

**U.S. Public Policy
POLS 3300
Spring 2018
MWF 12:00--12:50**

Professor Information:

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Office hours: Mondays 2:00-4:00 (contact Mary Lapusan (lapusanm@slu.edu) phone: 314-977-5564] or by appointment.

Note: This syllabus is subject to change at the discretion of the instructor depending on the circumstances of the class.

Check your SLU email regularly for any updates.

Course Goals

- Understand what is meant by "public policy"
- Understand how the study of public policy relates to political science and other social sciences
- Be able to apply your knowledge of the policy process to any issue or topic including healthcare, defense, etc.
- Know about public policy problems of current importance and a few perspectives on what to do about them
- Be able to clearly communicate ideas through the class assignments, discussions and presentations
- Be able to intelligently analyze policies, and to find the strengths and weaknesses in partisan or media depictions of policy issues
- Learn and enhance your critical and analytical thinking skills.

Books

These required books are available at the University Book Store.

Frank R. Baumgartner and Bryan D. Jones. Agendas and Instability in American Politics. 2nd edition. U. of Chicago Press.

Thomas A. Birkland. An Introduction to The Policy Process. (2016). 4th edition. Routledge.

**Sam Quinones. Dream Land: The True Tale of America's Opiate Epidemic. (2015).
Bloomsbury.**

Assignments:

1. Follow a local policy. Write to Mayor Lyda Krewson. Maybe we can get her to come to our class! (5% of semester grade.)
2. Midterm exam (March 9) (25% of semester grade.)
3. Literature Review (Due on May 2) and Poster on public policy you choose. Lit. Review is 20% and Poster is 20%.
 - Assignment: Review the literature on a specific policy topic (try to narrow the topic down to something specific like) for a given time period.
 - Objective: Reveals the purpose of a literature review. Provides students with opportunities to engage in the discipline's printed matter.

Poster Session (May 2)

- Assignment: Research a topic and present it as a poster which other students will use to learn about the topic you did the literature review on.
 - Objective: Requires use of scholarly resources, research skills, concise communication, and synthesis of ideas.
4. Take-Home Final Exam (Due May 9) (25% of grade.)

Schedule of Class Readings:

January 17 Week: Birkland, Preface and Chapter 1; Quinones, Preface and Introduction.

January 22, Week: Baumgartner and Jones, Introduction; Birkland, Chapter 2; Quinones, pp.13-55. (On Jan. 22 meet in LL7 of Pius Library)

January 29 Week: Baumgartner and Jones, Chapter 1; Birkland; Chapter 3, Quinones, pp. 56-91. (Letter to Mayor due)

February 5 Week: Baumgartner and Jones, Chapter 2; Birkland, Chapter 4; Quinones, pp. 92-139.

February 12 Week: Baumgartner and Jones, Chapter 3; Birkland Chapter 5; Quinones, pp.140-184 (Policy Memo due)

February 19 Week: Baumgartner and Jones, Chapter 4; Birkland Chapter 6; Quinones, pp. 185-205

February 26 Week: Baumgartner and Jones, Chapter 5; Birkland, Chapter 7; Quinones, pp. 206-231. (2nd Policy Memo due)

March 5 Week: Baumgartner and Jones, Chapter 6; Birkland Chapter 8; Quinones, pp.232-252. (Midterm)

March 12-17 Spring Break

March 19 Week: Baumgartner and Jones, Chapter 7; Birkland, Chapter 9; Quinones, pp. 253-269

March 26 Week: Baumgartner and Jones, Chapter 8; Birkland, Chapter 10; Quinones, pp.283-300.

April 2 Week: Baumgartner and Jones, Chapter 9; Birkland Chapter 11; Quinones, 301-323.

April 9 Week: Baumgartner and Jones, Chapters 10 & 11; Quinones, 324-330.

April 16 Week: Baumgartner and Jones, Chapter 12; Quinones, 333-353.

April 23Week: Baumgartner and Jones, Chapter 13

April 30 Week: Baumgartner and Jones, Chapter 14. (Poster Session in Library: Academic Tech Commons)

May 9 (Take-Home Final Exam is due)

Grading Scale

<u>Letter Grade</u>	<u>Percentage</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	<60

I reserve the right to make alterations in the grading of the assignments, i.e., the final points breakdown of each assignment based on unforeseen circumstances that may arise during the semester.

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf.

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your

faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:

<http://www.slu.edu/x12657.xml>

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> www.slu.edu/here4you .

Student Success Center Syllabi Statements

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: <http://www.slu.edu/success>
- Reinert Center for Transformative Teaching & Learning: <http://www.slu.edu/ctl>

Student Success Center Syllabus Statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations Syllabus Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.