

# O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs

## V181: U.S. Policy & Administration

### **Instructor**

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### **Teaching Assistant**

To be announced

### **Class Format**

Online only, Asynchronous instruction, Synchronous office hours

### **Office Hours**

Group Office Hours: Tuesdays 3:15-4:30pm ET

Individual Office Hours: Thursdays 3:15-4:30pm ET and By Appointment

Signup instructions: For group office hours, just "drop in" to the Zoom room. For Thursday individual meetings and other by appointment meetings, contact me by email.

Method: Zoom

Zoom link: <https://iu.zoom.us/my/baggetta>

## **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 31 states marijuana is legally used for medical purposes and in 9 states it is legally used for recreation. 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.
- Be able to identify various types of policy and how they are made and implemented.
- Write persuasively.
- Use evidence and data to support an argument.
- Articulate and present a case for or against an issue succinctly and thoughtfully.

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. [In our online context, this means completing assigned materials on time, meaningfully contributing to online discussions in a timely matter, and participating respectfully in synchronous office hours as needed.]
- 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. [In our online context, this means attending scheduled synchronous office hours at agreed-upon times and being fully attentive when present.]
- Students must abide by the course policy regarding use of electronic devices in the classroom. [In our online context, this mean being fully attentive when in synchronous office hours meetings and abiding by stated rules for quizzes, exams, and other assignments completed online.]
- Students must responsibly participate in class activities and during team meetings. [In our online context, this means participating thoroughly and respectfully in Discussion assignments and providing timely, respectful feedback on classmates' drafts when assigned.]

- 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. [In our online context, this means using technology in ways that is respectful and not harmful or detrimental to others' experiences using technology.]

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.

### **Online 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. **Lecture videos** will be produced by the instructor and posted to the Canvas site within relevant Modules. Lectures will introduce key concepts and suggest ways for you to think about and see those concepts in the world around you. **Readings** from the required text book 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 the material you just 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. 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 about 25 quizzes during the course.

**Learning Activities:** These assignments 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 what you are on track and where you might be misunderstanding some concepts. There will be about 8 learning activities during the course.

**Discussions:** During many modules, you will be required to post a comment to a specific discussion thread. This will usually involve posting a small piece of a learning activity assignment or responding to some ideas that come up during the lectures or activities in a module. To successfully complete the discussion assignment, you will need to post a brief but thoughtful statement that matches the request in

the prompt and then read and respond to your classmates' posts. The typical minimum will be posting meaningful responses to at least 3 of your classmates, but you are always welcome to do more. Your original posts and comments graded together on a simple 0-2-3 scale. If you do not make an original post or complete enough comments or your posts and comments do not make a serious attempt to respectfully engage with the ideas in the prompt, 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. The teaching staff will also participate in the online discussions and themes from the posts and comments will be part of what the instructor discusses in communications to the whole class each week. There will be about 15 discussions during the course.

**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 sources 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 discussion activities included in the 15 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 document 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 document 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 document, 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 a specific rubric 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 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. 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—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 ( $20/20*100=100\%$ ). A student who got a 0 on one of the activities would end up with 18 out of 20 ( $18/20*100=90\%$ ). 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 not happen), would end up with 30 out of 20 points ( $30/20*100=150\%$ ).

### **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 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 the course available for purchase from the [IU Bookstore \(Links to an external site.\)](#), the [publisher \(Links to an external site.\)](#), or any online retailer (e.g. [Amazon \(Links to an external site.\)](#)):

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

All other required readings are available online and/or will be made available on our Canvas site.

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.

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

## **COURSE POLICIES**

### **Deadlines, Late Assignments, and Missed Exams**

Deadlines will be posted on Canvas for all assessments and all submissions are time-stamped.

Quizzes should be completed before the end of each module (and, typically, before moving on to any other assignments or activities in the module), but can be retaken an unlimited number of times up until final semester grades are calculated.

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 Friday automatically becomes an 81% if submitted at or after 12:00am [midnight] on Saturday, a 71% at or after 12:00am [midnight] on Sunday, 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, this course is unfolding in unusual circumstances; 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 have already 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 online course. Your individual technology use should be in accordance with [all IU policies](#). During synchronous meetings (group or individual office hours), please minimize your use of other technologies so as to limit distractions to you and others. This includes turning off televisions, radios, and other noisy devices near your computer (to the best of your ability), closing other browser windows and computer applications, and silencing (and, ideally, putting away) phones and other devices. For the times that we meet, it will be best if you can focus just on meeting.

## COURSE SCHEDULE

The course is organized into weekly Modules. Each Module will contain a combination of 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 generally be due by the end of the Module week, although some elements of the module—especially Discussion posts and comments—will be required by specific deadlines within the week. You should expect to log into the Canvas site at least three times during an average Module week.

Below is the Module schedule with topics and assignments noted. Specific deadlines, lectures, readings, other materials, and other details will be released with each Module. Individual quiz listings below may actually include multiple quizzes corresponding with separate lecture videos, readings, and other materials appearing in the Module. All quizzes will be QuickCheck quizzes that can be retaken an unlimited number of times until final grades are processed as described above.

- Module 1: Course Introduction | August 23-29
  - Quiz: Syllabus Review
  - Assignment: Professional Email Introduction
  - Discussion: Professional Video Introduction
- Module 2: What is Public Policy and Why Do We Need It? | August 30-September 5
  - Quiz: Policy & State Terms
  - Quiz: Policy IDs
  - Assignment: News Roundup Policy IDs
  - Discussion: Retelling a news story without policy
- Module 3: The Structure of U.S. Policy-making | September 6-12
  - Quiz: Policy Structures & Areas Terms
  - Quiz: Branch and Level IDs
  - Assignment: Real policy actor lists
  - Discussion: Policy problem statements
  - Assignment: 10 sources for broad knowledge
- Module 4: Policy Stakeholders | September 13-19
  - Quiz: Stakeholder Types
  - Quiz: Stakeholder IDs
  - Assignment: Expanded, issue-specific policy actor lists
  - Assignment: 20 sources for deeper knowledge

- Assignment: Revised problem statements & sentence outline drafts
- Module 5: Representation | September 20-26
  - Quiz: Representation Terms & Trends
  - Assignment: Original table, graph, and related paragraph
  - Discussion: Original graphs
- Module 6: The Policy Process | September 27-October 3
  - Quiz: The Stages Model
  - Quiz: Stages IDs
  - Assignment: 6-page policy document drafts
  - Discussion: Paragraph drafts
- Module 7: Midterm Exam | October 4-10
  - Quiz: Sample exam questions
  - Discussion: Exam Review Wiki
  - Assignment: Midterm Exam [timed, open book]
- Module 8: Informing & Advocating in Writing | October 11-17
  - Assignment: Midsemester Evaluation Survey
  - Discussion: Midsemester Reflections
  - Assignment: Revised 6-page policy document
- Module 9: Policy Justifications—Efficiency | October 18-24
  - Quiz: Efficiency and Cost-Benefit Analysis Terms
  - Discussion: Cost-Benefit Analysis Estimates for “Full Ride” Proposal
  - Assignment: Proposal Choice and Explanation
- Module 10: Policy Justifications—Autonomy | October 25-31
  - Quiz: Autonomy Terms and J.S. Mill
  - Discussion: Arguments for/against College Football Proposal
  - Assignment: Proposal Choice and Explanation
- Module 11: Policy Justifications—Equality | November 1-7
  - Quiz: Equality and J. Rawls
  - Discussion: Cookie Problem options
  - Assignment: Arguments for/against National Service Proposal
- Module 12: Persuading Policy-Makers: Issue Briefs | November 8-14
  - Assignment: Issue Brief Draft
  - Discussion: Peer Review of Issue Briefs
- Module 13: Persuading the Public: Op-Eds | November 15-21
  - Assignment: Op-Ed Draft
  - Discussion: Peer Review of Op-Eds
- Thanksgiving Break | November 22-28
- Module 14: Policy Outcomes—Who Gets What When How? | November 8-14
  - Quiz: Policy Outcomes Patterns & Trends
  - Discussion: Connections of Outcome Patterns to Justifications
- Module 15: Your Next Steps in the Policy Process | December 6-12
  - Quiz: Policy Opportunities
  - Discussion: End of Semester Reflections
  - Online Course Questionnaire (OCQ) Instructor and Course Evaluations
  - Assignment: Issue Brief, revised draft
  - Assignment: Op-Ed, revised draft

- Module 16: Exam Week | December 13-19
  - Discussion: Exam Review Wiki
  - Assignment: Final Exam

The above schedule is subject to limited change in the event of extenuating circumstances. Changes will never include new assignments or requirements unless they are offset by the removal of other, equivalent assignments or requirements.

### **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 Zoom 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.

## **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](mailto: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](mailto: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: [gltbtserv@indiana.edu](mailto:gltbtserv@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](mailto: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](mailto: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.