

PPA 200

Introduction to Public Policy & Administration

Fall 2021

Schedule:

- **Fall Welcome Picnic/PPA 200 Orientation:** Thursday, Sept. 2 from 5:00pm to 8:30pm (beginning at Southside Park and moving to DTN, 110)
- **Intensive PPA 200 Weekend:** Saturday, Sept. 11 from 8:30am to 4pm
Sunday, Sept. 12 from 8:30am to 4pm
- **Ongoing PPA 200 Classes:** Thursday evenings beginning Sept. 16 from 6pm to 8:50pm (final class on Nov. 18)

Location:

Sac State Downtown, Room 110



Instructor: Dr. Sara McClellan

Tuesdays & Thursdays from 3:30pm-5:45pm and by appointment (including via Zoom or phone):
www.saramcclellan.com/appointments

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Course Overview

PPA 200 provides an introduction to the foundations of public policy and administration—to the issues and ideas that guide our understanding of public policymaking and analysis, and to how public organizations implement those policies in pursuit of the public good. PPA 200 also serves as an introduction to graduate study at Sac State and in PPA.

PPA 200 will orient you to reading, thinking and writing analytically and through different disciplinary lenses. The course is designed to

immerse you in both content and skills to prepare you for later course work and for your PPA Culminating Project. You'll need to successfully complete both PPA 200 and PPA 220A before you progress in the program. We will begin with a broad review of democratic institutions and the roles of policymaking and administration, and we'll cover the State of California in some detail. We'll then progress to a project that allows you to practice examining a policy area in detail and produce oral and written reports about the topic.

Course Content

PPA 200 is generally organized around the following topics:

- Perspectives on U.S. Public Policy and Administration
- Public Policy and Administration theory, strategy, and analysis
- California Public Policy and Administration context
- PPA writing and projects

We will also explore the role and limits of public administration and policy expertise in a constitutional democracy.

The class expectation is not mastery per se, but beginning competency. Each of you will arrive with different strengths and limitations in terms of knowledge and skills related to these objectives. You will continue to develop in these areas throughout the program.

Course Format & Expectations

There are few hard and firm rules in the practical application of public policy and administration, and you must rely on your own judgment to determine which theory or skill to apply to which problem. An objective of PPA 200 is to prepare you to read, analyze, and apply the materials you will learn in the coming two-plus years. Even in an online format, we will engage in frequent class and small group discussion; please come to class ready to participate in conversations about the materials you have read and prepared to engage others.

PPA Learning Objectives	Application in PPA 200
(1) c. Construct clear problem definitions with attention to client interests and varied stakeholder perspectives.	Using policy analysis models and applying multiple root-cause analysis techniques, learn to effectively construct clear and concise definitions of policy problems and draw on available secondary data to identify reasonable alternatives to address problems.
(2) b. Work effectively in groups.	Identify and communicate common benefits and limitations associated with project-based group work; apply effective evidence-informed strategies to strengthen group interactions and outcomes.
(2) e. Write clearly and succinctly as appropriate to various audiences.	Practice writing clearly and succinctly as appropriate to various audiences to define problems or issues, explore existing policy dynamics, organize and interpret evidence, and present alternative policy options or considerations.
(2) f. Use effective modes of verbal presentation with an awareness of audience and purpose.	Design and deliver an engaging, professional, and well-supported presentation to help policymakers better understand the nature, scope, and impact of a complex policy problem in California.
(3) a. Recognize the role public servants play in advancing or impeding a more prosperous, just, equitable, and inclusive society. (3) b. Understand obligations to advance public value consistent with rule of law and an enduring search for reasonable and just action.	Identify and explore the institutional systems, policies, and norms that constitute U.S. and California governance with special attention to the varied roles and responsibilities of policymakers and administrators.
(3) c. Consider the ethical dimensions of choices in public policy and administration.	Examine and apply ethical principles to specific scenarios and dilemmas that public administrators and policy analysts may confront in conducting their work; explore the role of scholars and practitioners in supporting ethical behavior in response to public problems and interests.
(3) d. Understand differences between analysis and advocacy including insider and outsider roles.	Articulate the distinction between policy analysis and advocacy; explore tensions and biases that policy analysts may experience as they seek to offer ethical and evidence-informed advice to policymakers; acknowledge and articulate personal values that influence policy analysis or administration.
Writing-intensive: <ul style="list-style-type: none"> Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline. Understand some formats, genres, and styles of writing used in the discipline. Practice reading and writing within the discipline <u>and</u> as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing. 	<p>Practice writing clearly and succinctly in the forms of brief memos and medium-length policy analyses to summarize public policy and administrative concepts for policymakers and practitioners.</p> <p>Understand and apply basic professional conventions and inquiry methods for public policy and administrative analysis.</p> <p>Apply instructor and peer feedback to strengthen writing practices; explain claims and conclusions effectively based on appropriate evidence; provide constructive peer feedback.</p>

Intensive Weekend

At the end of summer, we will have a long weekend together (September 11th and 12th) designed to immerse you in background knowledge and foundational skills.

This weekend is intensive and you will have work due in advance. Please review the entire syllabus now and plan accordingly. You must do all the assigned readings ahead of time. I suggest you take good notes as you read so you do not need to re-read material once the semester starts. Once the semester starts, you will be applying what you read, but I will not typically lecture directly about what you read.

PPA 200 Format

Since the intensive weekend front-loads quite a bit of class time, we will finish this course early—usually by mid-late November. Please note that for those of you taking multiple courses, in the beginning of the semester, you may go to class for five or more days in a row because of the intensive weekend. Plan ahead by spreading preparation for all classes out over the months prior and anticipate that the first two weeks will be long (but it will pay off!).

I will never lecture for the full class period since that won't help us engage in learning. Rather, I will facilitate discussions and group exercises designed to further application of the learning. The readings will provide the foundation. We'll spend most class time practicing applications of what we have read. My expectation is that you will have read thoroughly enough to pull out main ideas. I suggest coming to class with the main points of each reading with you (take good notes!). Absences are not allowed for the intensive weekend and I strongly discourage them for classes after that weekend.

Online Access to Materials and Communications

I will use the online learning system, Canvas, to make course materials (other than books) available online. Make sure to obtain a Canvas account and check it regularly. Most faculty use Canvas, Sac State email, and My SacState to communicate with students—it is your responsibility to check those locations regularly, even if you provided PPA staff with an additional email. Once you have an account, you will be able to access your courses through Canvas (usually at least one week before classes begin).

Late Assignments

I will not accept late assignments unless you experience a highly unusual circumstance. At my discretion, I might give a make-up assignment or extended deadline **if you notify me of your unique circumstances and request this modification in advance.** Whether or not I assess a penalty depends on the reason (e.g., a family emergency constitutes a good reason; a competing requirement for another course does not).

Missing Class

We will be working closely with one another, sharing ideas, resources, and expertise. If you have to be late, leave early, or miss a class for an emergency, please let me know. Except under unusual circumstances, I will penalize you a grade (e.g., an A- for the course will become a B-) if you miss three classes, and a failing grade if you miss more than three classes. If you need to miss a single class for a critical work obligation, you may notify me in advance and arrange to have a course recorded and submit a brief reflection paper.

Basic Assignment/Writing Expectations

Submitting Assignments: I expect you to submit all assignments in a complete and professional manner via the Canvas system. **Save your files using the following naming convention:**

Last Name, First Initial, Assignment Title, Date

Ex: RodriguezM_Memo1_9-7-21

All papers should be typed, double spaced, and fall within the page limits specified. Please put a cover page on each analysis paper containing your name, your email, the course number (i.e., PPA 200), and the assignment title. For memos, make sure to include a typical memo heading (sender, recipient, date, and subject). Use 12-point font with one-inch margins (top, bottom, left, and right). I expect correct punctuation, spelling and use of citations. The PPA program uses the **APA style** for most papers and projects. Please familiarize yourself with this format quickly as it will be required for all papers. If you are unfamiliar with APA style, consult online resources or the official guide to APA.

Editing Papers: Some students are quite comfortable editing their own work multiple times prior to submitting it and therefore turn in fairly polished work. For others, editing will be a new skill. I edit papers using the comments/tracked changes functions in Word. You will have a chance to get peer feedback. I do expect papers to be in great shape when I receive them (appropriate citations, no typos, grammatical errors, etc.). In order to reinforce the notion of submitting finished, edited, work, I *may* return papers for re-writing and/or editing.

Responding to Feedback: Most of your papers will be analytical, using concepts from class to illuminate a particular situation, and then requiring you to synthesize, analyze, and integrate your own thoughts/reflections. Written presentation is very important. I will often call upon you to communicate your analysis and recommendations quickly, clearly, and concisely for different audiences. Please take this opportunity to practice and strengthen your writing!

If you do not meet writing expectations, I will notify you early on and strongly encourage you to seek assistance. One of our major goals for this first semester is to ensure you are writing at an appropriate level—I will provide you feedback and support towards this goal and I expect you to treat each assignment as a chance to practice and improve. If you do not meet writing expectations by the end of the semester, we may ask you to take a writing course as a spring elective.

Getting Help:

It is important that you understand the material we are covering in class. The class is structured as a series of building blocks. You do not want to miss a foundational piece. If you encounter difficulty in understanding the readings, make sure you gain clarity on the topic during the time in which we are covering it. You can speak up in class to ask for clarification or you can speak with me privately (via email, phone, in office hours/by appointment, or during class breaks). You are also welcome to seek help from your classmates. You can reach me via email, and I will do my best to return any emails you send within 48 hours.

Academic Honesty

I take issues of academic honesty (including plagiarism) seriously and you should as well. If you are unfamiliar with the specifics of University policy in this area I recommend you review the appropriate section of the University Policy Manual:

<https://www.csus.edu/umanual/student/stu-100.htm>

Students with Disabilities

Should you need assistance with portions of class due to a disability(ies), please let me know as soon as possible. The University offers services to students with disabilities and I would be glad to refer you to the appropriate campus unit.

Distractions

Please do not use your cell phone or surf the web for non-class purposes during class time. Doing so is distracting for me and for your peers, and it is an indication that you are not prepared to contribute. If you have a family or work emergency and need to take a call, please leave the class or step aside.

Participation

We all share responsibility for course success. Therefore, I expect you to participate actively in our course sessions, complete all assigned readings and projects, and attend every class session for the full period. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is our job as learners. I ask you to apply a critical eye and look beyond what authors claim to pursue a number of important questions. Do the ideas in the readings fit your experience of the world? Do they change how you think about the world? What evidence do authors provide to support arguments? Do you understand this evidence? I will ask you to make thoughtful contributions in class and small group discussions and share your informed reactions to readings, speakers, and general class discussions. I look forward to hearing your insights and questions about the important issues raised by the readings and throughout the class activities.

Assignment Descriptions and Grading

All papers are due via the Sac State Canvas online course system. You will receive access to this system a few days prior to the start of the semester. Unless otherwise specified, homework is due before 6:00pm on the assigned day and must be time stamped as such (via Canvas). Use Microsoft Word for all assignments so I can edit them electronically.

As stated above, **I will not accept late work.** I understand that many of you are working full-time and attending classes nights and weekends. If you must miss class when an assignment is due, you will need to submit it to me prior to class.

Assignment	% of Grade
Paper #1: Initial Policy Analysis	5% 0%
Paper #2: Systems of Governance - Pandemic Response	20%
Special Topic Memo	20%
Special Topic Memo Peer Feedback	5%
Toolkit & Toolkit Description	10%
Group Presentation and Paper	20%
Revised Paper #1: Initial Policy Analysis Rewrite	10%
Engagement in Discussions, Policy Brief Sharing, Activities, etc.	10% 15%

Total: 100%

Paper #1: Initial Policy Analysis - Due September 2

Complete this paper only after you have read all the material for our intensive weekend class.

Identify a current public (governmental) problem that you are interested in and provide a decision-maker—such as a state legislator or city council member—with a three-page (not including references) memo about the issue and possible options to deal with it. You will find an example of memo format in the Guy and Ely (2018) textbook.

Be sure to tell me who your audience is. As appropriate, consider the ethical, economic, political, organizational, and policy dimensions of the issue (other dimensions are fine – those are examples); think about the readings you did over the summer and how those authors discussed these kinds of issues. Help the reader understand the complexities of the issue as well as how the issue might be understood differently by different groups of interested people. In your analysis, be careful to distinguish between fact and opinion.

Please do not ask me for additional instructions on this first assignment. The instructions are purposely a bit vague in order to mimic the kinds of assignments people often receive at work. I want to give you flexibility to determine how best to complete it.

This paper will provide me with a baseline assessment of your writing skills, and a sense of the decisions you make when synthesizing and analyzing information. I will grade your paper quickly so you will know early on in the semester if I have initial concerns about your writing. This first paper is worth just 5% of your grade.

Few people do a perfect job on this; that is not the goal. Just do your best and know that this is a fairly low stakes way for me to become familiar with your thinking and writing. We will use the papers to start thinking about policy-related writing and analysis.

Paper #2: First draft due September 6 and final paper due September 23

Again, complete this paper only after you have read all the material for the intensive weekend. The Kettl (2020) book identifies underlying conditions that influence public sector problem solving and service delivery. Beginning with these conditions as a basis for your paper, think broadly about how the U.S. system of government—and various interpretations of this system—may have influenced California's COVID-19 pandemic response. I encourage you to draw on additional academic articles, interviews, etc. to explore how others are making sense of pandemic response policy and administration (you might think about public health protocol, economic recovery support, vaccination distribution, etc.). Then, write a paper (no longer than five pages) that:

1. Outlines the primary government systems, agencies, and stakeholders involved in responding to a pandemic with special attention to California government.
2. Identifies and describes governance tensions (e.g., structural, political, economic) that may have influenced California's COVID-19 pandemic response policy and administration.
3. Outlines the lessons you believe future California political leaders and administrators should take most seriously and why (based on what evidence) in preparation for future public problems. Please be sensitive to the importance of transferring “lessons” from one context or problem to another. In other words, do the lessons from a pandemic translate to wildfire

scenarios? Which changes must be made to transfer lessons to a different type or scope of public problem?

You will receive instructor and/or peer feedback on your drafts and your final paper will be due September 23. I will grade your final draft, not the first draft you submit.

Policy Briefs: Due in Class on Sept. 12

After you complete the summer readings, identify three examples of policy briefs you think are particularly effective. Bring a copy of each brief to share in class on Sept. 12 (no need to email them to me) and be prepared to discuss why you think they are effective. These briefs should be:

- no more than 5 pages in length (excluding cover pages, references, etc.);
- focused on any policy field (environmental policy, education policy, criminal justice policy...);
- designed for audiences with policy interests (e.g., policy makers, policy staff).

Special Topic Memo: Draft due to partner October 7; Final due October 14

I will share the topic for this memo in class and the assignment will be worth 20% of your grade.

Peer feedback: I will ask you to share an electronic draft of your memo with a classmate for feedback. I will grade your written feedback based on the extent to which it is thorough and beneficial for the author and consistent with class writing expectations. This feedback exercise will be worth 5% of your grade.

Toolkit: Due November 11

Submit your “toolkit” (or visual images that capture your toolkit) in addition to a 1-2 page paper that: (a) introduces and explains the tools and/or concepts you’ve included, (b) references relevant course authors/sources for these tools, (c) explains why they are important to you, and (d) describes how you have learned to use them and/or anticipate using them in the future. We will discuss this more as the semester progresses. This will be worth 10% of your grade.

What is a Toolkit?

It is a compilation, in whatever form works for you, of those things that help you make sense of the world—the things that provide new perspectives, new insights, and allow you to understand the complex assortment of problems and questions that are raised in the public sector. Toolkits help you to look backward for understanding and forward to solve problems creatively.

Why do I need a Toolkit?

Sitting in classes one or two nights a week will not make you a better manager or analyst, but finding ways to internalize what you learn in this program *will*. By internalizing, I mean making it part of how you think about the world. Bennis talks about how strong leaders force themselves to find time to reflect on what is going on in their lives—both in the past and projecting forward. When you come upon a problem you are not sure how to analyze or solve, look at your toolkit as you ponder the problem.

What form can my Toolkit take?

- 3x5 cards
- A binder
- Other? Create what works for you!
- An infographic
- A collage

The key to a toolkit is to have it visible frequently—someplace where you will use it—and start to incorporate it into the way you think every day.

Group Project: Due in class and via Canvas on November 18

We will go over project details during the intensive weekend. This project will include a 10-15 page paper and an oral presentation. I will also ask you to submit an outline and initial draft several weeks prior to your final presentation and paper submission. This project will be worth 20% of your grade.

Revised Paper #1 - Initial Policy Analysis: Due via Canvas by 6pm on November 30

Return to the initial policy analysis you wrote for PPA 200. Apply new skills and insights to strengthen this paper in terms of structure, claims and supporting evidence. Also, look for ways to strengthen your writing and citation format, etc. This revised 3-5 page paper is worth 10% of your grade and you may choose to use it as the basis for a future PPA 500 Culminating Project artifact.

Required Texts/Summer Reading

Books to Purchase in June:

- Kettl, D. F. (2020). *The Divided States of America: Why Federalism Doesn't Work*. Princeton University Press.
- Meltzer, R., & Schwartz, A. (2018). *Policy analysis as problem solving: A flexible and evidence-based Framework*. Oxfordshire, UK: Routledge (also required for PPA 220A).
- League of Women Voters. (2015). *Guide to California government*. Sacramento, CA: League of Women Voters of California Education Fund (provides important background for those with less California government experience).
- Guy, M. E. & Ely, T. L. (2018). *Essentials of public service: An introduction to contemporary public administration*. Irvine, CA: Melvin & Leigh, Publishers (for use in PPA 200, 240A, and 240B.)

You may access other readings required below for free via online sources.

Intensive Weekend Public Policy & Administration Foundations

Essentials of Public Service: An Introduction to Contemporary Public Administration

Guy, M. E., & Ely, T. L. (2018). *Essentials of public service: An introduction to contemporary public administration*. Irvine, CA: Melvin & Leigh, Publishers.

Read only the following chapters for PPA 200, but keep this text for further reading in PPA 240A/B:

Introduction

Chapter 1: Running a Constitution

Chapter 8: Public Economics and Policy

Chapter 12: Legal Dimensions of Public Administration

Chapter 13: Public Integrity

Chapter 15: Public Services, Well Delivered

American Society of Public Administration (ASPA) Code of Ethics

Review ASPA Code of Ethics and explore the ASPA site: <http://www.aspanet.org>

Click on “About ASPA” and “Code of Ethics.”

Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations

*Download this article from Canvas when the PPA 200 site is available in August:

Moore, M. H. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. *Nonprofit and Voluntary Sector Quarterly*, 29(1_suppl), 183-204.

Policy Analysis as Problem Solving: A Flexible and Evidence-Based Framework

Meltzer, R., & Schwartz, A. (2018). *Policy analysis as problem solving: A flexible and evidence-based framework*. Oxfordshire, UK: Routledge (also required for PPA 220A).

Read only Chapters 1, 2, and 8 for PPA 200

Federalist Papers #10 and #51

These are short, but important—read them thoroughly! Available online at sites including Yale’s Avalon Project: http://avalon.law.yale.edu/subject_menus/fed.asp

Intensive Weekend Public Policy & Administration in California Foundations

Guide to California Government

League of Women Voters. (2015). *Guide to California government*. Sacramento, CA: League of Women Voters of California Education Fund.

** I recommend simply skimming this if you already have a fairly solid background in California government; otherwise, I recommend giving it a closer read. This book will serve as a resource to you throughout your time in this program.*

Cal Facts and Legislative Analyst’s Office (LAO) 2018 Report on State and Local Finance

You can retrieve and review this report (and watch for a 2020 update) at:

<https://lao.ca.gov/reports/2018/3905/calfacts-2018.pdf>

Paper #2 Special Topics Readings

Read the following book and RAND interviews and consider how these authors make sense of the various factors that influence public problem solving and service delivery. These readings will help you prepare to write Paper #2 on factors that influence and complicate U.S. responses to public health and welfare issues like COVID-19.

Kettl, D.F. (2020). *The Divided States of America: Why Federalism Doesn't Work*. Princeton University.

RAND (2020). Who calls the shots during a Pandemic:

<https://www.rand.org/blog/2020/04/who-calls-the-shots-during-a-pandemic-the-us-government.html>

Recommended Writing Resources:

- APA Style Guide: <https://apastyle.apa.org>
- Zinsser, W. (2013). *On writing well*. New York, NY: Harper Collins.

Additional Book Recommendations:

- Bardach, E., & Patashnik, E. M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Washington, DC: CQ Press.
- Kendi, I. X. (2019). *How to be an Antiracist*. One World/Ballantine.
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. New York, NY: Liveright.

NOTE: Some of the required PPA 200 books are used in other classes (such as Guy & Ely and Bardach), so do not get rid of books from the program until you are sure you will not need them again.

Course Outline and Schedule

As of July 2021 (subject to minor change!)

Most articles and URLs will be available via Canvas closer to the start of the term. You can also locate many of these online yourself.

Meeting Dates	Class Topics	Readings & Podcasts	Assignments
			Paper #1 due Sept. 2 via Canvas
Thursday, Sept. 2 from 5:00pm to 8:30pm	Fall Welcome/PPA Orientation Evening	Complete all of the readings for the intensive weekend (see required Summer Readings above).	Come to our PPA welcome evening with any questions about the readings, course, or program.
			Paper #2 (first draft) due Sept. 6 via Canvas
Saturday, Sept. 11 8:30am-4pm Sunday, Sept. 12 8:30am-4pm	Intro to Public Policy & Administration (PPA) a) PPA theory & analysis b) U.S. PPA perspectives c) California PPA d) Role of PPA experts e) Group projects	<ul style="list-style-type: none"> Arrive with notes and questions about the PPA 200 Summer Readings you've completed (see list above). Skim the MPPA Culminating Project Options handout. 	Bring 3 example policy briefs you will share in a small group in class; be prepared to discuss why you believe these briefs are effective.
Thursday, Sept. 16	Thinking & Rethinking for PPA a) Identifying and navigating logical fallacies and pitfalls b) Clarifying relevant assumptions, values, and interests c) Providing peer feedback	<ul style="list-style-type: none"> Fallacies [Handout]. The Writing Center, UNC at Chapel Hill (2020). Adam Grant TED Talk: https://www.youtube.com/watch?v=CllgTBmiov0 Harvard Business Review Interview (article/audio) "How to Give Constructive Feedback": https://hbr.org/ideacast/2016/02/how-to-give-constructive-feedback.html 	Be prepared to share your draft Paper #2 with a peer in class (either with or without instructor feedback/edits).
Thursday, Sept. 23	PPA Research a) Key research concepts and questions	<ul style="list-style-type: none"> Literature Reviews [Handout]. The Writing Center, UNC at Chapel Hill (2020). Ingraham, C. (October 14, 2019). You've been reading charts wrong. 	Final Paper #2 due via Canvas

Meeting Dates	Class Topics	Readings & Podcasts	Assignments
	b) Power and bias in research c) Role of literature review d) Use of evidence & data interpretation	Here's how a pro does it. <i>Washington Post</i> . • Kirlin, M. (2003). CIRCLE Civic skills fostering civic engagement: https://circle.tufts.edu/sites/default/files/2019-12/WP06_CivicSkillsFosteringCivicEngagement_2003.pdf	
Thursday, Sept. 30	Systemic Policy Analysis a) Defining policy b) Defining what needs fixing/improving c) Examining policy analysis processes and tools d) Identifying limitations of policy analysis	• Revisit Meltzer Chapter notes • Spradlin (2012). Are you solving the right problem? Harvard Business Review: https://hbr.org/2012/09/are-you-solving-the-right-problem • King County Equity and Social Justice Strategic Plan: https://aqua.kingcounty.gov/dnrr/library/dnrr-directors-office/equity-social-justice/201609-ESJ-SP-FULL.pdf	
Thursday, Oct. 7	Applying Policy Analysis Tools – Case Example(s)	• Case reading (tbd)	Special Topic Memo due to your partner for feedback (post partner feedback to Canvas) Outline of group project due/prepare to share with instructor and another peer group during class
Thursday, Oct. 14	Writing & Communicating for PPA a) Audience analysis b) Expertise, credibility & trust c) Writing strategy d) Visual displays e) Presentation	• U.S. Government Plain Language guidelines and resources: https://www.plainlanguage.gov/guidelines/ • NPR's "A Simple Cure for Education's Jargonitis": https://www.npr.org/sections/ed/2016/04/12/473016059/a-simple-cure-for-educations-jargonitis • Lascher, E. L., & Melzer, D. (2013). Should "I" Be Avoided or Embraced? Exploring Divergence between Political Scientist and Student Writing	Special Topic Memo due via Canvas Bring a visual display/graphic you find intriguing and effective to <u>class on Oct. 14</u>

Meeting Dates	Class Topics	Readings & Podcasts	Assignments
		<p>Norms. <i>PS: Political Science & Politics</i>, 46(4), 802-807 (Canvas)</p> <ul style="list-style-type: none"> • WaPo (2018) article - Study: Charts change hearts and minds better than words do https://www.washingtonpost.com/news/wonk/wp/2018/06/15/study-charts-change-hearts-and-minds-better-than-words-do/?utm_term=.7bbdb0992a1c • Norman (2008). In defense of Powerpoint: https://jnd.org/in_defense_of_power_point/ • Lee, K. (2017). 10 tips for speaking like a TED Talk pro. American Psychological Association. https://www.apa.org/monitor/2017/02/tips-speaking • NSAC (2016). Public speaking anxiety. https://nationalsocialanxietycenter.com/social-anxiety/public-speaking-anxiety/ 	
Thursday, Oct. 21	Policy Stakeholders <ol style="list-style-type: none"> Stakeholder analysis Power, influence, and accountability Project check-ins 	<ul style="list-style-type: none"> • WWF (2005). Cross-cutting tool for stakeholder analysis [handout]. • Jos, P. H. (2016). Advancing social equity: Proceduralism in the new governance. <i>Administration & Society</i>, 48(6), 760-780. 	Be prepared to share and discuss project draft with instructor and/or colleagues (including tricky issues, in progress ideas, etc.).
Thursday, Oct. 28	Ethical Dimensions of PPA and Social Equity <ol style="list-style-type: none"> Value-driven work Transforming systems that reinforce racism and other forms of injustice 	<ul style="list-style-type: none"> • Terry Gross (NPR) interviews Richard Rothstein: A 'forgotten history' of how the US government segregated America: https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america • Capital Public Radio Interview with Jesus Hernandez: The X That Marks Sacramento's Social Ills: How Decades-Old Policy Racially Divided the City: http://www.caprado.org/114247 	

Meeting Dates	Class Topics	Readings & Podcasts	Assignments
		<ul style="list-style-type: none"> Williams, B. N., & Duckett, B. (2020). At the juncture of administrative evil and administrative racism: The obstacles and opportunities for public administrators in the United States to uphold civil rights in the twenty-first Century. <i>Public Administration Review</i>, 80(6), 1038-1050. 	
Thursday, Nov. 4	Policy Impact/Theory of Change <ol style="list-style-type: none"> Causal relationships between policy interventions & outcomes Logic models Innovation/design thinking 	<ul style="list-style-type: none"> McCawley, P.F. The Logic Model for Program Planning and Evaluation, University of Idaho Extension [Handout]. Nesta & IDEO “Designing for Public Services” toolkit (Canvas) 	
Thursday, Nov. 11	Tool Kit Sharing & Case (tbd)	TBD	<p>Bring your toolkit draft (online document, sketch, picture, etc.) to class</p> <p>Toolkit image and description due via Canvas</p>
Thursday, Nov. 18	Final Presentations & Class Wrap-Up	No Reading	Final group presentation due in class; final project paper due via Canvas
			Revised Paper #1 due Nov. 30 via Canvas