

**American Public Policy
PSC 403Z Fall 2020**

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Online Office Hours on Google Meet: Tuesdays & Thursdays 1-2:30 PM and by appointment	Online Office Hours on Zoom: Mondays & Tuesdays 11AM-12:30PM
Signing up for Google Meet Office Hours: https://calendly.com/prof-maltby/office-hours-meeting	Signing up for Kaylie's Office Hours: https://calendly.com/kaylie-pattni/office-hours-meeting?month=2020-08

Course Description:

This course examines theories of public policy formation in the United States. Attention will also be paid to substantive policy areas. Examples of these areas include welfare, environmental, criminal justice, and immigration policies.

Course Objectives:

Throughout this course, students will be exposed to scholarly theories about the policymaking process in the United States and research using these theories to evaluate policies covering a variety of topics. By the end of the course, students should be able to critically analyze public policy theories and apply these theories to both current academic research and to a policy of their choosing.

Required Materials:

The following book is available for purchase at the campus bookstore:

Christopher M. Weible and Paul A. Sabatier. 2017. *Theories of the Policy Process*, 4th Ed. Boulder, CO: Westview Press. ISBN-13: 978-0813350523

Please note the edition when purchasing. For the most part, the 3rd and 4th editions of the book are compatible. However, the 1st or 2nd editions are missing several key chapters.

The readings will also several academic journal articles. These will be posted on the webcampus site for this course.

How the Course Will Work:

This is a completely web-based course. The course is asynchronous meaning you are not required to log-in at specific times. Instead of face-to-face meetings, you'll have a variety of traditional online forms of learning including recorded podcast-style lectures, discussion boards, written exams, and several smaller homework assignments.

Success in this course requires that you keep on top of your assignments. Because the course is online, you are responsible for making sure that you keep up with the week's readings, lectures, and assignments. Check your UNLV email and our course page regularly to find updates about grades, assignments, and other information.

Each week you are expected to read the assigned texts and listen to the recorded lectures. I recommend reading first since the lectures will make more sense after you complete the readings. The recorded lectures will pair with your readings (roughly 2 journal articles a week) but may also cover topics that are not specifically mentioned in the readings that will be essential for a more complete understanding of public policy in the United States.

Requirements & Evaluation:

Your grade will be determined by two exams, a research paper, four homeworks, and weekly discussion board posts. If you believe that any assignment has been unfairly graded, you may submit a brief written statement (no more than 250 words) outlining why you believe you deserve a higher grade. This statement must be turned in within one week of having received your grade. If your protest is reasonable, I will re-grade your assignment. However, be aware that your grade may go down as well as up. I reserve the right to offer extra credit assignments to the class at my discretion.

Assignments will be weighted as follows:

- Exam 1 – 20%
- Exam 2 – 20%
- Research Paper – 30%
 - Paper Proposal – 5%*
 - Paper Presentation – 5%*
 - Final Paper – 20%*
- Homework Assignments – 15%
- Discussion Board Posts – 15%

Exams

Exams will be 'take-home' meaning that you are free to consult your notes and the readings. However, please refrain from discussing the exams with other students. The exams will ask you to critically analyze and compare concepts from your readings. Reading carefully and taking good notes will help you prepare for these exams.

Exams will be turned in on webcampus. You have one week from the time that you receive the prompt to turn in the exam. If you turn in your exam late, you will be penalized 5 points (on a 100 point scale) for every day which passes before you turn in your exam.

Make sure that the online submission went through. Problems with webcampus will NOT be an excuse for late exam submissions. If you are having issues submitting the assignment, contact me before the submission deadline.

Research Paper

The research paper will ask you to apply what you have learned about the theories of the policy-making process to a policy of your choice.

Paper Proposal

Before you submit a final paper, you are required to turn in a short paper proposal that outlines the policy (or policy area) that you wish to study and how the policy theories you have learned apply to the issue. This should be about 250 words.

Paper "Presentation"

In addition to being able to conduct one's own research, being able to express what you've learned to others is a useful skill. In this class, I want you to have the opportunity to show what you've learned to your peers. Instead of making a slide or video presentation, you're going to write short blog-style posts about your research that will be posted to Canvas. This is similar to what scholars do on the Monkey Cage or when scholars send tweets about their research. More specifics (and examples) of what this will look like will come later in the semester.

More information about the research paper, paper proposal, and presentation will be provided later in the semester.

Homework Assignments

Throughout the course, you will have four homework assignments (two before each exam). These will be short, short-answer or multiple-choice assignments designed to make sure that you understand the concepts from the readings. The exact weeks of the homework assignments can be found in the schedule below.

Discussion Board Posts

To capture participation in an online format, you will answer a short discussion board post every week in response to 1) a question or two that I have asked about the concepts from the readings and the lectures and 2) any questions that you may have about the concepts we're covering.

At the beginning of each week, I will post a question (or several) that you need to respond to by SUNDAY at midnight of each week. The questions will not have 'correct' answers, but instead are designed to see your reactions to the concepts and to make sure that you are staying on track.

Because the discussion board questions are not based strictly on 'informational' types of questions (i.e. What is this concept? Did the author say X?), the grades will be based on

the quality and thoughtfulness of your responses. This means that your responses should be more than a few words and should show your engagement in the topic. Responses that are extremely short or have many grammatical errors will receive low grades.

You may miss up to 2 discussion board posts during the semester. If you complete all discussion board posts, your two lowest discussion board grades will be dropped.

Final grades will be given as follows:

A	93.0-100	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
C+	77.0-79.9	F	0-59.9

Collaboration:

Collaboration amongst students on exams and other assignments in this course is prohibited. Each exam and assignment must be completed individually. Collaboration will be treated as plagiarism.

Plagiarism in any form is not tolerated, so be sure that you cite all of your sources in exams and papers.

Disabilities or Language Problems: If you have a learning disability or language problem that may impact your success in this class, please let me know at the beginning of the semester.

Netiquette: The term “netiquette” refers to the do’s and don’ts of online communication. As it applies to this online course, it is my expectation that students will communicate effectively and respectfully with each other, the instructor, and our guest speakers (if applicable). Follow this link to learn more about [The Core Rules of Netiquette](#).

Contacting Me:

Email: I check my email frequently, and you can expect me to respond within 24 hours during the week and within 48 hours over the weekend or holiday. If I haven’t responded to you within those time frames, please send me another email as I may have overlooked your initial email.

Online Office Hours:

- **What this means:** During online office hours, I promise to be online, at my computer, and ready to talk to you all during these specified times. Like always, we can set up another time to chat (either through Google Chat or through Google Meet). Just email me so we can work out a time that I’ll be definitely at my computer and online.

- **Where:** Online! (obviously) but we can chat through email, Google Chat (instant messenger option), or Google Meet/Hangout (video option)
- **When:** Office hours are Tuesdays & Thursdays 1-2:30 PM and by appointment
- **How:**
 - To sign up for Google Meet (video) office hours: <https://calendly.com/prof-maltby/office-hours-meeting>
 - Obviously, you can always email me to set up a meeting (in whatever format you prefer) as well

A Note on Late Assignments and the Weird Times We Live In:

In general, late assignments will receive 5 points off a day (out of 100 points). *However*, I do understand that we are living in extremely difficult times and you all may be switching to new forms of learning that you are not accustomed to/do not prefer (I know that I certainly prefer in-person classes) and that you all have things going on outside of this class. If you're having trouble getting an assignment in on time, LET ME KNOW—preferably before the due date, but I know that sometimes that isn't possible. I am more than happy to work with you to make sure that you succeed in this course.

In-person courses sometimes allow students to feel more comfortable asking questions in class or staying behind to ask me questions. Reaching out to the professor may feel more difficult/more formal in online classes. PLEASE feel free to reach out to me during office hours or via email. I love talking about this material and am happy to chat with you about it or anything else about the course you may want to discuss.

Course Readings (The schedule is subject to change based on the needs of the class; information about due dates and lectures can be found on Class Schedule):

Module I: Theories of the Policy Process (Readings in the Weible & Sabatier Reader)

- Week 1 (8/24-8/30)
- Week 2 (8/31-9/6)
 - Multiple Streams Framework (W&S, Chapter 1)
 - Punctuated Equilibrium Theory (W&S, Chapter 2)
- Week 3 (9/7-9/13)
 - Social Construction Theory (**on Canvas**)
 - Policy Feedback Theory (W&S, Chapter 3)
- Week 4 (9/14-9/20)
 - Advocacy Coalition Framework (W&S, Chapter 4)
 - Narrative Policy Framework (W&S, Chapter 5)
- Week 5 (9/21-9/27)
 - Institutional Analysis and Development Framework (W&S, Chapter 6)
 - Innovation and Diffusion Models (W&S, Chapter 7)
- Week 6 (9/28-10/4)
 - No Readings – EXAM 1

Module II: Applying Policy Theories (Readings on Canvas)

- Week 7 (10/5-10/11)
 - Callaghan, Timothy and Steven Sylvester. 2019. “Private Citizens and Policy Entrepreneurs: Evidence from Autism Mandates and Parental Political Mobilization.” *Policy Studies Journal* 1-23.
 - *Talking with an Expert*: Dr. Christine Bricker
 - *Read*: Bricker, Christine and Scott LaCombe. 2020. “The Ties that Bind Us: The Influence of Perceived State Similarity on Policy Diffusion.” *Political Research Quarterly* 1-11.
- Week 8 (10/12-10/18)
 - Collingwood, Loren and Benjamin Gonzalez O’Brien. 2019. “Media Coverage of Sanctuary Cities, 1980-2017.” Chapter 2 in *Sanctuary Cities: The Politics of Refuge*. Oxford University Press.
 - *Talking with an Expert*: Dr. M. Apolonia Calderon.
 - Reading TBD
- Week 9 (10/19-10/25)
 - McBeth, Mark K., Elizabeth A. Shanahan, Molly C. Arrandale Anderson, and Barbara Rose. 2012. “Policy Story or Gory Story? Narrative Policy Framework Analysis of Buffalo Field Campaign’s YouTube Videos.” *Policy and Internet* 4(3-4):159-183.
 - *Talking with an Expert*: Dr. Rebecca J. Kreitzer.
 - Reading TBD
- Week 10 (10/26-11/1)
 - Schrad, Mark Lawrence. 2007. “Constitutional Blemishes: American Alcohol Prohibition and Repeal as Policy Punctuation.” *Policy Studies Journal* 35(3): 437-463.
 - *Talking with an Expert*: Dr. Abigail A. Matthews.
 - Reading TBD
- Week 11 (11/2-11/8)
 - Joslyn, Mark R. and Donald P. Haider-Markel. 2013. “The Politics of Causes: Mass Shootings and the Cases of the Virginia Tech and Tucson Tragedies.” *Social Science Quarterly*, 94:410-423.
 - *Talking with an Expert*: Dr. Rene R. Rocha.
 - *Read*: Rocha, Rene R., Benjamin R. Knoll, and Robert D. Wrinkle. 2015. “Immigration Enforcement and the Redistribution of Political Trust.” *Journal of Politics* 77(4):
- Week 12 (11/9-11/15)
 - No Readings – EXAM 2

Module III: Conducting Your Own Research

- Week 13 (11/16-11/22)
 - No Readings – Work on Paper
- Week 14 (11/23-11/29) Thanksgiving Week. No Readings
- Week 15 (11/30-12/6)
 - No Readings – Work on Paper
- Week 16 (12/7-12/11): No Readings – FINAL PAPER DUE

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to

complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3-301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.