PUBLIC ADMINISTRATION PROGRAM
PA 715: POLICY PROCESS & CIVIC ENGAGEMENT
FALL 2018

Traditional class format. Class meets in person Fridays, 6 – 8:45 pm DTC 677.

Instructor Information:

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Office Hours:

- 4:30– 6:00 pm Tuesdays
- 4:30 – 5:45 pm Fridays
- By Appointment (in person, phone, or skype/zoom): email jshea@sfsu.edu to set up an appointment

Electronic Course Materials: https://ilearn.sfsu.edu/

Course Description

Public administrators –in both the public and nonprofit sectors – make and implement public policies. This begs several questions. What is public policy? How are they made? Who has the real power to make them? Can I influence policies? Once they're made, how are they implemented? Do they ever meet their goals? Do they ever go away? At the core of these questions is the study of the processes of policy development. This course is designed to provide you an overview of the life of policies, from idea and development through implementation and, sometimes, termination. It will introduce you to frameworks for thinking about public policies, how they're made, and how to influence them. It also introduces you to sub-fields in public policy that you may choose to study further in the future: policy analysis, program evaluation, policy implementation, policy advocacy, etc.

Throughout the course, we will discuss values that underlie various policy perspectives, including the substance of policies and how they are formulated and evaluated. We will also discuss various approaches to civic engagement, including who should (and should not) be engaged by whom, how and why. To ensure our discussions have enough breadth to shed light on a range of perspectives and approaches, we will engage materials written by authors outside of the United States as well as within. These materials and discussions may lead us to inter-state or international comparisons. They will certainly uncover a set of essentially contested values that are part and parcel of liberal democracy, especially in the United States, including the public service values articulated in the MPA Program's mission statement: accountability, civic engagement, equity, social justice, and sustainability.

By understanding the policy process and the values and actors involved in it, you will be better able to situate yourself in any given policy debate. The underlying goal of the course is to equip you to participate more effectively in policy processes, to advance and protect the policies and causes you care most about in your professional and personal lives.

MPA Program Learning Objectives (PLOs)

This course aims to help students achieve competency in the following PLOs identified in the MPA curriculum:
- To lead and manage in public governance
- To participate in and contribute to the public policy process
- To analyze, synthesize, think critically, solve problems and make decisions
- To understand the roles of public service values including accountability, civic engagement, equity, social justice, and sustainability
- To communicate effectively in written, oral, and online formats

Course Learning Objectives (CLOs)

This course helps students achieve competency in the PLOs by:
- Improve students' understanding of what it means to organize, lead, and manage in the policy arena
- Develop students' knowledge of the policy process, including all aspects of the policy cycle, including strategies for advancing policy change
- Develop students' knowledge of civic engagement concepts and practices, including strategies for implementing them
- Engage students in online and in-person discussions, analyses, and applications of the literature to help them develop a sense of how to apply in practice the theories and concepts covered in the course while also practicing their communications skills.
- Develop students' self-awareness of how they interpret a range of public service values and how those interpretations may affect their perspectives and roles in the policy process

Student Learning Outcomes (SLOs)

Throughout the course, students will demonstrate competency in the CLOs and PLOs by:
- Engaging thoughtfully and critically in online and in-person discussions and class activities, by exploring the merits and limitations of the theories, principles, and concepts introduced in the course (all course activities).
- Being judicious when applying the theories, principles, and concepts discussed in class to applied exercises, case study analyses, and real-world policy issues (especially assignments 2, 3, 4 & 5).
- Explaining the theories, principles, and concepts they use in written communication and applied work clearly, so that a person unfamiliar with the terminology could understand the relevance and meaning of the analysis (especially assignments 3, 4 & 5).
- Using the theories, principles, and concepts from the course to identify strategies for advancing policy goals or evaluating policy effectiveness (especially assignments 4 & 5).
- Identifying when and how public service values are relevant to policy issues (especially assignments 2 & 5).
- Articulating how they see themselves interacting with the policy process in their personal and professional lives (especially assignments 1 & 5).

Course Materials

Required Books (available for purchase from the SF State University Bookstore):

Bekkers, Victor, Fenger, Menno & Scholten, Peter. 2017. *Public Policy in Action: Perspectives on the Policy Process.* Northampton, MA: Edward Elgar Publishers.

(T&C) Theodoulou, Stella Z. & Cahn, Matthew A. 2013. *Public Policy: The Essential Readings.* 2nd edition. San Francisco, CA: Pearson.

Additional Required Materials for Purchase:

One book to be assigned, from list provided with book review assignment sheet.

One **of four case studies, to be assigned.** Students will be assigned 1 of 4 pre-selected case studies to use for the stakeholder analysis. More information about the cases and assignment will be available on ilearn by mid-February and will be discussed in class by mid-semester.

Required Supplementary Reading (available free of charge, on ilearn)

Andrews, K.T. & Edwards, B. 2004. Advocacy Organizations in the U.S. Political Process. *Annual Review of Sociology* 30, 479-506.

Arnstein, S.R. 1969. A Ladder of Citizen Participation. *Journal of the American Planning Association* 35(4), 216-224.

Becker, J.A. 2014. Review of Democracy in Motion: Evaluating the Practice and Impact of Deliberative Civic Engagement edited by Tina Nabatchi, John Gastil, G. Michael Weiksner, and Matt Leighninger (New York: Oxford University Press, 2012). *Journal of Public Deliberation* 10(1), Article 4.

CIPD (Chartered Institute of Personnel and Development). n.d. Reflective Practice Guide. Retrieved January 22, 2018, from https://www.cipd.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf

Cornwall, A. 2008. Unpacking 'Participation': Models, Meanings, and Practices. *Community Development Journal* 43(3), 269-283.

Denning, S. 2004. Telling Tales. *Harvard Business Review* May, 1-8.

Doh, J.P. & Guay, T.R. 2006. Corporate Social Responsibility, Public Policy, and NGO Activism in Europe and the United States: An Institutional-Stakeholder Perspective. *Journal of Management Studies* 43(2), 47-73.

Farmer, D.J. & Patterson, P.M. 2003. The Reflective Practitioner and the Uses of Rhetoric. *Public Administration Review* 63(1), 105-111.

Fung, A. 2015. Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future. *Public Administration Review* 75(4), 513-522.

Gilens, M. & Page, B. 2014. Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens. *Perspectives on Politics* 12(3):564-581.

Grossback, L.J., Nicholson-Crotty, S. & Peterson, D.A.M. 2004. Ideology and Learning in Policy Diffusion. *American Politics Research* 32(5), 521-545.

Hermans, L.M. & Thissen, W.A.H. 2009. Actor Analysis Methods and Their Use for Public Policy Analysts. *European Journal of Operational Research* 196(2), 808-818.

Leighninger, M. 2012. Mapping Deliberative Civic Engagement: Pictures from a Revolution. In T. Nabatchi, J. Gastil, G.M. Weiksner & M. Leighninger Eds, *Democracy in Motion: Evaluating the Practice and Impact of Deliberative Civic Engagement*. New York: Oxford University Press, 2012.

Mettler, S. & Soss, J. 2004. The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics. *Perspectives on Politics* 2(1), 55-73.

Nabatchi, T. & Amsler, L.B. 2014. Direct Public Engagement in Local Government. *American Review of Public Administration* 44(4S), 63S-88S.

Pierson, P. 1995. Fragmented Welfare States: Federal Institutions and the Development of Social Policy. *Governance* 8(4), 449-478.

Shanahan, E.A., McBeth, M.K., Hathaway, P.L. & Arnell, R.J. 2008. Conduit or contributor? The Role of Media in Policy Change Theory. *Policy Sciences* 41(2), 115-138.

Varvasovszky, V. & Brugha, R. 2000. How to do (or not to do) A Stakeholder Analysis. *Health Policy and Planning* 15(3), 338–345.

Weible, Christopher M. 2007. An Advocacy Coalition Framework Approach to Stakeholder Analysis: Understanding the Political Context of California Marine Protected Area Policy. *Journal of Public Administration Research and Theory* 17: 95 – 117.

MY COURSE POLICIES & EXPECTATIONS

Assignments & Grading Policy

Students are expected to complete all written and oral assignments thoroughly and promptly. Make sure you are aware of the ***date and time*** each assignment is due; deadlines appear on the schedule of assignments in this syllabus as well as on the assignment sheets posted on ilearn. All written assignments should be prepared in accordance with professional standards in terms of content, style, and adhere to APA guidelines for citation format. More details about the expectations for each assignment, including associated grading rubrics, will be provided in advance of the due date, discussed in class, and posted on ilearn.

Assignment	Description	Weight
Assgt #1:	Political introduction (written or video)	5%
Assgt #2:	Book review (written & oral)	30%
Assgt. #3:	Case study stakeholder analysis (written, with oral discussion)	10%
Assgt. #4:	Policy brief stakeholder analysis (written)	10%
Assgt. #5:	Final policy brief (written, with oral discussion)	35%
	Class engagement (online & in-class)	10%

Each and every assignment is related to the course content and ***students are expected to include references to relevant materials in all assignments***. Students enrolled in this course are expected to be able to perform at the graduate level, meaning that you will have to demonstrate your ability to exercise professional judgment that extends beyond following step-by-step instructions or

replicating someone else's work. That said, students who have questions about any aspect of an assignment are encouraged to contact me.

Assignments submitted late will receive a grading penalty of 10% per day (that means after day 10 it becomes an automatic zero). *It is entirely your responsibility to ensure that I have actually received your assignment before the deadline.*

TABLE OF GRADES			
Percent	**Letter**	**Percent**	**Letter**
94 – 100	A	73- 76	C
90 – 93	A-	70 - 72	C-
87 – 89	B+	67-69	D+
83 - 86	B	63 - 66	D
80 – 82	B-	62 and below	F
77 – 79	C+		

Professionalism & Participation

Learning is an interactive exercise that requires more than just your physical presence; it requires that you engage with the reading assignments, in-class discussions, and other students' presentations. Please come to class *prepared*, ready to *actively participate* in each week's activities and discussions, and willing to engage and learn with your class members. Each member of the class can make valuable contributions by raising questions, posing problems, offering alternative viewpoints, or engaging in reflective discussion and writing. All of you have unique perspectives and substantive areas of interest and expertise. Please share them!

❖ **Attendance.** Arrive promptly and stay for the *entire class*. Excessive tardiness (or leaving early) and unexcused absences will be reflected in your grade.

❖ **Participation:** This class requires a great deal of active participation, both online and in class. Class sessions will feature a mix of traditional lecture-discussion format, online activities, student-led presentations and discussion, and guest speaker presentations. *Note that most assignments are connected to online and in-class activities; to get full credit and achieve the learning goals for those assignments, students must participate in related activities.*

❖ **Appropriate Use of Technology:** During class sessions, please turn off your cell phone – the ringers, alarms, or other notification sounds that it may make. Avoid the temptation to text, tweet, e-mail, or browse the web by putting your phone and other devices away when class is in session. Individual's efforts to *(not so)* discreetly text under the table or in the back of the room are distracting for the whole class. Using a laptop to take notes or access course-relevant materials during class is an appropriate use of technology. Checking your Facebook account, the score of the game, or watching the latest Youtube video *are not* – these and other uses of technology that do not relate to class are distracting and do a disservice to you and your classmates. This is graduate school – please be respectful of your classmates and the class time so that we all have an interesting and worthwhile semester**.**

Communications & Individual Advising
I am available during posted office hours or by appointment via e-mail, phone, and skype/zoom. My office hours and contact information are on the first page of this syllabus as well as on the ilearn site. Any changes to those office hours will be announced in the weekly *must read* email, so keep an eye on that. Please feel free to drop by during office hours – in person or virtually - or schedule another time to meet with me if office hours don't work for you. If you are challenged by a particular concept, have some ideas you would like to run by me, want to talk more about something we have discussed, or want to go over something else, come on by.

Please communicate with me and your classmates in person and during online sessions; we all can learn from one another. My intention is to help ensure that everyone who fulfills the expectations of the course as outlined herein meet the learning outcomes articulated on pages1-2 of this syllabus.

❖ **On e-mail:** Outside of office hours, e-mail is the best way to contact me. I consider an issue broached over e-mail when I read it, not when it is originally sent. I usually respond to course-related e-mail within 24 hours during the week and within 48 hours on weekends and holidays. I will also communicate with the class and some of you as individuals over e-mail for a variety of reasons related to the course. We will use ilearn and the distribution lists associated with it on a regular basis. *Make sure that you have activated your sfsu.edu e-mail account and either check it regularly or have it forwarded to an account you do check.*

Academic Honesty & Plagiarism
Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as his or her own. Any assignment found to be plagiarized will be given an "F" grade and will be reported to the University Judicial Affairs Officer. For more information about how to avoid plagiarism, see the Office of Research Integrity's website: http://ori.hhs.gov/avoiding-plagiarism-self-plagiarism-and-other-questionable-writing-practices-guide-ethical-writing

ADDITIONAL RELEVANT SF STATE/CHSS POLICIES

This section is to inform you of the College and University policies that may affect you. Knowledge of these deadlines (viewed at http://registrar.sfsu.edu/) and policies will help you to navigate the bureaucracy of the University while helping you succeed and graduate in a timely manner. Policies can be intimidating sometimes, but they ensure an equitable, consistent and reliable process for each student. Please review this information and refer to http://chss.sfsu.edu/content/petitions-information for more detail on these policies. Approval of a petition from the instructor and/or Department Chair does not constitute automatic approval from the Associate Dean so please continue attending class until a decision is made. If you have any questions about how these policies specifically apply to your situation, please contact the Associate Dean's Office at assocdean@sfsu.edu or in HSS 239.

When is the deadline to drop a class?
The last day to drop a class without a W grade is September 17, 2018 by 11:59 PM.

What if I wish to withdraw from a course after the drop deadline?
Withdrawal from a course is allowed from September 18, 2018 until November 17, 2018 only if you have **serious and compelling reasons with current, relevant supporting documentation**. The following are examples of **non-serious and non-compelling reasons** and would be denied:
- Changing major
- Poor academic performance in class
- Course no longer needed
- Missing pre-requisite(s)
- Instructor forgot to drop
- More time needed for other classes

Unexpected changes in work schedule or serious accident, protracted illness, or family emergencies may be considered serious and compelling if appropriate supporting documentation is attached. The petition must be submitted within a reasonable timeframe (e.g., within 2 weeks of an illness or change in work hours) and must include your unofficial transcripts. From November 20, 2018 until December 17, 2018, you may not withdraw from a class or the University, except only in the case of a **documented** serious illness or verified accident. Withdrawals cannot be initiated electronically and must be submitted using a paper application. A maximum of 18 units can be withdrawn, and a course can only be repeated once with a failing grade.

How do I take a course for Credit or No Credit (CR/NC) Grade?
Please check the course description in the Bulletin to determine if the class can be taken CR/NC. If it is permitted, then you may change your grading option via your SF State Gateway until October 22, 2018 by 11:59 PM. The Associate Dean will not approve requests for changes if you miss this deadline.

What if I want to add a class after registration closes?
The period to add classes via permission numbers is August 27, 2018 through September 17, 2018 until 11:59 PM. It is your responsibility to obtain a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting September 18, 2018, a Waiver of College Regulations form must be submitted. This will only be approved if there was an administrative error.

How do I know if any changes in my registration went through?
Always check your registration on your SF State Gateway after making any changes and before deadlines to ensure you are registered properly for your classes. It is always your responsibility to ensure your schedule is correct, even if the instructor indicates they will drop you. All deadlines will be strictly adhered to by the instructor, the Department Chair, and the CHSS Associate Dean.

When are finals?
According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. Please review your class schedule for final examination conflicts and contact your instructor for exam options. The final examination schedule is located at: https://academicresources.sfsu.edu/cal/final_exams_fall_2018.

Where do I go if I have a concern or complaint?

For matters to be handled in a timely manner, it is important to follow the proper channels by first connecting with the instructor or department involved. If you are uncertain of what steps to take, you can also contact the Associate Dean's Office for a consultation prior to taking action. If the issue has not been resolved at the department level, please contact the Associate Dean's Office by emailing assocdean@sfsu.edu, calling (415) 405-3533, or stopping by HSS 239.

What resources are available to me on campus?

Disability access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/415-338-2472, video phone/415-335-7210) or by email (dprc@sfsu.edu).

Student disclosures of sexual violence

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at http://titleix.sfsu.edu, emailing vpsaem@sfsu.edu or calling 338-2032.

To disclose any such violence confidentially, contact:
- The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/
- Counseling and Psychological Services Center - (415) 338-2208; http://psyservs.sfsu.edu/
- For more information on your rights and available resources: http://titleix.sfsu.edu

CHSS Student Resource Center (HSS 254): Provides academic advising and support to all students with a CHSS major. For more information and to book advising appointment: http://chss.sfsu.edu/src or call (415) 405-3740.

Undergraduate Advising Center (ADM 211): Provides academic advising and support to all students. For more information: https://advising.sfsu.edu/.

Schedule of Activities and Assignments

This schedule of activities and assignments is subject to change, depending on the needs and circumstances of the class. It is each student's responsibility to stay informed of any changes. If changes are made to the syllabus, they will be announced in class and made available electronically.

CLASS DATE	READING DUE	TOPICS FOR IN-CLASS LECTURES, DISCUSSIONS & ACTIVITIES	ACTIVITIES & ASSIGNMENTS DUE
**Foundations of Public Policy & Civic Engagement**		
8/31	• Bekkers et. al, chap 1 • T&C, # 1, 2, 3	What is the policy process and why does it matter? Can we disentangle policy from politics? If yes, how? If not, why not? • Discuss political introduction assignment • Discuss book review assignment	**Activity:** Complete introductory class survey
9/7	• Bekkers et. al, chap 2 • T&C, # 11 – 19	Unpacking perspectives on the policy process Role of evidence, values, ethics & sense making • Discuss Policy Brief Assignment	**Assgt. #1 Due:** Political introduction (post to ilearn) **Activity:** Provide top 3 choices for book review. **Due by 9/6, 6 am.**
9/14	• Arnstein, 1969 • Becker, 2014 • Cornwall, 2008 • Fung, 2015 • Leighninger, 2012 • Nabatchi & Amsler, 2014	Perspectives and models of civic engagement • Discussion: situating political introductions in the context of reading assigned to date • Discuss Stakeholder Analysis Assignments – Case (#3) & Policy Brief (#4)	**Activity:** Review classmates' political introductions. Post responses to at least 2 in ilearn forum. **Due by 9/13, 6 am.** **Activity:** Provide top 3 choices for book review discussion lead. **Due by 9/13, 6 am**. ****last class before add/drop deadline****
9/21	• Denning, 2004 • CIPD, n.d. • Farmer & Patterson, 2002	Where does civic engagement fit in and why does it matter? • Student-led reflective discussion on civic engagement • Oral Presentation Primer	**Activity:** Post to reflective prompts about civic engagement on ilearn. **Due by 9/20, 6 am.** **Activity:** Rank case study choices for stakeholder analysis. **Due by 9/20, 6 am.** See link on ilearn

The Policy Cycle and Models of the Policy Process			
9/28	• Bekkers et. al., chap 3 • T&C, #20, 21, 22, 23 24, 25, 45, 46, 47	Policy Problems and Agenda Setting • Discuss Google Slides Activities	**Assgt. #2 Due:** Written Book Review (8-10 pages, post to ilearn) **Book Review Presentations:** see ilearn for presenters (no discussion leads today). Upload presentation slides/materials to ilearn
10/5	• Bekkers et. al., chap 4 • T&C, #4, 5, 27, 28, 29, 44	Policy Formulation	**Activity:** Post policy brief issue area on ilearn. **Due 10/4 at 6 am.** **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
10/12	• Bekkers et. al., chap 5 • T&C #49	Policy Implementation • Backward Mapping Video Brief (4.5 mins)	**Activity:** Recap of essential concepts via Google Slides – see ilearn for instructions. **Due 10/11, 6 am.** **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
10/19	• Bekkers et. al., chap 6 • T&C #48, 50, 51	The Role of Policy Analysis and Evaluation • Multilevel Implementation Analysis Video Brief (4 mins)	**Activity:** Recap of essential concepts via Google Slides – see ilearn for instructions. **Due 10/18, 6 am.** **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
10/26	• Bekkers et. al., chap 7 • T&C #26 • Grossback et al, 2004	Learning and Innovation in the Policy Process	**Activity:** Recap of essential concepts via Google Slides – see ilearn for instructions. **Due 10/25, 6 am.** **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
Actors Across the Policy Process			
11/2	• Hermans & Thissen, 2009 • Varvasovszky & Brugha, 2000 • Weible, 2007 • Case Study (to be assigned)	Stakeholder Identification – Why it Matters and How to do it **6– 6:45:** Within-case small group discussions **6:45 – 7:30:** Across-case small group discussions **7:45 – 8:45:** Whole class synthesis roundtable	**Activity:** Review case study assigned for stakeholder analysis. Be prepare to discuss in groups.

August 31, 2018

11/9	• T&C #9, 30-39 • Pierson, 1995	Institutional Actors in Government • [Policy Fields Video Brief](#) (6 mins)	**Assgt. #3 Due:** Case Stakeholder Analysis (4-5 pages, post to ilearn) **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
11/16	• T&C #40-43 • Andrews & Edwards, 2004 • Doh & Guay, 2006 • Shanahan et al, 2008	Institutional Actors outside of Government • Policy brief issue area group discussions	**Activity:** Post preliminary outline/abstract for policy brief to ilearn. **Due 11/15 at 6 am** **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
11/23	<td colspan="3" align="center">**NO CLASS; FALL BREAK**</td>		
11/30	• T&C #6, 7, 8, 10, 15, 18 • Gilens and Page, 2014 • Mettler & Soss, 2004	Individuals & Informal Groups – Elites, Grassroots Activists, and the Disenfranchised	**Assgt. #4 Due:** Policy Brief Stakeholder Analysis (2-3 pages, post to ilearn) **Book Review Presentations:** see ilearn for presenters & discussion leads. Upload presentation slides/materials to ilearn
12/7	• Bekkers et. al., chap 8	The Reflective Policy Practitioner as an Actor in the Policy Process **6 – 7:30:** Career Panel: (panelists TBA) • **7:45 – 8:45:** Becoming a Reflective Policy Practitioner. Reflective Discussion about your role in the policy process	**Activity:** Post to reflective prompts about your role in the policy process on ilearn. **Due by 12/6, 6 am.** **Activity:** Review bios of panelists (to be provided) and prepare questions
12/14	• Last day of classes; no assigned reading	Policy symposium Reflective discussion in light of course SLOs	**Activity:** Student-led policy roundtable discussion
12/21	**Finals due**	Joint Session with PA 705: Opportunities for research analysts in public policy: how research and data can inform public policy	**Assgt #5 Due:** Written Policy Brief (15-20 pages, post to ilearn)