Syllabus

David Booher is traveling on 5/14, so last few classes have been rearranged. Changes highlighted in yellow.

California State University, Sacramento
Public Policy and Administration 210
Spring 2014

PPA 210: Political Environment of Policy Making

Dr. Su Jin Jez
The best way to reach me: jez@csus.edu or at office hours (see below)
Other ways to reach me: 0 916.278.5955

Meeting times:
Wednesdays 6p-8:50p

Meeting location:
Tahoe 1027

Office hours:
Wednesdays 3p-5p (except the 2nd Tuesday of each month, no office hours)
And by appointment
Office: Tahoe 3035

Course goals:
This course aims to assist students in learning to identify the political factors impinging on the policy process and in learning to cope with them. With special emphasis on the California political environment and issues, this course employs case studies and structured role-playing. The course will require students to develop politically feasible policy alternatives and advise hypothetical clients. The goal is to equip students to work effectively as politically aware policy analysts.

At the end of PPA 210, a student who successfully completes the course will be able to:

<table>
<thead>
<tr>
<th>Broad MPPA Program learning objectives covered</th>
<th>How we specifically cover them in PPA 210</th>
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<tbody>
<tr>
<td>Use different analytical skills and tools strategically</td>
<td>- Understand how to recognize when to advance policies based on whether windows of opportunity are open or closed</td>
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<td>- Understand the multiple streams model of how and why policies are chosen</td>
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<td>- Understand how the way a policy choice is framed affects its potential for support</td>
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<td>Course requirements: As a graduate seminar, I expect all students to come to class having had completed the assigned reading and spent time thinking about the concepts and ideas introduced. During the course of the semester, you are expected to actively participate in in-class discussions and activities, lead a class discussion on a given topic, write a policy memo, and complete a midterm exam, and a final project. You are encouraged to work together, but each (non-group) assignment is individual.</td>
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<td>Reading reflections (due the day the reading is due – <em>this means you have work due our first class meeting</em>) – 5%</td>
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<td>Lead class discussion – 10%</td>
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<td>Setting Agendas policy memo – 15%</td>
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<td>Policy Paradox policy memo – 20%</td>
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<td>Exam – 15%</td>
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<td>Final project – 35%</td>
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<td>See attendance policy and the impact of missed classes on your grades in the <em>Policies and logistics</em> section below</td>
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<td><strong>Reading reflection:</strong> For each required reading, you will write a reflection that answers the three questions:</td>
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<td>1. What was the main point of the reading?</td>
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<td>2. What was surprising?</td>
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<td>3. What was confusing?</td>
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<td>This reflection must be typed and a hard-copy turned in at the beginning of each class. This means, I will not accept emailed reflections, hand-written reflections, or late reflections. You may skip 3 reflections without any impact on your grade. If only a portion of a book is assigned for that day, you must do a reflection for the assigned part of the</td>
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| Understand the critical role of effective leadership in the public sector | - Understand how political entrepreneurship affects what policy choices are made |
| Frame and present problems to different audiences to optimize understanding | - Understand how to frame and present problems to different audiences to optimize understanding |
| Consider the ethical dimensions of choices in public policy and administration | - Consider how public policy choices may be viewed from different ethical frameworks (e.g., utilitarianism, Rawlsian justice) |
| Understand the difference between analysis and advocacy | - Understand the difference between analysis and advocacy |
| Understand the significance of diversity in effective public governance in California | - Understood how the diversity of political actors affects the type of policy choices that are made. - Understand the significance of diversity in effective public governance in California |
book. You must do a reflection for the other portion of the book when the other portion of the book is assigned. I have noted with the reading assignments how many reflections are due. If you have any questions about if you need to do a reflection or for which readings, ask me. Misunderstandings on this do not give you a free pass to not complete the reflection. While there is no minimum or maximum on the length of the document, a typical reflection is about ½ to 1 page, double spaced.

**Lead class discussion on reading:** You will give a 1-2 minute recap on a reading and work with your teammates with the other assigned readings from that day to lead a class discussion that’s no longer than 40 minutes, with a specific focus on applying the reading to California’s political landscape. As a part of this class discussion, you will prepare notes on your reading for your classmates. You will post your notes and any materials from the class discussion on SacCT for your classmates to access. You will receive more information on this assignment during class and a sign-up sheet for the readings will be passed out in class. *Students must meet with me with their plan for the class discussion ahead of time.*

**Setting agendas policy memo:** You will write a short memo using Kingdon’s model to explain the movement of a California policy item on a political agenda. The assignment will be discussed further in class. This is due 2/27/14.

**Policy paradox policy memo:** You will write a short memo using Stone’s framework to explain the paradoxes present in a political issue of your choosing. The assignment will be discussed further in class. This is due 4/10/14.

**Ethics exam:** You will be given an exam on 4/23/14.

**Final project:** You will work in teams to produce a written policy brief as your final project. This will be discussed further in class and will be due 5/19/14.

**Late and make-up assignments:** At my discretion, a student who misses a deadline may be given a make-up assignment. Whether or not a penalty will be assessed depends on the reason.

**Policies and logistics:**

- Please complete all readings listed for the class date prior to coming to class.
- You should inform me prior to the session if you miss class on a specific day. Except under very unusual circumstances, a student who misses three classes will be penalized one entire grade (e.g. a B+ for the course will become a C+), and a student who misses more than three classes will receive a failing grade.
- If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.
- Please no cell phones or web surfing in class. If laptops are being abused in class, I may prohibit their use for all.

**Academic Honesty**
I take plagiarism and other acts of academic dishonesty very seriously. I reserve the right to fail students that are academically dishonest and escalate the case to the University. Note that academic dishonesty can be grounds for dismissal from the university. Details are available at the University Policy Manual found at http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm. Plagiarism is one case of academic dishonesty, and here is an excerpt from the manual on plagiarism:

Plagiarism: Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporation of another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one's own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit thereby representing the product as entirely one's own. Examples include not only word-for-word copying, but also the 'mosaic' (i.e., interspersing a few of one's own words while, in essence, copying another's work), the paraphrase (i.e., rewriting another's work while still using the other's fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another's work as one's own) and failure to include quotation marks on material that is otherwise acknowledged; and

2. Representing as one's own another's artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

Potential use of Turnitin

Consistent with Sacramento State’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a ‘similarity score’. The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

Students should submit papers to Turnitin assignments without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Getting help:

If there are concepts or ideas covered in a class session that you do not understand, it is important to your overall success in the course that you get these misunderstandings resolved before the next time we meet. You can do this by talking to your fellow classmates (I encourage you to form study

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1 Adapted from Rob Wassmer’s EdD 602 syllabus.
groups or electronic study networks), visiting me in office hours, sending me an e-mail question to address listed above or phoning me at one of the numbers listed above. Questions, comments, and discussion about material assigned for a class are always encouraged during that class. Other questions will be answered in the manner discussed above. Office hours are also open for suggestions on how I teach, a general discussion of the political context of policy making, the MPPA, your thesis, or your career plans.

SacCT:
This course requires that you have access to the World Wide Web and SacCT. Readings, assignments, exams, and all class messages will be sent out via SacCT. SacCT also allows e-mails to fellow students and chat room participation with them.

Required books (also on reserve at the library):

To order from amazon.com, [click here](#)

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To order from amazon.com, [click here](#)

*Getting to Yes: Negotiating Agreement Without Giving In*, Roger Fisher and William Ury with Bruce Patton, Penguin Books (any version should be fine)
To order from amazon.com, [click here](#)

I have also asked the Sac State Bookstore to stock these titles. If you wish to purchase there, please call for availability.

Be aware that you should get the books ASAP and begin reading ahead. There are Harvard cases assigned throughout the semester, which have an additional cost. You are expected to download them yourselves – instructions are in the course schedule where cases are assigned.

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**Course schedule**

**Class 1: Welcome, administrative items, and Kingdon Problems**
1/29/14
- Introductions
- Review syllabus
- Sign up for leading class discussion
Readings for class (1 reflection due):
  Kingdon, Chapters 1-5

Class 2: Kingdon: Policy primeval soup
2/5/14
Readings for class (2 reflections due):
  Kingdon, Chapter 6
  “From Research to Policy: The Cigarette Excise Tax” Harvard University Kennedy School of Government Case
  Posted on SacCT

Class 3: Kingdon: The political stream
2/12/14
Readings for class (1 reflection due):
  Kingdon, Chapters 7-10
  Edward Lascher, “Lessons from the Collective Action Game” – will be distributed to read during class

Class 4: Healthcare & Kingdon... then Policy Paradox: Politics
2/19/14
Tentative: Assemblymember Roger Dickinson
Readings for class (3 reflections due):
  Kingdon, Epilogue
  Jacob S. Hacker, "The Road to Somewhere: Why Health Reform Happened or Why Political Scientists Who Write about Public Policy Shouldn't Assume They Know How to Shape It," Perspectives on Politics, v. 8, no. 3 (September, 2010), pp. 861-876 **you can download this online via the Sac State library**
  Stone, Part I

Class 5: Policy Paradox: Goals
2/26/14
Readings for class (1 reflection due):
  Stone, Part II: Goals

  *** Setting agendas policy memo due 2/27/14 to me via email – jez@csus.edu ***

Class 6: Policy Paradox: Problems
3/5/14
Readings for class (1 reflection due):
  Stone, Part III: Problems

  **** 3/12/14 NO CLASS ****

Class 7: Policy Paradox: Solutions
3/19/14
Josh Rosa to guest lecture
Readings for class (1 reflection due):
Stone, Part IV: Solutions

"""Spring break 3/24-3/28"""

Class 8: Policy Paradox: Applied Policy Analysis
4/2/14
Readings for class (1 reflection due):
Stone, Conclusion and Policy Paradox in Action (pp. 376-414)

Class 9: Ethics of public policy decisions I
4/9/14
Readings for class (1 reflection due):
Justice, Chapters 1-6

""" Policy paradox policy memo due 4/10/14 to me via email – jez@csus.edu """

Class 10: Ethics of public policy decisions II
4/16/14
Readings for class (2 reflection due):
Justice, Chapters 7-10

“Matters of life and death: defunding organ transplants in the State of Arizona” Harvard
University Kennedy School of Government Case
To purchase this case ($3.95), please go to
https://cb.hbsp.harvard.edu/cbmp/access/23594693.

View in class:
Barbara Charline Jordan, 1976 Democratic National Convention Keynote Address,
delivered 12 July 1976, New York, NY

Class 11: Exam
4/23/14
David Booher to introduce negotiation materials for last two classes
In-class exam covering cumulative material with a focus on ethics of public policy decisions content

Class 12: Negotiations I
4/30/14
David Booher to guest lecture
Readings for class (1 reflection due for Getting to Yes; no reflection for case):
Getting To Yes, entire book
Negotiation case distributed on 4/30

Class 13: Negotiations II
5/7/14
David Booher to guest lecture
Readings for class (no reflection due):
Negotiation case distributed in class on 5/7
Class 14: Ethics of administrative discretion and entrepreneurship
5/14/14
Readings for class (2 reflections due):


“The Case of Segregated Schools”, *Harvard University Kennedy School of Government Case*

Posted on SacCT