

POL 120: Introduction to Public Policy

Time & Location	MWF: 10:30-11:20 AM STEW 320
Professor	Dr. Daniel S. Schiff dschiff@purdue.edu
Office Hours	Mon & Wed 11:30 AM – 12:30 PM (or by appt.) https://calendly.com/dschiff-qt4/pol120-fa23-office-hours
Teaching Assistant	Laura Quintero lquinte@purdue.edu
Teaching Assistant Office Hours	Mondays 2:30pm EDT, Thursdays 1:30pm EDT, or by appointment

Course Overview & Learning Goals

Welcome to POL 120.

It's a privilege to be teaching you this semester about public policy. As a policy scientist, I have come to appreciate how important, complicated, and fascinating public policy is. I hope you will too during this course. Whether as a voter or professional in government, industry, academia, or the non-profit sector, you may very well have the chance to influence policy issues that shape our lives every day, whether you are especially interested in technology policy, housing policy, immigration policy, or another domain. Policy is conceptually rich, empirically complex, and deeply important, so I look forward to learning together with you. The topics we will cover include:

- Institutions – the core activities of policy institutions like legislatures and bureaucracies
- Actors – how industry, the public, civil society, and interest groups work to shape policy
- The policy process – how, policies are formulated, adopted, implemented, and evaluated
- Specific policy topics – e.g., education, criminal justice, technology, healthcare, environment

By the end of the course, you should have expanded your:

- Substantive policy knowledge. You should understand core institutions, actors, processes, and policy domains, including for a specific domain of interest that you identify *(maps to FLOs 1, 2, & 6)*.
- Social and ethical sensitivity. You should be able to understand the role of values, power, and how benefits and costs of policy choices affect different groups *(maps to FLOs 4, 5, & 6)*.
- Policy analysis and critical thinking. You should be able to evaluate evidence, arguments, policy alternatives, and trade-offs to make reasoned judgments about policy choices *(maps to FLOs 1, 2, & 3)*.
- Professional communication. You should be able to express ideas in a compelling way, supported by good evidence and reasoning, orally and in writing. You should also be able to engage in reasoned, constructive discourse with others with similar or different views *(maps to FLO 3)*.
- Preparation for future courses. You should be prepared take additional policy coursework.
- Intellectual autonomy and agency. You should be able to independently and carefully investigate new issues to inform yourself about policy issues going forward *(maps to FLOs 2 & 3)*.

Note: Purdue's degree curricula are built not only to instill content knowledge in your major areas, but also to develop broader intellectual skills across what Purdue refers to as "Foundational Learning Outcomes." Undergraduate students are required to fulfill the core curriculum as part of their program of study. This course counts toward meeting both the outcomes related to FLOs 1, 2, 3, 4, 5, & 6 for "Human Cultures: Behavioral & Social Sciences" and the associated core curriculum requirement. This course meets the key skills of the aforementioned FLO. More information can be found on the University Senate website located [here](#).

Teaching Philosophy

I know that college can be busy, difficult, and complicated. You might be tempted to skip assignments or do them at the last minute. You might prefer to socialize with friends or check on social media in lieu of doing readings. You might be focused on getting good grades and wondering how each assignment affects your final score, such that you fail to see the forest through the trees.

My recommendation for you is to engage with the material and not worry so much about grades. If you engage meaningfully in the course, my hope is that you can 'forget' about grades, discover what interests you, and learn to enjoy the process.

In short, what you get out of a course depends on how much you put into it!

Course Materials

All course materials are in digital format and will be made available via [Brightspace](#). Physical textbooks are on reserve or can be requested if you prefer hard copies.

You should work your way through the Brightspace Modules each week as per the syllabus. This syllabus is subject to change; the latest version will be available via Brightspace. You are expected to review your e-mail and the syllabus regularly to stay up-to-date.

Policies

Attendance and Engagement. Our synchronous sessions will include small group discussions, group project planning, lectures, activities, and a chance to reflect and develop ideas together, all of which are critical for you having the most meaningful learning experience. Attendance at every class should be a priority for you.

Engaging is also about more than showing up to class. You should come to class prepared to discuss and raise questions about the readings and share progress on your project. You should contribute to learning in class through asking questions, helping facilitate small group discussions, and giving suggestions to your classmates. I encourage you to view class as an opportunity to explore ideas and challenge your thinking, not as a check-the-box exercise. Remember: the more you put into a course, the more you get out of it.

Attendance will be taken at the beginning of each course period and lateness will be noted. Two late arrivals count as an unexcused absence unless the TA or I are notified in advance of an appropriate reason. You can miss two classes unexcused without penalty. Each additional unexcused absence will result in a 2.5-point reduction to your final class grade (one quarter of your attendance grade).

Under [academic regulations](#), excused absences may be granted for cases of grief/bereavement, military service, jury duty, Medically Excused Absences like hospitalizations, and parenting leave. For absences such as these, religious observations, or illness, please send me and the TA a message through Brightspace as soon as possible. If the messages are not sent prior to class, they count as an unexcused absence unless it is an unanticipated emergency. If other situations arise that affect your attendance in a prolonged manner, we can explore options to help you stay on track. You may also contact the Office of the Dean of Students (765-494-1747).

Use of Technology in the Classroom. Use of a laptop is permitted in class to review readings, take notes, look up relevant information, and support class discussions. I would like you to have access to these tools; as a result, I ask and expect you to use them responsibly. Using your phone or laptop for non-academic purposes is harmful to learning and not polite, so please resist the temptation to do so and know that a lack of respect for the instructor, TA, and your classmates will count against your grade in the course (attendance includes being present mentally).

Controversies. Some subjects may be controversial, but all topics should be discussed with evidence and respect. In many cases, there are no clear “right” answers. Instead, you should do your

best to support your position with evidence (qualitative or quantitative). Try to give the benefit of the doubt to others' statements and positions, and attempt to find the grain of truth in them.

Professionalism and Communication. Course communications should be treated as professional. This is good practice for life after college. You may refer to further guidance [here](#). The TA and I will do our best to respond within 24-48 hours and may not respond during evenings or weekends. Please reach out via Brightspace as much as possible. You may use e-mail if necessary.

Writing and Language Usage. Communication is an essential skill and this course requires that you make an effort to effectively communicate your ideas. This includes finding and using resources to assist with research, organization, and presentation of ideas. [Purdue's OWL lab](#) is a world-renowned resource; you can refer to it for guidance on many topics (writing quality, citation formats) and I encourage you take make a student appointment at some point during the semester.

Formatting. Unless otherwise specified in the assignment, citations in written work must follow the [APA](#) format, which is commonly used in social science and can help you in future classes and beyond. All written work (except perhaps bullets and tables/graphics) should be double-spaced in Times New Roman font, and have 12-point font with 1" margins all around. Citations should be in-line with a References section at the end of your writing. Consider using a reference manager like Zotero, EndNote, or Mendeley to make management of references easier.

Late Policy. Unless an exception for unusual circumstances has been agreed upon with your instructor at least 72 hours in advance, a late assignment will result in a one-half grade penalty to the letter grade (e.g., 5 points) if the assignment is submitted later that day, followed by an additional letter grade penalty (e.g., 10 points) for each subsequent 24-hour delay. If you are prone to procrastination, I recommend scheduling time to work on assignments well before the due date.

Grade Appeals. Grade appeals will be accepted no *earlier* than 24 hours and no *later* than 5 days after you receive a graded assignment. Each appeal must include an explanation of the reason for the appeal and responses to written comments on the original assignment. I reserve the right to adjust grades in either direction (i.e., increase or decrease your grade) in response to the appeal.

Extra Credit. I may offer occasional extra credit opportunities involving additional commitments related to public policy, e.g., attending special events or government meetings.

Honors Course. If you wish to participate in the course under the Honors Grade Mode (H), you are responsible for advancing the procedure and all deadlines in a timely fashion according to the guidance [here](#). If you are interested in this option, contact me to discuss the additional assignments and adjustments to the syllabus and grading no later than the end of the first week of the course.

Academic Integrity. Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either

emailing or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern. This class abides by the [Purdue Honor Pledge](#): “As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue.”

All assigned work is expected to be individual, except where indicated otherwise. You are encouraged to discuss assignments with your classmates; however, what you hand in should be your own work. You should review policies on [Student Conduct here](#). This includes the Code of Honor, Statement of Values, Statement of Integrity, Code of Conduct, Bill of Student Rights, etc.

Citations should be used for ideas, statements, comments, etc. that are not common knowledge or your own original thought. Err on the side of avoiding any possible plagiarism. Refer to the [guide](#) from Purdue OWL and ask if you are unsure. In general, you should not be copying text directly, adopting major ideas, or borrowing more than a few words without using quotes and citing the original source. Instead, focus on paraphrasing and citing sources.

Policy on Chatbots, LLMs, and/or Generative AI. You are permitted to use these tools for background research, to answer specific questions, and to generate ideas *after you have done so yourself*. You are not permitted to use these tools to create shortcuts in your work that minimize your engagement with important learning, including becoming a better writer, editor, and coming up with original ideas. Impermissible usages include summarizing core course readings instead of reading yourself, auto-generating text (such as class comments) to insert into assignments, auto-improving/modifying text you write, and generating ideas or outlines before you have done so yourself. If you use these tools in any graded assignment, you are required to submit an addendum transparently communicating what tasks you engaged in and which tasks AI engaged in. As a scholar of AI policy and ethics, I take this topic seriously; violations will constitute violations of the Academic Integrity policy. I recommend adhering to the guidelines and asking me when unsure.

Nondiscrimination Statement. Purdue University [is committed to](#) maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

I share these commitments as well as the University’s commitment to [freedom of expression](#).

Students with Disabilities. Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you

are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

After you have registered through the DRC and as soon as possible, please contact me and the TA to [discuss accommodations](#). You can also present a “Letter of Accommodation” to me at any point in the semester. Please know that as someone with a disability myself, I am here to support you.

Mental Health and Well-being. Your well-being is critical to me. School and life can be difficult and struggling with mental health is extremely common amongst students, staff, and faculty, so don't feel like you need to struggle alone and don't be afraid to reach out. Purdue offers a number of resources, and I am also available to chat or point you in the right direction – send me an e-mail.

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try Purdue's tool called [WellTrack Boost](#). This can provide you some tools, ideas, and resources. If you need additional support and information about other options and resources, please see the [Office of the Dean of Students](#) for drop-in hours (M-F, 8 AM – 5 PM).

If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, please contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or [go to the CAPS office](#) on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Support Services. Purdue has many options for both [academic](#) and [personal](#) support that are available. This includes support on food, healthcare, housing, legal services, healthcare, and financial well-being, as well as academic consultations, coaching, and supplemental instruction. You may also contact the [Dean of Students](#) for support. There is no appointment needed and Student Support Specialists are available to serve students 8 AM – 5 PM Monday through Friday.

Violent Behavior Policy. Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Emergency Preparation. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or syllabus.

Grading Breakdown for Core Activities

Readings and Annotations <i>(maps to FLOs 1, 2, 3, 4, 5, & 6).</i>	30%
Class Attendance and Engagement <i>(maps to FLOs 1, 2, 3, 4, 5, & 6).</i>	10%
Exam 1 <i>(maps to FLOs 1, 2, & 3).</i>	15%
Exam 2 <i>(maps to FLOs 1, 2, & 3).</i>	15%
Final Project – Team Presentation <i>(maps to FLOs 1, 2, 3, 4, & 6).</i>	10%
Final Project – Policy Brief <i>(maps to FLOs 1, 2, 3, 4, & 6).</i>	20%

My philosophy is that having a meaningful learning experience is more important than your final grade. To have a meaningful learning experience (which should result in excellent marks as a byproduct), student should plan to complete all assigned readings and be engaged in class.

Schedule of Readings and Assignments

Date	Topic	Readings & Assignments (due date)	In-Class Activities
Unit 1: Why Public Policy?			
Wk 1: 8/21 – 8/25	Welcome and Defining Policy	M 8/21: Pre-class survey W 8/23: Annotate the syllabus F 8/25: Dye Ch.1 & Birkland Ch.1	- W 8/23: Meet project team -
Wk 2: 8/28 – 9/01	Rationales and Goals	M 8/28: Stone Ch.1: The Market and The Polis W 8/30: Stone Ch.2: Policy Goals - Equity F 9/01: Stone Ch.3: Policy Goals - Efficiency	- - F 9/01: Identify project topic
Wk 3: 9/04 – 9/08	Types and Models	M 9/04: No class (Labor Day) W 9/06: Birkland Ch.7: Policies & Policy Types F 9/08: Dye Ch.2: Models of Politics	- W 9/06: Team project collaboration F 9/08: Submit project proposal
Unit 2: Actors and Institutions			
Wk 4: 9/11 – 9/15	Actors	M 9/11: Birkland Ch.4: Official Actors W 9/13: Birkland Ch.5: Unofficial Actors F 9/15: No readings	- W 9/13: Team project collaboration F 9/15: Exam prep day / team time
Wk 5: 9/18 – 9/22	Institutions	M 9/18: Kraft & Furlong Ch.2: Gov. Institutions W 9/20: Dye Ch.5: Federalism and State Policies F 9/22: Hurd Ch.1: Intro. to International Orgs	- - F 9/22: Team project collaboration

Date	Topic	Readings & Assignments (due date)	In-Class Activities
Wk 6: 9/25 – 9/29	Public Administration	M 9/25: Shafritz Ch.1: Defining Public Admin W 9/27: No readings (prepare for Exam 1) F 9/29: No readings (Exam 1)	M 9/25: Legislative Intern Program & Prof. Scott Johnson visit W 9/27: In-class review for Exam 1 F 9/29: Exam 1
Unit 3: The Policy Process			
Wk 7: 10/02 – 10/06	Introduction to the Policy Process	M 10/02: Dye Ch.3: Policymaking Process W 10/04: Nowlin: Theories of the Policy Process (41-49) F 10/06: Nowlin: Theories of the Policy Process (49-54)	- - F 10/06: Team project collaboration
Wk 8: 10/09 – 10/13	Policy Problems and Agendas	M 10/09: No class (Fall break) W 10/11: Stone Ch.9: Causes F 10/13: Birkland Ch.6: Agenda-Setting	- - F 10/13: Team project collaboration
Wk 9: 10/16 – 10/20	Policy Solutions & Implementation	M 10/16: Birkland Ch.9: Policy Design & Tools W 10/18: Birkland Ch.10: Policy Implementation F 10/20: No readings (conference)	- W 10/18: Team project collaboration No class (conference)
Wk 10: 10/23 – 10/27	Policy Evaluation	M 10/23: Dye Ch.4: Policy Evaluation W 10/25: No readings (prepare for Exam 2) F 10/27: No readings (Exam 2)	M 10/23: In-class review for Exam 2 W 10/25: Project or study time F 10/27: Exam 2
Unit 4: Applied Public Policy			
Wk 11: 10/30 – 11/03	Welfare	M 10/30: Dye Ch.7: Welfare and Inequality W 11/01: Kraft & Furlong Ch.9: Welfare & Social Security F 11/03: Brookings: Roadmap to reducing child poverty	- W 11/01: Group Presentations F 11/03: Policy brief activity
Wk 12: 11/06 – 11/10	Criminal Justice	M 11/06: Dye Ch.6: Criminal Justice	M 11/06: Group Presentations

Date	Topic	Readings & Assignments (due date)	In-Class Activities
		W 11/08: Adams et al.: If the Face Fits (Police Cadets) F 11/10: No class (APPAM Policy Conference)	W 11/08: Dr. Ian Adams -
Wk 13: 11/13 – 11/17	Healthcare	M 11/13: Overview of the US Health Care System W 11/15: Evaluating Health Policy F 11/17: Why Medical Bills Are Out of Control	- W 11/15: Group Presentations F 11/17: Danielle Pavliv
Wk 14: 11/20 – 11/24	Technology/AI	M 11/20: Schiff: Setting the Agenda for US AI Policy W 11/22: No class (Thanksgiving) F 11/24: No class (Thanksgiving)	M 11/20: Deep dive on AI policy - -
Wk 15: 11/27 – 12/01	Environment	M 11/27: Dye Ch.13: Energy and Environment W 11/29: Kraft & Furlong Ch.11: Environment and Energy F 12/01: Kraft & Furlong Ch.11 (part 2)	- W 11/29: Group Presentations F 12/01: Dr. Shan Zhou
Wk 16: 12/04 – 12/08	Education	M 12/04: Dye Ch.9: Education W 12/06: Education policy debate: A right to education? F 12/08: (Last Day of Class)	M 12/04: Group Presentations W 12/06: Dr. Kaylyn Jackson Schiff F 12/08: End-of-course Survey
12/08 – 12/11	-	Work on Final Project	-
12/11	-	Final Project Due (midnight)	-



Assignments

Course Readings

Students sometimes feel they can skip assigned readings. For example, in some technical courses, if you can set up or solve a problem, you may not need to read the textbook.

In this course, readings are not optional. In classes like Pol 120 (social science focus), the act of reading material from new disciplines or grappling with complicated readings is itself part of the learning. In fact, in this course, readings are the most important part of the class.

However, the number of readings is purposefully low so that they are not an undue burden. As a result, you are expected to complete all assigned work, as this is critical to you having a meaningful learning experience. (Note that all readings may be included in tests, whether we cover them in class or not.) Not doing readings may result in pop quizzes or changes to your grade.

All readings or out-of-class assignments are listed in Brightspace and are **due before each class**.

Annotation of Readings

We will use the learning tool Perusall during this course, which allows you to make comments directly on portions of the readings or on your classmates' comments. We will use this approach for all reading assignments to help us appreciate, learn, and enjoy the material. The purpose is to give you a chance to critically engage with and reflect on the readings, demonstrate that you have done so, and interact with your classmates and thus learn together.

I consider engaging with readings to be the most important part of the course, and it thus constitutes the largest portion of your grade. Perusall automatically grades your engagement (e.g., did you complete the reading, spend adequate time on it, make high-quality comments) and the TA and I will review your engagement as well. As a benchmark, roughly 4-6 substantive comments (e.g., a short paragraph each) could be an appropriate amount of comments for a reading. Feel free to discuss your reactions, questions, connections with other ideas or issues, flaws you see, and so on.

Exams 1 and 2

On Friday, September 29, we will have Exam 1, covering Units 1 and 2. The exam will be closed book, proctored, in-class, and on your laptop, using a [lockdown browser](#) (meaning you will not be able to reference other notes, websites, etc.) You will [install the browser](#) prior to September 9. Be sure to bring your laptop, charger, and test the browser in advance.

If you have any administrative or technical questions or approved accommodations to discuss, contact me and the TA at least one week in advance. An in-class make-up exam date within one week may be a possibility in extreme circumstances but will result in a letter grade penalty. We will not grant extensions or other unapproved accommodations (e.g., virtual test-taking) barring extreme circumstances. Regrading or curving may be an option depending on how the exam goes, though your final score may go up or down as per the regrading policy.

On Friday, October 27, we will have Exam 2, covering Units 1-3, and focusing on Unit 3. Other Exam policies and procedures remain the same.

Policy Project

During the course of the semester as your major project, you will work in groups to better understand a particular policy topic, culminating in an in-class group presentation and submitted group “policy brief.”

Pre-class survey. Prior to the first day of class, you will complete a pre-class survey during which you will provide some information about yourself and rank your top two policy topics of interest from the following: Welfare, Criminal Justice, Technology, Environment, and Education.

Group assignment. We will assign you to a small group (4-6 students each) based on your rankings, doing our best to assign you to one of your top choices, organized by policy sector as listed above. You will meet with your group during the first week of class, on Wednesday, August 23.

Choosing group topic. Your group will start to meet regularly, approximately 1-2 times a week, in class. During the second week of class, you should start to collectively determine your topic inside and outside of class. You will have until Friday, September 8 at 5pm to submit your topic proposal. This should be a 1-2 page document (see formatting guidelines) describing your topic choice, rationale for why the topic is important, and a brief discussion of the possible format of your final project (see below for more discussion). The format does not need to be final, but consider one or two options you will consider. The TA or I will provide feedback.

Topic choices: Your topic should be within the relevant policy sector. Otherwise, feel free to be creative. For example, for education, you could do a project on the use of laptops in schools, or the

regulation of chatbots. For welfare, you could look into a four-day work week, or remote work, or the privatization of Social Security. For environment, you could look into nuclear power, or environmental justice, or autonomous vehicles. For technology, you could look into cybersecurity regulation or social media regulation. The topic should have some clear discussions about policy problems and responses.

Group participation and weekly meetings. Collaboration and mutual engagement are key in this course. All team members are expected to participate, and team members will grade themselves and their colleagues according to an identified rubric. Once the group meetings get going, you should spend the last five minutes of each meeting assigning next steps to each group member. That is, each group member should be assigned a task like looking up certain information, organizing citations, or drafting part of the document. In each subsequent group meeting, you should spend the first five to ten minutes of each group meeting reviewing what each person in the group has done.

The purpose of this structure is to distribute work fairly, hold one another accountable, and help one another exercise and learn new skills. You should aim for a constructive, engaged group process where activities are completed over time rather than at the last minute. Group work can be hard: If you're having challenges with group participation, see if you can discuss and address them *constructively* as a group, or reach out to the TA or me. Learning to work effectively in a group on complex and contested policy issues is itself part of the learning.

Class Presentation

During the fourth unit of the course (between November and early December), your group will present for approximately 15 minutes on the topic and your approach to the final project (e.g., progress to-date, outline, screenshots), followed by a few minutes for Q&A and feedback. You will sign up for a time slot a few weeks in advance.

The presentation should introduce the topic to the class and engage with course material. For example, you should cover the key policy actors and institutions, the relevant stages of the policy process, and the interplay between policy problems and competing solutions. You can focus in on a subset of these aspects for your presentation and final project.

Class Presentation Grading Rubric.

	Does not meet expectations (0-4)	Approaches expectations (5-7)	Meets or exceeds expectations (8-10)
Communication of ideas (10 points)	Ideas and arguments are undeveloped, presented without evidence, and/or disorganized	Ideas and arguments are somewhat developed, supported with evidence, and exhibit organization	Ideas and arguments are well-developed, strongly supported, organized, and compelling to hear/see
Engagement with course materials (10 points)	Assignment indicates lack of engagement with core course readings, lectures, and other content	Assignment indicates understanding and appropriate use of fundamentals of course content	Assignment demonstrates robust and thoughtful application of course content
Use of high-quality academic resources (10 points)	Assignment does not incorporate high-quality academic resources as evidence or to support ideas	Assignment incorporates some high-quality sources to support ideas	Assignment robustly and appropriately uses high-quality sources to significantly strengthen project
Preparedness and group collaboration (10 points)	Presentation indicates lack of preparation, organization, or group collaboration	Presentation is reasonably well organized and practiced	Presentation is organized, practiced, and conveys strong group collaboration

Final Policy Brief

Project format. Your final project, the “policy brief,” can take on a variety of formats. Some options include a final paper (15-20 pages with 20+ citations), a curated discussion or debate via podcast or video (e.g., 30-45 minutes), a curated report, sample legislation, a website or web resource, a mini-research study like an analyzed survey or set of interviews, etc. You’re welcome to propose an idea as part of your paper topic proposal, as long as the project engages thoroughly with course material and other cited research and evidence, including via supplemental documents as appropriate. Feel free to be creative and remember that one goal is to have a similar level of rigor regardless of the format. If you wish to change your project format, please reach out to the TA or me.

The purpose is to 1) demonstrate your clear engagement with the readings and lectures, and to 2) connect the readings with your topic of interest with 3) reference to high-quality academic sources (journal and conference articles), fostering independent thinking. This assignment is intended to

meaningfully develop your understanding of policy implications of a topic you care about. So please have fun with it!

Formatting. Please see the syllabus instructions. References should be included in text (“in line citations”) using APA and at the end as a Reference section, and do not count towards page length. If you are using an alternative project format (e.g., a video), you can include references as a slide in the video, or as a separate attachment as part of your final submission, for example. Your documents should also be formatted professionally, e.g., including a running header with basic information like group member names, the name of your case study topic, the course and semester, instructor name, and date.

Citations. You should be referring to high-quality academic citations beyond the required readings related to your topic and/or concepts in the readings. At least half of your references should be from these [high-quality sources, typically academic journals or conferences](#). Other citations are also allowed/encouraged, such as think tank reports, company websites, or news articles. 20-30 citations is a reasonable amount, though fewer or more may be appropriate. The purpose of using high-quality academic sources is to build your own ideas based on the best of prior existing evidence, a skill you will need to be able to independently analyze new issues you face in the most rigorous way possible. You can find academic sources on databases like Google Scholar (not Google), the Purdue Library, and Web of Science. If you are not clear what an academic source is, see the link above.

Do not submit a project that fails to properly cite sources or that conveys a sequence of words is your writing when it should be quoted. If you draw on a source like Wikipedia or a blog, either cite and quote appropriately, or use material from a different primary source (preferred). See the plagiarism policy for guidance or the link [here](#) if you are unclear about specific ways to cite, quote, or paraphrase sources. Plagiarism or failing to adhere to the policy on generative AI use may result in a letter grade reduction, failure of the assignment or course, and referral to the [OSRR](#).

Final project submission. One number from your group will submit the final project, due midnight on December 11. You will also be asked to anonymously grade your performance and each team member’s performance according to a rubric (timeliness, ownership, communication, collaboration, leadership, and overall contribution). We will review all scores and assign final points.

Grading. The late policy will apply, and no projects later than 48 hours will be accepted. The final project will be graded as follows, across five dimensions for a total score between 0 and 50. Another 30 points will be earned by individuals, not projects, summing to a total between 0 to 80 points. The individual portion is based on a peer review survey (required for individual credit) and instructor evaluation. Curving may or may not be applied. Points will be deducted for lateness, plagiarism, and violation of the generative AI policy. Bonus points may also be granted.

Final Project Grading Rubric: Group Project(50 points across five categories, 0-10 each, *group score*)

	Does not meet expectations (0-4)	Approaches expectations (5-7)	Meets or exceeds expectations (8-10)
Communication of ideas (10 points)	Ideas and arguments are undeveloped, presented without evidence, and/or disorganized	Ideas and arguments are somewhat developed, supported with evidence, and exhibit organization	Ideas and arguments are well-developed, strongly supported, organized, and compelling to read
Engagement with course materials (10 points)	Assignment indicates lack of engagement with core course readings, lectures, and other content	Assignment indicates understanding and appropriate use of fundamentals of course content	Assignment demonstrates robust and thoughtful application of course content
Use of high-quality academic resources (10 points)	Assignment does not incorporate high-quality academic resources as evidence or to support ideas	Assignment incorporates some high-quality sources to support ideas	Assignment robustly and appropriately uses high-quality sources to significantly strengthen project
Format and creativity* (10 points)	Assignment does not meet formatting expectations or is too short	Assignment format and length is appropriate to the topic proposed	Assignment is well formatted, of an appropriate length, and is creative
Language usage / grammar (10 points)	Grammar and word choice are inappropriate	Grammar and word choice are coherent with some mistakes	Grammar and word choice are exceptional with few mistakes

* A standard written paper can get full credit for creativity/format

Final Project Grading Rubric: Group Score: Teamwork(30 points across six categories, 0-5 each, *individual score*)

	Does not meet expectations (0-1)	Approaches expectations (2-3)	Meets or exceeds expectations (4-5)
Timeliness (5 points)	Team member consistently missed deadlines and deliverables, in terms of completing relevant portions of their work, attending group meetings, and responding to group communications	Team member was generally on time in terms of meeting deadlines, completing relevant portions of their work, attending group meetings, and responding to group communications	Team member was always or almost always on time or ahead of time in terms of completing relevant portions of their work, attending group meetings, and responding to group communications
Ownership (5 points)	Team member generally did not take responsibility for their portion of the work, e.g., not taking charge of their own tasks without repeated prompting, requiring teammates to pick up slack at the last minute, etc.	Team member generally exerted ownership over their portion of the work, e.g., by taking charge of their own tasks without much reminding, not leaving teammates to pick up slack, etc.	Team member always or almost always exerted ownership over their portion of the work, e.g., by taking charge of their own tasks willingly and forthrightly, doing necessary research, being proactive, etc.
Communication (5 points)	Team member rarely communicated	Team member communicated occasionally but could have been more proactive and responsive	Team member always or almost always communicated clearly and consistently with team
Collaboration (5 points)	Team member rarely contributed to team discussions, research, documents, meetings, etc.	Team member collaborated but did not fully contribute to team discussions, research, documents, meetings, etc.	Team member always or almost always actively collaborated and contributed to team discussions, research, documents, meetings, etc.
Leadership (5 points)	Team member did not demonstrate leadership skills	Team member showed some leadership potential in terms of group interaction, facilitation, stepping up and being proactive, etc.	Team member stepped up as a leader and guided the team effectively, providing academic or social support, taking ownership for mistakes, etc.
Overall Contribution (5 points)	Overall, the team member provided minimal contributions to the team project and may have even caused challenges or additional burdens due to lack of timeliness, ownership, cooperation, or communication	Overall, the team member did adequately in contributions to the project, was a sufficient asset to the team, and a fine collaborator	Overall, the team member did well or went above and beyond in contributions to the project, was a valuable asset to the team, and a great collaborator