

PPA 200 Syllabus
Introduction to Public Policy and Administration
Fall 2018

Last Updated: July 18, 2018*

SEMESTER SCHEDULE

The PPA 200 schedule includes an intensive weekend format and ongoing Tuesday evening classes:

- **Pizza Picnic & PPA 200 Welcome:** Tuesday, August 28 at 6pm at Alumni Grove
- **Intensive PPA 200 Weekend:**
Friday, September 7 from 5pm to 9pm; location Sacramento State Downtown Campus at 304 S Street (DTN) 110/111
Saturday, September 8 from 8am to 6pm; location DTN 110/111
Sunday, September 9 from 8am to 6pm; location DTN 110/111
- **Ongoing PPA 200 Classes:** Tuesday evenings beginning September 11 from 6pm to 8:50pm; location DTN 110/111

Dr. Sara McClellan

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Office: Downtown Campus, **# TBD**

Office hours: Tuesdays from 2:45pm-5:45pm and by appointment

The best ways to reach me:

- Come to office hours
- Email me
- Email me to schedule an appointment outside of office hours

Introduction

PPA 200 provides an introduction to the foundations of public policy and administration—to the issues and ideas that guide our understanding of public policy making 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 thesis. You'll need to successfully complete both PPA 200 and PPA 220A before you progress in the program. We will

* This is a living document that will likely evolve throughout the semester. You will receive any revised versions via email and Canvas with updates marked in yellow.

begin with a broad review of democratic institutions and the roles of policy making 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 will generally be 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 Thesis Preparation

This syllabus is long, but please read it thoroughly from beginning to end.

Course Objectives

The following PPA 200 objectives (knowledge and skills) are consistent with the overall plan for your Master's degree work.

PPA LEARNING OBJECTIVE	HOW APPLIED IN PPA 200
(1) a. Construct clear definitions of problems	Using the methods of Bardach's Eightfold Path, and applying multiple root-cause analysis techniques, learn to effectively construct clear and concise definitions of policy 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 during in-class sessions and group project implementation.
(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.
(3) b. Consider the ethical dimensions of choices in public policy and administration	Examine and apply ethical principles (e.g., the ASPA Code of Ethics) 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) c. Understand the difference between analysis and advocacy	Articulate the distinction between policy analysis and advocacy; explore tensions and biases that policy analysts may experience as they seek to offer ethical and value-neutral advice to policymakers; acknowledge and articulate any personal values that enter into policy analysis or administration.
(3) d. Understand the significance of diversity in effective	Explore relationships between diversity, inequality, and different forms of social, economic, and political power;

California State University, Sacramento
Graduate Program in Public Policy and Administration

public governance in California	articulate how diverse experiences, ideas, beliefs and behaviors influence policy analysis and policymaking processes; critically examine how personal experiences and biases influence our interactions with people who hold different ideas, beliefs, and attitudes.
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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 work on these objectives throughout the program.

In addition, because this course is designated a writing intensive course, by the end of the semester, you will:

- Understand the major research and/or professional conventions, practices, and methods of inquiry of the discipline
- Understand the major formats, genres, and styles of writing used in the discipline
- Practice reading and writing within the discipline
- Practice reading and writing as a learning process that involves peer and instructor feedback, revision, critical reflection, and self-editing

Course Design and Expectations

Format: This is the introductory PPA course. As graduate students, you will learn many theories and skills. 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 (often after you have re-framed the 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. I encourage you to approach reading, note-taking, and writing as practices to be explored, critiqued, and strengthened.

I teach this course in a seminar style, and I expect you to come to class prepared to participate in conversations about the materials you have read. I'll provide study questions for some classes as a starting point for the class discussion.

INTENSIVE WEEKEND

At the end of summer, we will have a long weekend together (September 7-9th) 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 that you take good notes as you read so you do not need to re-read anything 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.

Since the intensive weekend front-loads quite a bit of class time, we will finish this course early—usually by mid-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 entire class period since that won't help you engage in learning. Rather, I will facilitate discussions and exercises designed to further your 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!). If you have not done the reading, you will not be able to participate. If you consistently fail to participate, you will miss learning opportunities and receive a reduced class participation grade. 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. I expect you 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 Suzi Byrd with an additional email. Once you have a Saclink account, you will be able to access your courses through Canvas (these will usually be available at least one week before classes).

Make sure to check Canvas, your Sac State email, and the PPA website regularly for other course syllabi and updates.

Basic Assignment Expectations: I expect you to submit all assignments in a complete and professional manner. Please email me each of your out-of-class assignments using Word. I edit papers using the comments/tracked changes functions in Word. Complete and professional means double-spaced, **proofread**, well written, appropriately cited, and on time. You can circulate your papers with peers to get proofreading help and feedback; I do expect papers to be in great shape when I receive them (no typos, grammatical errors, etc.).

It is important to have naming conventions for files, both at work and at school. **Make sure to put your name in the file name (“Smith Assignment 1”), and make sure to put your name on the first page of your paper. If you do not put your name in the file name, I will automatically deduct one point from the assignment.**

If you do not meet writing expectations, I will notify you early on and strongly encourage you to seek assistance. In some cases, I may return papers that need additional work and provide you with a chance to revise them for a modest grade improvement. 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 an elective in the spring.

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 for any reason, you do not understand the readings, it is essential that you gain clarity on the topic *during the time in which we are covering those topics*. 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. I am best reached via email, and I will do my best to return emails sent between Monday and Thursday within 48 hours.

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 student with disabilities and I would be glad to refer you to the appropriate campus unit.

Missing Class: Missing a class will impact your final grade. There are no excused absences unless you experience an emergency. 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 very unusual circumstances, a student who misses three classes will be penalized one entire grade (e.g., an A- for the course will become a B-), and a student who misses more than three classes will receive a failing grade.

Participation: We all share responsibility for the success of this course. Therefore, I expect you to participate actively in each class session. Doing so requires you to 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 your job as a learner. I ask you to apply a critical eye and look beyond what is claimed 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 are the implications of these ideas? How do they encourage you to act? What evidence is provided to support arguments? Do you understand this evidence? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions. I expect you to read and think about the applications of the material and complete all assignments on or before their due date. I look forward to hearing your insights and questions about the important issues raised by the readings and throughout the class activities.

Late Assignments: I will not accept late assignments (or allow for a make-up examination) unless you experience a highly unusual circumstance. At my discretion, I might give a make-up assignment **if you notify me of your 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). If there is not a compelling reason, I will not accept late assignments.

Distractions: Do not use cell phones or surf the web for non-class purposes while in class. 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 to answer the phone.

Academic Honesty: I take plagiarism and other acts of academic dishonesty very seriously. I reserve the right to fail students who are academically dishonest. Note that academic dishonesty can be grounds for dismissal from the university. Details are available at the University Policy Manual found at <http://www.csus.edu/ummanual/student/UMA00150.htm>. If you are unclear about what constitutes plagiarism, it is your responsibility to educate yourself and/or talk with me.

Assignments and Grading

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.

Send me all papers by email (not through Canvas). Unless otherwise specified, homework is due before 6:00pm on the assigned day and must be time stamped as such (via email). Use Microsoft Word for all assignments so I can edit them electronically. Do not finish an assignment during the beginning of class and come to class late. If you do that, I will dock your paper one full grade (such as from an A to a B).

I grade as follows:

Papers, memos, toolkit, and peer feedback	60%
Group presentation and paper	30%
Class participation (attendance/engagement in class discussion/activities)	10%
Total	100%

The PPA program uses the APA style (which is detailed in the Hacker style manual) for ALL papers and the thesis. Please familiarize yourself with this citation process quickly as it will be required for all papers.

PAPER #1: Due August 28th. Please email it to me at: sara.mcclellan@csus.edu.
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Complete this paper only after you have read all the material for the 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. 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.

This paper will provide me with a baseline assessment of your writing and analytical skills. I will grade your paper quickly so that you will know early on in the semester if I have initial concerns about your writing. This first paper is worth 5% of your grade.

Please do not call or email me for additional instructions; the assignment is purposely a bit vague in order to mimic the kinds of assignments people often need to complete at work, and to give you flexibility to determine how best to complete it. This paper will provide me with an initial sense of your writing skills, and about the decisions you make when synthesizing information. 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 7th and final paper due September 21st

Again, complete this paper only after you have read all the material for the intensive weekend class. The Baldasarre book identifies three underlying conditions that contributed to the Orange County bankruptcy. Beginning with those three conditions as a basis for your paper, think broadly about those conditions and, drawing on the contributions of Mathews/Paul, write a paper (no longer than five pages) that addresses the question of whether any (or all) of the three conditions still apply to the State of California today. If so, which ones and why (based on what evidence)? If not, why not (based on what evidence)? Please be sensitive to the importance of transferring “lessons” from one context to another. In other words, do the lessons from a county-level experience transfer directly to the state level? Which changes must be made to make the lessons transfer? If you need a primer on the state’s current fiscal condition, review the State Budget introductory pages or the Legislative Analyst’s budget discussions.

Bring a paper copy of your draft to class on the first night of the intensive weekend. We will work with the drafts in class and the final paper will be due September 21st. This paper is worth 15% of your grade (based on your grade for the final draft, not on the first draft).

Policy Briefs: Due in class on Sept. 7

After you complete the summer readings, identify three examples of policy briefs you think are particularly effective. Bring four copies of each brief to class on Sept. 7 (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).

Toolkit: Due in class on October 23

Turn in your “toolkit” in addition to a 1-3 page paper explaining the 4-5 things in your toolkit, why they are important to you, and how you learned to use them. 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?

If you in this class, you have some desire to learn, to get a better education, and perhaps to further your career goals. Sitting here one night 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. Such leaders are seeking to identify lessons and look forward, with some thought, to what might be happening now. Your toolkit is a way of forcing reflection. When you come upon a problem you are not sure how to analyze or solve, look at your toolkit list while you ponder the problem.

What form can my Toolkit take?

- 3x5 cards
- A binder
- A sheet of paper
- 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.

What should be in my Toolkit?

The most critical aspect of your tool kit is that it is yours. It is a list of tools that work for you. Your toolkit should contain the words and phrases and concepts that remind you of the bigger theme behind them. It should be brief, but meaningful.

For example, one of the items in a toolkit can simply be the word "incentives." Here is a story from a policy class at Harvard's Kennedy School of Government to illustrate this point: The professor was talking about a state in which roads were being torn up by cars and trucks. Policy wonks decided that it would be best to assess a fee to the vehicles that did the most damage. Naturally, trucks did the most damage, so the policy folks suggested that a fee per axle be levied against all trucks in the state. Makes sense right? Fine the people who do the damage. Well, if you charge a fee per axle, what is the incentive you create? For the truck drivers who want to reduce their costs, the incentive is to reduce the number of axles. As you reduce the number of axles, you increase the amount of weight per axle, further damaging the roads—the opposite of what the policy makers were trying to achieve.

"Incentive" logic can be applied to individuals and organizations as well. Understanding what motivates people can often help address workplace morale issues. Public organizations in particular seem to have trouble finding ways to reward effective employees monetarily. Eventually, it becomes clear that punching the clock and doing the minimum required gets you the same pay as going above and beyond the call of duty. So what is the incentive for an employee to work harder? What is their incentive to stay on the job? Incentives also drive the way organizations orient towards goals. What is it that drives this organization? Is it an organization that gets its revenues from charging fines to the people it regulates? If so, then what happens if the people being regulated disappear? Sometimes organizations have perverse incentives.

How can I use my Toolkit?

Schon talks about being a reflective practitioner—that is, the people who are the most skilled are doing and thinking at the same time. Edward St. John discusses this as individuals framing, deconstructing, and then re-framing concepts. People learn something, take it apart so its pieces make sense to them, and then reconstruct it in a way that they can "carry around." This is the art of building a toolkit. An objective is to apply the information enough so that you internalize it and no longer need it on paper.

You will need to make your toolkit and then write up a very short description of what it means to you and how you will use it. That description can be a paragraph or two—it does not need to be formal. You can email that to me or bring it to class on the due date.

PEER-REVIEWED MEMOS: Due September 18, October 2, and October 16

I will hand out topics for three memos during class and all the memos together will be worth 15% of your grade.

Peer feedback: I will ask you to circulate drafts of your memos to classmates for feedback. You will review three memos during the semester. I will grade your written feedback based on the extent to which it is thorough and beneficial for the author. Each feedback exercise will be worth up to 5% of your grade, depending upon the number of reviews I assign. The total for feedback will be 15% of your class grade.

Group Project: Due in class and via email on November 13

I will distribute project details during the intensive weekend. This project will include a 10-15 page paper and an oral presentation. It will be worth 30% of your grade.

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. In order to reinforce the notion of submitting finished, edited, work, I *may* return papers for re-writing and/or editing. If you write a paper that requires further editing, you will not receive credit until you finish the required editing.

Important note about formatting papers:

All papers should be typed, double spaced, and fall within the page limits specified. Please put a cover page on each assignment containing your name, your email, and the assignment title. Use 12 point font with one inch margins (top, bottom, left, and right). I expect correct punctuation, spelling and use of citations. If you are unfamiliar with APA style, consult the Hacker style guide.

The majority 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 in work environments—and for different audiences. Please take this opportunity to practice and perfect your writing!

Required Texts/Summer Reading

PPA 200 books will be available in the bookstore or you can purchase them online. Just make sure you purchase the correct edition. Please bring the appropriate readings to class (in hard copy or electronic format), since we will often use them in exercises. This includes articles you retrieve electronically (most electronic readings are embedded in the syllabus portion of the schedule, not here).

PPA 200 Required Summer Reading List (In Recommended Reading Order)

Title	Citation	Reading Instructions
Public Administration: An Action Orientation	Denhardt, R. B., Denhardt, J. V., & Blanc, T. A. (2013). <i>Public administration: An action orientation</i> . Belmont, CA: Wadsworth Publishing.	Read only Chapter 1 and Chapter 2, but keep this text for further reading in PPA 240A/B!
ASPA Code of Ethics	American Society of Public Administration Code of Ethics. Available at: http://www.aspanet.org Click on "About ASPA" and "Code of Ethics."	Review ASPA Code of Ethics and explore the ASPA site.
Federalist Papers #10 and #51	Available online at sites including Yale's Avalon Project: http://avalon.law.yale.edu/subject_menus/fed.asp	These are short, but important—read them thoroughly!
A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving	Bardach, E., & Patashnik, E. M. (2015). <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> . Washington DC: CQ press.	Read in full, but just skim the appendices.
When Government Fails: The Orange County Bankruptcy	Baldassare, M. (1998). <i>When government fails: The Orange County bankruptcy</i> . Berkeley, CA: University of California Press.	Read in full and consider the three factors that were important in the Orange County bankruptcy—are these still factors today?
How Reform Broke the Golden State and How We Can Fix It	Mathews, J. and Paul, M. (2010). <i>California crack up: How reform broke the Golden State and how we can fix it</i> . Berkeley, CA: University of California Press.	Read in full.

California State University, Sacramento
Graduate Program in Public Policy and Administration

Title	Citation	Reading Instructions
Cal Facts and LAO Report on Local Taxation	Cal Facts and report on local taxation. California Legislative Analyst Office. (2016). Available at: http://www.lao.ca.gov/Publications/Report/3511 http://lao.ca.gov/reports/2014/finance/local-taxes/voter-approval-032014.pdf	Make sure to click all the way through.
The Death of Expertise: The Campaign Against Established Knowledge and Why it Matters	Nichols, T. (2017). <i>The death of expertise: The campaign against established knowledge and why it matters</i> . New York: Oxford University Press.	Read the full book—this is a fascinating, timely, and easy read!
The Color of Law: A Forgotten History of How our Government Segregated America	Rothstein, R. (2017). <i>The color of law: A forgotten history of how our government segregated America</i> . New York: Liveright.	Read this full book—it is an important and timely read.
Naked Economics	Wheelan, Charles. (2010). <i>Naked economics</i> . New York: W. W. Norton & Company.	We will not spend much, if any, time on this book in class, but it's a fun read that will help you prepare for both PPA 200 and 220A.
Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations	Moore, M. H. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. <i>Nonprofit and Voluntary Sector Quarterly</i> , 29(1_suppl), 183-204. [*Download this article from Canvas when the PPA 200 site is available in August].	You will not be able to access this article from Canvas until August. Please read it when available.
Theory Competency for MPA-Educated Practitioners	McSwite, O. C. (2001). Theory competency for MPA-educated practitioners. <i>Public Administration Review</i> , 61(1), 100-115—download and read from Canvas. [*Download this article from Canvas when the PPA 200 site is available in August].	You will not be able to access this short article from Canvas until August. Please read it at that time.

Recommended:

Hacker, Diane. (2011). *A Pocket Style Manual*. 6th Edition. Boston, MA: Bedford Books.
(any version in the past 2-3 years will be sufficient, the basics do not change.)

Kettl, Donald F. and James W. Fesler. (2005). *The Politics of the Administrative Process*. Washington, DC: CQ Press.

Zinsser, W. (2013). *On writing well*. New York: Harper Collins.

NOTE: Some of these books are used in other classes (such as Hacker, Bardach, and Denhardt), 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 June 2018 [subject to 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.

DATE	READINGS & ASSIGNMENTS	DEADLINES
Tuesday, August 28	<p style="text-align: center;">Intensive Weekend Prep/Welcome Day</p> <p><u>Readings:</u> Complete all of the readings for the intensive weekend by August 28 (see required Summer Readings above). Come to our PPA welcome session with questions about the readings, PPA program, and the intensive weekend.</p> <p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> Paper #1 (see assignment instructions above) 	Paper #1 due Aug. 28 via email
Friday, Sept. 7 5pm – 9pm Saturday, Sept. 8 8am – 6pm Sunday, Sept. 9 8am – 6pm	<p style="text-align: center;">Introduction to Public Policy & Administration (PPA)</p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> Perspectives on U.S. PPA PPA Theory, Strategy, and Analysis Role of PPA experts California PPA Context MPPA Expectations and Thesis Examples Group Project Preparation <p><u>Readings/Handouts:</u></p> <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 theses examples available via Canvas in advance of our intensive weekend. 	<p>Draft of Paper #2 due Sept. 7 (via email <u>and</u> hard copy in class)</p> <p>Policy brief examples due on Sept. 7 (4 copies of each in class)</p>

	<p><u>Assignments Due:</u></p> <ul style="list-style-type: none"> • A draft of Paper #2 (see assignment instructions above) • Three examples of policy briefs you think are effective (see assignment instructions above)—bring four copies of each brief and be prepared to discuss why you think they are effective. 	
September 11	<p style="text-align: center;">Approaching Issues & Problems in PPA</p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> Policy and administration process models Defining what needs fixing and/or improving Key research concepts Research questions Role of literature review Peer feedback technique <p><u>Readings/Audio/Handouts:</u></p> <ul style="list-style-type: none"> • USC Libraries: “Organizing Your Social Sciences Research Paper: The Research Problem/Question” http://libguides.usc.edu/writingguide/introduction/researchproblem • New York Times article “Does This Ad Make Me Fat?” (URL available via Canvas) • Harvard Business Review Interview (article/audio) “How to Give Constructive Feedback”: https://hbr.org/ideacast/2016/02/how-to-give-constructive-feedback.html • “Writing Feedback Template” (handout in Canvas) <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Bring draft of Paper #2 to class for peer feedback. 	Most recent draft of Paper #2 (share hard copy in class).
September 18	<p style="text-align: center;">Writing and Communicating for PPA</p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> Audience analysis Expertise, credibility, and trust Narrative design Writing expectations (revisit writing tips and rubric) Visual displays/graphics Group process <p><u>Readings/Audio/Handouts:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> U.S. Government Plain Language guidelines and resources: https://www.plainlanguage.gov/guidelines/ <input type="checkbox"/> 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 	<p>Memo #1 due via email <u>and</u> hard copy in class Sept. 18</p> <p>Final Paper #2 due via email on September 21</p>

	<ul style="list-style-type: none"> ❑ Stickiness graphic (handout in Canvas) ❑ Lascher, E. L., & Melzer, D. (2013). Should “I” Be Avoided or Embraced? Exploring Divergence between Political Scientist and Student Writing Norms. <i>PS: Political Science & Politics</i>, 46(4), 802-807 (access via Canvas) ❑ Vox article “America’s Unique Gun Violence Problem, Explained in 17 Maps and Charts”: https://www.vox.com/policy-and-politics/2017/10/2/16399418/us-gun-violence-statistics-maps-charts ❑ Skim: POST Commission Report: California Peace Officer Job Analysis: http://lib.post.ca.gov/Publications/Peace_Officer_Job_Analysis.pdf <p>As you review the article and report above, think about what is generally effective and not effective in the narrative and presentation of information. Be prepared to discuss the concepts or criteria you use to make these decisions.</p> <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Bring Memo #1 copy to class <u>and</u> submit via email • Prepare to submit final Paper #2 via email on Sept. 21 	
September 25	<p style="text-align: center;">Analyzing Public Policy</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> a) Guest speaker: Application of Bardach’s Eight-Fold Path to California State government topics b) CalHR ‘Completed Staff Work’ model c) Group project outlines <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Review your notes on the Bardach book in preparation for guest speaker presentation and class discussion. • Review Guest Speaker handouts available on Canvas! <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Bring group project outlines for discussion in class. 	Outline of group project due
October 2	<p style="text-align: center;">Framing and Presenting Public Policy Issues</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> a) Framing b) Advocacy versus analysis c) Effective presentation design and delivery d) Visual displays e) Meetings and public forums 	<p>Memo #2 due via email <u>and</u> hard copy in class Oct. 2</p> <p>25 hard copy handouts of one visual display/graphic</p>

	<p><u>Readings:</u></p> <ul style="list-style-type: none"> • “Framing Public Issues” by the FrameWorks Institute (available via Canvas) • “Effective Presentations: A Toolkit for Engaging Audiences by the Northwest Center for Public Health Practice School of Public Health, University of Washington in partnership with the Network for Public Health Law (available via Canvas) • Harvard Business Review article “How to Design an Agenda for an Effective Meeting”: https://hbr.org/2015/03/how-to-design-an-agenda-for-an-effective-meeting <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Bring in 25 hard copy handouts of one visual display/graphic you find intriguing and effective • Bring Memo #2 copy to class <u>and</u> submit via email. 	you find intriguing and effective
October 9	<p style="text-align: center;">Values and Virtues of PPA</p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> a) Ethical dimensions of PPA b) The role of values in PPA decision-making c) The search for human reasonableness and dignity <p><u>Readings/Audio:</u></p> <ul style="list-style-type: none"> • Revisit notes on Color of Law book and ASPA Code of Ethics: http://www.aspanet.org • Capital Public Radio Interview: ‘The X That Marks Sacramento’s Social Ills: How Decades-Old Policy Racially Divided the City: http://www.caprado.org/114247 • Walton, J. R., Stearns, J. M., & Crespy, C. T. (1997). Integrating ethics into the public administration curriculum: A three-step process. <i>Journal of Policy Analysis and Management</i>, 470-483. • Gooden, S. T. (2008). The Politics of Ready, Aim...Study More: Implementing the " Fire" in Race and Public Policy Research. <i>Journal of Race & Policy</i>, 4(1) (access in Canvas). • Seattle on a Path Toward the Ideal on Tackling Race Inequality, Professor Says: https://www.seattletimes.com/seattle-news/seattle-a-model-for-dealing-with-race-inequity-says-professor/ <p><u>Assignments:</u></p> <ul style="list-style-type: none"> • Initial group project drafts via email and 4 hard copy handouts in class. 	Initial group project drafts via email and hard copy

California State University, Sacramento
Graduate Program in Public Policy and Administration

October 16	No class—groups meet on their own.	Memo #3 due via email
October 23	<p style="text-align: center;">PPA Tools</p> <p>Topics:</p> <ul style="list-style-type: none"> • PPA tool kit sharing • Visual handout review • Individual group meetings <p>Readings: None</p> <p>Assignments:</p> <ul style="list-style-type: none"> • Bring your toolkit and be prepared to discuss what it includes—and why these tools are important to you (bring photos if something is too big to bring to class). 	Toolkits due
October 30	<p style="text-align: center;">Innovation and PPA</p> <p>Topics:</p> <ul style="list-style-type: none"> • Guest speaker: local innovation • New challenges and opportunities in public administration • Pre-thesis exploration <p>Readings:</p> <ul style="list-style-type: none"> • Nesta & IDEO “Designing for Public Services” toolkit (available via Canvas) • Fernandez, S., & Pitts, D. W. (2011). Understanding employee motivation to innovate: Evidence from front line employees in United States federal agencies. <i>Australian Journal of Public Administration</i>, 70(2), 202-222 (available in Canvas). 	
November 6	Dry run of presentations	
November 13	<p>Presentations, evaluation of presentations, and brief celebration (we might go about 30 minutes over time).</p> <p>Prospective students and former guests might join.</p>	Final group project due