

# Foundations of Public Policy, Tacoma Fall 2022

## Schedule:

Monday 10/10, 6 - 9:00 pm  
Sat 10/22 & Sun 10/23, 9am – 4:00 pm  
Sat 11/5 & Sun 11/6, 9am – 4:00 pm  
Monday 11/14, 6 - 9:00 pm

**Location:** Online (Canvas & Zoom)

**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, “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, “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 development, 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? 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 presentation.



**Required Books:**

Kraft & Furlong (2020). *Public Policy: Politics, Analysis, and Alternatives*. 7th edition. CQ Press. ISBN: 978-1544374611

Pielke (2007). *The Honest Broker: Making Sense of Science in Policy and Politics*. Cambridge University Press. ISBN: 978-0521694810

**Required Articles** (posted on canvas):

Bryson, Patton, Bowmanc (2011). Working with evaluation stakeholders: A rationale, step-wise approach and toolkit. *Evaluation and Program Planning*. v.34, pp. 1–12

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

Schneider & Ingram (1993, June). Social Construction of Target Populations: Implications for Politics and Policy. *American Political Science Review*. v. 87, n. 2, pp. 334-347

**Required Video** (posted on canvas):

Stone (Dec. 10, 2020). “Data Citizens Lecture”. <https://idsc.miami.edu/catch-the-replay-deborah-stone/> . University of Miami.

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

<b>Date</b>	<b>Topic</b>	<b>Deliverable</b>
October 10 Monday 6-9pm	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 (article)
October 22 Saturday 9am-4pm	Defining Approaches to Policy Making & Policy “Science”, Process Mapping, and the differences between policies and laws	<u>Assignment #2:</u> Policy Leader Highlights Paper <u>Reading:</u> Kraft & Furlong (book read ALL)
October 23 Sunday 9am-4pm	Analysis: Bill Analysis vs. Policy Brief Bill workshop	<u>Reading:</u> Kraft & Furlong (book read ALL)
Oct 31 Mon	No Class	<u>Assignment #3:</u> Bill Analysis
November 5 Saturday 9am-4pm	Paradox of Policy Development, Implementation, Enforcement, and Evaluation: What counts?	<u>Readings:</u> Stone (video) Bryson (article) Pielke (book read ALL)
November 6 Sunday 9am-4pm	Policy Building for the Next Solutions Team time for policy brief	<u>Reading:</u> Pielke (book read ALL)
Nov 7 Mon	No Class	<u>Assignment #4:</u> Policy Brief Draft
November 14 Mon 6-9pm	Final Presentations	<u>Assignment #4:</u> Final Policy Brief <u>Assignment #5:</u> Presentation

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

## ASSIGNMENTS

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

Due Monday October 10th posted to canvas by midnight. Pages: 2-3.

Virtually attend or safely in-person attend a public meeting of your choice. Check the agenda in advance to ensure they will be discussing a “public policy” at the meeting.

- Based on your observations, what is your definition of a “public policy”?
- Using the Levine article along with the Schneider & Ingram article, what factors are playing a role in the policy problem, design, implementation, or evaluation (be sure to cite and use the readings throughout your paper).

### **Assignment #2: Policy Leader Highlights Paper (individual assignment)**

Due Saturday October 22nd posted to canvas by 9:00am. Pages: one.

Coordinate a virtual meeting, safe in-person meeting, or informational phone 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 (team assignment)**

Due Monday October 31st posted to canvas by 9am. Pages: 2-3. Use template.

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? Do you need to 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 state agency. Sample bill analyses will be posted on canvas. Use the template provided.

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

Draft Due Monday November 7th posted to canvas by 9am.

Final Due Monday November 14th posted to canvas by 6:00pm (before class starts).

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

In teams of 2 to 3 students, write a policy brief. This paper can be on the same topic as one of your bill analyses (if you chose an enacted bill) or the policy brief could be on a completely different “policy”. For example, the policy you choose to analyze could be an executive order, a city code, a county ordinance, an MOU, a MOA, a bill, a RCW, a WAC, or an organization’s internal policy. \*No matter what policy the team chooses to analyze, you need to pick an existing policy in writing.\*

In public service, policy briefs are written by research institutes, think tanks, advocacy groups, non-profits, and 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, policy background, comparison to similar policies, problem statement, definition of key terms, 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: Presentation (team assignment)**

Due: Monday November 15th posted to canvas by 6:00pm and presentation conducted online during class time. The visual aid portion of the assignment will be explained in detail during class with examples.

- To be completed and delivered in your policy brief team. Your group will give a virtual presentation about the key messages of your policy brief. Imagine you are presenting to your target audience to inform and persuade decision makers.
- The presentation should be applied and incorporate all of the readings from the class.
- Presentation should not exceed 15 minutes total. 10 minutes for presentation and 5 minutes for Q & A.
- A visual aid is required for the presentation and could be *anything but* PowerPoint. Examples and resources will be discussed in class. Consider using one or more of the following tools: slide shows (prezi, haikudeck, visme, canva), word cloud (wordart), website (wix, weebly) infographic (piktochart, thinglink), animation (sparkol, powtoon), timeline (timetoast, tiki-toki), interactive worksite (trello). All presentations should adhere to the following guidelines:
  - 1) Any photographs or graphs/charts should have a summary notes about what is being displayed. All photographs or graphs/charts should be cited with their source.
  - 2) Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <https://www.washington.edu/doi/equal-access-universal-design-your-presentation>
  - 3) If using a video, it may not exceed 3 minutes of the presentation time.
  - 4) All members of the group are expected to participate in the presentation/facilitation as able.

## Course Policies

**Human Subjects Review (HSR)** Any “research” you do in this class should be all secondary research (data and information publicly available to you through existing resources such as books, government documents, websites, or fact-finding informational interviews). Generalizable original research is dependent upon a Human Subjects Review application being reviewed and approved by TESC.

**Format:** Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant. You can contact our writing support at: EvergreenWritingAssistant@gmail.com ; 360-867-6820 ; LAB I, Room 3016. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: <https://inkwellpublication.wordpress.com/>

**Participation & 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 (Ex. 3 hours accumulated is one absence), make-up work will be assigned by faculty. Makeup work must be completed by the end of the scheduled course to receive course credit. After 6 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed and turn in any assignments that were due on the class date missed.

**Late Assignments:** Turning in assignments late is unacceptable. 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. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits if all course 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 team. Full loss of credit for two terms of core may result in dismissal from the MPA program. 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:** Student's self eval and eval of faculty are required for credit.

**Multiculturalism & 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.

**Mandatory Reporter:** The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have. Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need. If you are seeking confidential support, please feel free to contact the following confidential resources: Office of Sexual Violence Prevention and Response (360.867.5221, [jonese@evergreen.edu](mailto:jonese@evergreen.edu)) Student Wellness Services (360.867.6200)

**Trauma Informed Pedagogy Statement:** While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job." How can we help our students learn as they (and we) manage this added cognitive load? We can name it and not shame it. Embracing self-care and trauma informed practices is held at the center of our teaching and learning environment. Please reach out to faculty and access the college and/or community resources available to you: <https://www.evergreen.edu/covid19/well-being-and-academics-during-covid-19> plus <https://www.evergreen.edu/currentstudent/student-resources>

**Technology Use & Learning Styles:** We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and 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 & Conflict Resolution:** Please refer to the MPA Student Handbook:

<https://www.evergreen.edu/mpa/studenthandbook/conflictresolution>

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:

<http://www.evergreen.edu/studentaffairs/student-conduct>

**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 360-867-6000 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 the start of class.

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

**Use of Student Work Posted to Canvas:** Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

**Audio or Video Recording:** No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.