



**Note: This syllabus is subject to change. Please confirm details closer to the dates in question**

(updated, 10/12/2020)

<b>Course Information</b>	<p><u>Course Title</u> 90-788-A1 Policy Topics I: Financing the Public Good</p> <p><u>Units</u>   <u>Days</u>   <u>Begin</u>   <u>End</u>   <u>Instructor</u> 6 Mini   M   6:40PM   9:30PM   George Krumbhaar</p> <p>CONTACT INFORMATION: Ph: 202-364-0108 Cell: 202-641-2977 E-mail: <a href="mailto:georgekr@andrew.cmu.edu">mailto:georgekr@andrew.cmu.edu</a> or <a href="mailto:legemar@starpower.net">mailto:legemar@starpower.net</a></p> <p>LOCATION:    Owing to the pandemic, this class will be taught remotely. See “COVID-19 pandemic adjustments and notice,” below.</p> <p>OFFICE HOURS: Available by phone or e-mail as listed above; am generally available weekdays.</p>
<b>Prerequisites</b>	<p>No prerequisites. A basic course in macro-economics is useful, but not required.</p>
<b>Summary</b>	<p>From the earliest days of the republic to the present, government at all levels (federal, state and local) has invested in the physical and social infrastructure that underpins our now advanced and sophisticated economy. The resulting fiscal relationships have been controversial, with Washington spending trillions in grants and other assistance, but with conditions, or “strings” that state and local governments often find onerous and intrusive. Furthermore, federal budget deficits are now forcing political leaders in Washington to find ways to curtail spending, with many assistance programs potentially on the chopping block and states left to enforce federal standards with less money.</p> <p>This seminar examines the decisions political leaders must make to pay for the “public good.” Should highways, for example, be funded by users (through tolls), by vehicle owners (through a gasoline tax) or by all taxpayers (who benefit from highways even if they do not drive)? Should the federal government be forcing states to implement federal standards, like raising the drinking age as a condition for receiving federal highway funds? How will such developing technologies and behaviors as electric vehicles and ride sharing change the economics and politics of funding our transportation infrastructure? How can the federal government balance the budget without shortchanging vital national priorities?</p> <p>The seminar will focus on the tough choices policymakers face over funding sources and spending at all levels of government through case studies that illustrate the issues. Students will develop case studies and briefing papers, and will lead class discussions that explore how federal, state and local interests can align or collide depending on the issue.</p>

	The seminar encourages students to improve their decision making experience over complex issues of politics and government finance, and skillsets at analyzing and explaining policy issues in a debate setting.								
<b>COVID-19 pandemic adjustments and notice</b>	The coronavirus pandemic has disrupted life for many of us, but has also given us new opportunities for learning. This seminar will be conducted remotely, from the instructor's base in Washington, DC. We shall use Zoom for all classroom discussions. You must have an audio connection, and are urged, but not required, to join with video. Zoom allows for multiple channels of communication, including "chat," and is an especially friendly medium for small groups, as I expect this seminar to be. On or about August 20, you will receive specific guidelines regarding how to engage in the Zoom environment. In general, we shall try to maintain as open an environment as possible: Everyone <i>unmuted</i> , "chat" encouraged, and a physical raising of hands of get the professor's attention.								
<b>Course Materials (if applicable)</b>	<p>The basic material for this course is <i>Working the Federal Budget: A Guide.</i> Available for purchase on <a href="#">Amazon</a> and at the publisher, <a href="#">Routledge</a>. (Elsewhere in this Syllabus, I refer to this as the "course text.") You will be assigned additional reading materials from free-of-charge public sources, current news articles and case studies. You will be provided these other materials, or links and articles will be posted on Canvas.</p> <p>A word about case studies. Many law schools and business schools use case studies to introduce students to real life situations where many factors figure into the situation, no clear answers are apparent and some exercise of judgement is necessary. This would suggest that case studies can be constructive in the study of public administration, where legal considerations, politics, economics and public opinion all play a part in decision-making. This course uses a mix of textbook and case studies; the latter demonstrate how complex things can get in the real world, and how economic and political theory must often be supplemented with a knowledge of human nature and the art of the possible. Approach these cases with an appreciation of how many factors can enter into decision-making and how there are no hard and fast answers to many problems that public officials face.</p>								
<b>Evaluation Method</b>	<table border="1"> <tr> <td>Written materials</td><td>30%</td></tr> <tr> <td>Student presentations</td><td>30%</td></tr> <tr> <td>Class Participation</td><td>40%</td></tr> </table> <p>There is no final exam in this course. In lieu of a final exam, there is a capstone project/debate for the final class that incorporates issues that have been introduced throughout the course. You are also expected to complete the reading and written assignments, even with excused absences.</p>	Written materials	30%	Student presentations	30%	Class Participation	40%		
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<b>Learning/ Course Objectives</b>	<p>The overall objective of the course is to impart an appreciation of the laws, budget resources and other factors that define our federal system and, therefore, the policy options available at each level of government for developing, financing and promoting policy priorities.</p> <p>More detailed learning objectives follow:</p> <table border="1"> <thead> <tr> <th>Learning Objective</th><th>How Assessed</th></tr> </thead> <tbody> <tr> <td>Identify and explain concepts and players that are central to the federal budget process and budget policy.</td><td>Case study and presentation, class participation, discussion of team projects and course text.</td></tr> <tr> <td>Identify and explain the legal and regulatory underpinnings of the budget process.</td><td>Case study and presentation, class participation, discussion of team projects and course text.</td></tr> <tr> <td>Identify and explain the constitutional basis for the "power of the purse" and</td><td>Case study and presentation, class participation, discussion of team projects and course text.</td></tr> </tbody> </table>	Learning Objective	How Assessed	Identify and explain concepts and players that are central to the federal budget process and budget policy.	Case study and presentation, class participation, discussion of team projects and course text.	Identify and explain the legal and regulatory underpinnings of the budget process.	Case study and presentation, class participation, discussion of team projects and course text.	Identify and explain the constitutional basis for the "power of the purse" and	Case study and presentation, class participation, discussion of team projects and course text.
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	other budget-related powers granted to Congress and the president.																							
	Identify and explain major budget-related issues in their political, economic and legal context.	Case study and presentation, class participation, discussion of team projects and course text.																						
	Familiarize oneself with the basic documents that make up the federal budget, and how to find information within those documents.	Case study and presentation, class participation, written responses																						
	Articulate in oral and written form the arguments used by political leaders regarding select budget issues.	Case study and presentation, class participation																						
	Utilize one's knowledge of budget policy to develop advisory material for a Member of Congress, political appointee, lobbyist, etc.	Case study and presentation, class participation																						
<b>Grading Scale</b>	<table><tr><td>A+</td><td>99.0-100%</td><td>B+</td><td>88.0-90.9%</td><td>C+</td><td>78.0-80.9%</td></tr><tr><td>A</td><td>94.0-98.9%</td><td>B</td><td>84.0-87.9%</td><td>C</td><td>74.0-77.9%</td></tr><tr><td>A-</td><td>91.0-93.9%</td><td>B-</td><td>81.0-83.9%</td><td>C-</td><td>71.0-73.9%</td></tr></table>						A+	99.0-100%	B+	88.0-90.9%	C+	78.0-80.9%	A	94.0-98.9%	B	84.0-87.9%	C	74.0-77.9%	A-	91.0-93.9%	B-	81.0-83.9%	C-	71.0-73.9%
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<b>Grading Rubric/ explanation of grades</b>	<p><b>A+</b> Given an issue, identify multiple arguments that are on point, logically consistent, clearly presented and show a professional understanding of the workings of budget policy. Footnotes reflect original sources, when available. This grade is reserved for work that would excel in a professional setting.</p> <p><b>A</b> Given an issue, identify multiple arguments that are logically consistent, clearly presented and show a professional understanding of the workings of budget policy. Footnotes reflect original sources, when available. This grade is reserved for work that would be considered quite adequate in a professional setting but might require minor editing to be considered outstanding.</p> <p><b>A-</b> Given an issue, identify some arguments that are on point, logically consistent, clearly presented and show a professional understanding of the workings of budget policy. Footnotes reflect original sources, when available. This grade is for work that would be considered adequate in a professional setting but falls short for missing key arguments and/or details.</p> <p><b>B+</b> Given an issue, identify some arguments that are logically consistent, clearly presented and show a professional understanding of the workings of budget policy. This grade is for work that would be considered barely adequate in a professional setting because it misses key arguments, is poorly referenced and/or displays a misunderstanding of one or two budget issues that we have covered in class.</p> <p><b>B</b> Given an issue, identify some arguments that show some understanding of the workings of budget policy. This grade is for work that would be considered barely adequate in a professional setting because it reflects hurried and shallow preparation, misses key arguments, is poorly referenced, has gaps in reasoning and/or displays a misunderstanding of multiple (more than two) budget issues that we have covered in class.</p> <p><b>B-</b></p>																							

	<p>Given an issue, identify some arguments that show some understanding of the workings of budget policy. This grade is for work that would be not considered adequate in a professional setting because it reflects hurried and shallow preparation, misses key arguments, is poorly referenced, has gaps in reasoning, and/or displays a misunderstanding of multiple (more than two) budget issues that we have covered in class. The difference between this and a "B" grade is one of degree; the B- and below are reserved for work that would not be considered adequate in a professional setting.</p> <p><b>C+</b>  Given an issue, posit arguments that, throughout, show a flawed understanding of the workings of budget policy. This grade is for work that would be not considered adequate in a professional setting because it reflects hurried and shallow preparation, misses key arguments, has gaps in reasoning, and/or displays a marked misunderstanding of multiple (more than two) budget issues that we have covered in class.</p> <p>Note: One point will be taken off for lateness of any deadlines written materials. Thus, an A would become an A-, an A- would become a B+, etc. <i>In rare cases</i>, if a student asks in advance for more time, and has a reasonable case, points will not be taken off for limited lateness. See also "<b>Course Policies &amp; Expectations</b>," below, for more information on absences.</p> <p>Note also: Students with excused absences will not be marked down for lack of classroom participation.</p> <p>It is understood that students will have questions in order to set straight any misunderstanding they may have about budget policy. Questions are encouraged at any time in class! An informed curiosity about the subject, as evidenced by intelligent questions and the ability to apply the answers in ensuing discussions, will be noted when compiling students' final grades.</p> <p style="text-align: center;"><b>Note: Assignments subject to change:</b></p>								
<p><b>Course/Topic al Outline: Note assignments listed here subject to change.</b></p> <p><b>Note also: "Read" means: get to know the content as if you are going to be tested on it. "Skim" means: be aware of what's in the article and</b></p>	<table border="1"> <thead> <tr> <th colspan="2">Class 1 – August 30</th></tr> </thead> <tbody> <tr> <td>Topic</td><td>What is "the public good"? Fiscal federalism generally, incl. the constitutional basis for taxation and spending.</td></tr> <tr> <td>Required Readings</td><td> <ul style="list-style-type: none"> <li>Find a technical definition of: <ul style="list-style-type: none"> <li>"public good"</li> <li>"correspondence and subsidiarity"</li> </ul> </li> <li>Read <ul style="list-style-type: none"> <li><i>Working the Federal Budget</i>, Chapters 1 – 3, 13.</li> <li><i>CASE ASSIGNMENT – The Buccaneers Stadium: A "Paramount Public Purpose?"</i></li> <li>Medcalfe, S (2016). A Downtown Stadium for the Augusta GreenJackets Baseball Team. <i>Journal of Applied Case Research</i>, V14(1), 1-14.  <a href="http://swcra.net/wp-content/uploads/2016/06/V14_N1a_Stadium_Case.pdf">http://swcra.net/wp-content/uploads/2016/06/V14_N1a_Stadium_Case.pdf</a>  (posted by permission)</li> </ul> </li> </ul> </td></tr> <tr> <td>Deliverables</td><td> <ul style="list-style-type: none"> <li>Prepare written answers to "questions" at the end of chapters 1-3 (not 13). E-mail them to instructor by <b>9am, August 30</b>.</li> <li><b>PLEASE SUBMIT THIS AND ALL OTHER WRITTEN ASSIGNMENTS AS SEPARATE, EDITABLE FILES (e.g., MSWord). PLACE YOUR NAME AT THE TOP OF EACH FILE.</b></li> </ul> </td></tr> </tbody> </table>	Class 1 – August 30		Topic	What is "the public good"? Fiscal federalism generally, incl. the constitutional basis for taxation and spending.	Required Readings	<ul style="list-style-type: none"> <li>Find a technical definition of: <ul style="list-style-type: none"> <li>"public good"</li> <li>"correspondence and subsidiarity"</li> </ul> </li> <li>Read <ul style="list-style-type: none"> <li><i>Working the Federal Budget</i>, Chapters 1 – 3, 13.</li> <li><i>CASE ASSIGNMENT – The Buccaneers Stadium: A "Paramount Public Purpose?"</i></li> <li>Medcalfe, S (2016). A Downtown Stadium for the Augusta GreenJackets Baseball Team. <i>Journal of Applied Case Research</i>, V14(1), 1-14.  <a href="http://swcra.net/wp-content/uploads/2016/06/V14_N1a_Stadium_Case.pdf">http://swcra.net/wp-content/uploads/2016/06/V14_N1a_Stadium_Case.pdf</a>  (posted by permission)</li> </ul> </li> </ul>	Deliverables	<ul style="list-style-type: none"> <li>Prepare written answers to "questions" at the end of chapters 1-3 (not 13). E-mail them to instructor by <b>9am, August 30</b>.</li> <li><b>PLEASE SUBMIT THIS AND ALL OTHER WRITTEN ASSIGNMENTS AS SEPARATE, EDITABLE FILES (e.g., MSWord). PLACE YOUR NAME AT THE TOP OF EACH FILE.</b></li> </ul>
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bring it to class in order to discuss its contents.		<ul style="list-style-type: none"><li>• Be prepared to discuss the "discussion items" at the end of chapters 1-3.</li><li>• Be prepared to debate <i>what is a public good?</i> in the context of the GreenJackets case study.</li><li>• Be prepared to answer the questions at the end of the Buccaneers Stadium case study.</li></ul>
	Class 2 – September 6	
	No seminar, September 7 (Labor Day)	
	Class 3 – September 13	
	Topic	Revenues
	Required Readings	<ul style="list-style-type: none"><li>• Read<ul style="list-style-type: none"><li>◦ <i>Working the Federal Budget (WTFB)</i>, Chapter 9</li><li>◦ CASE ASSIGNMENT: Georgia Cyber Center</li><li>◦ CASE ASSIGNMENT: Financing a Minor League Baseball Stadium (“GreenJackets II”)</li></ul></li><li>• Skim/review:<ul style="list-style-type: none"><li>◦ Pennsylvania Department of Revenue, <i>The Tax Compendium, February 2019</i>. Be prepared to discuss sources of Pennsylvania revenue.</li><li>◦ Pennsylvania and Pittsburgh operating and capital budgets. Be prepared to discuss sources of revenue, plus tax expenditures</li></ul></li></ul>
	Deliverable	<ul style="list-style-type: none"><li>• Prepare written answers to “questions” at the end of chapter 9. <b>Due date: 9AM, September 13.</b></li><li>• <i>PLEASE SUBMIT THIS AND ALL OTHER WRITTEN ASSIGNMENTS AS SEPARATE, EDITABLE FILES (e.g., MSWord). PLACE YOUR NAME AT THE TOP OF EACH FILE.</i></li><li>• Be prepared to discuss the questions listed in each of the case assignments listed above (Cyber Center, GreenJackets II)</li><li>• Be prepared to discuss sources of revenue, and tax expenditures, for Pittsburgh and Pennsylvania</li></ul>
	Class 4 – September 20	
	Topic	Structuring programs for maximum advantage
	Required Readings	<ul style="list-style-type: none"><li>• Read<ul style="list-style-type: none"><li>◦ <i>Working the Federal Budget</i>, Chapter 12</li><li>◦ CASE ASSIGNMENT: Performance Budgeting</li><li>◦ CASE ASSIGNMENT: The Challenge of Adapting to Climate Change ....</li></ul></li><li>• Skim<ul style="list-style-type: none"><li>◦ <b>Fiscal Year 2019, Budget of the U.S. Government, Analytical Perspectives</b>, Chapters 5, 6 (“Social Indicators,” “Building and Using Evidence to Improve Government Effectiveness”</li></ul></li></ul>
Items in boldface have been posted on Canvas > Modules > Week #4		

		<ul style="list-style-type: none"> <li>○ <b><i>Selling the Wall</i></b> (pp. 1-7 only). This case describes steps President Trump took to “sell” the southern border wall to a skeptical Congress and public. It uses this interesting and dramatic example to illustrate that budget drafting is but the first step in getting a budget enacted.</li> </ul>
	Deliverable	<ul style="list-style-type: none"> <li>• Be prepared to discuss the question and discussion items at the end of Chapter 12</li> <li>• Prepare team assignment regarding metrics and performance for federal, state and local budgeted programs affecting homelessness, as per instructions in the “CASE ASSIGNMENT.” Be prepared to present finding and discuss this case.</li> <li>• Be prepared also to discuss the <i>Challenge of Adapting to Climate Change</i> ... case, above</li> </ul>
	<b>Class 5 – September 27</b>	
	Topic	Special issues on revenues
	Required Readings	<ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ <i>Working the Federal Budget</i>, Chapters 4-6</li> <li>○ Case study: “Miami-Dade County and Sea Rise”</li> <li>○ CASE ASSIGNMENT – Miami-Dade County and Sea Level Rise</li> <li>○ CASE ASSIGNMENT – Marijuana: A Tale of Two States, and Lessons for Pennsylvania</li> </ul> </li> </ul>
	Deliverable	<ul style="list-style-type: none"> <li>• Prepare written answers to “questions” at the end of chapters 4-6. <b>Due date: 9AM, September 27.</b></li> <li>• Be prepared to discuss the discussion items for <i>Working the Federal Budget</i>, chapters 4-6</li> <li>• Be prepared to discuss the Miami-Dade and Marijuana case studies.</li> </ul>
<b>Class 6 – October 4</b>		
	Topic	Special issues in area and neighborhood revitalization.
	Required Readings	<ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ <i>Working the Federal Budget</i>, Chapters 8, 10.</li> <li>○ CASE ASSIGNMENT - Flint, Michigan, Part I</li> <li>○ CASE ASSIGNMENT - Flint, Michigan, Part II</li> <li>○ <a href="#">“Judge: Corporation can be conservator of contested Central North Side house”</a></li> </ul> </li> <li>• Skim <ul style="list-style-type: none"> <li>○ <i>Working the Federal Budget</i>, Chapters 5, 6</li> </ul> </li> </ul>
	Deliverable	<ul style="list-style-type: none"> <li>• Prepare written answer to questions 1-3 of Chapter 8, and questions 2 and 3 of Chapter 10. <b>Due date: 9am, October 4.</b></li> <li>• Be prepared to discuss the Flint I, Flint II cases – see esp. questions at the end of each case, which will help start off the discussion.</li> <li>• Be prepared to discuss Pennsylvania’s conservatorship law. This is a “micro” case that raises some of the same questions as Flint.</li> <li>• Be prepared to discuss “Discussion items” for chapter 8, 10</li> </ul>
<b>Class 7 – October 11</b>		
	Topics	<ul style="list-style-type: none"> <li>■ The budget outlook</li> <li>■ Highway funding</li> </ul>

	Required Readings	<ul style="list-style-type: none"> <li>• <b>Read</b> <ul style="list-style-type: none"> <li>○ <i>Working the Federal Budget</i>, Chapter 14 [use the version posted on Canvas]</li> <li>○ CASE ASSIGNMENT – Sources of highway transportation funding</li> </ul> </li> </ul>
	Deliverables	<ul style="list-style-type: none"> <li>• Jeff Holland, Vice President of Research for the Peterson Foundation and former Chief of the Projections Unit at CBO (and Heinz grad), will brief the class on the budget outlook. Draft at least four “questions for the witness” for Jeff, based on Chapter 14, plus the following sources: <ul style="list-style-type: none"> <li>○ CBO, <a href="#">The 2020 Long-Term Budget Outlook</a></li> <li>○ CBO, <a href="#">An Update to the Economic Outlook: 2020 to 2030</a></li> <li>○ CBO, <i>Monthly Budget Review for September 2020</i> [published the 2<sup>nd</sup> week in October]</li> </ul> </li> </ul> <p><b>DUE DATE FOR THE “QUESTIONS FOR THE WITNESS” IS 9AM, OCTOBER 11.</b></p> <ul style="list-style-type: none"> <li>• Be prepared to discuss the case, “Sources of highway transportation funding”</li> </ul>
	<p style="text-align: center;"><b>Class 8 – October 18</b></p>	
	Topic	Capstone discussions: Burro racing case; the budget and the economy; remaining issues
	Required readings:	Read: <ul style="list-style-type: none"> <li>• <i>Working the Federal Budget</i>, Chapter 11</li> <li>• CASE ASSIGNMENT – Burro racing (this is the same file that was posted in the Week #1 module)</li> </ul>
	Deliverables:	<ul style="list-style-type: none"> <li>• Complete “CASE ASSIGNMENT - Burro racing. <b>DUE DATE: 9AM, OCTOBER 18. THIS IS A WRITTEN ASSIGNMENT, IN THE NATURE OF A FINAL EXAM.</b></li> <li>• Be prepared to debate the burro racing case study, the questions and discussion item at the end of Chapter 11, and other issues not adequately covered in previous classes. <i>You are invited to email instructor with suggestions for revisiting any cases/issues that you believe were not adequately covered the first time around.</i></li> </ul>
<p>Note: There may be “mini-briefs” assigned during the course. In addition, it is likely that current news stories will be assigned during the eight weeks of the seminar. Those eight weeks cover a key set of events in the budget calendar.</p> <p><b>NOTE Some of the materials may be superseded by events or by document updates.</b></p>		
<b>Plagiarism and Cheating Notice</b>	<p>Students are subject to <a href="#">Carnegie Mellon University's policies on academic integrity</a>. Plagiarism is a serious offense that will result in the student failing the course. Note that all academic integrity violations will be reported to the Associate Dean. Additional penalties may be imposed.</p> <p>Plagiarism includes:</p> <ul style="list-style-type: none"> <li>• Presenting another writer’s work as your own;</li> </ul>	

	<ul style="list-style-type: none"> <li>• Cutting and pasting content verbatim without using quotation marks to indicate a direct quote;</li> <li>• Inserting a direct quote or paraphrasing content without citing the source in-text using footnotes, endnotes, or parenthetical citations with a corresponding Works Cited, References, or Notes page – in a manner consistent with an APA, MLA, or Chicago style guide;</li> <li>• Providing incomplete or incorrect information about the source cited;</li> <li>• Over-relying on templates or other writers' phrasing.</li> </ul> <p>Also, submitting work written for another course is not acceptable; consequently, a failing grade will be issued for that assignment.</p> <p>The way to avoid plagiarism is to attribute. Attribution is important for its own reasons, but especially in a political setting. Most Members of Congress and most political appointees want to hear different views, but it's equally important for them to know where those views are coming from. Are they coming from the party leadership? A major business/labor interest? A nonpartisan source such as the Congressional Research Service? Knowledge of the source will often color the Members'/appointees' reactions and your staff recommendations.</p> <p>This approach to research may run counter to the kind of work you have done in previous university settings, where the aim is to test hypotheses and arrive at firm conclusions. In a political setting, however, there are often a number of legitimate "firm conclusions" out there, depending upon one's ideology, one's constituency, and the circumstances of the day. An unadorned statement of "fact" is of less use to a policymaker than the same statement when attributed to a known source. The bottom line: When in doubt, attribute!</p>
<b>Course Policies &amp; Expectations</b>	<p>You are expected to be on time, attend all seminars and participate in seminar discussions.</p> <ul style="list-style-type: none"> <li>• Seminars will begin and end precisely on time! There will be two 10-minute breaks during each seminar.</li> <li>• Students are expected to attend all seminars. However, there can be unforeseen circumstances and emergencies that arise. Students may be granted <u>one</u> excused absence for the course which could include an illness or personal emergency (you need to contact me within 1-2 days of missing seminar if not sooner in order to be excused) or an internship-related travel/opportunity that is worked out with me in advance of the missed seminar. <ul style="list-style-type: none"> <li>○ After the one excused absence, or for any unexcused absences, the student can choose to submit a make-up paper OR receive a "0" for their participation grade for each missed seminar, which will factor into the student's final grade for the course. The student should contact me to work out the topic for the paper. Please note that even if a student misses a seminar (whether excused or unexcused), assignments due for that day must still be completed and handed in. Under certain circumstances, such as illness of the student, the instructor may grant extensions to due dates. I recognize that some absences will be unavoidable but stress that if you miss two seminars, you will have missed a quarter of the course.</li> </ul> </li> <li>• I recognize that some students will be coming directly from work to the evening seminar. You are permitted to bring food to seminar, as long as it does not interfere with the conduct of the seminar. You are also encouraged to use laptops in seminar, even referencing outside sources in order to add to seminar room discussion.</li> <li>• You are permitted to record seminar sessions if you speak with me beforehand. This gives me a chance to remind you that the recording must be for your personal use only.</li> <li>• I encourage, even urge, different points of view. The clash of different viewpoints is what makes a democracy viable and strong. You will be expected to participate in seminar discussions, and may even be assigned to argue a point of view different from your own.</li> </ul>



	<p>Don't be afraid to have opinions, and to see them challenged in seminar! You will also, however, be expected to be respectful of others' points of view.</p>
<b>Diversity</b>	<p>The topics that we're covering in this class are sometimes difficult, not just intellectually but emotionally. Public policy is inseparable from politics, and politics can often be uncomfortable. We hardly need to be reminded these days that the United States has had to face uncomfortable truths about its politics, and an honest approach to the subject matter in class demands that these truths be openly discussed.</p> <p>For example, any examination of the "public good" has to confront who is the "public" for whom we want the "good" to be available? Is it those with wealth and power, or those with typically less influence at city halls, state houses and the corridors of Congress? Questions like these will come up in any discussion of who pays for public services, who administers the services (federal, state, local, private sector) and who benefits from them.</p> <p>While I expect there to be rigorous discussion and even disagreement in the course of our class discussions, I ask that you engage in discussion with care and empathy for the other members in the classroom. Aim to disagree without becoming disagreeable. In this class we will not shy away from the uncomfortable. I urge you to have the courage to discuss the uncomfortable in this class. In exchange for your courage, I will work to ensure a classroom environment that supports your taking these intellectual and emotional risks.</p>
<b>Accommodations for Students with Disabilities</b>	<p>If you have a disability and have an accommodations letter from the Disability Resources office, I shall have received that letter also; and I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate. If you suspect that you may have a disability and would benefit from accommodations but are not yet registered with the Office of Disability Resources, I encourage you to contact them at <a href="mailto:access@andrew.cmu.edu">access@andrew.cmu.edu</a>.</p>
<b>Student Health &amp; Well-being</b>	<p>Graduate school is stressful; take care of yourself! A good diet, exercise, sleep, time to relax or meditate – even outside hobbies - are important parts of a lifestyle that will serve you well, now and throughout life.</p> <p>If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is ready to help. Call <a href="tel:412-268-2922">412-268-2922</a> and visit their website at <a href="http://www.cmu.edu/counseling/">http://www.cmu.edu/counseling/</a>. Also, consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help.</p>