

Claremont Graduate University
School of Social Science, Policy, and Evaluation
Spring 2023

PP338. POLICY DESIGN AND IMPLEMENTATION

CLASS INSTRUCTOR

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Drop-by hours: Tuesdays 9 to 11:45 am or by appointment.

CLASS SCHEDULE

Semester start/end dates: January 16–May 13.
Meeting day, time: Tuesdays 7:00–9:50 pm
Format: Online only.

OVERVIEW

COURSE DESCRIPTION

How can policy analysis and evaluation help us devise better public policies—and then make them work in practice? This graduate seminar begins with some of the big objectives of public policy, including sustainability, equality, and human flourishing. It moves to classic topics such as market and non-market failures, estimating the effects of policy changes, and implementation. It explores cutting-edge themes such as disadvantage and stigma, cultural diversity, public-private-nonprofit partnerships, and processes to engage citizens and policymakers.

The course is designed to suit CGU students from public policy, evaluation, public health, education, economics, business, and information systems and technology.

TAILORING TO EACH STUDENT'S INTERESTS

The course is designed to dovetail with each student's policy interests and ongoing projects. In addition to our regular class hours, we have "studios" in which students discuss how the course's tools and themes fit with their interests. Some of these are one-on-one sessions with the professor; others include students with similar policy interests to theirs.

Throughout the course, students apply the tools and themes to their particular interests. For example, when we consider composite measures, each student will explore what measures are used in their policy area. When we discuss the stigma that accompanies many forms of disadvantage—and some public policies—students have the chance to apply the ideas to their own topics.

With the professor's permission, in lieu of the final examination, students may create a final project on their topics, applying the tools developed week-by-week in the course.

The result is, we hope, a unique graduate experience—one designed to hone skills and kindle creativity.

BACKGROUND PREPARATION (PREREQUISITES)

Students are welcome from throughout CGU and the Claremont Colleges, with the permission of the professor.

The prerequisites are familiarity with the analysis of markets and market failures and the use of multivariate regression.

STUDENT LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Identify classic mistakes in making decisions—and take appropriate countermeasures.
2. Design a policy analysis that will help people assess what could work in their particular contexts.
3. Evaluate the uses of randomized controlled trials and econometric methods.
4. Forecast the unintended consequences of policies and programs—and take them into account in design and implementation.
5. Be inspired by success stories, avoiding the twin perils of blueprinting at one extreme and solipsism at the other.
6. Create processes to involve stakeholders in design and implementation.

ASSIGNMENTS AND ASSESSMENTS

The reading list includes a suggested time budget for each piece.

There is no textbook. The required readings include much or all of these five books:

Gawande, Atul (2010) *The Checklist Manifesto: How to Get Things Right*. New York: Macmillan.

Heath, Chip, and Dan Heath (2013) *Decisive: How to Make Better Choices in Life and Work*. New York: Crown Business.

Heath, Chip, and Dan Heath (2010) *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books.

Klitgaard, Robert (2021) *The Culture and Development Manifesto*. New York: Oxford University Press.

Klitgaard, Robert (2022) *Prevail: How to Face Upheavals and Make Big Choices with the Help of Heroes*. Eugene: Wipf and Stock.

In some of the classes, individual students will make short briefings on readings. You will have ample notice. The purpose of these presentations is to *stimulate discussion*, not to summarize

exhaustively a particular work—which in any case would be impossible in a short time. We will review good practice in preparing visual aids and giving briefings. A useful resource is RAND Corporation (1996) “Guidelines for Preparing Briefings.”

<https://apps.dtic.mil/dtic/tr/fulltext/u2/a317235.pdf>.

Please be prepared for each class. If for some reason you are unable to do the reading and prepare for a given session, please email Prof. Klitgaard in advance.

Short written assignments including Discussions on Canvas, oral presentations, and participation in class count for 35 percent of the final grade. The mid-term exam on March 7 counts for 25 percent of the final grade. The final examination on May 9 counts for 40 percent. Both exams are open-book and open-notes; each is designed to take 2 hours but students are allowed to spend up to 3 hours. As noted above, with the professor’s permission, students may create a final project on their topics in lieu of the final examination, applying the tools developed week-by-week in the course.

An exciting development in higher education is the use of artificial intelligence (AI) tools. We will be exploring the use of ChatGPT (Generative Pre-trained Transformer). In November 2022, OpenAI made ChatGPT available for free: <https://chat.openai.com/chat>.

Please download ChatGPT. Give it a try. Please be ready to use it in our January 24 class.

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Claremont Graduate University’s description of course requirements appears at the end of this syllabus.

CLASS SCHEDULE

Estimated reading or watching times are indicated in parentheses.

* Materials marked with an asterisk are optional.

JAN. 17. INTRODUCTION

Introductions of participants. Overview of the course. The evolution of policy analysis.

Please begin reading Heath, Chip, and Dan Heath (2013), *Decisive: How to Make Better Choices in Life and Work*. New York: Crown Business.

Discussion on Canvas:

Please post on Canvas under Discussions before 5:00 p.m. on January 16 (the day before class).

Please share a policy area that fascinates and troubles you. Illustrative examples from past iterations of this course: water policies in California, opioid misuse, homelessness, food deserts in inner cities, transitions from high school to tertiary education, infrastructure maintenance, preventing pandemics, the border wall, loneliness as a policy issue, teacher shortages in rural areas, environmental racism, and rural-urban migration in China. (Two paragraphs.)

JAN. 24. ON ANALYSIS AND DECISIONS

How analysis can help us avoid classic mistakes in making decisions in our lives and in public policy.

Please finish reading Heath and Heath, *Decisive*. (Total time: 6 hours)

Klitgaard, Robert (2022) *Prevail: How to Face Upheavals and Make Big Decisions with the Help of Heroes*. Eugene: Wipf and Stock. Introduction and chapters 1–3, 11 (3 hours).

Discussion on Canvas:

Please post on Canvas under Discussions before 5:00 p.m. on January 23 (the day before class).

Describe a transformative decision you have made. How did you go about making the decision? (Two paragraphs.)

JAN 31. WHAT IS GOOD POLICY ANALYSIS?

Case Study: Climate Change

Desmet, Klaus, and Esteban Rossi-Hansberg (2021) “The Economic Impact of Climate Change over Time and Space.” *The Reporter*, National Bureau of Economic Research, No. 4 (December) (30 minutes) <https://www.nber.org/reporter/2021number4/economic-impact-climate-change-over-time-and-space>

Skim Lomborg, Bjorn (2020) “Welfare in the 21st Century: Increasing Development, Reducing Inequality, the Impact of Climate Change, and the Cost of Climate Policies.” *Technological Forecasting and Social Change* Vol. 156: 1–35. (30 minutes)
<https://www.sciencedirect.com/science/article/pii/S0040162520304157>

Schelling, Thomas C. (1992) “Some Economics of Global Warming.” *American Economic Review* 82(1): 1–14. On Canvas. (2 hours.)

Robert, Christopher, and Richard J. Zeckhauser (2011) “The Methodology of Normative Policy Analysis.” *Journal of Policy Analysis and Management* 30(3): 613–643. (2 hours.)
https://scholar.harvard.edu/files/rzeckhauser/files/methodology_of_normative_policy_analysis.pdf

Griswold, Eliza (2021) “How to Talk about Climate Change across the Political Divide.” *The New Yorker* September 16. (30 minutes) <https://www.newyorker.com/news/on-religion/how-to-talk-about-climate-change-across-the-political-divide>

* Reynolds, Matt (2023) “Climate Enforcers Need Hard Evidence. Friederike Otto Has It,” *Wired UK* January-February. (15 minutes.) https://apple.news/AAKbSckONRYiO1_vhgEsPuQ

Assignment (nothing to write or submit)

Have a conversation with ChatGPT about climate change. Explore both data and policies. Be prepared to share what you learned in class about (a) the strengths and weaknesses of ChatGPT and (b) the benefits and costs of policies to deal with climate change.

Discussion on Canvas

What stand out to you as two strengths of Schelling's paper in terms of guiding policy design and implementation? No more than three paragraphs.

Please share on Canvas before 5:00 p.m. on January 30 (the day before class). After you submit your answer, please comment on at least two of the posts of your colleagues.

FEB. 7. WHAT ARE WE TRYING TO DO? GOALS AND MEASURES (1)

a. Case Study: Equality

Peter G. Peterson Foundation (2019) "Income and Wealth in the United States: An Overview of Recent Data." 4 October. (15 minutes) <https://www.pgpf.org/blog/2019/10/income-and-wealth-in-the-united-states-an-overview-of-data>

Rothman, Joshua (2020) "The Equality Conundrum: We All Agree That Inequality Is Bad. But What Kind of Equality is Good?" *The New Yorker* 13 January: 26–31. (1 hour). <https://www.newyorker.com/magazine/2020/01/13/the-equality-conundrum>

Skim Anderson, Elizabeth (1999) "What Is the Point of Equality?" *Ethics* 109: 287–337. (Don't spend more than one hour—unless you're enthralled.) <https://www.philosophy.rutgers.edu/joomlatools-files/docman-files/4ElizabethAnderson.pdf>

Skim Arrow, Kenneth (1973) "Some Ordinalist-Utilitarian Notes on Rawls's Theory of Justice." *The Journal of Philosophy* 70(9): 245–263. https://casbs.stanford.edu/sites/g/files/sbiybj9596/f/arrow_on_rawls.pdf

Blanchard, Olivier, and Dani Rodrik (2019) "We Have the Tools to Reverse the Rise in Inequality." Peterson Institute for International Economics. 20 November. (30 minutes.) <https://www.piie.com/commentary/speeches-papers/we-have-tools-reverse-rise-inequality>

b. "Predistribution": The Case of Preschool

Heckman, James *et al.* (2022) "13% ROI Research Toolkit." Online resource. Please download this toolbox and spend at least 30 minutes looking at the various items in it. <https://heckmanequation.org/resource/13-roi-toolbox/>

Bailey, Martha J., Shuqiao Sun, and Brenden D. Timpe (2021) "Evaluating the Head Start Program for Disadvantaged Students." *The Digest*, No. 4 (April) National Bureau of Economic Research. (15 minutes.) <https://www.nber.org/digest-202104/evaluating-head-start-program-disadvantaged-children>

Gertler, Paul *et al.* (2014) "Labor Market Returns to an Early Childhood Stimulation Intervention in Jamaica," *Science* Vol. 344 (6187): 998–1001. Please also skim the supplementary materials at the end of the article. (One hour) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574862/>

Preschool thread, Robert Klitgaard, Twitter April 9, 2022 (20 minutes). On Canvas.

* The RAND Corporation (2022) on early childhood education. <https://www.rand.org/topics/early-childhood-education.html>

Assignment (nothing to submit):

Please use ChatGPT to explore concepts of “equality” and “equity.” Please be prepared to discuss your results in class, both about ChatGPT and about these concepts.

FEB. 14. WHAT ARE WE TRYING TO DO? GOALS AND MEASURES (2)

Happy Valentine’s Day!

a. Composite Indicators

Skim OECD (2008) *Handbook on Constructing Composite Indicators: Methodology and User Guide*. Paris: OECD. Please spend about 1 hour capturing the basic ideas and the complexities. <https://www.oecd.org/sdd/42495745.pdf>

b. Case Study: Human Flourishing

Helliwell, John F., Richard Layard, Jeffrey D. Sachs, Jan-Emmanuel De Neve, Lara B. Alkin, and Shun Wang (2022) “Overview on Our Tenth Anniversary,” in *World Happiness Report 2022*. New York: Sustainable Development Solutions Network, Ch. 1. (20 minutes.) <https://worldhappiness.report/ed/2022/overview-on-our-tenth-anniversary/>

Blanchflower, David G., and Alex Bryson (2022) “Wellbeing Rankings.” IZA DP No. 15790. Bonn: IZA Institute of Labor Economics, December. Read pages 5-10 and skim the rest. Find your country and/or state in the rankings and compare with other locations you know. (30 minutes) <https://docs.iza.org/dp15790.pdf>

Centre for Bhutan Studies and GNH Research (2015) “Bhutan’s 2015 Gross National Happiness Index.” Thimphu, Bhutan. November, 8 pages. (15 minutes.) <http://www.grossnationalhappiness.com/SurveyFindings/Summaryof2015GNHIndex.pdf>

Please watch this talk by Tshering Tobgay, the former Prime Minister of Bhutan, “Gross National Happiness,” Dubai, 2017. (32 minutes.) <https://youtu.be/KZUWSVFT9A>

* Alexandrova, Anna, and Mark Fabian (2022) *The Science of Wellbeing*. John Templeton Foundation. 63 pages. February. https://www.templeton.org/wp-content/uploads/2022/02/Science_of_Wellbeing_JTF_1.pdf

Assignment (nothing to submit)

Please use ChatGPT in two ways:

1. Find out what composite indicators are relevant to your policy area.
2. Explore concepts of “human flourishing” and “happiness.”

Please be prepared to discuss your results in class.

FEB. 21. WHAT WILL WORK HERE?

Imbens, Guido W. (2022) “Causality in Econometrics: Choice vs Chance.” Nobel Prize Lecture. *Econometrica* 90(6): 2541–2566. (2½ hours). On Canvas.

Field Code Changed

Deaton, Angus (2020) "Randomization in the Tropics Revisited: A Theme and Eleven Variations." in Florent Bédécarrats, Isabelle Guérin, and François Roubaud, *Randomized Controlled Trials in the Field of Development: A Critical Perspective*, 29–46. New York and Oxford: Oxford University Press. (1½ hours.)

<https://www.princeton.edu/~deaton/downloads/Deaton%20Randomization%20revisited%20v7%202020.pdf>

Wagenmakers, Eric-Jan *et al.* (2021) "Seven Steps toward More Transparency in Statistical Practice." *Nature Human Behavior* 8 pages. (45 minutes.)

<https://www.nature.com/articles/s41562-021-01211-8.pdf>

Discussion on Canvas:

For what kinds of policy issues do you think a randomized evaluation or experiment would make the most sense? For what kinds of issues would they not make sense? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on February 20 (the day before class). Then please comment on the answers of at least two of your colleagues.

FEB. 28. CHECKLISTS FOR ACTION

Gawande, Atul (2010) *The Checklist Manifesto: How to Get Things Right*. New York: Macmillan. (6 hours.)

Klitgaard, *The Culture and Development Manifesto*, ch. 5 and pp. 104–106. (1 hour.)

Case study: Overcoming Ethnic Inequalities

McKinsey & Company (2021) *The Economic State of Black America: What Is and What Could Be*, overview. (1 hour.) <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/the-economic-state-of-black-america-what-is-and-what-could-be>

Klitgaard, Robert (2021) *Adjusting to Reality: Beyond "State vs. Market" in Economic Development*. London: Routledge, ch. 12. (1½ hours.) If you get fascinated, also have a look at chs. 10–11. Available through Honnold-Mudd Library (online).

* Quillian, Lincoln, Anthony Heath, Devah Pager, Arnfinn H. Midtbøen, Fenella Fleischmann, and Ole Hexel (2019) "Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring." *Sociological Science* 6: 467–496. On Canvas.

MARCH 7. MID-TERM EXAMINATION

Open book and open notes. The exam is designed to take 2 hours, but students may use up to 3 hours to complete it.

MARCH 13–17. SPRING BREAK

MARCH 21. IMPLEMENTATION 1

Weimer, David L., and Aidan A. Vining (2017) *Policy Analysis: Concepts and Practice, 6th Ed.* New York: Routledge, Ch. 12, "Implementation," 280–303. (2 hours.) On Canvas.

Gawande, Atul (2013) "Slow Ideas." *The New Yorker*, July 29. (1½ hours.)

http://www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande

Case study: Anti-poverty Programs

Pritchett, Lant (2019) "There Is Only One Poverty Strategy: (Broad Based) Growth (Part I)." Blog, February 6). (30 minutes.) <https://lantpritchett.org/there-is-only-one-poverty-strategy-broad-based-growth-part-i/>

Klitgaard, Robert (1997) "'Unanticipated Consequences' in Anti-Poverty Programs." *World Development* 25(12): 1963–72. December. (1½ hours.) On Canvas.

Assignment (nothing to write or submit)

Have a conversation with ChatGPT about poverty. Explore both data and policies. Be prepared to share what you learned in class.

MARCH 28. IMPLEMENTATION 2

Heath, Chip, and Dan Heath (2010) *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books. (6 hours.)

Maxwell, J. R., and Kirk Rieckhoff (2021) "America 2021: Making Change Happen, Against the Odds." McKinsey & Company, February, 5 pages plus a short video and please click the two links in the article (1 hour.) <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/america-2021-making-change-happen-against-the-odds>

Case Study Presented in Class

Statistical methods for identifying exceptional performers.

Discussion on Canvas

What idea in *Switch* struck you as most important and applicable to policy analysis? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on March 27 (the day before class). Then please comment on the answers of at least two of your colleagues.

APRIL 4. DISADVANTAGE AND STIGMA

a. General Considerations

Clair, Matthew (2018) "Stigma," in *Core Concepts in Sociology*, ed. Michael Ryan. Somerset, NJ: Wiley. (Four pages; 20 minutes.) Typescript here: https://scholar.harvard.edu/files/matthewclair/files/stigma_finaldraft.pdf

Corrigan, Patrick W. (2018) *The Stigma Effect: Unintended Consequences of Mental Health Campaigns*. New York: Columbia University Press, Preface. (30 minutes) Click on "excerpt" here: <https://cup.columbia.edu/book/the-stigma-effect/9780231183574>

Corrigan, Patrick W., and Fong, Mandy W.M. (2014) "Competing Perspectives on Erasing the Stigma of Illness: What Says the Dodo Bird?" *Social Science & Medicine* Vol. 103: 110–117. (1 hour.) <https://www.sciencedirect.com/science/article/pii/S0277953613003110>

Klitgaard, *The Culture and Development Manifesto*, ch. 6. (1 hour.)

b. Case Study: Stigma and Obesity

You'll participate in a "live case" in class. In small teams, you'll play the roles of advisors to the leaders of a liberal arts college after a failed program to combat obesity.

Assignment (nothing to write or submit)

Have a conversation with ChatGPT about stigma and self-stigma. Explore concepts, data, and policy implications. Be prepared to share what you learned in class, about both ChatGPT and stigma.

Discussion on Canvas

Describe how stigma affects people and programs in your policy area. (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on April 3 (the day before class). Then please comment on the answers of at least two of your colleagues.

APRIL 11. COMMON-POOL RESOURCES

National Academies of Sciences, Engineering, and Medicine (2021) *2021 Nobel Prize Summit: Our Planet, Our Future: Proceedings of a Summit*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26310> pp. 40–48. (30 minutes) * For videos of the solution sessions, see <https://www.nobelprize.org/our-planet-our-future-day-three>.

Hardin, Garrett (1968) "The Tragedy of the Commons." *Science* 162(3859): 1243–1248. 13 December. (1 hour.) <http://science.sciencemag.org/content/162/3859/1243>

Boyd, Robert *et al.* (2018) "Tragedy Revisited." *Science* 362(6420): 1236–1241. 14 December. (1 hour.) <http://science.sciencemag.org/content/362/6420/1236.full>

Please watch these four short videos (less than 45 minutes total):

The prisoner's dilemma: <https://www.khanacademy.org/economics-finance-domain/ap-microeconomics/ap-perfect-competition-topic/ap-nash-eq-tutorial/v/prisoners-dilemma-and-nash-equilibrium>

The Nash equilibrium: <https://www.khanacademy.org/economics-finance-domain/ap-microeconomics/ap-perfect-competition-topic/ap-nash-eq-tutorial/v/more-on-nash-equilibrium>

The tragedy of the commons: <https://www.khanacademy.org/partner-content/wi-phi/wiphi-value-theory/wiphi-political/v/tragedy-of-commons>

Collective action problems: <https://www.khanacademy.org/partner-content/wi-phi/wiphi-value-theory/wiphi-political/v/collective-action-problems>

Case Study: Irrigation Systems and Forests in Nepal

Klitgaard, *The Culture and Development Manifesto*, ch. 10. (1½ hours.)

Assignment (nothing to write or submit)

Have a conversation with ChatGPT about the tragedy of the commons. Explore concepts, examples, and policy implications. Be prepared to share what you learned in class.

Discussion on Canvas

In Elinor Ostrom's work in Nepal, what struck you as most intriguing and important for policy analysis? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on April 10 (the day before class). Then please comment on the answers of at least two of your classmates.

APRIL 18. TAKING CULTURE INTO ACCOUNT

a. Thinking about cultures and contexts

Klitgaard, *The Culture and Development Manifesto*, chs. 1, 5–8. (4 hours.)

b. Case Study: Overfishing.

Irschlinger, Tristan (2019) "Deep Dive into Fisheries Subsidies, Part 1: Senegal and the Suffering Sardinella." International Institute for Sustainable Development blog post, 6 December. (10 minutes.) <https://www.iisd.org/blog/deep-dive-fisheries-subsidies-part-1-senegal>

Skim California Environmental Associates (2012) *Charting a Course to Sustainable Fisheries*. San Francisco: California Environmental Associates. Spend at least 1 hour with this exemplary analysis. On Canvas.

Poblete, JoAnna (2020) *Balancing the Tides: Marine Practices in American Sāmoa*. Honolulu: University of Hawai'i Press, pp. 111–142. (2 hours.) <http://library.open.org/handle/20.500.12657/23603>

Discussion on Canvas

How does cultural diversity affect programs in your policy area? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on April 17 (the day before class). Then please comment on the answers of at least two of your colleagues.

APRIL 25. POLICY ANALYSIS AND EVALUATION 2.0

a. Collaboration in Policy Design

Please look again at Klitgaard, *The Culture and Development Manifesto*, ch. 10. (15 minutes.)

Klitgaard, *Prevail*, chs. 6, 8, 11 (which you have already read), and Appendix 2. (3 hours.)

b. Case Study: Improving Governance

Klitgaard, Robert (2023) *Bold and Humble: How to Lead Public-Private-Nonprofit Collaboration, with Five Case Studies*, chapters 10–11. (2½ hours.) To be distributed.

Klitgaard, Robert (2019) "Reforming Mandaue City: Overcoming Backsliding." Teaching case, Claremont Graduate University. August. On Canvas. To be distributed.

Assignment (nothing to write or submit):

Be prepared to discuss in class these questions from the end of “Reforming Mandaue City: Overcoming Backsliding”:

1. How might Mayor Cortes invite Mandaue’s private sector to help refresh the city’s strategy and also rekindle the MSGC in pursuit of city priorities such as traffic, waste management, risk management and resilience to natural disasters, and the alleviation of poverty?

How might the model of “Creating Shared Value” be more successful in generating resources than the model of “Corporate Social Responsibility”?

2. How might the Office of Strategy Management help the Mayor identify international donors whose interests and expertise align with Mandaue’s priorities?

3. Internally, what dramatic steps might the Mayor and OSM consider to involve city employees once again in the Performance Governance System and help them succeed in their departmental and professional tasks as well? (Note that the resources that might be generated from steps 1 and 2 might catalyze collaboration inside and outside city hall: “Collaboration is much easier when there is a pot of money in the middle of the table.”)

4. How might the Mayor draw on the assets and expertise of the Institute for Solidarity in Asia, the University of Asia and the Pacific, the University of San Carlos, and the RAFI Foundation?

MAY 2. REVIEW OF THE COURSE

Selected students will make 10- to 15-minute briefings on various parts of the course. No additional readings.

MAY 9. FINAL EXAMINATION

This examination will cover the entire course. Open book and open notes. The exam is designed to take 2 hours, though students may use up to 3 hours to complete it.

CLAREMONT GRADUATE UNIVERSITY ON COURSE REQUIREMENTS

GRADING

Details of CGU's policy are found on the Student Services webpage.

[https://mycampus.cgu.edu/web/registrar/for-current-students/student-policies#Satisfactory Academic Progress](https://mycampus.cgu.edu/web/registrar/for-current-students/student-policies#Satisfactory_Academic_Progress)

COURSE POLICIES

The CGU institutional policies apply to each course offered at CGU. A few are detailed in the space below. Students are encouraged to review the student handbook for the program as well as the policy documentation within the bulletin and on the Registrar's pages.

<http://bulletin.cgu.edu/>

Attendance

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.

Scientific and Professional Ethics

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others, but when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program. Additional information on CGU academic honesty is available on the Student Services webpage. <https://cgu.policystat.com/policy/2194316/latest/>

Instructor Feedback and Communication

The best way to get in touch with the professor is via email at robert.klitgaard@cgu.edu. He will respond to email/voice messages within two business days.

EXPECTATIONS AND LOGISTICS

Accommodations for Students with Disabilities

If you would like to request academic accommodations due to temporary or permanent disability, contact Dean of Students and Coordinator for Student Disability Services at DisabilityServices@cgu.edu or 909-607-9448. Appropriate accommodations are considered

after you have conferred with the Office of Disability Services (ODS) and presented the required documentation of your disability to the ODS.

Mental Health Resources

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information about Monsour.

<https://www.cuc.claremont.edu/mcaps/>

Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone 909-621-8202

Fax 909-621-8482

After hours emergency 909-607-2000

Tranquada Student Services Center, 1st floor
757 College Way
Claremont, CA 91711

Title IX

If I learn of any potential violation of CGU’s gender-based misconduct policy (e.g., rape, sexual assault, dating violence, domestic violence, or stalking) by any means, I am required to notify the CGU Title IX Coordinator at Deanof.Students@cgu.edu or (909) 607-9448. Students can request confidentiality from the institution, which I will communicate to the Title IX Coordinator. If students want to speak with someone confidentially, the following resources are available on and off campus: EmPOWER Center (909) 607-2689, Monsour Counseling and Psychological Services (909) 621-8202, and The Chaplains of the Claremont Colleges (909) 621-8685. Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. Confidential resources can walk students through all of their reporting options. They can also provide students with information and assistance in accessing academic, medical, and other support services they may need.

Campus Security

Campus security can be reached 24 hours/day at (909) 607-2000.