

PADMN 6323

Policy Analysis

Spring, 2016

Course Times: online

Class Location: online

Instructor and Contact Information:

Instructor: Chris Simon

Instructor Email: simon@mpa.utah.edu

Simon's Office Hours: (Dan Jones' old office, across from the Hinckley Caucus Room, 2nd Floor OSH). by appointment (email: simon@mpa.utah.edu).

E-Mail Policy

If you choose to email me regarding class issues, realize that I will not respond to you instantaneously. I check my email once per day and I do not necessarily answer all emails every day. I answer as many as time permits. Think through your email before you send it—make sure it is understandable, complete and to the point. If emails require multiple responses to clarify the original intent of your email question, then it is easier to communicate in-person during office hours. The best way to get in touch with me is to via email or by making an appointment.

Course Description: “Course addresses both the theoretical and practical aspects of performing policy analysis. Students will examine current policy issues from the perspective of federal, state, and local governments, as well as from those of non-governmental and advocacy organizations. Students will be introduced to repositories of data, information and analysis available on policy topics, and will conduct research using both primary and secondary data.” (UofU General Catalog).

Prerequisites: Eligibility to enroll in graduate level courses.

Required Textbooks:

1. Bardach, Eugene 2016. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 5th edition. CQ Press. ISBN13: 978-1483359465 (required)
2. Congressional Quarterly 2015. *Issues for Debate in American Public Policy: Selections from CQ Researcher*. CQ Press ISBN13: 978-1483383965 (required)
3. Frumkin, Peter 2005. *On Being a Nonprofit: A Conceptual and Policy Primer*, 1st edition Harvard University Press. ISBN13: 978-0674018358 (required)

Expectations

Student Expectations: As a student in this course, you have certain responsibilities:

- You have a primary responsibility to yourself to do the best that you can in this course.
- You also have a responsibility to me, as your instructor, to let me know if you are having problems which are interfering with the progress in this course.
- You have a responsibility to turn in your assignments on the due dates.
- If you look in the syllabus you will find information about honesty, etiquette, and civility. You are expected to have these personal characteristics while in this course setting to your fellow students, the guest speakers (if any), and to myself.
- You should observe a sense of confidentiality in the classroom. Things that are said by other students are to be taken with respect and in confidence.
- And, finally, I hope that you enjoy the journey.

Faculty Expectations/Instructor Expectations: As the instructor for this course, my responsibilities include providing engaging and relevant material to discuss, direction and feedback on ideas presented in class, and treating each student with fairness and respect. I will attempt to respond to questions in a timely manner. Email questions will typically receive a response within a week. You will typically get feedback on assignments within one week of the due date.

Course Grading

Participation (online opportunities)	20%
Short Papers	20%
Seminar Paper	40%
Online Discussion Leader	20%

Points: On Canvas, you will notice that I use points to discern grades on individual assignments/exams, etc.; but the percentage breakdown above is the weighting for major grading groups.

Grade Scale:

A	100% to 94%
A-	< 94% to 90%
B+	89% to 87%
B	86% to 84%
B-	83% to 80%
C+	79% to 77%
C	76% to 74%
C-	73% to 70%
D+	69% to 67%
D	66% to 64%
D-	63% to 60%
F/E	59% to 0%

Assignments

Due dates: Due dates are important because I can better gauge if you are on-track with the class in terms of learning material. Also, of course, final project (seminar paper) due dates should be followed so that I can get course grades in on time. I realize that you are busy adults and, if you happen to be overwhelmed occasionally, you can turn the assignments in late without penalty.

Online lectures or vid clips are designed to supplement the assigned readings, not to replace them.

Reading

We will read significant portions of the assigned books, as well as supplementary readings and video clips, but we will do it over the course of a semester. Our class is really an attempt to understand the values and knowledge that these readings

contain; it will help you to understand and appreciate material you learn in other courses and it will help you understand the program's mission and NASPAA core competencies, which we will tie to each subject area; note, you should also address the MPA program mission principles and NASPAA core competencies in the context of your written work in this class. I realize that several students are MPP students, but the course is a PADMN listed course and program accreditation requirements are directly related to the need to emphasize program mission and core competencies.

MPA Program Teaching Mission: "To prepare a diverse group of experienced and aspiring administrators in application of essential administrative competencies to public and nonprofit organizations, within political, legal, and ethical contexts. The program strives to expand opportunities for students to participate and lead in professional work and civic affairs, with strong legal standards, ethical commitment, compassion, and appreciation for the roles of other officials and community stakeholders in 21st century governance." MPA Program Webpage, University of Utah

NASPAA Core Competencies:

- to lead and manage in public governance;
- to participate in and contribute to the policy process;
- to analyze, synthesize, think critically, solve problems and make decisions;
- to articulate and apply a public service perspective;
- to communicate and interact productively with a diverse and changing workforce and citizenry

Online Discussion Participation Assignments

Rather than simply do weekly paper assignments, I would prefer a more interactive online discussion approach. I will grade your online discussion in terms of your demonstrated ability to apply concepts of policy evaluation (Bardach book) to the topic of the weekly discussion—show me that you can apply what you have learned from Bardach. I will also grade on the basis of evidence that you are very clearly applying the MPA Core Competencies to the topics of discussion. You can and should be almost blatant in your use of Core Competencies in your discussion so that I see clear evidence of active understanding of competencies and incorporation into your

narrative. Finally, I will grade on the logical flow of your comments and your grammar.

As you will note, the online discussions open on Canvas on Fridays and close on Monday evenings. That provides you with four days to participate in the online discussion. I wanted to make certain that you were given a great deal of flexibility as to when you would like to contribute, knowing that many people have other responsibilities beyond this class or may require time to think about how they wish to contribute to online discussions.

I realize that some students may not have time to participate in every online discussion. **Therefore, you will only be required to participate once as a discussant and once as a discussion leader.** You are, however, more than welcome to participate in every online discussion opportunity. I am sure that your classmates will appreciate your positive and constructive contributions! I will also be very happy to see that you are enthusiastic about learning! Thanks, in advance, for your contribution to a good class 😊

In the syllabus file on Canvas, there is an Excel Spreadsheet that will help you to determine when you are an assigned discussion leader or an assigned discussant.

Weekly Papers (see details in-text below)

On the weeks where there are online discussions, regardless of whether or not you are an assigned discussant nor a discussion leader, you will need to write short two-page (double-spaced) papers reacting to what occurred in the online discussions as well as the readings for the week. I understand that you are very busy with life's responsibilities outside of school, so you will need to write and submit only six of these weekly papers—I would suggest picking the topics being discussed (and read) that are of most interest you! You will be able to submit these via Canvas—the link for each opportunity will be associated with the weekly reading assignment (listed on Canvas).

Seminar Paper

You are required to complete a seminar paper (5-7 pages double spaced paper text)—additional pages should include a title page and bibliography page (5-7 peer reviewed, government document/data, or major news source publications). In the paper, you will identify one of the areas of policy analysis found in the Congressional Quarterly text and write a narrative policy analysis about a narrow topic within that area of policy analysis. For instance, if you were interested in Food Policy, then

perhaps you could write a 5-7 page double spaced paper on one aspect of food policy. The example papers are obviously much more developed and longer than what is required here. My goal is to provide you an opportunity to get a sense of how narrative analysis might work in practice. As with online discussion, the paper should include the use of core competencies. The paper is due on April 30 and must be posted to the Canvas page for the seminar paper.

CANVAS, Assignments

All of your homework, discussion board participation, and assignments are listed on Canvas with due dates/times. With the exception of the seminar paper and assigned participation in online discussions, there are no penalties for late work, but it would be better to submit things on time so that I can assess the work and provide feedback to you. Assignments must be properly posted to Canvas as Word documents (unless otherwise specified by me).

Classroom

Civility

Students are expected to conduct themselves in a civil manner at all times and in all forums. Students are responsible for contributions to the maintenance of a campus environment that fosters intellectual curiosity and diversity. That means respectful engagement with differing opinions and views. Harassment of one individual by another—in person, via e-mail or in electronic discussions—is uncivil behavior, which discourages the open expression of ideas on academic subjects. With recommendation of the instructor and approval of the college dean, students may be dropped from class at any time for negligence or misconduct. Students may also be dropped for non-attendance upon indication of the instructor.

Participation and Attendance

You should do the reading and view the video clips and lectures BEFORE class participation activities or writing assignments that are due. During our online discussions, you should be prepared to contribute to class interactions, and discuss assigned materials. When you work in group projects, you should be prepared to contribute positively and enthusiastically to whatever group project is assigned for the week.

I know that all of you are hard-working and busy adults whose knowledge should be assumed based on your authority and/or experience, but please realize that these online class interactions are opportunities to interact with other professionals in public and nonprofit organizations and to work through concepts and goals associated with the MPA degree. I am also a resource in these discussions. Your active participation helps me to assess the meeting of NASPAA/Program core competencies in your formal education in the MPA program.

I also understand that some individuals are not comfortable contributing certain thoughts or feelings in online class discussions. As an alternative--if you really feel uncomfortable being asked to express fully your thoughts on a particular subject in online class discussion--I would ask you to write a paragraph (to be submitted to me as an attached email file labeled "PADMN 6323 Class Participation [date]" that summarizes your feelings about the topics discussed online in the class or related to the assigned readings for that particular class.

Guest Speakers

We will have a few "guest speakers" via CSPAN/TED videos who will bring policy analysis theory and praxis together. We will build some of our online discussions around these videos.

Online Class Discussions

Beginning with the week of February 1, we will have online class discussions nearly every week. The class discussions will be moderated by members of the class and myself, but the primary discussion leader roles will be assumed by class members. The online discussions will be related to our readings.

You will not be required to participate in every class discussion. In the syllabus folder (Canvas), there are two documents—the document you are currently reading and an Excel spreadsheet. Across the top of the spreadsheet are the dates and topics of online discussions. The first columns are student names. If you match your name with your role as either a discussion leader or as a participant, you will know which weeks and which topics will be involved in your required online participation.

If you are not designated as either an online discussion leader or as a participant, you are still able to participate in the online discussion, but it is not required. I am sure that your classmates would benefit from your positive and constructive input and would welcome it! However, I know that you are busy adults who may not have time to participate and don't want to make you feel pressured to do so.

As a reminder: please be respectful of your classmates when posting to online discussions. Remember that we do not know how our classmates have experienced life and some subjects might be very emotionally sensitive for them. So always remember that what you consider to be a noncontroversial “fact” or “opinion” might be absorbed by another person as a personal attack or insult. If necessary, I will ask students to moderate their comments so as to ensure that our classroom remains inclusive and inviting to all student consumers.

Class Discussion Leader(s)

Each class meeting (except for the first meeting) we will have online discussion leaders to lead our discussion. The leaders will be students in class. I have created a preliminary list of class leaders by week (see aforementioned Excel spreadsheet). Each student will be a discussion leader at least once. Discussion leaders will discuss the readings and video clips assigned for the week and will reflect on the meaning and importance of the points made in those articles. Reflecting back on NASPAA core competencies and the MPA program’s mission statement would be good ways of trying to understand the assigned materials in the context of public administration education, theory and praxis. Your classmates and I will pose questions about the weekly readings and/or make comments—discussion leaders should try to respond to these questions or moderate a broader class discussion on the questions and meaning of key points made. Group leader responsibility will be factored into your participation grade.

Although this is an online class, I think that it is important that we find ways to connect. The Friday before your week as a discussion leader, I would like to speak with you via an in-office meeting (OSH 256b) or conference call (me and the co-discussion leaders) for about 20-30 minutes. I will provide conference call directions via the course’s Announcements or via direct email to you when I can obtain that information from the MPA office administrators. Please be prepared to discuss the readings for the week ahead and how you plan to engage your classmates in discussion—posing questions to them or perhaps highlighting what you think are the important lessons and asking for discussion-based feedback. Maybe even asking me to post a vid clip (I will have to view it and approve its use in advance) and getting students to react to it via online discussion. Or maybe, you have some other ideas that we can discuss.

Program and University Statements

Statement on Academic Dishonesty, MPA Program University of Utah

Public service is a calling that requires students, as future administrators, to understand the importance of ethical behavior in all facets of their work, including their academic coursework. The University of Utah and the Master of Public Administration program expects students to adhere to generally accepted standards of academic conduct, especially given that ethics is a cornerstone of our MPA Program.

Academic dishonesty of any kind is a serious offense; it undermines both the reputation and quality of the degrees issued by the University of Utah. Plagiarism of any kind, intentional and/or unintentional, will result in strict sanctions against the student, as outlined in both University policy and those of the MPA program.

The University Code (Article XI) specifies generally accepted standards of academic honesty including, but not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating.

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. One issue with plagiarism is that it can be very difficult for an instructor to determine whether a student deliberately attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Students should consult the APA Style Guide <http://www.apastyle.org/> when writing. Using quotation marks for direct quotes and citing the source – and citing the source when you are using ideas obtained from specific readings – will help minimize your risks of plagiarism.

Be aware that all written work for our course will be checked by Turn-It-In (an online plagiarism detector) once you have submitted your work on Canvas. Turn-It-In compares your paper to a global database of books, articles, and previously submitted student papers. This means that, if you use your own work from a previous paper in a previous semester, you must receive the prior approval of a course instructor and you must cite your previously written work.

Students who engage in academic misconduct may be subject to academic sanctions including, but not limited to, a grade reduction, failing grade, probation, suspension, or dismissal from the program or the University, or revocation of the student's degree or certificate.

You should download the MPA program's academic honesty statement, which is available online at http://mpa.utah.edu/_documents/documents/statement-on-academic-honesty-2009.doc

Reasonable Accommodation, University of Utah ADA Policy

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Class Schedule

Week of

January 11 Introduction and Meeting Classmates

January 18 (short week, MLK Holiday on 1/18)

Readings: Bardach, Preface, Introduction, Part I “The Eightfold Path”

Vid Clip: Please watch my short vid clip discussion of Bardach’s Eightfold Path

January 25

Readings: Bardach, Part II “Assembling Evidence”

Vid Clip: Please watch my short vid clip discussion of Bardach’s Assembling the Evidence

February 1

Readings: Bardach, Part III “Handling a Design Problem”
Bardach, Part IV “Smart ‘Best’ Practices”

Frumkin, Chapters 1-2

Vid Clip: Please watch my short vid clip discussion of Bardach’s Smart ‘Best’ Practices.

Online Discussion We will discuss Frumkin Chapters 1-2
Central Focus of Discussion: What are the challenges faced by nonprofits and why is engagement so important in today’s policy environment?

February 8

Readings: Bardach, Appendices A and B

Frumkin, Chapters 3-4

Online Discussion We will discuss Frumkin Chapters 3-4
 Central Focus of Discussion: From your perspective and reflecting also on the readings, why are values important in policy analysis? What role do they play and how can we avoid bias? What are some of the key values to keep in mind in the nonprofit policy environment?

February 15 (short week, President's Day on 2/15)

Readings: Bardach, Appendices C, D, and E

Frumkin, Chapter 5-6

Online Discussion We will discuss Frumkin Chapters 5-6
 Central Focus of Discussion: From your perspective and reflecting on the readings, how can we link social entrepreneurship via nonprofits to public policy and policy analysis? Have things changed? If so, how have things changed? Where do think things are going in the near and long-term future and what challenges will face us in terms of policy analysis and nonprofits.

February 22 Methods for Analyzing Public Policy

Reading: Article to Read (found in Files on Canvas):

Jones, Michael D. and Mark K. McBeth. 2010. "A Narrative Policy Framework: Clear Enough to Be Wrong?" *Policy Studies Journal* 38(2): 329-347.

http://www.naspaa.org/jpaemessenger/Article/VOL16-2/16no2_09_MorIvan.pdf

For the most part, this class is about qualitative and normative policy analysis. Individuals who are more quantitatively oriented, are free to approach policy from a quantitative perspective in discussion and in their papers. Please, however, try to keep in mind that we want to have the class be accessible to participants with a broad range of

analytical tools. If you are interested in quantitative policy analysis, I recommend taking statistics courses, macro/micro economics, and quantitative methods. As this course is a PADMN prefix course, and the PADMN program tends to be qualitative/case study approach, we will be focusing primarily on a narrative and/or normative policy analysis approach.

February 29

Readings: Congressional Quarterly, Chapter 1 “Food Policy Debates”
Congressional Quarterly, Chapter 2 “Regulating Toxic Chemicals”

Vid Clips: <https://www.youtube.com/watch?v=ydZfSuz-Hu8>

https://www.youtube.com/watch?v=UbnInX_ZGM

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

March 7

Readings: Congressional Quarterly, Chapter 4 “Wealth and Inequality”

Vid Clips: <https://www.youtube.com/watch?v=l416eptv4xl>

<https://www.youtube.com/watch?v=RnMd40dqBlQ>

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

March 14 Spring Break

March 21

Readings: Congressional Quarterly, Chapter 7 “Abortion Debates”
Congressional Quarterly, Chapter 8 “Big Data and Privacy”

Vid Clips: <http://www.c-span.org/video/?328094-5/house-debate-abortion-legislation>

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

March 28

Readings: Congressional Quarterly, Chapter 9 “Domestic Drones”
Congressional Quarterly, Chapter 10 “Voting Controversies”

Vid Clip: <http://www.c-span.org/video/?327824-6/discussion-drone-use>

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

April 4

Readings: Congressional Quarterly, Chapter 11 “Housing and the Homeless”

Vid Clips: <https://www.youtube.com/watch?v=NrMe7jMtuoY>

<http://www.c-span.org/video/?327536-1/discussion-healthcare-homeless>

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

April 11

Readings: Congressional Quarterly, Chapter 5 “Women and Work”
 Congressional Quarterly, Chapter 6 “Youth Unemployment”

Vid Clips: <http://www.c-span.org/video/?318835-5/washington-journal-gender-pay-gap>

<http://www.c-span.org/video/?313262-6/youth-unemployment-america>

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

April 18

Readings: Congressional Quarterly, Chapter 15 “Assisted Suicide”
 Congressional Quarterly, Chapter 16 “Police Tactics”

Vid Clips: <http://www.c-span.org/video/?327727-4/washington-journal-roundtable-physician-assisted-suicide-laws>

<http://www.c-span.org/video/?400651-10/discussion-community-policing-race-relations>

On-Line Discussion Central Focus of Discussion: The discussion group leaders will work with me to focus our discussion on the assigned readings and video clip.

April 25 Class Wrap-Up (online discussion)

April 30 Seminar Papers Due (online submission)