National and International Policy
SPEA V160
Spring 2014
Tuesday/Thursday 9:30 – 10:45AM, Briscoe LLC Classroom

Dr. Jennifer N. Brass: brassj@indiana.edu
Office Hours: Tuesdays 11:15 to 1:15
Office Location: SPEA 457

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Office Hours: Tuesdays 2:30 to 4PM in the SPEA Atrium

SYLLABUS

Course Description:
This course provides an introduction to domestic and international policies and the policy process. It examines foundational theories of why and how governments address social and economic issues, reviews the actors involved in the policy-making process, and looks at the application of these ideas and interests through the lens of a variety of policy issues. Over the course of the semester, we will highlight a number of themes, listed below – they are key concepts and ideas in policymaking and implementation. To make the themes “real,” we will examine how the themes play out in a number of specific policy issue areas of interest to many college students: money, drugs, sex, food, and clothing. In doing so, we will also examine budgeting, taxes, and international trade policies.

Course themes:
- Policy can be made at the local, state, national or international level. Sometimes there is disagreement between these levels.
- The way issues are addressed in the U.S. is not always the way they are addressed in different areas of the world or by the global community.
- Policy-relevant issues often span borders.
- A host of actors is involved in the policymaking process, not just politicians.
- Government, private for-profit, and non-profit (civil society) actors all play large parts.
- Policy is always influenced by political and economic considerations; it isn’t neutral.
- A person’s perspective on the world affects their policy preferences.

The course follows a pattern of first defining a policy issue area, then looking at how the issue plays out in the U.S. context, and finally comparing the issue and government policy responses in the US to those used in countries around the world. The international component will sometimes be comparative in nature – comparing other countries to each other and to the US – and will other times take into consideration the creation and use of truly international policy.

Thus, for example, when looking at policies on marijuana in the US, we will compare US federal drug laws, laws in several specific US states, and laws in other countries. We’ll talk about conflict between federal law and newly enacted laws in Colorado, as well as the ways that the US and Mexico make drug policy together and are affected by each other’s policies. We’ll talk about how different actors have gotten involved in drug policy, from legal marijuana businesses in Denver to administrators in the government Washington, to nonprofit organizations that lobby against drug legalization. We’ll talk about how some of the debates around legalization have to deal with economic issues such as the ability to tax the drug trade for government revenue and to grow the
economy through small business expansion. And we’ll discuss how seeing the world through generally collectivist or individualist lenses makes a difference in what we think is “good policy.”

**Course Goal:**
By the end of the semester, you will be able to succinctly and clearly discuss or write about real national and international policy issues, understanding that these issues have a variety of associated political, economic and social complexities.

**Learning Objectives:**
1. You will be able to explain each of the themes above in writing, applying the ideas and concepts to real-world situations.
2. You will be able to speak intelligently about a number of policy issue areas, discussing aspects of how they play out in both the U.S. and another country in the world.
3. You will improve skills that will be needed in “the real world,” including:
   a. Analytic writing and logic skills, including some quantitative skills
   b. Critical thinking, including applying concepts learned about one issue to other issues
   c. Framing and presenting logical arguments in written form.
   d. Digesting and interpreting information received in a variety of forms (newspapers, documentary films, academic writing)
   e. Research skills
   f. Inter-personal skills (playing nice with others)
   g. Time management skills

**Contacting me:**
In general, I’d prefer that you come to my office hours than email me, but I understand you might need to email sometimes. I am only supposed to respond to emails from your Indiana University email addresses (******@indiana.edu) so that I know it’s actually you. I prefer that you email me directly from your email address to mine – I don’t always notice messages sent within OnCourse right away.

Please do NOT email me with questions that can be answered by reading the syllabus, getting notes from a classmate, or using common sense.

**ASSESSING YOUR WORK**
We will assess your work in the following three areas:
- In-Class Spoken Participation, Quizzes and Assignments (10% of grade)
- Policy Paper: both preliminary writing assignments and a final paper (35% of grade)
- Three examinations of the course concepts and materials (55% of grade)

**In-Class Work:**
You are not required to attend class, and we will not take daily attendance. That said, just as you will not get promotions in the “real world” if you frequently skip out on work, **you will not do well in this course if you do not attend.** Throughout the semester, we will do many in-class assignments, easy pop-quizzes (i.e. “show me you did the reading”), small-group or paired discussions or written exercises, and checks to see what you’re not “getting.” I will also occasionally ask you to bring in news articles that we’ll discuss or very short prepared work.

This in-class work is designed to assess the quality of your participation in class activities (including reading for class). It relates to the Learning Objectives #2 and skills 3b, 3d 3e and 3f.
If you miss class, you are expected to obtain the material you missed from your colleagues.

Policy Position Paper Writing Assignments:
You will write a 10 to 12-page policy position paper. So as not to overwhelm you on the first day, I will provide detailed information on this within the first two weeks of class. The idea of the paper is to describe a controversial policy issue area, the actors involved in lobbying on their issue (and the positions that they take), and then to analyze the controversy and make a cogent argument about the best solution to the issue.

We will work on the assignment in phases over the semester. You will turn in:
- A half-page description of a policy-relevant, controversial topic (be sure to make it very clear what the controversy is), and a list of academic and news sources that you can use to research the topic.
- A 3-page description of the controversial policy issue area.
- A 4 page analysis of the “sides” of the controversy: the actors involved, the positions that they take, and why they believe what they do.

We will grade each of these, providing feedback to you. You will then turn in:
- A 10-12 page final paper that integrates the assignments above – revised after feedback! – with your own analysis of the situation (a new 3-5 pages), including the pros and cons of the solution you support.

Outside reading and research are required. We will help you with these as you go.

This assignment is designed to primarily assess Learning Objectives #1 and 3 (all parts).

Exams:
There will be three exams in this course. The exams will consist of multiple choice and short answer questions, and may also have an essay component. The first two exams will be in-class; the final exam will be during the finals period, but will be the same length as the other two. Exam questions will come both from in-class activities and from readings, even if the precise details are not covered in lecture or in-class activities.

Exams are designed to primarily assess Learning Objectives #1, 2 and skills 4a, 4b and 4d.

PREPARING FOR ASSIGNMENTS AND ASSESSMENTS

Reading:
To earn high scores on your assessments, you will have to do the reading assigned for class.

On average, there are twenty or thirty pages of reading per session. You should plan to spend one hour reading to prepare for each session. Some of the readings for class are already posted on OnCourse. These will be supplemented by additional, current-news readings.

I highly recommend printing the readings assigned, and reading them with a pen or highlighter, taking notes as you go. For each assigned reading, you should understand it enough that you could describe the main points in 1-4 sentences without looking at the article.

Required readings will be posted on the OnCourse class website. All assigned reading will be
posted at least two (2) days prior to each class. Readings come from print news sources, narrative non-fiction books and magazines, and academic books or journals. We will also watch several videos or documentaries.

Policy classes are interesting because they are directly relevant to the actual world. Therefore, everyone is also required to read and follow national and international news on a daily basis. Many class activities will be based on current events and trends in domestic and international policy. I will also regularly ask you what’s going on in the world.

Plan to familiarize yourself with the following news sources that are relevant for your current event readings. We will use them in class.

- The Economist
- New York Times
- The BBC

OnCourse Use:
All of your readings will be posted on OnCourse (under “Resources”), unless otherwise specified. You can also find on OnCourse an up-to-date syllabus posted (I reserve the right to change the syllabus during the semester, if needed), as well as copies of any assignment details, as they come available.

I will use the “Announcement” feature often – you are responsible for any information distributed in this manner. Read the announcement emails.

Deadlines, Late Work and Incompletes:
Only documented illness, documented death in the family (obituary notice), or an unavoidable conflict caused by an official university obligation are grounds for missing assignment deadlines or the announced exam time. You must tell me about an absence before the relevant deadline or exam date and show documentation for each absence. If you miss class for any other reason, I do not need to know why you were not in class.

All students are expected to take the exams at the day and time identified in the class schedule. Make up exams will only be given if (a) the student informs the professor s/he will be absent prior to the exam time, and (b) the student provides adequate documentation of illness or a family emergency. If these conditions are not satisfied, no make up exam will be given.

I reserve the right to give an in-person oral make-up exam, as done in other V160 and V161 sections.

All assignments submitted after due dates will receive a full grade deduction for each day or part of a day late.

The SPEA policy is that incomplete grades can only be considered if most of the course work has been completed (75% at least) and a student is physically unable to complete the remainder.
GRADING
Grades for the course will be assigned according to the following breakdown:

- **In-Class Spoken Participation, Quizzes and Assignments: 10%**
- **Policy Paper:**
  - Preliminary Writing Assignments: 15%
  - Final Paper: 20%
- **Exam one: 15%**
- **Exam two: 20%**
- **Exam three: 20%**

**Participation Scores:**
Participation scores are scored in a few different ways. Participation is where you will be rewarded for effort! To get an A-range grade in participation, coming to class, doing the readings, speaking up in class, and following directions should be sufficient. There will be 10-15 participation assignments (roughly one per week).

1. If the assignment is “bring X to class,” you get a 5 if you brought it, and a 0 if you did not. If we ask you to bring X to class, but you bring Y, that doesn’t count.
2. If the assignment is a reading quiz, we will assess your answers on a 0 to 5 scale, where 0 is no answer, and 5 is clear understanding and effort. An example of a reading quiz is, “What was the main argument in this reading? What evidence was used to make the argument? Answer in 2-4 sentences.”
3. If the assignment is in-class written work, we will assess you on the same 0 to 5 scale. The same scale will be used for things turned in individually, or in a group.
4. We will also make a note of your verbal participation in class. We expect everyone to participate in class discussions. Please be sure to give everyone a chance to be heard, though, too – talking more than your share is discouraged.

If you believe that you turned in a participation assignment and were not given credit for it, you must bring this to the attention of your TA within one week of it being posted in the Gradebook on OnCourse. This should happen extremely rarely, if ever.

**Written Work:**
On short answer questions on exams, I work with the TA to create a list of items an answer must have to be considered correct. A-range answers miss nothing or almost nothing from the list. B-range answers are generally correct, but are missing several important items. C range answers have a few things correct, but are missing as much as they have right, or have many incorrect elements. D-range answers give us the idea that you attended class or read the readings, but are generally wrong. F answers have no connection to the question asked.

On papers and essays, I do not reward effort, only achievement (effort is highly valued and rewarded in your participation grade). I grade in a comparative manner, and I read everything turned in twice or three times. I first skim the papers/essays/exams turned in, giving me a rough idea of the range of the quality of the work. I then begin to loosely rank the assignments (“this one is stronger than that one; these two are both good in different ways, and better than this third one, etc.”). Usually at this point, there is a clear distinction between the best papers (A-level), fairly good papers (B-level), not-so-good papers (C-level) and very poor papers (D or F papers). I then read each paper carefully and assign a letter grade that puts it with other papers of the same quality.

In general, the following will help you understand what the grade you earn means:
Grade Interpretation of Grade
A AWESOME. The submission follows all instructions. All elements demonstrate care, clarity, and professionalism. Almost all elements are quite good. A few elements are exceptional. These papers tend to invoke a, “Wow. That was really interesting!” or “Nice! That was really well done!” response in the reader.
B BETTER. The submission follows all instructions. Most elements are completed with care, clarity, and professionalism. A few elements are quite good. B papers, and especially B+ papers often have nothing massively wrong with them, but they do not invoke a “Wow” or “Nice!” response. The difference between A and B papers is often in the level of clarity, detail, precision and (lack of) needless repetition of ideas. Writing dancing around concepts or describes them vaguely in B papers, especially B- papers.
C COMPETENT. The submission adequately follows most instructions. All elements are minimally completed, or certain elements may good while others are largely unsuccessful. Unlike A and B papers, C papers usually have at least one fundamental flaw in direction-following, degree of repetition, vagueness, or lack of clear logic and reasoning.
D DISAPPOINTING. The submission fails to follow important instructions. Some elements are poorly executed and/or completely miss the point of the assignment. It is generally difficult to follow the argument and to figure out the logic of the assignment as a whole.
F FAILURE. No submission, or the submission fails to follow most instructions, or most elements are fundamentally flawed.

Assigning Final Letter Grades
For the course as a whole, I assign grades using the following approach. First, each student receives a numeric score on each assignment. Second, I calculate a grade for each student, based on the proportions each assignment contributes to the final grade (see above).

An example helps to illustrate the process. Assume that a person in the class receives scores of 85, 95 and 92 on the three exams, a score of 90 on participation, a 80, 82 and 86 on the preliminary writing assignments, and a 84 on the final policy paper. The weighted average score for this student would be:

\[ 86(.15) + 96(.2) + 92(.2) + 90(.1) + 80(.05) + 82(.05) + 86(.05) + 84(.2) = 88.7 \]

This person would receive a B+ in the course.

Generally speaking, I follow a normal grading scale:
- A-range grades: 90 and above
- B-range grades: 80 and above
- C-range grades: 70 and above
- D-range grades: 60 and above
- F grades: below 60

Academic Dishonesty:
It is rare for there to be a problem of academic dishonesty in this course. On occasion, however, a student may be tempted to take a shortcut or to cheat in some way. For anyone who cheats, the policies for this course are clear.
- Exam Policy: Any student who cheats on an exam will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.
- Paper Policy: Any student who cheats or plagiarizes on any written assignment will be given a failing grade in the course in addition to any other sanctions imposed by the School or the
University.

- Participation: participating under a false name is considered cheating and will result in a failing grade in the course in addition to any other sanctions imposed by the School or the University.

A Note on Plagiarism:
Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person’s actual words, either oral or written;
- Paraphrases another person’s words, either oral or written;
- Uses another person’s idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Do not plagiarize. I know many students are worried that they accidentally plagiarize. A way to avoid this is to separate the reading/research and writing/analysis processes – do not go back and forth between writing and reading, or write while you have the article open. (Note: linking together a string of quotes is not good writing – I want to see your ability to synthesize and analyze what you have learned/read.)

I report all cheating and plagiarism. In 2011, I reported two cases to the university. In both 2012 and 2013, I reported one. In one case, I caught a student cheating on an exam; the others were for plagiarism. You can be expelled for repeat offenses.


We will discuss plagiarism in class before any writing assignments are due.

Recommendations
Generally speaking, you should get letters of recommendation from professors from whom you have earned very strong grades (ideally, your highest grades) – assume that professors are honest in their assessment of your work relative to other students. It helps if you have established a relationship with the professor outside the classroom as well as inside it, too – so go to office hours, check in periodically, etc. – even after the course has ended if you think you’d like a letter in the future.

If you would like a letter of recommendation from me, you must download, sign, and hand deliver this FERPA release form to me so that I am legally able to write about your class performance.
[http://registrar.indiana.edu/pdfs/FacultyReleaseInformationTemplate.pdf](http://registrar.indiana.edu/pdfs/FacultyReleaseInformationTemplate.pdf)
USEFUL CAMPUS SUPPORT SERVICES

Students with Learning Disabilities
Students with a learning disability, hearing impairment, speech impairment, or any other disability that may affect their ability to fulfill a requirement of the College should contact the Disability Services for Students in Franklin Hall 096, (812) 855-7578, prior to registering.

Writing Tutorial Services:
http://www.indiana.edu/~wts/
If you are worried about plagiarism or your writing ability, the Writing Tutorial Service at IU can be an asset for you. WTS is free to all students. You can go for a single session to get help on an individual writing assignment or a group one. They usually last about an hour. There are several locations around campus, and they are available during nearly any time of day.

English as a Second Language:
Intensive English Program: http://iep.indiana.edu/
English Language Improvement Program: http://www.indiana.edu/~dsls/eli/eliip.shtml
English Conversation Club: Twice per week. Details on the IUB website.

Student Counseling and Psychological Services (CAPS)
http://www.indiana.edu/~health/departments/caps.html
CAPS can also be an asset, especially if you are dealing with personal issues in addition to your schoolwork activities. I include information about it in all of my courses, since college and grad school can be very stressful, and many students benefit from talking to a counselor. In fact, at IUB, nearly 10% of students visit CAPS. CAPS is a professionally staffed counseling service designed to confidentially help students with personal growth and problem solving skills. CAPS is located on the 4th floor of the IU Health Center. Two sessions are free for all students who have paid their health fee.
COURSE AGENDA
Note: This agenda is subject to change at the discretion of the professor.

Note also: Readings will be posted to OnCourse labeled with the date they should be read by, and will be posted at least 2 days before they must be read (usually much longer than that). For example, a file will say, “Read by Jan 16 – Bonser et al ch. 1 – The American Public.pdf”

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 16 –</td>
<td><strong>The Basics of Policy</strong></td>
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<tr>
<td>January 23</td>
<td>What is policy?</td>
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<td>What are policy issue areas?</td>
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<td>Why and How do governments make policy?</td>
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<td>What other actors are involved?</td>
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<td>State, Market and Third-Sector.</td>
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<td>Policy and Perspectives: collectivist and individualist.</td>
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<td>Policies and Tradeoffs.</td>
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<td></td>
<td><strong>Some of the Readings in this Section</strong></td>
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<td>(specific dates to be announced in advance)</td>
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<td>Charles F. Bonser, Eugene B. McGregor &amp; Clinton V. Oster, Policy Choices &amp; Public Action. Chapters 1-3:</td>
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<td></td>
<td>• Ch 1: The American Public</td>
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<td>• Ch 2: Who Needs Government?</td>
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<td>• Ch 3: Making Public Policy</td>
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<td>January 25 –</td>
<td><strong>Budgets and Taxes</strong></td>
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<td>Feb 11</td>
<td>Facts about Budgeting and Taxes: How the US system works</td>
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<td>How some non-US systems work</td>
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<td>Politics of Budgeting and Taxes</td>
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<td>Economics of Budgets and Taxes</td>
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<td><strong>Some of the Readings in this Section</strong></td>
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<td>(specific dates to be announced in advance)</td>
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<td></td>
<td>A collection of NY Times, New Yorker and The Economist articles on taxes, including international comparisons.</td>
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<td><strong>PAPER WRITING ASSIGNMENT 1: Due January 30th</strong></td>
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<tr>
<td>February 18 –</td>
<td><strong>Issue Area: Poverty &amp; Inequality</strong></td>
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<tr>
<td>February 27</td>
<td>Poverty issues and policy in the U.S.</td>
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<td><strong>Exam 1: February 13th – In Class</strong></td>
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International Poverty & Development  
Poverty & Immigration  
Politics & Economics of Poverty  
Poverty & Perspectives  

Some of the Readings in this Section  
(specific dates to be announced in advance)  


PAPER WRITING ASSIGNMENT 2: Due February 20th  

March 4 – March 25  

Issue Area: Drugs  
Marijuana Policy  
Methland  
Drug Policies internationally  

Some of the Readings in this Section  
(specific dates to be announced in advance)  


Selection of news articles on methamphetamine in the US.  


PAPER WRITING ASSIGNMENT 3: Due March 13th  

SPRING BREAK: March 18 and 20 (Yay!)  

Exam 2: March 27 – In Class
| April 1 – April 15 | **Trade Policy Theory**  
| Realist vs. Complex Interdependence Theories  
| Comparative Advantage  
| Protectionism vs. Free Trade  

**Applying Trade Policy**  
War on Drugs/Drug Trade  
Agricultural Policy  
Clothes and Trade  

**Some of the Readings**  
*(specific dates to be announced in advance)*  
“Comparative Advantage.” Handout.  
Selection of NY Times, New Yorker and Economist articles on Agricultural Policy in the US and Abroad.  

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**FINAL PAPER DUE: April 8th**

| April 17 – May 29 | **Issue Area: Sex**  
| Same-Sex Marriage Policy  
| Homosexuality Policies  
| Pornography and Policy  
| Politics and Economics of Sex Policy  
| Perspectives and Sex  

**Some of the Readings**  
*(specific dates to be announced in advance)*  
Selection of NY Times, New Yorker and BBC articles on pornography, obscenity and indecency.  

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**Third EXAM: May 1 in class**
<table>
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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>First Day of Class</td>
<td>Tuesday, January 14</td>
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<tr>
<td>Policy Paper Writing Assignment 1 Due at Start of Class</td>
<td>Thursday, January 30</td>
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<tr>
<td>First In-Class Exam</td>
<td>Thursday, February 13</td>
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<tr>
<td>Policy Paper Writing Assignment 2 Due at Start of Class</td>
<td>Thursday, February 20</td>
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<tr>
<td>Policy Paper Writing Assignment 3 Due at Start of Class</td>
<td>Thursday, March 13</td>
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<tr>
<td>Spring Break (No Class)</td>
<td>T/TH March 18 and 20</td>
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<tr>
<td>Second In-Class Exam</td>
<td>Thursday, March 27</td>
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<tr>
<td>Full Policy Paper Due at Start of Class</td>
<td>Thursday, April 3</td>
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<tr>
<td>Third In-Class Exam</td>
<td>Thursday, May 1</td>
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