

PSCI 4490: The Policymaking Process

Dr. Ashley English

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In-Person Office Hours: M 3:30-5:00 (WH 125)

Zoom Office Hours: W 3:30-5:00 PM

Spring 2022

MW

Wooten 112

2:00-3:20 PM

COURSE DESCRIPTION AND OBJECTIVES

This course provides an overview of the American policymaking process and it will proceed in four parts. The first section of the course provides background and context for the remainder of the course by examining the legislative process, the regulatory process, and key actors in policymaking process. Then, we will examine the policymaking process step-by-step. In the second section of the course, we will explain how public policy problems are defined and placed on the policymaking agenda. In the third section of the course, we will learn how policymakers solve policy problems by developing, specifying, and ultimately selecting particular policy alternatives. Lastly, we will discuss how policymakers evaluate policies to determine whether or not they have solved the problems they were designed to address. In the final section of the course, we will also consider how policy can have feedback effects on both members of the public and future public policies. By the end of this course, you will be able to:

- Explain how policymakers and other interested in stakeholders define public policy problems
- Critically analyze and evaluate why some definitions of public policy problems get more traction than others
- Explain how policymakers and other interested in stakeholders develop, specify, and choose between policy alternatives that are designed to solve particular policy problems
- Critically analyze and evaluate why some alternatives are more likely to succeed and to solve policy problems than others
- Explain how policymakers and other interested stakeholders evaluate public policies to determine whether or not they are meeting their stated goals
- Provide a written, critical analysis of the policy making process through a series of three papers that align with each stage of the process.

IMPORTANT DUE DATES

Due Date	Assignment
February 9 at 2:00 PM	Reading Journal 1
February 14 at 2:00 PM	Policy Issue Paper Topic Due
March 9 at 2:00 PM	Reading Journal 2
March 23 at 2:00 PM	Problem Definition Paper
April 6 at 2:00 PM	Reading Journal 3
April 13 at 2:00 PM	Policy Alternatives and Formulation Paper
April 20 at 2:00 PM	Reading Journal 4
April 27 and May 2 (In-Class)	Paper Presentations
May 4 at 2:00 PM	Evaluation of Alternatives Paper

COURSE FORMAT, ATTENDANCE, AND RECORDED LECTURES

This class is intended to provide students with a comprehensive knowledge of the policymaking process. There will be a heavy emphasis on teaching students to apply the knowledge they have gained through the course readings and lectures by writing a series of applied policy papers. The policy papers have been designed to mimic the types of papers and memos that policy analysts write in “the real world.” Given the focus on applied knowledge, this class will consist of a mixture of lectures, in-class research and writing activities, and discussions about the readings. Unless noted on the syllabus or public health conditions change, we will meet at our regularly scheduled time in our regularly scheduled classroom. Because I expect that some students will encounter covid-related disruptions, I will also livestream and record each class meeting and post it on Canvas after class. Lecture slides will also be posted on Canvas after class.

If you are sick, I encourage you to email me or attend virtual office hours if you have any substantive questions about the material covered in the recorded lectures. From Monday-Friday, I check my email regularly and I generally respond to messages I receive within 24 hours.

Participating in lectures in some format is important for success in this class. However, attendance at in-person lectures will not factor into your grades, so I strongly encourage you to watch the recordings or livestreams if you are sick. Because this is a relatively small class that includes in-class discussions, I recommend students only watch the recordings or livestreams when they have covid symptoms, have tested positive for covid, or have otherwise been directed to quarantine or isolate. When students are healthy and it is safe to attend in-person, they should attend in person.

COVID PROTOCOLS

With cases of the omicron variant of COVID continuing to rise in Denton County, it is important that we establish some norms to keep one another safe:

1. If you are exposed to COVID or you become ill, you should start watching the class recordings or livestreams rather than attending in person. Please do not come to class if you are symptomatic or believe you may be infected. Prioritize your health and the health of all of your classmates.
2. UNT encourages everyone to wear a face covering indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.
3. While vaccination is not mandatory, I strongly encourage you to protect yourself and others by taking the vaccine. The vaccine is offered for free through UNT Student Health and Wellness. Call 940-565-2333 to schedule an appointment. In addition, Denton County Public Health has pop-up vaccine clinics; for more information, call 940-349-2585.
4. COVID Testing
 1. If you are symptomatic or have been in close contact with someone with COVID, you should obtain a test from Student Health and Wellness Center by registering through their portal or by calling 940-565-2333. More information is available at: <https://healthalerts.unt.edu/covid-19-testing>.

2. If you are asymptomatic but want to verify your COVID status, UNT is offering testing in 120 Chestnut Hall from 9:00 - 11:30 and 1:30 - 3:00, Tuesdays through Fridays. You will need to set up the blue NAVICA app in advance of testing.
5. While UNT is starting the semester fully in-person, remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam, microphone, and reliable internet service to participate fully in remote portions of the class. Information on how to be successful in a remote learning environment can be found on [the online learning page for UNT](#).

A personal note from Dr. English: I am fully vaccinated and boosted, but I also have health and personal concerns that require extra caution. Therefore, I will be wearing a mask. I will also have a microphone to make it easier to hear me. If it is difficult to hear (even with the microphone), please let me know so I can address the issue. I also think it is important to recognize that this is an extremely challenging time for many people, as the omicron variant is reigniting fears of infection and/or frustrations and stress about when the pandemic will end and we can go back to normal. I will do my best to try to help us all learn productively despite those challenges. I ask that you also extend patience and understanding to your classmates, TAs, and professors as we all try to get through the pandemic together. Please remember it is important to take time to take care of yourself and others.

Because of my concern about possible infection, I ask that all students remain at least six feet away from me (whether masked or not). If you have a sensitive question that you do not want other students to overhear, please contact me via email or set up a Zoom appointment. Please do not take it personally if I step away from you or refuse to take something you offer me.

CLASS RECORDINGS

Lectures for this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

COURSE MATERIALS AND READINGS

Required Books

- Anderson, James. 2015. *Public Policymaking*, 8th Edition. Stamford, CT: Cengage. ISBN: 978-1285735283.
- Kingdon, John. 2010. *Agendas, Alternatives, and Public Policies*, Updated 2nd Edition. New York, NY: Longman. ISBN: 978-0205000869.

Assigned Readings

All of the readings in the syllabus are required. Because your paper assignments and our class discussions depend on them, it is extremely important that you complete *all* readings.

Canvas

This course has a Canvas site, which is available at <https://canvas.unt.edu>. I encourage you to check the Canvas site regularly to make sure you have up-to-date information on this course.

COURSE REQUIREMENTS

Grades and Assignments

Final course grades will be based on participation in unannounced in-class quizzes and activities, and a series of policy papers to be turned in throughout the semester. Each of these components will factor into your final grade as follows:

Reading Journals	20% of final grade
Part 1	5% of final grade
Part 2	5% of final grade
Part 3	5% of final grade
Part 4	5% of final grade
Policy Papers and Presentation	80% of total grade
Policy Paper Topic (1 paragraph)	10% of final grade
Problem Definition Paper (5-7 pgs)	20% of final grade
Policy Formulation and Alternatives Paper (5-7 pgs)	20% of final grade
Evaluation of Alternatives Paper (8-10 pgs)	20% of final grade
Brief Presentation on All 3 Papers	10% of final grade
TOTAL	100%

READING JOURNALS (20% of Final Grade)

The reading journal assignments are designed to help make sure you complete, understand, and apply the course readings. Each reading journal assignment will ask you to pick one day of class, summarize the day's readings, write one discussion question, and explain how you will apply the readings to your final paper. Each question will be graded separately and based on whether or not your responses demonstrate that you completed the reading assignment.

You should write one journal entry on the readings from one day of Part 1 (due February 9) of the course, Part 2 of the course (due March 9), Part 3 of the course (due April 6) and one journal entry on the readings from one day of Part 4 of the course (due April 20).

Late reading journals will be accepted for half credit for 72 hours (3 days) after the due date. After 72 hours, late assignments will not be accepted for credit. **Please plan ahead to avoid problems that will prevent you from turning your assignments in on time.**

SERIES OF POLICY PAPERS (80% OF FINAL GRADE)

Over the course of the semester, each student will complete a series of papers on a policy problem of their choice. For the papers, students will pretend that they are employed as a policy

analyst working for either an interest group, a think tank, a government agency, or an elected official/member of Congress. The assignments are as follows:

Policy Paper Topic (10% of Final Grade), 1 paragraph

Before we start working on the 3 policy papers, I will ask you to identify a public policy issue that you are interested in researching and to write one paragraph about that issue. At this early stage, these topics could be quite broad (e.g. climate change, healthcare reform, tax reform, reproductive rights policy, gun rights, criminal justice reform, etc.), but you should attempt to give me some sense of the issue you plan to research this semester and why you are interested in researching that issue. This assignment will be graded based on completion and it is designed to help me make sure you are on the right track. **It is due on Canvas on Monday, February 14 at 2:00 PM.**

Policy Problem Definition Paper (20% of final grade), 5-7 pages

In this paper, you will identify and briefly discuss a policy problem of your choice. Drawing from the assigned reading, you should answer a number of questions such as: why do you think this problem has arrived (or should be placed) upon the government agenda? What are the various dimensions of the problem? How can you tell the problem exists (or how could you convince a skeptic that the problem exists)? What is the magnitude of the problem? The goal of this paper is to be as thorough as possible in demonstrating that a problem does indeed exist. To these ends, you should be sure to gather plenty of evidence to support your interpretation of the problem and closely connect your description of the problem to the course readings. **This paper is due on Turnitin on Wednesday, March 23 at 2:00 PM.**

Policy Formulation and Alternatives Paper (20% of final grade), 5-7 pages

Drawing on the problem definition you provided in the first paper, you will now formulate a set of three policy options that could address or solve the problem you identified. Be sure to spell out any assumptions you make and to identify the tentative goals/ objectives for the entire set of policy solutions (your vision of perfect world). How does each policy option address the root problems (dimensions) you identified in your problem definition paper? How will each solution move society closer to achieving the goals/objectives you've set forth? At this point, it is not necessary to evaluate which policy option you think is best. You should, however, demonstrate familiarity with the various dimensions of the problem and thoroughly describe how you expect each policy alternative to solve the problem that you identified in your first paper. **This paper is due on Turnitin on Wednesday, April 13 at 2:00 PM.**

Evaluation of Policy Alternatives Paper (20% of final grade), 8-10 pages

Evaluate at least 2 of the 3 policy alternatives you identified in your second paper. At minimum, this evaluation should discuss 1) The policy goals you have determined are appropriate; 2) Which criteria (3-4) and measures you used to compare the alternatives; and 3) An estimate of the outcomes of each policy alternative. In addition, you should identify the advantages and disadvantages of each policy alternative. Since a number of groups will likely be affected by the different solutions you propose, be sure to explain which stakeholders you expect will support

and oppose each alternative. In addition, explain which policy alternative you think will provide the best solution and which will be the most politically feasible. **This paper is due on Turnitin on Wednesday, May 4 at 2:00 PM.**

Brief Paper Presentation (10% of final grade), 5-7 minutes

Finally, each student will present his/her policy analysis papers to the rest of the class during the last two weeks of class (presentation times will be determined by lottery). PowerPoint is not expected. Presentations will be graded based on completion.

Paper Grading

Papers will be graded using rubrics that I will distribute in class later this semester. I expect that papers will be original work, clearly written, well-organized (they should have an introduction, body and conclusion), grammatically correct and free from typographical and spelling errors. Each paper should also **cite at least 3 class readings from the relevant section of the course syllabus** and cite scholarly sources. All papers should be double-spaced, use 12-point Times New Roman font, and 1-inch margins.

Late papers will be accepted for half credit for 72 hours (3 days) after the due date. After 72 hours, late assignments will not be accepted for credit. **Please plan ahead to avoid problems that will prevent you from turning your assignments in on time.**

Scholarly Sources

Please note that scholarly sources include academic books, academic journal articles, textbooks, newspapers, and official government websites. Wikipedia, social media, and blogs are **NOT** considered scholarly sources. All sources must be properly cited using the American Political Science Association citation style. More information about citation styles and citation guides are available on Canvas. Brea Henson, the political science librarian, is also available to help you identify and cite scholarly sources. She can be reached at Brea.Henson@unt.edu.

COURSE POLICIES

Attendance and Excused Absences

Students will not be graded on attendance in this course. However, I do expect all students to stay up-to-date with the class lectures, either by watching the recorded meetings on Zoom or attending in person.

In accordance with UNT's attendance policy, absences will be excused for religious holy days, active military service, participation in official university functions, illness or other extenuating circumstances, pregnancy and parenting under Title IX, and when the University is officially closed by the President. As the policy states, students are required to request and document their excused absences with me. If you have an excused absence, please provide me with notice and documentation for that absence as soon as possible. More information on UNT's attendance

policy is available at:

http://policy.unt.edu/sites/default/files/untpolicy/15.2.5_StudentAttendance_May2016.pdf.

COVID-19 Impact on Attendance

While attendance is not expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to participate in class or complete assignments on time because you are ill, or unable to participate in class or complete assignments on time due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. If you are experiencing any [symptoms of COVID-19](#) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Grading Scale

Grades will follow the standard scale listed below and will be posted on Canvas. As you can see from the chart below, grades will be rounded to the nearest tenth.

A	100-90.0%
B	89.9-80.0%
C	79.9-70.0%
D	69.9-60.0%
F	Below 60%

Online Assignment Submissions

All course assignments will be submitted using Canvas. Due dates are all listed on the syllabus and on Canvas. I strongly recommend that you plan to begin uploading all assignments 30 minutes before the final deadline (to give yourself a buffer in case you encounter any technical issues).

That being said, the University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should **immediately** report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time. If you are having technical issues, I also strongly encourage you to take timestamped screen shots or photos with your phone (if possible) to help document any problems you encounter and/or to help the tech team resolve your issues. If you cannot provide documentation of the issue, you will not have the opportunity to turn in the assignment.

Incomplete and Late Work Policy

Please make note of **all of the due dates and plan accordingly**. **Reading journals and papers will be accepted late for ½ credit for 72 hours after the original due date.** After that, assignments will not be accepted for credit unless the student has documented, extenuating circumstances and provides documentation within 24 hours of the missed deadline.

Extra Credit

I do not provide individual opportunities for extra credit because I have never found a way to provide them that is fair to other members of the class. To be successful in this class, students should focus on completing the required assignments to the best of their ability.

If you do not do well on your assignments, I encourage you to see me for assistance as soon as possible. We will be happy to work with you to improve your grades, but it is your responsibility to seek out help if you need it.

UNT POLICIES

Americans with Disabilities Act Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu.

Emergency Notification and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Prohibition of Discrimination, Harassment, and Retaliation

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The

University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565-2759.

Mandatory Reporter

As a UNT faculty member, I am required to share information regarding sexual assault and retaliation and sexual harassment with the university. Therefore, I want to be transparent that while I will seek to keep information that you share with me about your life in classroom discussions, your written work, one-on-one meetings, and/or emails private, I am required to disclose information about sexual misconduct to UNT's Office of Equal Opportunity. For more information on reporting sexual misconduct at UNT, please see: <https://deanofstudents.unt.edu/sexual-misconduct/reporting-sexual-misconduct>.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect

account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

ETHICS AND CONDUCT

Academic Misconduct: Cheating and Plagiarism

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. <http://facultysuccess.unt.edu/academic-integrity>.

The Political Science Department adheres to and enforces UNT's policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage).

Students in this class should review the policy, which is located at:

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf.

Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy. Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

Students should note that according to the UNT policy, "cheating" includes, but is not limited to: "1) the use of any unauthorized assistance to take exams, tests, quizzes, or other assessments; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) the acquisition, without permission of tests, notes, or other academic materials belonging to a faculty or staff member of the University; 4) dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor; 5) any other act designed to give a student an unfair advantage on an academic assignment." According to UNT policy, plagiarism is defined as the "use of another's thoughts or words without proper

attribution in any academic exercise *regardless of the student's intent*" (emphasis mine). It includes, but is not limited to: "1) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation; 2) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials."

Rules of Engagement and Classroom Conduct

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional form at UNT. Students engaging in unacceptable and disruptive behavior will be directed to leave the classroom and the instructor may refer to the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums including university and electronic classrooms, labs, and discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>.

As an instructor, I believe that students learn best when they are able to engage with each other (and the professor!) in a respectful and open-minded manner. So, please practice the Golden Rule and treat others as you would like to be treated. Specifically, I ask that you avoid disruptive behaviors by:

- Silencing all disruptive electronic devices;
- Refraining from texting, tweeting, checking email, surfing the internet, or reading irrelevant materials during class;
- Having side conversations with others during class;
- Falling asleep.

Since the topics in this course will encourage lively and energetic discussions and debates, it is also important for you to show respect for others' opinions and points of view, even when you disagree.

In addition, please follow some simple, but important guidelines for "virtual" classroom conduct if we need to meet remotely.

- Please remember that the chat features in Zoom are designed to facilitate class participation. They should not be used to make disruptive/off topic comments, hold side conversations, or disparage other students in the class. If this becomes an issue and students are not using the chat features in a respectful manner, I will disable the chat.
- Please attend class sessions and be prepared to participate virtually using Zoom's interactive features (chat, hand raising) and/or your computer's webcam and microphone.
- If possible, please plan on participating in class in a relatively quiet, distraction free-room.
- Please familiarize yourself with how to turn the "mute" function on and off to minimize distractions for your classmates during class.

ACADEMIC SUPPORT & STUDENT SERVICES

Student Support Services and Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)

- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (https://registrar.unt.edu/registration)
- [Financial Aid](https://financialaid.unt.edu/) (https://financialaid.unt.edu/)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (https://studentaffairs.unt.edu/student-legal-services)
- [Career Center](https://studentaffairs.unt.edu/career-center) (https://studentaffairs.unt.edu/career-center)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (https://edo.unt.edu/multicultural-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (https://studentaffairs.unt.edu/counseling-and-testing-services)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (https://edo.unt.edu/pridealliance)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Political Science Librarian

Brea Henson is the librarian for the Department of Political Science, Latina/o and Mexican American Studies, and Peace Studies. If you have questions about library resources and research methods for your course assignments, please email Brea.Henson@unt.edu or [schedule an appointment](#) for either an in-person or virtual research consultation. Her office is in Willis 083a on the Lower Level of Willis Library.

COURSE SCHEDULE

All reading assignments should be completed before class, on the day that they are listed. Readings Marked *** are available on Canvas!

Wednesday, January 19: Course Introduction

- Read the entire syllabus.

PART 1: BACKGROUND, CONTEXT, AND PLAYERS IN THE PROCESS

Monday, January 24: Introduction to Public Policy

- Anderson, Chapter 1

Wednesday, January 26: Overview of the Legislative Process

- ***Abernathy, Scott. 2018. *American Government*. Washington, DC; Sage, Chapter 12 (pages 335-340).***
- ***Kingdon, John. 1977. "Models of Legislative Voting." *Journal of Politics* 39.***

Monday, January 31: Legislative Policymaking

- ***Arnold, R. Douglas. 1990. *The Logic of Congressional Action*. New Haven, CT: Yale University Press. Chapters 1 and 6.***

Wednesday, February 2: Legislative Coalitions and Pork

- ***Arnold, R. Douglas. 1990. *The Logic of Congressional Action*. New Haven, CT: Yale University Press. Chapter 5.***
- ***Evans, Diana. 2004. *Greasing the Wheels: Using Pork Barrel Projects to Build Majority Coalitions in Congress*. Cambridge: Cambridge University Press, Chs 1-2.***

Monday, February 7: Overview of the Rulemaking Process

- ***Kerwin, Cornelius and Scott Furlong. 2011. *Rulemaking: How Government Agencies Write and Make Policy*. Washington, DC: CQ Press, Chapter 2.***
- ***Yackee, Jason and Susan Yackee. 2006. "A Bias Towards Business? Assessing Interest Group Influence on the US Bureaucracy." *Journal of Politics* 128-139.

Wednesday, February 9: Outside Influences: Iron Triangles and Issue Networks

- *****Part 1 Reading Journal Due at 2:00 PM*****
- Kingdon, John. 2003. *Agendas, Alternatives, and Public Policies*. New York, NY: Longman, Chapter 3
- ***Hecl, Hugh. 1978. "Issue Networks and the Executive Establishment." in *The New American Political System*, edited by Anthony King. American Enterprise Institute.***

Monday, February 14: Researching Public Policy Workshop with Brea Henson

- *****Policy Paper Topic Due Today at 2:00 pm on Canvas*****

Wednesday, February 16: Identifying Key Players in Your Policy Area Activity

- Class will meet in the library
- Complete worksheets on key legislators and bureaucrats in your policy area.

PART 2: PROBLEM DEFINITION AND AGENDA SETTING

Monday, February 21: Rational Approach to Policy Problems

- Anderson, Chapter 3

Wednesday, February 23: Policy Problems, Values, and Communities

- ***Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*, New York, NY: W.W. Norton and Company, pgs 9-13; 19-22, and 34-36.***

Monday, February 28: Policy Problems and the Trash Can Model

- Kingdon, Chapters 4 and 5.

Wednesday, March 2: Identifying and Describing Problems

- ***Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*, New York, NY: W.W. Norton and Company, Chapters 7 and 8.***

Monday, March 7: Identifying and Describing Problems

- ***Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making*, New York, NY: W.W. Norton and Company, Chapter 9.***

Wednesday, March 9: Identifying and Describing the Target Population

- *****Part 2 Reading Journal Due at 2:00 PM*****
- ***Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87(2): 334-347.***

Monday, March 14

- No Class for Spring Break

Wednesday, March 16

- No Class for Spring Break

Monday, March 21: Problem Definition Paper Workshop Day

- Class will meet in the library
- Complete the Problem Definition Paper Research Guide
- Review the Problem Definition Paper Grading Rubric

Wednesday, March 23: Problem Definition Paper Writing Day

- *****Policy Problem Definition Paper Due Today at 2:00 pm on Turnitin on Canvas*****
- No Class Meeting; use today's class time to write your paper!

PART 3: POLICY ALTERNATIVES AND FORMULATION

Monday, March 28: The Policy Stream

- Kingdon, Chapter 6.

Wednesday, March 30: The Political Stream and Policy Windows

- Kingdon, Chapters 7 and 8.

Monday, April 4: Constructing the Alternatives in the Streams

- ***Bardach, Eugene and Eric Patashnik. 2020. *A Practical Guide for Policy Analysis*. Thousand Oaks, CA: Sage, pgs. 21-49.***

Wednesday, April 6: Making a Decision and Criteria to Use

- ***Part 3 Reading Journal Due at 2:00 PM***
- Anderson, Chapter 4.

Monday, April 11: Policy Alternatives Paper Research Workshop Day

- Class will meet in the library
- Complete the Policy Alternatives Paper Research Guide
- Review the Policy Alternatives Paper Grading Rubric

Wednesday, April 13: Policy Alternatives Paper Writing Day

- No Class Meeting; use today's class time to write your paper!
- ***Policy Alternatives Paper Due Today at 2:00 pm on Turnitin on Canvas***

PART 4: POLICY IMPLEMENTATION, EVALUATION, AND FEEDBACK

Monday, April 18: Policy Implementation

- Anderson, Chapter 6.

Wednesday, April 20: Policy Evaluation and Change

- ***Part 4 Reading Journal Due at 2:00 PM***
- Anderson, Chapter 7.

Monday, April 25: Policy Evaluation Paper Research Workshop Day

- Class will meet in the library
- Complete the Policy Evaluation Paper Research Guide
- Review the Policy Evaluation Paper Rubric

PART 5: PAPER PRESENTATIONS

Wednesday, April 27: Paper Presentations

Monday, May 2: Paper Presentations

Wednesday, May 4: Final Wrap Up and Paper Writing Day

- Class meeting activities TBD (class will meet if we need more time for presentations)
- ***Evaluation of Alternatives Paper Due Today at 2:00 pm on Turnitin on Canvas***