

**Foundations of Public Policy**  
**Fall 2012**  
**6-10p, Tuesdays**  
**Room: Sem II, D1107**

**“You must be the change you wish to see in the world.”-- Mohandas K. Gandhi**

Faculty	Email/phone	Office Hours
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### **TESC MPA MISSION STATEMENT**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities.

### **COURSE DESCRIPTION**

The study of public policy tantalizes us with the possibility that we may learn the secrets to how big policy decisions are made, and have an impact on those decisions. This course provides an overview of the concepts and issues in the field of public policy. As the first course in the TESC MPA policy concentration, it is intended to provide an introduction to the study of public policy process and to the practice of public policy analysis. We examine multiple approaches to understanding public policy and policy analysis. Comparing and contrasting these models, we seek to provide guidance for future policy analysts in our representative democracy, in a system where marginalized groups still find it difficult to gain entrée to the policy process and we still believe the stories we tell ourselves about how policy is made and implemented.

### **LEARNING OBJECTIVES**

Students will gain:

- Knowledge of, and skills in, a variety of models describing the policy process;
- An understanding of critical skills and concepts of policy analysis and the ability to apply these.
- Improved understanding of the complex nature of public problems in several policy arenas
- Improved analytical and writing skills.

### **READINGS**

#### **Books:**

- Gerston, Larry N. (2010) *Public Policy Making: Process and Principles (3rd Edition)*. M.E. Sharpe. ISBN: 978-0-7656-2535-9 (2010). Go digital: <http://sharpe-etext.com/product/public-policy-making>
- Schneider, Anne L. & Helen Ingram (1997) *Policy Design for Democracy*. University of Kansas Press. ISBN-978-0700608447
- Weimer, David, and Aidan R. Vining.(2010). *Policy Analysis: Concepts and Practice (5th Edition)*. Longman Publishing. ISBN-13: 978-0205781300 Go digital: [http://www.coursesmart.com/IR/1769354/9780205781263?\\_\\_hdv=6.8](http://www.coursesmart.com/IR/1769354/9780205781263?__hdv=6.8)
- Schneider, Anne L. & Helen Ingram (Eds) (2005). *Deserving and Entitled: Social Constructions and Public Policy*. State University of New York Press. ISBN-13: 978-079146342

## Articles:

Available at the Moodle site, unless otherwise noted.

## **EXPECTATIONS AND AGREEMENTS**

**Students** will come prepared to class, attend every class meeting and be on time, actively participate in all class activities, and submit assignments on time. All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.

Students will receive four (4) credits at the completion of the course if all expectations and requirements have been successfully met/completed. Plagiarism (i.e., using other peoples work as your own without acknowledging the source), missing class, failing to complete assignments, and completing assignments late may be grounds for denial of credit. No partial credit will be given.

Students are required to submit a self-evaluation and a faculty evaluation. You can submit faculty evaluations to your faculty sponsor via email or the MPA program secretary at [lab2support@evergreen.edu](mailto:lab2support@evergreen.edu).

**Faculty** will come prepared to class, follow through on commitments, be available to students by appointment, respond to email/Moodle posts w/in a reasonable timeframe, and, to the best of her ability, design and deliver a high quality learning experience.

**Format of Assignment Submissions:** All papers will be submitted via the Moodle website and all communication/feedback regarding submissions will be conducted via Moodle. Therefore, it is imperative that you regularly check email and the Moodle site. All papers must meet assignment parameters and cite works using the [American Psychological Association \(APA\) citation format](#). All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty and/or contact the MPA Writing Assistant. Check assignment details for each submission.

**Accommodations** will be provided for any student who desires them through Access Services, the Writing Center, and/or the Quantitative and Symbolic Reasoning Center. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

**Other Expectations of Students and Faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill; discuss any problems involving others in the learning community directly with the individuals involved. We abide by the [social contract](#), the [student conduct code](#) and the [non-discrimination policies and procedures at TESC](#).

## **GUEST SPEAKERS**

Guest speakers are a regular part of our classroom experience; the intention is to include many practitioner perspectives on public policy, the policy process and a few particular policy arenas. Speakers invited represent different governance/government sectors and/or different policy arenas. Most of the invited speakers are TESC and/or MPA alumni.

Each speaker is invited to come visit with us for an hour and to respond to the following three questions (with some Q&A).

- How do you understand/make sense of how public policy is made and your role in it (your "theory in use")? Here, public policy be a particular policy process or policy arena in which you are involved.
- What influences your theory in use? (experiences, scholarship, mentors, colleagues, popular culture, zeitgeist, etc.)

- Given your theory in use, how do you ensure you and/or your organization are effective in influencing public policy making?

Confirmed speakers:

- Jenny Greenlee - Senate Ways and Means (state government/Legislature)
- Alicia Seegers Martinelli - Transportation Improvement Board (Local government/Transportation)
- Kim Gaffi - ED, GRuB (NGO; food policy)
- Ryan Warner - Department of Transportation (state government; disabilities policy)
- Kelly Norman - OFM (higher education; state government)
- Maria Flores - OSPI (education, state government, achievement gap)
- Bridget Ray - Planner, Squaxin Tribe (Tribal government/policy)
- Seth Kirby, Director of Oasis, Pierce County AIDS Foundation, Tacoma (NGO - LGBT)
- Grace Spencer O'Connor, Washington State Supreme Court (judiciary)
- Stephen Buxbaum - Mayor, City of Olympia (local government; elected official)

## **FILMS<sup>1</sup>**

We'll use film, both documentaries and feature films, to situate policies and policy making in contexts and as a base for "case studies." Following is a list of relevant films, most of which we won't view in class, for your information and use.

- [Dr Strangelove](#)
- [The Day After Trinity](#)
- [When the Levees Broke: A Requiem in Four Acts](#)
- [GasLand](#)
- [Iron Jawed Angels](#)
- [Charlie Wilson's War](#)
- [Thank you for Smoking](#)
- [The Good Shepherd](#)
- [Good Night and Good Luck](#)
- [The Contender](#)
- [Wag the Dog](#)
- [Food, Inc.](#)
- [Debtocracy](#)
- [Competent Democracy](#)
- [Blueprint America: The Next American System. Beyond the Motor City](#)
- [Blueprint America: The Next American System. Road to the Future](#)

## **WEB-BASED MATERIALS/RESOURCES<sup>2</sup> (Not an exhaustive list)**

- [Blueprint America: The Ride: How the Transportation Bill Becomes a Law.](#)
- TED Talk - David Cameron - [The Next Age of Government](#)
- [American Enterprise Institute](#) - "Freedom, Opportunity, Enterprise"
- [Pew Research Center](#) - "Numbers, Facts and Trends Shaping Your World"
- [Tax Policy Center](#) - "Independent, Timely, Accessible Analyses of Current and Emerging Tax Policy Issues"
- [Urban Institute](#) - "Research of Record"
- [Brookings Institute](#) - "Quality, Independence, Impact"

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1 While the intention is to de-politicize our conversations, the films and web-based materials/resources are likely to somewhat reflect the instructors political leanings, for which she apologizes.

2 see above

- [Center on Budget and Policy Priorities](#)
- [Progressive Policy Institute](#) - "Political Realism; Policy Innovation"
- [The Heritage Foundation](#) - "Leadership for America"
- [Washington Policy Center](#) - "Improving Lives through Market Solutions"
- [Cato Institute](#) - "Individual Liberty, Free Market and Peace"
- [Kettering Foundation](#) - "What Does it Take to Make Democracy Work as it Should?"
- [Library of Congress/Thomas](#) - "In the spirit of Thomas Jefferson, legislative information from the Library of Congress"
- [Congressional Budget Office](#) - "Nonpartisan analysis for the U.S. Congress"
- [U.S. Government Accountability Office](#)
- [National Congress of American Indians](#)
- [Harvard Project on American Indian Economic Development](#)
- [Washington State - Joint Legislative Audit and Review Committee \(JLARC\)](#)
- [Washington State - Washington State Institute for Public Policy](#)
- [Washington State - Washington Research Institute](#) (improve quality of life for children and families)
- [Washington State Budget and Policy Center](#)
- [Washington State, House of Representatives, Office of Program Research](#)

## **NEWSPAPERS (NATIONAL/INTERNATIONAL)**

[The Guardian - UK \(International\)](#)

[The Times - UK \(International\)](#)

[The New York Times](#)

[The Wall Street Journal](#)

[The Washington Post](#)

[The Los Angeles Times](#)

[Boston Globe](#)

[Chicago Tribune](#)

## **ASSIGNMENTS**

1. Current Events (Individual): Immediately, if you are not already doing so, begin reading a national or international-level newspaper, choosing from any of those listed in the above NEWSPAPERS section. You should browse your chosen paper often, seeking information on: a) the policy context (what are the trends shaping both the context w/in which policy is being made AND the policies themselves; and, b) information on policy situations/arenas you are choosing to "follow," whether the policies are those you are examining for your class project or other.
2. Reflective/Integrative Writing (Group): Every other week, starting Week 3, you will submit a 2-3 page reflective/integrative paper on your learning in the program, to date. You are expected to refer to the readings, class activities, your group project work and your weekly "current events" work. You are expected to be applying what you are learning in class in these short papers, reflecting on your learning and then integrating it through application.
3. Policy Analysis Project (Team). Very early in the term (starting with the first night), you will work to form teams around a policy situation/arena. You and your team will spend the quarter doing the work to, in the end, prepare a thorough and complete applied (not academic) policy analysis.

In the public policy arena, it is critical to quickly gain a decision-maker's attention and make a convincing argument. The usual academic format fails at this task; a more focused approach is needed that zeros in on the problem and possible solutions. Instead, what is needed is a comprehensive policy analysis/policy brief that includes these major elements:

- Problem Identification -- what is the problem? What is the history of this problem and the policy "solutions" attached to this problem? Who has decided this is the problem? Who is involved?

Who is affected and in what ways? Who are the major stakeholders? How does the problem definition shape or delimit the policy solution? Are there other possibilities of defining the problem that may open up policy possibilities? What are the criteria you are using to examine/critique problem? What are the different ideological approaches or vectors involved in the problem?

- Power/System Assessment -- analysis of boundaries, feedback, and power dynamics. How is power exerted? How do stakeholders operate? What tactics are being used? Who is affected and in what ways? How has/do systematic/historical patterns shape the dynamics of the policy arena? What do policy solutions need to address and account for?
- Criteria Selection -- what criteria are you using to examine potential policy solutions and outcomes? On what are these based?
- Approaches, Strategies and Tactics -- what are the various policy "solution" options? What strategies and tactics are required for each, given the above analyses?
- Recommendation/Feasibility Assessment -- recommend an option, show what needs to be done to pursue this recommendation, suggest an implementation path and show how the option will be assessed for effectiveness

Generally the tone of a policy brief depends on the audience. A neutral tone that communicates an unbiased approach to the issue is often best. If prepared for an advocacy group, a stronger tone that actively pokes holes in the opposition is ok, within limits.

Policy Briefs often contain the following sections (this is not written in stone - feel free to use different formats):

- I. Executive Summary: no more than one page (write this last)
- II. Introduction/Overview (write this last)
- III. Problem Definition/Analysis
- IV. Stakeholders and Power/System Analysis
- V. Policy History
- VI. Potential Policy Options and Related Analyses
- VII. Recommendation and Assessment of Recommended Actions
- VIII. Citations & Bibliography. Books, articles, websites, personal interviews

Please use APA citation style -- there are no page limits/expectations for this analysis but keep in mind the title of the task: policy **brief**.

You will submit drafts of your paper according to the following schedule:

**Week 5 (Tuesday, 10/23) - 1st Draft:** Draft of problem identification, history, stakeholder and systems/power analysis sections (Sections III & IV from above).

**Week 6 (Tuesday, 10/30) - 2nd Draft:** Draft of policy analyses sections (Sections V & VI from above)

**Week 8 (Tuesday, 11/13) - 3rd Draft:** Draft of full paper.

**Week 10 (Tuesday, 12/4):** Final Paper/Presentation

DATE	TOPIC/ACTIVITIES	READINGS	DUE
<b>Week 1 Tuesday 9/25</b>	Intro to Course <ul style="list-style-type: none"> <li>Overview of Public Policy: Setting the Stage</li> <li>Film: Competent Democracy (30 minutes)</li> <li>Ted Talk: David Cameron (14 minutes)</li> <li>Guest: Jenny Greenlee</li> </ul>		
<b>Week 2 Tuesday 10/2</b>	Intro to Policy and Policy Analysis Guest: Grace O'Connor	<ul style="list-style-type: none"> <li>Weimer and Vining (front matter, Part 1)</li> <li>see weblinks on Moodle</li> </ul>	
<b>Week 3 Tuesday 10/9</b>	The Policy Process <ul style="list-style-type: none"> <li>Spotlight: Education Policy</li> <li>Guest: Maria Flores</li> </ul>	<ul style="list-style-type: none"> <li>Gerston (all)</li> </ul>	<b>DUE:</b>  <b>Reflective/Integrative Paper # 1</b>
<b>Week 4 Tuesday 10/16</b>	The Policy Process, Continued <ul style="list-style-type: none"> <li>Spotlight: Foreign Policy</li> <li>Film: Charlie Wilson's War</li> <li>Guest: Bridget Ray</li> </ul>	<ul style="list-style-type: none"> <li>Schneider and Ingram - <i>Design for Democracy</i> front matter, Chapters 1-4.</li> </ul>	
<b>Week 5 Tuesday 10/23</b>	Policy Analysis, Continued <ul style="list-style-type: none"> <li>Spotlight: Inclusive Transportation Policy</li> <li>Film: Blue Print America - Beyond the Motor City</li> <li>Guest: Ryan Warner</li> </ul>	<ul style="list-style-type: none"> <li>Weimer and Vining (front matter, Part 2 &amp; 3)</li> </ul>	<b>DUE:</b>  <b>Reflective/Integrative Paper # 2</b>  <b>TEAM PROJECT: 1st Draft</b>
<b>Week 6 Tuesday 10/30</b>	Policy Analysis, Continued <ul style="list-style-type: none"> <li>Guest: Alicia Seegers Martinelli</li> </ul>	<ul style="list-style-type: none"> <li>Weimer and Vining (front matter, Part 4-end)</li> </ul>	<b>DUE:</b>  <b>TEAM PROJECT: 2nd Draft</b>
<b>Week 7 Tuesday 11/6</b>	Power in Policy <ul style="list-style-type: none"> <li>Spotlight: Voting Policy</li> <li>Film: Iron Jawed Angels</li> <li>Guest: Stephen Buxbaum</li> </ul>	<ul style="list-style-type: none"> <li>Schneider and Ingram - <i>Deserving and Entitled</i>, front matter, Parts 1&amp;2</li> </ul>	<b>DUE:</b>  <b>Reflective/Integrative Paper # 3</b>
<b>Week 8 Tuesday 11/13</b>	Policy for Democracy <ul style="list-style-type: none"> <li>Spotlight: Marriage Policy</li> <li>Guest: Seth Kirby</li> </ul>	<ul style="list-style-type: none"> <li>Schneider and Ingram - <i>Design for Democracy</i> Chapters 5-end</li> </ul>	<b>DUE:</b>  <b>TEAM PROJECT: 3rd Draft</b>
<b>NOVEMBER 19-23 THANKSGIVING HOLIDAY</b>			

<b>Week 9 Tuesday 11/27</b>	Why Inclusive Policy? <ul style="list-style-type: none"> <li>Spotlight: Food Policy</li> <li>Guest: Kim Gaffi</li> <li>Film: Food, Inc</li> </ul>	<ul style="list-style-type: none"> <li>Schneider and Ingram - <i>Deserving and Entitled</i>, Part 3 - end</li> </ul>	<b>DUE:</b>  <b>Reflective/Integrative Paper # 4</b>
<b>Week 10 Tuesday 12/4</b>	<ul style="list-style-type: none"> <li>Guest: Kelly Norman</li> <li>Student Presentations of Policy Briefs</li> </ul>		<b>DUE:</b>  <b>Final Paper/Presentation</b>
<b>DECEMBER 10-14 EVALUATION WEEK</b>			

