

PPPM 201 (Spring 2024; 34083) Intro to Public Policy

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School of Planning, Public
Policy and Management

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PPPM 201: Introduction of Public Policy

Spring 2024

Course Time: Tuesdays & Thursdays 12-1:20


Course Location: 177 LA

Professor Benjamin Clark (you can call me Ben, Dr. Clark, or Professor Clark)

[Send Messages via Canvas \(https://canvas.uoregon.edu/conversations\)](https://canvas.uoregon.edu/conversations)

<https://canvas.uoregon.edu/conversations>

Office Hours: Tuesdays from 11 to 12 (before class) in the Lawrence Hall Wilcox Hearth Café (2nd floor of Lawrence).

Schedule meetings outside of office hours via my online calendar: [Book an appointment with me](#) 

<https://outlook.office.com/bookwithme/user/12a3f7f2bbe24f42986e784155b8bb4d@uoregon.edu?anonymous&ep=plink>

GE's

Shahinur Bashar : shahinur@uoregon.edu (<mailto:shahinur@uoregon.edu>)

Office Hours: 1:30-3 or by appointment

Location: Hendricks Hall 1B (basement)

Joe Wheeler : jwheel10@uoregon.edu (<mailto:jwheel10@uoregon.edu>)

Office Hours: 1:30-3 or by appointment

Location: Hendricks Hall 1B (basement)

Course Description

Welcome! I am committed to the success of all students in this course, and I look forward to the learning, questioning, and growing that we will do together this term. This class provides an overview of important policies related to climate change. The goals of this course are:

This course is designed to introduce students to the study and practice of public policy and – to a lesser extent – public administration.

Course Overview and Learning Objectives

Upon completion of this course, students will be able to:

- Understand and be able to describe in detail the public policymaking and policy-implementation process at the local, state, and national levels;
- Be able to discuss why and how issues are added to the public policy agenda;
- Understand and be able to apply appropriate analytical techniques to public policy problems and proposals;
- Recognize the importance of effective implementation and meaningful evaluation as essential elements of the public policy process and;
- Appreciate why compromises and trade-offs are inherent and necessary within the policymaking and policy-implementation process.

Required Materials

There is one required textbook for this class.

- Michael E. Kraft and Scott R. Furlong, *Public Policy: Politics, Analysis, and Alternatives*, 7th Edition, Sage/Congressional Quarterly Press, 2020. (6th Edition will be fine too)

All additional required readings will be available on the course Canvas site.

Assignments and Course Grades

The course grade will be based on the following components:

- Integrity Pledge 1%

- In-Class Clicker Questions 4%
- Public Meeting Critique 15%
- Mid-term exam: 25%
- Final exam: 30%
- Discussion Section
 - Writing Assignments: 15% (based on 5 short written assignments)
 - Participation: 10%

There are no extra credit assignments in this course.

Grading Scale

100	A+	85-89	B+	70-74	C+	55-59	D+	<45	F
95-99	A	80-84	B	65-69	C	50-54	D		
90-94	A-	75-79	B-	60-64	C-	45-49	D-		

Grade Guidelines

- A+ =signifies that a student has exceeded an exceptional level of achievement. This should be a rare grade.
- A =signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels.
- B =signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- C =signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- D =signifies inadequate understanding of the material. Non-passing grade. The student will earn university credit, but will not satisfy major or minor core requirements.
- F =signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. The student does not earn credit.
- I =signifies that a small, but important part of the course was unfinished. An incomplete is awarded at the discretion of the instructor and should be accompanied by a clear written (or emailed) explanation to the student about the remaining work and deadline. The student has one year to complete the incomplete. After the year, the grade automatically converts to an F.
- P= indicates a passing grade, when a student has earned a letter grade of C- or better.
- N =indicates a non-passing grade, when a student has earned a letter grade of D or lower.

Class participation

Students are expected to have obtained and read readings before the class starts. This is particularly important for your weekly lab/discussion section meetings. If you do not understand the material, bring your questions, but do not use this as an excuse not to read.

Exams

This class has two exams: a mid-term and a final exam. The mid-term will draw from all materials covered in class (including any guest speakers) and in readings up to the mid-term. The final exam will draw from materials during the entire quarter but will be weighted towards the second half of the class (material since the mid-term). Exams will be multiple choice or true/false or similar questions. Preparation for the exam is best done by attending classes and participating in discussions. Reviewing the readings and course notes will aid you as you prepare as well. Exams draw from both lectures and readings.

Makeup Exams

Missing the exams will result in a zero. Accommodations for AEC will allow for rescheduling an exam, but only if a request is made for this accommodation at least two weeks before the exam. Please provide the instructor with a "Student Religious Accommodation Request" form by the end of the second week of the term. The form can be found here: <https://registrar.uoregon.edu/calendars/religious-observances> (<https://registrar.uoregon.edu/calendars/religious-observances>). This accommodation cannot be made if this form is not received on time.

Extensions on the assignments' deadlines will be allowed only in rare circumstances. Five % points will be deducted for the first hour the assignment is late, 10 points for the second hour, 20 points off after 12 hours, and five additional points for every 12 hours thereafter.

Students must take the final exam to receive a grade in the course. The date and time for the final exam will not be changed to accommodate scheduling conflicts. Final exams will not be given early. Plan your summer vacation plans around the exam; do not expect the exam to be scheduled around your plans.

Meeting Critique

Each student will be expected to attend one policy-relevant meeting at any point during the term and then write a critique of that meeting. You will attend a public meeting (city council; county commission; other public hearing) and reflect on the events using course materials to frame your experiences. Course content should guide the critique. In addition to looking at the specific content of the meeting from a

public policy perspective, you need to evaluate your experience with a lens of power and privilege (which actors in the meeting have power and/or privilege and how to they use this power). The chosen meeting might have local, state, regional, federal, or international implications. However, it must occur within the term, so the student has enough time to:

1. Check with their GE for approval
2. Attend the approved meeting
3. Take detailed notes on the attended meeting
4. Process meeting notes into a coherent idea for critique
5. Select a theoretical framework from your textbook or another source to guide the critique
6. Write and submit a 1000 to 1500-word (3-5 pages double-spaced) critique via Canvas (Finish by Week 10, but would suggest turning it in soon after visiting)
7. Submit the power and privilege statistics via the data collection tool. We'll discuss what this means in class, and a link will be provided.

The assignment will be assessed critiques based on these criteria:

- The critique makes a coherent argument.
- The critique names a theoretical framework from the book or another identified source.
- The theoretical framework guides the critique.
- The critique identifies the strengths of the meeting.
- The critique identifies one or more opportunities for improvement in the meeting.
- The critique elaborates upon one or more opportunities for improvement by suggesting a preferable alternative.
- The critique follows a consistent citation style when sourcing content.

Discussion Sections

Each Friday, you will participate in discussion sections. You are expected to participate in the discussions. In lectures, we will introduce ideas of how policies have perpetuated and exacerbated societal inequities. A key component of the discussion sections will be diving deeper into examining contemporary and historic structures and practices. There will be periodic written assignments that will be given out during the quarter; these will be due at 9 AM on the day they are due (on Fridays!!). You will have 6 written assignments during the quarter—you can drop your lowest score (thus, only 5 are graded). Your Discussion Section grade will comprise participation in the discussions and the written assignments. These short, written assignments work to capture the essential knowledge of the readings to prepare you to think critically about current issues in public policy.

In-Class Clicker Questions

This element of your grade will be assessed through iClickers—**though we are not using the actual clicker device, so there is no need to buy a clicker; you'll use a phone or computer to answer questions.** Questions could be based on attendance, the non-textbook reading assignment for the day, a major topic from the day's lecture, a major topic from the previous lecture, etc. The goal of the questions is to give students extra incentive to keep up with course material and stay engaged in class. Due to this grading component, success in the course will require regular class attendance.

- You will need some internet-connected device to respond to questions (phone, tablet, laptop). **Let me know if this is an issue.** Coming to me weeks after not participating and saying you never had something to answer questions will not constitute a valid excuse for not participating.
- We'll use iClicker Cloud. To set up your account and link it to this class, follow the instructions here: <https://teaching.uoregon.edu/resources/iclicker-cloud-student-set> (<https://teaching.uoregon.edu/resources/iclicker-cloud-student-set>)
- Each student's four lowest scores will be dropped to allow for potential absences.
- If you do not enter a Clicker response, the score is recorded as a zero and cannot be made up later.
- The timing of questions will not be announced in advance, so be on time and come to class consistently.
- Entering a clicker response for another student is academic misconduct.
- Consider ensuring you have a charged device ahead of class to account for power failure.
- You can drop your lowest 4 iClicker scores.

Class FAQ

What kind and level of participation is expected in class? Students are expected to have obtained and read readings before class starts. If you do not understand the material, bring your questions, but do not use this as an excuse not to read. Reading is your first exposure to materials, which facilitates deeper in-class discussion. I expect all students to participate in the discussions in class. This doesn't mean you have to have your hand up all class long with answers to all questions. Instead, I would like regular, informed participation throughout the term while you are in the classroom.

What does professional practice mean in the context of this class? You are expected to behave professionally.

- All students should treat one another and the instructor professionally and respectfully.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- All course assignments should be completed using a word processor (of your choice, but specific document formats may be required that is assignment specific).

What should I do if I miss a class? If you must miss a class, please arrange to get class notes from a classmate. I will not provide my notes to students. I may or may not post my slides from class on Canvas. If I choose to post slides, it will be after a class has ended. Because you are not required to use the Clicker every day, you can miss class up to the allowed number of drops without getting a penalty. You can also drop your lowest writing assignment grade no questions asked. This provides you the flexibility to miss class as you need to.

What happens if I miss an exam or turn in an assignment late? Missing the exam will result in a zero. Accommodations for AEC will allow for rescheduling an exam, but only if a request is made for this accommodation at least two weeks before the exam. Please provide the instructor with a “Student Religious Accommodation Request” form by the end of the second week of the term. The form can be found here: <https://registrar.uoregon.edu/calendars/religious-observances> (<https://registrar.uoregon.edu/calendars/religious-observances>). This accommodation cannot be made if this form is not received on time.

Extensions on the assignments' deadlines will be allowed only in rare circumstances. Five points will be deducted for the first hour the assignment is late, 10 points for the second hour, 20 points off after 12 hours, and five additional points for every 12 hours thereafter.

As I mentioned earlier, there are no make-up possibilities for quizzes because you can drop the lowest two quizzes anyway. You'll need to make arrangements to take an exam early when absences are required due to approved university activities.

What is your incomplete policy? You are expected to turn in all assignments at the designated time. Following university policies, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

How long will it take for me to respond to a question via email? How long until a grade is posted? I strive to respond within one business day if you contact me with a question. This means during work hours, 9-5 on weekdays. It is not likely that I will respond over the weekend. If you want me to review your written assignments before turning it in, please send it two weeks before the due date. I strive to grade all assignments, quizzes, and exams within a week of the due date. Sometimes, it may take longer than that.

Why should you reach out to me? Talking with my students about our course material and public administration is a true pleasure. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other classes you can take at UO? Please be in touch!

Please also be in touch to tell me how you are doing in these difficult times—are you having a tough week? Having trouble with some aspects of the course? I want to strategize with you. I will do everything I can to help you succeed. I want you to succeed and change the world for the better.

What kind of citations and references should I be using? I'd like for you to use an in-text citation format for your written work, excluding exams. MLA, Chicago, and APA styles are acceptable. Please be consistent and accurate in using in-text citations, quotes, and your reference list at the end of your document. Ignorance of academic misconduct around citations/references is not an acceptable excuse.

Reference management software like Zotero or RefWorks or EndNote are fantastic time savers and are highly suggested. These tools help to store, manage, and format references that will save you hours of headaches. I use Zotero (a lot!!) and can advise on that software package. This research guide from the UO library can be a great help: <http://researchguides.uoregon.edu/citing-plagiarism/citationtools> (<http://researchguides.uoregon.edu/citing-plagiarism/citationtools>).

Will we be looking at issues of equity and inclusion in this class? Absolutely. As part of the PPPM Equity Initiative, instructors are encouraged to describe how a course relates to issues of equity and inclusion. Equity and inclusion cut across planning, public policy, and management issues. The content of this course refers to equity and inclusion in discussing how climate change policy decisions include or exclude groups of people in society. We will specifically discuss how our privilege can affect how we view what programs or policies to enact and how they impact other groups in society.

Can I use Generative AI (tools like ChatGPT) for my assignments?

For closed-book exams/quizzes: AI tools are not permitted. In fact, you cannot use any internet tools beyond the exam/quiz host site (Canvas) while completing these assignments. Having any browser windows/tabs or applications open while taking quizzes/exams may result in a zero in that assignment.

For written assignments: Academic integrity is our foundation as a community of learners. It defines the values we uphold and expresses a shared understanding of why we do so. This includes a commitment to truth, personal integrity, and certain standards and shared values on which membership in this community is based. By submitting an assignment for evaluation in this class, you assert that it accurately reflects the facts and to do so, you need to have verified the facts, especially if they originate from generative AI resources; you assert that all your sources that go beyond common knowledge are

suitably attributed. Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source; you assert that you have respected all specific requirements of your assigned work, in particular requirements for transparency and documentation of the process, or have explained yourself where this was not possible. If any of these assertions are not true, *whether by intent or negligence*, you have violated your commitment to truth and possibly other aspects of academic integrity. This constitutes academic misconduct and will be treated like any other incident of academic misconduct.

In sum, you can use it but do so carefully and thoughtfully. Do not expect ChatGPT or other tools to do a good or adequate job on their own to complete assignments. You will need to do reading, understand materials for the class, and synthesize this new knowledge in a way Generative AI cannot (yet) do. Please cite your sources, including GenAI, where appropriate. The plagiarism-checking tools the UO provides look for GenAI content and score it. Your instructors will also read your work, check references, and scrutinize your work.

TLDR version: Be careful when using GenAI tools. Cite where and how you use GenAI. And, yes, you still need to work independently of GenAI for exams. I wouldn't recommend using GenAI for anything beyond an outline, but I won't sit behind you when you write, either.

University Policies

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email and on Canvas. If we cannot meet face-to-face, students should immediately log onto Canvas, read any announcements, and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu (<http://conduct.uoregon.edu/>)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available

at <https://researchguides.uoregon.edu/citing-plagiarism> (<https://researchguides.uoregon.edu/citing-plagiarism>).

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive, equitable, and accessible learning environments for all students. The Accessible Education Center (AEC) assists students with disabilities in reducing barriers in the educational experience. You may be eligible for accommodations for various disabilities – apparent disabilities, such as mobility or physical disability, or non-apparent disabilities, such as chronic illnesses or psychological disabilities. If you have or think you have a disability and experience academic barriers, please contact the Accessible Education Center (Location: 360 Oregon Hall; 541-346-1155; uoaec@uoregon.edu) to discuss appropriate accommodations or support. The details of your disability will be kept confidential with the AEC and you are not expected to share this information with others. However, I invite you to discuss any approved accommodations or access needs at any time with me.

Accommodations for Religious Observances

The university makes reasonable accommodations, upon request, for students who are unable to attend a class for religious obligations or observance reasons, in accordance with the university discrimination policy which says “Any student who, because of religious beliefs, is unable to attend classes on a particular day shall be excused from attendance requirements and from any examination or other assignment on that day. The student shall make up the examination or other assignment missed because of the absence.” To request accommodations for this course for religious observance, visit the Office of the Registrar's website (<https://registrar.uoregon.edu/calendars/religious-observances> (<https://registrar.uoregon.edu/calendars/religious-observances>)) and complete and submit to the instructor the “Student Religious Accommodation Request” form prior to the end of the second week of the term.

Inclement Weather

Class is generally expected to meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced via Canvas and email. Expect a class to be taken to Zoom instead of canceling class altogether. Updates on inclement weather and closure are also communicated in other ways described here: <https://hr.uoregon.edu/content/inclement-weather-immediate-updates>. (<https://hr.uoregon.edu/content/inclement-weather-immediate-updates>)

Reporting Obligations

I am a designated reporter. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations \(https://investigations.uoregon.edu/employee-responsibilities\)](https://investigations.uoregon.edu/employee-responsibilities) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu \(https://safe.uoregon.edu\)](https://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [investigations.uoregon.edu/how-get-support \(https://investigations.uoregon.edu/how-get-support\)](https://investigations.uoregon.edu/how-get-support). I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect \(https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect\)](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

Mental Health and Wellness

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

University Health Services help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at health.uoregon.edu/ducknest.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course is urged to contact the Dean of Students Office (346-3216, 164 Oregon Hall) for support.

This UO webpage includes resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support: <https://blogs.uoregon.edu/basicneeds/food/> (<https://blogs.uoregon.edu/basicneeds/food/>).

COURSE SCHEDULE --we follow the [Modules \(https://canvas.uoregon.edu/courses/241493/modules\)](https://canvas.uoregon.edu/courses/241493/modules) in Canvas for our schedule.

Schedule updates will be announced in class and on Canvas. The schedule at the start of the term is a **tentative** outline of the course sessions with assigned readings. Dates for some topics will inevitably change. Please rely on the class Canvas account for up-to-date information on class readings.

Course Summary:

Date	Details	Due
Fri Apr 5, 2024	 Academic Integrity Pledge (https://canvas.uoregon.edu/courses/241493/assignments/1609717)	due by 5pm
Fri Apr 12, 2024	 Writing Assignment 1 (https://canvas.uoregon.edu/courses/241493/assignments/1615262)	due by 8am
Fri Apr 19, 2024	 Writing Assignment 2 (https://canvas.uoregon.edu/courses/241493/assignments/1615272)	due by 8am
Fri May 3, 2024	 Writing Assignment 3 (https://canvas.uoregon.edu/courses/241493/assignments/1615275)	due by 8am
Fri May 17, 2024	 Writing Assignment 4 (https://canvas.uoregon.edu/courses/241493/assignments/1615312)	due by 8am
Fri May 24, 2024	 Writing Assignment 5 (https://canvas.uoregon.edu/courses/241493/assignments/1615314)	due by 8am
Fri May 31, 2024	 Writing Assignment 6 (https://canvas.uoregon.edu/courses/241493/assignments/1615337)	due by 8am
Mon Jun 3, 2024	 Meeting Statistics (https://canvas.uoregon.edu/courses/241493/assignments/1615385)	due by 8am
Fri Jun 7, 2024	 Public Meeting Critique (https://canvas.uoregon.edu/courses/241493/assignments/1615382)	due by 8am