PPA 200

Introduction to Public Policy & Administration

Fall 2019

Schedule:

- **Pizza Picnic and Brief PPA 200 Welcome:** Tuesday, August 27 at 6pm at Southside Park

- **Intensive PPA 200 Weekend:**
  Friday, Sept. 6 from 5pm to 8pm
  Saturday, Sept. 7 from 8am to 5pm
  Sunday, Sept. 8 from 8am to 4pm

- **Ongoing PPA 200 Classes:** Tuesday evenings beginning September 10 from 6pm to 8:50pm

Location:
Downtown Campus (304 S Street, Rm. 110)

Public Policy & Administration
AT SACRAMENTO STATE

Instructor: Dr. Sara McClellan

Office Hours: Tuesdays from 3:45pm-5:45pm and by appointment:
www.saramcclellan.com/appointments

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Email: sara.mcclellan@csus.edu

Course Overview

PPA 200 provides an introduction to the foundations of public policy and administration—to the issues and ideas that guide our understanding of public 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 begin with a broad review of democratic institutions and the roles of policymaking and administration, and we'll cover the State of California in some detail. We'll then progress to a project that allows you to practice examining a policy area in detail and produce oral and written reports about the topic.

Course Content

PPA 200 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

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

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

<table>
<tr><td>**Course Format & Expectations**</td><td>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.</td></tr>
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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.

Learning Objectives

PPA Learning Objectives	Application 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.
(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 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 personal values that influence policy analysis or administration.
(3) d. Understand the significance of diversity in effective public governance in California	Explore relationships between diversity, inequality, and different forms of social, economic, and political power; articulate how diverse experiences, ideas, beliefs and behaviors influence policy work; critically examine how personal experiences and biases influence our interactions with people who hold different ideas, beliefs, and attitudes.

In addition, because PPA 200 is a writing intensive course, it will prepare you to:

- 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

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. <u>You must do all the assigned readings ahead of time.</u> 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.

PPA 200 Format

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 an account, you will be able to access your courses through Canvas (usually at least one week before classes begin).

Late Assignments	Missing Class
I will not accept late assignments unless you experience a highly unusual circumstance. At my discretion, I might give a make-up assignment or extended deadline **<u>if you notify me of your unique circumstances and request this modification in advance</u>**. 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).	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, I will penalize you one entire grade (e.g., an A- for the course will become a B-) if you miss three classes, and a failing grade if you miss more than three classes. If you need to miss a single class session for a critical work obligation, you may notify me in advance and arrange to have a course recorded and submit a brief reflection paper.

Basic Assignment/Writing Expectations

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

Last Name, First Initial, Assignment Title, Date

Ex: RodriguezM_Memo1_9-7-19

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, the course number (i.e., PPA 200), 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. The PPA program uses the **APA style** for ALL papers and the thesis. Please familiarize yourself with this format quickly as it will be required for all papers. If you are unfamiliar with APA style, consult online resources or the official guide to APA.

Editing Papers: Some students are quite comfortable editing their own work multiple times prior to submitting it and therefore turn in fairly polished work. For others, editing will be a new skill. I edit papers using the comments/tracked changes functions in Word. You will have a chance to get peer feedback. I do expect papers to be in great shape when I receive them (appropriate citations, no typos, grammatical errors, etc.). In order to reinforce the notion of submitting finished, edited, work, I *may* return papers for re-writing and/or editing. If you write a paper that requires further editing, you will not receive credit until you finish the required editing.

Responding to Feedback: 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!

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 you encounter difficulty in understanding the readings, it is essential that you gain clarity on the topic *during the time in which we are covering it.* You can speak up in class to ask for clarification or you can speak with me privately (via email, phone, in office hours, by appointment, or during class breaks). You are also welcome to seek help from your classmates. I am best reached via email, and I will do my best to return emails sent between Monday and Thursday within 48 hours.

Academic Honesty

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

Students with Disabilities

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

Distractions

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.

Participation

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

Assignment Descriptions and Grading

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

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

Assignment	% of Grade
Paper #1: Initial Policy Analysis	5%
Paper #2: Budget/Bankruptcy Lessons	15%
Memos #1 and #2	20%
Memos #1 and #2 Peer Feedback	10%
Toolkit	15%
Group Presentation and Paper	25%
Engagement in Discussions, Policy Brief Sharing, Activities, etc.	10%

Total: 100%

Paper #1: Initial Policy Analysis - Due August 27

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

Identify a current public (governmental) problem that you are interested in and provide a decision maker—such as a state legislator or city council member—with a three-page (not including references) memo about the issue and possible options to deal with it. Be sure to tell me who your audience is. As appropriate, consider the ethical, economic, political, organizational, and policy dimensions of the issue (other dimensions are fine – those are examples); think about the readings you did over the summer and how those authors discussed these kinds of issues. Help the reader understand the complexities of the issue as well as how the issue might be understood differently by different groups of interested people. In your analysis, be careful to distinguish between fact and opinion.

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

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

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

Paper #2: First draft due September 6 and final paper due September 17

Again, complete this paper only <u>after</u> you have read all the material for the intensive weekend.

The California city bankruptcy case readings identify several factors (or underlying conditions) that contributed to city bankruptcies. Beginning with these factors and conditions, think broadly about other California governance reading themes that may impact fiscal policy and administration. Write a paper (five pages or less) that:

1. Outlines the (bankruptcy case) lessons you believe future California administrators in other cities should take most seriously and why (based on what evidence).
2. Identifies (bankruptcy case) lessons you believe are relevant for the State of California as a whole and why (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 city-level experience transfer directly to the state level? Which changes must be made to transfer lessons to a different level of government? If you need background on the state's current fiscal condition, review the State Budget introductory pages or the Legislative Analyst's budget discussions.

You will receive instructor and/or peer feedback on your drafts and your final paper will be due September 17. 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. 8

After you complete the summer readings, identify three examples of policy briefs you think are particularly effective. Bring a copy of each brief to share in class on Sept. 8 (no need to submit them via Canvas) 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., policymakers, policy staff).

Peer-Reviewed Memos: October 1 and October 15

I will hand out topics for two memos during class and these memos together will be worth 20% of your grade.

Peer feedback: I will ask you to share an electronic draft of your memos with a classmate for feedback. You will review two memos during the semester. I will grade your written feedback based on the extent to which it is thorough and beneficial for the author and consistent with class writing expectations. Each feedback exercise will be worth 5% of your grade. The total for feedback will be 10% of your class grade.

Toolkit: Due in class on October 22

Submit your "toolkit" (or visual images that capture your toolkit) in addition to a 2-3 page paper that: (a) introduces and explains the tools and/or concepts you've included, (b) references relevant course authors/sources for these tools, (c) explains why they are important to you, and (d) how you have learned to use them and/or anticipate using them in the future. We will discuss this more as the semester progresses. This will be worth 15% 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 are 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
- An infographic
- A binder
- A collage
- Other? Create what works for you!

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 toolkit is that it is yours. It is a list of tools that work for <u>you</u>. 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 where 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 policymakers 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 submit a short description (1-2 pages) of what the tools mean to you, where they come from (sources), and how you expect to use them professionally.

> ## Group Project: Due in class and via Canvas on November 12

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 25% of your grade.

Required Texts/Summer Reading

Books to Purchase in May/June:

- Bardach, E., & Patashnik, E. M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Washington, DC: CQ Press.

- Anagnoson, J. T., Bonetto, G., Buck, J. V., Emrey, J., Kelleher, J. J., Koch, N., & Michelson, M. (2019). *Governing California in the Twenty-first Century: The political dynamics of the Golden State*. London, UK: WW Norton.

- Guy, M. E. & Ely, T. L. (2018). *Essentials of public service: An introduction to contemporary public administration*. Irvine, CA: Melvin & Leigh, Publishers. (For use in PPA 200, 240A, and 240B.)

- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America.* New York, NY: Liveright. (For use during our final weeks of PPA 200—you do not need to complete this reading prior to our Intensive Weekend.)

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

Intensive Weekend Public Policy & Administration Foundations
Essentials of Public Service: An Introduction to Contemporary Public Administration   Guy, M. E., & Ely, T. L. (2018). *Essentials of public service: An introduction to contemporary public administration*. Irvine, CA: Melvin & Leigh, Publishers.   Read only the following chapters for PPA 200, but keep this text for further reading in PPA 240A/B: Introduction   Chapter 1: Running a Constitution   Chapter 8: Public Economics and Policy   Chapter 12: Legal Dimensions of Public Administration   Chapter 13: Public Integrity   Chapter 15: Public Services, Well Delivered
American Society of Public Administration (ASPA) Code of Ethics.   Review ASPA Code of Ethics and explore the ASPA site: http://www.aspanet.org   Click on "About ASPA" and "Code of Ethics."
Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations   *Download this article from SacCT when the PPA 200 site is available in August: Moore, M. H. (2000). Managing for value: Organizational strategy in for-profit, nonprofit, and governmental organizations. *Nonprofit and Voluntary Sector Quarterly*, *29*(1_suppl), 183-204.
Federalist Papers #10 and #51   These are short, but important—read them thoroughly!   Available online at sites including Yale's Avalon Project: http://avalon.law.yale.edu/subject_menus/fed.asp
A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving   Read this in full, but just skim the appendices: Bardach, E., & Patashnik, E. M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. Washington, DC: CQ press.

Intensive Weekend Public Policy & Administration in California Foundations

Governing California in the Twenty-first Century

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

Anagnoson, J. T., Bonetto, G., Buck, J. V., Emrey, J., Kelleher, J. J., Koch, N., & Michelson, M. (2019). *Governing California in the Twenty-first Century: The political dynamics of the Golden State*. London, UK: WW Norton.

California City Bankruptcy Case Readings

Read the following articles on bankruptcy and consider how these authors make sense of the factors they believe contributed to the bankruptcy:

Farmer, L. (2016, August 25). The Story Behind San Bernardino's Long Bankruptcy. *Governing.*

Gordon, T., Lens, M., Monkkonen, P., & Rosenthal, L. A. (2017). Exuberance & municipal bankruptcy: A case study of San Bernardino, Stockton & Vallejo, CA (Working Paper Series). Berkeley, CA: Goldman School of Public Policy. https://gspp.berkeley.edu/research/working-paper-series/xuberance-municipal-bankruptcy-a-case-study-of-san-bernardino-stockton-vall

Tang, S. Y., Callahan, R. F., & Pisano, M. (2014). Using common-pool resource principles to design local government fiscal sustainability. *Public Administration Review*, *74*(6), 791-803.

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

You can retrieve and review this report at:

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

Intensive Weekend Special Topic

Truth decay: An Initial Exploration of the Diminishing Role of Facts and Analysis in American Public Life

Please review this timely e-book and consider what this means for the work of Public Administration & Policy scholars and practitioners:

Kavanagh, J. & Rich, M.D. (2018). *Truth decay: An initial exploration of the diminishing role of facts and analysis in American public life.* RAND Corporation. Free E-book available:

https://www.rand.org/pubs/research_reports/RR2314.html

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

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

Course Outline and Schedule
As of June 2019 (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 and Assignments	Deadlines
Tuesday, August 27	**Intensive Weekend Prep/Welcome Evening** **Readings:** Complete all of the readings for the intensive weekend by August 27 (see required Summer Readings above). Come to our PPA welcome session with questions about the readings, PPA program, and the intensive weekend. **Assignments Due:** Paper #1 (see assignment instructions above)	Paper #1 due Aug. 27 via Canvas
Friday, Sept. 6 5pm - 8pm Saturday, Sept. 7 8am - 5pm Sunday, Sept. 8 8am - 4pm	**Introduction to Public Policy & Administration (PPA)** **Topics:** a) Perspectives on U.S. PPA b) PPA Theory, Strategy, and Analysis c) Role of PPA experts d) California PPA Context e) MPPA Expectations and Thesis Examples f) Group Project Preparation **Readings/Handouts:** • Arrive with notes and questions about the PPA 200 Summer Readings you've completed (see list above). • Skim the MPPA thesis examples available via Canvas in advance of our intensive weekend. **Assignments Due:** • A draft of Paper #2 (see assignment instructions above) • Three examples of policy briefs you think are effective (see assignment instructions above)—bring a copy of each brief to class and be prepared to discuss why you think it is effective.	Draft of Paper #2 due Sept. 6 Policy brief examples due on Sept. 8 (bring a copy of each to share in class)
September 10	**Approaching Issues & Problems in PPA** **Topics:** a) Policy and administration process models b) Defining what needs fixing and/or improving c) Key research concepts and questions d) Role of literature review e) Peer feedback technique **Readings/Audio/Handouts:** • USC Libraries: "Organizing Your Social Sciences Research Paper: The Research Problem/Question" http://libguides.usc.edu/writingguide/introduction/researchproblem	Most recent draft of Paper #2 (share hard copy in class).

Date	Readings and Assignments	Deadlines
	• NY Times article "Does This Ad Make Me Fat?" (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" (Canvas) **Assignments:** • Bring draft of Paper #2 to class for peer feedback.	
September 17	**Writing and Communicating for PPA** **Topics:** a) Audience analysis b) Expertise, credibility, and trust c) Writing expectations (revisit writing tips and rubric) d) Visual displays/graphics e) Group process **Readings/Audio/Handouts:** ☐ U.S. Government Plain Language guidelines and resources: https://www.plainlanguage.gov/guidelines/ ☐ NPR's "A Simple Cure for Education's Jargonitis": https://www.npr.org/sections/ed/2016/04/12/473016059/a-simple-cure-for-educations-jargonitis ☐ Stickiness graphic (Canvas) ☐ 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 (Canvas) ☐ WaPo article "Study: Charts change hearts and minds better than words do" https://www.washingtonpost.com/news/wonk/wp/2018/06/15/study-charts-change-hearts-and-minds-better-than-words-do/?utm_term=.7bbdb0992a1c As you review the resources 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. **Assignments:** • Submit final Paper #2	Final Paper #2 due
September 24	**Analyzing Public Policy** **Topics:** a) Application of Bardach's Eightfold Path to California State government topics b) CalHR 'Completed Staff Work' model	Outline of group project due

Date	Readings and Assignments	Deadlines
	c) Group project outlines **Readings:** • Review your notes on the Bardach book in preparation for case example and class discussion. • Review any additional case handouts (Canvas). **Assignments:** • Bring group project outlines for discussion in class.	
October 1	**Framing and Presenting Public Policy Issues** **Topics:** a) Framing b) Advocacy versus analysis and bias c) Effective presentation design and delivery d) Visual displays e) Meetings and public forums **Readings:** • "Framing Public Issues" by the FrameWorks Institute (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 (Canvas) • Cognitive bias chart: https://www.visualcapitalist.com/24-cognitive-biases-warping-reality/ **Assignments:** • Submit Memo #1	Memo #1 due Post a visual display/graphic you find intriguing and effective to Canvas <u>at least 24-hours before class on Oct. 1</u>
October 8	**PPA Ethics and Institutional Discrimination** **Topics:** a) Ethical dimensions of PPA b) The search for reasonableness and human dignity c) Institutional discrimination examples and impacts **Readings/Audio:** • Rothstein's *Color of Law* • WaPo "Reconstruction Failures" Op Ed (Canvas) • Capital Public Radio Interview: The X That Marks Sacramento's Social Ills: How Decades-Old Policy Racially Divided the City: http://www.capradio.org/114247 • 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/ • Seattle Racial Equity Toolkit: https://www.seattle.gov/rsji	Initial group project drafts due

Date	Readings and Assignments	Deadlines
	Assignments: • Initial group project drafts	
October 15	No class—groups meet on their own.	Memo #2 due
October 22	**PPA Tools** **Topics:** • PPA tool kit sharing • Visual handout review • Individual group meetings **Readings:** None **Assignments**: • 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 and toolkit papers due
October 29	**Innovation and PPA** **Topics:** • Local government innovation • New challenges and opportunities in public administration • Pre-thesis exploration **Readings:** • Nesta & IDEO "Designing for Public Services" toolkit (Canvas) • Bloomberg Philanthropies: Government Innovation site review: https://www.bloomberg.org/program/government-innovation/#innovation-teams	
November 5	**Dry run of presentations**	
November 12	**Presentations, evaluation of presentations, and brief celebration (we might go about 30 minutes over time).** Prospective students and former guests might join.	Final group project due