Foundations of Public Policy

Winter Quarter 2020: Mondays, 6–10pm
Saturday February 8, 9 am – 5 pm
4 Credit Hours
Sem II A3107

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Office Hours: Thursdays 1–4 pm or by appointment
(360) 867-6824

This syllabus is subject to revision.

Course Description: Public policy analysis is often presented as objective, data-driven, and empirical. When analysts work hard to put forth the best ideas based on the best data, it can come as a surprise to see that these ideas are not implemented, but in the real world, public policy is just one part of a continuous struggle between many varied interests that is based in the process of politics. To be effective, applied public policy analysis must be both objective and engaged with the political world.

This course is intended to give students the tools to understand, analyze, and be able to advocate for policy in the political environment. Learning about stakeholders and participants in the policy process, including elected officials, lobbyists, advocates, appointees, and others is a critical first step, but understanding their motivations and interests, as well as external institutional, social, economic, and cultural factors is important as well.

This course will be grounded in the issues and topics of the Washington Legislature during the 2020 legislative session. This class is relatively light on reading, but very intensive on writing. You will have individual assignments due every week, all of which are the building blocks to your final assignment, an in-class presentation about your bill. This course is explicitly designed around skill-building, and skills such as bill tracking, memo writing, testimony preparation, op-ed writing, and interviewing, while challenging, are identified by employers as desirable and useful in the world of public administration and public policy. By the end of the class, you should be an expert in your bill of choice and able to clearly explain it to your classmates.

NOTES ON READINGS:
All journal articles or web links will be posted to Canvas
There are two books to purchase: Kingdon (2011) and Clayton, Donovan and Lovrich (2018).
All books are also available on Open Reserve through the Evergreen Library.

Readings


Legislative Information Center. 2017. “How to Testify in Committee.”.

Legislative Information Center. 2018a. “Guide to Lawmaking.”.

Legislative Information Center. 2018b. “How to Search for Bills on the Legislative Web Page.”.

Legislative Information Center. 2018c. “Selected Bill Tracking.”.

Legislative Information Center. 2018d. “Tutorial: GovDelivery: How to Receive E-mail Notification for Committee Schedules and Agendas.”.


Senate Committee Services. 2019. “Bills Passed During the 2019 Regular Legislative Session.”.

Course Policies:

- **Evaluations**
  - Students will be evaluated based on regular attendance and reading, timely submission of thoughtful writing projects, and active engagement with their classmates.
  - Students are required to submit a self-evaluation and a faculty evaluation. You can submit these evaluations via the College’s online evaluation system at [my.evergreen.edu](http://my.evergreen.edu). Students are not required to submit self-evaluations to their transcripts. An evaluation conference is optional.

- **Assignments**
  - No late assignments will be accepted except under extraordinary circumstances. Please contact me as soon as possible if this occurs.

- **Attendance and Absences**
  - Regular attendance is expected. You are allowed to miss 1 class (4 hours of instruction time) during the quarter without penalty.
  - Students are responsible for all missed work, regardless of the reason for absence. It is also the absentee’s responsibility to get all missing notes or materials.
**Academic Honesty Policy Summary:**

From the TESC Statement on Academic Honesty: “Academic honesty is essential in a learning community. It makes coherent discourse possible and is a necessary condition for all sharing, dialogue and evaluation. All forms of academic dishonesty, including cheating, fabricating, facilitating academic dishonesty and plagiarism, are violations of the Social Contract. Cheating is defined as using or attempting to use unauthorized materials, information or study aids in any academic exercise. Fabrication is defined as faking data, footnotes or other evidence. Plagiarism is defined as representing the works or ideas of another as one’s own in any academic exercise. It includes, but is not limited to, copying materials directly, failure to cite sources of arguments and data, and failure to explicitly acknowledge joint work or authorship of assignments.”

[Academic Honesty Policy Summary](http://www.evergreen.edu/advising/academic-honesty)

TESC Statement on Academic Honesty

[http://www.evergreen.edu/advising/academic-honesty](http://www.evergreen.edu/advising/academic-honesty)

TESC The social contract – College philosophy


TESC Student Conduct Code


**Authorship**

The student must clearly establish authorship of a work. Referenced work must be clearly documented, cited, and attributed, regardless of media or distribution. Even in the case of work licensed as public domain or Copyleft, (See: [http://creativecommons.org/](http://creativecommons.org/)) the student must provide attribution of that work in order to uphold the standards of intent and authorship.

**Laptop and Electronic Device Policy**

Laptops and Electronic Devices are *not permitted* during class. Research indicates that the use of laptops during class interferes with the learning process for students, leading to lower levels of understanding and engagement with the learning community. Further, research indicates that the presence of laptops is distracting to other students, harming their ability to learn as well. For more information on the rationale for this policy, please read: [https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html](https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html)

The following are the only exceptions to this policy:

- Students with an Accommodation Letter from Access Services[^1]
- Specific in-class exercises which require use of a laptop, only as noted by the instructor.

**Holidays for Reasons of Faith or Conscience:**

Please inform me in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let me know within that time frame, I will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at: [https://www.evergreen.edu/policy/religious-observance](https://www.evergreen.edu/policy/religious-observance)

[^1]: Please contact me as soon as possible if you have an access need that is not covered by Access Services.
Written Assignments (See Course Schedule for Due Dates)

All writing assignments should strictly follow the page limit guidelines, and be submitted in 1.5 spaced, 12 point font. No matter what the format, students should consistently work to become better writers. Readers both academic and professional will always appreciate clear, straightforward writing with short paragraphs that avoids the use of jargon. I recommend having on hand *The Elements of Style* by William Strunk Jr. and E. B. White, which is small, inexpensive, and available in many editions.

Assignment 1: Issues, Committees, and Bills

2 pages

Throughout the course, you will focus your work on a particular state bill that you select, based on an issue that interests you. Most of your assignments will form the building blocks of your final individual project, which is a presentation about the status of your bill on the last day of class.

*Part 1: Issue Identification*

*Part 2: Legislative Committees*

Assignment 1a: Tracking Your Issue in the News

Assignment 2: Bill Selection

2 pages total

*Part 1: Bill Selection and Justification*

Assignment 2a: Tracking Bills and Committee Hearings

Once you have selected your bill, use the Washington Legislature website to keep track of your bills and the activity of the committee(s) you are following.
Assignment 3: Op-Ed
250 words or 650 words

Assignment 4: Legislative Testimony
2 pages

Assignment 5: Committee Grilling
2 pages

Assignment 6: Advocate Interview
2 pages

Assignment 7: Best Practices Memo to Bill Sponsor
2 pages

Assignment 8: Policy Memo to State Agency
2 pages

Assignment 9: In-Class Presentation
PowerPoint or other Presentation of at least 10 slides and additional materials as needed
**Tentative Course Outline:**

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

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<th>Session</th>
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<td>January 6</td>
<td><strong>Introductions, Course overview: The Policy Process</strong></td>
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<td><em>Readings:</em></td>
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<td><em>Assignments Due:</em></td>
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<td>- Assignment 1</td>
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<td>- Assignment 1a</td>
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<td>January 13</td>
<td><strong>Module 2: Theories of Public Policymaking</strong></td>
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<td>- Assignment 2</td>
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<td>- Assignment 2a</td>
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<td>January 20</td>
<td><strong>No Class</strong></td>
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<td>January 27</td>
<td><strong>Module 7: Public Opinion</strong></td>
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<td><em>Readings:</em></td>
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<td>- Kingdon (2011, Chapter 8), Clayton, Donovan and Lovrich (2018, Chapter 6)</td>
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<td><em>Assignments Due:</em></td>
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<td>- Assignment 3</td>
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<td>February 3</td>
<td>Module 4: Policy Problems and Opportunities</td>
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<td>Saturday Class (The Political Stream)</td>
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<td>March 2</td>
<td>Module 8: Institutional and Cultural Contexts</td>
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<td>March 9</td>
<td>Module 9: Class Wrap-Up</td>
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