Week 15: Group Debates*

April 17: Group Presentations (Groups TBA)

April 19: Group Presentations (Groups TBA)

*Week 16: Group Debates*

April 24: Group Presentations (Groups TBA)

April 26: Group Presentations (Groups TBA)

Final Group Paper Due **April 30.**