USC Price

In Sacramento
Master of Public Administration

Instructor: Lois Takahashi, Ph.D.
Office Hours: By appointment
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(instructor will respond within 48 hours)

PPD 554, Foundations of Public Policy Analysis
4 units, Summer 2020

All class meetings will be online via Blackboard and Zoom	Contact Hours
• Two three day weekend sessions	
• Zoom-powered Friday live sessions – June 26, July 24 (6:00 – 8:00 pm, Pacific)	4
▪ Saturday-Sunday team working sessions (to be scheduled by the teams) – June 27-28, July 25-26 – will include consultation with instructor	8
• Recorded online lectures (Zoom-powered sessions on Wednesdays, 6:00 – 7:30 pm Pacific for students who would like to attend the session live)	15
• Asynchronous activities (e.g., weekly Journal entries, Discussion Board posts both via Blackboard)	22
• Zoom-powered team check-ins (30-60 minute Zoom meetings for feedback; schedules to be determined)	3
Total contact hours	52

Course Description[1]

Public policy analysis has been described as the art and craft of "speaking truth to power."[2] It is the production of evidence-based, problem-solving advice on behalf of political officials; policy administrators; political constituents and citizens. This course discusses the foundations of public policy as a profession, and develops basic skills in policy analytic reasoning, policy design, normative analysis and ethics, and argumentation. The goal is to help students understand the complexities of public policy analysis and the value tradeoffs associated with public problem solving. Policy analysis requires several distinct sets of skills: technical understanding of analytical tools, sensitivity to the political and cultural contexts within and outside of the organization within one works, and the ability to produce and communicate actionable advice that is based on valid social science research.
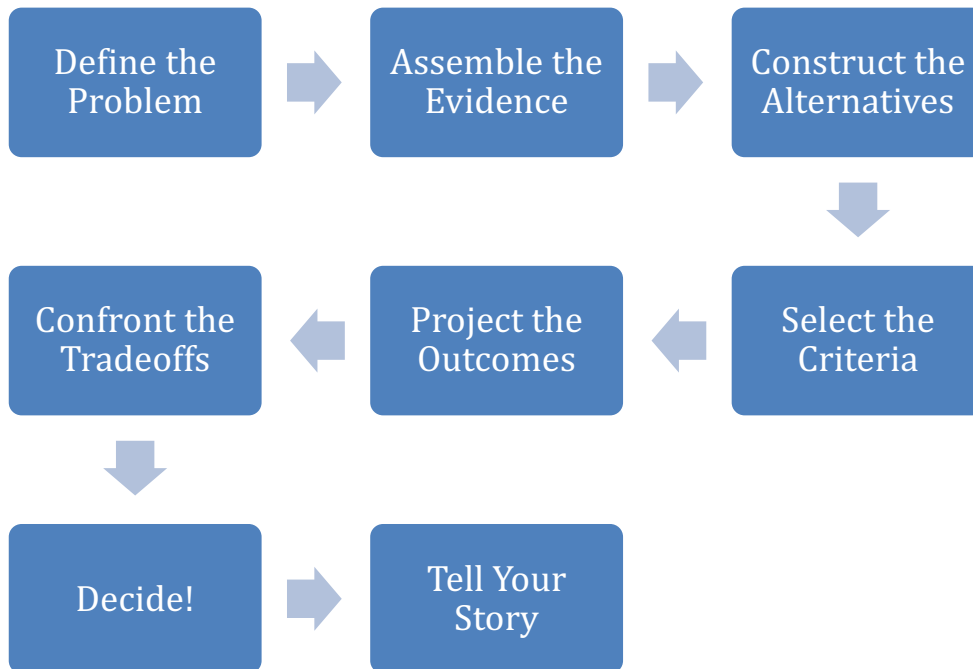
The class weaves theoretical readings and practical applications around Bardach and Patashnik's "eightfold path" for policy analysis and problem solving:[3]

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[1]This syllabus is based on PPD 554 syllabi developed by Professor Juliet Musso and by Professsor Dora Vertenten, and revised with their permission.

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

[3] Bardach, E., & Patashnik, E. M. (2019). *A practical guide for policy analysis: The eightfold path to more effective problem solving*. CQ press. (assigned text for PPD 554)

The Eight-Fold Path (Bardach and Patashnik, 2019)

Define the Problem → Assemble the Evidence → Construct the Alternatives → Select the Criteria → Project the Outcomes → Confront the Tradeoffs → Decide! → Tell Your Story

PPD 554 introduces students to foundational frameworks in policy analysis and engages them in using these skills by means of an introductory policy analysis project.

Learning Objectives
This course is the foundational introduction to the MPP program and the Public Policy Certificate at the Price School. The MPP program has the following general learning objectives (https://priceschool.usc.edu/programs/masters/mpp/curriculum/program-learning-objectives/):
- Students will acquire an extensive set of skills from political science, economics, and quantitative analysis that can be applied to develop innovative solutions to a broad range of policy problems. Examples of core analytical competencies include economic analysis, statistical analysis, policy formulation and implementation analysis, and cost-benefit analysis.
- Students will become proficient in communicating policy advice verbally and in writing, both individually and in groups.
- Students will develop expertise in one or more substantive policy fields of their choosing that will equip them for professional relevance and impact.
- Students will learn leadership skills necessary to become agents of change to improve the quality of life for people and their communities, here and abroad.

PPD 554 introduces the professional field by orienting students to the tools and methodologies used in public policy analysis, including: general approaches to options analysis ("eightfold path"); policy design and the tools literature; effective practice review and adaptation; and multi-attribute analysis, including an overview of benefit-cost analysis. Ultimately the goal is to develop the skills to produce and communicate an actionable policy analysis.

Specific learning outcomes for PPD 554 include:
- *Issue Diagnosis:* You will describe and assess the complex dimensions of a policy issue in a way that leads to options, and frame problems with attention to stakeholder values and interests, and with critical attention to the political framing of public issues.
- *Policy Design:* You will identify "policy variables" (including options) and compare the strengths and weaknesses of various policy instruments ("tools") in promoting policy goals (using criteria, such as equity, effectiveness, efficiency, and ease of political acceptability). You will conduct research to identify model practices (also referred in literature as "effective practices; smart practices; or best practices") and adapt these within a specific organizational context.
- *Critical Reasoning and Ethics.* You will engage the complexities of the normative and practical considerations brought to bear in the analytic process (e.g., equity, efficiency, effectiveness, and ease of political acceptability). You will define both evaluative and practical criteria with attention to differing conceptions of justice, and tradeoffs between justice and utilitarian concepts such as allocative and administrative efficiency.
- *Options Analysis:* You will highlight tradeoffs among options.
- *Tradecraft.* You will polish skills required for effective policy leadership, including: (1) research and critical reasoning; (2) application of strategic analysis; and (3) professional memo writing and speaking skills. All your work, including issue diagnosis, policy design, and options analysis, will be based on a critical review of literature relevant to the policy at hand. A critical review of the literature means that you scan peer reviewed research studies, and review these studies with a critical lens.
- *Team Management.* You will collaborate in teams to conduct research; maintain a research team platform (Yammer, Basecamp, Google Groups, Microsoft Teams, or other platform accessible to all team members and the instructor); discuss and develop analysis; and prepare PowerPoint presentations.

Course Notes

Required Textbook:
Bardach, E., & Patashnik, E.M. (2020). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (6th ed). Washington, D. C.: Congressional Quarterly Press.

Available as electronic version (purchase or rent) via the publisher's website (please see right hand tab for purchasing or digital rental options): https://us.sagepub.com/en-us/nam/a-practical-guide-for-policy-analysis/book255357

Additional Required Readings:
Additional required readings and case materials are listed in the detailed course schedule and are either available through the web, USC Library online or will be made available in the Blackboard Content folder on the course page.

Individual and Team Assignments:
You are individually responsible for keeping up to date with the assignments and teamwork in accordance with the assignment instructions in this syllabus. Individual and Team notes, documents, files, drafts, feedback, graphics and other course deliverables must be maintained in an orderly and comprehensive manner within each project on Blackboard or other project management platform, and may be reviewed by the instructor for evaluation (if you use a different project management platform than Blackboard, such as Google Docs, Basecamp, Microsoft Teams, etc, **please provide access to the instructor**).

Technological Proficiency and Hardware/Software Required:
You will need to be able to access USC Blackboard, TurnItIn through USC Blackboard, LinkedIn Learning through the USC website, and Zoom. Assignments will be submitted electronically using TurnItIn through USC Blackboard and Blackboard assignment links. Here is a tutorial for Blackboard: https://www.youtube.com/playlist?list=PLontYaReEU1seUE3ACG3sEc3zR7Br7URU.

Weekly Recorded Lectures (optional: can be viewed live):
The instructor will deliver weekly online sessions via Zoom, starting on Day 1 of Week 1 of class. You may view the recorded lecture anytime during the week. The link to the Zoom recording will be provided via Blackboard Announcements. If you would like to join the session live, you may join the session online with video on your computer or on the phone; computers are preferable so that you can view slides and documents shared onscreen.

Description and Assessment of Assignments

The course requires your engagement with the materials and discussions, critical reflection, and respectful discourse with the instructor and students in the class. Grades are based on a weighted scores as summarized below.

Evaluation Categories	Due Date via Two Step Submission Procedure unless Otherwise Indicated	Weight
Asynchronous Tasks • Individual Journal Reflection Entries • Individual Discussion Board Posts	• Day 7 weekly • Via Blackboard Discussion Boards; see schedule for due dates	10% 5%
Baseline Memo (individual)	Sunday, June 7	20%
Policy Analysis Project: Proposed Team	Wednesday, June 10 via Blackboard Groups function	0%
Policy Analysis Project: Proposed Team Issue	Friday, June 12 via email to instructor (lmtakaha@usc.edu)	0%
Policy Analysis Project: PowerPoint slide deck on issue diagnosis and criteria (team)	Sunday, June 28	10%
Policy Analysis Project: Issue brief (individual)	Sunday, July 12	20%
Policy Analysis Project: PowerPoint slide deck on design briefing (team)	Sunday, July 26	10%
Policy Analysis Project: Final policy memo (individual)	Tuesday, August 11	25%
TOTAL		**100%**

- **Asynchronous Tasks:** This class will engage current events, controversial policies, successful and failed policies, and other topics that may be politically sensitive. We will work to engage sensitive topics by (1) articulating our own political, ideological, or personal values (or "where we are coming from") and understanding and clarifying how those frame our judgment of public policy proposals and recommendations; (2) relying on valid social scientific or scientific evidence to back up any claims we make about the effects of policy; and (3) listening respectfully to differing viewpoints. Please remember to engage in all discussions with decorum and without ad hominem attacks on anyone, whether class members or political/elected officials. Developing civil discussion strategies even when dealing with highly polarizing issues is a skill that you will develop in these asynchronous tasks.
  - o **Journal Entries (Due by Day 7 weekly):** Journal entries are individual non-public reflections of the week's readings, lectures, and assignments, and provide a way for you to document your thinking about the issues, the skills you are learning, and questions that emerge as the class proceeds. This also gives you the opportunity to let the instructor know of any issues and challenges during the class; the instructor will provide feedback and respond to weekly entries.
  - o **Discussion Boards (Variable due dates via Blackboard Discussion Groups; see Course Schedule):** Posts (usually by Day 4) to the weekly discussion board topics provide a way for you to reflect on the readings, case studies, and the policy that you and your team are analyzing. An ideal way to submit your posts are to write them in a Word processing program (please spell check and read aloud the text to yourself before submitting), and then cutting and pasting the text into the Blackboard Discussion Board course site. You should post questions (usually by Day 5) and respond to questions/posts by other students in the class to your post (by Day 7) using rational, evidence based arguments. You will also post comments and suggestions regarding other teams' PowerPoint slide decks via the Discussion Board course site.
- **Individual Baseline Memo (Due by Sunday, June 7 by 11:59 pm Pacific. Please submit using the two step procedure for this class: (step 1) submit to TurnItIn on Blackboard Assignments tab, review text passages that are highlighted, and add quotation marks and complete citations; (step 2) submit revised and corrected document via Blackboard Assignments link for the assignment).** The baseline memo will examine a contemporary policy proposal selected by you, for which you will conduct policy research employing secondary sources (please provide full citations for all sources). In this memo, you will identify the core arguments made by opponents and proponents and use social science or scientific evidence to validate or dispute those arguments. You will evaluate the strengths of the core arguments and provide an evaluation of which core arguments are stronger based on the social science or scientific evidence. Format: 2 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, memo format, with full and complete citations.
- **Policy Analysis Project (various deadlines, below).**
  - o Team Selection: (Selection of team due Wednesday, June 10, by 11:59 pm Pacific via Blackboards Groups function). You will join or initiate a team (teams will have a maximum of 5 members); please use the Blackboard Groups tab in the Course Management area of the Blackboard course webpage to select/initiate a team.

o   Team Proposed Issue: (Team Product due Friday, June 12, by 11:59 pm Pacific via email to instructor, lmtakaha@usc.edu). You will work with your team to identify an issue that will be the subject of team research and analysis throughout the remainder of the course. The team will submit this issue via email to the instructor for approval.

o   Team PowerPoint Slide Deck: Issue Diagnosis and Criteria (Teams will work on the PowerPoint slide deck during the scheduled Saturday and Sunday; Team PowerPoint slide deck will be posted to the Discussion Board due Saturday, June 29 by 11:59 pm Pacific; individuals will post suggestions and comments to the Discussion Board by Sunday, June 28, by 6 pm Pacific; the revised PowerPoint slide deck is due Sunday, June 28, by 11:59 pm Pacific using the two step submission process). During the first weekend scheduled session, you will work with your team to apply course readings and work through the eightfold path to analyze the issue, and you and your team will develop a PowerPoint summary of the team's research. During the Saturday session, you will work with your team to diagnose the issues associated with the approved policy analysis issue, and to operationalize the criteria that are relevant in assessing options to address the issue. You and your team will post your PowerPoint briefing (10 slides inclusive of title page and end contact page) by Saturday, 11:59 pm Pacific. During the Sunday session until 6 pm Pacific, all class members will post feedback on the PowerPoint slide deck using the constructive feedback guidance. You and your team will have an opportunity to revise your PowerPoint slide deck using the feedback from the class before submitting using the standard two step submission process by Sunday, 11:59 pm Pacific.

o   Individual Issue Brief: Issue Diagnosis and Criteria (Due Sunday, July 12, by 11:59 pm Pacific; please use the two step submission process). You will incorporate the research and any infographics produced during the team work during the online weekend class session to produce an individually written Issue Brief. In this individual memo, you will use social science or scientific evidence to define the issue/problem, and the work that you and your team completed during the class weekend session to develop and explain the criteria to assess options. Format: 2 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, memo format, with full and complete citations.

o   Team Policy Design PowerPoint Slide Deck (Teams will work on the PowerPoint slide deck during the scheduled Saturday and Sunday; Teams will post the PowerPoint slide deck to the Discussion Board by Saturday, July 25, by 11:59 pm Pacific; individuals will post suggestions and comments to the Discussion Board by Sunday, July 26, by 6 pm Pacific; the revised PowerPoint slide deck is due Sunday, July 26, by 11:59 pm Pacific, using the two step submission process). On Saturday, you and your team will produce a policy briefing PowerPoint slide deck in which you communicate a set of three to four options/alternatives that you have designed to address the issue, and a set of criteria that you and your team have developed to assess these options/alternatives (e.g., equity, efficiency, effectiveness, ease of political acceptability). This design briefing must be based on additional research on practices or approaches used either in other jurisdictions or for similar problems. You and your team will include your analysis (3-4 options/alternatives, the criteria developed by the team to assess strengths and weaknesses of each of the options/alternatives, and a preliminary

assessment of the best option/alternative based on the criteria) in a PowerPoint briefing (10 slides inclusive of title page and end contact page), which you will post to the Discussion Board by Saturday 11:59 pm Pacific. All students should post comments and suggestions for at least two other teams' slide decks by Sunday 6 pm Pacific. You and your team will have an opportunity to revise your PowerPoint slide deck before submitting using the standard two step submission process by Sunday 11:59 pm Pacific.

o Individual Policy Memo (Due Tuesday, August 11 by 11:59 pm Pacific; please use the two step submission process). Incorporating the material from your individual research on issue diagnosis, criteria, and policy options, and team research and discussions during the online weekend class sessions, you will submit an individual policy analysis memo. The policy memo should include: definition of the issue, 3-4 specific options/alternatives, specific and defined criteria, analysis of the strengths and weaknesses of the options with reference to the criteria, tradeoffs among the options/alternatives, and recommendation of the best option/alternative given the criteria and tradeoffs analysis. Format: 3 page maximum (including footnotes and embedded graphics but not including appendices), single-spaced, memo format, with full and complete citations.

Grading Scale
Course final grades will be determined using the following scale:

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

Course Format, Policies, and Expectations
Weekly assignments are structured on a Wednesday to Tuesday format, as the summer session starts on Wednesday, May 20 and ends on Tuesday, August 11. Each day of the week is numbered (please see below). Day 1 is Wednesday, the first day of the beginning of each weekly session, which is the date that we will have live online sessions via Zoom, if scheduled.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday

Guidelines for written memo and PowerPoint slide deck assignments:

- Assignments are due no later than 11:59 p.m. in the Pacific Time zone on the day that is due.
- Label all files: lastname_assignmentname.docx (e.g., takahashi_baselinememo.docx) or team_assignmentname.pptx (e.g., teamissuename_issuediagnosis_pptx)
- All submitted assignments should be in Microsoft Word/PDF or PowerPoint format, unless otherwise indicated.
- Memos must be single-spaced with 12 point font, with 1-inch margins, and must abide by the maximum page limits. If you are unfamiliar with memo format, please see this guidance from the USC Library: https://libguides.usc.edu/writingguide/policymemo.
- PowerPoint slide decks must not exceed 10 slides including title and end slide, and must use at least 20 point font.
- All written memos should include page numbers and proper labeling of all tables and figures.
- Please use APA style for citations; the USC Library has a citation tool built into the article search engine; another useful tool is the Purdue OWL site, and its citation tool: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html.
- Please avoid use of non-academic or non-governmental material found on the World Wide Web (e.g., Wikipedia, and sites that advocate for positions without evidence).
- Students who need help with grammar or style are encouraged to make use of a web-based grammar application such as Grammarly (https://www.grammarly.com/).

There is a two-step submission process for all memo and PowerPoint assignments in this course:
Step 1. Submit your individual or team assignment via the TurnItIn link on the Blackboard Assignments tab:
- TurnItIn will highlight text that has been found to be drawn from another source.
- Please make sure that text highlighted by the TurnItIn tool has quotation marks at the beginning and end of the text passage and that you provide a full and complete citation (including page numbers; please use APA format).
- If there is text highlighted by TurnItIn for which you do not provide quotation marks (this includes lists that you have taken from existing sources), then the assignment will be considered to be a potential instance of plagiarism and will be reported to the main campus (see more on academic dishonesty at the end of the syllabus).
Step 2. Submit your corrected individual or team assignment via the Blackboard Assignments link for that specific assignment:
- Please make sure to allow sufficient time to submit in the event of any issues with the online platform (in other words, do not wait until 11:55 pm on the due date to submit!).
- Submitting early is recommended!

Guidelines for Discussion Board posts:
Discussion board topics are intended to encourage a discussion of ideas and the presentation of draft elements to be incorporated into future assignments. Students are expected to post thoughtful statements that directly apply to the assignment prompts and the team's policy project; to demonstrate knowledge of the concepts and ideas pertaining to the key topics; and to use rational argument or evidence to support all claims. The discussion board forum is intended as an incremental

check-in or building block to the course assignments. Citations are required for any text extracted from an existing source that you use in any discussion post.

Students will post their initial responses to the discussion board prompts by Day 4 of each week. Students will pose follow-up questions to two of their classmates' initial posts by Day 5. (Note: In the interest of ensuring an equitable distribution of follow-up questions, try not to post questions on a classmates' response if two or more students have already posed follow-up questions to that post.) Finally, by Day 7, students will post responses to all follow-up questions they received. Failure to post the required number of responses on Days 05 and 07 may result in a loss of points.

Discussion Board Postings – please follow these guidelines:
1. Relevance to the topic or problem – Does the posting address the question directly?
2. Application of Project Research – Does the posting attempt to add a unique perspective or ideas from beyond the original readings? Does the posting attempt to take ideas from newly collected research and put them into play?
3. Depth of insight, observation, or analysis – Does the posting offer a concept, idea, new example, or something worthwhile to think about?
4. Use of Evidence and Support – Does the posting seek to make a rational argument instead of merely offering personal opinion? Or does the posting examine personal opinion by way of making a rational argument?

Discussion Board Questions and Responses:
For questions and responses, you should either extend/add to the argument, analysis, or position of the original post or offer an alternative point of view, analysis, or position. Responses will be evaluated for:
1. Number of responses – Did the responses fulfill the minimal requirement for the discussion?
2. Substance of the response – Did the response offer something new or an alternative point of view?
3. Insightfulness – Did the responder offer something to extend or develop a point of view worth thinking about from real world examples or situations?

Grading Timeline
Assignments will be reviewed and graded within 3 days following the due date, except for the final deliverables, which will be graded during finals week.

Grading Policies
Late Assignments: **NO assignments are accepted after their due dates**.

Feedback to Instructor
Students will have the opportunity to provide anonymous feedback to the instructor about the course mid-way through the term. A mid-term course evaluation will be made available to students via the Blackboard course platform (under the Assignments link).

Weekly Schedule of Learning Activities

<table>
<tr>
<td colspan="3">Week 01: May 20-26
Introductions and Overview</td>
</tr>
<tr>
<td>Learning Activity</td>
<td>Due Date</td>
<td>Point Value</td>
</tr>
<tr>
<td>Reading:
Syllabus (available at Blackboard course page under Syllabus)</td>
<td>Day 1</td>
<td>~</td>
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<tr>
<td>Robert, Christopher and Richard Zeckhauser, R. (2011). The methodology of normative policy analysis. JPAM, 30(3), 613-643. USC Library link: https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/full/10.1002/pam.20578</td>
<td>Day 7</td>
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<tr>
<td>Lidman, R., & Sommers, P. (2005). The "compleat" policy analyst: A top ten list. Public Administration Review, 65(5), 628-634. USC Library link: https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/pdf/10.1111/j.1540-6210.2005.00490.x</td>
<td>Day 7</td>
<td>~</td>
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<tr>
<td>Week 01 Instructional Media:
• Randall Akee (UCLA) on policy, equitable growth, and Native Americans: https://www.youtube.com/watch?v=YbHEvaEhAhc
• Shaun Harper (USC Rossier) on race, education reform, and having dialogue about difficult topics: https://www.youtube.com/watch?v=FUU7R2aYAJI</td>
<td>Day 4

Day 4</td>
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<tr>
<td>Week 01 Zoom session (will be recorded): Syllabus and introduction to policy analysis</td>
<td>Day 1</td>
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<tr>
<td>Week 01 Individual Assignment: complete course baseline student survey (on Blackboard Assignment tab)</td>
<td>Day 7</td>
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<tr>
<td>Week 01 Discussion Board: Self introductions, policy interests, learning goals for the class</td>
<td>Post by: Day 4</td>
<td>0.5</td>
</tr>
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Week 02: May 27-June 2 Overview of the Eight-Fold Path Approach, and Selecting Policy for Analysis		
Learning Activity	**Due Date**	**Point Value**
Reading: Bardach and Patashnik; Introduction and Part I	Day 7	~
Week 02 Instructional Media: • What are the Grand Challenges of Public Administration?: https://www.napawash.org/grandchallenges • What is a neutral policy question?: https://www.youtube.com/watch?v=qE1gXxD-TOQ Centers for Disease Control and Prevention (CDC) • Centers for Disease Control and Prevention Policy Process: https://www.cdc.gov/policy/polaris/policyprocess/index.html • CDC Define the Problem: https://www.cdc.gov/policy/polaris/policyprocess/problem_identification.html • CDC Alternatives: https://www.cdc.gov/policy/polaris/policyprocess/strategy_development.html • CDC Policy Analysis (Options, Criteria, Tradeoffs) https://www.cdc.gov/policy/polaris/policyprocess/policy_analysis.html	Day 4	~
Week 02 Zoom session (will be recorded): Explanation of Baseline Memo	Day 1	~
Week 02 Individual Assignment: ■ Journal: complete journal entry on reflections on the eight-fold path	Day 7	1
Week 02 Discussion Board: Reflections on the CDC policy framework: how well does the CDC approach fit the eight-fold path? (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post)	Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7	0.5

Week 03: June 3-9 Issue Diagnosis: Wicked Problems, Causal Stories, Tragedy of the Commons		
Learning Activity	**Due Date**	**Point Value**
Reading Bardach and Patashnik, Part I: Step One (review) Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, *4*, 155-169. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/4531523?seq=1#metadata_info_tab_contents Stone, D.A. (1989). Causal Stories and the Formation of Policy Agendas. Political Science Quarterly, 10(2), 281-300. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/2151585?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents Hardin, G. (1968). The tragedy of the commons. *Science*, *162*, 1243-1248. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/1724745?seq=1#metadata_info_tab_contents	Day 7	~
Week 03 Instructional Media: - June Manning Thomas (U Michigan) on policy, abandonment in Detroit, how should we talk about race, and narrative (urban policy focused): https://www.youtube.com/watch?v=MPVuS7mYonQ - Mindy Romero (USC Price) on the power of the youth vote: https://www.youtube.com/watch?v=T2jwSUhu7ok	Day 4 Day 4	~ ~
Week 03 Zoom session (will be recorded): Thinking about problem description	Day 1	~
Week 03 Individual Assignment: ■ Journal: complete journal entry on reflections on baseline memo	Day 7	1
Week 03 Memo Assignment: Baseline Memo (individual)	Day 5: Sunday, June 7, by 11:59 pm Pacific	20

Week 04: June 10-16		
Assembling Evidence: Systematic Review and Numbers		
Learning Activity	**Due Date**	**Point Value**
Reading: Bardach and Patashnik, Part II, Part I: Steps Two & Eight (reread) U.S. GAO. (2006). HUMAN TRAFFICKING: Better Data, Strategy, and Reporting Needed to Enhance U.S. Antitrafficking Efforts Abroad. https://www.gao.gov/products/GAO-06-825	Day 7	~
Week 04 Instructional Media: • Hans Rosling on visualizing global health: https://www.youtube.com/watch?v=hVimVzgtD6w • Knowledge@Wharton on The Use — and Misuse — of Statistics: http://knowledge.wharton.upenn.edu/article/the-use-and-misuse-of-statistics-how-and-why-numbers-are-so-easily-manipulated/ • Karthick Ramakrishnan (UCR) and Jennifer Lee (Columbia U) on US Asian Americans and Pacific Islanders, and comparison to Latinos/as: https://www.youtube.com/watch?v=8A7yJMSbqFA	Day 4	~
Week 04 Zoom session (will be recorded): Thinking about evidence	Day 1	~
Week 04 Team Assignment: ■ select or initiate a team for the Policy Analysis Project (maximum of 5 individuals per team) via the Blackboard Groups tab ■ email proposed team issue to instructor (lmtakaha@usc.edu)	Day 1 Day 3	~ ~
Week 04 Individual Assignment: ■ Journal: complete journal entry on reflections on policy interests and how the readings are changing your views	Day 7	1
Week 04 Discussion Board: Data visualization, data use/misuse, policy (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post)	Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7	0.5

Week 05: June 17-23 Constructing Alternatives		
Learning Activity	Due Date	Point Value
Reading: Gregory, R., & Keeney, R. (1994). Creating Policy Alternatives Using Stakeholder Values. Management Science, 40(8), 1035–1048. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/2633092?seq=1#metadata_info_tab_contents Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. *The American Political Science Review*, *87*(2), 334-347. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/2939044?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents Lakoff, G. (2010). Why it Matters How We Frame the Environment. *Environmental Communication*, 4(1), 70-81. USC Library link: https://www-tandfonline-com.libproxy1.usc.edu/doi/pdf/10.1080/17524030903529749?needAccess=true	Day 7	~
Instructional Media: • Bales and Gilliam on Communications for Social Good: http://foundationcenter.org/gainknowledge/research/pdf/practicematters_08_paper.pdf	Day 4	~
Week 05 Zoom session (will be recorded): How do we construct alternatives for the problem?	Day 1	~
Week 05 Individual Assignment: ■ Journal: complete journal entry on reflections on framing, the team, and the policy definition	Day 7	1
Week 05 Discussion Board: How does framing affect problem definition? (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post)	Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7	0.5
Week 05 Team Check-In: to be scheduled		1

Week 06: June 24-30 Connecting Issues to Outcomes ONLINE CLASS FRIDAY, JUNE 26; TEAM WORK SATURDAY-SUNDAY, JUNE 27-28		
Learning Activity	**Due Date**	**Point Value**
Reading: Bardach and Patashnik, Part I: Steps Four and Five (reread)	Day 4	~
Instructional Media • Rethinking efficiency; Caroline Helder on limitations of efficiency criterion: https://ieg.worldbankgroup.org/blog/rethinking-evaluation-efficiency • A primer on evaluating effectiveness; CDC on evaluating policy impact: https://www.cdc.gov/injury/pdfs/policy/Brief%205-a.pdf • Rethinking how to prioritize equity in evaluation; Jara Dean-Coffey on embedding equity in evaluation: https://cep.org/the-time-is-now-to-embed-equity-in-evaluation-practices/ • Political feasibility: Brookings Institution on H1B visas: https://www.youtube.com/watch?v=YhAiirK9U5Y	Day 3	~
Week 06 Online Class Session: • Friday (6-8 pm Pacific): discussion of feasibility and overview of team working sessions (to be scheduled by teams during Saturday and Sunday with instructor check-in)	Day 3	~
Week 06 Team Working Sessions with instructor feedback • Saturday (TBD): Teams: ■ describe the policy issue ■ create criteria for policy option evaluation (consider equity, efficiency, effectiveness, and ease of political acceptability) ■ post PowerPoint slide deck to Blackboard Discussion Board • Sunday (TBD): Teams revise PowerPoint slide deck given feedback	Day 4 Day 5	~ ~
Week 06 Individual Assignment: ■ Provide feedback to at least 2 team PowerPoint slide decks on Discussion Board ■ complete journal entry on reflections on team work	Day 5 by 6 pm Day 7	1 1
Week 06 Team Assignment: revised and submit finalized PowerPoint Slide Deck using two-step submission process	Day 5: Sunday, June 28, by 11:59 pm Pacific	10

<table>
<tr><td colspan="3" style="text-align:center">**Week 07: July 1-7**
Policy Design: Refining the Alternatives</td></tr>
<tr><td style="text-align:center">Learning Activity</td><td style="text-align:center">Due Date</td><td style="text-align:center">Point Value</td></tr>
<tr>
<td>*Reading:*
Bardach and Patashnik, Part I: Step Three (reread); Part III, Appendix B

May, P. (1981). Hints for crafting alternative policies. *Policy Analysis*, *7*(29), 27-44. USC Library link: https://www-jstor-org.libproxy2.usc.edu/stable/42783476?seq=1#metadata_info_tab_contents

Schneider, A., & Ingram, H. (1988). Systematically Pinching Ideas: A Comparative Approach to Policy Design. Journal of Public Policy, 8(1), 61–80. https://doi.org/10.1017/S0143814X00006851. USC Library link: https://www-jstor-org.libproxy2.usc.edu/stable/4007258?seq=1#metadata_info_tab_contents</td>
<td>Day 7</td>
<td>~</td>
</tr>
<tr>
<td>Instructional Media:
• Rethinking your alternatives: the art of innovation with Guy Kawasaki at TEDX: https://www.youtube.com/watch?v=O2oZ2ucI1mA</td>
<td>Day 4</td>
<td>~</td>
</tr>
<tr>
<td>Week 07 Zoom session (will be recorded): Are these the best alternatives?; guidance on the Individual Issue Brief</td>
<td>Day 1</td>
<td>~</td>
</tr>
<tr>
<td>Week 07 Discussion Board: How do we use innovation to help develop new alternatives?</td>
<td>Initial post by: Day 5
Post to another student's post by: Day 6
Reply by: Day 7</td>
<td>1</td>
</tr>
<tr>
<td>Week 07 Team Check-In: to be scheduled</td>
<td></td>
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<tr>
<td>Week 07 Individual Assignment:
■ complete mid-term course evaluation (anonymous survey to provide feedback about course so far)
■ Journal: complete journal entry on reflections on readings and policy alternatives</td>
<td>Day 5

Day 7</td>
<td>~

1</td>
</tr>
</table>

Week 08: July 8-14 Assembling More Evidence and Projecting Outcomes		
Learning Activity	**Due Date**	**Point Value**
Reading: Gormley, W., Jr. (2007). Public Policy Analysis: Ideas and Impacts. Annual Review of Political Science, 10(1), 297–313. https://doi.org/10.1146/annurev.polisci.10.071105.094536; USC Library link: https://www-annualreviews-org.libproxy2.usc.edu/doi/10.1146/annurev.polisci.10.071105.094536 Hatry, H. P., Cowan, J., & Hendricks, M. (2017, February 1). Analyzing Outcome Information. Retrieved from: https://www.urban.org/sites/default/files/publication/42811/310973-Analyzing-Outcome-Information.PDF Klein, G. (2007). Performing a Project Premortem. Harvard Business Review, 85(9), 18–19. Retrieved from http://search.proquest.com/docview/227848656/. USC Library link: http://web.b.ebscohost.com.libproxy1.usc.edu/ehost/pdfviewer/pdfviewer?vid=3&sid=6b89cd35-8ee9-4712-bb87-d28faa7559e5%40pdc-v-sessmgr04	Day 7	~
Instructional media: • Why do a premortem? Nobel laureate Daniel Kahneman on doing a premortem: https://www.youtube.com/watch?v=MzTNMalfyhM • Predictive analytics: Phil Wells on predictive analytics and health care, and why diagnostic tests are not always needed: https://www.youtube.com/watch?v=QWps8A-hljw	Day 4	~
Week 08 Zoom session (will be recorded): How to project outcomes	Day 1	~
Week 08 Memo Assignment: Issue Brief (individual)	Day 5: Sunday, July 12, by 11:59 pm Pacific	15
Week 08 Individual Assignment: ■ Journal: complete journal entry on reflections on issue brief	Day 7	1

Week 09: July 15-21 Thinking about Tradeoffs		
Learning Activity	**Due Date**	**Point Value**
Reading: Bardach and Patashnik, Part I: Steps Six and Seven GRANT, R. (2006). Ethics and Incentives: A Political Approach. American Political Science Review, 100(1), 29–39. USC Library link: https://www-jstor-org.libproxy1.usc.edu/stable/27644329?seq=1#metadata_info_tab_contents Kelman, S. (1981). Cost-benefit analysis: An ethical critique. *AEI Journal on Government and Society Regulation*, 33-40. USC Library link: https://heinonline-org.libproxy1.usc.edu/HOL/Page?handle=hein.journals/rcatorbg5&id=35&collection=journals	Day 7	~

Instructional media:
• Cost benefit analysis primer by the Conservation Strategy Fund
  ■ Introduction to Cost-Benefit Analysis: https://www.youtube.com/watch?v=7tdKkeNClPE
  ■ Discounting: https://www.youtube.com/watch?v=Mol1yT7tczY
  ■ Net Present Value: https://www.youtube.com/watch?v=2HXwiCoYM8o
• How do we value a life? Kenneth Feinberg via Freakonomics podcast: https://freakonomics.com/podcast/kenneth-feinberg/
	Day 4	~

Week 09 Zoom session (will be recorded): How do we assess tradeoffs among the options/alternatives?	Day 1	~
Week 09 Discussion Board: How would the tradeoffs differ for our alternatives using ethics and cost benefit analysis? (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post)	Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7	0.5
Week 09 Individual Assignment: complete journal entry on reflections on readings, lecture, and team work	Day 7	1
Week 09 Team Check-In: to be scheduled		1

Week 10: July 22-28 Stakeholder Analysis and Decision Making ONLINE CLASS FRIDAY, JULY 24; TEAM WORK SATURDAY-SUNDAY, JULY 25-26		
Learning Activity	**Due Date**	**Point Value**
Reading: World Wildlife Federation (WWF). (2005). Cross-Cutting Tool: Stakeholder Analysis. (posted to Content tab on Blackboard course page) Varvarovszky, Z., & Brugha, R. (2000). How to do (or not to do) a stakeholder analysis. *Health Policy and Planning*, *15*(3), 338-345. USC Library link: https://academic-oup-com.libproxy1.usc.edu/heapol/article/15/3/338/5 (click on "PDF" icon)	Day 3	~
Instructional media: • Stakeholder analysis overview; Terri Wagner using a Project Management lens: https://www.linkedin.com/learning/search?keywords=stakeholder%20analysis&u=76870426 • Creating a stakeholder map; More than Metrics using a customer product lens: https://www.youtube.com/watch?v=eqZfiTp1HZw	Day 3	~
Week 10 Online Class Sessions: • Friday (6-8 pm Pacific): discussion of stakeholder analysis and overview of team working sessions (to be scheduled by teams during Saturday and Sunday with instructor check-in)	Day 3	~

Week 10 Team Working Sessions with instructor feedback
• Saturday (TBD): Teams
   ■ develop stakeholder analysis/map
   ■ reapply criteria to alternatives
   ■ identify outcomes from alternatives and analyze tradeoffs
   ■ post PowerPoint slide deck to Blackboard Discussion Board
• Sunday (TBD): Teams revise PowerPoint slide deck given feedback
	Day 4
	
	Day 5
		~
		
		~

Week 10 Individual Assignment:
   ■ provide feedback on at least 2 team PowerPoint slide decks on Discussion Board
   ■ complete journal entry on reflections on team work
	Day 5 by 6 pm
	
	Day 7
		1
		
		1

Week 10 Team Assignment: revised and finalized PowerPoint Slide Deck	Day 5: Sunday, July 26, by 11:59 pm	10

Week 11: July 29-August 4 Risk Assessment and Uncertainty		
Learning Activity	**Due Date**	**Point Value**
Reading: Slovic, P. (1999). Trust, emotion, sex, politics, and science: Surveying the risk-assessment battlefield. Risk analysis, 19(4), 689-701. USC Library link: https://onlinelibrary-wiley-com.libproxy1.usc.edu/doi/pdf/10.1111/j.1539-6924.1999.tb00439.x Viscusi, W., & Aldy, J. (2003). The value of a statistical life: A critical review of market estimates throughout the world. Journal of Risk and Uncertainty, 27(1), 5–76. https://doi.org/10.1023/A:1025598106257. USC Library link: https://link-springer-com.libproxy1.usc.edu/content/pdf/10.1023/A:1025598106257.pdf	Day 7	~
Instructional Materials: • Ricky Bluthenthal (USC Keck) on how the opioid epidemic and how this changed substance use in the US: https://www.youtube.com/watch?v=wS6G629-HKg • Neeraj Sood (USC Price) on the April 2020 random sample study of COVID-19 antibody prevalence in Los Angeles County: https://www.youtube.com/watch?v=S6mSpIeBS18	Day 4 Day 4	~ ~
Week 11 Zoom session (will be recorded): How do I make sure that my policy analysis is comprehensive, supported by evidence, and inclusive?	Day 1	~
Week 11 Discussion Board: How can my policy analysis be improved? How can others' policy analysis be improved? (initial post by you, post a respectful comment to another student's post, reply to any posts replying to your initial post)	Initial post by: Day 4 Post to another student's post by: Day 5 Reply by: Day 7	0.5
Week 11 Individual Assignment: ■ Journal: complete journal entry on reflections on policy analysis and readings	Day 7	1

Week 12: August 5-11 Course Summary, End of Course Survey, and Final Assignment		
Learning Activity	**Due Date**	**Point Value**
Reading: None	~	~
Week 12 Zoom session (will be recorded): Course summary, and any remaining questions on final policy memo	Day 1	~
Week 12 Individual Assignments: ■ evaluation (via email link), ■ end of course survey (on Blackboard Assignment tab) ■ complete journal entry on reflections on class, go back through journal entries and summarize important takeaways	Day 7	~ ~ 1
Week 12 Memo Assignment: Final Policy Memo (individual)	Day 7: Tuesday, August 11, by 11:59 pm Pacific	25

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.[4] 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.

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[4] Here is USC Library guidance on how to avoid plagiarism: https://libraries.usc.edu/tutorial/avoiding-plagiarism.

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.

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.

ASPA Code of Ethics

The American Society for Public Administration (ASPA) advances the science, art, and practice of public administration. The Society affirms its responsibility to develop the spirit of responsible professionalism within its membership and to increase awareness and commitment to ethical principles and standards among all those who work in public service in all sectors. To this end, we, the members of the Society, commit ourselves to uphold the following principles:

1. Advance the Public Interest. Promote the interests of the public and put service to the public above service to oneself.

2. Uphold the Constitution and the Law. Respect and support government constitutions and laws, while seeking to improve laws and policies to promote the public good.

3. Promote democratic participation. Inform the public and encourage active engagement in governance. Be open, transparent and responsive, and respect and assist all persons in their dealings with public organizations.

4. Strengthen social equity. Treat all persons with fairness, justice, and equality and respect individual differences, rights, and freedoms. Promote affirmative action and other initiatives to reduce unfairness, injustice, and inequality in society.

5. Fully Inform and Advise. Provide accurate, honest, comprehensive, and timely information and advice to elected and appointed officials and governing board members, and to staff members in your organization.

6. Demonstrate personal integrity. Adhere to the highest standards of conduct to inspire public confidence and trust in public service.

7. Promote Ethical Organizations: Strive to attain the highest standards of ethics, stewardship, and public service in organizations that serve the public.

8. Advance Professional Excellence: Strengthen personal capabilities to act competently and ethically and encourage the professional development of others.

USC Code of Ethics

(https://policy.usc.edu/ethics/)

At the University of Southern California, ethical behavior is predicated on two main pillars: a commitment to discharging our obligations to others in a fair and honest manner, and a commitment to respecting the rights and dignity of all persons. As faculty, staff, students, and trustees, we each bear responsibility not only for the ethics of our own behavior, but also for building USC's stature as an ethical institution.

We recognize that the fundamental relationships upon which our university is based are those between individual students and individual professors; thus, such relationships are especially sacred and deserve special care that they not be prostituted or exploited for base motives or personal gain.

When we make promises as an institution, or as individuals who are authorized to speak on behalf of USC, we keep those promises, including especially the promises expressed and implied in our Role and Mission Statement. We try to do what is right even if no one is watching us or compelling us to do the right thing.

We promptly and openly identify and disclose conflicts of interest on the part of faculty, staff, students, trustees, and the institution as a whole, and we take appropriate steps to either eliminate such conflicts or ensure that they do not compromise the integrity of the individuals involved or that of the university.

We nurture an environment of mutual respect and tolerance. As members of the USC community, we treat everyone with respect and dignity, even when the values, beliefs, behavior, or background of a person or group is repugnant to us. This last is one of the bedrocks of ethical behavior at USC and the basis of civil discourse within our academic community. Because we are responsible not only for ourselves but also for others, we speak out against hatred and bigotry whenever and wherever we find them.

We do not harass, mistreat, belittle, harm, or take unfair advantage of anyone. We do not tolerate plagiarism, lying, deliberate misrepresentation, theft, scientific fraud, cheating, invidious discrimination, or ill use of our fellow human beings — whether such persons be volunteer subjects of scientific research, peers, patients, superiors, subordinates, students, professors, trustees, parents, alumni, donors, or members of the public.

We do not misappropriate the university's resources, or resources belonging to others, which are entrusted to our care, nor do we permit any such misappropriation to go unchallenged.

We are careful to distinguish between legal behavior on the one hand and ethical behavior on the other, knowing that, while the two overlap in many areas, they are at bottom quite distinct from each other. While we follow legal requirements, we must never lose sight of ethical considerations. Because of the special bonds that bind us together as members of the Trojan Family, we have a familial duty as well as a fiduciary duty to one another. Our faculty and staff are attentive to the well-being of students and others who are entrusted to our care or who are especially vulnerable, including patients, volunteer subjects of research, and the children in our daycare and community outreach programs.

By respecting the rights and dignity of others, and by striving for fairness and honesty in our dealings with others, we create an ethical university of which we can all be proud, and which will serve as a bright beacon for all peoples in our day and in the centuries to come.

For USC Student Code of Conduct, please see https://sjacs.usc.edu/students/scampus/.