



PPD 225 Public Policy and Management Section 51101 D

Semester: Spring 2020
Time: Wednesdays, 6:00-9:20 PM
Units: 4

Location: Lewis Hall (RGL) 101

Instructor: Shane Phillips
Online Office Hours: Wednesdays, 5 - 6 PM
Contact Info: shanephi@usc.edu

Course assistant: Yongjin Ahn
Office Hours: Tuesdays, 10 AM - 12 PM
Contact Info: ahnjongji@usc.edu

Please email Shane or Yongjin to schedule office hours. We are always available via Zoom at the times listed above, but can be available other dates and times as-needed and as our schedules allow.

IT Help: USC ITS.
Hours of Service: 24/7
Contact Info: consult@usc.edu, 213-740-5555

Please make technical support your first point of contact for any purely technical issues such as error messages or inability to access systems or resources.

Course Description

This course provides a “big picture” introduction to U.S. public policy and management at the local, state, and national levels. While public policy may seem like an abstract field, it is extremely practical and influential to our daily lives – whether we personally engage in it or not. Policy determines where we are able to live, and how; who receives quality healthcare and education, and who does not; and whether different sectors are heavily or loosely regulated, among many other things. Public policy determines what choices are available to us in every aspect of our lives, and we as citizens and U.S. residents have a voice in shaping it. In addition to learning about public policy generally, I hope this course will help you identify your interests in the public realm and provide you with tools to become more engaged within it.

We begin by exploring the roles played by U.S. policy actors including elected representatives, public administrators, judges, lawyers, political parties, lobbyists, social movements, the general public, and employers and other private actors.

Later in the semester we will discuss specific policy topics ranging from housing and homelessness, economic development and productivity, immigration, criminal justice, taxation and social welfare, transportation, environmental protection and sustainability, healthcare, education, and more. While we will not dive deeply into most of these topics, we will cover many of the competing interests and ideologies associated with these policy sectors. Students will also have the opportunity to direct the conversation and choose which policy topics they would like to discuss in greater detail.

We will close the semester with a discussion of public management, outreach, and stakeholder engagement. Who has a voice in policymaking, who doesn't, and who should? What does “good” outreach and engagement look like? How do policymakers and advocates build coalitions to enact change? How does public sector decision-making, including hiring and reform practices, differ from the private sector? In this section we will also explore how race, ethnicity, class, and historical (and ongoing) injustices and disenfranchisement impact policymaking in the modern day.

Learning Objectives

1. Identify and describe roles played by U.S. policy actors, including elected representatives, public administrators, judges, lawyers, political parties, lobbyists, social movements, the general public, and employers and other private actors.
2. Demonstrate awareness and critical thinking regarding major policy challenges facing the public and governments at the local, state, and federal level.
3. Develop skills in the basics of policy analysis, including: problem identification; evidence collection; alternatives analysis, including assessment of strengths, weaknesses, and trade-offs; and framing and storytelling to increase the odds of successful implementation.

Course Notes

Policies on class preparation and technology:

It is your responsibility to monitor your USC email account and course announcements regularly.

Laptops and other electronic devices are not allowed during student or guest speaker presentations. Laptops are permitted during regular lectures, but please sit in the rear half of the classroom if you plan to use your laptop for notetaking (or anything else) in order to minimize distractions for other students.

Please direct technical issues to USC's IT support department at 213-740-5555.

Required Readings and Supplementary Materials

Complete the assigned readings before the date they are assigned. You are expected to take notes summarizing key concepts of the assigned readings. It is highly recommended that you come to class with notes outlining the assigned readings and take additional notes during class to supplement your outline. If there are parts of the readings you don't understand, jot down your specific questions in preparation for class or office hours.

There are two required textbooks for the course:

Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis. The Eightfold Path to More Effective Problem Solving*. Any edition is fine. There is a good chance you will use this book in other PPD classes so I recommend you buy this book.

American Government 2e (referred to as "AG" throughout the syllabus), a free open educational resource: <https://openstax.org/details/books/american-government-2e>. This work is licensed by **OpenStax American Government 2e** under a Creative Commons Attribution License (CC-BY 4.0), and is an Open Educational Resource.

Charles Wheelan, *Naked Statistics*. We'll only be reading 2-3 chapters from the book, so you might consider borrowing it from a friend or the library. That said, it's a good book and only costs about \$10 so I'd encourage buying a copy for yourself.

Description and Assessment of Assignments

Homework Assignments: This class includes individual assignments to be completed before class. Homework assignments will be graded generously; I am primarily looking for a good-faith effort to show that you're engaged with the subject matter and keeping up with readings. **Note: the draft versions of your Policy Memo (final exam) will be graded as homework assignments.**

In-Class Group Assignments: This class also relies on team assignments where small groups will discuss and write responses to prompts during class. These responses will be submitted to me via email before the end of class, and groups may be called upon to share their responses with the class. Myself and the TA will select a few of the best responses from each assignment and discuss them further the following week; these teams will also be awarded bonus points.

Midterm Exam: The midterm exam will test your understanding of key concepts learned throughout the semester. It will include multiple-choice and short answer questions, as well as short essay responses to demonstrate critical thinking about the challenges and opportunities of public policy and public management.

Policy Memo (Final Exam): The Policy Memo will be your last deliverable and will serve as your final exam. It will include an analysis of an important policy challenge of your choosing (with my pre-clearance), including background and context, possible solutions and their strengths and weaknesses, arguments for and against the best solutions (in your estimation), your case for a preferred solution, and an analysis of the political environment and path to successfully passing and implementing this solution. This memo will build off homework assignments beginning in the second half of the semester and it will loosely follow the structure outlined in *A Practical Guide for Policy Analysis*. **The final period is scheduled May 6 from 7:00 to 9:00 PM for this course, and you must attend in person to turn in your Policy Memo. We will also have a mandatory in-class assignment to wrap up the semester.**

Class participation: Your class participation grade reflects the extent to which you are engaged during lecture, an active participant in class activities, and a well-prepared contributor to discussions. Attendance is necessary but not sufficient to earn a high grade for participation. Your participation grade is guided by two questions: "How did your participation contribute to the experience of the whole class?" and "How did your participation demonstrate critical engagement and mastery of course material?"

Assignment Submission Policy

All homework assignments are due by 6:00 PM unless otherwise stated, and are subject to a 10 percentage point penalty for each day after the deadline. One assignment may be submitted up to 48 hours late without penalty, no questions asked – but you must tell me that you’re using your 48-hour exemption. There will be no other exceptions except under very limited circumstances.

Please submit all written assignments to me as Word files (.doc or .docx). This makes grading much easier for me and your TA.

Your two lowest grades for homework + in-class assignments will be dropped. (2 HW, 2 in-class, or 1 of each.) The public meeting assignment may not be dropped. **Note: while most homework assignments will be graded generously, Policy Memo (final exam) drafts will be graded very critically to ensure a strong final draft. As such, I recommend not missing assignments, if at all possible, so that you can use your dropped assignments for the Policy Memo.**

Grading Breakdown

Assignment	% of Grade
Homework assignments	25
In-class assignments	20
Midterm exam	10
Policy memo (final exam)	35
Class participation	10
TOTAL	100

Total Score (%)	Grade
93+	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
<60	E

Course Readings and Assignments

INTRODUCTION

Week 1, 1/15– Course Introduction

- “What is Public Policy?,” AG, p. 590-594
- “Things Governments Do,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik

Week 2, 1/22 – Problems in Government

- “Step One: Define the Problem,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 1-12
- “Market Failures, Taxes, and Subsidies: Crash Course Economics #21.”
<https://www.youtube.com/watch?v=13JOGWzY8kE>
- “Divided Government and Partisan Polarization,” AG, p. 352-361

Homework: Select a presidential candidate and read their “issues” or “platform” page. (It needn’t be your favorite candidate or even one that you support.) Choose three of their issues and summarize their positions in 2-3 sentences each. Email to me before class begins and be prepared to discuss in a small group. **Due on Blackboard by 1/22 at 6pm.**

In-class assignment: Working in a small group, you will be writing a short essay about presidential issues/platforms. Details provided in class.

Week 3, 1/29 – Policy Analysis pt. 1

- “Part II: Assembling Evidence” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 83-111
- “Steps 2-3” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 12-27
- Terry Gross, “A 'Forgotten History' Of How The U.S. Government Segregated America.” NPR, March 3, 2017. <https://www.npr.org/2017/05/03/526655831/a-forgotten-history-of-how-the-u-s-government-segregated-america>
- Shane Phillips, “Renter Opposition to New Housing Isn’t About Keeping LA Affordable, It’s About Self-Preservation (And That’s Okay).” Better Institutions, July 19, 2016. <http://www.betterinstitutions.com/blog/2016/7/19/opposition-isnt-about-affordability-its-self-preservation>
- Michael Manville, “Is Congestion Pricing Fair to the Poor?” Medium, August 14, 2017. <https://medium.com/100-hours/is-congestion-pricing-fair-to-the-poor-62e281924ca3>

In-class assignment: In small groups, you will be working with data from the American Community Survey (US Census Bureau). Details provided in class.

Week 4, 2/5 – Policy Analysis pt. 2

- “Steps 4-8” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, pg. 27-82
- “Appendix A: Specimen of a Real-World Policy Analysis,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik, p. 141-154
- Selection of final policy memos from Fall 2019 students, and the guide and grading rubric that was used for their assignments (and will be used for yours). **Find on Blackboard > Content > Week 4 Policy Memo Materials.**

Week 5, 2/12 – Congress and Democratic Representation

- “Congress” AG, p. 403-420
- Dylan Matthews, “John Dingell: To Fix Congress Abolish the Senate,” Vox, December 4, 2018. <https://www.vox.com/2018/12/4/18125539/john-dingellabolish-senate>
- Jonah Goldberg, “Liberals who complain that the Senate is undemocratic are really just whining about California,” The Los Angeles Times, October 16, 2018. <https://www.latimes.com/opinion/op-ed/la-oe-goldberg-senate-undemocraticcalifornia-20181016-story.html>
- David Wasserman, “Hating Gerrymandering Is Easy. Fixing It Is Harder.” Five Thirty Eight, January 25, 2018. <https://fivethirtyeight.com/features/hating-gerrymandering-is-easy-fixing-it-is-harder/>
- “The Electoral College: Top 3 Pros and Cons.” ProCon.org, September 1, 2017. <https://www.procon.org/headline.php?headlineID=005330>
- Frank Agugliaro, “A Dead-Simple Algorithm Reveals the True Toll of Voter ID Laws.” Wired, January 4, 2018. <https://www.wired.com/story/voter-id-law-algorithm/>

Homework: You will start working on the outline of your policy memo, beginning with the problem you want to solve and the criteria you will use for measuring success. Details provided on Blackboard. **Due on Blackboard by 2/12 at 6pm.**

In-class assignment: Working in a group, you will be choosing a topic related to democratic representation and writing a short essay due at the end of class. Details provided in class.

Week 6, 2/19 – Executive and Judicial Branches

- “Separation of Powers and Checks and Balances,” AG, p. 52-54
- “The Presidency,” AG Ch. 12, p. 445-454
- “Organizing to Govern,” AG, p. 459-465
- “The Courts,” AG, p. 485-492
- “The Supreme Court,” AG, p. 503-513
- “Civil Rights,” AG, p. 155-160

- Ford, Matt “A Better Way to Fix the Supreme Court.” *The New Republic*, June 4, 2019. <https://newrepublic.com/article/154047/better-way-fix-supreme-court>

Homework: You will be writing a short essay on the structure of the Supreme Court and your recommendations for potential reform. Details provided on Blackboard. **Due on Blackboard by 2/21 at 6pm. Note that this is two days after class, so you should start the paper before the lecture on 2/19.**

Week 7, 2/26 – State and Local Government

- “American Federalism,” AG, p. 71-102
- U.S. Constitution, Article 1. <https://www.law.cornell.edu/constitution/article1>
- U.S. Constitution, Amendment 10. https://www.law.cornell.edu/constitution/tenth_amendment
- James P. Sutton, “The California Housing Crisis and the Problem with Local Control.” *National Review*, June 19, 2019. <https://www.nationalreview.com/2019/06/california-housing-crisis-problem-local-control/>
- Raphael J. Sonenshein, “Los Angeles: Structure of a City Government.” *League of Women Voters Los Angeles*, 2006, p. 26-49. <https://my.lwv.org/sites/default/files/leagues/los-angeles/structureofacity.pdf>

In-class assignment: Working in small groups, you will be writing a short essay about the concept of “local control” due at the end of class. Details provided in class.

Week 8, 3/4 – Midterm Prep and Policy Memo

- We will be using this session to review materials to be covered during the midterm, and to work on your policy memos.

Homework: A complete outline of the major components of your policy memo is due. Details provided on Blackboard – see “Policy Memo Outline Guidelines.” **Due on Blackboard by 3/6 (two days after class) at 6pm.**

In-class assignment: You will be putting together and submitting a plan to attend a public meeting before the end of the semester. Details provided in class.

Week 9, 3/11 – Writing and Working with Data

- “Chapter 3: Deceptive Description,” in *Naked Statistics*, Charles Wheelan

Week 10, 3/25 – Public Management and Budgets

- “Appendix C: Understanding Public and Nonprofit Institutions,” in *A Practical Guide for Policy Analysis*, Eugene Bardach and Eric M. Patashnik, p. 165-171

- Suzy Khimm, “The sequester, explained,” *Washington Post*, September 14, 2012. <https://www.washingtonpost.com/news/wonk/wp/2012/09/14/the-sequester-explained/>
- David Leonhardt and Bill Marsh, “Budget Puzzle: You Fix the Budget,” *New York Times*, November 13, 2010. http://www.nytimes.com/interactive/2010/11/13/weekinreview/deficits-graphic.html?_r=0
- Bobbi Murray, “Will Newsom Sign Bill Reviving Redevelopment Agencies?” *Capital Main*, October 2, 2019. <https://capitalandmain.com/will-newsom-sign-bill-reviving-redevelopment-agencies-1002>

In-class assignment: Working in small groups, you will be writing about decisions made about the California budget following the Great Recession. Details provided in class.

Week 11, 4/1 – Midterm Exam

- No readings this week.

Midterm Exam: The remote midterm exam will include multiple-choice and short-answer questions covering key themes and topics of the course up to this point, including the role of government, the powers and responsibilities of different branches of the federal government and state and local governments, issues of democratic representation and outside influence, and related topics covered during the first 8 weeks of class. The questions will be straightforward and designed to confirm that you’ve been paying attention and are thinking critically about the topics covered in class. **The test will be timed and taking place from 6:00 – 7:45 pm, but you’ll be able to reference your notes and any other materials during that time.**

Week 12, 4/8 – Stakeholder Outreach and Engagement

- Christopher Paul and Miriam Matthews, “The Russian ‘Firehose of Falsehood’ Propaganda Model: Why It Might Work and Options to Counter It.” Santa Monica, CA: RAND Corporation, 2016. <https://www.rand.org/pubs/perspectives/PE198.html>.
- Michael Hobbes, “Progressive Boomers Are Making It Impossible For Cities To Fix The Housing Crisis.” *Huffington Post*, July 8, 2019. https://www.huffpost.com/entry/cities-fight-baby-boomers-to-address-housing-crisis_n_5d1bcf0ee4b07f6ca58598a9
- Joe Linton, “At Packed Eagle Rock Meeting, Public Comment Split While BRT Foes Harrassed BRT Supporters.” *Streetsblog Los Angeles*, July 15, 2019. <https://la.streetsblog.org/2019/07/15/at-eagle-rock-meeting-public-comment-split-while-brt-foes-harrassed-brt-supporters/>

In-class assignment: Working in small groups, you will be writing about how to improve public engagement processes to increase representativeness and reach better outcomes. Details provided in class.

Week 13, 4/15 – Interest Groups and Think Tanks

- “Interest Groups Defined” and “Interest Groups as Political Participation,” AG, p. 368-373 and p. 379-387

- “Public Opinion and Government,” AG, p. 232-236
- “Strategic Advice on the Dynamics of Gathering Political Support,” in A Practical Guide for Policy Analysis, Eugene Bardach and Eric M. Patashnik.
- Eric Lipton and Brooke Williams, August 7, 2016. *NY Times* “How Think Tanks Amplify Corporate America’s Influence.” <http://www.nytimes.com/2016/08/08/us/politics/think-tanksresearch-and-corporate-lobbying.html>

Homework: The rough draft of your policy memo is due. See Blackboard for details including “Policy Memo Rough Draft Guidelines.” You will be graded critically according to the guidelines and rubric, so read it carefully and *proofread your work!* **Due on Blackboard by 4/15 at 6pm. Note: If you get an “A” grade on this assignment you won’t be required to submit an updated version for your final; you will automatically receive the same grade (with an opportunity for extra credit so that the final memo grade pulls the rest of your grade upward).**

Week 14, 4/22 – What did we miss?

- This week’s content will be updated based on our conversations from throughout the semester, filling in gaps that were missed.

In-class assignment: TBD.

Week 15, 4/29 – Finalizing Policy Memo

- Readings and in-class assignment TBD.

Homework: Your public meeting assignment is due. See Blackboard for complete details on the assignment. **Due on Blackboard by 4/29 at 6pm.**

Week 16, 5/6 – Policy Memo (Final) – 7:00 to 9:00 PM

- No readings this week.

Policy Memo (final deliverable): See “Final Draft Policy Memo Guide” for instructions and grading rubric. **Due on Blackboard by 5/16 at 7pm.**

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.

Bias Assessment Response and Support - (213) 740-2421 studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

Academic Accommodations

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 the instructor (or to a TA) as early in the semester as possible. DSP is located in STU 301 and is open 8.30 AM to 5.00 pm Monday through Friday. Website and contact information for

DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX), ability@usc.edu

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

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.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7

on call 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.