PPD 554: Foundations of Public Policy Analysis
Fall 2019 — Thursdays — 2:00 PM to 5:20 PM
4 Units

Location: Verna and Peter Dauterive Hall (VPD) 112
Course Materials: https://blackboard.usc.edu

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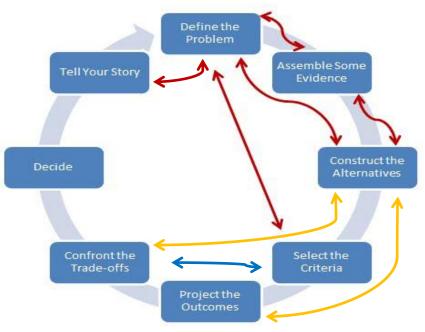
Course Description

Public policy analysis has been described as the art and craft of "speaking truth to power" (Wildavsky, 1987). Grounded in the social sciences, policy analysis aims to provide evidence-based analysis and advice to guide the development and implementation of public policy — and influence the work of government agencies and other stakeholders.

Policy analysis requires several distinct sets of skills: an understanding of the policy context, an appreciation for the concerns of diverse stakeholders, technical knowledge of analytical tools, and the ability to develop and communicate practical advice. This course examines the foundations of public policy analysis, introduces students to key concepts, and provides project-based opportunities to practice skills.[1]

The class is structured around Bardach and Patashnik's "eightfold path" (Figure 1), which lays out a series of eight steps, beginning with Define the Problem, that one should follow when analyzing a policy problem. Along the way, they present concepts, research and cases to illustrate their ideas.

As the authors note, despite the sequential presentation, most analyses do not linearly follow the eight prescribed steps in precisely the order shown below, and not all of the steps are always applicable (Bardach and Patashnik, 2015, p. xvi). The authors also stress that the one most move iteratively through the eight steps — moving forwards and backwards multiple times. This is because, as Figure 1 shows, to define the problem often requires an understanding of viable alternatives, which involves projecting outcomes and confronting tradeoffs, which involves selecting criteria for evaluation.

Figure 1: Visual Representation of Bardach and Patashnik's (2005) "Eightfold Path" With Arrows Showing Possible Relationships Between Stages by Vertenten and Cain (2019)

Note: Colors indicate number of jumps from Define the Problem to the connected step: Red is primary, Yellow is secondary, and Blue is tertiary.

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[1] This syllabus includes input from USC professors Musso, Yoder, McCann, Vertenten and Bhang.

Some or even most of the steps shown above are often carried out *implicitly* by analysts, researchers, advocates, the public and politicians. In other words, although we often use a method similar to that shown by Bardach and Patashinik, we rarely pay careful attention to the tasks as discrete areas of inquiry or concern. Thus, Bardach and Patashnik's book serves as useful framework for calling attention to key areas of inquiry. As we apply the Eightfold Path to several different policy issues this semester, we will read additional articles to deepen our understanding of the concepts in the book, and provide alternative frameworks and resources.

Learning Objectives and Outcomes

The Foundations of Public Policy Analysis class acts as the introduction to the MPP program and the Public Policy Certificate at the Price School. There are six objectives for this course as listed by category below:

- Issue Diagnosis: Students will learn how to analyze issues and how to frame problems with attention to stakeholder values and interests.

- Policy Design: Students will learn the basics of public policy design including how to compare the strengths and weaknesses of various policy tools. Students will conduct research to identify best practices and adapt these to fit a policy context.

- Critical Reasoning and Ethics: Students will build their analytical capabilities and learn how to apply a multi-dimensional lens to the analysis of public policy issues.

- Options Analysis: Students will learn how to use multi-attribute analysis to highlight tradeoffs between alternatives and to identify optimum outcomes.

- Tradecraft: Students will develop the skills and judgement required to work as professionals in the policy world by gaining experience with research, analysis, writing, and speaking.

- Team Management: Students will learn how to collaborate effectively to produce analyses.

Course Notes

Format and Materials

The course includes lectures, discussions, in-class exercises, case analyses, writing and presentations. We have two required books that you may purchase at the USC bookstore or via your preferred vendor:

- Bardach, E., & Patashnik, E.M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (5th ed). Washington, D. C.: Congressional Quarterly Press.

- Pennock, A. (2018). *The CQ Press Writing Guide for Public Policy*. CQ Press.

Additional required readings and case materials are listed in the syllabus; book chapters will be posted on Blackboard and journal articles can be accessed through the USC library website: https://libraries.usc.edu/

Communication

If you have questions about the concepts or course materials, or you are having problems or challenges, please contact me via email, phone, video conference, or make a time to meet in person. If you have a purely *administrative* question, spend 5 minutes trying to answer it on your own and then contact Elizabeth (who can also answer higher level questions). If she can't quickly resolve the issue, then please contact me.

Email is the best way to reach me to ask questions or set up a call or meeting. I check periodically during work hours and I typically respond within the day. I don't check emails on Saturdays, but I will respond Sunday after noon. If you don't receive a response to your email, please send me a follow-up email. When you contact me, put your request (e.g., meeting request) in the subject line; if you are trying to setup a call or meeting, please provide a few time and date options that work for you.

Preparing for Class

To maximize learning for the class, students are expected to read the assigned readings and review all of the key concepts before class. I strongly recommend:

- Creating a note file that summarizes key concepts from each reading as you read,

- Printing and marking up key journal articles, and

- Discussing readings online and in person before and after class.

In Class

A policy analysis class will potentially engage controversial policies and other topics that may be sensitive, particularly given the current political climate here in the US. If you have concerns about particular topics or discussions, please contact me.

This class welcomes respectful discussion and debate. We will engage sensitive topics by:

- Listening with kindness to differing viewpoints,

- Relying on valid scientific or empirical evidence to back up our claims, and

- Where appropriate, reviewing our own political, ideological, or personal attitudes, and noting and/or discussing how those may affect our judgments.

Beyond attentive listening and respectful dialogue, I ask that you consider your implicit biases, which are "attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner"; these biases are common and often favor our own social group (Kirwan Institute, 2015). Implicit bias can sometimes lead to people — including teachers — to minimize or even ignore comments and ideas.

A simple strategy we can use to combat implicit bias is "amplification" — if you observe a person's comment being ignored or minimized by myself or a student, please raise the point again (with credit to the original speaker) and amplify their voice (Eilperin, 2016).

During class, please *mute mobile phones* and *store them out of site* unless needed for an activity as the mere presence of a smartphone can distract the owner and nearby colleagues (Meyer, 2017).

Research by Mueller and Oppenheimer (2014) shows that students who take notes in longhand retain more information and demonstrate greater conceptual understanding. So please expect to take notes by hand and keep your laptop stowed (unless you have a disability or need your laptop for language support).

- To reiterate, *no laptops* during lectures and student presentations.

- Given that you can't use your laptop to take notes, I expect that you will have paper and pens, so you can take notes each week and have past notes available for reference.

When laptops are allowed for in-class work, I ask that you *avoid using technology for personal reasons* during class. Repeated use of technology for non-class purposes will result in a reduction in your participation grade.

Please review the USC guide to Emergency Preparedness so we can safely respond in case of emergency: https://safety.usc.edu/emergency-preparedness/

Guidelines for Writing

This is a writing-intensive class and I expect you to turn in papers that are clear, concise, and cogently argued using an *analytical* writing style. An analytical style:

- Provides evidence for all factual assertions in a clear, straight-forward style,

- Focuses on identifying "relationships between pieces of information" by comparing, contrasting, assessing, or evaluating ideas; and

- Uses a logical and coherent "structure based on the ordering of main ideas in relation to each other" (University of Sydney, 2012).

For full credit, your work should be carefully composed and edited so that there are no typographical errors or misspellings. Strunk and White's *Elements of Style*, the APA style guide, and the USC library are all useful resources. Students who need help with writing are strongly encouraged to consult with me and/or visit the USC Writing Center. Please visit them online for resources and appointments: https://dornsife.usc.edu/writingcenter/

The Purdue Online Writing Lab (OWL) also has an excellent set of online resources: https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html

Research and References

Students must support all assertions and arguments with appropriate sources. These sources include: peer-reviewed academic literature, research reports by government agencies, research reports by independent *nonpartisan* think-tanks, fact-based reporting in major news outlets, and expert-moderated blog posts and online sources. Each and *every* source must be referenced using American Psychological Association (APA) format.

- The APA website provides a range of learning resources: http://www.apastyle.org/learn/index.aspx

- And Purdue's OWL also provides a helpful guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Submitting Assignments

Please follow the directions for each assignment. We will use email, paper and Turnitin. Late assignments will suffer a 5% reduction in grade per day, starting *one minute after* the time of the deadline. So, if the deadline is 11:59 PM on Thursday, at 12:00 AM Friday the assignment loses 5%. After four days, late assignments will not be accepted unless the student can prove they have a physician-certified illness or injury as per USC policy. Make-up assignments will not be given.

- Please note that you must complete *both of the papers* to be eligible to earn a passing grade.

To ensure your assignment is eligible for full credit, I suggest setting an internal deadline of an hour or more before the actual deadline, this will allow you to proofread, and then upload and check that your submission has gone through. Please save any digital record of the submission. It's also good practice to *back up* your work to cloud storage so theft or equipment failures don't cause you to miss deadlines.

In summary, to be eligible for full credit, you must:

- Write clearly and cogently in an analytical style that responds to the prompt,

- Support your ideas with high quality research cited using APA style, and

- Edit carefully and submit using the requested method by the deadline.

Academic Honesty and Avoiding Plagiarism

As USC students, you must work to high standards of integrity and avoid plagiarism. The Price School defines plagiarism as: "presenting someone else's ideas as your own, either verbatim or recast in your own words"; "plagiarism is a serious academic offense with serious consequences" which will include a penalty of up to an F on the assignment and the class.

To avoid plagiarism, place any use of *two* or more words of text within quotes and provide a citation using APA style. In addition, if you use ideas, concepts, statistics or other evidence from a source — *even if it's not a verbatim quote* — you must provide appropriate credit and cite a source. USC's library website has useful resources on avoiding plagiarism: http://libguides.usc.edu/writingguide/plagiarism

Academic dishonesty, such as fraudulently passing off another person's work as your own, is a more serious offense and will result in an F in the class and additional disciplinary action by USC that can include expulsion. Although cases of academic dishonesty are rare, we use Turnitin and other electronic resources to keep students honest — *don't sacrifice your academic career* for the sake of a grade.

Planning Work and Personal Care

As a graduate student, it is your responsibility to plan and execute your work, so you can meet the deadlines of this class, other classes, and any personal commitments. Failing to plan is not a valid excuse for missing a deadline. At the same time, it's also important that you care for your body and mind, and develop practices to manage stress.

Stress is OK if it is "eustress" or "positive stress" that "feels exciting" and "improves performance" (Mills, Reiss & Dombeck, 2008). Exercise, a healthy diet, and mindfulness-based stress reduction (MBSR) techniques can help you manage stress (Carlson and Garland, 2005).

However, if your eustress is turning into *distress*, which generates excessive anxiety and harms your ability to study, then please contact me—and/or avail yourself of the resources that USC makes available to students. A list of resources is at the end of this syllabus; the USC counseling center also provides self-help resources and free counseling: engemannshc.usc.edu/counseling

Description and Assessment of Assignments

Summary of Assignments

Assignments for this class will include creation of the following work products:

1. Discussion Questions: Students will individually answer a set of discussion questions using short responses of one to five sentences (100 words maximum).

2. Problem Statement and Outline: Students will individually create an outline of not more than two pages that acts as an introduction for their first policy paper.

3. Performance Improvement Plan: Based on feedback from the instructor on the first two assignments, students will draft a memo of 1 page or less that sets out what steps they intend to take to improve their writing.

4. Issue Briefing Presentation: Project teams will prepare a 6-minute briefing, following an outline that I will provide, that introduces your topic.

5. Policy Paper 1 (25%): Each student will compose an individually written memo of no more than 1,500 words (4-5 pages) that uses assigned readings and individual research to analyze the provided topic and suggest solutions.

6. Policy Paper 2 Outline (10%): Students will individually compose an outline for their final project and receive feedback.

7. Final presentation (7.5%): Project teams will prepare a final briefing of no more than 15 minutes that summarizes the research each team has conducted and presents the best option(s) to remediate the issue.

8. Policy Paper 2 (35%): Each student will write a Policy Analysis White Paper of not more than 3,000 words (8 to 10 pages) that makes a recommendation to a decision maker to act on the identified issue.

9. Participation, quizzes and in-class labs (10%): Students will take 1-2 short answer pop quizzes on the reading and will complete a set of in-class exercises during class time.

	Assignment	Type	Weight	Due Date
1	Discussion Questions	Individually written short responses	2.5%	9/5 by 2:00 PM
2	Problem Statement and Outline	Individually written outline	2.5%	9/12 by 2:00 PM
3	Issue Briefing Presentation	Group presentation, individual slides	5%	9/19 by 2:00 PM
4	Performance Improvement Plan	Individually written memo	2.5%	9/26 by 2:00 PM
5	Policy Paper 1	Individually written	25%	10/6 by 11:59 PM
6	Policy Paper 2 Outline	Individually written	10%	11/18 by 11:59 PM
7	Final Presentation	Group presentation, individual slides	7.5%	12/5 by 2:00 PM
8	Policy Paper 2	Individually written	35%	12/15 by 11:59 PM
9	Participation	Based on individual and group work	10%	At end of each class
		TOTAL	100.0%	

Summary of Assessments

Each assignment will include a detailed rubric so that you understand how your work is being evaluated. In general, the rubric will award maximum points to students who:

- Demonstrate the ability to synthesize course materials and issue-specific research,

- Respond to the assignment prompts in an analytical style that shows coherent thinking,

- Write using clear English with appropriate vocabulary,

- Follow APA style and/or the directions of the assignment, and

- Turn in properly formatted materials by the deadline.

Grading Scale

Course final grades will be determined using the following scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Minimum score to pass a graduate glass is 70

From a qualitative standpoint:

- Grades of A or A- are reserved for excellent work which demonstrates mastery of content and shows that you have applied course concepts in a fashion that generates additional insight.

- A grade of B+ will be given to work which is judged to be very good. This grade denotes that you have demonstrated a more-than-competent understanding of the material.

- A grade of B will be given to good work which meets the basic requirements of the assignment and meet basic course expectations.

- A grade of B- will denote that your performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

- A grade of C is the minimum for a graduate class.

Course Schedule

<u>August 29 (Week 1)</u>

Introduction and Course Overview

- Class will begin with an exercise: Should we ban plastic bags?
- Instructor will present a course overview
- Instructor will introduce the first set of readings and assignments

Recommended Reading for Week 1:

- Read the class syllabus
- Read Introduction chapter of Bardach and Patashnik (2019 or 2015 editions)
- Policy analysis. (No date). In *Wikipedia*. Retrieved Aug 16, 2018 from https://en.wikipedia.org/wiki/Policy_analysis

Assignment 1: Discussion Questions (due by the start of Class 2: **September 5th at 2:00 PM):**

- Based on the readings from Weeks 1 and 2, students will answer the questions below using an analytical writing style (see page 4 and class presentation for details).
- Please copy the prompts from below and respond to them in a Google Document as follows:
    - At the top please write "PPD 554: Assignment 1" in Title style (26-point Arial font).
    - Set the prompts in bold Normal style and write your responses in standard Normal style (11-point Arial).
- Each question should be answered in five or *fewer* sentences (100 words maximum).
- Each response must use *at least one source* from readings cited in appropriate APA style.
- Please quote sparingly and rephrase ideas in your own words.
- When complete, please save your file in Drive by click on the link that says, "Last edit was on…" and naming the current version you are submitting by clicking on the three dots to the right of the version.
- Then share your Drive document with Elizabeth (marsolai@usc.edu) and I (ncain@usc.edu).
- Please also *print your responses* and bring them to class.
- Please answer:
    - What is modern plastic and how is it made?
    - What is the main characteristic of plastic that makes it useful as a product and harmful as a pollutant?
    - How does plastic harm animals?
    - What is the "problem" of plastic recycling in China? What actions has China recently taken to address these problems?
    - What is the "problem" of plastic recycling in the US?
    - Drawing on Bardach and/or the recommended readings, is the problem of plastic recycling in the US a government failure, a market failure or both?

<u>September 5 (Week 2)</u>

Framing the Problem and Professional Writing

- **Reminder**: Assignment 1 is due by the start of class
- Small team and full class exercise on plastic recycling and stakeholders
- Instructor will present on how to read scientific articles for policy analysis
- Instructor will present on professional writing and review Policy Memo 1 Assignment

Required Readings for Week 2:

- Class syllabus
- Bardach, Part I, Steps 1 and 2 through Review the Available Literature.
- Please read the National Geographic article and watch the Plastics 101 video on the page. Parker, L. (2018, June 7). The world's plastic pollution crisis explained. National Geographic. Retrieved from: https://www.nationalgeographic.com/environment/habitats/plastic-pollution/
- O'neil, K. (2017, December 13). Will China's crackdown on 'foreign garbage' force wealthy nations to recycle more of their own waste? Retrieved from https://theconversation.com/will-chinas-crackdown-on-foreign-garbage-force-wealthy-countries-to-recycle-more-of-their-own-waste-81440
- Corkery, M. (2019, March 16). As Costs Skyrocket, More U.S. Cities Stop Recycling. The New York Times. Retrieved from https://www.nytimes.com/2019/03/16/business/local-recycling-costs.html
- Before Class 3, please read Golder, Brown & World Wildlife Federation. 2005. "Cross-Cutting Tool: Stakeholder Analysis". The World Wildlife Federation.

Recommended Readings:

- Bækkeskov, E. (2013). Market failure. Encyclopedia Britannica.
- Orbach, B. (2013). What Is Government Failure? *Yale Journal of Regulation*. Vol 30: 44.

Assignment 2: Problem Statement (due by the start of Class 3: **September 12, 2:00 PM):**

- Based on the readings provided and following the advice of Pennock Ch 1 and 2 (with a focus on pgs. 19-20), students will create a Problem Statement and outline the Background section of their first memo.
- Drawing from the initial readings, your Problem Statement should summarize the problem of plastic pollution in 2-3 sentences.
- The Background section of your memo should answer the following as bulleted sentences (see page 23 in Pennock): What is plastic? What are the causes of the problem as you have defined it? What is the scope of the problem (e.g., what areas of the world does it affect?)? What are the key trends that a decision maker should be aware of?
- As in the previous assignment, please use an *analytical writing style* to respond to the prompts.
- Use the same standard Google Docs format as above and save a named version when finished.
- When complete, please share your responses with Elizabeth (marsolai@usc.edu) and I (ncain@usc.edu).
- Please also print your responses and bring them to class; your responses should fit on a single double-sided piece of paper.

<u>September 12 (Week 3)</u>

Issue Diagnosis and Assembling Evidence

- **Reminder:** Assignment 2 is due by the start of class
- Small team and full class exercise on diagnosing "wicked" problems
- Instructor will discuss research best practices
- Instructor will introduce key concepts for next week's readings.

Required Reading for Week 3:

- Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, *4*, 155-169.
- Read Chapter 1: Diagnosing the problem in: Overseas Development Institute. (2014). Rapid Outcome Mapping Approach. Retrieved from: http://roma.odi.org/defining_the_problem.html
- Kosuth, M., Mason, S. A., & Wattenberg, E. V. (2018). Anthropogenic contamination of tap water, beer, and sea salt. *PloS one*, *13*(4), e0194970.
- Parker, L. (2018, November 6). China's ban on trash imports shifts waste crisis to Southeast Asia. National Geographic. Retrieved from https://www.nationalgeographic.com/environment/2018/11/china-ban-plastic-trash-imports-shifts-waste-crisis-southeast-asia-malaysia/
- *Before starting your assignment*, read pages 3-4 and 15 to 25 in Pennock.

Recommended Readings:

- Purdue Online Writing Lab. (No date). Toulmin Argument. Retrieved from: https://owl.purdue.edu/owl/general_writing/academic_writing/historical_perspectives_on_argumentation/toulmin_argument.html
- Brooks, A. L., Wang, S., & Jambeck, J. R. (2018). The Chinese import ban and its impact on global plastic waste trade. *Science advances*, *4*(6), eaat0131. Retrieved from https://advances.sciencemag.org/content/4/6/eaat0131.full
- Ricthie, H. & Roser, M. (2018). Plastic Pollution. Our World in Data. Retrieved from https://ourworldindata.org/plastic-pollution

Assignments for Week 4 (due by **September 19, 2:00 PM**):

- Each team will create a 6-minute Issue Briefing presentation following an outline to be provided.

<u>September 19 (Week 4)</u>

Constructing Alternatives and Selecting Criteria

- **Reminder**: Issue Briefing presentations are due by the start of class
- All groups will present their initial issue briefing presentations.
- Instructor will present on design thinking and provide initial feedback on rough drafts of memos

Required Reading for Week 4:

- Bardach, pages 18-46: Steps Three and Four
- Weimer, D. L. (1993). The current state of design craft: Borrowing, tinkering, and problem solving. *Public Administration Review*, *53*(2), 110-120.

- Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. *Australian Journal of Public Administration*, *75*(3), 391-402.
- Cirino, E. (2019, March 26). Plastic Pollution: Could We Have Solved the Problem Nearly 50 Years Ago? The Revelator. Retrieved from: https://therevelator.org/plastic-pollution-warnings/

Recommended Readings for Week 4:
- O'neil, K. (2019, June 5). As more developing countries reject plastic waste exports, wealthy nations seek solutions at home. The Conversation. Retrieved from: https://theconversation.com/as-more-developing-countries-reject-plastic-waste-exports-wealthy-nations-seek-solutions-at-home-117163
- Thompson, A. (2018, November 12). Solving Microplastic Pollution Means Reducing, Recycling— and Fundamental Rethinking. Scientific American. Retrieved from: https://www.scientificamerican.com/article/solving-microplastic-pollution-means-reducing-recycling-mdash-and-fundamental-rethinking1/

Assignment 3 (due by the start of Class 5: **September 26, 2:00 PM**):
- Based on my comments and feedback from Elizabeth, please create a performance improvement plan (PIP) that outlines what steps you will take to improve your writing for the next assignment. A template will be provided.

September 26 (Week 5)

More on Alternatives; Projecting Outcomes and Using a Criteria Alternatives Matrix

- **Reminder**: PIP memo due.
- Exercise using design thinking to generate new alternatives
- Instructor will provide further guidance on memo creation
- Instructor will introduce readings for Week 6

Required Reading for Week 5:
- Pennock Chapters 3 and 4 on Improving Your Writing and Writing Well.
- Macrae, D., & Whittington, D. (1997). Aiding choices with the criteria/alternatives matrix. *Expert advice for policy choice: Analysis and discourse*, (pp. 193-236). Washington, D. C.: Georgetown University Press.
- Bocken, N. M., De Pauw, I., Bakker, C., & van der Grinten, B. (2016). Product design and business model strategies for a circular economy. *Journal of Industrial and Production Engineering*, *33*(5), 308-320.

Recommended Readings for Week 5:
- Madrian, B. C. (2014). Applying insights from behavioral economics to policy design. *Annual Review of Economics, 6*, 663-688.
- Morestin, F., National Collaborating Centre for Healthy Public Policy (2012). A Framework for Analyzing Public Policies: Practical Guide. National Collaborating Center for Public Health, Public Health Agency of Canada.

Assignment 5: (due by Sunday **October 6 by 11:59 PM):**

- Policy Paper 1

  - **Reminder**: Late memos lose *5% per day* and must be submitted by Thursday, 11:59 PM.

  - **Reminder**: You must turn in *all memos* to pass this class.

October 3 (Week 6)

Confronting Tradeoffs and Telling Your Story

- In-class group exercise on applying design thinking to policy design
- Presentation on key concepts in behavioral economics
- Students will work to finalize their memos and instructor will answer questions as needed.

Required Reading for Week 6:

- Bardach, pages 46-64: Steps Five and Six
- May, P. (1981). Hints for crafting alternative policies. *Policy Analysis*, *7*(29), 27-44.
- Chapter 2 in Pennock.
- Musso, J., Biller, R., & Myrtle, R. (2000). Tradecraft: Professional writing as problem solving. *Journal of Policy Analysis and Management*, *19*(4), 635-646.

Recommended Reading:

- Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven: Yale University Press.

Assignment for Week 7:

- No assignments for Week 7, but Policy Memo 1 is due by **Sunday October 6 at 11:59 PM**

October 10 (Week 7)

Review of Key Concepts and Trends; Introduction to Second Issue Area: Smart Cities

- Instructor will present on the second issue: smart cities
- We will form new teams based on our interests within this broader area

Required Readings for Week 7:

- McKinsey Global Institute (2018). Smart Cities: Digital Solutions for a More Livable Future. Retrieved from: https://www.mckinsey.com/~/media/McKinsey/Industries/Capital%20Projects%20and%20Infrastructure/Our%20Insights/Smart%20cities%20Digital%20solutions%20for%20a%20more%20livable%20future/MGI-Smart-Cities-Full-Report.ashx

- Cui, L., Xie, G., Qu, Y., Gao, L., & Yang, Y. (2018). Security and privacy in smart cities: Challenges and opportunities. *IEEE access*, *6*, 46134-46145.

- Anderlini, J. (2019, June 11). The Dark Side to China's Smart Cities: Everyone is Being Watched. OZY. Retrieved from https://www.ozy.com/fast-forward/the-dark-side-to-chinas-smart-cities-everyones-being-watched/94873

Assignment for Week 8:

- Students will begin researching issues relating to smart cities

<u>October 17 (Week 8)</u>

Framing, Reframing and Stakeholder Analysis

- In-class activity that revisits the critical issue of problem definition and framing in light of our new topic areas
- Introduction to Week 9 reading

Required Readings for Week 8:

- Scheufele, D. A., & Tewksbury, D. (2006). Framing, agenda setting, and priming: The evolution of three media effects models. *Journal of communication*, *57*(1), 9-20.
- Lakoff, G. (2010). Why it Matters How We Frame the Environment. *Environmental Communication*, 4(1), 70-81, DOI: 10.1080/17524030903529749
- Stone, D.A. (1989). Causal Stories and the Formation of Policy Agendas. Political Science Quarterly, 10(2), 281-300.
- Additional readings on smart cities depending on focus.

Recommended Reading:

- Rose, & Baumgartner, F. (2013). Framing the Poor: Media Coverage and U.S. Poverty Policy, 1960 to 2008. *Policy Studies Journal*,*41*(1), 22-53.

<u>October 24 (Week 9)</u>

Diagnosing the Problem 2: Causal Webs and Systems Theory

- Discussion of smart cities topics in light of systems theory
- Preview of Week 10 material

Required Reading for Week 9:

- Collier, D. (2011). Understanding Process Tracing. PS: Political Science and Politics. 44(4), 823-830
- Below, B. (2017). Out of complexity, a third way? In P. Love and J. Stockdale-Otarola (Eds.), Debate the Issues: Complexity and policy making. Paris: OECD Insights. Retrieved from: https://www.oecd.org/naec/complexity_and_policymaking.pdf
- Read also Systems Thinking Resources: Concepts and Frameworks. Focus on the sections on Double Loop Learning, The Iceberg Model, and Stock and Flow Diagraming, Please follow the links to learn more about these approaches.
- Additional readings on smart cities depending on your focus.

Recommended Reading:

- Damelio, R. (2011). The Basics of Process Mapping. Boca Raton, FL: CRC Press

<u>October 31 (Week 10)</u>

Revisiting Criteria Selection: What's the Role of Equity?

- Discussion on ethics and criteria selection

Required Reading for Week 10:

- Osterle, A. (2002). Evaluating equity in social policy. *Evaluation*, *8*(1). 46-59.
- Amy, D. (1984). Why policy analysis and ethics are incompatible. *Journal of Policy Analysis and Management*, *3*(4), 573-591.
- LeGrand, J. (1990). Equity versus efficiency: The elusive trade-off. *Ethics*, *100*(3), 554-568.
- Grant, R. (2006). Ethics and incentives: A political approach. *American Political Science Review*, *100*, 29-39.

Recommended Reading:
- Anderson, (1979). The place of principles in policy analysis. *American Political Science Review,* *73*(3), 711-723.
- Blanchard, W. (1986). Evaluating social equity: What does fairness mean and can we measure it? *Policy Studies Journal*, 29-54.
- Shue, H. (2006). Ethical dimensions of public policy. In M. Moran, M. Rein, & R. E. Goodin (Eds.), *The Oxford handbook of public policy* (pp. 709-728). Oxford, England: Oxford University Press.

November 7 (Week 11)

Designing Policies Using Psychology and Behavioral Economics
- In class exercise on design thinking
- Presentation on the evolution of mental models within public policy

Required Reading for Week 11:
- Rationality and Policy Analysis (n.d.). Please read summary of Simon and Lindblom, which is posted on Blackboard.
- Amir, On, Ariely, Dan, Cooke, Alan, et al. Psychology, Behavioral Economics, and Public Policy. *Marketing Letters*. 2005;16(3):443-454. doi:10.1007/s11002-005-5904-2
- Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. *Australian Journal of Public Administration*, *75*(3), 391-402.
- McGuiness, T. & Slaughter, A. (2019). The New Practice of Public Problem Solving. Stanford Social Innovation Review. Spring. Retrieved from: https://ssir.org/articles/entry/the_new_practice_of_public_problem_solving

Recommended Reading:
- Kasperson, J.X., Kasperson, R.E., Pidgeon, N., Slovic, P., 2003. The social amplification of risk: assessing fifteen years of research and theory. In: Pidgeon, N., Kasperson, R.E., Slovic, P. (Eds.), The Social Amplification of Risk. Cambridge University Press, UK
- Howlett, M. (2019). Designing public policies: Principles and instruments. Routledge.
- Borjas, G. J. (Ed.). (2008). Issues in the Economics of Immigration. University of Chicago Press.

Assignments for Week 12 (due by the start of class
- Prepare for in-class exercise on CAM decks

November 14 (Week 12)

Projecting the Outcomes: Forward and Backward Mapping

- Presentation on Benefit-Cost Analysis
- In class exercise on using CAM tables
- We will discuss challenges and opportunities around projecting outcomes.

Required Reading:

- Hatry, H. L. Fish, B. D., & W. Kimmel, W. (1987). Program analysis for state and local governments, 2nd Edition. Urban Institute "Estimating Program Costs" pp. 4962; and "Estimating Efficiency" pp. 63-74
- Robinson, L. A. (2016). [Ir]rationality, Happiness, and Benefit-Cost Analysis: Introduction to the Special Issue. *Journal of Benefit-Cost Analysis*, *7*(1), 1-11.
- Shafer, J. (2006). More Mythical Numbers: The GAO Debunks the official human-trafficking estimates. Retrieved from: http://www.slate.com/articles/news_and_politics/press_box/2006/08/more_mythical_numbers.html

Assignment for Week 13 (due by Monday, **November 18, 11:59 PM**):
- Outline of the final paper

November 21 (Week 13)

Bringing it All Together: Evaluation, Analysis, Public Participation and CAM 2

- In class exercise on building and using CAM tables
- Teams will have a chance to plan their final weeks

Required Reading for Week 13:

- Review Step 5 in Bardach again and focus on Construct an Outcomes Section
- Loomis, John and Gloria Helfand. 2001. Ch. 3 "Decision Criteria and Decision Methods for Policy Analysis" in *Environmental Policy Analysis for Decision Making*, Kluwer Academic Publishers. http://link.springer.com/chapter/10.1007%2F0-306-48023-9_3#page-1
- Renn, O., Webler, T., Rakel, H., Dienel, P., & Johnson, B. (1993). Public participation in decision-making: A three-step procedure. *Policy Sciences*, *26*(3), 189-214.
- Walters, L. C., Aydelotte, J., & Miller, J. (2000). Putting more public in policy analysis. *Public Administration Review*, *60*(4), 349-359

Recommended Reading:

- Fung, A. (2006). Democratizing the policy process. In M. Moran, M. Rein, & R. E. Goodin (Eds.), *The Oxford handbook of public policy* (pp. 669-685). Oxford, England: Oxford University Press.
- Cain, N.L. (2012). Learning from Citizens: Public Participation in Environmental Policy. In: Urban environmental policy analysis, Eds: Heather E. Campbell, Elizabeth A. Corley, pp.233-256.

<u>November 28 (Week 14)</u>

Telling the Story: Communicating the Results

- Thanksgiving week; **no class**

Assignment for Week 14:
- Teams will develop their final presentations and students will continue working on Paper 2.

Required Reading for Week 14:
- Bardach, pages 72-80, Step 8: Tell Your Story
- Chapters 5, 6 and 7 in Pennock.
- Cain, N. (2017). The Policy Analyst's Version of Guy Kawaski's 10/20/30 Rule—and ideas from Tufte and Cohen (Blog). Retrieved from https://politicsearth.com/2017/08/03/the-policy-analysts-version-of-guy-kawaskis-102030-rule-and-ideas-from-tufte-and-cohen/

Recommended Reading:
- Lengler, R. & Eppler, M. J. (No date). A Periodic Table of Visualization Methods [Web page]. Retrieved from http://www.visual-literacy.org/periodic_table/periodic_table.html

Assignments for Week 15:
- Final presentation (due by **December 5, 2:00 PM**)
- Final paper (due by **December 15, 11:59 PM)**

<u>December 5 (Week 15)</u>
- **Reminder**: Final presentations due by the start of class.
- Teams will present a summary of their research.

<u>December 12 (Week 16)</u>

NO FINAL – Papers due by Sunday, December 15, 11:59 PM.

Reminder: Please *check Blackboard* for the newest information on readings, assignments, and due dates.

References

Carlson, L. E., & Garland, S. N. (2005). Impact of mindfulness-based stress reduction (MBSR) on sleep, mood, stress and fatigue symptoms in cancer outpatients. *International journal of behavioral medicine*, *12*(4), 278-285.

Eilperin, J. (2016, October 25). How a White House women's office strategy went viral. The Washington Post. Retrieved August 18, 2018 from https://www.washingtonpost.com/news/powerpost/wp/2016/10/25/how-a-white-house-womens-office-strategy-went-viral/?utm_term=.d927546e9a62

Kirwan Institute for the Study of Race and Ethnicity. (2015). Understanding Implicit Bias [Web page]. Retrieved August 18, 2018 from http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/

Meyer, R. (2017, August 2). Your Smartphone Reduces Your Brainpower, Even If It's Just Sitting There. The Atlantic. Retrieved August 18, 2018 from https://www.theatlantic.com/technology/archive/2017/08/a-sitting-phone-gathers-brain-dross/535476/

Mills, H., Reiss., N., & Dombeck, M. (2018). Types of Stressors (Eustress Vs. Distress) [Web page]. MentalHelp.net. Retrieved August 15, 2018 from https://www.mentalhelp.net/articles/types-of-stressors-eustress-vs-distress/

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological science*, *25*(6), 1159-1168.

TechTerms (2018). Wiki Definition [Web page]. Retrieved from https://techterms.com/definition/wiki

University of Sydney, College of Humanities & Social Sciences (2012). Analytical writing [Web page]. Retrieved August 15, 2018 from https://writesite.elearn.usyd.edu.au/m3/m3u4/m3u4s3/m3u4s3_1.htm

Wildavsky, A. (1987). *Speaking truth to power: The art and craft of policy analysis*. New Brunswick, NJ: Transaction Publishers.

USC Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, "Behavior Violating University Standards" policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

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studentaffairs.usc.edu/bias-assessment-response-support
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dsp.usc.edu
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studentaffairs.usc.edu/ssa
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

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diversity.usc.edu
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

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dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.