PA 660: Administration and Public Policy Development
Section 1, Schedule Number 22593

INSTRUCTOR:
Dr. Shawn Flanigan
Office: Professional Studies and Fine Arts (PSFA) 162
Office Hours: Tuesdays 3-5pm and Thursdays 2:30-3:30pm, or by appt.
E-mail: shawn.flanigan@sdsu.edu

You will be most likely to reach me and receive a timely response from me if you contact me by e-mail rather than by phone. Please use an appropriate subject line for the e-mail that is directly related to the course so I do not accidentally delete your e-mail as spam.

COURSE PURPOSE AND SCOPE:
Description from Graduate Bulletin: “Social, political and administrative problems involved in governmental program development and change.”

This course serves as a graduate-level introduction to the public policy process, with a focus on the context of the United States. Throughout the course students will examine theories, concepts, and models of public policy making, giving attention to both official and unofficial actors in the policy process. Students will consider how citizens’ and other actors’ voices are heard, not heard, and/or actively silenced in the context of American policies related to morality, social equity, immigration, energy and the environment, drugs, social and corporate welfare, and terrorism. Students will end the course by examining specific examples of policy implementation and policy failure.

COURSE OBJECTIVES:
The objective of this course is for students to critically examine the role that individuals and organizations play in the policy process. Students will locate themselves as well as the formal and informal organizations in which they work, study, and socialize within the policy process, both as targets of public policy and as actors in the policy process. Students will apply theories and concepts of the policy process to real-world situations during class discussion and through analysis of text and film. Students will practice explaining the influence of public policy to a practitioner audience through a written policy memo. Students also will practice influencing formal or informal policy actors through a written policy brief.

TEXTS
Required Texts:
All required readings for this course are available in a course reader. This reader can be purchased in an online format, hard copy format, or both. Information on how to purchase the reader will be made available on Blackboard. Please note: This reader is somewhat expensive. An industrious student can find almost all (if not all) of these readings through the university library journal databases, but the reader offers more convenience for busier students.

Optional Text: For students who are new to public policy and feel they need more background information, an optional text will be available for purchase at the SDSU bookstore. This text is:

Please feel free to purchase the least expensive version you find; there should be only minor variations among editions, and the overarching themes will remain similar. Students will find this text very useful for understanding the concepts discussed during class lecture, and for preparing for the public policy comprehensive exam (if you should choose to take that exam at the end of your program).

**COURSE REQUIREMENTS:**
To the extent possible given the class size, this course will be conducted as a graduate seminar. As such, it is essential that students carefully read the course materials before class, attend class regularly, and participate actively in class discussion and other classroom activities. Your final grade will be calculated based on four course assignments: a community advocacy portfolio and presentation; a television/film analysis; a policy tool analysis, and active participation. The assignments, due dates, and percent of your final grade are shown in the table below.

**Course Assignments:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Advocacy Portfolio</td>
<td>October 22</td>
<td>25%</td>
</tr>
<tr>
<td>Policy Tool Analysis</td>
<td>November 19</td>
<td>20%</td>
</tr>
<tr>
<td>Policy Tool Analysis Presentation</td>
<td>December 3</td>
<td>15%</td>
</tr>
<tr>
<td>TV/Film Analysis</td>
<td>December 17</td>
<td>30%</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout semester</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale:**
A 96-100 points  
A- 90-95 points  
B+ 87-89 points  
B- 83-86 points  
C less than 80 points

**Assignment Descriptions:**
This semester we are taking part in a university-wide initiative called Sage, and will provide technical assistance to the City of National City. Therefore both our community advocacy portfolio and our policy tool analysis assignment will be focused toward this stakeholder, and in particular an initiative to address issues related to homelessness in the city.

**Community Advocacy Portfolio (group project)**
Following the class session on social construction, interest groups, and nonprofit advocacy, student groups will submit a portfolio of language and images aimed at reconstructing the narrative around homeless individuals in National City. This portfolio will include:

- *images and language* that can be used to shift the narrative around the homeless,
- a *strategy* for how these tools should be deployed, and
- an in depth theoretical discussion of the advocacy strategies being used and the roles that social construction plays in the current view of the homeless population, the future view of the homeless, and the process of shifting this view.

Policy Tool Analysis and presentation (group project)
Students will prepare a comparative analysis of 3-4 specific policy tools or initiatives that address issues around homelessness. Students will describe and categorize each tool, give an example of where it has been used, then the relative expense and coerciveness of the tool. Based on this students will use theories from the course to predict about how feasible it would be to adopt the tool, and how politically popular (or unpopular) the tool might be.

Film/Television Analysis, 5-7 pages.
Students will choose a movie, documentary film, or television show (or multiple) related to a variety of public policy topics. Students will write a 5-7 page analysis that applies theories, concepts, and models of public policy to films and television shows viewed in class. Students may choose to focus their analysis on a single film/ television show, or may choose to focus on a specific theory, concept, or model as it is portrayed throughout multiple films/television shows. Other approaches may be permitted with advanced approval from the instructor. Additional information about this assignment will be given to students later in the semester.

Participation 10%
- Participation: Students are expected to have read the material and be prepared to actively participate in class discussions and other classroom activities. As part of a graduate-level seminar, students will be expected to participate frequently, actively, and thoughtfully in their own learning and the learning of their classmates in the classroom setting. Students will also be expected to demonstrate that they have completed the readings in advance of class, including being able to thoughtfully engage in conversation about the reading if called upon at random. This graduate seminar is held only once a week; as such students should avoid missing class if at all possible for the benefit of their own performance in the course. Please inform the instructor of absences as early in advance as possible. Although points are not given for attendance, students should not expect a strong participation grade if they are frequently absent from class.

**Note on GROUP PROJECTS**
A peer assessment of each of your group members’ contribution to the group’s work will be required for full credit on the assignment. A positive assessment of your contribution by your group members is also required for full credit. In other words, your grade may be decreased from the original grade that is posted if 1) you neglect to evaluate your peers, or 2) more than one of your group member’s gives you a negative evaluation. Peer evaluation forms will be provided by the instructor, usually via electronic survey.

**Note on ASSIGNMENT DUE DATES**
Students are always welcome to turn in assignments early if they desire. However, in the case of some assignments, students should be aware that waiting until the designated due date may provide them with exposure to additional materials and class discussion that may be useful for their topic. Without advance approval from the instructor or a documented emergency, 5 points will be deducted from the grade for the assignment for each day the assignment is late, including weekends.
**Note on READINGS AND WRITTEN ASSIGNMENTS**
We will be covering a great deal of content in the course and will be engaging in a variety of in class activities. This is a graduate-level course and the reading assignments may be rigorous in both quality and quantity. However, based on surveys of previous students regarding what in-class activities benefit them most, we will not always have a thorough in-class discussion all of the readings. Nonetheless, you are expected to complete the readings prior to class and to reference the readings where appropriate in your written assignments (for example, in your theoretical addenda). Failure to reference relevant course readings in your written assignments and to cite these appropriately will result in a lower grade on written assignments. **Students often find it helpful to bring a copy of the readings (printed or on a laptop) to class to reference during class discussion.**

**Note on SUBMITTING ASSIGNMENTS THROUGH TURNITIN**
Due to unfortunate incidents of plagiarism during past semesters, I am asking students to submit assignments through a Blackboard-based software called Turnitin. My hope is that, rather than using Turnitin to “catch” plagiarizing students, students will use the software as a preventative tool to detect possible instances of plagiarism in their own writing. Students will be permitted to submit draft versions of their assignments to Turnitin as many times as they would like, and then can check the reports generated for plagiarism and make any necessary adjustments to their work. Draft versions should be clearly marked “DRAFT” in the filename. Students will then submit their final version to Turnitin.com under a filename clearly marked “FINAL”. Students’ grades will be based only on the final version. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included.

Students should be aware that the instructor reserves the right to investigate suspected instances of plagiarism even if they do not appear in the reports generated by Turnitin. Students who need more information on what constitutes plagiarism can refer to the following website for guidance: [http://www.plagiarism.org/](http://www.plagiarism.org/). Instances of plagiarism will be handled according to the SDSU Academic Senate policy, which can be found at the following website: [http://cal.sdsu.edu/students/docs/Plagiarism.pdf](http://cal.sdsu.edu/students/docs/Plagiarism.pdf).

**ACCOMODATIONS**
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

In addition, I will make every effort to accommodate difficulties in attendance arising from religious observance. You are asked to bring any possible conflicts to my attention as soon as possible. Students should not expect, if they do poorly on an assignment, to claim at that time the need for an accommodation. This statement is to preclude that problem, and allow people with a need for accommodations to be treated fairly and appropriately.
COURSE SCHEDULE (dates of readings/ assignments may be subject to change):
AUG 27: Introduction to the Course/ The Study and Practice of Public Policy

SEP 3: Study, Practice, and Contexts of Public Policy
Read:
- Author/Editor: John W. Kingdon, Title of Book/Journal: America the Unusual, Selection/Chapter Title: Chapter 3: America Ideology, ISBN: 978-0-312-18971-6, Year of Publication: 1999

Optional Reading: Birkland Chapter 2- Elements of the Policy Making System; Birkland Chapter 3- The Historical and Structural Contexts of Public Policy Making

SEP 10: Official Actors and Public Policy – Courts, Legislature, Executive, and Public Servants
Read:

Optional Reading: Birkland Chapter 4- Official Actors and Their Roles in Public Policy

SEP 17: VISIT FROM NATIONAL CITY STAFF

SEP 24: Unofficial Actors and Public Policy- Interest Groups and Nonprofit Advocacy
Read:
- Author/Editor: Baumgartner, Frank R.; Berry, Jeffrey M.; Hojnacki, Marie, Title of Book/Journal: Lobbying and Policy Change, Selection/Chapter Title: Advocacy, Public Policy, and Policy Change

Optional Reading: Birkland Chapter 5- Unofficial Actors and Their Roles in Public Policy
OCT 1: Agenda Setting and Denial of Agenda Access
Read:

Optional Reading: Birkland Chapter 6 Agenda Setting, Power, and Interest Groups

OCT 8: Social Construction of Policy Problems- Race, Gender, and Class in Policy
Read:
- Author/Editor: Anne Schneider and Helen Ingram, Title of Book/Journal: The America Political Science Review, Selection/Chapter Title: Social Constructions of Target Populations: Implications for Public and Policy, ISBN: 00030554, Year of Publication: 1993

OCT 15- NO CLASS- CONFERENCE TRAVEL

OCT 22: In focus: Social Construction and Homelessness
Read:
- Author/Editor: Amir B. Marvasti, Title of Book/Journal: Journal of Contemporary Ethnography, Vol. 31 No. 5, 615-651, Selection/Chapter Title: Constructing the service-worthy homeless through narrative editing. Year of Publication: 2002

Community Advocacy Portfolios due at 11:59pm

6
OCT 29: Distributive, Regulatory, and Redistributive Policies

Read:

Optional Reading: Birkland Chapter 7- Policies and Policy Types

NOV 5: Policy Design and Policy Tools

Read:
- Author/Editor: John, Peter, Title of Book/Journal: Making Policy Work, Selection/Chapter Title: The Tools of Governments and Policy Outcomes

Optional Reading: Birkland Chapter 8- Policy Design, Policy Tools, and Decisions

NOV 12: Policy Implementation, Policy Evaluation, and Policy Failure

Read:

Optional Reading: Birkland Chapter 9- Policy Implementation, Policy Failure, and Learning
NOV 19- NO CLASS- CONFERENCE TRAVEL
   Policy Tool Analysis due at 11:59pm

NOV 26- NO CLASS- THANKSGIVING

DEC 3: Policy Tool Analysis Presentations

DEC 10: Models of the Policy Process
   Read:

DEC 17: FINAL EXAM WEEK. NO CLASS MEETING.
   TV/Film Analysis due at 11:59pm