

**Foundations of Public Policy**  
**Winter 2018 Schedule:** Jan 9, Jan 20-21, Feb 17-18, Feb 27  
Tuesday 6-9pm, Sat & Sun 9am-4pm  
**Location:** TBA



**Faculty:** Amy Gould, Ph.D., [goulda@evergreen.edu](mailto:goulda@evergreen.edu)

**MPA Mission Statement:** Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. “Be the Change.”

**Course Description:**

Policies can be regulatory, distributive, or redistributive; material or symbolic; substantive (what government intends to do) or procedural (how something will be done and who will do it). They can provide collective goods or private goods and can be liberal or conservative. Public policies are not limited to governing public life: Our "public life" relates to how, when, and why we engage with the public sphere and this often involves our private life. Therefore, public policies can be a goal or value of one entity and not representative of an entire "public". Finally, while a policy can be driven by law or actually influence law, policy cannot do less than law requires. As noted by Schneider and Ingram in *Policy Design for Democracy*, the key is for any public policy to solve problems.

This course provides an overview of the concepts and issues at the heart of public administration: public policy. As Deborah Stone stated in *Policy Paradox*, “policy is the struggle over ideas and these ideas are the stuff of politics.” This course provides an introduction to the study of public policy processes and the practice of public policy analysis. By comparing and contrasting various approaches, we seek to provide guidance for future policy makers and policy analysts. To accomplish this, students will functionally critique policy designs by recognizing the social constructs and subjective limitations of policy creation, implementation, and evaluation.

**Learning Objectives:** Through both applied and theoretical readings and course discussions we will respond to the following questions: 1) How do we define “public” and “policy”? What makes a policy public? What is the difference between social policy and public policy? 2) What are the rational and dynamic stages of the policy process? 3) Why do we have public policies? 4) What are the differences between policies and laws? 5) What is the future of key policies? What might these policies evolve into?

**\*Fair Warning\*:** This course is offered in an intensive format. Coursework will require a large amount of self-directed learning through readings, assignments, workshops, and a webinar.

**Required Books:**

Kraft & Furlong. (2017). *Public Policy: Politics, Analysis, and Alternatives*. 6th edition. CQ Press. ISBN: 978-1506358154

Schneider, A. & Ingram, H. (1997). *Policy Design for Democracy*. University of Kansas Press. ISBN: 978-0700608447

Stone, D. (2011). *Policy Paradox: The Art of Political Decision Making*. 3<sup>rd</sup> edition. W.W. Norton & Co. ISBN: 978-0393912722

**Required Article** (posted on canvas for you to read):

Levine, C. (1985, Jan/Feb). Where Policy Comes from: Ideas, Innovations, and Agenda Choices: Agendas, Alternatives, and Public Politics. *Public Administration Review*. v. 45, n. 1, pp. 255-258

**Course Schedule (Faculty may alter schedule)**

<b>Date</b>	<b>Topic</b>	<b>Deliverable</b>
January 9 Tuesday	Course Overview, What is Public Policy, Process Approaches, Social Constructions of Policy Populations	<u>Assignment #1:</u> Public Policy Observation <u>Readings:</u> Levine (article) Schneider & Ingram (Chs. 1-5)
January 20 Saturday	Writing a Bill Analysis vs. Policy Brief, Defining Approaches to Policy Making, Processes, & Analysis	<u>Assignment #2:</u> Policy Leader Walk-n-Talk <u>Reading:</u> Kraft & Furlong (ALL)
January 21 Sunday	Policy Implementation & Evaluation	<u>Readings:</u> Kraft & Furlong (ALL)
January 30 Tuesday	No Class	<u>Assignment #3:</u> Bill Analysis
February 13 Tuesday	No Class	<u>Assignment #4:</u> Policy Brief Draft
February 17 Saturday	Paradox of Policy Making & Enforcing	<u>Readings:</u> Stone (ALL)
February 18 Sunday	Policy Building for the Next Solutions; The Roles of Science in Policy	<u>Readings:</u> Schneider & Ingram (Chs. 6 & 7)
February 27 Tuesday	Meet via Webinar	<u>Assignment #4:</u> Final Policy Brief <u>Assignment #5:</u> Presentation

**Evaluations:** A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu by March 5, 2018. We will not hold evaluation conferences.

## ASSIGNMENTS

### **Assignment #1: Public Policy Observation (individual assignment)**

Due Tuesday January 9<sup>th</sup> posted to canvas by 8:00am. Pages: 2-3.

Attend a government or non-profit public meeting of your choice (not something you've attended before or are attending for work). Check the agenda in advance to ensure they will be discussing a policy at the meeting. This meeting must be attended in person (no TVW or CSPAN). Using the Levine article along with the Schneider and Ingram reading, assess where the organization is in their policy process (problem identification, definition, goals, decision, implementation, evaluation, stakeholdering) and what factors are playing a role in decision making (be sure to cite and use the reading throughout your paper).

### **Assignment #2: Policy Leader Walk-n-Talk (individual assignment)**

Due Saturday January 20<sup>th</sup> posted to canvas by 8:00am. Page: one.

Coordinate a meeting or informational interview with someone in a policy arena you want to learn more about. They could be a policy analyst in health, a policy maker in forestry, a policy advocate, auditor, evaluator, monitor, lobbyist, adviser, or director. The goal is to gain a better understanding of what their day-to-day work involves, how they got the position, and hear about what is on the horizon for that particular policy arena. Write a one page highlights paper about what you learned and what you would recommend to others interested in this policy arena. Example highlights papers will be posted on canvas.

### **Assignment #3: Bill Analysis (group assignment)**

Due Tuesday January 30<sup>th</sup> posted to canvas by 8:00am. Pages: 2-3. Use template.

Form teams of no more than 3 students.

A bill is a legislative proposal requesting action and/or appropriations. A bill analysis is an internal report on your organization's position about the bill, its impacts, and is used to inform organization leaders to make key decisions. It should be written from a non-partisan stance and present facts; not opinions. Consider the following questions: What problem does the bill address? Can the agency implement the bill as written? If effects of the bill are negative, or the bill is poorly worded, can it be fixed? How? What are the gaps or flaws in the bill that the agency needs to address? Do effective dates cause the agency problems? Offer suggestions for new language. A bill analysis typically includes: bill title & number, a one paragraph summary of the bill followed by sections about the Legislative history (sponsors, hearings, floor debates, votes, amendments), current law/practice, justification for the bill/problem addressed, fiscal note (estimate of costs if bill passes), and your suggested amendments/rejection/or approval with rationale to support. You may analyze either a proposed bill or one already passed/enacted. You will need to take a position (non-partisan) as an employee of a specific organization (imaginary or real). Sample bill analyses will be posted on canvas. Use the template provided.

### **Assignment #4: Policy Brief (group assignment)**

Draft Due Tuesday February 13<sup>th</sup> posted to canvas by 8:00am.

Final Due Tuesday February 27<sup>th</sup> posted to canvas by 8:00am.

Pages: 8-10. (not including title page, reference pages, appendices, or highlights paper)

Using the same teams formed for the bill analysis assignment, write a policy brief. This paper can be on the same topic as the bill analysis (if you chose an enacted bill) or a completely different policy topic.

Policy briefs may be written by research institutes, think tanks, advocacy groups, non-profits, or government agencies. The purpose of the “brief” is to briefly inform decision makers and persuade them to adopt your recommendation. It may be written in a neutral tone or blatantly advocate a position. First, pick an existing policy to analyze. While integrating each of the course readings throughout the paper, your policy brief should include the following: highlights paper, title page, table of contents, executive summary, problem statement, definition of key terms, stakeholders, policy background, comparison to similar policies, your recommendation, pros and cons of your recommendation with impacts on stakeholders, implementation action plan for your recommendation, evaluation plan with evaluation criteria for measuring the success of your recommendation, references page, appendices. Samples will be posted on canvas.

#### **Assignment #5: Webinar presentation (group assignment)**

Due: Tuesday February 27<sup>th</sup> posted to canvas by 8:00am and webinar conducted online during class time. The webinar assignment will be explained in detail during class with examples.

- To be completed in your policy brief team. Using gotomeeting.com, your group will lead the class in a webinar about the key message of you policy brief. Imagine you are presenting to your target audience to inform and persuade decision makers.
- The webinar should be applied and incorporate all of the readings from the class.
- Webinar presentation should not exceed 15 minutes total. 10 minutes for presentation and 5 minutes for Q & A.
- A visual aid is required for the webinar and could be anything but PowerPoint. Examples and resources will be discussed in class. (Visual aid tools: prezzi, wix.com or weebly.com, timetoast or dippity, goanimate.com, powtoon.com, infographic, projeqt.com, haikudeck, whiteboard animation, etc.) The visual aid should follow the following guidelines: Any photographs or graphs/charts should have an explanation about what is being displayed. All photographs should be cited with their source. Things to think about: contrast, background color, limiting red and green (colorblindness), font size, readability, universal design access.

#### **Course Policies**

**Human Subjects Review (HSR)** Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will not collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

**Participation and attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence. After one absence per quarter (3 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (9 hours) students may be denied full credit. After reoccurring absences (missing an hour of class each meeting) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late assignments:** Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu . We will not hold evaluation conferences.

**Multiculturalism and diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Technology use and learning styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

**Reasonable accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

**Conduct and conflict resolution:** Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

**We will abide by the [social contract](#):** WAC 174-121-010 College philosophy.

**We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#):** Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

**We will abide by the [non-discrimination policies and procedures at TESC](#).**

**Guest policy:** Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

**Inclement weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

**Communicating:** Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.