Public Policy Theory & Application

PADMN 6320/5320-001

Fall 2018

Professor Lina Svedin

Wednesdays 6-9pm, Room GC 1560

Course description and objectives

This course provides an introduction to the critical examination public policy making in democratic societies, with an emphasis on the United States. Public policy processes are shaped by their particular historical, cultural, and environmental contexts, and involve any number of actors within and outside of government - all motivated by their own beliefs and interests. To gain traction on this complexity, the course covers several theoretical approaches as "lenses" through which public policy problems and processes can be analyzed and understood. In addition to developing a general theoretical toolkit for understanding policy processes, students apply theoretical frames to a range of sample policy areas. Students will also examine an empirical policy area of their choosing through course assignments. By the end of the course students should be able to:

- Describe empirical (i.e. real-world) policy processes through the use of theoretical concepts to identify and explain the role of important policy making/implementation elements.
- Analyze empirical policy processes through the use of an appropriate policy theory (or theories) to explain their outcomes, such as policy change or stasis.
- Apply practical insights from policy theories to more effectively navigate empirical policy processes and influence public policy decisions.
- Identify and critically assess the values, voice and efficacy of different stakeholders in a policy area as well as analyze how policy history, framing and institutional structures may contribute to stakeholders differing political efficacy.

Required materials

There is no text book for this course. Instead, we will draw heavily from scholarly journal articles and a handful of book excerpts. All required materials will be provided or linked to through the course Canvas website. This course makes extensive use of Canvas, as discussed in the Expectations & Requirements section of this syllabus.

DATE	TOPIC	IDEAS COVERED	READINGS	ASSIGNMENT
Aug 22	Introduction to American public policy theory & application	What is policy? Who is in policy? How is policy affecting people's lives? Which brings us to, why is policy so cool to study? The development of the American administrative state The politics-administration dichotomy Public service ethos How do we study policy? How is policy made? We are going to read original chapters/articles even if they have been developed since then and tested, because ideas matter Acquainting yourself w a policy area: three ways of mapping. Introduce stakeholder analysis, regulatory actors, policy development and reform	Required: Dobel, P. J. (1999). Integrity in Office. In *Public Integrity* (pp. 1-22). Baltimore, MD: The Johns Hopkins University Press. Rohr, J. A. (1998). Ethics for Bureacrats. In *Public Service, Ethics, and Consittutional Practice* (pp. 3-8). Lawrence, KS: University of Kansas Press. Recommended, not required: Van Riper, P. P. (1999). Why Public Administration: When Not to Privatize. *Administrative Theory & Praxis, 21*(3), 362-370. Rohr, J. A. (1998). Civil Servants as Second-Class Citizens. In *Public Service, Ethics, and Consittutional Practice* (pp. 59-66). Lawrence, KS: University of Kansas Press. CQ article on housing the homeless, immigrant detention, sentencing reform, financial reform	In assigned groups work on: Who cares? - Stakeholder mapping Whose desk is it on? – regulatory mapping Follow a policy through time and hands – policy mapping
Aug 29	The value of theory – what theory can do for us?	Guest lecturer	Readings that guest lecturer suggests 1. Argyle, N. J., & Argyle, N. L. (2002). Developing a Foundation: Administration in the Polis. *Public Administration Quarterly, 26*(3/4), 346-372. 2. Stillman, R. J. (1990). The Peculiar "Stateless" Origins of American Public Administration and the Consequences for Government Today. *Public Administration Review, 50*(2), 156-167. doi:10.2307/976863.	

			3. O'Toole, L. J. (1987). Doctrines and Developments: Separation of Powers, the Politics-Administration Dichotomy, and the Rise of the Administrative State. *Public Administration Review, 47*(1), 17-25. doi:10.2307/975468. 4. Bingham, L. B., Nabatchi, T., & O'Leary, R. (2005). The New Governance: Practices and Processes for Stakeholder and Citizen Participation in the Work of Government. *Public Administration Review, 65*(5), 547-558.	
Sept 5	Linear theory and rational man	Rational man theory Public choice theory Tools of government Policy adoption Diffusion/innovation	1. Ostrom, E. Institutional Rational Choice. In P. Sabatier (Ed.), *Public Policy Theory and Application* (pp. 21). 2. Wood, Dan B. Principal-Agent Models of Political Control of Bureaucracy. The American Political Science Review, Vol. 83, No. 3 (Sep., 1989), pp. 965-978. Eisenhardt, K. (1989). Agency Theory: An Assessment and Review. *The Academy of Management Review, 14*(1), 57-74. Retrieved from http://www.jstor.org/stable/258191 3. Argyris, C. (1973). Some Limits of Rational Man Organizational Theory. *Public Administration Review, 33*(3), 253-267. 4. Salamon, L. M. The New Governance and the Tools for Public Action: An Introduction. In *The Tools of Government: A Guide to the New Governance* (pp. 1-47). Oxford: Oxford Univesity Press. 5. Berry, F., & Berry, W. D. (2014). Innovation and Diffusion Models in Policy Research. In	**Stakeholder map due** **Regulatory map due** **Policy map due**

			P. Sabatier & C. Weible (Eds.), *Theories of the Policy Process* (3rd ed.). Boulder, CO: Westview Press. Recommended, not required: 6. Nabatchi, T. (2009). Radical Individualism, Instrumental Rationality, and Public Administration: A Paper Formerly Titled "Roofied and Rolled". *Public Performance & Management Review, 32*(4), 585-591. 7. Pindyck, R. S., & Rubinfeld, D. L. (2005). Perfectly Competative Markets. In *Microeconomics* (pp. 262-264). Saddle River, NJ: Pearson Prentice Hall. 8. Pindyck, R. S., & Rubinfeld, D. L. (2005). The Market Mechanism: Shortcomings and Remedies. In *Microeconomics* (pp. 301-324). Saddle River, NJ: Pearson Prentice Hall. 9. John D. DiIulio, J. (1994). Principled Agents: The Cultural Bases of Behavior in a Federal Government Bureaucracy. *Journal of Public Administration Research and Theory: J-PART, 4*(3), 277-318.	
Sept 12	Popular theory I	Problem framing Implementation (Wildavsky) Streetlevel bureaucracy (Lipsky) Punctuated equilibrium Garbage can model Multiple streams Social movement theory Efficacy and policy creates politics	1. Rochford and Cobb chapter 2. Pressman & Wildavsky 3. Baumgartner, & Jones. The Construction and Collapse of a Policy Monopoly. In *Agendas and Instability in American Politics* (pp. 59-82). Chicago, IL: University of Chicago Press. 4. A Garbage Can Model of Organizational Choice Author(s): Michael D. Cohen, James G. March, Johan P. Olsen Source: Administrative Science Quarterly, Vol. 17, No. 1 (Mar., 1972), pp. 1-25. 5. Zachariardis 6. Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. 2010. "The Political	**Review of other groups' maps due** Office for Global Engagement's **Learning Abroad program will come and present 6:00-6:10. Peter Kraus will also present for an hour.**

			Consequences of Social Movements." *Annual Review of Sociology* 36:287-307. Recommended, not required: 7. Lipsky in Theories of PA 8. Langman, Lauren. 2013. "Occupy: A New Social Movement." *Current Sociology.* 61(4):510-524. 9.	
Sept 19	Popular theory II	Historical institutionalism Feedback mechanism Epistemic communities Advocacy coalitions	1. Haas, P. M. (1989). Do Regimes Matter? Epistemic Communities and Mediterranean Pollution Control. *International Organization, 43*(3), 377-403. 2. Weible, C., Sabatier, P., & McQueen, K. (2009). Themes and Variations: Taking Stock of the Advocacy Coalition Framework. *The Policy Studies Journal, 37*(1), 121-140. 3. Mettler, S. (2002). Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the G.I. Billfor World War II Veterans. *The American Political Science Review, 96*(2), 351-365. 4. Soss, J., & Schram, S. F. (2007). A Public Transformed? Welfare Reform as Policy Feedback. *The American Political Science Review, 101*(1), 111-127. Recommended, not required: 1. Elgin, Dallas J. and Christopher M. Weible. 2013. "A Stakeholder Analysis of Colorado Climate and Energy Issues Using Policy Analytical Capacity and the Advocacy Coalition Framework." *Review of Policy Research.* 30(1): 114-133. 2. Mettler, S., & Stonecash, J. M. (2008). Government Program Usage and Political Voice. *Social Science Quarterly, 89*(2), 273-293.	

| | | | 3. Sabatier, P. A. Policy Change over a Decade or More. In (pp. 13-39).
4. Tejerina, B., Perugorría, I., Benski, T., & Langman, L. (2013). From indignation to occupation: A new wave of global mobilization *Current Sociology, 61*(4), 377 - 392.
5. Jenkins-Smith, Hank C., Daniel Nohrstedt, Christopher M. Weible, and Paul A. Sabatier. 2014. "The Advocacy Coalition Framework: Foundations, Evolution, and Ongoing Research." In *Theories of the Policy Process*, 3rd edition, Sabatier and Weible, Boulder, CO: Westview Press.
6. Article by Wildavsky et al
7. Haas, P. M. (1992). Introduction: Epistemic Communities and International Policy Coordination. *International Organization, 46*(1), 1-35.
8. Mettler, S., & Soss, J. (2004). The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics. *Perspectives on Politics, 2*(1), 55-73.
9. Nabatchi, T. (2012). Putting the "Public" Back in Public Values Research: Designing Participation to Identify and Respond to Values. *Public Administration Review, 72*(5), 699-708.
10. Benner, C., & Pastor, M. (2015). Stepping Back: Theorizing Diverse and Dynamic Epistemic Communities. In C. Benner & M. Pastor (Eds.), *Equity, Growth, and Community* (pp. 189-214): University of California Press. | |
| Sept 26 | Critical theory | Social construction of target populations | 1. Ainsworth, S. H. (2002). Lobbying. In *Analyzing Interest Groups: Group* | **Pick a policy area to research and present on Nov. 28** |

| | | Gender
What accent the heavenly chorus
Structural racism | *Influence on People and Policies* (pp. 119-143). New York: W. W. Norton & Company.
2. Schlozman, K. (1984). What Accent the Heavenly Chorus? Poltical Equality and the American Pressure System. *The Journal of Politics, 46*, 1006-1032.
3. Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." *American Political Science Review* 87(2) 334-347.
4. Andersen, M. L. (2001). Restructuring for Whom? Race, Class, Gender, and the Ideology of Invisibility. *Sociological Forum, 16,*(2), 181-201.
5. Billings, D., & Cabbil, L. (2011). Food Justice: What's Race Got to Do with It? *Race/Ethnicity: Multidisciplinary Global Contexts, 5*(1), 103-112. doi:10.2979/racethmulglocon.5.1.103.
6. Quijada Cerecer, P. D. (2013). The Policing of Native Bodies and Minds: Perspectives on Schooling from American Indian Youth. *American Journal of Education, 119*(4), 591-616. doi:10.1086/670967.
Recommended, not required:
7. Burnier, D. (2008). Frances Perkins' Disappearance from American Public Administration: A Genealogy of Marginalization. *Administrative Theory & Praxis, 30*(4), 398-423.
8. Stivers, C. (1995). Settlement Women and Bureau Men: Constructing a Usable Past for Public Administration. *Public Administration Review, 55*(6), 522-529. doi:10.2307/3110343 | |

			9. Hughey, M. W. (2007). Racism With Antiracists: Color-Conscious Racism and the Unintentional Persistence of Inequality. *Social Thought & Research, 28*, 67-108. 10. Katznelson, I., & Mettler, S. (2008). On Race and Policy History: A Dialogue about the G.I. Bill. *Perspectives on Politics, 6*(3), 519-537. 11. Wiley, M. (2006). Overcoming Structural Racism. *Race, Poverty & the Environment, 13*(1), 35-37.	
Oct 3	I am at IAPHS Guest lectures by RyLee Curtis/Christopher Collard/Alex Iorg	How do you make analyses matter? How do you get good policy adopted?? Experience with evidence based policy advocacy	1. Soss, J., Condon, M., Holleque, M., & Wichowsky, A. (2006). The Illusion of Technique: How Method-Driven Research Leads Welfare Scholarship Astray. *Social Science Quarterly, 87*(4), 798-807.	**Strengths of Theory Paper due**
Fall Break				
Oct 17	Application – where rubber meet the road	How do you make analyses matter? How do you get good policy adopted?? How do you craft an argument? What content do we all crave? How to write a policy memo Powerful presentations	1. How to craft an argument, Dunn chapter 2. Pic of content we crave from Spring into Writing Workshop 3. Presentation materials – PowerPoint templates and Jonathan Schwabish stuff 4. Weible, Christopher M., Tanya Heikkila, Peter deLeon, and Paul A. Sabatier. 2012. "Understanding and Influencing the Policy Process." *Policy Sciences.* 45(1):1-21.	
Oct 24	I am at RWJF Minnesota Decision-making exploded: Irrational	The Limits of Rational Organizations Organizational learning theory Formal and Informal Organizations Theory X and Theory Y	1. March, J. G. (1987). Ambiguity and Accounting: The Elusive Link Between Information and Decision Making. *Accounting Organizations and Society, 12*(2), 153-168. 2. Learning theory (C. Argyris)	

	organizations and organizational man Prof. Steve Ott will teach		3. Formal and Informal Organizations (C. Barnard) 4. Theory X and Theory Y (McGreggor)	
Oct 31	(Halloween) Application: Health	DHHS and House's Beyond Obama Care Example of theory application: Critical theory	1. Chapters from House book 2. Lavertu, Stephane, Walters, D. E., & Weimer, D. L. (2012). Scientific Expertise and the Balance of Political Interests: MEDCAC and Medicare Coverage Decisions. *Journal of Public Administration Research and Theory: J-PART, 22*(1), 55-81. 3. Holt-Giméénez, E., & Wang, Y. (2011). Reform or Transformation? The Pivotal Role of Food Justice in the U.S. Food Movement. *Race/Ethnicity: Multidisciplinary Global Contexts, 5*(1), 83-102. doi:10.2979/racethmulglocon.5.1.83.	
Nov 7	Application: Poverty	DoL and the evolution of minimum wage Freakanomics If economists ran the world Universal salary Example of theory application: Social construction of target populations	1. Freakanomics video 2. Podcasts from Planet Money 3. soss, j. (2011). one thing i KNOW: the poverty fight. *Contexts, 10*(2), 84-84. 4. López, I. F. H. (2010). Post-Racial Racism: Racial Stratification and Mass Incarceration in the Age of Obama. *California Law Review, 98*(3), 1023-1074.	
Nov 14	Application: Housing	HUD and research at the Urban Institute Redlining The housing bubble and the financial crash Example of theory application: Multiple streams theory	1. Something from Tina or Joe 2. Article in the Atlantic or the Economist, I should have it saved 3. May, P. J. (2005). Regulatory Implementation: Examining Barriers From Regulatory Processes. *Cityscape, 8*(1), 209-232. 4. Soss, J., Fording, R. C., & Schram, S. F. (2008). The Color of Devolution: Race, Federalism, and the Politics of Social	

			Control. *American Journal of Political Science, 52*(3), 536-553. 5. Lamb, C. M., & Wilk, E. M. (2010). Civil Rights, Federalism, and the Administrative Process: Favorable Outcomes by Federal, State, and Local Agencies in Housing Discrimination Complaints. *Public Administration Review, 70*(3), 412-421.	
Nov 21	Application: Welfare Possibly guest talk by Navina Forsythe or the person who is over research at DCFS.	DCFS – data driven continuous improvement Example of theory application: Epistemic communities/Advocacy coalition framework	1. President's CECANF 2. The ACE study 3. Soss, J. (1999). Lessons of Welfare: Policy Design, Political Learning, and Political Action. *The American Political Science Review, 93*(2), 363-380. doi:10.2307/2585401 4. Mettler, S. (2010). Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era. *Perspectives on Politics, 8*(3), 803-824. 5. Monnat, S. M. (2010). Toward a Critical Understanding of Gendered Color-Blind Racism Within the U.S. Welfare Institution. *Journal of Black Studies, 40*(4), 637-652.	
Nov 28	Presentation of policy area	Students present the policy area they have researched and the frame they think best gives you an angle (tool or theory) at understanding this policy area.		**Power Point presentation due**
Dec 5	I am at ISPCAN	Career development workshop		**Feedback on other students PowerPoint presentations due**
Dec 12				**Policy Area Analysis Paper due**

Course format

This course is comprised of 15 weeks, organized into 13 Modules. Each week begins on Saturday morning (12:00 a.m.), and the week closes the following Friday (11:59 p.m.). On the course Canvas site, each week features readings, recommended but not required readings, materials we will work with in class and assignments linked to the content of the module or assignments due. Most materials will be accessible before the week starts, however, materials may be added or changed at any point before the week begins.

Course expectations & Requirements

RESPECTFUL & APPROPRIATE CLASS CONDUCT
Public policy processes inherently center on topics and issues on which individuals often hold strong opinions, based on their personal values, beliefs, and interests. As a result this course will challenge students to not only acknowledge and respect perspectives that differ from their own, but may call on students to challenge their own opinions and beliefs, and "step into" another's perspective to consider the strengths and limitations of their own argument. In order to facilitate this process and ensure a socially, emotionally, and psychologically safe environment, respectful behavior is the expectation, norm, and requirement in this class. Arguments and ideas may (and are expected to) be challenged, but personal attacks and disrespectful behavior and/or attitudes towards people or groups of people will not be tolerated.

POLS 5320 UNDERGRADUATE STUDENTS
Welcome - I am glad that you are here! Be aware that because POLS 5320 is cross-listed with the Masters-level PADMN 6320, it is expected that all students enrolled in the course will meet expectations for graduate-level work. All expectations, requirements, and policies outlined for PADMN 6320 also apply for POLS 5320 students. The one exception to this rule is in the course paper requirements: PADMN 6320 students will complete a comparative Policy Theory Paper, while POLS 5320 students will complete a Policy Theory Application Paper involving a single policy theory. Come and talk to me about how your paper will differ in its structure!

Role of the instructor and communication

This course calls on students to exercise considerable discipline digesting content and completing assignments. You are encouraged to reach out to me should you encounter roadblocks, find yourself uncertain of a course element or requirement, or simply feel you would benefit from one-on-one communication. In-person office hours or a phone conversation can be arranged, and questions can be asked via Canvas email.

All communications from the instructor will be sent using the Canvas email feature; be sure to set your Canvas settings such that you are notified when messages are sent (see the Canvas Help page for assistance). All communications between students and the professor are to be respectful in content and professional in tone.

Participation & engagement in class

As this is a graduate course, your course success and the value you derive from it are highly dependent on course engagement. Effective engagement includes completing all assigned readings, critically processing the covered material, actively engaging in an integration of that material through course assignments and responses. A considerable portion of your course grade will be determined by your participation in our class seminars, as outlined in the Assignments Overview section of this syllabus.

Assignments

Unless assignment instructions indicate otherwise, all assignments should be submitted in 12 point font with one-inch margins. References and citations should follow the American Psychological Association style for referencing. Written assignments are to be submitted via Canvas in doc, docx or txt formats. Assignments are to be submitted via Canvas by 11:59 p.m. on the day they are due.

Late submissions will be accepted but docked half a grade each week past the assigned deadline.

ASSIGNMENT OVERVIEW	Instruction	Points/grade scale	Overall percentage of final grade
Group assignments			
Stakeholder map	Work on in class as a group, finish as a group outside of class and submit through Canvas.		5%
Regulatory map	Work on in class as a group, finish as a group outside of class and submit through Canvas.		5%
Policy map	Work on in class as a group, finish as a group outside of class and submit through Canvas.		5%
Peer feedback			
2 other group's stakeholder map	You will be randomly assigned two groups' work to comment on. You will find the maps in Canvas and you should complete the assignment individually. Written feedback is required.		0%

1 other groups' regulatory maps	You will be randomly assigned one group's work to comment on. You will find the maps in Canvas and you should complete the assignment individually. Written feedback is required.		0%
1 other groups' policy maps	You will be randomly assigned one group's work to comment on. You will find the maps in Canvas and you should complete the assignment individually. Written feedback is required.		0%
Papers			
Strengths of Theory paper	o If you are an undergraduate student you are asked to compare two theoretical frameworks of the policy process and to evaluate the strengths and weaknesses of each framework. o If you are a Master student you are asked to compare and contrast three theoretical frameworks or approaches to understanding the policy process and its outcomes and to evaluate the strengths and weaknesses of each framework/approach. o If you are a PhD student you are asked to compare and contrast five approaches to understanding the policy process and its outcomes. You are encouraged to draw on as many readings (incl. recommended readings) as you can (without the paper becoming a buckshot) to illustrate your points and your assessment of		25%

	the strengths and weaknesses of the different approaches.		
Policy Area Analysis paper	You are going to be asked to research and present a policy area of your choice in this research and analysis paper. You pick your policy area of choice by Sept. 26. The beginning of this paper will be structured according to the stakeholder mapping, the regulatory mapping and policy mapping we did earlier in the semester. This will help you organize your research process and have a rudimentary structure to presenting what can sometimes be very vast policy area. You are then also asked to apply, on your own, theoretical lenses and frameworks in an effort to identify the one that best explains or sheds light on what is going on in the policy area you have chosen. In the paper you are asked to analyze the policy area using one or several lenses depending on what level of student you are. In the oral presentations (see below) of your policy area analysis (this paper) you will be asked to present the area and the one framework you think best explains what is going on in the policy area and what that framework allows us to see/note in the policy area.		25%
Presentation			

Oral presentation of Policy Area Analysis	Present in class using PowerPoint		10%
Actual PowerPoint	submit on Canvas for grading		10%
Class participation	You can miss one seminar week (for whatever reason) while receiving full credit for participation. For all other weeks, seminar points (9 per class is max) will be assigned on a weekly basis, and will reflect: ➤　Extent of engagement (Does someone ask a single question or comment, or multiple comments that engage with, critique, or contribute to colleagues' discussions) ➤　Frequency of engagement (i.e.: Does someone participate once or a few times during the week?) ➤　Depth of engagement and participation reflects quality dialogue/exchange with group members (i.e.: Does someone just make a stand-alone comment or do they engage something that was previously stated and offer questions/comments for future discussion?)		25%

Course grading

The course grading scheme follows. When a course grade falls between integers, I apply a standard rounding procedure: any point total that ends in .0 to .49 will be rounded down to the nearest whole number, while any point total that ends in .50 to .99 will be rounded up. There is no extra credit in this course.

93-100	A	Outstanding work in terms of content, quality, and creativity of written and oral expression.
90-92	A-	Very good work—thorough in content and generally well written, though with minor flaws and/or omissions.
87-89	B+	Good work—covers the essentials with adequate depth in substance as well as quality of written/oral expression.
83-86	B	Acceptable work—covers most of the essentials with adequate quality of written/oral expression, though lacks depth in some explanations of subject matter.
80-82	B-	Marginal work—borders on unacceptable—weak written/oral expression, coverage of subject matter lacks attention to some essential points and/or is overly vague about them.
73-79	C+/C	Below standard—lacks adequate coverage of essential points, written/oral expression is very weak.
>72	C- and below	Inadequate work/performance overall. Fails to answer questions, writing is very con-fusing, vague, and/or does not cover many essential points.

Conduct policies, accommodations & resources

ACADEMIC HONESTY

All students are expected to maintain professional behavior in the classroom setting, according to the Stu-dent Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible

classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Academic dishonesty will not be tolerated, as public service is a calling that requires students - future and current administrators - to understand the importance of ethical behavior in all facets of their work, including their academic coursework. The University of Utah and the Program in Public Administration expect students to adhere to generally accepted standards of academic conduct. Academic misconduct is defined in the University's student code as follows: Academic dishonesty includes, but is not limited to cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. Cases of academic misconduct will be dealt with immediately and may result in failure of the class. It is expected that you will cite for every assignment—give credit where credit is due!

Please read the entire MPA Academic Honesty Statement at: www.mpa.utah.edu

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, nation-al origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801- 581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585- 2677(COPS).

GENERAL WELLNESS RESOURCES

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful re-sources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

ADA RESOURCES

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

LGBTQ RESOURCES

I am committed to inclusivity and respect for all students in the classroom, including and not limited to LGBT individuals. Additionally, the University of Utah has a LGBT Resource Center located in the Oplin Un-ion Building, Room 409. Their website contains more information about the support they offer, a list of events, and links to additional resources: http://lgbt.utah.edu/.

VETERANS RESOURCES

The University of Utah has a Veterans Support Center located in the Olpin Union Building, Room 161. Their website contains information about what support they offer, a list of ongoing events, and links to outside resources: http://veteranscenter.utah.edu/.

ENGLISH LANGUAGE & WRITING RESOURCES

There several resources on campus that will support English language learners with language and writing development. These resources include the Writing Center (http://writingcenter.utah.edu/), the Writing Pro-gram (http://writing-program.utah.edu/), and the English Language Institute (http://continue.utah.edu/eli/).