



Crafting Public Policy

UAPP225, Spring 2022

T/Th 12:30-1:45pm, 222 Gore Hall

Instructor Information

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Office Hours: Tuesday and Thursday 10:00-Noon and by appointment

Location: DGS Annex 261 Academy St.

COURSE OVERVIEW

Course Description

Explores how the processes of public policy operate from agenda setting through formulation and legitimation, to implementation and eventual evaluation with examples drawn from several areas of policy (e.g., health, education, environment). Focus primarily on domestic public policy.

Learning Outcomes

1. Students will understand the basic structure and political processes of the US government and its theoretical underpinnings.
2. Students will become familiar with the relationships between different levels of US government.
3. Students will learn how problems rise to the level of public problems.
4. Students will recognize the roles of key players in the policy process including the executive, judicial and legislative branches, special interest groups/lobbyists, political parties, and the media.

5. Students will have opportunity to develop critical reading skills as they read several types of public policy documents and readings from a variety of sources.
6. Students will learn how to make analytical and practical policy assessments, utilizing a number of skills including critical thinking, writing, and public presentation.

HOW DOES THIS COURSE FIT IN THE BIGGER PICTURE OF YOUR EDUCATION?

This course was designed in consideration of UD's General Education Objectives and to meet a Major Requirement for the Energy and Environmental Policy BS (all concentrations) and the Public Policy BA. Additionally, it is one of many courses that may be used to meet the Group C: Social and Behavioral Sciences College Breadth Requirement depending on a student's major. *All students should consult with their academic advisor to ensure this course and all others they are enrolled in or have taken meet the program requirements they are hoping.* No one course is designed to meet all general education objectives or breadth requirements but rather they should be experienced cumulatively over the student's time at UD. Listed below are objectives that are particularly well aligned with this course and which you can expect to be exposed to. The hyperlink provided gives definitions and examples for each of the listed General Education Objectives.

- [UD's General Education Objectives](#)
 - 1A: Read Critically
 - 1B: Analyze Arguments and Information
 - 2A: Communicate Effectively in Writing
 - 2B: Communicate Orally
 - 3A: Work Collaboratively Across Cultures
 - 4A: Critically Evaluate Ethical Implications
 - 5C: Reason Scientifically

REQUIRED MATERIALS

TEXTBOOKS:

- **Gitelson**, Alan, et al. 2016. *American Government: Myths and Realities*. 2016 Election Edition. New York: Oxford.
- **Rinfret**, Sara et al. 2019. *Public Policy: A Concise Introduction*, Sage: CQ Press.

Other learning resources will be provided through Canvas or handed out in class.

Technology

Canvas: In this class, Canvas, UD's online learning management system, will be used for all course activities and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Zoom: In this class, Zoom will be used for virtual meetings with your instructor. Once an appointment is made with the instructor via Calendly (see link in Instructor Information), you will be sent a zoom invite specific to your meeting time and date.

Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number.

A microphone and camera are recommended for online meetings. Information on how to test your computer's audio and video can be found on [Zoom's website](#). Learn more info about [Zoom at UD](#).

- Check your email and Canvas regularly.
 - Make sure you check your @udel.edu email at least once a day.
 - I will manage this course through Canvas so please log onto it regularly for announcements, assignments, and other materials.
- Read the material on time, carefully, and thoughtfully.
 - Think about and take notes on what the material means, whether it makes sense, how the readings connect to each other and, what other things they might also connect to.
 - I encourage you to check out the resources that come with text such as additional examples and self-knowledge checks.

- Prepare assignments carefully and thoughtfully.
 - Completing the assignments to the best of your ability will not only improve your understanding of the subject materials, it will also help prepare you for your exams.
 - Allow yourself time to organize your thoughts in advance of deadlines.
 - Use your time and resources wisely. Seek help early to keep from falling behind.
- Regular attendance.
 - This class covers a lot of material, much of which is deceptively complex. That is, it *seems* easy at first glance but as more thought is given one comes to appreciate that things are not as clear-cut as they might appear. Much of this will be discussed and demonstrated in class, if you are not there then you will miss important aspects to consider when creating policy.
- Being present and engaged during class time.
 - Stay focused and mindful of your use of technology. If you're going to be here, be here!
 - Challenge yourself to participate in activities and discussions. We often become aware of our strengths and weaknesses in understanding concepts when having to speak about them.
 - This class will talk about a number of things on which people may hold opposing strong views. The respectful free exchange of ideas is not only part of the underpinning of higher education but also a necessary ability to succeed in creating effective public policy.
 - Each person in this course has unique prior experiences and a unique viewpoint to share. Though disagreement and even conflict may occur, I expect your cooperation in maintaining an atmosphere of mutual respect. When participating in discussions, it is perfectly acceptable to have strong opinions – in fact I encourage you to do so. I also encourage you to discuss your own personal experience and relate it to that of others. In the process, however, I expect you to respect the basic intelligence and humanity of each participant in the discussion. Conflict is not necessarily a bad thing, as long as there is a commitment to mutual respect. Hateful and demeaning speech will not be tolerated (Ashton, 2006).
- Visit me during office hours or make an appointment.
 - Some of this material is typically difficult for students so let me be a resource to you! And we can get to know each other! When you see me one-on-one, we can work together to figure out what works best for your learning needs.

GRADING

Your course grade will be based on the following course components using the grading scale provided below to determine your final grade:

Course Component	Percentage of Total	Points
Class Participation	15	60
Policy Papers (3)	25	100
Group Project	20	80
Exams (2)	40	160
Total	100	400

Grading Scale

Students will be assigned the following letter grade based on the calculation coming from the course assessment section.

Grade	Interval
A	94 and above
A-	90 to 93
B+	87 to 89
B	84 to 87
B-	80 to 83
C+	77 to 79
C	74 to 76
C-	70 to 73
D+	67 to 69

D	64 to 66
D-	60 to 63
F	Less than 60

THE FOLLOWING PAGES WILL GO INTO MORE DETAIL ABOUT EACH OF THE COURSE REQUIREMENTS

Course Grade Components

Assignment Due Dates and Late Work: All assignments must be submitted in class or via Canvas by 11:59 pm on the due date as directed for each assignment. Late work must be approved prior to due date or result in penalty of -10% of assignment point worth each day. After day five (5) late work will not be accepted, unless prior arrangements have been made in writing (email OK), and zero (0) points will be given for that particular assignment.

Class Participation (60 pts) - This is an active learning class and your participation is an important element. Class participation is comprised of several components, including regular attendance and active engagement (which may include on Canvas), including periodic short assignments and group work. In-class assignments or activities that are missed because of excused absences will not impact your class participation grade. However, multiple absences even excused ones may potentially impact your overall course grade because they might impact your mastery of the subject materials as evaluated in other graded components of the class. **Consider these activities as practice exam questions.**

Policy Papers (100 pts) - Three writing assignments will be required that 1) identifies and describes your policy topic (20 pts); 2) discusses the policy type and the players involved (35 pts); and 3) a final policy brief that builds upon your first two papers and provides a more detailed description of the full policy process for your topic (45 pts). More details will be given out with assignments.

Group Presentation and Brief (80 pts) - A critical part of policy work is the ability to collectively consider policies with other policy experts. In most policy work settings, groups comprised of people with different background knowledge of a topic are often formed to analyze and improve public policy. You will have an opportunity to practice this policy collaboration skill as part of your group project. Each team is to prepare one policy brief on a topical area chosen from a selection provided by the instructor. The teams will then develop a policy of choice within the topical area and execute a public presentation. The policy discussion will be given in a 15-minute Power point presentation, accompanied by a 5-8 page policy brief, inclusive of an annotation of bibliographic sources consulted. Further details regarding group projects will be discussed when they are assigned. Partial assessment of the team work will be based on peer assessment.

Exams (160 pts total)

The exams provide regular assessments of your mastery of course material. There will be a total of 2 exams consisting of a combination of short-answer, multiple choice questions, matching and/or short essay(s). It is important to note that not all of the material covered in class time will be in the textbook and we will not cover everything in the textbook during class time. However, any of the information presented in the assigned readings and class time is fair game to be included in the exams.

MAKE-UP EXAM POLICY:

In general exams can only be made up for official excused absences. However, at the discretion of the instructor if due to unforeseeable circumstances you miss an exam, please reach out to me as soon as possible. If you are given a make-up exam it will be an alternative version of the exam given in class.

REVISION CREDIT

It is important to me that you genuinely *learn* about the how's and why's of creating, utilizing, and evaluating public policy. I recognize that the applied and conceptual nature of this course can be challenging. Because I want you to have a chance to reflect, ask questions, and/or have more time with the problems, you will have the opportunity to earn revision credit.

You can earn up to 25% of the points that you missed on the exams. These revisions are due ONE WEEK after you receive your graded exam.

CRITERIA:

- For each question that you answered incorrectly,
 - a. provide a thorough explanation of the correct response
 - b. identify and discuss how/why your previous response was incorrect
- Your revision is typed or neatly handwritten.
- Your paper used is neat and clean -- do NOT submit torn or ripped pages.
- Your revisions are paper-clipped to the original exam or submitted as a separate attachment in virtual circumstances.

*****If you do not meet all of the components above in your revisions, you will receive NO credit.****

Course Outline

This is an outline of the course and subject to revision as circumstances require, including student interest in specific topic areas. Assignments will not change nor will the number of exams or their due dates unless extenuating circumstances present themselves.

<u>Week</u>	<u>Dates</u>	<u>Theme/Topic</u>	<u>Readings</u>	<u>Notes</u>
1	2/8 & 2/10	Syllabus and Introduction Theory & Constitutional Foundations of US. Gov't.	Rinfret, Ch. 1	Welcome!!
2	2/15 & 2/17	Theory & Constitutional Foundations of US. Gov't.	Rinfret, Ch. 1 & 2	
3	2/22 & 2/24	Policy Process Federalism and Regulatory Policy	Rinfret, Ch. 3	
4	3/1 & 3/3	Federalism and Regulatory Policy Bureaucracy	Rinfret, Ch. 4	
5	3/8 & 3/10	Rulemaking and Budget Political Parties and Interest Groups	Rinfret, Ch. 5	3/8: Policy Paper 1 due 500-750 word op ed
6	3/15 & 3/17	Crime and Public Policy	Rinfret, Ch. 6	
7	3/22 & 3/24	Midterm Exam Review	Spring Break 3/29 & 3/31	3/34: Take home midterm exam issued, due 4/5/22
8	4/5 & 4/7	Education Policy	Rinfret, Ch. 7	

9	4/12 & 4/14	Civil Rights and Immigration Policy	Rinfret, Ch. 8	
10	4/19 & 4/21	Social Welfare & Health Care Policy	Rinfret, Ch. 9	
11	4/26 & 4/28	Environmental & Energy Policy	Rinfret, Ch. 10	<u>5/3: Policy Paper 2 due</u>
12	5/3 & 5/5	Special Topics in Public Policy		
13	5/10 & 5/12	Finish Up and Exam Review		5/10: Presentations Due
14	5/17		Final Exam	
15				

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Course Policies

Attendance

View [UD's attendance policy](#)

Absences on religious holidays listed in university calendars are recognized as an excused absence. Nevertheless, students are urged to remind the instructor of their intention to be absent on a particular upcoming holiday. Absences on religious holidays not listed in university calendars, as well as absences due to athletic participation or other extracurricular activities in which students are official representatives of the university, shall be recognized as excused absences when the student informs the instructor in writing during the first two weeks of the semester of these planned absences for the semester.

COURSE COMMUNICATION & EMAILS

I will post announcements, course material, and other important information on Canvas so it is important that you **check the course website and your @UDel email regularly.**

Email is the best way to reach me. Please know that responding to student emails is a priority for me. However, in general, **please allow 24 hours on weekdays and 48 hours on the weekends for responses to your emails.** If you do not receive a reply within these time frames, it is safe to assume that I did not receive it and feel free to send me another email.

Student Mental Health & Wellbeing

In addition to impacting your overall well being, diminished mental health can interfere with optimal academic performance. If this course is causing or contributing significant mental or emotional stress, then please reach out to me directly. However, problems with other parts of your life can also contribute to decreased academic performance. UD's Center for Counseling & Student Development (CCSD) provides cost-free and confidential mental health services to help you manage personal challenges that threaten your emotional or academic well-being. Remember, getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

Contact me

If you are struggling with this class, please check-in during office hours or contact me by email at kaduran@udel.edu

Check-in with your academic advisor

If you are struggling in multiple classes, unsure whether you are making the most of your time at UD, or unsure what academic resources are available at UD.

UD's Center for Counseling & Student Development and UD Helpline

CCSD is open and available remotely, and 24/7 mental health support remains available on the **UD Helpline at 302-831-1001** for any student in need of someone to talk to. Visit [CCSD's website](#) for additional information and resources.

Division of Student Life

Explore the Student Life's [Wellbeing webpage](#) for a comprehensive listing of well-being resources, activities and services available to all students.

UD's Crisis Text Line

Text "UDTEXT" or "STEVE" at 741741 for students of color to connect with confidential text message support.

Additional Crisis Resources

National Suicide Prevention Lifeline

Call **1-800-273-TALK (8255)**, or text the [Crisis Text Line](#) (**text HELLO to 741741**). Both services are free and available 24 hours a day, seven days a week. English and Spanish services available

Veterans Crisis Line

The [Veterans Crisis Line](#) connects Service members and Veterans in crisis, as well as their family members and friends, with qualified Department of Veteran's Affairs (VA) responders through a confidential toll-free hotline, online chat, or text messaging service. Dial **1-800-273-8255 and Press 1** to talk to someone or send a **text message to 838255** to connect with a VA responder. You can also start a confidential online chat session at [Veterans Crisis Chat](#).

The Trevor Project

The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning youth. If you are thinking about suicide and in need of immediate support, please call the TrevorLifeline at **1-866-488-7386 or TrevorText text START to 678-678** or connect to confidential online chat [TrevorChat](#).

UD Policies

COVID-19 Guidelines

It is expected for all students to abide by the most current [UD policy on wearing of masks and physical distancing](#). These

The Safety of Our Learning Environment

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, and

in keeping with CDC guidelines to slow the transmission of COVID-19 and the University of Delaware's Return to Campus Guidelines (Health and Safety Section), we will adhere to the practice of wearing face masks and cleaning your seat and desk area at the beginning of class.

This means that you:

- Must wear a cloth mask that covers your nose and mouth
- Must not eat or drink in class
- Upon entering the classroom, wipe down your seat and desk area

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at sites.udel.edu/studentconduct/squp/ Office of Student Conduct, 218 Hulihan Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei. You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hulihan Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct.

At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Accommodations for Students with Disabilities

Any student who thinks he/she/they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. Students who have documentation of their need for accommodation should register via the SAM platform: andes.accessiblelearning.com/UDEL/. Reach DSS in the following ways: Phone: 302-831-4643, fax: 302-831-3261, [DSS website](#). Email: dssoffice@udel.edu or visit at 240 Academy Street, Alison Hall Suite 130.

During COVID-19, Disability Support Services staff are available remotely. Please call 302-831-4643 during business hours (8-5 M-F) or email dssoffice@udel.edu for assistance.

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- oei@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](#)

Biden School Diversity, Equity, and Inclusion

The Biden School is committed to meaningful action that promotes diversity, equity, and inclusive excellence. We value diversity of all types including race, ethnicity, religion, color, sex, age, disability, sexual orientation, gender identity and expression, and national origin. Together with the faculty, staff, and students, particularly those from BIPOC and LGBTQIA+ communities, we understand the need for urgent action. We offer a steadfast commitment to ongoing listening, support of productive dialogue, and increased awareness to drive inclusion and meaningful, sustained positive change within our communities.

For more information please visit the [Biden School's DEI website](#).

Works Cited

Ashton, P. J. (2006). *Facilitating Civil Discourse in the Classroom*.