

 Edit

POL5601


Introduction to Public Policy

 Course Description

Meaningful change in the U.S. is difficult under the best of circumstances -- and it's almost never the best of circumstances. As a result, the richer your understanding of the complex and often irrational US policy-making system and its history, the better the chance that you will be able to understand why certain policies are made (or not made) and why they take the form that they do. You will do this in part by undertaking your own comprehensive Policy Analysis and Action Plan on a policy problem of your choosing, which will be due in stages over the course of the semester.

Do you want a PDF version of your Syllabus? Follow the [Student User Guide](#)

(<https://vermontlaw.instructure.com/courses/2574/files/294911?wrap=1>). 

(https://vermontlaw.instructure.com/courses/2574/files/294911/download?download_frd=1) to obtain a copy for your records. (You can also find a working Google Docs version of the Syllabus [HERE](#) 

(<https://docs.google.com/document/d/1KqEtOWtm7I6AQprHgyPZWGgDvcF3iJnjDW-VVKja1kc/edit>) but note that the most accurate version is always what is in each Module here in Canvas.)

Teaching Professor: Stephen Pimpare, PhD

Course Credits: 3

Required Textbook and Materials:

- A textbook is not required and students can expect to find access to course material in each module of the course.

 Course Objectives

By the end of the course (and maybe even before!), you should be able to:

- Define and evaluate the merits of a range of key theories and concepts in public policy
- Describe the current shape of federal expenditures and how they have changed over time
- Describe US tax policy, explain how and why it has changed over time, and evaluate the consequences as they affect various populations.
- Describe the current state of policy regarding health care, old age pensions, immigration, and climate; enumerate how they have changed over time; explain why those changes have occurred; and propose practicable paths for future policy innovation and improvement.
- Create a comprehensive, professional-quality policy analysis and action plan on one national domestic policy problem.

In the process, you should also develop skills and knowledge that will allow you to:

- Distinguish between reliable and less reliable source of information and analysis on US public policy.
- Undertake more advanced work in policy analysis, research, and advocacy.
- Work effectively with colleagues in productive efforts at building intellectual community around constructive peer review and support.
- Engage more effectively with family, friends, neighbors, and colleagues about issues in contemporary policy that matter and that matter to you.
- Be a more knowledgeable and active citizen.

Instruction and Evaluation Activities

A variety of learning activities are designed to support the course objectives and build a community of learners. Learning activities for each module include the following:

Methods of Instruction | Readings and Multimedia

This course will use a variety of instructional materials including journal articles, book chapters, reports, content from web sites, and videos on a variety of topics.

Methods of Instruction | Interaction and Discussions

This course is highly interactive. You will read, listen, review, and interact with the materials, each other, and me. Creating an interactive online community will stimulate class participation, which is an essential part of this course. You will interact with other students and me via regular discussion boards, cross-postings and comments on material, optional live class sessions, and one-on-one feedback with me. You are expected to stay engaged in the discussion board activities (20% of final grade).

A good discussion post is:

- Substantial (relates to the course material)
- Concise (one screen may be the ideal message length)
- Provocative (encourages others to respond)
- Hermeneutical (expands concepts or connects ideas in new ways)


- Timely (occurs in a reasonable time frame - when the topic is under discussion)
- Logical (supports point of view with reasons and evidence)
- Grammatical (is well written)

Only those comments that meet these criteria receive full credit.

Methods of Evaluation | Writing Assignments and Assessments

Learning Checks on Readings, Viewings, and Policy Events in the News (20% of Final Grade). As an incentive for you to keep up with current policy-related events and with the reading, and to emphasize their importance, there will regularly be a (sometimes time-limited) multiple-choice/true-false/short-answer/short essay quiz on the Required Readings and significant policy-related events in the news that you must complete in Canvas for each Section or Module.

- As a general rule, if you can answer the question: “What are the three main points of this article/chapter/essay/report?” and “how does it relate to other readings from this week and from previous sessions?” you’ll be well prepared. **If you take reading notes, you may use them for the quizzes, but unless otherwise noted in a particular quiz, you may not refer directly to the articles or chapters at issue, only your notes** (That is: read>>take notes>>put away the readings>>take the quiz).
- There are no opportunities for making up for a missed quiz, but I will drop the 3 lowest quiz grades from your average. These quizzes will be cumulative, so that in the "fair game" category for each week will be that week's material along with all previous readings, viewings, and lectures.

Policy Analysis/Brief and Action Plan/Strategy Memo (60% of final grade). Over the course of the semester, you will build a comprehensive analysis of a single national policy, culminating in a polished 7-page Brief/Memo that offers a succinct overview of the policy and which explains how you might successfully enact change to improve upon it. More details [HERE](#) 

(<https://docs.google.com/document/d/1Woui8LaGHPOy9zyO1I5sssIA1WJ5OvYWwz2DShPsn4Q/edit?usp=sharing>), and some guidelines and examples [HERE](#)

(https://vermontlaw.instructure.com/courses/2535/pages/policy-brief-guides-and-examples?module_item_id=103585).

Due Dates

Due dates for all instructional and evaluation activities are provided in the **Course Schedule**.



Grading Policy and Scale

Final Grades in this course are determined by the following criteria:

Grading Policy

Assignment Category	Weight of Category
Policy Analysis and Action Plan	60%
Discussions	20%
Learning Checks	20%
Total	100%

Course Schedule

Readings and Assignment Overview

Module 1: Introduction and The U.S. in Historical and Comparative Perspective

Reading

- **View Lecture:** The US in International Perspective
- **Review:** United States—OECD Data. the OECD.
- **Read:** Statement on Visit to the USA, by Professor Philip Alston, United Nations Special Rapporteur on extreme poverty and human rights*. OHCHR.

Deliverable(s): *Quiz*

1. Introductory Quiz **100 POINTS**

Deliverable(s): *Discussion*

1. Preliminary thoughts on Policy Brief/Analysis topics **100 POINTS**
 - Begin thinking about topics for your policy brief; post up to three topic areas, and review and comment upon what your colleagues are thinking of working on. If you have expertise in someone's area, let them know! One of the things that we will do during our optional live class sessions is help each other improve their Policy Analysis and Action Plans -- let's start that collegial work now here.

Module 2: Institutions and Actors of US National Policymaking

Reading

- **View Lecture:** Institutions of National Policymaking
- **Read:** Center for Community Health and Development. (n.d.-b). *Chapter 25, Section 1, Changing Policies | Community Tool Box*. University of Kansas.
- **Read/Skim:** Teitelbaum, J. B., & Wilensky (2007). Policy and the policymaking process, Ch. 2. In *Essentials of health policy and law*. Jones and Bartlett.

Deliverable(s): *Quiz*

1. Policymaking Institutions Quiz **100 POINTS**

Deliverable(s): Discussion**1. Institutions and Actors of USA National Policymaking 100 POINTS**

- Thinking about the now-refined area for your Policy Brief/Analysis and Strategy Memo, what are the key actors and institutions you should be paying particular attention to as you think about making change in your policy domain? After you answer, examine your colleagues' responses, and comment on how your thinking overlaps and how it differs, and whether their thinking affects your own (and how).

Deliverable(s): Assignment**1. Choose a Policy Area 100 POINTS**

- With a focus on US domestic policy at the national level, identify an area or a problem that you care about, being as specific as you are able to be at this stage. The more information you share here, the more helpful I am likely to be in my comments and suggestions.

Module 3: Theories and Process I**Reading**

- **View Lecture:** Stages vs. Multiple Streams
- **Read:** Cairney, P. (2020) Policy Concepts in 1000 Words: Multiple Streams Analysis. *Paul Cairney: Politics & Public Policy*.
- **Read:** Vogel, K. P., Edmondson, C., & Drucker, J. (2020, March 20). Coronavirus Stimulus Package Spurs a Lobbying Gold Rush. *The New York Times*.
- **Read:** Lipton, E., & Vogel, K. P. (2020, March 25). Fine Print of Stimulus Bill Contains Special Deals for Industries. *The New York Times*.

Deliverable(s): Quiz**1. Theories I Quiz 100 POINTS****Deliverable(s): Discussion****1. Theories and Process I 100 POINTS**

- Describe briefly a national policy-related development from the past few weeks, and offer your thoughts on whether the Stages or Multiple Streams theory (or neither!) is most useful in making sense of it. Read your colleagues' posts, and comment thoughtfully on at least two of them.

Deliverable(s): Assignment**1. Identify and Define a Particular Policy Problem; Name the Law 100 POINTS**

- Identify and define the problem. Now it's time to start getting more specific. If, for example, your policy area was "Homelessness," you'll now

begin to focus on a particular aspect of the problem. Perhaps it will be Homelessness among US Veterans. You'll begin to gather data that describe the scale and scope of the problem, and how it has (or has not) changed over time. This is the place where you begin to answer the question: Why should we care about this issue? This is the part that will, perhaps, look most like a traditional research paper. Can you now also **name a particular policy/law/rule/program** that you will focus your attention on?

Module 4: Theories and Process II

Reading

- Teles, S. (2013, Fall). *Kludgeocracy in America*. National Affairs.
- Drutman, L. (2015, September 11). *Will “decoherence” be the doom of American democracy?* Vox.

Deliverable(s): Quiz

1. Theories II Quiz **100 POINTS**

Deliverable(s): Discussion

1. Theories and Process II **100 POINTS**

- In a policy area about which you have some knowledge (it can be the area your are working on for your Policy Brief/Analysis but need not be) offer an example of a kludge along with a hypothesis about how it might be fixed (if possible, without adding in yet another kludge). Read your colleagues posts and comment thoughtfully on at least two of them.

Module 5: Policy Analysis

Reading

- Cairney, P. (2019, October 8). Policy Analysis in 750 words: Eugene Bardach’s (2012) Eightfold Path. *Paul Cairney: Politics & Public Policy*.

Deliverable(s): Quiz

1. Policy Analysis Quiz **100 POINTS**

Deliverable(s): Discussion

1. Policy Analysis **100 POINTS**

- Having described each step in the Eightfold Path for your quiz, now explain how each of them might apply to your own thinking about your own policy brief/analysis/action plan; THEN, review your colleagues posts and identify at least two that catch your interest and comment on them explaining why.

Module 6: Fiscal Policy and Political Economy I

Reading

- **View Lecture:** US Budget Expenditures
- **View Lecture:** US Budget Revenue
- **View Lecture:** Deficits and Debt
- **Skim:** Congressional Research Service. (2023a). *Introduction to the Federal Budget Process* (R46240) **OR Read:** *Policy Basics: Introduction to the Federal Budget Process*. Center on Budget and Policy Priorities.

Deliverable(s): Quiz

1. Federal Budget Quiz **100 POINTS**

Deliverable(s): Discussion

1. Fiscal Policy **100 POINTS**
 - Drawing upon this week's materials on US federal expenditures, and any other reliable resources you might like to draw upon, offer your thoughts about how and where the US spends money -- were you to have a formal role in the budgeting process, what changes would you argue for and why? Then read your colleagues' responses and offer a substantive comment on at least two of them.

Deliverable(s): Assignment

1. Legislative history and description of current policy **100 POINTS**
 - Describe the national policies that are currently in place to address your problem, and document the important milestones in how they have changed over time.

Module 7: Fiscal Policy and Political Economy II

Reading

- Hacker, J. S., Hertel-Fernandez, A., Pierson, P., & Thelen, K. (2022). The American Political Economy: Markets, Power, and the Meta Politics of US Economic Governance. *Annual Review of Political Science*, 25(1), 197–217.

Deliverable(s): Quiz

1. APE Quiz **100 POINTS**

Module 8: Social Welfare Policy and History

Reading

- **View Lecture:** Functions of Relief
- **Skim:** DiNitto, D. M., & Johnson, D. H. (2021). Social Welfare Policy: Overview. In *Encyclopedia of Social Work*. **OR Read:** Blau, J., & Abramovitz, M. (2007). Social Welfare History in the United States, Ch. 7. In *The Dynamics of Social Welfare Policy, Ch 7* (2nd edition). Oxford University Press.

Deliverable(s): Quiz

1. Social Welfare Policy History Quiz **100 POINTS**

Deliverable(s): Discussion

1. Social Welfare Policy **100 POINTS**
 - Find a story published in the last three weeks about any US social welfare policy. Link to the story, offer a brief summary of it, and share your reaction to it, connecting it to this week's readings and viewings to the best of your ability. Then, read your colleagues' posts and comment thoughtfully on at least one.

Deliverable(s): Assignment

1. Analysis of Current Policy - Successes and Failures **100 POINTS**
 - Homing in now on the policies that are currently in place, evaluate them: what's working? what's not working? why? Make sure that your analysis draws from authoritative sources and sound research and analysis.

Module 9: Social Security**Reading**

- **Read:** Center on Budget and Policy Priorities. (2023a). *Policy Basics: Top Ten Facts about Social Security* | Center on Budget and Policy Priorities.
- **Read:** Tatem, E. K., & Huston, B. F. (2023). *Social Security Overview* (p. 3). Congressional Research Service.

Deliverable(s): Quiz

1. Social Security Quiz **100 POINTS**

Deliverable(s): Discussion

1. Social Security **100 POINTS**
 - Go to MY SOCIAL SECURITY and set up an account (or log into yours if it's already activated) and review your work history, contributions, and projected benefits. To the extent you feel comfortable, share what you find and reflect upon it; now read your colleagues' posts, reflect upon them, and comment on at least two.

Deliverable(s): Assignment

1. Describe and Evaluate Possible Solutions **100 POINTS**

- To the best of your ability, describe the full range of solutions that have been proposed to your problem by Members of Congress, experts within executive agencies, court decisions, university scholars, researchers within policy-planning organizations and think tanks, political appointees within executive agencies (including the White House), and elsewhere.

Module 10: Health Policy

Reading

- **Read:** Kaiser Family Foundation: (2013). *Summary of the Affordable Care Act*. KFF.
- **Read:** Hacker, J. S. (2010). *The Road to Somewhere: Why Health Reform Happened: Or Why Political Scientists Who Write about Public Policy Shouldn't Assume They Know How to Shape It*. *Perspectives on Politics*, 8(3), 861–876.

Deliverable(s): Quiz

1. Health Policy I Quiz **100 POINTS**

Deliverable(s): Discussion

1. Health Policy **100 POINTS**

- To the extent you feel comfortable, discuss the current status of your access to health care: Are you insured? How? Are the costs burdensome? Is there care you need that you avoid because of costs? Do you have friends or family members with notable experiences trying to access or afford care? Etc. After your post, read your colleagues' and comment substantively on at least two.

Deliverable(s): Assignment

1. Your Preferred Solution **100 POINTS**

- From among these proposed solutions, identify the one (or combination of approaches) that you think is best (defining "best" as you see fit). Make your case as convincingly as you can.

Module 11: Environmental and Climate Policy

Reading

- **Read/Skim:** Ballotpedia. (n.d.). *Environmental policy in the United States*. Ballotpedia.
- **Skim:** White House. (2023). *Inflation Reduction Act Guidebook*.
- **Skim:** NOAA. (n.d.). *Climate.gov Home*. Climate.Gov.

Deliverable(s): Quiz

1. Climate Policy Quiz **100 POINTS**

Deliverable(s): Discussion1. Environmental and Climate Policy **100 POINTS**

- In a paragraph or so, share your own thoughts about the likely impact of climate change on your own life and what it is that you think you can (and cannot) do to mitigate the harm. Review your colleagues' posts and comment thoughtfully on at least two of them.

Deliverable(s): Assignment1. Plan for Enacting Change **100 POINTS**

- Turn your attention now from policy analysis to the politics of your issue, and lay out a strategy for getting your change enacted. Consider the full range of possible allies and opponents within and outside of government.

Module 12: Immigration Policy**Reading**

- **Read:** Kandel, W. A. (2021). *A Primer on U.S. Immigration Policy*. Congressional Research Service.
- **Read:** Zeitz, J. (2017, August 6). *The Real History of American Immigration*. POLITICO Magazine.
- **Skim charts:** Bier, D. J. (2023, June 13). *Why Legal Immigration Is Impossible for Nearly Everyone*. Cato Institute.

Deliverable(s): Quiz1. Immigration Policy Quiz **100 POINTS****Deliverable(s): Discussion**1. Immigration Policy **100 POINTS**

- Share your own family's history of immigration and, to the best of your ability, connect it with the history of US immigration or the current state of policy and policy debates. Read your colleagues' contributions, and comment substantively on at least two.

Module 13: Lessons from the Pandemic**Reading**

- **Read:** Miller, C. C., & Parlapiano, A. (2023, April 6). The U.S. Built a European-Style Welfare State. It's Largely Over. *The New York Times*.
- **Read:** Covert, B. (2024, March 12). Opinion | Is This What Happens When You Build a Real Social Safety Net, Then Take It Away? *The New York Times*.

- **Read:** Center on Budget and Policy Priorities. (2024). *Chart Book: Tracking the Recovery From the Pandemic Recession* | Center on Budget and Policy Priorities. Center on Budget and Policy Priorities.

Deliverable(s): Quiz

1. Pandemic Policy Lessons Quiz **100 POINTS**

Deliverable(s): Discussion

1. Lessons from the Pandemic **100 POINTS**

- Copy here your answer to this week's quiz. Review your colleagues posts, and identify at least three policy lessons they shared that you think are as or more important than the ones you offered.

Deliverable(s): Assignment

1. Policy Brief & Strategy Memo Draft **100 POINTS**

- Bring together all of the pieces you have written so far, shaping, honing, and editing to produce a draft of a polished, concise, Policy Brief and Action Plan/Strategy Memo of no more than 10 pages (formatted as a professional brief, with appropriate use of color, visuals, layout, and so on).

Module 14: Wrapping Up

Deliverable(s): Assignment

1. Policy Brief & Strategy Memo Final **100 POINTS**

- Being sure to respond to comments from me and your colleagues, bring together your previous work into a polished, comprehensive overview of no more than 7 pages, professionally formatted.

I will assign grades for this course per the following grading system and in accordance with the Academic Standards in the **Student Handbook**: [📄 \(https://www.vermontlaw.edu/student-handbook\)](https://www.vermontlaw.edu/student-handbook)

Grading Scale

Letter Grade	Grade Point Average (GPA)	Percentage
A	4.00	94-100%
A-	3.66	90-93%
B+	3.33	87-89%

Letter Grade	Grade Point Average (GPA)	Percentage
B	3.00	84-86%
B-	2.66	80-83%
C+	2.33	77-79%
C	2.00	74-76%
C-	1.66	70-73%
D+	1.33	67-69%
D	1.00	64-66%
F	0.00	<64%

Course Expectations

Student Expectations

I expect you to log on to the course at least five days each week and spend approximately **20 hours each week** (to comply with requirements of VLGS's accreditors) reviewing assigned material, studying and considering that material on your own, and participating in activities and assignments presented in each module. I expect you to post all assignments by the stated deadlines and exhibit significant effort and professionalism in all work. Finally, I expect you to participate in a timely and responsive manner in group projects, which may include multiple posts and exchanges prior to an assignment deadline.

Faculty Expectations

I will be online and available to answer e-mails, posts to the **Ask Your Professor** page, and other asynchronous inquiries at least five days each week and will endeavor to answer questions within **48 hours**. If you want to meet with me, send me an e-mail, and I will arrange a time to talk. I will provide feedback on assignments within **7 days** (although typically much sooner). I will host weekly office hours via **Microsoft Teams** https://teams.microsoft.com/join/19%3ameeting_ZDhiYjA2NzQtMmYzNC00ZTVmLWI2MWItMTQ1YjQxNDFhOGQy%40thread.v2/0?context=%7b%22Tid%22%3a%228676127a-f6d4-4747-af4c-

[356f1b6c1610%22%2c%22Oid%22%3a%228e5a9a88-b221-420d-b7bb-60ed21cceb5%22%7d](https://teams.microsoft.com/join/19%3ameeting_NmU1YzlwYmQtMTAwZi00MTQxLWE5OTgtMzljMTE1MDIxNmY0%40thread.v2/0?context=%7b%22Tid%22%3a%228676127a-f6d4-4747-af4c-356f1b6c1610%22%2c%22Oid%22%3a%228e5a9a88-b221-420d-b7bb-60ed21cceb5%22%7d)) on **Tuesdays from 7-8pm**.

I will host an **OPTIONAL group meeting/live class session** [🔗\(https://teams.microsoft.com/join/19%3ameeting_NmU1YzlwYmQtMTAwZi00MTQxLWE5OTgtMzljMTE1MDIxNmY0%40thread.v2/0?context=%7b%22Tid%22%3a%228676127a-f6d4-4747-af4c-356f1b6c1610%22%2c%22Oid%22%3a%228e5a9a88-b221-420d-b7bb-60ed21cceb5%22%7d\)](https://teams.microsoft.com/join/19%3ameeting_NmU1YzlwYmQtMTAwZi00MTQxLWE5OTgtMzljMTE1MDIxNmY0%40thread.v2/0?context=%7b%22Tid%22%3a%228676127a-f6d4-4747-af4c-356f1b6c1610%22%2c%22Oid%22%3a%228e5a9a88-b221-420d-b7bb-60ed21cceb5%22%7d) for anyone who would like to attend on **Tuesdays from 6-7pm** to review the week's readings and/or viewings, offer guidance on your Policy Brief/Analysis (or any other) assignment, answer question you may have about political and policy events in the news, or anything else that you think would help you succeed in the course. There is no requirement to attend, but I hope those of you who can will, since I think the opportunity for us all to think and talk together can be really useful. In my experience — and research bears this out — we all learn more when we do it in community with others.

You are required to attend at least 3 Office Hours or Live Class sessions. Cameras should please remain on during either.

I will be available to answer questions about feedback on assignments during Office Hours and by appointment. I will post timely announcements as appropriate to this course, including any changes to the schedule or assignments. **I will not actively monitor the Hallway Discussion forum.**

Academic Support

The Academic Success Program (ASP) is empowering, individualized, and available to every Vermont Law and Graduate School student. ASP offers skill-building through workshops, one-on-one consultation, and mentoring by upper-level students. If you are looking for ways to shrink the learning curve, ASP can connect you with study aids and supplemental materials that fit your specific needs. ASP exists to help you. [You can visit ASP virtually through the ASP Portal](https://www.vermontlaw.edu/community/students/academic-success) [🔗\(https://www.vermontlaw.edu/community/students/academic-success\)](https://www.vermontlaw.edu/community/students/academic-success) (VLGS Login Required) and clicking the link to the right of the **ASP Student Portal** heading.

Academic Policies

Participation

Each module/week, you may engage in whole class and small group discussion boards. Your participation and engagement in these boards will be assessed each week based on the quality and accuracy of your answers to the assigned questions and tasks as well as your interaction and engagement with your peers (this includes responding to the initial question/task **and** replying to your classmates). Failure to participate in the assigned discussion forums will significantly affect your grade as it reflects your level of effort in the course's learning community. Your posts, including the accuracy, as well as your replies and comments to your peers should contribute to the overall learning community.

Of note, the readings and other materials presented in this course build upon each other so it is critical that you complete the initial assignments early in the module/week so that you may proceed to the next set of materials and assignments. Additionally, **it is imperative that you post early so that the class may benefit from your discussion and that you have opportunities to reply to and engage in meaningful dialogue with your peers in the discussion forums** as well.

Please keep all modules' topical, subject-related discussions in the assigned module discussion forums. Discussions posted in the **Hallway Discussions** and **Ask Your Professor** discussion forums will not count toward weekly participation.

Attendance

You are expected to participate in all course activities except where religious observance, serious illness, personal emergency, or a reason that is adequate in my judgment that prevents such participation.

Attendance means posting answers to discussion questions, completing learning checks, participating in the online community, and submitting all assignments in a timely fashion.

Late Work

Please make every effort to complete all activities in this course by the identified deadlines in the Course Schedule. While I recognize that your time is limited and that you have other obligations, the better you complete these tasks on time the richer our discussions and activities will be and the less risk there is that you might fall behind. **If you find yourself struggling for any reason, or worried you might miss a deadline or not perform as well as you had hoped, reach out to me and we can set up a time to talk.**

Professor Comments

I will provide substantive comments on each of your deliverables. I may provide additional comments during general discussions. If you have questions or doubts about the course or assignment instructions, use the **Ask Your Professor** forum or individual e-mail to seek an answer.

Add/Drop and Incomplete Policy

Please refer to the **Student Handbook** [↗\(https://www.vermontlaw.edu/student-handbook\)](https://www.vermontlaw.edu/student-handbook) to review these policies. You can find the **Student Handbook** on the **Online Resources page**. [↗\(https://vermontlaw.sharepoint.com/sites/OnlineLearning/SitePages/OLP-Resources.aspx\)](https://vermontlaw.sharepoint.com/sites/OnlineLearning/SitePages/OLP-Resources.aspx)

Academic Honesty

The Vermont Law and Graduate School Honor Code and the Code of Ethics apply to all activities, assignment submissions, and conduct in this course. You are required to be familiar with the Honor Code. Student conduct in this course may not violate the Prohibited Conduct classes of violations recognized in the Honor Code (located in the **Student Handbook** [↗\(https://www.vermontlaw.edu/student-handbook\)](https://www.vermontlaw.edu/student-handbook)).

Plagiarism is a class one violation of Vermont Law and Graduate School's Honor Code. I will report any suspected cases of plagiarism to the Vice Dean for Students.

Read the Vermont Law and Graduate School Student Handbook section on plagiarism and the article, [What You Don't Know Can Hurt You: How to Recognize Plagiarism and Avoid Committing It](https://www.vermontlaw.edu/sites/default/files/2022-07/Plagiarism%20Presentation%20AFC%202022.pdf), [prior to submitting your first assignment.](https://www.vermontlaw.edu/sites/default/files/2022-07/Plagiarism%20Presentation%20AFC%202022.pdf)

Netiquette

All communications in this course (email, discussion boards, and assignments) should use good netiquette. For an overview and explanation of this, visit the [Netiquette Home Page](http://www.albion.com/netiquette/) [and follow the Core Rules of Netiquette](http://www.albion.com/netiquette/) [.](http://www.albion.com/netiquette/corerules.html)

Accessibility

We encourage students with disabilities, visible or hidden, to seek appropriate accommodations. Discussions regarding accommodations are confidential. The VLGS student handbook authorizes me to make some accommodations, but others may require an additional request. Please visit the accommodations page within the [Academic Success Program](https://www.vermontlaw.edu/community/students/academic-success/accommodations) [to seek more information and contact the Vice Dean for Students.](https://www.vermontlaw.edu/community/students/academic-success/accommodations) Accommodation resources are not retroactive, so please inform us as early as possible if you need accommodations. We will provide reasonable access in line with the [Disability Policy](https://www.vermontlaw.edu/sites/default/files/2018-10/2018-2019DISABILITYPOLICYANDPROCEDURES.pdf). [.](https://www.vermontlaw.edu/sites/default/files/2018-10/2018-2019DISABILITYPOLICYANDPROCEDURES.pdf)

Title IX

Vermont Law and Graduate School (VLGS) is committed to fostering a safe, productive learning environment. Title IX and VLGS policy prohibit discrimination based on sex. Sexual misconduct – including harassment, domestic and dating violence, sexual assault, and stalking – is also prohibited at VLGS.

VLGS encourages anyone experiencing sexual misconduct to talk to someone about what happened, so they can get the support they need, and VLGS can respond appropriately.

If a student wishes to speak confidentially about an incident of sexual misconduct, wants more information about filing a report, or has questions about school policies and procedures, please contact VLGS's [Title IX Coordinator](https://www.vermontlaw.edu/title-ix) [.](https://www.vermontlaw.edu/title-ix)

VLGS is legally obligated to investigate reports of sexual misconduct. Therefore, VLGS cannot guarantee the confidentiality of a report, but VLGS will consider a request for confidentiality and respect it to the extent possible.

Professors are also required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. This policy includes any mention of sexual misconduct that a student might make in their written work. A professor must provide VLGS's Title IX coordinator with relevant details, such as the names of those involved in the incident.















Other Policies













All student handbook policies and procedures apply to this course. For more information about student academic and institutional policies, read the [Student Handbook](https://www.vermontlaw.edu/student-handbook) (<https://www.vermontlaw.edu/student-handbook>).






Last modified by SP: 05/22/24

Course Summary:

Date	Details	Due
Tue Aug 27, 2024	Introductory Quiz https://vermontlaw.instructure.com/courses/2574/assignments/27601	due by 12pm
	Module 1 Discussion: US in Comparative Perspective https://vermontlaw.instructure.com/courses/2574/assignments/27501	due by 12pm
	Choose a Policy Area https://vermontlaw.instructure.com/courses/2574/assignments/27807	due by 12pm
Fri Aug 30, 2024	Module 2 Discussion: Institutions and Actors of USA National Policymaking https://vermontlaw.instructure.com/courses/2574/assignments/27502	due by 12pm
	Policymaking Institutions Quiz https://vermontlaw.instructure.com/courses/2574/assignments/27838	due by 12pm
Tue Sep 3, 2024	Identify and Define a Particular Policy Problem; Name the Law https://vermontlaw.instructure.com/courses/2574/assignments/27809	due by 12pm
	Module 3 Discussion: Theories and Process I https://vermontlaw.instructure.com/courses/2574/assignments/27503	due by 12pm

Date	Details	Due
	 Theories I Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27605)	due by 12pm
Fri Sep 6, 2024	 Module 4 Discussion: Theories and Process II (https://vermontlaw.instructure.com/courses/2574/assignments/27504)	due by 12pm
	 Theories II Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27603)	due by 12pm
Tue Sep 10, 2024	 Module 5 Discussion: Policy Analysis (https://vermontlaw.instructure.com/courses/2574/assignments/27505)	due by 12pm
	 Policy Analysis Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27604)	due by 12pm
	 Federal Budget Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27609)	due by 12pm
Fri Sep 13, 2024	 Legislative history and description of current policy (https://vermontlaw.instructure.com/courses/2574/assignments/27810)	due by 12pm
	 Module 6 Discussion: Fiscal Policy and Political Economy I (https://vermontlaw.instructure.com/courses/2574/assignments/27506)	due by 12pm
Tue Sep 17, 2024	 APE Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27607)	due by 12pm
	 Analysis of Current Policy - Successes and Failures (https://vermontlaw.instructure.com/courses/2574/assignments/27806)	due by 12pm
Fri Sep 20, 2024	 Module 8 Discussion: Social Welfare Policy and History (https://vermontlaw.instructure.com/courses/2574/assignments/27500)	due by 12pm
	 Social Welfare Policy and History Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27817)	due by 12pm

Date	Details	Due
Tue Sep 24, 2024	 Describe and Evaluate Possible Solutions (https://vermontlaw.instructure.com/courses/2574/assignments/27808)	due by 12pm
Tue Sep 24, 2024	 Module 9 Discussion: Social Security (https://vermontlaw.instructure.com/courses/2574/assignments/27519)	due by 12pm
Tue Sep 24, 2024	 Social Security Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27602)	due by 12pm
Fri Sep 27, 2024	 Health Policy I Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27611)	due by 12pm
Fri Sep 27, 2024	 Module 10 Discussion: Health Policy (https://vermontlaw.instructure.com/courses/2574/assignments/27522)	due by 12pm
Fri Sep 27, 2024	 Your Preferred Solution (https://vermontlaw.instructure.com/courses/2574/assignments/27816)	due by 12pm
Tue Oct 1, 2024	 Climate Policy Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27600)	due by 12pm
Tue Oct 1, 2024	 Module 11 Discussion: Environmental and Climate Policy (https://vermontlaw.instructure.com/courses/2574/assignments/27525)	due by 12pm
Tue Oct 1, 2024	 Plan for Enacting Change (https://vermontlaw.instructure.com/courses/2574/assignments/27812)	due by 12pm
Fri Oct 4, 2024	 Immigration Policy Quiz (https://vermontlaw.instructure.com/courses/2574/assignments/27606)	due by 12pm
Fri Oct 4, 2024	 Module 12 Discussion: Immigration Policy (https://vermontlaw.instructure.com/courses/2574/assignments/27528)	due by 12pm
Tue Oct 8, 2024	 Module 13 Discussion: Lessons from the Pandemic (https://vermontlaw.instructure.com/courses/2574/assignments/27531)	due by 12pm

Date	Details	Due
	 <u>Pandemic Policy Lessons Quiz</u> https://vermontlaw.instructure.com/courses/2574/assignments/27610	due by 12pm
	 <u>Policy Brief & Strategy Memo</u> Draft https://vermontlaw.instructure.com/courses/2574/assignments/27813	due by 12pm
Fri Oct 11, 2024	 <u>Policy Brief & Strategy Memo</u> Final https://vermontlaw.instructure.com/courses/2574/assignments/27814	due by 12pm
	 <u>Participation and Peer Review/Support</u> https://vermontlaw.instructure.com/courses/2574/assignments/27811	
	 <u>Roll Call Attendance</u> https://vermontlaw.instructure.com/courses/2574/assignments/27815	