Spring 2016

PA 660 Administration and Public Policy Development

SAN DIEGO STATE UNIVERSITY

Leadership Starts Here

Dr. Robert J. Sobie
Professor of Practice
School of Public Affairs
Spring 2016
Course Meets: Monday, 4:00 – 6:40 p.m.
Location: PSFA 113
Spring 2016

Instructor: Dr. Robert J. Sobie
Office Hours: Tuesdays, Wednesdays, and Thursdays from 9 - 11 a.m.; 1 - 4 p.m.
All other times by appointment only.
Phone: (619) 594-4604
E-Mail: rsobie@mail.sdsu.edu (preferred method of contact)

TEACHING PHILOSOPHY:

As you would expect, I emphasize development of student knowledge in both public policy and administration theory and practice as it relates to public-serving organizations. I accomplish this by 1) fostering a learning environment for student self-fulfillment in the classroom and online, 2) discussing empirically-based tools that students can apply in their current or future public service careers, 3) provide timely and meaningful feedback on graded and non-graded coursework, 4) and work with you to advance your critical thinking skills to foster innovative and informed thinking. I accomplish these goals through the use of scholarly literature and real-world experiences of practicing public administrators, including myself. You benefit by experiencing a more expansive view of public administration, rather than relying solely on material in the required textbook(s). In other words, I teach public administration courses, not textbook(s).

Regarding public administration, or its alias bureaucracy, I believe the discipline is an honorable profession providing a necessary administrative foundation for the provision of public services by professionals who assume commonly identifiable duties like budgeting, financial management, personnel development, legislative support, code enforcement, and case management. This is not to say that administrative action is always efficient, fair, and unbiased. Currently media reports tell us otherwise. To help us better understand these issues, and factors influencing them, is a deep and vast array of public administration literature that covers topics too numerous to mention in this short space. My overall goal is to help you increase your understanding of the complex nature of public administration and to equip you with knowledge and skills you can use in a current or future our public service career. There’s much to do so we should probably get started soon!
GENERAL CATALOG COURSE DESCRIPTION:
This course will cover the process of formulating public policy with emphasis on the role of public agencies.

ADDITIONAL DESCRIPTION
This course serves as an 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 a wide variety of policy topics.

STUDENT LEARNING OUTCOMES:
Generally speaking, SDSU’s School of Public Affairs is educating current and future public service leaders who must have a solid foundation of public policy and administration theory and practice to effectively carryout a diverse set of duties and responsibilities. Students will learn to see connections between the political, social, and economic environments influencing policy and administration; how government decides to respond to these influences; and how the professional administrator fits into a complex environment of a federalist system of government.

COURSE PREREQUISITES:
None

TEXTBOOK(S):

SUPPLEMENTAL MATERIAL:
A list of any additional required course readings will be included in the course schedule. Where access to specific articles is allowable through copyright clearance, or by you “Googling” them, these articles or their URLs will be published on Blackboard. Otherwise, students will be required to search for and access the articles through the university’s library system or other suitable online resources. All readings, including the required textbook, are expected to be completed before the scheduled class session in which they are assigned.
PROFESSOR CONTACT:

As any student would expect, I will do my best to respond to your questions in a timely manner, regardless of the method in which I receive them (i.e., email, phone, US mail, etc.). But, I generally will not be available to respond at any length to questions presented to me after 9:00 p.m., nor can I respond during any time (day or night) in which university duties require my attention elsewhere. Also, if you are absent from any class session (refer to Absences in the following section) I will not repeat lectures/instruction in any detail by email, phone, US mail, etc. In these situations, you may wish to contact your fellow students for notes, handouts, and other course material.

STUDENT RESPONSIBILITIES AND COMPLIANCE WITH UNIVERSITY POLICIES:

Students are responsible for making themselves aware of and understanding applicable university policies and procedures in the General and/or Graduate Bulletin that pertain to issues like academic integrity.

You should consult with your instructor if you are uncertain about any of the information that follows.

Student Discipline: Student disciplinary procedures for this course follow system-wide guidelines established by the Office of the Chancellor, CSU. Offenses contained in Section 41301 of Title 5 may lead to the implementation of these procedures. A student’s grade may be reduced for an assignment or course as a response to academic dishonesty. Further, at SDSU, the Center for Student Rights and Responsibilities, SSW-1604 (619-594-3069) is responsible for reviewing alleged offenses and coordinating disciplinary procedures to ensure due process. The instructor will submit alleged academic dishonesty to the Center. Additional information may be obtained by visiting: http://www.sa.sdsu.edu/srr/ or by speaking directly with the instructor.

Cheating and Plagiarism: Cheating and plagiarism are serious violations of academic standards and, if they occur in connection with an academic program at SDSU, may warrant academic sanctions (such as grade modification by the instructor) as well as disciplinary sanctions by university administration (such as probation, suspension, or expulsion, including an educational component such as an interactive learning program and/or reflective paper). The instructor will submit an academic dishonesty report describing violations to the Center for Student Rights and Responsibilities. Additional information may be obtained by visiting: http://www.sa.sdsu.edu/srr/ or by speaking directly with the instructor.

Original Work: Assignments must be original contributions to this class rather than copies of, or substantial, material drawn from previous work by the student or from other individuals. I suggest that all students keep notes and rough drafts with regard to the assignments they prepare for this course so they may easily set aside any question about the authenticity and originality of their written assignments.
Where appropriate, papers may be submitted to Turnitin® and become part of the Turnitin® database (student identities are protected). If the results of a Turnitin® originality report are to be used to charge you with plagiarism, the matter will be referred to the Center for Student Rights and Responsibilities, SSW-1604 (619-594-3069).

Absences: Student attendance is essential to the learning environment at SDSU. Should you choose to attend, you will find your time in the classroom, or logged into an online discussion/forum, to be beneficial to your success in this course, at SDSU overall, and in future public service careers. Productive engagements with course literature, instructor lectures, and discussion with your student-level peers that delve into meaningful, real-world, dialogue about policy making, administrative procedure, and so much more, is only a classroom seat or mouse click away.

For those attending, a student who expects to be part of an official university event or activity (athletics, performances, forensics, etc.) shall notify the instructor and provide a schedule indicating all class days that will be missed. The student must do so within the first two weeks of class if the student expects the instructor to provide reasonable accommodations for the absences (i.e., such as an alternative, and similarly challenging, make up quiz). The student is responsible for immediately notifying the instructor of any changes in the original schedule.

Student Disability Services: SDSU is required to ensure its programs, facilities, and Web pages are accessible to students with visual, hearing, mobility, learning, and other disabilities. Student Disability Services (619-594-6473) is a resource for students and faculty in meeting this obligation and the instructor shall comply with all documented accommodations for any student disability.

Disruptive Behavior: Disruptive behavior including the use of electronic devices by any student which for any reason materially disrupts the class work of others, involves substantial disorder, invades the rights of others, or otherwise disrupts the regular and essential operation of the university is prohibited. This includes disruption, or interference which impedes, impairs or obstructs teaching, research, administration, conduct proceedings, other university missions, processes, or functions including public-service functions or other authorized activities.

The instructor reserves the right to reduce a student’s grade based on the extent to which the disruption impacted peer student learning.

Submitting Written Assignments: Unless noted elsewhere in the Syllabus, students shall submit electronic copies of all assignments to the instructor through Blackboard by the required due dates in order for the assignment to receive full consideration by the instructor. It’s at the instructor’s sole discretion to accept or reject late assignments. If accepted, within two calendar days of the original due date, a mandatory 10% point reduction will be applied.
GRADING SCALE:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 – 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 92</td>
<td>A-</td>
</tr>
<tr>
<td>77 – 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76</td>
<td>C</td>
</tr>
<tr>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 – 86</td>
<td>B</td>
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<tr>
<td>80 – 82</td>
<td>B-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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GRADING RUBRIC:

- Hands-On Policy Exercises (10 @ 5 points each)  
  - All exercises are due by the start of the class session following when they are assigned.
- Policy Making Simulation  
  - Member of the governing body (10 points)  
  - Member of the administrative body (10 points)  
  - Member of the concerned citizens (5 points)
- Test #1  
- Policy Analysis Paper (local)  
- Policy Analysis Paper (state)

Total Points 150 points

WRITING RUBRIC:

Academic writing requires attention to spelling, grammar, formatting, and citing other scholarly writing when the “words are not our own.” Therefore, required writing assignments will be evaluated using the following rubric.

<table>
<thead>
<tr>
<th>Content (70%)</th>
<th>Grammar &amp; Mechanics (25%)</th>
<th>APA and Layout (5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic relevance</td>
<td>Paragraph / sentence development</td>
<td>Title page, reference page</td>
</tr>
<tr>
<td>Supporting literature</td>
<td>Word usage</td>
<td>Headings / subheadings</td>
</tr>
<tr>
<td>Discussion / Argumentation</td>
<td>Spelling</td>
<td>Citations / APA 6th Edition</td>
</tr>
<tr>
<td>Theory/thesis</td>
<td>Quotes</td>
<td>Page numbers</td>
</tr>
</tbody>
</table>

Examples of point reductions: plagiarism, citations and references are absent or weak, required number of references/sources is not met, poorly developed analysis.
ASSESSMENTS:

An in-class test will cover the course to the midway point and will consist of a series of multiple choice, true/false, short answer, and possibly short essay questions. All class readings, lectures, and any student contributions will serve as potential sources for constructing the examination questions. The course does not have a final exam. Students will not be allowed to make up a missed test/exam without prior approval, for a well-documented reason.

POLICY ANALYSIS PAPER

Local

A policy proposal paper, focusing on a local-level legislative policy “idea” will be the focus of this assignment. Prepare a 4 – 6 page paper, double spaced, 1” margins, 12 pt font, and no cover page, your name in the header based on the following requirements:

- Think of your local community, or any community for that matter, and a policy that you believe would benefit the community. The topic can be anything: public safety, recycling, wellness programming, and so on, that does not already exist in the community.
- Briefly describe the community setting, the policy topic, and explain why you believe it’s needed.
- Identify the official actors (i.e., local government representatives) who will be involved in the policy debate.
- Identify the unofficial actors (i.e., stakeholder groups), and what you believe [realistically] their positions will be regarding the policy proposal. Where [venues] would these unofficial actors engage in attempts to influence the policy making process.
- Discuss realistic budgetary impacts of the proposed policy as well as likely benefits (i.e., outcomes).
- Make a specific recommendation(s) to the governing body regarding your policy proposal and offer a concluding statement.

State

A policy analysis paper, focusing on a state-level legislative policy will be the focus of this assignment. Prepare a 4 – 6 page paper, double spaced, 1” margins, 12 pt font, and no cover page, your name in the header that analyzes an Assembly or Senate Bill from the California legislature. An often used source for this policy process class is The California State Office of Legislative Counsel (http://leginfo.legislature.ca.gov/) that will provide the information on the legislation (bill) and in some cases, an analysis. Students will most likely need to supplement their research with information derived from other sources: media reports, other state Web sites, etc.

Your analysis needs to include the following information:
- Brief overview of the Senate Bill or Assembly Bill in your own words rather than copying text from the legislation. Determine
• Analysis of how the legislation is or is not consistent with the bill author’s legislative priorities (Note: A Senator or Assembly Member’s legislative priorities can be found on the legislator’s website and research of material from that legislator’s last campaign);
• Identification of the official actors in the policymaking and implementation process;
• Identification of the unofficial actors (“stakeholder groups”) who support and oppose the legislation and why you believe each group has an interest in this issue;
• Identification of the fiscal impact of the legislation on the State (if known);
• Conclude with a brief discussion on whether you support or oppose the legislation; and how you believe this will impact select Californians or all residents. In other words, what does it offer and what does it take away?

For example, the use of marijuana for medical [or recreational] purposes is an ongoing discussion. From the Legislative Counsel Web site listed above, you could search on the keyword “marijuana” and find various Bills.

QUIZZES:

Up to five (5) useful quizzes will be administered in this class.

DETAILED CLASS SCHEDULE FOLLOWS
CLASS SCHEDULE:

Week 1: January 25 - Welcome, Introduction, Course Overview

Week 2: February 1 – Chapter 1

Week 3: February 8 – Chapters 2 – 3; H.O.P.E. #1

Week 4: February 15 – Chapters 4 – 5; H.O.P.E. #2

Week 5: February 22 – Political Party Exercise; H.O.P.E. #3; PACC 1

Week 6: February 29 – Chapter 6, Policy Making Sims; H.O.P.E. #4; PACC 2

Week 7: March 7 – Video: “The Smartest Guys in the Room”; H.O.P.E. #5; PACC 3

Week 8: March 14 – Chapter 7, Policy Making Sims; H.O.P.E. #6; PACC 4;
Policy Analysis Paper - Local Due by 10 p.m.

Week 9: March 21 – Test #1

Week 10: March 28 – Spring Break

Week 11: April 4 – Chapter 8, Policy Making Sims; H.O.P.E. #7; PACC 5

Week 12: April 11 – Chapter 9, Policy Making Sims; H.O.P.E. #8

Week 13: April 18 – Chapter 10, Policy Making Sims; H.O.P.E. #9

Week 14: April 25 – Video: “Killing Floor”; H.O.P.E. #10

Week 15: May 2 – Policy Making Sims; Policy Analysis Paper - State Due by 10 p.m.

(Last day of classes for Spring semester is May 5)

Week 16: May 9 – No Class
CourseKey Student Engagement App:

1st Course - $25.00
Additional Courses - $5.00

REGISTRATION EMAIL INSTRUCTIONS:

This course will be using CourseKey (www.thecoursekey.com) - a higher education, classroom engagement software that is designed to boost attendance, increase lecture interaction, and facilitate peer-2-peer learning. The app combines features that help the professor more efficiently manage the class and allows students to connect more effectively outside of class.

You will be able to use the iOS application or any smart device (smartphone, tablet, laptops, etc.) with a web browser. If you do not have a smart device please contact the support team at support@thecoursekey.com so that arrangements can be made to accommodate you.

- App Store Link: CourseKey – Student iOS App

You can visit the CourseKey Youtube channel for the Student Quick Start Guide which outlines how you will register for a student account, as well as providing a brief overview to get you registered for the class. The first day of class a representative from CourseKey will be in the classroom explaining the app in greater detail.

Please follow these instructions to create your account and register to use the app for the course. If you require assistance you can find the CourseKey support team from 9:00 am - 5:00 pm PST, M-F in the Zahn Innovation Center (EBA-419).

Step 1: Create Account

To sign up use the following link to create your account: https://portal.thecoursekey.com/signup

- You will then be able to create an account, entering your first and last name.
- Enter your email that you can access (you will receive a confirmation link).
- Enter a secure password that you will remember and re-enter it.
- Select your campus/school and then enter SCHOOL ISSUED ID – This is your REDID
- Click on the link to read the terms of service and privacy policy and after reading click the box.
- Click “SIGN UP” and you will receive an email shortly after with a verification link.
  - If you don’t receive an email, check your spam or junk folders and make sure to add CourseKey to your inbox.
- Click on the verification link in the email and then click “VALIDATE” to activate your CourseKey account.

Step 2: Register for the Course

To register to use the app for the course simply log in at: https://portal.thecoursekey.com/login

- Once logged in, click “Add a Course” and type “ck65t1” and you will see the class.
  - You can also search for the professor name and class through the search option.
- Click “Yes” to add the event and you are now ready to participate in the lecture.