

Sol Price School of Public Policy

University of Southern California

## PPD 225: PUBLIC POLICY AND PUBLIC MANAGEMENT

Spring, 2021

Wednesday's 6-9:20pm PST

Cynthia J. Barboza-Wilkes

[cbarboza@usc.edu](mailto:cbarboza@usc.edu)

Office: [Online]

Office Hours: [Monday 1-3pm PST]

### Course Overview:

This course introduces students to basic theories and concepts in public policy and management (PPM). In addition to learning about the constitutional, social, and cross-sectoral contexts of public policy and public management, students will study key aspects of the public policy process and dynamics in public organizations. This interdisciplinary course draws organizational insights from organizational behavior (OB), public and nonprofit management, and policy process theories. There are three primary purposes of the course:

1. to provide you with a broad perspective of the field of public policy and public management, as well as basic familiarity with many important substantive issues and research agendas comprising the field;
2. to promote your understanding of the interrelationships between public, private, and nonprofit actors in the provision of public services; and
3. to provide you with opportunities to apply theories and concepts to address specific policy and management problems.

The course focuses primarily on literature from leading public policy and administration journals, including "classic" writings as well as more contemporary thought on each topic. Taking the course will provide students with a foundational understanding of the process of policy development and implementation along with human behavior within public organizations at the individual (micro), organizational (meso), and societal / networked (macro) levels. We take a critical lens and examine the complexity introduced by diversity at each of these levels so that issues of social justice and ethics are always top of mind. Students will be prepared to apply key concepts from the course to their professional lives by applying their knowledge to contemporary case studies and working in teams throughout the semester.

As an online class, we will be spending roughly 2-2.5 hours each week meeting in live synchronous class meetings via Zoom. In advance of those meetings you will be expected to read the required materials for that day and watch the 45-60 min pre-recorded lecture which will be available asynchronously via

Blackboard. The asynchronous pre-recorded lectures cover the key topics for the week, explaining key theories and definitions. The live meetings during Zoom are designed to help to contextualize the material with real world examples, group exercises, and opportunities to discuss and debate ideas. To help tailor the material with relevant examples I like to have students complete a short introductory questionnaire so I can learn more about your goals, interests, and expectations for the courses.

[PPD 225 Student Intro Questionnaire](#)

## Course Notes:

We want to acknowledge that this course is happening under challenging circumstances: a global pandemic, a movement confronting systemic racism, economic uncertainty, a Presidential transition, and a shift from primarily residential education to online instruction at USC. As your instructor and teaching assistant we think it is important to recognize this backdrop as we embark on this unique semester. We realize students will be taking this course from many parts of the U.S. (and world), and with unique circumstances that may impact their wellbeing and ability to fully participate in the course. Our goal as your teaching team is to provide as much flexibility as possible to students, while also ensuring that the transition to fully online instruction provides a quality learning experience. Some of you will have participated in online courses before, while for others this will be a new experience. We encourage you to reach out to us throughout the semester for help with both the course material and the learning format. In addition, if there are circumstances beyond class that may be impacting you, please know we are here to listen and point you to resources at USC, and beyond. With regard to course topics we endeavor to balance teaching recent events with the fundamentals of public policy and management. The next section of the syllabus addresses some of the unique topics related to online course delivery.

## Communication and Course Technology

Blackboard and Zoom will be the primary modes of technology utilized for the course. All course materials (lecture slides, class recordings, additional readings, etc.) will be posted on the course Blackboard site. Instructor and teaching assistant communication about the course will also happen via Blackboard announcements, which will also be delivered to students' @usc.edu email addresses. Most assignments will be submitted via Blackboard, and will be screened with Turnitin plagiarism detection software.

Zoom will be used for delivering synchronous course sessions as well as for office hours. Some lecture materials and additional videos will also be posted asynchronously on Blackboard. This will allow us to use more of our synchronous time to engage in discussion and in class exercises. Password protected links for Zoom based synchronous course sessions and office hours will be delivered via Blackboard. Zoom's breakout room feature will be used to facilitate small group discussions during synchronous course sessions.

It is expected that students will leave their cameras on during synchronous Zoom course sessions to maximize engagement. However, we realize this may not be possible for all students due to technological constraints or unique circumstances. Please reach out to us to let us know in advance if this will be an issue for you. It is our goal to facilitate course discussion; however, in order for this to happen without disruption to synchronous Zoom sessions we ask that students first pose questions or comments via the Zoom chat function. The instructor will then be able to engage with the question or comment and open up broader class discussion via video. Please enter Zoom course sessions with your microphone muted and keep it muted, unless actively participating in course discussions, presentations, or breakout sessions.

We are also required to note that all synchronous course sessions WILL BE RECORDED and provided to students asynchronously via Blackboard. We also want to remind students that USC has a policy that

PROHIBITS the sharing of synchronous and asynchronous course content outside the learning environment. This policy allows us to engage in academically valuable discussions while also protecting student privacy. Please carefully read the USC policy below:

*SCampus Section 11.12(B)*

*Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relation to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

For students who need additional information on using Zoom, Blackboard, or other technologies, please see the following links:

[Blackboard help for students](#)

[Software available to USC Campus](#)

## USC Technology Rental Program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please submit an application. The Student Basic Needs team will contact all applicants in January and distribute equipment to eligible applicants for the spring semester. You can find additional resources on the Student Basic Needs website ( <https://studentbasicneeds.usc.edu/> ) or contact them directly at [basicneeds@usc.edu](mailto:basicneeds@usc.edu).

## Course Goals & Learning Outcomes:

As a result of participating successfully in this course, students will be able to:

1. Summarize key scholarly work in the field of PPM
2. Identify the boundaries of existing PPM literature on a topic of interest
3. Apply PPM concepts to real-world cases

## Required Texts:

Required texts have been selected with cost in mind. Please speak with me directly if you experience any logistical challenges in obtaining any of the reading materials below. All assigned readings beyond these books will be made available online.

Peters, B. G. (2018). *American Public Policy: Promise and Performance* (11 edition). CQ Press.  
(Available in USC Library or on [Amazon in used or rented versions for \\$50](#))

Weible, C. M., & Sabatier, P. A. (2018). *Theories of the Policy Process* (Fourth edition.). Westview Press.  
(Available in USC Library or on [Amazon in used or rented versions for \\$22](#))

## Grading:

Grades for this course will be determined through a number of assignments. I recognize that different kinds of assignments feed into the strengths of different students, and I work to provide a range of opportunities for you to show what you've learned. Students can expect to receive grades back within three weeks of submission.

### *Final Grade Breakdown:*

Reading Presentation	(25 points)
Reading Discussant	(10 points)
Annotated Bibliography	(40 points)
Group Case Response	(25 points)
Final Research Outline	(40 points)
Participation / Peer Review	(10 points)
Final Exam	(50 points)
Total:	(150 points)

Grading Scale:		
A = 150 - 140	A- = 139 - 135	
B+ = 134 - 130	B = 129 - 125	B- = 124 - 120
C+ = 119 - 115	C = 114 - 110	C- = 109 - 105
D+ = 104 - 100	D = 99 - 95	D- = 94 - 90
	F = under 90	

## Assignments:

### *Reading Presentation*

*25 points possible*

The purpose of this assignment is to provide students with a structure for synthesizing readings. Each student will be responsible for reviewing a reading and facilitating the in-class discussion. These readings will be assigned by the instructor after the first day of class, with presentations beginning the third week of the semester. The student will be responsible for providing (a) a summary of the reading including a song to play that illustrates some of the concepts, (b) historical context of the author's body of work, (c) discussion of limitations, (d) application of learnings to a different context, and (e) discussion questions for classmates to connect the reading to the other required readings for the week. It is also the responsibility of the facilitator to ensure each member of the class has the opportunity to participate in the discussion. A discussion guide outline that covers all five facilitation objectives must be submitted to both the professor and the discussant by 6pm PST on the day prior to the presentation for full credit. Students are welcome to think creatively about how they wish to present the material and facilitate the discussion to make it engaging for their classmates. Classmates will provide feedback to the presenter using the discussion facilitation rubric. It is strongly recommended that you review your presentation outline in office hours.

#### Reading Presentation Rubric:

Summary	5 points
Author Context	5 points
Limitations	5 points
Application	5 points
Discussion Questions	5 points

### *Reading Discussant*

*10 points possible*

In addition to presenting on a specific reading over the course of the semester, students will also play the role of "discussant" to another student's presentation. Readings for the discussants will be assigned

by the instructor after the first day of class, with discussions following the presentations that begin the second week of the semester. The purpose of this assignment is to provide students with an opportunity to create a vibrant discussion that pushes the boundaries of the readings presented. As a discussant your role is to read the reading in depth to assess its merits, respond to the strengths and limitations of the in-class presentation, and generate discussion questions that challenge both the reading and the presentation by providing additional applications and examples beyond the scope of the material covered in the presentation. A successful discussant will assess the (a) strengths of the reading, (b) limitations of the reading, (c) merits of the presentation content, (d) provide additional examples to complement / contrast the presentation, and (e) introduce additional discussion questions. This is not a critique of presentation style, this is intended to debate ideas using a broader set of examples to apply the reading material in new ways through the perspective of another student.

[Reading Presentation & Discussion Schedule](#)

Discussion Facilitation Rubric:

Reading Strengths	2 points
Reading Limitations	2 points
Presentation Response	2 points
Additional Application	2 points
Discussion Questions	2 points

*Annotated Bibliography*

*40 points possible*

**Due Week 9 [3/17/21]**

The purpose of this assignment is to take a structured approach to exploring a topic of interest for each student. The final deliverable is designed to be a working document that extends beyond the scope of this class as a reference tool for the student professionally. Each student will select a topic they wish to explore in more detail. The goal of the bibliography is to identify the scope of scholarly work written on the topic of interest. The student is required to (a) produce two to three page introduction to the topic, (b) organize the topic into subsections with a one-paragraph overview for each subsection, (c) list relevant references, and (d) provide brief one-paragraph summaries for each reference. Reference summaries must include four elements: (1) theoretical underpinnings of the reading, (2) methods used, (3) key findings / contributions, (4) limitations and critiques. The bibliography must include a minimum of 10 citations. Students may request to work in pairs or small groups for this assignment, though the number of expected citations included will increase by 10 for each additional student. If you have a research paper assigned in another class, think of this assignment as a way to structure your writing process by incorporating the fundamentals of public policy and management from this course into your work. This assignment will be submitted via TurnItIn to check for plagiarism.

Annotated Bibliography Rubric:

Topic Overview	10 points
Organization	10 points
Reference Depth	10 points
Reference Summaries	10 points

*Group Case Response*

*25 points possible*

**Due Weeks 14 [4/21/21] & 15 [4/28/21]**

The purpose of this assignment is to take the concepts learned throughout the semester and apply them to a real world example. Groups will be assigned by the professor after the first day of class once students have a chance to indicate their broad policy interests. Students will be thinking critically about a

general policy area selected by the group, and the group will highlight a minimum of 2 unique and specific policy issues within that broader policy area to discuss. Working in teams, students will take on the role of policy consultants and critically examine a policy problem of interest from the perspective of a public sector agency/actor at either the federal, state, or local level. After reviewing the selected topic area and individual policy issues with the instructor, students will be responsible for (1) identifying the scope of problems to be addressed, (2) developing a plan to measure the issues, (3) identifying the key actors at hand across sectors and in civil society, and (4) proposing a set of policy recommendations which clearly articulates the feasibility of the recommendations and implications for equity and efficiency of predicted outcomes. The policy issues should be framed within one or more of the theories of the policy process presented in class. As a group, the students will synthesize the key themes across their respective policy issues and highlight the nuanced differences between individual examples to show the class how the themes from class are applied across topics in different ways. Be sure to include a clear statement of your limitations and potential future research directions. Groups will be responsible for a 20 minute presentation of roughly 10-15 slides during the final two weeks of the semester, and will also submit to the professor a 2-page single-spaced executive summary of the key points of the presentation. Each student within the group must also produce a 1 paragraph assessment of the group's performance and effectiveness due on April 28th.

Pre-Approved Topic Areas:

- Economic Policy (Peters Ch 9)
- Tax Policy (Peters Ch10)
- Health Care Policy (Peters Ch 11)
- Social Security & Welfare (Peters Ch 12)
- Education Policy (Peters Ch 13)
- Energy & the Environment (Peters Ch 14)
- Defense & Law Enforcement (Peters Ch 15)

(other topics must be discussed with the professor for approval)

Group Case Response Rubric:

Issue Identification	5 points
Measurement Plan	5 points
Key Actor Analysis	5 points
Recommendation Set	5 points
Connecting Examples	5 points

*Final Research Outline*

*40 points possible*

**Due Week 13 [4/14/21]**

The purpose of this assignment is to take the concepts learned throughout the semester and apply them to a research topic of interest. Building upon the literature collected in previous assignments, students will be asked to identify a debate within the topic of interest and persuasively argue their personal position on the debate. Students will be responsible for (1) summarizing the existing debate, (2) outlining the strengths of competing arguments, (3) outlining the weaknesses of competing arguments, (4) integrating a minimum of two (2) cases and examples to contextualize the debates, (5) articulating their personal position on the topic, and (6) creating a visual representation of the argument. Each subsection of the outline should include 2-3 sentence descriptions. You should be including a minimum of 20 citations that allow you to make fact-based conclusions and analyses throughout the assignment with a reference page at the end of the document in either APA or MLA formatting. It should be clear throughout the outline how key themes and topics from the course connect to the research topic selected. You are encouraged to cite the course material you have read or watched to make clear the connections to your topic, but your references should also include a minimum of 10 sources specific to

your topic beyond the material assigned in this course. It should be clear in your introduction how the course material will guide the structure of your outline. Each student should be prepared to give an overview of their topic on the final day of class for the semester.

Final Research Outline Rubric:

Summary	6 points
Outline Strengths	6 points
Outline Weaknesses	6 points
Provide Examples	10 points
Argue Position	6 points
Visualize Argument	6 points

*Peer Review (x10)*

*10 points possible*

The purpose of the peer review is to provide students with opportunities to give and receive constructive feedback by encouraging them to reflect on the facilitation and presentation effectiveness of peers. Students will be given a rubric to assess the discussion facilitation and presentations of their peers. Student reviews should include (a) a summary of what they found to be most salient in the content, (b) what they found to be most effective about the presentation and discussion facilitation, (c) how the presentation and discussion presentation could be further developed moving forward. Peer reviews will be graded based on completion, not content, but reviewers are encouraged to be as thoughtful as possible to support the development of their peers. Over the course of the semester students are responsible for 10 total peer reviews.

[Peer Review Submission Link](#)

Peer Review Rubric:

Completion (x10)	1 point
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*Grading Timeline & Late Work Policy*

I expect to deliver grades/feedback on all submitted work within 21 days of submission. Students may submit late work on assignments up to 7 days from the original submission deadline. A grade deduction of two (2) points per day will be applied to all late work, as assigned work will be central to each class's activity. No student work will be accepted after 12pm on Wednesday, May 5th.

## Course Alignment Grid

Learning Objectives

- (1) Summarize key scholarly work in the field of PPM
- (2) Identify the boundaries of existing PPM literature on a topic of interest
- (3) Apply PPM concepts to real-world cases

Assessments/Assignments

- Reading Presentation
- Reading Discussion Facilitation
- Peer Review
- Exam
- Annotated Bibliography
- Research Outline
- Group Case Response

## Exam:

*Final*

*50 points possible*

**Due 12pm 5/2/21**

This exam will be cumulative, engaging material from the entire semester. The exam will be a 72-hour take home exam consisting of short-response questions. The exam will be distributed via Blackboard at 12pm on Thursday, April 29th and due at 12pm on Sunday, May 2nd.

## Class Policies

### *Attendance Policy*

It is expected that you attend all class sessions. In-class peer review assignments will serve as a proxy for attendance and class participation. Students will be expected to complete 10 peer reviews over the course of the 15-week semester to obtain the maximum points. In the event that a student must miss a session, there is no need to provide a rationale to the instructor.

### *Participation Policy*

Discussion and participation are a major emphasis in this course. This means that it is your responsibility to come to class ready and willing to take part in group knowledge building. To acknowledge differences in comfort level speaking up in a classroom environment, you will not be graded on in-class participation. To accommodate those less comfortable speaking up, written in-class peer reviews following discussion facilitation and presentations will be credited toward participation grades.

The best learning environment is one in which all members feel respected while being productively challenged. In this classroom we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness and respect for diverse perspectives, questions, personal backgrounds, abilities and experiences, although instructors bear primary responsibility for its maintenance. Behaviorally, students in this class are expected to:

- Show respect to others
- Avoid dominating the discussion
- Avoid inflammatory language
- Criticize ideas, not individuals or groups

We encourage students to speak directly with their instructor or TA about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted adviser or administrator (such as an academic adviser, mentor, department chair or dean).

### *Preferred Names and Gender Inclusive Pronouns*

In order to affirm each person's gender identity and lived experiences, it is important that we ask and check in with others about pronouns. This simple effort can make a profound difference in a person's experience of safety, respect, and support.



*Technology Policy*

This course utilizes Blackboard, so students will need reliable Internet access and the computer skills necessary to function within Blackboard. Computers and tablets will be used, but only for class-related work. No emails, social media or other distractions. Contact me with any technological concerns or needs.

**Course Schedule:**

*INTRODUCTION TO PUBLIC POLICY & MANAGEMENT*

Week 1  
[1/20/21]

Introduction to Public Policy and Management

Review of the syllabus and classroom expectations. Week 1 is dedicated to setting you up to be successful in this course by reviewing the objectives and providing practical tools and strategies to help your learning over the course of the semester. Students will be introduced to the field of public policy and management (PPM) and given an overview of upcoming topics. Students will be assigned their presentation and discussion time slots after this introductory session.

*Required Reading*

Course Syllabus

Week 2  
[1/27/21]

Federal, Regional, and Local Governance

This week we explore the federal, regional, and local governance systems. We review the fundamental tensions embedded within our constitutional framing as well as the role of public participation.

*Required Reading*

Peters, B. G. (2018). Chapter 1 What Is Public Policy? In *American Public Policy: Promise and Performance* (11 edition, pp. 3–20). CQ Press.

Peters, B. G. (2018). Chapter 2 The Structure of Policymaking in American Government. In *American Public Policy: Promise and Performance* (11 edition, pp. 21–40). CQ Press.

*Suggested Reading*

Federalist Papers No. 10 & No. 51 (on Blackboard)

Peterson, P. E. (1995). Functional and Legislative Theories of Federalism. In *The Price of Federalism*. The Brookings Institution.

*POLICY PROCESS*

Week 3  
[2/3/21]

Policy Choices, Agenda Setting, and Policy Formulation

**In-Class: Facilitated Discussion & Peer Reviews**

This week we explore the process of getting issues on the public agenda so that policy can be developed to address them.

*Required Reading*

Peters, B. G. (2018). Chapter 3 Explaining Policy Choices. In *American Public Policy: Promise and Performance* (11 edition, pp. 41–54). CQ Press.

Peters, B. G. (2018). Chapter 4 Agenda Setting and Public Policy. In *American Public Policy: Promise and Performance* (11 edition, pp. 57–80). CQ Press.

Peters, B. G. (2018). Chapter 5 Legitimizing Policy Choices. In *American Public Policy: Promise and Performance* (11 edition, pp. 81–98). CQ Press.

*Suggested Reading*

Yang, K. (2016). Creating public value and institutional innovations across boundaries: An integrative process of participation, legitimation, and implementation. *Public Administration Review*, 76, 873-885.

Week 4  
[2/10/21]

Theories of the Policy Process: Multiple Streams Framework & Advocacy Coalition Framework

**In-Class: Facilitated Discussion & Peer Reviews**

This week we explore the major theories around how policy is developed, adopted, and implemented. We introduce the major theories of the policy process and dive into the Multiple Streams Framework (MSF) and the Advocacy Coalition Framework (ACF) in more depth.

*Required Reading*

Weible, C. (2018). Introduction: The Scope and Focus of Policy Process Research. In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 1–16). Westview Press.

*Suggested Reading*

Herweg, N., Zahariadis, N., & Zohlnhöfer, R. (2018). The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications (Chapter 1). In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 17–54). Westview Press.

Jenkins-Smith, H. C., Nohrstedt, D., Weible, C. M., & Ingold, K. (2018). The Advocacy Coalition Framework: An Overview of the Research Program (Chapter 4). In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 135–172). Westview Press.

Week 5  
[2/17/21]

Theories of the Policy Process: Punctuated Equilibrium Theory & Diffusion Models

**In-Class: Facilitated Discussion & Peer Reviews**

This week we continue to explore the major theories around how policy is developed, adopted, and implemented. We look at Punctuated Equilibrium Theory (PET) and Innovation and Diffusion Models in depth.

*Required Reading*

Heikkila, T., & Cairney, P. (2018). Comparison of Theories of the Policy Process (Chapter 8). In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 301–328). Westview Press.

*Suggested Reading*

Jones, B. D., & Mortensen, P. B. (2018). Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking (Chapter 2). In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 55–102). Westview Press.

Stokes Berry, F., & Berry, W. D. (2018). Innovation and Diffusion Models in Policy Research (Chapter 7). In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 253–300). Westview Press.

Week 6  
[2/24/21]

Theories of the Policy Process: Narrative Policy Framework, Agenda Setting, Framing, and Decision Making

**In-Class: Facilitated Discussion & Peer Reviews**

**Review Group Case Presentation Topics with the Professor**

This week we wrap up our discussion of the major theories around how policy is developed, adopted, and implemented. We look at the Narrative Policy Framework and introduce research on the limitations of human decision making to begin to address the influence of media and nudges in our information environment.

*Required Reading*

Shanahan, E. A., McBeth, M. K., & Radaelli, C. (2018). The Narrative Policy Framework (Chapter 5). In C. M. Weible & P. A. Sabatier, *Theories of the Policy Process* (Fourth edition., pp. 173–214). Westview Press.

*Suggested Reading*

Chetty, R. (2015). Behavioral Economics and Public Policy: A Pragmatic Perspective. *The American Economic Review*, 105(5), 1–33.

Tversky, A., & Kahneman, D. (1981). The Framing of Decisions and the Psychology of Choice. *Science*, 211(4481), 453–458. JSTOR.

Scheufele, D. A., & Tewksbury, D. (2007). Framing, Agenda Setting, and Priming: The Evolution of Three Media Effects Models: Models of Media Effects. *Journal of Communication*, 57(1), 9–20. <https://doi.org/10.1111/j.0021-9916.2007.00326.x>

Week 7  
[3/3/21]

Policy Implementation & Evaluation

**In-Class: Facilitated Discussion & Peer Reviews**

We explore policy implementation and evaluation in greater detail. This week we will have a guest lecture from PhD student Clemens Pilgram, who will provide an overview of what “program evaluation” is as a field, a brief history of methods, and short examples of what kinds of studies exist in that realm. Suggested readings include disputes about what truly constitutes public value in the evaluation of policies.

*Required Reading*

US Government Accountability Office. (2012). *Designing Evaluations | 2012 Revision*.

*Suggested Reading*

Peters, B. G. (2018a). Chapter 6 Organizations and Implementation. In *American Public Policy: Promise and Performance* (11 edition, pp. 99–122). CQ Press.

Peters, B. G. (2018c). Chapter 8 Evaluation and Policy Change. In *American Public Policy: Promise and Performance* (11 edition, pp. 159–176). CQ Press.

Jacobs, L. R. (2014). The contested politics of public value. *Public Administration Review*, 74, 480-494.

Week 8  
[3/10/21]

Challenges Achieving Equity and Social Justice in Policy Making

**In-Class: Facilitated Discussion & Peer Reviews**

This week we explore issues of equity and disparities in policy outcomes by looking at how we come to define public value.

*Required Reading*

Crenshaw, K., Gotanda, N., Peller, G., & Thomas, K. (1995). Introduction. In K. Crenshaw, N. Gotanda, G. Peller, & K. Thomas, *Critical Race Theory: The Key Writings That Formed the Movement* (pp. xiii–xxxii). The New Press.

Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics. *University of Chicago Law Forum*, 1(1), 31.

*Suggested Reading*

Peters, B. G. (2018a). Chapter 16 Social Values and Public Policy. In *American Public Policy: Promise and Performance* (11 edition, pp. 389–406). CQ Press.

Peters, B. G. (2018b). Chapter 17 Policy Analysis: Cost-Benefit Analysis and Ethical Analysis. In *American Public Policy: Promise and Performance* (11 edition, pp. 421–434). CQ Press.  
\*just the section on Ethical Analysis of Public Policy

Denhardt, R. B. and Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public Administration Review*, 60, 549-559; and Denhardt, J. V. and Denhardt, R. B. (2015). The new public service revisited. *Public Administration Review*, 75, 664-672.

*GOVERNANCE, PUBLIC MANAGEMENT & ORGANIZATIONAL BEHAVIOR*

Week 9  
[3/17/21]

New Public Management & Contracting

**Assignment Due: Annotated Bibliography**

**In-Class: Facilitated Discussion & Peer Reviews**

This week we explore the history and implications of the New Public Management movement. New Public Management (NPM) arose in the 1990's in response to perceived and real limitations in the scope, quality, and efficiency of services provided by the public sector, and a belief that markets will be more efficient. NPM represented the first major shift in public management practices to restructure the public sector to mirror the private sector in an effort to create better more efficient processes and outcomes.

*Required Reading*

Diefenbach, T. (2009). New public management in public sector organizations: The dark sides of managerialistic 'enlightenment.' *Public Administration*, 87, 892-909.

*Suggested Reading*

Box, R. C., Marshall, G. S., Reed, B. J., and Reed, C. M. (2001). New public management and substantive democracy. *Public Administration Review*, 61, 608-619.

Moe, R. C. (2001). The emerging federal quasi-government: Issues of management and accountability. *Public Administration Review*, 61, 290-312.

Week 10  
[3/24/21]

Collaborative Governance & Cross-Sector Networks

**In-Class: Facilitated Discussion & Peer Reviews**

Organizations do not operate in isolation. This week we explore the complexity of inter-organizational relationships. We examine theories of collaborative governance from the public administration literature as well as network theories.

*Required Reading*

Vigoda, E. (2002). From responsiveness to collaboration: Governance, citizens, and the next generation of public administration. *Public Administration Review*, 62, 527-540.

Bogason, P., & Musso, J. A. (2006). The Democratic Prospects of Network Governance. *The American Review of Public Administration*, 36(1), 3-18.  
<https://doi.org/10.1177/0275074005282581>

*Suggested Reading*

Purdy, J. M. (2012). A Framework for Assessing Power in Collaborative Governance Processes. *Public Administration Review*, 72(3), 409-417.  
<https://doi.org/10.1111/j.1540-6210.2011.02525.x>

Ran, B., & Qi, H. (2019). The Entangled Twins: Power and Trust in Collaborative Governance. *Administration & Society*, 51(4), 607-636. <https://doi.org/10.1177/0095399718801000>

*GOVERNANCE, PUBLIC MANAGEMENT & ORGANIZATIONAL BEHAVIOR*

Week 11  
[3/31/21]

Behavior and Motivation in Public Organizations

**In-Class: Facilitated Discussion & Peer Reviews**

We explore several organizational processes with an emphasis on how different management philosophies can influence performance. We explore the connection between leadership, organizational culture, job design, and public service

motivation.

*Required Reading*

Wilson, J. Q. (1991). Chapter 4 Beliefs. In *Bureaucracy: What Government Agencies Do And Why They Do It* (1st edition, pp. 50–71). Basic Books.

Wilson, J. Q. (1991). Chapter 9 Compliance. In *Bureaucracy: What Government Agencies Do And Why They Do It* (1st edition, pp. 154–178). Basic Books.

*Suggested Reading*

Bozeman, B., & Su, X. (2015). Public Service Motivation Concepts and Theory: A Critique. *Public Administration Review*, 75(5), 700–710. <https://doi.org/10.1111/puar.12248>

Perry, J. L., Hondeghem, A., & Wise, L. R. (2010). Revisiting the Motivational Bases of Public Service: Twenty Years of Research and an Agenda for the Future. *Public Administration Review*, 70(5), 681–690. <https://doi.org/10.1111/j.1540-6210.2010.02196.x>

Perry, J. L., & Wise, L. R. (1990). The Motivational Bases of Public Service. *Public Administration Review*, 50(3), 367. <https://doi.org/10.2307/976618>

Week 12  
[4/7/21]

NO CLASS - WELLNESS DAY

Week 13  
[4/14/20]

Representation, Power, and Inequality in Public Organizations

**Assignment Due: Final Research Outline**

**In-Class: Facilitated Discussion & Peer Reviews**

We explore power dynamics within organizations that contribute to organizational inequality. In addition to imbalances of power, we address the impact of politically motivated behaviors on organizational health. We explore the opportunities and challenges of managing a diverse workforce. Readings this week address the mechanisms for effectively integrating diverse employees into the organization. Additionally, we address approaches to studying the impact diversity on workplace climate and justice in an organizational context. Discussion this week builds upon previous discussions of power and inequality.

*Required Reading*

Riccucci, N. M., & Ryzin, G. G. V. (2017). Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, and Democracy. *Public Administration Review*, 77(1), 21–30. <https://doi.org/10.1111/puar.12649>

Amis, J. M., Mair, J., & Munir, K. A. (2019). The Organizational Reproduction of Inequality. *Academy of Management Annals*, 14(1), 195–230.  
<https://doi.org/10.5465/annals.2017.0033>

*Suggested Reading*

Ray, V. (2019). A Theory of Racialized Organizations. *American Sociological Review*, 84(1), 26–53. <https://doi.org/10.1177/0003122418822335>

Roberson, Q., Ryan, A. M., & Ragins, B. R. (2017). The evolution and future of diversity at work. *The Journal of Applied Psychology*, 102(3), 483–499.  
<http://dx.doi.org.libproxy1.usc.edu/10.1037/apl0000161>

Week 14  
[4/21/21]

Group Case Response

Assignment Due: Case Response Presentations

Week 15  
[4/28/21]

Group Case Response

Assignment Due: Case Response Presentations

Take home final exam

- assigned 12pm PST on Thursday, 4/29
- due 12pm PST on Sunday, 5/2

## 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](http://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](http://policy.usc.edu/scientific-misconduct).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself and has not been previously produced by you for submission in another course or Learning Lab, without approval of the instructor.



## Support Systems:

### Counseling and Mental Health

(213) 740-9355 – 24/7 on call

[studenthealth.usc.edu/counseling](http://studenthealth.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](http://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 and Services (RSVP)

(213) 740-9355 – 24/7 on call

[studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

### Office of Equity and Diversity (OED)

(213) 740-5086

[equity.usc.edu](http://equity.usc.edu)

(213) 821-8298 [Title IX]

[titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by 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. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment

(213) 740-5086

[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

(213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs

(213) 740-0776

[dsp.usc.edu](https://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

[uscsa.usc.edu](https://uscsa.usc.edu)

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](https://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 – 24/7 on call

[dps.usc.edu](https://dps.usc.edu)

HSC: (323) 442-1000 – 24/7 on call

[emergency.usc.edu](https://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 – 24/7 on call

[dps.usc.edu](http://dps.usc.edu)

HSC: (323) 442-120 – 24/7 on call

Non-emergency assistance or information.