

Pols 460: Public Policy Processes

Meeting Time: 12:30PM-1:45PM, Clark C358

Instructor: Dr. Ryan Scott, rpscott@colostate.edu; Clark C335

Office Hours: W, 9-12pm, rpscott.youcanbook.me, via Microsoft Teams

Learning Objectives

- Comprehend key concepts of the policy process including policy, process, actors, institutions, agency, beliefs, power, networks, and decision making.
- Describe how concepts are integrated into theories, models, and frameworks of the policy process
- Apply theories and models to empirical policy situations
- Develop a research question relating empirical policy conditions and policy process frameworks.
- Utilize social scientific approaches of hypothesis development and testing to enhance understanding of policy processes
- Create policy advice and recommendations based on policy process frameworks.

Course Policies

As a three credit class, I expect each week you will spend 6-9 hours meeting, working on assignments, completing readings, and responding to discussion posts. Our goal is to create a positive and engaging environment--we will accomplish this by committing to the CSU Principles of Community:

- **Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.
- **Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.
- **Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.
- **Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.
- **Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Participate. Be respectful of others' opinions. Assume the person on your left and right both believe very differently from you on every subject we discuss. Moreover, engage with them constructively. Listen. Think. And respond in an appropriate manner.

Please submit your assignments on time. If you have an extenuating circumstance, please let me know at least 72 hours prior to the assignment due time otherwise the assignment will be counted as late, and, you will be subject to a grade deduction (see individual assignments for policy). Of course, if you are sick, have a health issue, have an event to attend, provide Dr. Scott an email, contact student case management, and we will work things out.

Grading

This course will adhere to the CSU Academic Integrity Policy as found on the Student Responsibilities page of the [CSU General Catalog](#), and in the [Student Conduct Code](#). At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center.

I will utilize the grade scheme here: [Basic Canvas Grading Scheme](#).

Name:	Range:
A+	100 % to 96.67%
A	< 96.67 % to 93.33%
A-	< 93.33 % to 90.0%
B+	< 90.0 % to 86.67%
B	< 86.67 % to 83.33%
B-	< 83.33 % to 80.0%
C+	< 80.0 % to 76.67%
C	< 76.67 % to 70.0%
D	< 70.0 % to 60.0%
F	< 60.0 % to 0.0%

Communication

The best way to contact me is email (rpsscott@colostate.edu), or via my microsoft teams account (@rpsscott). I will return emails received M-F by the end of business next day. Emails received over the weekend may not be returned until the next working day. In the title to your email, make sure to include the phrase "Pols 460".

Readings

There are no assigned textbooks for the course--assigned readings are instead available via canvas. It is generally expected that you will have completed the readings by Tuesday's class period. Having completed the readings, we can use class time Tuesday and Thursday to build on the readings in discussion.

Graded Assignments

Weekly Reading Survey (10%)

Each week I want to make sure you have a basic grasp of the readings and literature prior to class. Each week you will complete a reading survey. These are intended to motivate you to complete the reading and provide direction towards the learning objectives within the

reading, while also providing starting points for in-class activities. Many times we will use survey questions within the quiz to motivate class activities.

The quizzes ideally, should be submitted online prior to class Tuesday, and will be a mix of short answer and multiple choice questions. Students who submit responses that reflect engagement with the reading will receive full points. Quizzes can be submitted online and you are certainly allowed to make use of your notes/use the quizzes to help you build notes.

While I'd like quizzes to be submitted by Tuesday, I realize that fitting in all readings by Tuesday might sometimes be a challenge. Accordingly, quizzes submitted by the first Friday following the due date will still receive full credit--any submitted later will receive a 0.

Unit Assessments (20%)

These short prompts will aim to assess your understanding of the materials for each unit, and help you to build from concepts into application. Each response will be completed as a worksheet with 500-1000 words of writing total. You will complete 3 of these throughout the semester. Late assessments will receive a 5% deduction to overall grade for each day late.

In Class Participation (10%)

We will use iclicker cloud to enhance in class engagement and take attendance. Each class period there will be at least one question for the purposes of enhancing engagement and building towards the learning objectives.

Final Project (60%), components due Sept 3, Oct 22, Nov 30, and Dec 14

For your final project, you will complete an 8 to 10 page double spaced paper in which you utilize a theory or multiple theories of the policy process to critically analyze the proposal, design, development, change, termination or continuation of a public policy. For this project, you will complete four assignments: two proposals, a poster, and a final paper.

Final Project Description

Proposal 1: (10%) DUE Sept 3, 9pm

Conduct outside research on a public policy of interest to you. For this assignment, you should utilize at least seven sources for understanding your policy, and particularly, the processes surrounding it. In your proposal, introduce the public policy, briefly describing the problem it addresses, as well as the context, history, purpose, and implementation of the policy. Based on what you learned about the policy, what do you think is an interesting question about the process of making that policy or the process of its implementation? Allowable sources include newspapers (no more than two out of the seven, scholarly articles (such as those in published journals, published books or book chapters, wikipedia (yes, go read the wikipedia page on your policy), and other documents including white papers, government documents, or reports. Make sure to include a bibliography with works cited in Chicago Manual of Style. Use 12 point font and 1 inch margins, between 2 and 3 pages. Late assignments -10% per day.

Proposal 2 (10%): DUE OCT 22

Look back at your answer to question 2 from the first proposal. Incorporating Dr. Scott's comments, make a case for how one of the policy theories or models we have talked about is key for helping us to understand that policy and the processes involving it. Your proposal two

should have 3 sections. (2 pages total) Late assignments -10% per day. 1) What theory do you think can inform your question? (you might look forward to some upcoming weeks, or, use theories from past weeks). 2) What does that theory make you expect the answer to your question will be? Why? This section should include, in italics, a one sentence hypothesis which you will evaluate in the final version of the paper. 3) Propose a methodology for evaluating that hypothesis. You can take a journalistic, scientific, or historical approach to answering your question, but you at very least must have some method of evaluating your hypothesis.

Poster Presentation: (15%) Submit by 6pm Nov. 30, presentations Dec. 2

Prepare an academic poster in which you 1) describe your research question, 2) explain the context/importance of the question, 3) describe the methods or theoretical approach for your research, 4) characterize your results and findings of your research, and 5) provide conclusions about what your research teaches us about the public policy process. The posters will be presented during the in-class poster day, and you should be prepared to talk for about 2 minutes about your poster. View this as a chance to test your ideas, get feedback from other students, and create an early outline/draft of your final written assignment. Because posters are meant to communicate visually, your poster should by no means have more than 500 words on it. Instead, use words sparingly, think about using/creating visuals. The posters will be created in Google Slides or Powerpoint. You can use the template on the Canvas page to get started. Final posters should be submitted via Canvas as a PDF. *Dr. Scott will print posters submitted by Nov 30 will bring them to class for students: note, posters will be in black and white, 11x17 inches.* Make sure to cite the sources you use for your poster on the citation slide in the template from the Canvas page. You must be present at the poster presentation to get credit for this assignment. Moreover, because we need to print posters, present them and give feedback towards the final paper, posters submitted after Dec 2 are not accepted late.

Final Paper: (25%)

Building on comments received on your proposals and poster presentation, complete a final paper with five sections: Introduction, Rationale, Methodology, Results/Discussion, and Conclusion. Your paper must also include a research question and a thesis statement in which you describe what you tell your reader about the policy process. **Due by the conclusion of the final exam period, Wednesday Dec. 14 at 11:40AM.**

- **Introduction:** Briefly introduce the topic of your paper and your research question. At the end of the introduction, include a thesis statement where you describe your main argument/finding, and a road map describing for the reader what follows in the rest of your paper.
- **Rationale:** Make a case for why the research you are conducting matters. In short, what model/models are you using to explore the policy you chose to study, and why is applying that model useful for understanding public policy processes?
- **Methodology:** How did you conduct your research? Did you read books, review documents, etc? Did you do your own evaluation or are you primarily relying on others evaluations? Essentially, this is your chance to briefly demonstrate why your findings are believable.
- **Results/Discussion:** What did you find? Here, connect your research on your policy you conducted for your proposal and poster to the framework you chose *in order to answer your research question. This section should be the largest part of the paper.*
- **Conclusion:** Summarize your paper, restate your thesis and remind the reader of what they should learn from your paper. If there are important implications for

other policies, other scholarship, etc, make sure you explain why your findings may matter in those areas as well.

Your paper should be 8-10 pages, double spaced, 12 point Times New Roman font, 1 inch margins, with a works cited page in Chicago Manual of Style, APA, or MLA. This works cited page must include citations from within the course and outside of the course. Submit your final paper to Canvas by the end of the University scheduled examination period.

Important information for students on COVID-19

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University's COVID resources and information, please visit the CSU COVID-19 site: <https://covid.colostate.edu/>.

Schedules and Due Dates

All schedules and due dates are available via canvas. Due dates may change throughout the semester (covid, etc), but will always be towards later submission dates rather than earlier dates. Ample notice will be given on all changes.