

PPA 200: INTRODUCTION TO PUBLIC POLICY & ADMINISTRATION
FALL 2022

This is a living document, subject to change and revision as we progress through the semester.

Schedule

Section 2: Thursdays, 6:00pm-8:50pm, Tahoe Hall 1027

Combined intensive: Saturday, September 24: 9am-3pm

Teaching Team

Instructor: Dr. Amal Kumar, Ph.D. (kumar@csus.edu)

Office hours: Wednesdays & Thursdays 4:00-5:30pm or by appointment

Course assistance: Sovannra Yos, PPA Department Coordinator (yos@csus.edu)

Course Description

In addition to being an introduction to the MPPA program, PPA 200 is an introduction to the conceptual foundations of the study of public policy and administration.

First, PPA 200 is a broad, interdisciplinary survey exploring the problems and problem-solving processes in the public sector. This course is intended to offer each of you an opportunity to step back from the details of your day-to-day work, map the broader landscape of public policy and administration, and see the connections between the different components of the policy process. It is also designed to introduce you to the content and skills you will need to master in later coursework and your PPA Culminating Project.

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 will then survey several conceptual frameworks to make sense of the policy process and how policy gets translated and implemented through public administration. Through the course assignments, you will have opportunities to apply these frameworks to a policy arena of professional or personal interest to you.

Second, this course is an introduction to professional writing and argumentation—important skills in which you will need to develop proficiency to succeed in the MPPA program and your careers as public service leaders. Writing is a skill. Giving and receiving feedback on writing are also skills. In this course, as in your professional careers beyond this program, you will have to give—and receive—feedback on your own and others' writing. Learning how to give feedback with kindness and rigor and responding to feedback with grace are key objectives of this course. The course assignments are deliberately structured to give you multiple opportunities to write, give and respond to feedback, and rewrite.

Finally, this course serves as an introduction for each one of you to the learning community that you will build with your colleagues over the next few years. We learn best in community, with each other and from each other. This course will help you form the bonds and establish the norms that will serve

as the foundation for your learning community through this program and a professional network that you can carry well after you graduate.

Learning Goals

MPPA Learning Objectives	Application in PPA 200
<i>1. Critical and Integrative Thinking</i>	
c) Construct clear problem definitions with attention to client interests and varied stakeholder perspectives	Use different conceptual frameworks to understand policy formulation and implementation, with particular attention to the role of various stakeholders throughout.
<i>2. Practical Applications</i>	
b) Work effectively in groups	Support colleagues in their writing and argumentation by working collaboratively and offering constructive peer feedback; deepen understanding of content in small- and large-group classroom settings.
e) Write clearly and succinctly as appropriate to various audiences	Practice writing clearly and succinctly as appropriate to various audiences in multiple writing assignments with opportunities to provide and receive feedback and revise and resubmit writing.
f) Use effective modes of verbal presentation with an awareness of audience and purpose	Practice using effective oral communication in group discussions and in-class presentations.
<i>3. Professional Role</i>	
a) Recognize the role public servants play in advancing or impeding a more prosperous, just, equitable, and inclusive society	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.
b) Understand obligations to advance public value consistent with rule of law and an enduring search for reasonable and just action	
c) Consider ethical dimensions of choices in public policy and administration	Examine issues of inequity and inequality in public policy/administration; consider the tradeoffs and choices that policymakers and administrators confront in their work; explore the role of scholars and practitioners in advancing the public good in the public sector
d) Understand differences between analysis and advocacy including insider and outside roles	Understand the role(s) of various actors and stakeholders in the policy process; acknowledge and articulate personal and social values that inform policy analysis or administration
<i>4. Writing Intensive</i>	
a) Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline.	Write clearly and succinctly in the forms of weekly reading responses and longer policy analysis paper to summarize public policy and administrative concepts.
b) Understand some formats, genres, and styles of writing used in the discipline.	Apply instructor and peer feedback to strengthen writing practices.
c) Practice reading and writing within the discipline and as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing.	Explain claims and conclusions effectively based on appropriate evidence. Providing constructive peer feedback.

Course Format:

My goal as an instructor is to create a community of learners, and I count myself in that community. We each bring our own expertise and experiences to bear on the course material, and it is imperative that you share your expertise with your colleagues and learn from theirs. This course is accordingly structured as a discussion-based course, which means that I will never lecture for the full class period. 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 of our time together applying what we have read and putting the various readings in dialogue with each other in a way that matters for your professional and academic growth. My expectation is that you will have read thoroughly enough to pull out main ideas. I recommend coming to class with the main points of each reading with you ([take good notes!](#)).

Required Texts/Readings

This course has no required textbook. All required readings are open-access and publicly available, or accessible through the [Sacramento State University Library databases](#), or will be posted as PDFs on the course Canvas website.

Weekend Intensive. Saturday September 24

On Saturday, September 24, we will have a full day together across both sections of PPA 200. This meeting will be an opportunity for you to continue to get to know each other across sections and deepen your connections. We will also cover the major conceptual frameworks for public policy analysis and set up the first drafts of your course papers, which will be due the following week.

Because this meeting is the equivalent of two weeks of class, there is a considerable amount of reading for that meeting. Please review the syllabus now and plan accordingly. You must do all the readings ahead of time. I recommend breaking down the reading into chunks each week during the semester and taking good notes so that you're not left with too much to do the week of the intensive.

Since the intensive weekend front-loads quite a bit of class time, we will finish this course one week early, and the reading load will get lighter as we progress through the semester. Note that for those of you taking multiple courses, in the beginning of the semester you may go to class five or more days in a row because of the intensive. Plan ahead! I recommend spreading out the preparation for all of your classes and anticipating a long week in mid-September—but it will pay off!

Course Expectations:

1. "Letter to your professor"	5%
2. Class participation	25%
3. Weekly reading responses	10%
4. Policy Analysis paper	60%
4.1. Structure/Stakeholder	5%
4.2. 1 st Draft	5%
4.3. Peer Review Memo	10%
4.4. 2 nd Draft	5%
4.5. Final Draft	35%
5. Total	100%

Grades

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: <60%

This course will practice mastery-based grading, which means that you will focus on doing high-quality work in a timely matter, giving and receiving substantive feedback, and iterating from that feedback until you have mastered the key skills and concepts of this course. You will have several opportunities to demonstrate mastery of each learning objective. The grade you earn in this course will be based on how well you eventually demonstrate mastery. If you show up, engage in class discussions, do all the work in a timely manner, and demonstrate effort and improvement, you will likely earn an A in the course.

1. "Letter to your professor" (5%)

Grading basis: Complete/Not Complete

Due by: 11:59pm, Sunday August 28th, emailed to me at kumar@csus.edu.

Subject line: PPA 200 [First Name] [Last Name] Letter

This "assignment" is designed to help me get to know you better and plan our course meetings to facilitate your learning.

Please write me a short email (1-2 paragraphs) telling me anything you think I should know about you to support and challenge you as a learner in this class. For example: what did you do prior to enrolling in the program, what you are hoping to learn, and what you are hoping to contribute to the class's learning? What are you excited about, what are you worried about, what are you good at? Do you have preferred pronouns, or a nickname you prefer to go by, or a particular pronunciation of your name? Or just write anything that you think will help me support you as an individual and a learner.

2. Class participation (25%):

In this course, we will be drawing on several texts including case studies, newspaper and other media articles, policy briefs, and scans of research and practice. We will also be drawing on the rich and diverse experiences of our learning community in the classroom. To put all these ideas in dialogue with one another requires active class participation in both small and large groups. It also requires you to be really prepared for discussion.

For the in-class component of participation, quality is more important than quantity. Good class participation is not about how much you talk, but rather about what you say. In this course, participation means listening actively, deepening the discussion, challenging assumptions, and using the relationships you have invested in with each other to help both individuals and our collective learning community continue to develop as scholars and leaders. You will have a variety of ways to demonstrate your participation and engagement: we will have large and small group discussions, short reflective writing exercises, and even some quick exercises to help us see policy and administrative concepts in action. No matter how you choose to participate, because this class will be run as a professional learning community, you are expected to attend all classes. If you need to miss a class, please email me as soon as possible. Barring emergencies, absences are not allowed for the Saturday intensive.

3. Weekly reading responses (10%):

Grading basis: Complete/Not Complete

Due by: 11:59pm the night before class

Most weeks, you will submit weekly reading responses to help you prepare for our class discussion.

By midnight the day before class, please submit a short (approximately 500 words, no longer than two double-spaced pages) “3-2-1 Reading Response” into Canvas consisting of the following:

- 3 key ideas that emerged as most salient/important for you across the week’s readings;
- 2 wonderings/lingering questions that you would like to explore further; and
- 1 “new idea” that you would like to practice in your own policy contexts.

Your reading responses may be paragraphs or bullet points, whatever helps you summarize, synthesize, and communicate your understanding best. Please submit your responses double spaced, with 1-inch margin, using a standard 12-point font.

I will not be checking for an exact word count. What is most important is that you engage deeply with the ideas in the texts to help you prepare for the class discussion, rather than worry about whether your response is at 480 or 520 words.

4. Policy Analysis Paper (60%)

The overall goal of this assignment is to give you the opportunity to practice nuanced analysis of a “wicked” public policy/administration problem of interest to you, and to practice the learning that comes through iteration and feedback. These skills are essential for public sector leadership and successful completion of this program, and thus we will practice them.

You will work through this paper iteratively, with support from me and your colleagues in the classroom, and in stages throughout the semester. In addition to practicing the learning goals of this course, this step-by-step and iterative structure will help you see how large, complex projects can be broken down into discrete, manageable tasks. In my experience, papers benefit from iteration and feedback, which makes sense—all of us benefit from other people asking us questions and pointing out gaps in our understanding.

The final draft of your policy analysis paper will have the following sections:

- Problem Statement
- Stakeholders
- History/Context
- Policy Analysis
- Administration/Implementation
- Conclusion

By the time you submit your final paper, you will have had multiple opportunities to write and rewrite each of these sections, with feedback from me and your peers. Your grade will be based on a rubric that I will distribute early in the semester, so that you know what my expectations are for the final draft even as you write the early drafts. Your final grade will reflect both the quality of the final paper and the quality of revision from the first draft to the final.

4.1 Structure/Stakeholder analysis (5%)

Grading basis: Complete / Not Complete

Due by: 11:59pm, Sunday September 17th

In our first three meetings, we will explore the structure of and stakeholders in the public sector at the federal, state, and local levels. In this assignment, you will identify a “wicked” policy problem of interest to you and describe its structural components. What are the salient features/agencies/stakeholders at the federal, state, and local levels? What role(s) do they play or not play? How do the different levels interact with each other, and what complications does that pose for the problem?

Your problem definition, structure/stakeholder analysis should be no more than two double-spaced pages excluding references and tables/figures, with one-inch margins, using a standard 12-point font.

4.2 First draft: Stakeholder + History + Policy (5%)

Grading basis: Complete/Not Complete

Due by: 11:59pm, Sunday October 2nd to me (by Canvas) and your peer review group (by email)

In our next meeting, we will explore the role of history in analyzing “wicked problems” and at the Saturday intensive, we will dive into a few crosscutting conceptual frameworks that can help us make sense of how policy processes unfold and why they turn out the way they do. Drawing on these readings, our class discussions, and your own research, for the first draft of your policy analysis paper, you will build on your stakeholder analysis and develop some historical context tracing the relevant history of your problem. This part of your paper should address:

- What are the problem’s origins, and how have understandings of the problem, its potential causes, and its proposed solutions changed over time?
- How has history been invoked in rhetoric about the problem today?
- What are current understandings of the problem, and what solutions have been proposed?

Then, choose and analyze one of the proposed solutions you describe in your history section in greater detail through the lens of one of the public policy frameworks explored during the Saturday intensive. Be sure to describe how the problem is *framed* by the various stakeholders, and who the key “policy entrepreneurs” and “advocacy coalitions” are. Integrate those frameworks with a critical policy lens to examine which stakeholders possess what kind of *power*, and how they exploit it (or do not). Again, think intersectionally: whose interests are served by the status quo, and by the proposed solution? Be sure to describe what the framework is *missing*. What processes are not captured by these frameworks? What are the affordances and challenges of using this framework to understand the current state of this problem?

Once you have systematically analyzed the current state using the framework, think about what levers are available to move the policy problem forward. Are we in a moment of stasis or punctuation for this problem? What kind of “policy window” or “focusing event” exists in the policy environment at the moment, and if there is none, what kind of event might be needed (for example, what kind of focusing event has moved the issue along in the past)? What are (or might be) the various actors’ responses to that event? What are the current barriers to making progress on the problem?

Regardless of which framework you use, be sure to make an argument, with each of your claims appropriately supported by evidence. Your papers should be 8-10 pages, double-spaced, with 1-inch margins using a 12-point standard font, exclusive of tables and references.

4.3 Peer Review Memo (10%)

Grading Basis: Complete / Not Complete

Due by: 11:59pm, Sunday, October 9 to Canvas, and to your peer reviewee (by email)

During our class meeting on October 5/6, we will spend some time in small groups working with a peer-review and feedback protocol to deliver and receive feedback on our first drafts. Synthesizing what your group has discussed, write a short memo to your assigned colleague summarizing the group's understandings of the paper, its strengths and weaknesses, and offering concrete suggestions to help your colleague make the argument they are trying to make.

Your peer review should be no shorter than 1 page and no more than 2 pages, double spaced, with 1-inch margins using a 12-point standard font and should be written to be actionable.

4.4 Second Draft: Stakeholder + History + Policy + Public Administration analysis (5%)

Grading basis: Complete / Not Complete

Due by: 11:59pm, Monday, October 24th to Canvas and to your peer group (by email)

Where the first part of the course focused on policy *making*, the last third of the course will be spent exploring key topics in policy *implementation*—or Public Administration. Drawing on the feedback you have received from your peer reviewer, you will revise the first half of your paper to incorporate and/or respond to their comments, strengthening your argument.

For this draft, you will include a 1-2 page memo at the top of your paper responding to your peer review. Address each of their key concerns and describe the changes you have made or not made. It is okay to not make all (or any!) of the suggested changes, but you must have a clear and well-justified rationale either way.

Then, drawing on the various frameworks of public administration, describe the implementation features of your “wicked problem.” Address how Bureaucratic/New Public Management/Public Value Governance ideas of implementation shaped the implementation of the policy issue in the past, and who currently implements the policy/policies. Then, pick a *different* model of public administration, and analyze your problem through that lens. What implementation features are salient through this lens? What problems does this model solve, and what new problems does it create?

For example, if the current policy was first implemented during the 1980s under ideas of New Public Management, what does a return to a more bureaucratic control or digital/networked governance imply for the policy problem?

Again, regardless of which framework you use, be sure to make an argument, with each of your claims appropriately supported by evidence. Your papers should be 13-15 pages, double-spaced, with 1-inch margins using a 12-point standard font, exclusive of tables and references.

4.5 Final Draft of Policy Analysis (35%)

Grading basis: Rubric (to be distributed by me)

Due date: By 5pm on November 17, via Canvas

I will return feedback to you on your second draft before class on November 9/10. That meeting will be structured as a writing workshop for you to debrief my feedback, receive a second round of feedback from your writing group, and spend some time revising towards your final draft.

Your final paper should be in narrative, paragraph form, with fully developed arguments, backed by evidence, justifying your analysis of the policy problem. All citations should be appropriately formatted. Your papers should be 13-15 pages, double-spaced, with 1-inch margins using a 12-point standard font, exclusive of tables and references.

Important Notes about Inclusion and Integrity

In this course, we join with our colleagues across Sacramento State to help students develop the cultural competencies necessary to be effective public sector leaders. I look forward to building a learning community together in which we can bring our whole complex selves and talk about how our own multiple identities intersect with systems and with other people, and what that means for public policy and administration. We will explore and encourage different points of view, learn, make mistakes, fail forward, and celebrate our successes, because that's what it means to be a community of leaders and learners.

Sacramento State provides a host of services to support your whole complex selves both inside and outside the classroom. Please reach out to these offices should you need their assistance! They are here to help.

[Services to Students with Disability \(SSWD\)](#)

I want all learners to have the supports they need to thrive. I encourage students needing accommodations in instruction or evaluation to notify SSWD early in the semester. Getting in touch with SSWD is important because no accommodations can be made without authorization from that office. If you already have an accommodation for this course, please provide me with that information privately so that I can make those adjustments in a timely manner. All inquiries and discussions about accommodations will remain confidential.

[Student Health and Counseling Services](#)

"Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition

counseling, peer-led health education, and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost."

[Crisis Assistance & Resource Education Support \(CARES\)](#)

"If you are experiencing challenges with food, housing, financial, or other unique circumstances impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student."

[Drop and Withdrawal Policy](#)

[University Grading Policy](#)

[University Academic Advising](#)

[Information Resources and Technology](#)

[Support Centers and Programs](#)

[Reading & Writing Center](#)

[Student Rights and Responsibilities](#)

Academic Integrity:

Integrity is an essential quality in public service, including integrity. A former professor told me to care for my academic integrity as I would for all dimensions of my integrity, and I encourage you to do the same. Please read the [academic honesty policy](#) and consult the Sacramento State library's [tutorials](#) if you are unsure about what constitutes plagiarism. Many times, plagiarism is unintentional, but it is plagiarism regardless.

Unit 1: What is government? Why do we need government?

Meeting 1. Sept 1: Introductions / The federal government

Reading response due 11:59pm on August 31

Key questions:

- What are the major premises of a “republican”, v. “democratic,” form of government?
- What are the tradeoffs? Whose interests do they preserve/protect?
- With the benefit of hindsight, what might be some unintended consequences of this design?

The study of “wicked problems”

- Chapter 1, “Debates in Public Policy.” In Head, B. W. (2022). *Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges*. Palgrave Macmillan. [pp. 7-19]. <https://doi.org/10.1007/978-3-030-94580-0>
- Lowi, T. (2003). Law vs. Public Policy: A Critical Exploration. *Cornell Journal of Law and Public Policy*, 12(3), 493–502. <https://scholarship.law.cornell.edu/cjpp/vol12/iss3/2>

The case(s) for, and role(s) of government

- Weber, *Economy & Society*, sections:
 - <https://archive.org/details/MaxWeberEconomyAndSociety>
 - Pp. 901-904 [#1, Nature & “Legitimacy” of Territorial Political Organizations]; 948-954 [#2, Direct Democracy and Rule by Notables]
- Chapter 2, “What the Framers Couldn’t Know,” in Dahl, R. A. (2003). *How Democratic Is the American Constitution? Second Edition*. Yale University Press. <http://ebookcentral.proquest.com/lib/csus/detail.action?docID=3420181>

Federalism & Federal/State

- Grumbach, J. M., & Michener, J. (2022). American Federalism, Political Inequality, and Democratic Erosion. *The ANNALS of the American Academy of Political and Social Science*, 699(1), 143–155. <https://doi.org/10.1177/00027162211070885>
- Peterson, P. E. (1995). Who Should Do What? Divided Responsibility in the Federal System. *The Brookings Review*, 13(2), 6–11. <https://doi.org/10.2307/20080549>

Meeting 2, Sep 8: California Government

Reading response due 11:59pm on September 7

Key questions:

- What is the relationship between federal, state, and local levels of government?
- How/why might they be in conflict?
- What is unique about the direct democracy process in California? What implications does/might it have for your work as a public policymaker/administrator?

State & Local Budgets

- Graves, S. (2021). *Dollars & Democracy: A Guide to the State Budget Process*. California Budget & Policy Center. <https://calbudgetcenter.org/app/uploads/2021/12/State-Budget-Process-Guide-Dec-2021-Final-.pdf>
- Graves, S. (2022). *Dollars & Democracy: A Guide to the County Budget Process*. California Budget & Policy Center. <https://calbudgetcenter.org/app/uploads/2022/07/County-Budget-Process-Guide.pdf>
- Mischynski, D., & Mejia, M. C. (2011). *The State-City Fiscal Relationship in California*. Public Policy Institute of California. <https://www.ppic.org/publication/the-state-city-fiscal-relationship-in-california/>
- Optional, but encouraged:
 - [Skim at a high level] Legislative Analyst's Office. (2018). *Cal Facts 2018*. Legislative Analyst's Office. <https://lao.ca.gov/reports/2018/3905/calfacts-2018.pdf>

The legislative process

- “Legislative Advocacy”, from the 2020-2021 California County Supervisors Resource Guide. *Read pp. 1-4, 9. The glossary is helpful as a resource.*
Available at
[https://www.csacinstitute.org/CSACInstitute/Knowledge Student Center/Supervisors Resource Guide/CSACInstitute/Knowledge Student Center/New Supervisor.aspx?hkey=2095476d-c89a-4a52-b0a7-43e9bf843137](https://www.csacinstitute.org/CSACInstitute/Knowledge%20Student%20Center/Supervisors%20Resource%20Guide/CSACInstitute/Knowledge%20Student%20Center/New%20Supervisor.aspx?hkey=2095476d-c89a-4a52-b0a7-43e9bf843137)

Direct democracy in California

- Simmons, C. W. (1997). *California's Statewide Initiative Process* (CRB-97-006). California Research Bureau. <https://www.library.ca.gov/wp-content/uploads/crb-reports/97006.pdf> [pp. 1-15]
- Baldassare, M. (2022, May 25). Most California Voters Say “We Know Best.” *Public Policy Institute of California*. <https://www.ppic.org/blog/most-california-voters-say-we-know-best/>
- Dyck, J. J., Hussey, W., & Edward L. Lascher, J. (2019). American State Ballot Initiatives and Income Inequality. *Politics and Governance*, 7(2), 380–409. <https://www.cogitatiopress.com/politicsandgovernance/article/view/1873>
- Optional, but encouraged (video):
 - Zócalo Public Square (Director). (2022, May 11). *Is This What Direct Democracy Looks Like? At Zócalo Public Square*. <https://www.youtube.com/watch?v=luNe2n5l3k8>

Meeting 3. Sep 15: Nonprofits and Intermediary Organizations

Reading response due 11:59pm on Sep 14

Key questions:

- What are the roles of nonprofit and “third sector” entities in government?
- What is the relationship between the “third sector” and democracy?
- What implications do they have for your work as a public policymaker/administrator?

- *What does it mean to think of nonprofits as a “fourth branch” of government?*

The role of nonprofits

- California Association of Nonprofits & The Nonprofit Institute. (2019). *Causes Count: The Economic Power of California’s Nonprofit Sector*. California Association of Nonprofits. [Skim the whole report, but read closely pp. 5-10, 45-56; 71].
- Levine Daniel, J., & Fyall, R. (2019). The Intersection of Nonprofit Roles and Public Policy Implementation. *Public Performance & Management Review*, 42(6), 1351–1371. <https://doi.org/10.1080/15309576.2019.1601114>
- Kettl, D. F. (2000). The Transformation of Governance: Globalization, Devolution, and the Role of Government. *Public Administration Review*, 60(6), 488–497.
- Gándara, D., Rippner, J. A., & Ness, E. C. (2017). Exploring the ‘How’ in Policy Diffusion: National Intermediary Organizations’ Roles in Facilitating the Spread of Performance-Based Funding Policies in the States. *The Journal of Higher Education*, 88(5), 701–725. <https://doi.org/10.1080/00221546.2016.1272089>

STRUCTURAL/STAKEHOLDER ANALYSIS DUE BY 11:59PM, SUNDAY 9/17.

Unit 2: Public Policy Analysis

Meeting 4. Sep 22: Introduction to public policy analysis: Context & History

Reading response due 11:59pm on Sep 21

Key questions:

- *For your topic: how have conceptualizations (i.e., the “meaning” of the problem) changed over time?*
- *Why study history as a policymaker/administrator/analyst?*
- *How have presentism/tranquility fallacies manifested in your own workplaces? How might you strategize to combat them?*

History in public policy

- Spector, B. (2014). Using History Ahistorically: Presentism and the Tranquility Fallacy. *Management & Organizational History*, 9(3), 305–313. <https://doi.org/10.1080/17449359.2014.920261>
- Pierson, P. (2005). The Study of Policy Development. *Journal of Policy History*, 17(01), 34. <https://doi.org/10.1353/jph.2005.0006>
- Dennis, E. M., Blomquist, W., Milman, A., & Moran, T. (2020). Path Dependence, Evolution of a Mandate and the Road to Statewide Sustainable Groundwater Management. *Society & Natural Resources*, 33(12), 1542–1554. <https://doi.org/10.1080/08941920.2020.1772926>

Meeting 5-6. Sep 24: Public policy analysis, continued [SATURDAY INTENSIVE]

No reading response required

Key questions:

- *Why are frameworks important?*
- *What are the benefits/drawbacks of each of these frameworks? What do they make salient, what do they hide?*
- *How do they help us understand our policy contexts?*

Multiple Streams Framework

- Cairney, P. (2013, October 31). Policy Concepts in 1000 Words: Multiple Streams Analysis. *Paul Cairney: Politics & Public Policy*. <https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/>
- Hoefler, R. (2022). The Multiple Streams Framework: Understanding and Applying the Problems, Policies, and Politics Approach. *Journal of Policy Practice and Research*, 3(1), 1–5. <https://doi.org/10.1007/s42972-022-00049-2>
- Cook, J. J. (2018). The EPA, NHTSA, and the Multiple Streams drive climate policy outcome. *Environmental Practice*, 20(1), 23–35. <https://doi.org/10.1080/14660466.2018.1424489>

Punctuated Equilibrium Theory

- Cairney, P. (2013, October 29). Policy Concepts in 1000 Words: Punctuated Equilibrium Theory. *Paul Cairney: Politics & Public Policy*. <https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/>
- Jones, B. D., & Baumgartner, F. R. (2012). From There to Here: Punctuated Equilibrium to the General Punctuation Thesis to a Theory of Government Information Processing. *Policy Studies Journal*, 40(1), 1–20. <https://doi.org/10.1111/j.1541-0072.2011.00431.x>

Advocacy Coalition Framework

- Cairney, P. (2013, October 30). Policy Concepts in 1000 Words: The Advocacy Coalition Framework. *Paul Cairney: Politics & Public Policy*. <https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/>
- Beard, V. (2013). A Theoretical Understanding of Housing and Homelessness: Federal Homelessness and Housing Policy Through the Lenses of Punctuated Equilibrium Theory and Advocacy Coalition Frameworks. *Poverty & Public Policy*, 5(1), 67–87. <https://doi.org/10.1002/pop4.16>

Critical Policy Analysis

- Hankivsky, O., & Cormier, R. (2011). Intersectionality and Public Policy: Some Lessons from Existing Models. *Political Research Quarterly*, 64(1), 217–229. <https://doi.org/10.1177/1065912910376385>
- Bruch, S. K., & Soss, J. (2018). Schooling as a Formative Political Experience: Authority Relations and the Education of Citizens. *Perspectives on Politics*, 16(1), 36–57. <https://doi.org/10.1017/S1537592717002195>

Meeting 7. Sep 29: Writing & Communicating Ideas

No reading response required

Writing

- Coven, Martha B. (2022). [Podcast] "Writing on the Job"
<https://spia.princeton.edu/news/endnotes-writing-job-martha-coven>
- Lascher, E. L., & Melzer, D. (2013). Should "I" Be Avoided or Embraced? Exploring Divergence between Political Scientist and Student Writing Norms. *PS: Political Science & Politics*, 46(4), 802–807. <https://doi.org/10.1017/S1049096513001078>
- Federal plain writing guidelines: <https://www.plainlanguage.gov/guidelines/>

Argumentation

- Fallacies [Handout]. The Writing Center, UNC Chapel Hill (2020).
<https://writingcenter.unc.edu/tips-and-tools/fallacies/>
- Keohane, Joe (2010). "How Facts Backfire - Researchers discover a surprising threat to democracy: our brains" *The Boston Globe*.
http://archive.boston.com/news/science/articles/2010/07/11/how_facts_backfire/?page=full
- Evaluating Digital Sources, Purdue OWL:
https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/evaluating_digital_sources.html
- Step by Step, Sac State Library: <https://csus.libguides.com/StepbyStep>

FIRST DRAFT OF POLICY ANALYSIS PAPER DUE 11:59PM, SUNDAY OCTOBER 2nd

Unit 3: Public Administration & Public Management

Meeting 8, October 6: Bureaucracy & Scientific Management

Reading response due 11:59pm on October 5

Key questions:

- Why are frameworks important?
- What are the benefits/drawbacks of each of these frameworks? What do they make salient, what do they hide?
- How do they help us understand our administrative contexts?

Bureaucracy & Scientific Management/Rationality

- Chapter XI, "Bureaucracy." In Weber, M. (1978). *Economy and society: An outline of interpretive sociology* (G. Roth & C. Wittich, Eds.). University of California Press. [pp. 956-965, until "Excursus on Tax-Farming"; pp. 973-975 "Technical Superiority..."]
- Olsen, J. P. (2006). Maybe It Is Time to Rediscover Bureaucracy. *Journal of Public Administration Research and Theory*, 16(1), 1–24. <https://doi.org/10.1093/jopart/mui027>

Peer review, debriefing, feedback

- <https://hbr.org/podcast/2016/02/how-to-give-constructive-feedback>

Meeting 9, October 13: New Public Management

Reading response due 11:59pm on October 12

Market (New Public Management)

- Ferlie, E. (2017, March 29). *The New Public Management and Public Management Studies*. Oxford Research Encyclopedia of Business and Management. <https://doi.org/10.1093/acrefore/9780190224851.013.129>
- Hood, C. (1991). A Public Management for All Seasons? *Public Administration*, 69(1), 3–19. <https://doi.org/10.1111/j.1467-9299.1991.tb00779.x>
- Box, R. C. (1999). Running Government Like a Business: Implications for Public Administration Theory and Practice. *The American Review of Public Administration*, 29(1), 19–43. <https://doi.org/10.1177/02750749922064256>

Meeting 10, October 20: Public Value Governance

Reading response due 11:59pm on October 19

Public Value Governance

- Bryson, J. M., Crosby, B. C., & Bloomberg, L. (2014). Public Value Governance: Moving Beyond Traditional Public Administration and the New Public Management. *Public Administration Review*, 74(4), 445–456. <https://doi.org/10.1111/puar.12238>
- Stoker, G. (2006). Public Value Management: A New Narrative for Networked Governance? *The American Review of Public Administration*, 36(1), 41–57. <https://doi.org/10.1177/0275074005282583>
- 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. <https://doi.org/10.1177/0899764000291S009>

SECOND DRAFT POLICY PAPER DUE MONDAY, OCTOBER 24TH

Meeting 11, October 27: Public Administration: Organizations & Equity

No reading response required

Key questions:

- *How have public administrators advanced/impeded the cause of equity and justice in the public sector?*

Equity, Inequity, and Public Administration

- Ray, V., Herd, P., & Moynihan, D. (2022). Racialized Burdens: Applying Racialized Organization Theory to the Administrative State. *Journal of Public Administration Research and Theory*, muac001. <https://doi.org/10.1093/jopart/muac001>

- Norman-Major, K. (2011). Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration? *Journal of Public Affairs Education*, 17(2), 233–252. <https://doi.org/10.1080/15236803.2011.12001640>
- Jos, P. H. (2016). Advancing Social Equity: Proceduralism in the New Governance. *Administration & Society*, 48(6), 760–780. <https://doi.org/10.1177/0095399714544942>

Meeting 12. November 3: Evidence and Evidence-based policy

Reading response due by 11:59pm, November 2.

Key questions:

- What is “evidence”? In what ways is the definition of “evidence” contested?
- How can “evidence” be deployed strategically to marshal arguments?

Read assigned peer papers

Evidence and evidence-based policy:

- Kerr, S. (1975). On the folly of rewarding A, while hoping for B. *Academy of Management Journal (Pre-1986)*, 18(4), 769.
- Greenhalgh, T., & Russell, J. (2009). Evidence-Based Policymaking: A Critique. *Perspectives in Biology and Medicine*, 52(2), 304–318. <https://doi.org/10.1353/pbm.0.0085>
- Mosley, J. E., & Gibson, K. (2017). Strategic use of evidence in state-level policymaking: Matching evidence type to legislative stage. *Policy Sciences*, 50(4), 697–719. <https://doi.org/10.1007/s11077-017-9289-x>
- Chapter 6 “Creating a trust environment”, in World Bank. (2021). *World Development Report 2021*. <https://www.worldbank.org/en/publication/wdr2021> [skim for key issues]

Meeting 13. November 10: Writing Workshop

Details TBA

Meeting 14. November 17: The role of the policy administrator

FINAL DRAFT POLICY PAPER DUE BY 5PM.

No reading response required.

The role of the public administrator

- 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. *Public Administration Review*, 80(6), 1038–1050. <https://doi.org/10.1111/puar.13279>
- Chapter 8 “Policy Analysis in Practice.” In, Meltzer, R., & Schwartz, A. (2018). *Policy Analysis As Problem Solving: A Flexible and Evidence-Based Framework*. Taylor & Francis Group. <http://ebookcentral.proquest.com/lib/harvard-ebooks/detail.action?docID=5611552>

- McSwite, O. C. (2001). Theory Competency for MPA-Educated Practitioners. *Public Administration Review*, 61(1), 100–115. <https://doi.org/10.1111/0033-3352.00010>

November 24: THANKSGIVING – NO CLASS

Meeting 15: Dec 1: Wrap up, debrief