

PPA 200: INTRODUCTION TO PUBLIC POLICY & ADMINISTRATION
FALL 2023

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

Schedule

Tuesdays: 6:00pm-8:50pm, DTN 104 (Section 1)

Wednesdays: 6:00pm-8:50pm, DTN 108 (Section 2)

Combined intensive: Saturday, November 18: 9am-3pm

Teaching Team

Module 1: August 29-October 25

Instructor: Leonor Ehling, Executive Director, Center for California Studies (leonor.ehling@csus.edu)

Office hours:

Tuesdays and Wednesdays 4:00-5:30pm, Downtown Room 202

Or by appointment

Module 2: October 31-December 6

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

Office hours:

Tuesdays & Wednesdays 4:00-5:30pm, DTN 225

Or by appointment

General 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 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
4. Writing Intensive	
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 analytic papers summarizing 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. Provide constructive peer feedback.

Course Format:

PPA 200 will be team-taught by Leonor Ehling and Amal Kumar. Because Amal will be out on parental leave through October, Leonor will teach through Week 9 (October 24/25), and Amal will teach Weeks 10-16 (through December 5/6). What this means is that you can think of this class as being two distinct but conceptually related modules: one that runs for 9 weeks, taught by Leonor; the other that runs for 6 weeks, taught by Amal. That said, we have both jointly developed this syllabus and as far as we are concerned, this is one course.

Our goal as instructors is to create a community of learners, and we count ourselves 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 we will never lecture for the full class period. Rather, we 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. Our expectation is that you will have read thoroughly enough to pull out main ideas. We 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 November 18

On Saturday, November 18, 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 relationship between public administration, power, and social equity. This will be the last week of “content” for the course, and since the intensive counts as two weeks’ worth of class time, our last course meeting will be one week earlier–November 28/29.

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.

Course Expectations:

Module 1: Weeks 1-9

1. “Letter to your professor”	5
2. Class participation	10
3. Weekly reading responses	10
4. Policy Analysis paper	35
4.1. 1 st draft	10
4.2. Peer review memo	5
4.3. Final draft	20
Module 1 Total	60

Module 2: Weeks 10-15

5. Class participation	10
6. Weekly reading responses	5
7. Public Administration paper	25
7.1. Topic proposal	10
7.2. Final submission	15
Module 2 Total	40

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.

IMPORTANT NOTE: All assignments have two deadlines listed. If you are enrolled in Section 1 (Tuesday), your deadline is the first of those two dates. If you are enrolled in Section 2 (Wednesday), your deadline is the second of those two dates. Please check the Canvas website for your specific assignment deadline.

IMPORTANT NOTE 2: All assignments must be submitted double-spaced, with one-inch margins, using a standard 12-point font.

1. “Letter to your professor” (5%)

Grading basis: Complete/Not Complete

Due by: 11:59pm, Sunday August 27th, emailed to kumar@csus.edu AND leonor.ehling@csus.edu

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

This “assignment” is designed to help us get to know you better and plan our course meetings to facilitate your learning.

Please write us a short email (1-2 paragraphs) telling us anything you think we should know about you to support and challenge you as a learner in this class. For example: where do you work, or where do you hope to work after you complete the program? 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? You don’t have to answer these questions specifically—just tell us what you think will help us support you as an individual and a learner.

2. Class participation (20%):

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 some role-plays 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 us as soon as possible. Barring emergencies, absences are not allowed for the Saturday intensive.

3. Weekly reading responses (15%):

Grading basis: Complete/Not Complete

Due by: 11:59pm the night before class

Every week, except as indicated in the syllabus, you will submit a reading response to help you prepare for our class discussion. By midnight the day before class, please submit a short (~500 words) “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 context.

Your reading responses may be paragraphs or bullet points, whatever helps you summarize, synthesize, and communicate your understanding. We will not be grading these on “correctness”—we haven’t discussed the concepts in class yet! Rather, we will be evaluating these responses in terms of how thoughtfully you engage with the week’s readings.

As you read, think about:

1. What are the big ideas/main findings? What is the author arguing? Why are they so concerned about it?
2. Why does it matter? To whom does it matter? What’s at stake here?
3. Why do you think we assigned these readings together? How do the ideas speak to (i.e., complement, contradict, complicate) each other? What are implications of these complications and contradictions for our work in public policy/administration?

Note that the purpose of the 3-2-1 reading responses is not to have you answer these questions in a plug-and-chug manner. This is a graduate course, and we leave these questions here as illustrative of the kind of critical reading we want you to do as you prepare for class. Ultimately, write about whatever is most useful to you in your preparation, as long as it is thoughtful and integrative.

We will not check 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. There are 9 total reading responses: 6 in Module 1, 3 in Module 2. In computing your grade, we will drop your lowest two grades. In other words, you get two weeks “off”. **Because the purpose of this assignment is to help you prepare for class, we will not accept any late assignments.**

4. Policy Analysis Paper (35%)

First draft: 10 points, due by 11:59pm on October 9/10, via Canvas
Peer review memo: 5 points, due by 11:59pm on October 16/17, via Canvas
Final draft: 20 points, due by 11:59pm on October 23/24, via Canvas

The overall goal of this assignment is to give you the opportunity to practice nuanced analysis of a “wicked” public policy 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.

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? Then, you will build on your stakeholder analysis and develop some historical context tracing the relevant history and varied problem definitions, and choose and analyze one of the solutions proposed by a stakeholder in greater detail through the lens of one of the public policy frameworks explored in Module 1.

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)?

You will work through this paper iteratively, with support from us 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 our 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.

By the time you submit your final paper, you will have had multiple opportunities to write and rewrite this paper with feedback from me and your peers. Your grade will be based on a rubric that we will distribute early in the semester, so that you know what our 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.

Regardless of which policy problem or analytical 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.

The Peer review memo: During our class meeting on October 10/11, 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.

7. Public administration paper (25%)

Topic proposal: 10 points, due by 11:59pm on November 13/14, via Canvas

Final submission: 15 points, due by 11:59pm on December 4/5, via Canvas

While Module 1 will be focused on policy *making*, Module 2 will be spent exploring key topics in policy *implementation*—or, public administration. In this paper, you will draw on the various public administration frameworks covered in Module 2 to describe the implementation features of your “wicked problem.”

By November 13/14, you will submit a topic proposal memo summarizing your wicked problem, chosen solution, and the argument of your policy analysis paper. This proposal should be no longer than two pages, double-spaced, with 1-inch margins. In addition to orienting Amal to your policy topic, this memo is designed to help you practice summarizing complex information concisely.

Then, by December 4/5, you will submit your final paper. Your paper should analyze your wicked problem/solution pair through the lenses of *two* public management frameworks. In your analysis, you should first summarize the key features of each framework, and then consider the implementation features that are made salient through each lens. What problems does each model solve, and what new problems does it create? Regardless of which frameworks you use, be sure to make an argument, with each of your claims appropriately supported by evidence.

Your final paper should be 5-7 pages, double-spaced, with 1-inch margins using a 12-point standard font, exclusive of tables and references. Your final paper should be in narrative, paragraph form, with fully developed arguments, backed by evidence. All citations should be appropriately formatted.

Academic Integrity

Integrity is an essential quality in public service, including academic 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.

Important Notes about Inclusion

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](#)

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

Week 1. Aug 29/30: Introductions / The federal government

The study of “wicked problems”

- Chapters 1 & 2, “Debates in Public Policy.” In Head, B. W. (2022). *Wicked Problems in Public Policy: Understanding and Responding to Complex Challenges*. Palgrave Macmillan. [pp. 7-35]. <https://doi.org/10.1007/978-3-030-94580-0>

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/10.1177/000271622111070885>
- 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>

Week 2. Sep 5/6: California Government

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/>
- Taylor, M. (2018) *Rethinking the 1991 Realignment*. Legislative Analyst’s Office. [https://Rethinking the 1991 Realignment \(ca.gov\)](https://Rethinking the 1991 Realignment (ca.gov))
- 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:

- “The State Legislative Process,” from the 2022-2023 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>
- “California State Assembly Legislative Oversight Handbook” (2017) Read pp. 1-14. [Legislative Oversight Handbook \(ca.gov\)](https://www.assembly.ca.gov/resources/legislative-oversight-handbook)

Week 3, Sep 12/13: Nonprofits, Advocates, and Direct Democracy

The role of nonprofits and advocates

- 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]. [Available on Canvas]
- Kettl, D. F. (2000). The Transformation of Governance: Globalization, Devolution, and the Role of Government. *Public Administration Review*, 60(6), 488–497. <http://www.jstor.org/stable/977432>
- Micheli, C. (2021). Thoughts on State Capitol Lobbying During the Pandemic. *California Journal of Politics and Policy*, 13 (1), [Thoughts on State Capitol Lobbying During the Pandemic \(escholarship.org\)](https://escholarship.org/uc/cjpp/vol13/iss1/1)

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>

Week 4, Sep 19/20: Introduction to public policy analysis: Context & History

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. [Available on Canvas]

Week 5, Sep 26/27: Public policy analysis, continued

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/>
- Hoefer, 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>

Week 6, Oct 3/4: Public policy analysis, continued

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>

Week 7, Oct 10/11: Evidence and Evidence-based policy

First drafts due by 11:59pm on October 9/10. No reading response due this week.

Evidence and evidence-based policy:

- 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>
- 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

Week 8, October 17/18: Special Topics OR Writing Workshop

Peer review memos due 11:59pm on October 16/17.

Readings this week are optional unless otherwise specified. No reading response due this week.

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>

Week 9, October 24/25: Wrap up & debrief Module 1

Final paper due 11:59pm October 23/24.

Module 2: Public Administration & Public Management

Week 10, Oct 31/Nov 1: Bureaucracy & Scientific Management

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>
- Borry, E. L., & Reuter, T. K. (2022). Humanizing Bureaucracy: Applying the Human Rights-Based Approach to Weber’s Bureaucracy. *Perspectives on Public Management and Governance*, 5(2), 164–173. <https://doi.org/10.1093/ppmgov/gvac004>

Week 11, Nov 7/8: New Public Management

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>

Week 12, Nov 14/15: Public Value Governance

Topic proposal due by 11:59pm on November 13/14.

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>

Weeks 13+14, November 18: Organizations & Equity in Public Administration (SATURDAY)

No reading response required.

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*. <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>

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>
- 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 21/22: THANKSGIVING – NO CLASS

Week 15, November 28/29: Wrap up, debrief

Final drafts due by 11:59pm on December 4/5