

PPD 693: COMMUNICATING PUBLIC POLICY draft 2.5

USC SOL PRICE SCHOOL OF PUBLIC POLICY

Spring, 2017

VKC 207, Tuesday. 6:00-9:20 p.m.

Professor: Mark Lloyd (marklloy@usc.edu)

Office hours: Wed. 11:00 a.m.-12:00 p.m. and by appointment

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**YOU CAMPAIGN IN POETRY.
YOU GOVERN IN PROSE.**
--Mario Cuomo

If “I will build a great wall – and nobody builds walls better than me, believe me – and I’ll build them very inexpensively. I will build a great, great wall on our southern border, and I will make Mexico pay for that wall . . .” is poetry, what will governing look like in 2017 America?

Americans’ approval of and trust in government is, once again, at an all-time low. Perhaps one of the reasons for this is the dramatic distance between political promises and political action . . . or campaigning and governance. Another reason for this may be the way media (journalists, commentators), policy experts and, increasingly, ordinary opinionated Americans, communicate with each other about how to address public issues. The goal of PPD 693: *Communicating Public Policy* is to help students to understand and to analyze the roles of media, policy analysts, citizens and public servants in the public policy process.

The Supreme Court once ruled that the First Amendment “rests on the assumption that the widest possible dissemination of information from diverse and antagonistic sources is essential to the welfare of the public.” This course will explore the different roles of policy experts, media and telecommunications companies (including social media) and citizens in democratic deliberation.

The focus of this course is three-fold:

1. To learn how policy analysts communicate policy issues;
2. To learn how media communicate often-conflicting information and for what purposes; and
3. To learn how citizens can most effectively evaluate whether their critical information needs are being met.

We will use current public policy issues to explore the complex relationships that exist among policies, policymakers, and the print, electronic and digital media. Prominent among these issues will be those of importance to the 2016 U.S. Presidential campaign, the 2016 California U.S. Senate campaign, and various local and state-wide California referenda on the 2016 ballot.

In addition to the assigned readings, students are **required** to monitor, **on an on-going basis**, coverage of major policy debates, governmental and political issues in the various media—including newspapers, news magazines, radio, broadcast and cable television and on the web.

Please pay particular attention to the **coverage** of, and the media debate surrounding, **both** the issues and the policy actors involved in the new state and national agenda for 2017.

In addition, ongoing, **close** attention should be paid to these specific policy issues (as well as to their communication and to the politics which surround them):

- In California:
 - The state's drought and continuing water policy debate
 - State and local pension reforms
 - Gun control
 - State implementation of the Affordable Care Act
 - The 2017 state budget debate
 - The run-up to the 2018 state elections
 - Marijuana legalization
 - The impact of immigration

- On the federal level:
 - Jobs and the economy
 - Middle East policy
 - Homeland security and terrorism (including Gun Control)
 - Immigration and immigration reform
 - The continuing battle over health care reform
 - Infrastructure investment
 - The continuing entitlement reform debate

Students are expected not only to read assigned materials and to keep up-to-date with unfolding political events and policy issues, but also to **participate actively** in class discussion--and that includes class attendance (since you can't participate if you don't attend).

It also means actively and extensively contributing time, expertise and energy to the preparation and articulation of two “hands-on” projects required of the class

There will be one mid-term project and one final project required of each student. **Detailed guidelines for both projects will be posted on Blackboard, and discussed in class over the coming weeks.**

Mid-term project:

In general terms, the mid-term project will encompass an aspect of communicating policy in a political arena.

The project will require role-playing and issues research, as well as team participation and creativity.

Final Project:

The final project will be centered on each student’s preparation of a multi-media plan to advance a specific policy issue (to be determined).

Grading for the class is as follows:

Preparation and Participation	10%
Special Assignments	10%
Mid-term project	40%
Final project	40%

Required Texts:

The following texts are required:

Doris A. Graber, ed. *Media Power in Politics*, 6th Ed., (CQ Press, 2007)

Steve Swatt, et al., *Game Changers: Twelve Elections That Transformed California*, (Heyday Press, 2015)

Additional Readings:

Readings selected and distributed and/or e-mailed by the professor and/or posted on Blackboard prior to class discussion will constitute a portion of reading assignments, because the issues to be studied are so current.

Also, to prepare for each week's class discussion, get to know and peruse daily ***Rough and Tumble*** (www.rumble.com) for the California focus on politics and policy and ***Real Clear Politics*** (www.realclearpolitics.com) and ***Politico*** (www.politico.com) for a sampling of the national focus.

Your reading should also include not only articles from the *Los Angeles Times* (www.latimes.com), the *Sacramento Bee* (www.sacbee.com) and other California media, but also articles relevant to politics and public policy in the *New York Times* (www.nytimes.com), the *Washington Post* (www.washingtonpost.com), and the *Wall Street Journal* (www.wsj.com)

You should also sample an array of major political blogs—those which deal in objective analyses and those from perspectives on distinct points on the ideological spectrum.

You should also frequently visit YouTube (and other relevant blogs and websites) for political and policy videos— including policy advocacy videos **(if/when you find a video that bears class discussion, please send me the link).**

Please note the following:

Policy on Emergency Preparedness/Course Continuity in a Crisis: In case of a declared emergency, if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Policy on late and missing assignments: Late assignments will be graded down **one full grade** for every class session the assignment is overdue. Each missing assignment will be factored into the final course grade tally as an **F**.

Policy on Disability Services: 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 us 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.

Policy on Academic Integrity, Plagiarism and Illegitimate Assistance: Students must adhere strictly to standards of academic integrity, as outlined in Scampus (<http://www.usc.edu/dept/publications/SCAMPUS/>).

The University recommends strict sanctions for plagiarism, as discussed in the “Guide to Avoiding Plagiarism”, a copy of which is available on the web, along with the recommended sanctions for academic integrity violations and the USC Writing Program’s discussion of “Illegitimate Assistance” and “Other Types of Academic Dishonesty” (<http://www.usc.edu/dept/LAS/writing/tools/plagiarism.html>).

Please note that research materials found on the World Wide Web must be **fully** documented **with regard to author and title** as well as URL.

Please also note that research **must** go beyond a simple search for relevant materials on the web. It is expected that relevant books, journal and newspaper articles, as well as interviews with various policy actors—where appropriate, are required **in addition to simple web searches**, and must be included in the **student’s bibliography of sources used, which will accompany written assignments**.

Professor Short Bio: Mark Lloyd is a professor of practice, teaching in both the Annenberg Communication School and the Journalism School since 2013. From 2009-2012 Lloyd served as the associate general counsel at the Federal Communications Commission, advising the Commission on how to promote diverse participation in the communications field. In addition, Prof. Lloyd was the General Counsel of the Benton Foundation and the Chairman of the Board of the CPB-funded Independent Television Service. Before becoming a lawyer, Mr. Lloyd was an Emmy award-winning broadcast journalist, working for public and commercial radio and television, including work at NBC and CNN. Prof. Lloyd’s academic career includes two years as a visiting scholar at MIT, and several years as an adjunct professor of public policy at the Georgetown University Public Policy Institute. The author of numerous popular and academic articles and essays, including [Prologue to a Farce, Communication and Democracy in America](#) (University of Illinois Press, 2007) and [The Communication Crisis in America and How to Fix it](#) (PalgraveMacmillan, 2016) . Mr. Lloyd graduated from the University of Michigan-Ann Arbor with a double major in journalism and political science, and from the Georgetown University Law Center.

COURSE SCHEDULE

The following is a schedule of topics and readings (**subject to change in accordance with guests' availability**):

WEEK 1: CLASS INTRODUCTION AND OVERVIEW

(1/10) **Special Assignment: Evaluating the Communication of Policy through the Presidential Transition.**

Reading: Read the indepth articles at the RealClearPolitics site and be prepared to discuss (and cite references) to address the following questions:

- What are the promises of the Trump campaign?
- How are these promises communicated?
- How are these promises addressed through what is known about the transition?.

WEEK 2: **What do you think should happen over the next few months?**
(1/17)

- a. The Basics of Public Policy—A Review
- b. The Basics of Communicating Public Policy
- c. The Basics of our Media Ecology

Special Assignment: (students post on Blackboard by 5 p.m. on 1/26/16):

Come prepared next week with a **memo**, (no longer than **two-pages, double-spaced**) that you have researched and written, on a policy issue (other than the broad policies listed above) that you have identified as important in the current California legislative session, the current Congressional session, the last years of Gov. Jerry Brown's second governorship or the first year of the Trump Presidency. **List the resources you used in a bibliography attached to the memo (i.e., on a separate page).**

Among the questions you should address in your memo are:

- Why is this an issue in the policy arena you've chosen?
- Who (individuals, groups, etc.) are the proponents of the issue? Why?
- Who (individuals, groups, etc.) are the opponents of the issue? Why?
- Where does each of the two major political parties stand on this issue? Why?

- What is **your** evaluation of the impact of this issue on the politics of the policy arena you've chosen?
- Which policy actor(s) has (have) the most to gain politically from highlighting this issue? Which has (have) the most to lose?

USE YOUR ANALYTICAL SKILLS, YOUR OBSERVATION SKILLS, AND YOUR OWN POLITICAL INSTINCTS!

Mid-term project guidelines will be posted on Blackboard and distributed and discussed in class next week.

Assigned readings:

Graber, 7-17, 33-43, 45-53, 101-108, 153-163
Swatt, Forward, Preface, Chapter 5

**WEEK 3: The Inaugural Address (Jan. 20, 2017)
Who and what went into it . . . what did it accomplish.**

(1/24) POLICY ACTORS 1 (ELECTED OFFICIALS, STAFF) — Infrastructure and Trade

Assigned readings:

Graber, Part IV
Swatt, Chapters 6, 7

Discussion of memos
Discussion of project guidelines
Discussion of roles and process of role assignment

**WEEK 4: COMMUNICATING PUBLIC POLICY: THE ROLE OF PUBLIC POLICY ACTORS 2 (INTEREST GROUPS AND LOBBYISTS)
(1/31)**

Assigned readings:

Graber, Part V
Swatt, Chapter 9

**WEEK 5: COMMUNICATING PUBLIC POLICY - THE INITIATIVE PROCESS
(2/7)**

Assigned readings:

Smith, Chapter 10
Swatt, Chapter 10

Mark Baldassare, *At Issue: Reforming California's Initiative Process*, PPIC, October, 2013.
(http://www.ppic.org/content/pubs/atissue/AI_1013MBAI.pdf)

WEEK 6: COMMUNICATING PUBLIC POLICY: THE ROLE OF “EARNED” MEDIA, SOCIAL MEDIA AND “DIGITAL STRATEGY” (2/14)

Assigned readings:

Graber, Parts III, VI
Swatt, Chapter 11

WEEK 7: PACKAGING THE POLICY ISSUE : *Funding California Higher Education* (2/21)

The role of the journalist
The role of the policy expert
How the policy analyst becomes a player
How to interview
How to answer

Assigned readings:

TBA

Special Assignment (Due 2/23):

Before next week’s class, e-mail a brief biography of your assigned role to each member of the class—and to me.

WEEK 8: ROLE PLAYING WORKSHOP: (2/28)

Guidelines, roles and questions will be discussed in class.

WEEK 9: COMMUNICATING PUBLIC POLICY THROUGH THE ELECTORAL PROCESS: A CALIFORNIA U.S SENATE ELECTION DEBATE (AND CRITIQUE) (3/7)

WEEK 10: NO CLASS—SPRING BREAK

WEEK 11: COMMUNICATING FISCAL POLICY—BUDGETS, PENSIONS, AND CEILINGS (3/21)

Assigned readings:

Swatt, Chapter 11, 13
To be assigned

Final project guidelines will be posted on Blackboard, distributed and discussed in class.

WEEK 12: CREATING A PUBLIC POLICY REPORT I—Social Media/Print (3/28)

Assigned readings:

To be assigned

**WEEK 13: CREATING A PUBLIC POLICY REPORT II—Broadcast/Cable
(4/4)**

Assigned readings:

To be assigned

**WEEKS 14-15: PUBLIC POLICY REPORTS: THE PREMIERE, PUBLICATION
(4/11-4/18) AND EVALUATION**

ALL PROJECTS MUST BE SUBMITTED ON 4/11.

**WEEK 16: SUMMING UP: THE FUTURE OF THE COMMUNICATION OF
(4/25) PUBLIC POLICY**

To be assigned