

**University of Southern California**  
**School of Policy, Planning, and Development**  
**PPD 225 Public Policy and Management**  
Spring, 2008 Tuesday/Thursday 2:00-3:50 pm  
RGL 105

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Wednesday 2:00-4:00 PM

and by appointment

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## **COURSE DESCRIPTION**

This course provides students with a basic introduction to the institutions and processes involved with making and managing public policy in the United States. It is an introduction to public policy and management, and serves as part of the core curriculum for the undergraduate degree in the School of Policy, Planning and Development.

The course focuses on the use of public policy as a mechanism for addressing societal problems. It investigates models of the policy-making process, including agenda setting, alternative design, adoption, implementation and evaluation. Because public policy choices are only as effective as the managerial processes that implement them, this course also focuses on public management.

Public managerial processes have become particularly complex in a world characterized by rapid population change, technological evolution, and a blurring of boundaries between public and private spheres of action. This course covers key dimensions of public management, and evaluates alternative institutional arrangements for managing public affairs and delivering public services.

## **COURSE OBJECTIVES**

Discussion of readings, cases, and current affairs will prepare students with the basic analytical skills to analyze problems in the public sector. Every student in the course will be required to submit written assignments, make oral presentations, and participate in class discussions. At the end of the course, students should be able to:

1. Define public policy and public management
2. Identify various models of the policy making process
3. Describe the roles played by various policy actors
4. Describe the institutional influences on public policy
5. Explain the complexities of various public policy domains

6. Describe the stages of the policy making process

## **COURSE TEXTS**

Thomas Dye. 2007. *Understanding Public Policy*. 12<sup>th</sup> Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.

Nicholas Henry. 2007. *Public Administration and Public Affairs*. 10<sup>th</sup> Edition. Upper Saddle River, NJ: Pearson/Prentice Hall.

Billier, Bob, Juliet Musso, and Bob Myrtle. *Tradecraft: Writing and Analysis for Public Policy and Management*. Available on Blackboard

## **COURSE REQUIREMENTS**

### **Academic Responsibility and Dishonesty**

The attachments, “Academic Responsibility” and “Academic Dishonesty Sanction Guidelines,” are taken from *SCAMPUS* and provide the University’s statement of academic responsibility and dishonesty and a description of academic violations and their recommended sanctions.

### **Disability Services and Programs**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open early 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

### **Exams**

There will be one midterm examination plus a final exam, both consisting of 3 short answer questions and one major essay question. Make-up exams will only be given if you notify the instructor before the time of the exam and you have a **reasonable and verifiable** excuse. Your midterm exam will be *during class on March 6* and your final exam will be from 2-4 pm on May 8.

Each exam accounts for 25% of your grade.

### **Informational Interviews**

Each student is to conduct two extended (and preferably, in-person) interviews. An interview guide is attached to this syllabus and should help you identify productive questions. The interviews are to be written up in one 5-8-page paper, covering what was learned—from your interview subjects and about yourself in the process. More directly, the informational interviews are not simply to describe the content of what was covered in the discussion. They are also to discuss what you, after having the chance to reflect on the interviews, learn from them. It is to note especially things that make a difference for you.

The interviews are to be with persons engaged in professions and locations of particular interest to you in the for-profit, not-for-profit, and public sectors. The interviews are to tap what that people have learned from their careers to date; what sort of things they have found particularly vexing and satisfying; what kinds of motivations and responsibilities they have; and to pass along any suggestions or advice for you and/or the class that might be useful. If a person is also knowledgeable about your group presentation and public policy or management memo (discussed below), then you also want to explore what they can teach you on that subject as well.

A good source for potential interview subjects is the Trojan Network, offered by the Career Placement Center. The network is an exclusive alumni database connecting USC students with USC alumni to gain information about career fields, companies, and organization cultures. You can access these individuals by enrolling online at <http://careers.usc.edu/trojannetwork/>. Be sure to include with each of your papers the full name, title, and address for each interviewee. Your informational interviews are due on **February 21**. The informational interviews account for 5% of your final grade.

### Case Studies

Students are expected to write up a 2 to 3 page response to *two* of the cases that are listed on the syllabus. Cases will be handed out on Wednesday and will be due the next Wednesday. (**Case 1 February 7; Case 2 April 3; and Case 3 April 15**) Solutions or responses to the cases will be integrated into class discussions. Your response to the case should include the following:

- ❖ Discuss the facts of the case.
- ❖ Identify the specific problem(s) you are being asked to address.
- ❖ Offer up specific proposals/solutions/recommendations to address the problem.
- ❖ Justify the solution you recommend, using the material covered in the reading, presentations, or in lecture.

The case studies account for 10% of your final grade.

### Group Presentations

The class will be organized into *eight* groups or teams. In addition to informal group work each group will have a formal group presentation. The group presentation is designed to examine a particular topic in greater depth. The strategy for the presentation is left to the group's discretion. For example, you may choose to bring in outside experts; outside readings; a case that amplifies the topic in greater detail; or a combination of all three. This is *not* an exhaustive list of options, just a set of ideas to get you thinking about how you might want to structure your presentation.

The group is wholly responsible for the development of the topic and design of the presentation. However, *at least two weeks before* your scheduled presentation, each group is to submit the following: topic, organization or individuals to be contacted regarding the topic, and a work plan (who is going to do what). Four group presentations will be on **April 29** and the remaining four group presentations will be on **May 1**.

The group presentations account for 10% of your final grade.

## **Public Policy/Management Memo**

This paper is to be done on a specific public policy or management of your choosing and the issue should be identified as early as possible. It should be an issue that interests you, which is current, and which has upcoming choices that can or should be made. You are to write the paper from the point of view of an actor for whom the issue is relevant. For example, if the issue was public housing, you could write from the point of view of a building contractor, the local housing authority or from the point of view of a public housing resident. This paper is used to help you learn and practice the kind of professional and action oriented writing that is done in this field and a guide is attached to this syllabus.

The paper is to be action oriented, and is to provide a specific recommendation that you come to see as important and worth doing on the issue you have identified. The paper is to provide a brief summary of the problem on which the issue is focused and the context within which that problem is set; a review of the pros and cons of the major alternative choices that are feasible; and some of the necessary implementing steps that would be needed to achieve the recommendation's accomplishment. The average paper length is 8-10 pages (not including appendices). Your paper is due on **May 1**.

The memo accounts for *15%* of your final grade.

## **In-Class Participation**

Students are expected to attend every class session and to come prepared to participate in class discussions. There will be in-class pop quizzes, writing and discussion assignments. These, along with attendance, will be used to evaluate class participation.

## **PERFORMANCE EVALUATION SUMMARY**

The dates and exact weights for all course requirements are listed below.

<b>ASSIGNMENT</b>	<b>DUE DATES</b>	<b>WEIGHT</b>
<b>Informational Interviews</b>	21 February	<b>5%</b>
<b>Midterm Examination</b>	6 March	<b>25%</b>
<b>Public Policy/Management Memo</b>	1 May	<b>15%</b>
<b>Final Examination</b>	8 May	<b>25%</b>
<b>Case Studies</b>	Two case studies	<b>10%</b>
	7 February—Case 1	
	3 April—Case 2	
	15 April—Case 3	
<b>Class Participation</b>	(daily)	<b>5%</b>
<b>Group Participation</b>	(weekly)	<b>5%</b>
<b>Group Presentation</b>	One major presentation	<b>10%</b>

## Course Schedule—Subject to Change

- January 15**            Introductions and Review of Syllabus
- January 17**            Foundations of Public Policy and Management  
Dye, Chapter 1: Policy Analysis—What Governments Do, Why They Do It, and What Difference it Makes  
Henry, Chapter 1: Big Democracy, Big Bureaucracy
- January 22, 24**        Governance, Policy, and Management  
Henry, Chapter 2: Public Administration's Century in a Quandary  
3: The Threads of Organization: Theories
- January 29, 31**        Organizational and Personnel Challenges  
Henry, Chapter 4: The Fabric of Organizations: Forces  
5: The Fibers of Organizations: People
- February 5,7**         Introduction to Theories of Public Policy  
Dye, Chapter 2: Models of Politics—Some Help in Thinking about Public Policy  
Henry        10: Understanding and Improving Public Policy  
*Case Study 1 Due: February 7*
- February 12,14**       The Policymaking Process  
Dye, Chapter 3: The Policymaking Process—Decision-Making Activities  
15: Policy Evaluation—Finding Out What Happens After a Law Is Passed.  
*Group Presentation Topic Number 1—Examples of Attempts to Evaluate Public Policy*
- February 19, 21**      Criminal Justice, Health, Welfare, and Education Policy  
Dye, Chapter 4: Criminal Justice—Rationality and Irrationality in Public Policy  
5: Health and Welfare—The Search for Rational Strategies  
6: Education—The Group Struggle  
*Group Presentation Topic Number 2—Juvenile Justice or Secondary Education*  
*Informational Interviews Due: February 21*
- February 26, 28**      Economics and Tax Policy  
Dye, Chapter 7: Economic Policy—Incrementalism at Work  
8: Tax Policy—Battling Special Interests  
Henry        8: The Public Trough—Financing and Budgeting Governments  
*Group Presentation Topic Number 3—Defending The Budget*

**March 4, 6**     Immigration, Environmental, and Civil Rights Policy

Dye, Chapter    9: International Trade and Immigration—Elite and Mass Interaction  
                     10: Environmental Policy—Externalities and Interests  
                     11: Civil Rights—Elite and Mass Interaction.

***Group Presentation Topic Number 4—Immigration or the Environment***

***Midterm Exam: March 6***

**March 11, 13**     Defense and Homeland Security Policy

Dye, Chapter    13: Defense Policy—Strategies for Serious Games  
                     14: Homeland Security—Terrorism and Nondeterrable Threats

***Group Presentation Topic Number 5—National Security***

**March 18, 20**     ***Spring Break—No Class***

**March 25, 27** Intergovernmental Relations

Dye, Chapter 12: American Federalism—Institutional Arrangements and Public Policy  
Henry, Chapter 12: Intergovernmental Administration

***Group Presentation Topic Number 6—Cooperation and Conflict in National and State Government Relations (or State and Local Government)***

**April 1, 3**     Improving the Performance of Public Organizations Part I

Henry, Chapter    6: Clarifying Complexity—The Public's Information Resources  
                     11: Intersectoral Administration

***Case Study 2 Due: April 3***

**April 8, 10**     Improving the Performance of Public Organizations Part II

Henry, Chapter    7: Corruption's Consequence—Public Productivity  
                     9: Managing Human Resources in the Public Sector

***Group Presentation Topic Number 7—Successes and Failures in Public Management***

**April 15, 17** New Public Management and Reinventing Government

Selected Readings from Osborne and Gaebler  
Selected Reading from Kettl, The Global Management Revolution

***Case Study 3 Due: April 15***

**April 22, 24** Administrative Responsibilities

Henry, Chapter    13: Toward a Bureaucratic Ethic  
Selected Readings on Citizen Participation

***Group Presentation Topic Number 8—Strategies to Improve Citizen Participation***

**April 29**             **Group Presentations: 1-4**

**May 1**                **Group Presentations: 5-8**

***Policy/Management Memo Due: May 1***

**May 8**                **Final Exam**

2pm-4pm

## **ACADEMIC RESPONSIBILITY**

"Students, faculty, and administrative officials at the University of Southern California, as members of the academic community fulfill a purpose and a responsibility.

The University must, therefore, provide an optimal learning environment, and all members of the University community have a responsibility to provide and maintain an atmosphere of free inquiry and expression. The relationship of the individual to this community involves these principles: Each member has an obligation to respect:

1. THE FUNDAMENTAL HUMAN RIGHTS OF OTHERS
2. THE RIGHTS OF OTHERS BASED UPON THE NATURE OF THE EDUCATIONAL PROCESS
3. THE RIGHTS OF THE INSTITUTION

## **ACADEMIC DISHONESTY**

The following statements and examples explain specific acts of academic dishonesty.

1. Examination Behavior: Any use of external assistance during an exam is considered academically dishonest unless expressly permitted.
  - a. Communicating in any way with another student during the examination.
  - b. Copying material from another student's exam.
  - c. Using unauthorized notes, calculators or other devices.
2. Fabrication: Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.
  - a. Inventing or altering data for a laboratory experiment or field project.
  - b. Resubmitting returned and corrected academic work under the pretense of grader evaluation error, when, in fact, the work has been altered from its original state.
3. Plagiarism: Plagiarism is the theft and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practice.
  - a. Direct Quotation: Any use of a direct quotation should be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing.
  - b. Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrase material.
4. Other Types of Academic Dishonesty:
  - a. Submitting a paper written by another;
  - b. Using a paper or essay in more than one class without the instructor's express permission;
  - c. Obtaining an advance exam copy without the knowledge or consent of the instructor;
  - d. Changing academic records outside of normal procedures;
  - d. Using another person to complete homework assignment or take-home exam without the knowledge and consent of the instructor.

The above information is taken directly from the SCampus and the Academic Affairs Unit of the Student Senate in conjunction with the Academic Standards Committee.

## APPENDIX A: ACADEMIC DISHONESTY SANCTION GUIDELINES

VIOLATION	RECOMMENDED SANCTION (assuming first offense)
Copying answers from other students on exam.	F for course.
One person allowing another to cheat from his/her exam or assignment.	F for course for both persons.
Possessing or using extra material during exam (crib sheets, notes, books, etc.)	F for course.
Continuing to write after exam has ended.	F or zero on exam.
Taking exam from room and later claiming that the instructor lost it.	F for course and recommendation for further disciplinary action (possible suspension).
Changing answers after exam has been returned.	F for course and recommendation for disciplinary action (possible suspension).
Fraudulent possession of exam prior administration.	F for course and recommendation for suspension.
Obtaining a copy of an exam or answer key prior to administration.	Suspension or expulsion from the University; F for course.
Having someone else take an exam for oneself.	Suspension or expulsion from the University for both students; F for course.
Plagiarism.	F for the course.
Submission of purchased term papers or papers done by others.	F for the course and recommendation for further disciplinary action. (possible suspension)
Submission of the same term papers to more than one instructor where no previous approval has been given.	F for both course.
Unauthorized collaboration on an assignment.	F for the course for both students.
Falsification of information in admission application (including supporting documentation).	Revocation of university admission without opportunity to apply.
Documentary falsification (e.g., petitions and supporting materials medical documentation).	Suspension or expulsion from the university; F for course when related to a specific course.
Plagiarism in a graduate thesis or dissertation.	Expulsion from the university when discovered prior to graduation; revocation of degree when discovered subsequent to graduation.

Please refer to *Trojan Integrity: A Faculty Desk Reference*, for more information on assessing sanctions. You may also consult with members of the Office of Student Judicial Affairs and Community Standards at any point in the process, (213) 740-6666

**Note:** The Student Conduct Code provides that graduate students who are found responsible for academic integrity violations may be sanctioned more severely than Appendix A suggests.



## **Informational Interviews**

You are required to interview two people who either have the job you think you would like to have eventually or are in a position to hire you for the job you want. The first thing you need to do is decide who you would like to interview. Next, call the person to schedule an appointment. Tell them you are a student at the University of Southern California and that you are taking a class that requires to you interview people who have achieved success in their career field, and you would like to do your report on her/him.

You will have to design your own interview based on your knowledge of the person you are interviewing (do some research before going to the interview) and your own interests. Some suggested questions might include:

1. How did you become interested in this field of work?
2. How did s/he enter the field? What type of education and training did they have and where: on-the job, in school, training programs, etc.
3. What are specific duties of the job? What kinds of skills are needed?
4. What is the labor market in this line of work? Are there openings very often or does it appear to a closed field that is very difficult to break into?
5. What do you like best about what you do?
6. What do you like least about what you do?
7. Is there anyone else you would recommend I talk to about this type of work and its educational requirements?
8. What advice would you give for someone just starting out in this field?

Send a hand-written thank you note to the person you interviewed within a week following the interview.

## Writing a Policy Paper

\* *Writing a policy paper is different from writing a research paper—basically the opposite:*

- write early and revise frequently for content, rather than late and revise for polish;
- write to discover rather than report;
- write for a real client whose values calibrate how you proceed (concentrate on doing it from one perspective well);
- write on a specific, rather than a general issue;
- write backwards (write what you know at the beginning when you know least as a way of discovering what you must find out), rather than gathering all your material and writing at the end (when you know what you have discovered);
- define a precise series of implementation steps for what you recommend;
- write/revise to be as short as you possibly can, rather than as full as you can achieve.

\* *Characteristic features of a policy paper:*

- memo format (to/from/date/subject)
- lock and key test
  - the *subject* is a precis of the recommended answer;
  - the *problem statement* frames the question the subject answers;
  - the *context/background* section allows you to understand the problem framed;
  - the *alternatives* allow the choice among credible options for dealing with the problem specified;
  - pros and cons* reveals the strengths/benefits and weaknesses/costs of the alternatives presented;
  - the *recommendation* reviews why other options are not chosen and one is chosen;
  - implementation* steps allow the client to understand what the recommended alternative actually is, by showing what would need to be done to achieve it in reality;
  - appendices* allow selected information that is important backup to understanding the problem and the solution, but that does not belong in the main analysis.
- when you finish each of these sections must agree with and finally be internally and consistent with each other.