Foundations of Public Policy
Winter 2015
Dates: January 13, January 31-February 1, February 21-22, March 3
Times: Tuesdays 6:00-9:00pm, Saturdays/Sundays 9:00am-4:00pm
Location: Seminar 2 D2109

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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:

Policies can be regulatory, distributive, or redistributive; material or symbolic; substantive (what government intends to do) or procedural (how something will be done and who will do it). They can provide collective goods or private goods and can be liberal or conservative. Public policies are not limited to governing public life: Our "public life" relates to how, when, and why we engage with the public sphere and this often involves our private life. Therefore, public policies can be a goal or value of one entity and not representative of an entire "public". Finally, while a policy can be driven by law or actually influence law, policy cannot do less than law requires. As noted by Schneider and Ingram in *Policy Design for Democracy*, the key is for any public policy to solve problems.

This course provides an overview of the concepts and issues at the heart of public administration: public policy. As Deborah Stone stated in *Policy Paradox*, "policy is the struggle over ideas and these ideas are the stuff of politics." This course provides an introduction to the study of public policy processes and the practice of public policy analysis. By comparing and contrasting various approaches, we seek to provide guidance for future policy makers and policy analysts. To accomplish this, students will functionally critique policy designs by recognizing the social constructs and subjective limitations of policy creation, implementation, and evaluation.

Learning Objectives: Through applied and theoretical readings, writing, webinars, and course discussions we will respond to the following questions: 1) How do we define "public" and "policy"? What makes a policy public? What is the difference between social policy and public policy? 2) What are the rational and dynamic stages of the policy process? 3) Why do we have public policies? 4) What are the differences between policies and laws? 5) What is the future of key policies? What might these policies evolve into?

*Fair Warning: This course is offered in an intensive format and will require a large amount of self-directed learning through readings, assignments, presentations, and workshops.

Winter 2015 Schedule (faculty reserve the right to alter the schedule)

Date	Topic	Deliverable
January 12 Monday	No Class	Assignment #1: Public Policy Observation
January 13 Tuesday	Course Overview, What is Public Policy, Process Approaches, Social Constructions of Policy Populations	Readings: Levine (article) Schneider & Ingram (ALL) Writing Effective Reports (ALL)
January 31 Saturday	Writing a Bill Analysis vs. Policy Brief, Defining Approaches to Policy Making, Processes, & Analysis	Reading: Kraft & Furlong (ALL)
February 1 Sunday	Policy Implementation & Evaluation	Readings: Kraft & Furlong (ALL)
February 4 Monday	No Class	Assignment #2: Bill Analysis
February 10 Monday	No Class	Assignment #3: Policy Brief Draft 1
February 17 Monday	No Class	Assignment #3: Policy Brief Draft 2
February 21 Saturday	Paradox of Policy Making & Enforcing	Readings: Stone (ALL)
February 22 Sunday	Policy Building for the Next Solutions; The Roles of Science in Policy	Readings: Pielke, Jr. (ALL)
March 2 Monday	No Class	Assignment #3: Final Policy Brief
March 3 Tuesday	Synthesis: Meet via Webinar	Assignment #4: Presentation

Required Books:

Kraft & Furlong. (2012). *Public Policy: Politics, Analysis, and Alternatives*. 4th edition. CQ Press. ISBN: 978-1452202747

Pielke, Jr. R. (2007). *The Honest Broker: Making Sense of Science in Policy and Politics*. Cambridge University Press. ISBN: 978-0521694810

Schneider, A. & Ingram, H. (1997). *Policy Design for Democracy*. University of Kansas Press. ISBN: 978-0700608447

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making*. 3rd edition. W.W. Norton & Co. ISBN: 978-0393912722

Required Article (posted on canvas for you to read):

Levine, C. (1985, Jan/Feb). Where Policy Comes from: Ideas, Innovations, and Agenda Choices: Agendas, Alternatives, and Public Politics. *Public Administration Review*. v. 45, n. 1, pp. 255-258

Required Resource (posted on canvas for you to read):

Writing Effective Reports, Food and Agriculture Organization of the United Nations, Retrieved August 22, 2013, http://www.fao.org/docrep/014/i2195e/i2195e03.pdf

Assignments:
Assignment #1: Public Policy Observation
Due Monday January 12th posted to canvas by midnight. Pages: 2-3.
Attend a government or non-profit public meeting of your choice (not something you've attended before or are attending for work). Check the agenda in advance to ensure they will be discussing a policy at the meeting. This meeting must be attended in person (no TVW or CSPAN).
Using the Levine article along with the Schneider and Ingram reading, assess where the organization is in their policy process and what factors are playing a role in decision making (be sure to cite and use the reading throughout your paper). Finally, create a chronological representation of what has occurred with the policy. Use "Time Toast" or "Dipity" technology to do this and include the link in your paper. http://www.timetoast.com/ **or** http://www.dipity.com/

Assignment #2: Bill Analysis
Due Monday February 4th posted to canvas by midnight. Pages: 2-3. Use template.
A bill is a legislative proposal requesting action and/or appropriations. A bill analysis is an internal report on your organization's position about the bill, its impacts, and is used to inform organization leaders to make key decisions. It should be written from a non-partisan stance and present facts; not opinions. Consider the following questions: What problem does the bill address? Can the agency implement the bill as written? If effects of the bill are negative, or the bill is poorly worded, can it be fixed? How? What are the gaps or flaws in the bill that the agency needs to address? Do effective dates cause the agency problems? Offer suggestions for new language. A bill analysis typically includes: bill title & number, a one paragraph summary of the bill followed by sections about the Legislative history (sponsors, hearings, floor debates, votes, amendments), current law/practice, justification for the bill/problem addressed, fiscal note (estimate of costs if bill passes), and your suggested amendments/rejection/or approval with rationale to support. You may analyze either a proposed bill or one already passed/enacted. You will need to take a position (non-partisan) as an employee of a specific organization (imaginary or real). Sample bill analyses will be posted on canvas. Use the template provided.

Assignment #3: Policy Brief
Draft 1 Due Monday February 10th posted to canvas by midnight.
Draft 2 Due Monday February 17th posted to canvas by midnight.
Final Due Monday March 2nd posted to canvas by midnight.
Pages: 8-10. (not including title page, reference pages, or appendices)
Policy briefs may be written by research entities, think tanks, advocacy groups, or government agencies. The purpose of the "brief" is to briefly inform decision makers and persuade them to adopt your recommendation. It may be written in a neutral tone or blatantly advocate a position. First, pick an existing policy to analyze. While integrating each of the course readings throughout the paper, your policy analysis should include the following: title page, table of contents, executive summary, problem statement, definition of key terms, stakeholders, policy background, comparison to similar policies, your recommendation, logic model or decision tree or risk assessment of your recommendation, SWOT analysis/needs assessment of your recommendation, discuss pros and cons of your recommendation (persuade the reader to adopt your recommendation; include impacts on stakeholders), implementation action plan for your recommendation including a list of roles/persons required for action, authority/approvals needed, interdependencies and contingencies, time frames, dollars associated with action items, public outreach, employee education, marketing, etc. The policy brief should also include the evaluation plan with evaluation criteria for measuring the success of your recommendation, stakeholder

feedback loops, ethics review, etc. End with reference pages and appendices. Samples will be posted on canvas.

Assignment #4: Presentation
Due Tuesday March 3rd delivered via webinar.
You will give a 5 minute presentation to the class on your policy brief. Afterwards, be prepared to answer questions from an assigned panel of your peers. (Q & A session is not included in 5 minute time limit.) A visual aid is required for the presentation and will be discussed in class. We will use gotomeeting.com and meet "virtually" as a class so your presentation will be delivered through interactive webinar technology.

Human Subjects Review (HSR) Any "research" you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will <u>not</u> collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

Format: All papers should be typed using a computer, double spaced (unless otherwise stated), 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] 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.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence. ***After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case.*** **Makeup work must be completed by the deadline assigned to ensure full receipt of course credit.** ***After three absences (12 hours) you may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) you may be denied full credit.*** Finally, if you do miss a class, you are still expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is a unavoidable need to turn an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 4 graduate credits at the completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. <u>No partial credit will be awarded</u>. <u>Incompletes will not be awarded.</u> Refer to MPA student handbook. Full loss of credit decisions will be made by the faculty***. Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.*** College statement on academic honesty:
http://www.evergreen.edu/advising/academichonesty.htm . Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute

denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

Evaluation: A written self-evaluation and a faculty evaluation are required for credit at the end of the quarter and must be posted through your my.evergreen.edu account.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures,. seminar and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

Technology Use & Learning Styles: We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options or personal challenges.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: **Contact faculty** before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

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 (so long as the concerned party feels safe doing so). *Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.*

We will abide by the social contract: WAC 174-121-010 College philosophy.
http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010

We will abide by the student conduct code (including academic integrity and plagiarism):
Chapter 174-123 WAC**,** Student Conduct Code & Grievance/Appeals Process
http://apps.leg.wa.gov/wac/default.aspx?cite=174-123
We will abide by the non-discrimination policies and procedures at TESC:
http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm

Guest Policy: Guests are welcome to visit our learning community during class time with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel program meeting even if campus is open and we will send an all-program email prior to 3:00 pm. You are responsible for checking email and ensuring viable transportation options are available to you.