

UST 458: Urban Policy

Fall 2017

Meeting: M/W 4:30p-5:45p | Room: UR 107
Cleveland State University

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Email is the best way to contact me. Please allow 1-2 business days (at minimum) for response.

All items included in this syllabus are subject to change based on how the course evolves. Should something change, announcements will be made to the class.

Important class and university policies are listed after the course schedule and readings. It is your responsibility to be aware of and understand these policies.

Texts

Required

1. Kraft, M. E., & Furlong, S. R. (2017). *Public policy: Politics, analysis, and alternatives* (6th Ed.). Washington, DC: CQ Press.
2. Book upon which you base your book review assignment (details in this syllabus).
3. Additional readings will be assigned and provided as necessary.

Not required, but potentially valuable resources

- Bardach, E. (2011). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (4th Ed.). Thousand Oaks, CA: CQ Press.
- Birkland, T. A. (2015). *An introduction to the policy process: Theories, concepts, and models of public policy making* (4th Ed.). New York, NY: Routledge.
- Judd, D. R., & Swanstrom, T. (2015). *City politics: The political economy of urban America* (9th Ed.). New York, NY: Pearson.
- Kettl, D. F. (2014) *The politics of the administrative process* (6th Ed.). Washington, DC: CQ Press.
- Peters, B.G. (2016). *American public policy: Promise and performance* (10th Ed.). Thousand Oaks, CA: CQ Press.
- Sabatier, P. A., & Weible, C. M. (Eds.). (2014). *Theories of the policy process*. Boulder, CO: Westview Press.
- Theodoulou, S. Z., & Cahn, M. A. (2012). *Public policy: The essential readings* (2nd Ed.). New York, NY: Pearson.
- Wilson, C. A. (2013). *Public policy: Continuity and change* (2nd Ed.). Long Grove, IL: Waveland Press.

Course Description

Examines the process of public policy formation including internal and external influences that may affect policy outcomes. Study of urban public policy including government institutions and the policy-making process; concepts and methods of policy analysis; and decision-making regarding public policies at the local, state, and national level, specifically as they relate to urban areas. Review of healthcare, welfare, social security, education delivery, and other urban policies.

This course will help you understand and analyze policy, become a more informed consumer of information, and emphasize writing improvement.

Working Assumptions for the Course

1. We are here for a positive educational experience. Asking questions and sharing your thoughts are strongly encouraged. Make this class meaningful for yourself.

2. We will challenge our own beliefs, values, and ideas. We can and will discuss things that challenge our own assumptions, prejudices, and interpretations. We need to be comfortable doing this and discussing those things we may not talk about widely, yet feel strongly about. Feeling uncomfortable is okay.
3. We will respect each other. We all hold different values, beliefs, ideas, and experiences. In this class we will discuss, question, and challenge ideas, but we will not attack individuals or create an unsafe or unproductive space.

General Education Requirements

This course is approved as a General Education 08 course meeting the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include writing to learn and writing to communicate.

Writing Across the Curriculum Criteria

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).
3. The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.
4. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.
5. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide: <http://www.ulib.csuohio.edu/research/vrd/citations.html>; or go to the APA website, <http://www.apastyle.org>.
6. There will be writing assignments throughout the semester.
7. The course will address the needs of students regarding library competency.
8. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

Course Requirements

Reading: Every student must come to class prepared to discuss all the required readings. Failure to come prepared is not only obvious, it is detrimental to how you and your classmates understand the material and will negatively influence your grade. Although you all know how to read, considering questions like the following will help you read effectively and prepare efficiently for class.

- What is the piece's argument?
- What might be opposing arguments?
- How does what you read relate to other concepts?
- What questions do you still have?

Your grade will be determined based on the following assignments and weighting scheme.

Weekly attendance and discussion participation	15%
Quizzes (3, drop lowest grade)	10%
Short papers (2)	25%
Book review and discussion	15%
Final paper	30%
Final presentation	5%

For all written assignments, a drop box will be created on blackboard for you to turn in your assignment. Plagiarism checkers will be used.

Attendance/Participation (15%)

Merely showing up to class is not sufficient to earn full credit. I take class participation seriously. That means having things to say (and questions to ask) that are interesting, original, and/or helpful to yourself and other students. It also means listening to others and building upon their ideas. I expect all students to contribute respectfully and thoughtfully. Students are expected to be an active participant to earn full credit. Additional details can be found in the "Class Policies" section of the syllabus.

Quizzes (10%--two will count for 5% each)

Over the course of the semester, three brief quizzes will be given. The dates and topics for these quizzes will not be announced. These are meant to assess some key topics in the course and can draw from classroom discussion and/or course readings. If you come to class and engage in discussion, do your reading, and work hard to understand and think critically about course topics, I believe you will do well. Each quiz will take approximately 15-20 minutes in class and can happen any time during class.

The lowest grade on the three quizzes will be dropped, and each of the remaining two will each be worth 5% of the final grade. Except in extremely rare circumstances, no makeup quizzes will be given.

Short Papers (25%)

There are two short papers. The first will be worth 10% of a student's final grade, and the second 15%. For each, a draft will be due on a Monday and then there will be a peer review session the following Wednesday. During peer review, classmates will provide feedback to help each student finalize their paper before final submission the following week. Providing and responding to feedback is a skill that requires development. Each student will also assess her/his peer reviewers, and this peer assessment will be considered in your final grade.

The first short paper will be 500-750 words and ask students to identify a policy issue and potential actors that a policy proposal to address this issue might seek to influence. The second short paper will be 750-1000 words and ask students to define a specific policy problem using data or other items that create a strong argument. More detailed descriptions of these assignments will be provided to you during the term.

Book Review and Discussion (10% review, 5% discussion)

In addition to the required readings for the course, everyone will select one book from the list below to read during the semester. Students will write a review of this book (750-1250 words) and participate in the book club discussion group with other members of the class who read the same book. The book review will be worth 10% of your final grade, and active participation in the book discussion will be worth 5% of your final grade. This assignment is intended to help you develop the ways in which you may write to communicate about a topic. More details about the written book review will be given during the semester.

Students will select and read one book from the list below. By the start of our second class period, each student will send me your ranked preferences for the book you will be assigned to read. **Do not choose any books that you have previously read.** Students must rank at least three books, but are welcome to rank all of them. I will consider all students' ranked preferences and then assign each student a book. I will do my best to ensure you get one of your top choices, but reserve the right to assign a student any book to balance the numbers of students reading a book. All of the books are long, so do not expect to read it in one sitting. Students pick the book early in the semester so they have ample time to read the book throughout the term. All of the books are readily available on Amazon or from other book sellers and libraries. If students have questions about a book's content, consult their Amazon pages or feel free to ask me.

Book options:

Carr, S. (2013). *Hope against hope: Three schools, one city, and the struggle to educate America's Children*. New York, NY: Bloomsbury Publishing.

- DeParle, J. (2004). *American dream: Three women, ten kids, and a nation's drive to end welfare*. New York, NY: Penguin Books.
- Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown Publishing Group.
- Goffman, A. (2014). *On the run: Fugitive life in an American city*. Chicago, IL: University of Chicago Press.
- Klinenberg, E. (2002). *Heat wave: A social autopsy of disaster in Chicago*. Chicago, IL: University of Chicago Press.

Final Paper and Presentation (30% paper, 5% presentation)

The final assignment will be a policy proposal in which students identify and describe a problem (e.g. why is this a problem? What caused the problem?), provide a potential solution or solutions (e.g. what are the goals and values you're trying to work toward? How will this policy meet those goals and fix the problem? What are potential drawbacks?), and discuss the ways in which someone might work to enact this policy (e.g. what levels of government could you target? Which actors? What choices have you made that will make allies/enemies? What strategies could be used to promote your proposal's passage?). More details about this assignment will be made available during the term.

The final paper will be between 2250 and 3000 words.

Based on this paper, students will give presentations at the end of the semester. In these presentations, students will briefly define the problems they've chosen to address and give a brief overview of their proposal to fix this problem. A brief amount of time will be allocated, and part of this time will be allocated for audience questions. These presentations occur before final papers are due in hopes audience questions/feedback will help strengthen final papers. Attendance at all presentations is mandatory for all students.

Grading

Grades are a reflection of both quality and effort. Simply completing assignments and attending class will not earn an "A." This grade is reserved for work of outstanding quality, not merely satisfactory completion. This course uses the following scale.

A	94-100%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	70-76%
D	60-69%
F	0-59%

Incomplete ("I") grades will only be given if student and professor have arranged it before grades are due. Students will only receive an I if two conditions are met: 1) they are generally passing the course (C or higher) and 2) they have documentation showing that they are unable to complete the course through no fault of their own. It is the student's responsibility to contact the professor detailing issues and outlining their request for an I grade. Students receiving an I will sign a plan, developed in conjunction with the professor, regarding what they must do to complete the course and the date by which this work will be completed. If the student fails to complete all agreed upon work by the agreed upon date, I grades will be switched to F grades. According to the Registrar's Office, the last day to complete a course is the last day of classes in the subsequent term (i.e. an I for a fall 2017 course must be resolved by the last day of classes in spring 2018). Please refer to the CSU Catalogue for more information on I grades.

Grades will only be changed after they are submitted to the Registrar in cases of clerical error.

There are no extra credit assignments.

Important Dates and Deadlines

Deadline for adding course: September 3

Last day to drop for full refund: September 1

Deadline for dropping course: September 8

Last day to withdraw from course: November 3

Final exam week: December 11-16

Please check the CSU academic calendar to confirm all dates.

Course Schedule

Week	Dates	Topics	Reading	Assignments
1	8/28, 8/30	Introductions; Why policy?; Policy basics	K&F 1	Due 8/30: Ranked book club preferences
2	9/6 (off 9/4)	Actors; Institutions; Interest groups	K&F 2	Decide on policy topic for final paper.
3	9/11, 9/13	Theories; Policy stages; Librarian visit	K&F 3 (stop at top of p. 98)	
4	9/18, 9/20	Policy stages continued; Policy types; Peer draft review	End K&F 3	Due 9/18: Short Paper 1 (draft), peer review 9/20
5	9/25, 9/27	Thinking about policy analysis	K&F 4	Due 9/27: Short Paper 1 (final)
6	10/2, 10/4	Problems and identifying alternatives	K&F 5	
7	10/9, 10/11	Assessing alternatives	K&F 6	
8	10/16, 10/18	Economic policy; Peer draft review	K&F 7	Due 10/16: Short Paper 2 (draft), peer review 10/18
9	10/23, 10/25	Health care policy	K&F 8	Due 10/25: Short Paper 2 (final)
10	10/30, 11/1	Welfare and social security policies	K&F 9	
11	11/6, 11/8	Education policy	K&F 10	
12	11/13, 11/15	Environmental policy	K&F 11	
13	11/20 (work day 11/22)	Book Discussion		Due 11/20: Book Review
14	11/27, 11/29	TBD	TBD	
15	12/4, 12/6	Presentations		
16	12/11	No Class – Final Exam Week		Final due by 11:59p on 12/11

Classroom Policies

Attendance

This class depends on your active participation, and you cannot actively participate if you are not here. As such, I take attendance. I also fully realize you are adults and you are capable of making your own decisions. I know people get sick or have commitments. You are allowed to miss up to three class periods without any negative effect on your grade. You are not required to provide an explanation and no distinction is made between excused or unexcused absences.

Starting with the fourth missed class, each absence may result in a 5% reduction of your overall final grade.

Tardiness also creates an unwanted distraction, and two late arrivals will be treated as one absence. Early departures are treated the same as late arrivals.

It is your responsibility to obtain material for any classes missed. Any accommodations from the instructor must be arranged prior to missing class.

Assignments due on days when you are absent must be submitted prior to the start of that day's class.

Except in extreme circumstances, no exceptions will be made to this policy.

Assignment Submission

Unless otherwise specified in the syllabus or arranged with the professor prior to deadline, assignments are due at the start of class on their due date. Extensions will not be considered unless requested prior to the deadline.

Written work will be submitted via blackboard. The timestamp on that submission will serve as the official time of submission.

Although I will set up blackboard to turn in assignments, if something happens and you must submit an assignment to me via email, the timestamp in my email inbox serves as its submission time. I will confirm that I have received your assignment, and you should not consider your assignment submitted until you receive a confirmation from me. Because I will be setting up blackboard to receive assignments, you should also not expect me to wait near my computer as a deadline looms.

Late Work

Late assignments will be reduced by ten percentage points for each day (4:30 pm to 4:30 pm), or part thereof, it is late. For example, if a 100-point assignment is due at 4:30 pm on Monday, and you send it to me at 1pm on Tuesday, your grade would be reduced by ten points. If that assignment is instead submitted at 6:30 pm on Tuesday, your grade would be reduced by twenty points. Although it will be significantly penalized, late work is preferable to no work. Thus, all late work turned in prior to the end of the term will be eligible to receive at least 20% of the assignment's points (e.g. an assignment worth 100 points submitted six weeks late that would have earned an 80 will receive 16 points— $20 \times 0.8 = 16$).

In-class work/quizzes are not subject to this policy and cannot be taken or submitted late unless arranged in advance with the professor.

No late work will be accepted for the final paper.

Make-Up Assignments

Only in very rare circumstances will make-ups for assignments, quizzes, or any other work be possible or considered. Except in absolute emergencies, make-up work will only be considered if the professor is informed prior to the original deadline. This is at the professor's discretion and will only be considered with documentation of some extenuating circumstance (e.g. doctor's note, other emergency documentation). Documentation of emergency must be provided within five business days of the absence.

Technology in the Classroom

Be respectful of yourself, your classmates, and the professor when using technology. This means that any usage that distracts you or others from being an active participant in class is unacceptable (e.g. texting, email, facebook, twitter, etc.). Silence or turn off all cell phones before class and refrain from using them during class. *I will not hesitate to ask you to leave if I believe your technology usage is distracting to you, your classmates, or myself.*

I will often use Power Point in class, but my slides tend to be sparsely worded. This is because Power Point is not a substitute for student note-taking and, in most cases, should only serve as general guide. I will do my best to share my slides, but slides will often not be finalized until near class time. I will share slides by posting on blackboard. I also reserve the right to not disseminate slides for any reason.

Please do not record lectures or class discussion without explicit permission from the professor.

Communication Expectations

If I need to contact you, I will do so via your CSU email. Please make sure you check that account frequently for any updates.

I encourage you to contact me via email. However, you should remember that this is a formal means of communication; complete sentences, appropriate salutations, and proper grammar/punctuation are expected. Please write a subject line that corresponds to the topic of your query. Emails will be attended to in a reasonable amount of time (1-2 business days) and you should not expect an instant response at all times. This means you should plan ahead with questions or concerns related to assignments.

Citation Style

Work is expected to be formatted according to the American Psychological Association (APA) guidelines. This is perhaps the most common style and citation guide you will use, so become familiar with it. There are resources to help you with this listed at the end of this syllabus.

General Expectations

- My expectations for you
 - As a member of this class, you are responsible for the learning that takes place during each class meeting. Your contribution to other students' learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community are critical to a successful learning experience. I expect you to exhibit high-quality preparation and participation.
 - Examples of high-quality preparation include, but are not limited to: your submitting assignments on time; recording notes and questions about a week's readings prior to class; bringing texts, notes, and other resources to class as needed; completing readings and assignments in-depth and completely; developing ideas prior to class.
 - Examples of high-quality participation include, but are not limited to: showing your learning (show you understand facts, concepts, theories presented in readings and in class); expressing yourself clearly (ask/answer questions and generally provide comprehensible and valuable contributions to class); working with others (offer constructive criticism, add on to ideas offered by others, assume leadership and maintain active participation in group settings, remain open to other ideas and viewpoints); expanding upon what is given (relate different concepts, draw connections between class outside experiences/materials).
- Things you can expect from me
 - You can expect me to push your thinking and writing skills. To do this, you can expect that I will give you a good deal of constructive feedback on all assignments. If you think my comments are confusing, unclear, or seem overly critical, come and talk to me. I intend all comments to push you further and I will try to give you concrete ways to improve your thinking and writing. If you don't find them helpful, let's talk about it!
 - You can expect that I will get a bit excited about the ideas in this class. I find these topics and ideas very interesting so you can expect that I will be eager to discuss them with you. I will come prepared to class with ideas and questions and I will be eager to hear what you think.
 - You can also expect that I have opinions (sometimes strong) on these topics. However, I take your opinions and ideas just as seriously, even when we disagree. So, you can expect that if we have substantive disagreements (and I hope we do because that makes

class even more fun), I will treat them with fairness and respect. I will not penalize you if you do not embrace my point of view, nor will I reward you if we happen to agree on an issue. You can expect that I will grade your work and class contributions according to the quality of the argument you construct.

University Policies

Cancellation of Class Due to Weather

Class will not be cancelled due to weather unless the university is closed. Check the CSU website for the most up-to-date information.

Students with Special Needs

Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The Office is located in MC 147. Without proper notification from the Office of Disability Services, I may not be able to offer accommodations you would be eligible for. Accommodations need to be requested in advance and will not be granted retroactively.

Students Facing Hardship

Any student facing personal hardship who believes this may affect his/her performance in the course is urged to reach out to resources at CSU that may be able provide assistance. These problems may include difficulty affording groceries or accessing sufficient food to eat every day, a lack of a safe and stable place to live, or many other scenarios. If comfortable doing so, you may consider notifying the instructor to enable him to provide any resources he may possess. Some CSU resources may be found through the CSU Division of Student Affairs. An additional resource may be Lift Up Vikes! (<http://www.csuohio.edu/liftupvikes/liftupvikes>).

Academic Conduct

Please note that students are subject to all CSU student policies and academic regulations, including (but not limited to) The Code of Student Conduct and the Policy on Academic Misconduct, which can be found online at: <http://www.csuohio.edu/compliance/student-code-conduct>.

Except when explicitly permitted, students may not work together on assignments, although discussion of course topics and readings is always encouraged.

Your Code of Student Conduct states that: "Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status." Although at times graded separately, the assignments in this course are interrelated. A breach of academic integrity in one assignment may infect the entire course, and be considered a major infraction, which will lead to a failing grade. It also can lead to additional punishments by the university, up to and including expulsion with a permanent notation on your transcript.

The CSU Student Handbook defines plagiarism as: "Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment." When in doubt, ask the professor, writing center, or librarian for clarification.

Please note that professors may use plagiarism detection services, such as Turnitin, in order to evaluate student work. I am very good at spotting plagiarism and take it very seriously. Any/all instances of plagiarism will be severely penalized.

Safety Escort

The CSU Policy Department offers a free escort service for students, faculty, and staff to and from their cars. To request an escort, call (216) 687-2020. You may also find use for the phone application "Viking

Shield,” which is available for free. For more information, visit <http://www.csuohio.edu/welcome/safety-services>.

Writing Center

The CSU Writing Center is available to help you develop writing skills and learn how to avoid the problem of plagiarism. The Writing Center offers workshops and is available on an individualized basis to assist you. Be certain to give yourself enough time for the Writing Center to review your material and suggest changes before the due date. I encourage you to retain the name of whomever helps you at the writing center so I can contact them if I do not believe they are assisting you in a satisfactory manner.

Library Assistance

The CSU librarians are a very helpful resource. The CSU librarian assigned to work with students in our college is Diane Kolosionek. Her email address is d.kolosionek44@csuohio.edu and her phone number is (216) 802-3358. You can make an appointment with her through the library website.

Resources List

CSU Resources

- Writing Center
 - <https://www.csuohio.edu/writing-center/writing-center>
- Regulations for Student Conduct
 - <http://catalog.csuohio.edu/content.php?catoid=1&navoid=586>
- Office of Disability Services
 - <https://www.csuohio.edu/disability/disability>
- Where to find the *Publication Manual of the American Psychological Association* at CSU
 - Library, 1st floor quick reference (for use in library)
 - Library, 3rd floor multimedia desk (2-hour loan)
 - Call number: BF76.7.P83 2010
 - ISBN: 978-1-4338-0561-5
- CSU Library Virtual Reference Desk
 - <http://library.csuohio.edu/research/vrd/>
 - Citation Guides: <http://library.csuohio.edu/research/vrd/citations.html>
- CSU Lift Up Vikes!
 - <http://www.csuohio.edu/liftupvikes/liftupvikes>

External Resources

- Purdue Online Writing Lab (OWL)
 - Especially useful for citation help.
 - <https://owl.english.purdue.edu/owl/section/2/>
- UW-Madison Writer's Handbook
 - Also very useful for citation help, among other resources
 - <http://www.writing.wisc.edu/Handbook/index.html>
- Ohio Library and Information Network (OhioLINK)
 - Allows you to borrow from non-CSU libraries
 - <http://library.csuohio.edu/services/ohiolink.html>
 - <https://www.ohiolink.edu/>