

**Schedule:**

Tuesday 4/7, 6pm - 9:00 pm  
Sat 4/11 & Sun 4/12, 9am – 4:00 pm  
Sat 4/25 & Sun 4/26, 9am – 4:00 pm  
Monday 5/5, 6pm - 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 group presentation.



**Required Book:**

Kraft & Furlong (2020). *Public Policy: Politics, Analysis, and Alternatives*. 7th edition. CQ Press. ISBN: 978-1544374611 \*You do not need to buy the most recent edition.\*

**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.

**Required Podcast** (posted on Canvas):

Guilyardi on public advocacy by scientists (Nov 2024)  
<https://scientificadvice.eu/podcast/eric-guilyardi-on-public-advocacy-by-scientists/>

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

Date	Topic	Deliverable
April 7 Tuesday 6pm-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)
April 11 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)
April 12 Sunday 9am-4pm	Analysis: Bill Analysis vs. Policy Brief Bill workshop	<u>Reading:</u> Kraft & Furlong (book read ALL)
April 21	No Class	<u>Assignment #3:</u> Bill Analysis
April 25 Saturday 9am-4pm	Paradox of Policy Development, Implementation, Enforcement, and Evaluation: What counts?	<u>Readings:</u> Stone (video) Bryson (article) Guilyardi (podcast)
April 26 Sunday 9am-4pm	Policy Building for the Next Solutions Team time for policy brief	
April 28	No Class	<u>Assignment #4:</u> Policy Brief Draft
May 5 Tuesday 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 Tuesday April 7 posted to canvas by 6pm. 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 April 11 posted to canvas by 9:00am. Pages: one.

Coordinate a virtual meeting, safe in-person meeting, or a phone call 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 (individual assignment)**

Due Tuesday April 21 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 Tuesday April 28 posted to canvas by 6:00pm.

Final Due Tuesday May 5 posted to canvas by 6:00pm. 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 14th 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. Consider using one or more of the following [presentation tools in this link](#).

All presentations should adhere to the following guidelines:

- 1) Any photographs or graphs/charts should have summary notes about what is being displayed.
- 2) All photographs or graphs/charts should be cited with their source.
- 3) Consider Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <https://doit.uw.edu/brief/tips-for-delivering-an-accessible-presentation/>
- 4) If using a video, it may not take up significant presentation time.
- 5) All members of the group are expected to participate in the presentation/facilitation as able.

## Course Policies

### **Faculty Commitments and Responsibilities**

**Trauma-Informed Principles Commitment:** 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.](#)" Faculty are committed to recognizing trauma and resisting re-traumatization by integrating [Trauma Informed Teaching & Learning Principles](#) throughout the course. Specifically, we seek to create an atmosphere that is respectful, transparent and trustworthy by making expectations clear and communicating with the goal of building learning community trust and understanding to foster student choice by, when possible, offering options for engagement, readings, and communication; and lastly, to empower student voice by responding to the various forms of privilege and oppression silencing and limiting decision-making in learning communities.

**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 (Sem I, 4119, 360.867.5221, [jonese@evergreen.edu](mailto:jonese@evergreen.edu)), Student Wellness Services (Sem I 2110, 360.867.6200), or SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

**Reasonable Accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please request academic accommodations due to a disability, please contact the office of [Access Services](#) for Students with Disabilities (867-6348 or 6364) to receive a letter of accommodation. 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. Information about a disability or health condition will be regarded as confidential.

### **Student Commitments and Responsibilities**

**Participation & Attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, contributing 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 accumulated is one absence), make-up work may be assigned by faculty. Makeup work must be completed by the end of the last scheduled class meeting to receive course credit. After 9 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (e.g., being late to class; regularly missing an hour of class), 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, turn in any assignments that were due on the class date missed, and review class notes and materials available on Canvas.

**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's due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit. Late assignments may or may not receive feedback.

**Credit:** Students will receive 4 graduate credits at the end of spring quarter 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. Full loss of credit decisions will be made by the faculty. Full loss of credit for two terms of core may result in dismissal from the MPA program. Failing to meet course requirements (e.g. 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.

**Human Subjects Review (HSR):** Students may NOT conduct primary data collection without HSR approval by faculty. There may also be requirements regarding research protocols with governments (Tribes/Feds/state/local), Native communities, private organizations or nonprofits. For more information see the [Institutional Review Board Student Guide](#).

**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](#), for the MPA Academic Honesty policy and additional information. Academic Honesty at TESC: "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." Source: <http://www.evergreen.edu/advising/academichonesty.htm>

**Evaluation:** Student's course self-eval and eval of seminar faculty are both required for credit as submitted via my.evergreen.edu .

**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 use of class time. Consult your faculty to discuss technology use and learning style options.

**Use of Artificial Intelligence (AI):** Discuss how you plan to use AI with faculty as there are many types of AI with multiple ethical considerations. AI is also experimental and is often inaccurate. If you use an AI tool in your assignments, cite it as per APA guidance: <https://www.apa.org/pubs/journals/resources/publishing-tips/policy-generative-ai>

**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 still hold class virtually or may cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable online access 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.

**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.

### **Collective Commitments and Responsibilities**

**[Tribal Acknowledgement](#) for both Olympia and Tacoma locations of The Evergreen State College:** The Squaxin Island Tribe's habitation of the land on and around the inlets of the Southern Salish Sea, including what is now the City of Olympia and here at The Evergreen State College spans thousands of years. The ancestral families who lived and thrived here: They named Budd Inlet Steh-Chass, and they named Eld Inlet where the campus is located Squi'Aitle. Today, the Squaxin Island Tribe continues to live on and steward the lands and waters of the Southern Salish Sea. We acknowledge the Squaxin Island Tribe as it continues to live on and steward these lands and waters.

We acknowledge that we are on the traditional homelands of the Puyallup Tribe. The Puyallup people have lived on and stewarded these lands since the beginning of time, and continue to do so today. We recognize that this acknowledgement is one small step toward true allyship and we commit to uplifting the voices, experiences and histories of the Indigenous people of this land and beyond.

We respect and acknowledge the Squaxin Island and Puyallup Tribes, and other Tribes across the Americas, and their many contributions to The Evergreen State College (in support of education, Tribal sovereignty, environmental stewardship). This acknowledgement is one small step toward respect and collaboration with the aim of uplifting the voices, cultures and histories of the Tribes of these lands and waters.

**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.

**Conduct & Conflict Resolution:** Please refer to the [MPA Student Handbook](#). 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:

<https://www.evergreen.edu/offices-services/academic-affairs/student-conduct-code>.

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

#### **Additional Campus Resources**

- [Academic and Career Advising](#)
- [Academic honesty](#)
- [Access Services for Students with Disabilities](#)
- [Alcohol/drug use](#)
- [All Official College Policies; Assistive Technology \(AT\) Lab](#)
- [Basic Needs Resources](#)
- [BLISS \(BIPOC & LGBTQ+ Intersectional Support Services\)](#)
- [Code of student rights and responsibilities](#)
- [COVID-19](#)
- [Conflict Resolution ; Counseling Services](#)
- [Evergreen's Social Contract](#)
- [Free Speech Guide](#)
- [Library](#)
- [Media Loan](#)
- [MPA Student Resources](#)
- [Non-discrimination policy](#)
- [QuaSR: Quantitative & Symbolic Reasoning Center](#)
- [Sexual Misconduct reporting and resources](#)
- [Student Activities](#)
- [Student Employment](#)
- [Student Engagement, Equity, and Support](#)
- [Student Wellness Services](#)
- [The Writing Center](#)