

O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs

V181: U.S. Policy & Administration Fall 2021

Instructor

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Teaching Assistant

Katie Hutchinson [she/her] (khutchi@iu.edu)

Class Meeting

Tuesdays/Thursdays, 3:15-4:30pm, BQ C129, in person (unless otherwise noted)

Office Hours

Professor Baggetta's Office Hours: Tuesdays, 11:00am-12:00pm & Thursdays, 1:30-2:30pm ET

Office hours meeting with Professor Baggetta can happen in person in his office (SPEA 435) or virtually over Zoom. Details will be discussed in class.

Katie Hutchinson's Office Hours: Tuesdays, 4:30-5:30pm ET

Katie's office hours will take place in person in the waiting area just outside our classroom (BQ C129).

COURSE OVERVIEW

Course Description from the O'Neill School Undergraduate Bulletin

The policy making and implementation process in the United States is complex and effects the daily lives of citizens in a profound way. This course will introduce that process and highlight the forces have shaped some of the most salient policy battles of the last decade.

Course Introduction

In the United States, federal law prohibits the possession and use of marijuana for any reason—and yet, in 18 states marijuana use is legal for all purposes and in 25 states there are some legal and some illegal

forms and uses of marijuana. Only 5 states consider marijuana illegal in all forms and for all uses. How can this be? How do laws like these get made and enforced? How do they even get considered in the first place? And how do policy-makers decide whether to support or oppose new proposals? Using hands-on activities, active discussions, and professional tools, this course will give you the knowledge, skills, and perspectives you need to see public policy-making and administration in a more comprehensive way—and to start thinking about how to shape new policies.

Learning Outcomes

By the end of the course, students should be able to...

- Identify and understand how various levels of government (local, state, and federal) play a role in the public policy process.
- Understand the role of stakeholders and US institutions in the public policy process.
- Identify various types of policy and how they are made and implemented.
- Explain how a social or political movement has shaped systems of power within the country.
- Identify one or more ways in which individuals and groups in the US have unequal experiences in the policy process.
- Articulate and present a case for or against a policy or policy proposal succinctly and thoughtfully.
- Write persuasively.
- Use evidence and data to support an argument.

The course includes many specific learning outcomes that build up to these broader, course-level outcomes. Those specific outcomes will be articulated separately for each module of the course.

O'NEILL SCHOOL EXPECTATIONS OF CIVILITY AND PROFESSIONAL CONDUCT

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.

- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

These expectations are excerpted from the [O’Neill School Honor Code](#). All students in this course are bound by the terms of the code.

ACADEMIC INTEGRITY

This course—and any course—depends on the commitment of everyone involved to being honest, trustworthy, civil, and respectful. This includes producing and submitting only your own, original work; appropriately citing ideas and information taken from other sources; interacting with classmates and instructors in ways that are kind, courteous, and empathetic. Indiana University and the O’Neill School have a range of policies governing the rights and responsibilities of students. Please be familiar with them as they apply to everything you do in this course.

- [Indiana University Code of Student Rights, Responsibilities, and Conduct](#)
- [O’Neill School Honor Code](#)

Incidents of academic misconduct or other violations of expectations of civility and respect will be addressed by the instructor in accordance with IU and O’Neil School policies and procedures.

Note Selling

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Course Materials

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

COURSE REQUIREMENTS

Learning Materials

You will be introduced to important concepts, patterns, trends, and issues in this course through several kinds of learning materials. **Lectures** will be recorded and posted to the Canvas site within relevant Modules *or* given live in class by the instructor (note: live lectures will not be recorded; lecture videos will only be provided for lectures *not* delivered live in class). Recorded lectures will introduce key concepts and suggest ways for you to think about and see those concepts in the world around you. Live lectures will review, extend, or clarify the recorded lectures and introduce learning activities. **Learning activities** are structured opportunities to apply ideas from lectures. You will often begin learning activities in class, complete them at home, and submit the final output for a grade (more on that below). **Readings** from the required text will provide you specific guidance on how to conduct research and produce written outputs that meet the demands of the policy-making world and the standards of professional communication. **Other readings, podcasts, and videos** will introduce you to particular cases or situations that illustrate ideas introduced in lecture. Together, this body of materials will form the knowledge foundation on which you will build your own understanding of a policy area of particular interest to you and your own professional-level written outputs related to that area.

Assessments (Graded Assignments & Activities)

You will regularly complete quizzes, activities, and discussions that will be graded on simple scales. People who study teaching and learning refer to these kinds of assessments as “formative assessments;” they help you form an understanding of the course materials by giving you regular feedback on what you are learning as you practice it. Our formative assessments will consist of:

Quizzes: After lectures, readings, or learning practice activities, you will often be presented with quiz questions using Canvas’s QuickCheck tool. Questions will be in a variety of formats (most commonly, multiple choice) and will ask about key concepts, facts, or trends that appeared in material you recently completed. These quizzes allow you to quickly assess your own understanding. They will be graded as the percent of all items that you get correct, but you can retake the quiz as many times as you like up until the submission deadline. Only your most recent score will count in grade calculations. The means if you miss a question, you can return to the lesson and review the concepts or attend office hours and ask questions before taking the quiz again. There will be at least 20 quizzes during the course.

Learning Activity Outputs: As noted above, learning activities will typically start in class and be completed at home. They will ask you to take concepts introduced in lectures and readings and put them into practice. While the assignment formats will vary depending on the lessons being learned, they will all involve some specific output. Each output will be graded on a simple 0-2-3 scale. If you do not turn in the output or it does not meet the standards of the assignment, you get a 0. If you meet the standards of the assignment, you get a 2. If you do something that substantially exceeds the standards for the assignment, you’ll get a 3 (this does not happen often—but it’s exciting when it does!). The most important part about the grading are the comments you receive on the assignment. They will help you see where you are on track and where you might be misunderstanding some concepts. There will be at least 8 learning activities during the course.

Discussions: We will regularly have discussions in class. They will take many formats. Most discussions will have some kind of output so we have a record of your active participation in the discussion. Sometimes this will be a sheet of paper we collect from you at the end of class. Other times we will ask you to post a comment or link to a discussion thread on Canvas and then read and respond to your classmates' posts. Sometimes, it might be both.

To successfully complete the discussion assignment, you will need to follow the instructions, engage with the discussion, and then complete and submit the output in whatever format we ask for. Regardless of format, discussions will be graded together on a simple 0-2-3 scale. If you do not submit the requested output or your submission does not make a serious attempt to follow the instructions, you get a 0. If you meet the standards of the discussion, you get a 2. If you make a particularly compelling contribution live in class or in your submission, you'll get a 3. There will be at least 8 discussions during the course (and probably a lot more than that).

Writing Preparation and Drafts: A major goal of the course is to teach you how to write in compelling, persuasive ways for professional policy-making settings. To do this, we will work on the process of planning, researching, drafting, and rewriting that happens before final versions of documents are produced. You will submit several outputs from this process, including source lists, outlines, and drafts. Each output will be graded on a simple 0-2-3 scale. If you do not turn in the output or it does not meet the standards of the assignment, you get a 0. If you meet the standards of the assignment, you get a 2. If you do something that substantially exceeds the standards for the assignment, you'll get a 3. More important than the grade are the comments. You will get feedback from the teaching staff and/or your peers. You will use the advice you receive on these draft documents to improve the quality of the work you will submit for the policy writing output assignments described below. There are 5 writing preparation and draft activities (plus several related formal discussion activities included in the discussions noted above).

*We have several larger assessments that capture how well you have internalized the major lessons from the semester. People who study teaching and learning refer to these as "summative assessments;" they allow you to demonstrate your level of mastery of the material overall. Our **summative assessments** will consist of:*

Policy Writing Outputs: You will produce three final-draft policy documents during the semester. All three are the kinds of writing you would do in a professional policy-making setting, whether working for a government agency, for an elected official's campaign, or for a non-governmental organization with public policy interests. The first is a 6-page policy memo that summarizes many aspects of a policy problem and its possible solution. The final version of this document will be due in the middle of the semester. You will then use the 6-page memo as the foundation for two additional documents with different policy audiences: a 2-page Issue Brief aimed at professional policy-makers and a 700-word Op-Ed aimed at the general public. As we will discuss, these documents will draw directly on the insights you develop in the 6-page memo, but they will be re-written, re-designed, and refocused to clearly communicate in stylistically different ways to those different audiences. Each of these three documents will be graded according to specific requirements and standards that will be distributed with the assignment details.

Exams: There will be two exams in the course: a midterm and a final. The exams will be multiple choice and completed through the Canvas quiz tool. Some exam questions will ask you to remember a term, definition, person, other key fact. Other questions will ask you demonstrate that you understand a concept by showing how that concept applies in a particular context. The first midterm will deal with all material covered in Modules 1 through 6. The final exam is cumulative and therefore covers material from Modules 1 through 15.

You will take the exam at a time of your choosing within the days allotted for each exam. The one class session that appears during the allotted exam days will be set aside for students who want to take the exam in the classroom, but you are not required to take the exam at that time. You may take the exam at some other time and place, so long as you complete it before the deadline. Note: cooperating with other students on an exam is cheating and grounds for failing the course; it also won't be helpful, as each student will be taking a slightly different exam. You will have a limited amount of time for each exam and you will have only one opportunity to take the exam; once you begin the time, the clock runs continuously until your time is up. Both exams will be open book and open notes—but don't be fooled by this; the time limit means you will not have the time to look up all (or even many) of the answers. You will still need to study adequately before beginning the exam.

Exams will be graded as the percentage correct of the total items on the exam. The instructor reserves the right to curve exam scores. Curves will only be used to “curve up” a grade distribution that is unexpectedly low. If everyone does well on an exam, the instructor will not “curve down” the grades to meet some pre-determined grade distribution.

Grade Weights

To create a final course grade, the grades from each formative assessment described above will be averaged with the others of its type, converted to a 100-point (percentage) scale, and weighted according to the weights listed below. Summative assessments will be weighted independently as listed below.

- **Formative Assessments**
 - Quizzes: 10%
 - Discussions: 10%
 - Learning Activities: 15%
 - Writing Preparation & Drafts: 10%
- **Summative Assessments**
 - 6-page Policy Document: 10%
 - 2-page Issue Brief: 10%
 - 700 Word Op-Ed: 10%
 - Midterm Exam: 10%
 - Final Exam: 15%

All assessments graded on the 0-2-3 scale will be averaged in the same way. Each assignment is graded out of 2 possible points. The total number of points for the semester, then, is 2 times the number of assignments. For example, if there were 10 learning activities, the total possible points would be 20. A student who got 2 on all the activities would get a 20 out of 20 ($20/20 \times 100 = 100\%$). A student who got a 0 on one of the activities would end up with 18 out of 20 ($18/20 \times 100 = 90\%$). This means 3s on

assignments are essentially bonus points for exceptional work. A student who got a 3 on all 10 activities (note: this will definitely not happen), would end up with 30 out of 20 points ($30/20 \times 100 = 150\%$).

Final Letter Grades

Final grades for the course will be reported as letter grades. Letter grade conversions for final grades (and for each of the sets of grades described above) will be based on the following percentage cut points (i.e. the percentage listed is the minimum value required to earn the associated letter grade; any grade at or above that value received the associated letter grade):

97.0% A+
93.0% A
90.0% A-
87.0% B+
83.0% B
80.0% B-
77.0% C+
73.0% C
70.0% C-
67.0% D+
63.0% D
60.0% D-
0.0% F

When final grades are calculated, some percentage values may be turn out to be very close to thresholds, but still below them. Please do not ask for close final scores to be “rounded up” to the next letter level as there is no fair, justifiable reason to do so. The final percentage is a simple arithmetic combination of the grades you received all semester weighted according to the weightings listed above. It is not subject to debate or adjustment; the math is the math.

If you have any concerns about a particular grade on a particular assignment during the semester, please raise that concern with the instructors at the time you receive the grade—not at or after the end of the semester.

Incompletes (Grade: I): According to school and university policies, the grade of Incomplete used on final grade reports indicates that work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student’s work in the course is of passing quality. The instructor may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. Such circumstances are very rare. For more information see [IU Incompletes policy](#).

Late Withdrawal (Grade: W): According to school and university policies, withdrawal after the automatic withdrawal period requires approval by the instructor and the relevant Program Director, and must be based on dire circumstances relating to extended illness or equivalent distress. Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal.

Contact your advisor or the appropriate Program Director if you want to petition for late withdrawal. For more information see the [IU Enrollment and Student Academic Information Bulletin](#).

TEXTS

There is one required text for this course available at the IU Bookstore and most private and online booksellers. A copy will be placed on reserve in the Business/SPEA Library (SPEA 1st Floor).

- Pennock, Andrew. 2019. *The CQ Press Writing Guide For Public Policy*. Sage /CQ Press. ISBN: 978-1-506-34878-0

There are two recommended texts. Chapters from these texts often reinforce, extend, or further explain concepts and trends that will be introduced in lectures or other activities. Specific chapters from these books will be noted in relevant modules. Reading those chapters during those modules will help solidify understanding of key course concepts and provide extra depth for students particularly interested in a topic. These books have *not* been ordered at the IU bookstore. You can easily find new or used copies of them online. Copies will be placed on reserve in the Business/SPEA Library (SPEA 1st Floor).

- Peters, B. Guy. 2019. *American Public Policy: Promise and Performance (11th Edition)*. Sage/CQ Press. ISBN: 978-1-506-39958-4
- Stone, Deborah. 2012. *Policy Paradox: The Art of Political Decision Making (3rd Edition)*. W.W. Norton. ISBN: 978-0-393-91272-2

There are no required readings from the two recommended texts, and you can successfully make it through the course without them, but students often find the reinforcement and extensions of key concepts in these texts to be helpful.

COURSE POLICIES

Attendance

Courses in a “flipped” format depend on consistent, active participation by all class members. Because of that, attendance is almost mandatory. Why almost? Because sometimes people get Covid, have serious family emergencies, or other really extenuating circumstances come up (one year, I had a student whose apartment caught fire and another got hit by a car while riding his bike; sometimes bad stuff happens). If these things happen, so be it. Don’t ignore your burning house or try to shake off a concussion or push through that fever and dry cough to attend class; deal with it appropriately (maybe... call the fire department or seek medical treatment or get a Covid test). This is especially important this year: if you feel sick, don’t come to class. Get tested. We’ll figure out a way to get you caught up.

Whenever possible, please contact the instructor **before class** to let him know why you will not be there. The instructor reserves the right to reduce grades for relevant assignments if absences become a problem—but your instructor also recognizes that we live in strange times. If you are honest and reasonable your instructor will be too.

Attendance alone, however, isn’t enough. Most of what happens in class will be active participation. We will either be discussing readings, doing exercises that allow you to practice certain skills, reading and

critiquing our classmates' drafts, or actively working on Learning Activities. This means (a) you must be prepared for class, having done the readings, watched the lecture videos, or completed any other assigned activities at an appropriate level—and (b) you must give your all to the discussions, exercises, critiques, and in class work. As with attendance, the instructor reserves the right to reduce grades for relevant assignments if the quality of participation is not acceptable.

Deadlines, Late Assignments, and Missed Exams

Deadlines will be posted on Canvas for all assessments and all submissions are time-stamped except for in-class **discussions** which must be submitted by the end of the class period where the discussion occurs.

Quizzes must be completed by the posted deadline, but can be retaken an unlimited number of times up until that deadline.

Late **formative assignments** (graded on the 0-2-3 scale) will receive a grade of 0.

Summative writing assignments submitted late for any reason will be docked 10 percentage points per day from the 100-point-scale converted score (e.g. a 91% assignment due by 11:59pm on Thursday automatically becomes an 81% if submitted at or after 12:00am [midnight] on Friday, a 71% at or after 12:00am [midnight] on Saturday, and so on).

According to university policy, only severe illness, death in the family, or unavoidable conflict caused by an official university obligation are grounds for excused absences from **exams** (i.e. failing to complete and submit an exam during the allotted timeframe). Official documentation must be provided to establish these claims.

Holding to deadlines is an important component of any course. That said, sometimes unexpected things happen. If you do what you can to avoid late submissions or missed exams (like starting early, checking your technology, and submitting before deadlines), I will do what I can to accommodate the occasional unexpected situation that arises. If at any point you think you will miss a deadline, or you realize you already have missed a deadline, contact the instructor immediately. It is always easier to deal with deadline issues *before* a deadline has passed, but we will do the best we can with whatever situations arise. Communication and transparency are essential. Providing false information about the reasons for a missed deadline or exam are violations of the O'Neill School Honor Code and grounds for failing grades and other grade reductions at the instructor's discretion.

Technology Use

Technology is essential for the success of our course. Most class materials will be posted online and we will often refer to online resources during Learning Activities and Discussions in class. You are *encouraged* to bring a laptop, tablet computer (e.g. iPad), or other internet connected device that allows you to edit documents to class. In some cases, you will *need* to use such a device (if you don't have one, we'll pair you up with someone who does). You should also have a pen and paper handy in class (old school technology is essential too).

During class, please limit your technology use to only class-related purposes. You may use any device to refer to readings, connect to the course Canvas site, search for online materials used in Learning Activities and Discussions, and to take notes (although research suggests *pen and paper* is most

effective for learning). You may *not* do work for other classes, message your friends and family, check or post to your social media accounts, surf the web, play games, watch videos, or do any other non-class-related activity. These other uses are a distraction to yourself and your classmates. Also, keep in mind that all of your technology use should be in accordance with [all IU policies](#).

Please silence your phones during class and ignore all non-emergency communication. If you receive a call you believe is a true personal emergency (it happens), you may step outside of the classroom to take the call. If it is an emergency that applies to all of us, all of our phones will buzz and we'll deal with that as a group.

COURSE SCHEDULE

The course is organized into weekly Modules. Each Module will contain a combination of recorded lecture videos, readings from the required text, other readings and supplemental materials (like podcasts or videos), quizzes, learning activities, and assignments. Modules will be released no later than the end of the day the Friday before the weekly Module begins. An announcement will be posted to Canvas each time a new Module is released as well as any time an update is made to a Module after its initial release. Assignments will be due by the end of the day on Wednesday or Friday (the days after our class days). This allows you to start an activity in class, work on it for another day, and then submit. Some elements of modules—typically comments on discussion posts or draft writing assignments—will have deadlines on other days, most commonly Monday of the following week. The opening page of each module will include a list of all deadlines for that module week. You should expect to log into the Canvas site at least three times during an average Module week beyond what we do in class.

Below is the weekly Module schedule with topics, exams, and major research/writing assignments noted. Specific deadlines, lectures, readings, quizzes, learning activities, discussions, other materials, and other details will be released with each Module.

- Module 1: Course Introduction | August 22-28
- Module 2: What is Public Policy and Why Do We Need It? | August 29-September 4
- Module 3: The Structure of U.S. Policy-making | September 5-11
 - Assignment: 10 sources for broad knowledge
- Module 4: Policy Stakeholders & Representation | September 12-18
 - Assignment: 10 sources for deeper knowledge, problem statement, & memo outline
- Module 5: The Policy Process, Part 1 | September 19-25
- Module 6: The Policy Process, Part 2 | September 26-October 2
 - Assignment: Draft 6-page policy memo
- Module 7: Midterm Exam | October 3-9
 - Midterm Exam
- Module 8: Social Movements | October 10-16
 - Assignment: Revised 6-page policy memo
- Module 9: Policy Justifications—Efficiency | October 17-23
- Module 10: Policy Justifications—Autonomy | October 24-30
- Module 11: Policy Justifications—Equality | October 31-November 6
- Module 12: Persuading Policy-Makers: Issue Briefs | November 7-13
 - Assignment: Draft Issue Brief

- Module 13: Persuading the Public: Op-Eds | November 14-20
 - Assignment: Draft Op-Ed
- Thanksgiving Break: November 21-27
- Module 14: Policy Outcomes—Who Gets What When How? | November 28-December 4
 - Assignment: Revised Issue Brief
- Module 15: Your Next Steps in the Policy Process | December 5-11
 - Assignment: Revised Op-Ed
- Module 16: Exam Week | December 12-18
 - Final Exam

The above schedule is subject to limited change in the event of extenuating circumstances.

Additional Material

No one-semester course can adequately cover the depth and breadth of thinking and research on any topic we cover. Honestly—in the time we have, we will barely scratch the surface. If at any point you would like more information about any topic covered in the course—or even related topics not formally addressed in the class—please reach out to the instructor. I will gladly direct you toward additional sources of information on topics of interest to you.

ACCOMMODATIONS

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors [see this website](#).

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found [on this website](#).

GETTING HELP

While I hope your time at IU will be smooth, happy, and fulfilling, that might not always be the case. If you find yourself in difficult—or even traumatic—circumstances, there are many resources available at IU to help. Here are some of them...

Writing Help: Writing Tutorial Services

For free help at any phase of the writing process—from brainstorming to revising the final draft—visit the [Writing Tutorial Services](#) (WTS, pronounced "wits") website. You will need to complete a one-time registration if this is your first time using the online scheduler. When you join your session, you'll find a

tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please use the "Limit to" drop-down menu at the top-center of the schedule page. WTS (usually located in the Learning Commons on the first floor of the West Tower of Wells Library) will be open for [online tutorials](#) Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00 p.m. beginning on August 31.

Mental Health Help: Counseling and Psychological Services (CAPS)

There are many, many reasons why you might want to talk with a counselor—and all of them are legit. CAPS is staffed with trained professionals who provide a wide array of services. Check out the [CAPS website](#) for details. If you are in crises, call 812-855-5711 any day, any time and choose option 1. If it's not a crisis you can still call that same number to schedule a 30-minute virtual visit.

Sexual Misconduct Help

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources see the [IU Stop Sexual Violence website](#). It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit the [IU Stop Sexual Violence website](#) to learn more.

Emergency Food Relief

If you find you are in need of food and do not have the resources to purchase it, [you are not alone](#). This is a disturbingly common situation faced by college students in the U.S. (and evidence of a variety of policy shortcomings). If you find yourself in such circumstances, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:

- [Crimson Cupboard](#)
- [Emergency Meal Project @ IU](#)
- [Mother Hubbard's Cupboard Food Pantry](#)
- [Other food pantries](#)

Emergency Funding

Are you facing unexpected financial challenges? [You are not alone](#). This is another disturbingly common situation faced by college students in the U.S. (and evidence of a variety of policy shortcomings). For emergency funding issues, please visit the Student Advocates Office (SAO) [website](#). For additional concerns not covered by the SAO, apply for funding from the O'Neill School [here](#).

COMMITMENT TO DIVERSITY & COMMUNITY

Indiana University, the O'Neill School, and the instructor of this course are all committed to goals of diversity, equity, and inclusion (DEI). If at any point you feel the DEI dynamics in the course could be improved in any way, please reach out to the instructor; inclusion is a process, so dynamic efforts to make contexts more inclusive will always be on the table in the course.

More information about the Indiana University's DEI efforts can be found on the [website of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs](#). The O'Neill School's efforts can be found on the website of the [Office of Diversity, Equity, and Inclusion](#). The student organization [Students for Equity in Public Affairs](#) (SEPA) is open to all O'Neill School students and is actively working on a number of important initiatives.

Find Your Community at IU

IU is a big place. It can help to find a community of folks here who you can connect with. Some particularly welcoming communities that might be of interest to you include...

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: glbtserve@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405

Phone: 812-855-9271

Email: nmgrad@indiana.edu

Website: <https://blackculture.indiana.edu/index.html>

So Many More...

If the community you're looking for isn't listed here, fear not: there are more than 750 student organizations at IU. Search the [listing of Student Organizations](#) to find people who share your interests—or to find a new interest to pursue.