

## PPD 555: Public Policy Formulation and Implementation

### Sol Price School of Public Policy

**Instructor:** Professor Jeimee Estrada-Miller

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**Office hours:** Available Tuesday afternoons (Pacific Standard Time) by appointment (set up appointment via [this link](#)). If Tuesday afternoons don't work for you because of an important obligation, please reach out to me via email

**Offices:** Given the fully virtual environment, no office will be listed

#### *Course Overview*

*Catalogue: Political and organizational perspectives on policy making process; agenda setting, policy design, adoption, implementation, evaluation, modification or termination. Policy leadership skills: negotiation and strategic mapping.*

This course engages students in critical reflection and analysis of the manner in which institutions, policy actors, and political/organizational processes influence policy change. The course engages the factors that shape political processes and outcomes, investigating agenda setting, formulation of the alternatives that enter debate, implementation, and the evolution of public policies over time. Through application of theoretical concepts to historical and current policy cases, students will develop the capacity to assess factors that influence policy formulation and implementation, and to conduct strategic analysis of political/organizational opportunities and constraints. The course primarily focuses on American policies and political institutions, but will incorporate international cases as appropriate and encourage students with international interests to explore them in the policy project.

#### *Learning Objectives*

- Analyze processes of policy formulation and implementation and consider challenges to effective policy making in a complex, diverse democratic governance system.
- Conduct strategic political analysis to design, assess, and negotiate feasible solutions to the issues facing communities.
- Conduct implementation analysis to improve workability of policy alternatives and promote effective operation of policy on the ground.
- Engage diverse stakeholder interests in processes of policy formulation and implementation for purposes of designing and negotiating effective solutions.
- Work collaboratively with colleagues on team projects.
- Individually or in teams, produce high-quality policy formulation and implementation analysis, presented in professionally formatted analytic reports and oral briefings.

### *About the Instructor*

#### **Jeimee Estrada - Executive Director of Educators for Excellence - Los Angeles**

Jeimee, a proud product of Los Angeles' education system, brings a lifelong passion for educational equity to her leadership at E4E-LA that began with her own journey as an LAUSD student in Watts, South Los Angeles and continued through her time at the University of California at Los Angeles (B.A., English/Political Science) and the University of Southern California, Sol Price School of Public Policy (Master of Public Policy). Prior to joining E4E in 2019, Jeimee served as Regional Vice President-Los Angeles at Innovate Public Schools, heading up the organization's local expansion effort and leading parent organizing efforts informed by her experience as both a researcher and former high school English and Spanish teacher in east San José. She also brings experience as a former researcher at the American Institutes for Research (AIR), legislative advisor at the California Legislative Analyst's Office (LAO), and teacher in California universities.

Throughout her career, Jeimee's research has focused on how the policies and practices support educating all students and addressing achievement gaps for disadvantaged student populations. At AIR, Jeimee led several policy and research projects on topics such as the California Local Control Funding Formula (LCFF), state implementation of the federal flexibility provisions of the Elementary and Secondary Education Act, and implementation of weighted-student funding formulas. As a fiscal and policy analyst at the LAO, she provided nonpartisan fiscal and policy advice to the Legislature focusing on state accountability, teacher workforce and quality issues, charter schools, school district finance, and education data and technology. During her tenure at the LAO, Jeimee also published the seminal California charter school funding study that highlighted the state funding gap between traditional public schools and charter schools -- laying the groundwork for advocacy efforts to close the funding gap for charter schools in the short-term prior to LCFF and advocacy efforts to have charter schools be on the same funding level as a district schools.

### *Course Requirements*

1. *Preparation and participation.* The class will use two modes for student contact and engagement in material:
  - a. Discussion boards. In most weeks, students will engage in discussion boards that apply theoretical concepts and/or analytic skill sets to cases or to the term project.
  - b. Zoom meetings. The class will hold regular Zoom meetings of about 2 hours in length. Students will be expected to participate in these meetings, either verbally or in chat. Please note: to get credit for participation, students will either need to turn on the camera or to post a professional photo if camera mode is off.

2. *Benchmark writing assignment.* Each student will complete a two-page single (1000 word) initial writing assignment that will serve as a benchmark writing assignment for the class as a whole.
  
3. *Policy formulation or implementation assessment.* Students will work in teams to prepare a policy formulation or implementation report on a current or proposed policy, regulatory system, or other program, through a combination of cumulative assignments:
  - A. In Week 2, the instructor will assign students into teams of four or five students. Each team will agree on an issue to be analyzed and will collaborate on research that will be shared as a basis for class briefings and individual writing.
  
  - B. Students will prepare a series of individual assignments that will contribute to completion of a final policy formulation or implementation analysis:
    - a. Issue diagnosis memo. The teams will divide up the assignment to research various aspects of the issue at hand, utilizing frameworks from PPD 554. Students will write a two-page (about 1000 word) issue briefer that frames some component of the issue in a manner that advances the team project.
  
    - b. Policy instruments briefing. The team will prepare a four-to-five slide briefing, to be presented in class, that will apply readings on policy instruments to the case. This assignment will either identify policy designs or mechanisms currently in use, or will propose options for action on the topic.
  
    - c. Draft staff report section. Each student will be responsible for preparing a portion of the policy formulation or implementation report, which may include the issue overview, political/organizational context, analysis, and/or recommendation section.
  
    - d. Full draft staff report. The team will produce a draft report of approximately 20 to 30 pages (single), incorporating material prepared in assignments (a through c) above.
  
    - e. Final staff report. The final report (about 30 pp. single) will be revised and refined based on instructor feedback on the draft report.

***Assignment Deadlines, Submission Policies, and Grading:***

<u>Assignment</u>	<u>Length</u>	<u>Deadline</u>	<u>Percent of Grade</u>
<i>Discussion board</i>	na	regular	10
<i>Zoom class meetings</i>		regular, attendance + Do Now's	5

<i>Benchmark writing assignment</i>	~2 pp single	Feb. 9 <sup>th</sup> , 6pm	10
<i>Policy analysis project</i>			
Issue research briefer (ind)	~2 pp single	March 8 <sup>th</sup> , 5pm	10
Policy instruments briefing (group)	~5 slides	March 30 <sup>th</sup> , 6pm	10
Draft section (ind)	~3 pp single	April 20 <sup>th</sup> , 6pm	15
Policy white paper (group)	~20-30 pp single	April 20 <sup>th</sup> , 6pm	30
Draft		May 5 <sup>th</sup> , 12pm	(10)
Final			(20)
<i>Peer review (feedback to/from colleagues) [LTDs]</i>		regular	10

**Form and style:** All assignments should be single-spaced, and must be written in plain, concise prose, as described in Strunk and White's Elements of Style. Referencing should use APA format. Please use 11-12 point, sans serif font.

**File exchange protocol:** All file exchange will be handled electronically through submission and return of electronic documents using the Turnitin function on the class Blackboard site. Unless arrangements are made in advance I will not accept any material via email or in hard copy.

Labeling protocol: please label all files by your last name and name of assignment (e.g., musso\_briefer.doc). Repeated submission of improperly labeled files will result in a grade penalty.

**Policy on late and missing assignments:** I will grade late assignments down by approximately 10 percent for each day late. Please inform me in advance if you must miss a deadline.

**Repeated late or missing assignments may result in a non-passing grade.**

### **Dropping and Adding Courses**

All such changes must be processed by Web registration. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero grade points. A student may withdraw from a course without academic penalty during the first 12 weeks of the semester. If the course is dropped within the first three weeks, it does not appear on the academic transcript; if the course is dropped within weeks four through 12, it will be recorded with a mark of "W." No course may be dropped after the end of the 12th week. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation. After registering, it is the student's responsibility to withdraw officially from a course if he or she decides not to continue in a course. Courses may be added only during the first three weeks of the semester.

The specific dates for adding and dropping a course in a semester can be found at the Registration Calendar link in the [USC Schedule of Classes](#).

## Statement on Academic Conduct and Support Systems

### *Academic Conduct*

#### **Statement on Academic Conduct and Support Systems**

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](#)”. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [scientific misconduct](#).

### *Support Systems*

#### **Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call**

[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**

[Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.](#)

#### **Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call**

[Free and confidential therapy services, workshops, and training for situations related to gender-based harm.](#)

#### **Sexual Assault Resource Center**

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the [Sexual Assault Resource Center website](#).

#### **Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086**

[Works with faculty, staff, visitors, applicants, and students around issues of protected class.](#)

#### **Bias Assessment Response and Support**

[Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response.](#)

#### **Student Support & Advocacy – (213) 821-4710**

[Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.](#)

#### **[Diversity at USC](#)**

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

### *Discussion Session Schedule*

This course has weekly required discussion sessions, all taught in Zoom on Tuesday from 6pm to 8pm. The link to the Zoom room can be accessed from Blackboard. Zoom sessions will be recorded and can be accessed by students for later review.

### ***Required Readings***

#### **Books: Available from online booksellers and in Kindle version**

##### **Required:**

Donald C. Baumer and Carl E. Van Horn. (2014). *Politics and Public Policy: Strategic Actors and Policy Domains*. Sage, Congressional Quarterly Press.

Jodi Sandfort and Stephanie Moulton. (2015). *Effective Implementation in Practice: Integrating Public Policy and Management*. Jossey-Bass.

##### **Recommended/review:**

*Overview of basic policy analysis methods:* Eugene Bardach, *A Practical Guide for Public Policy Analysis: The Eightfold Path to More Effective Decision Making*, CQ Press College; 4th edition (October 12, 2011) (NB: *Core text in PPD 554; will serve as reference in this class*).

*Overview/review of American government.* Students who have not taken an undergraduate level course in American politics are also encouraged to review a basic American government/politics text book. Some options include the following, all of which are available for rent and/or used purchase on Amazon. Any edition is fine.

*Understanding American Government: The Essentials* (2008) by Welch; Gruhl, Comer, and Rigdon.

*We the People: An Introduction to American Politics* (Shorter Eighth Edition (without policy chapters)); Paperback, Ginsberg, Lowi, Weir.

*California Government and Politics Today*, Mona Field.

**Additional required readings and case materials are identified in course schedule and posted in the relevant week on Blackboard. These electronic reserves are for personal use and not to be circulated widely. You may print one personal copy.**

### ***Course Schedule***

#### **Week 1. Introduction and course overview**

**All** materials below are **due before the week's live session** (except as otherwise indicated).

##### **Required Reading(s):**

- Giandomenico Majone, "Policy Analysis and Public Deliberation," in Robert Reich, ed., *The Power of Public Ideas*, Harvard University Press, 1988.
- Vincent L. Hutchings and Nicholas Valentino, The centrality of race in American politics, *Annu. Rev. Polit. Sci.* 2004. 7: 383–408. (LTD, in class)
  - \*A note on this week's reading. This article is quite dated, but it presents an important framework for understanding the important of race on politics in America. The findings of the studies

included in the article have shifted, and I will discuss those shifts in class. I am also including an optional reading on the topic: "[The politics of race are shifting, and politicians are struggling to keep pace](#)," by Dan Balz at the Washington Post.

**Assignment(s) Due:**

- Discussion forum: Introduction and self-reflection. Due on January 17 by 6pm
- Complete policy interest survey in class

**PART ONE: POLITICS AND POLICY FORMULATION**

**Week 2. Bounded rationality, collective action, and norms**

All materials below are **due before the week's live session** (except as otherwise indicated).

**Required Reading(s):**

- Kevin B. Smith and Christopher Larimer (2013), Who Makes Decisions.... Actors and Institutions," *The Public Policy Theory Primer*, Ch. 2, pp. 25-47.
- Bryan Jones (2002), "Bounded Rationality and Public Policy: Herbert A. Simon and the Decisional Foundation of Collective Choice." *Policy Sciences*, September, 2002, Vol. 35:3, pp. 269-284. (LTD, in class)
- Gay, C., Hochschild, J., & White, A. (2016). Americans' Belief in Linked Fate: Does the Measure Capture the Concept? *The Journal of Race, Ethnicity, and Politics*, 1(1), 117-144. doi:10.1017/rep.2015.3

**Instructional Media:**

- "The Cobra Effect," Freakonomics Radio, <http://freakonomics.com/2012/10/11/the-cobra-effect-a-new-freakonomics-radio-podcast/>; recommended, "Of Rats, Rice, and Race: The Great Hanoi Rat Massacre, an Event in French History," *French Colonial History* Vol. 4, 2003, pp. 191-204 ISSN 1539-3402

**Assignment(s) Due:**

- Discussion Forum: Bounties. Due January 24 by 6pm.
- *Note: Policy team assignment will take place this week.*

**Week 3. Political institutions and culture; interest groups**

All materials below are **due before the week's live session** (except as otherwise indicated).

**Required Reading(s):**

- Baumer and Van Horn, Ch. 1-3, pp. 1-91, (LTD Chapter 2 + Federalist paper 10, in class)
- Federalist No. 10 & 51: <http://www.constitution.org/fed/federa10.htm> & <http://www.constitution.org/fed/federa51.htm>

**Instructional Media:**

- Pre-K-O: Politics of Oklahoma Universal Preschool. All asynchronous audio/video materials included in discussion forum (estimated 1.5 hours of audio/video time).

**Assignment(s) Due:**

- Discussion Forum: Pre-K-O: Politics of Oklahoma Universal Preschool. All asynchronous audio/video materials included in discussion forum.
- *Note: Look ahead to the Benchmark Analysis due in week 4, Friday, February 12<sup>th</sup>, 2020 by 10pm*

*Group time: We will provide in-class time to discuss policy issues preferences.*

**Week 4: Legislative and bureaucratic politics**

All materials below are **due before the week's live session** (except as otherwise indicated).

**Required Reading(s):**

- Baumer and Van Horn, Ch. 4-6 (LTD Chapter 5 & 6, in class)
- Barber, Michael, Brandice Canes-Wrone, and Sharece Thrower. 2017. "Ideologically Sophisticated Donors: Which Candidates Do Individual Contributors Finance?" American Journal of Political Science 61(2): 271-288.

**Assignment(s) Due:**

- Discussion Forum (team): Proposed policy issue (team posts but individuals respond with questions, comments, and suggestions).

<i>Mock Hearing is today and Benchmark Analysis Due. Post in Turnitin</i>
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**Recommended resource:**

- Peter Detwiler, "An Approach to Analysis," Senate Local Government Committee, 2007.

**Week 5. Courtroom and livingroom politics**

All materials below are **due before the week's live session** (except as otherwise indicated).

**Required Reading(s):**

- Baumer and Van Horn, Ch. 7-8
- "How Political Parties Can Use the Courts to Advance Their Agendas: Federal Courts in the United States, 1875-1891," American Political Science Review 96 (2002):511-524. (LTD, this reading and Sex Appeal podcast, in class)

**Instructional Media:**

- Listen: RadioLab, More Perfect. "Sex appeal."  
<https://www.wnycstudios.org/podcasts/radiolabmoreperfect/episodes/sex-appeal>. All



asynchronous audio/video materials included in discussion forum (estimated 45 minutes of hours listening time).

- Recorded interview with Thomas Miller, head judge of Somerset County, New Jersey, appointed by Governor Chris Christie

**Assignment(s) Due:**

- Discussion Forum: Listen to RadioLab, More Perfect episode, “Sex Appeal” and complete the discussion posts.
- Watch recorded interview of posted ahead of our guest speaker this week and submit two questions via this [Google Form](#) by Sunday, 6pm on February 14. Our class will be shortened this week to accommodate for the additional asynchronous time of listening to the podcasts as well as watching the recorded interview.
- *Adding thread on guest interviewers*

**Week 6: When “policy windows” open**

All materials below are **due before the week’s live session** (except as otherwise indicated).

**Required Reading(s):**

- Nikalaos Zaharidis, 2007, “The Multiple Streams Framework: Structure, Limitations, Prospects,” in Sabatier, *Theories of the Policy Process*. (LTD + Deva Woodly, Black Lives Matter case study, in class)
- Grossman (2012) “Interest Group Influence...” *Interest Groups & Advocacy* Vol. 1, 2, 171–192.
- Marshall Ganz, “A Nation of Organizers: The Institutional Origins of Civic Volunteerism in the United States,” *American Political Science Review*, [Vol. 94, No. 3 \(Sep., 2000\)](#), 527-546
- Deva Woodly (2016) “Black Lives Matter: The Politics of Race and Movement in the 21<sup>st</sup> Century. Understanding the movement and what it represents”
- John Eligon, “One Slogan, Many Methods: Black Lives Matter Enters Politics

**Assignment(s) Due:**

- *Discussion forum: Social movement politics (Black Lives Matter case study). Case study readings listed in required reading.*

**Optional additional reading for those interested in the role of civic institutions:**

- Andrews, Ganz, Baggetta, Hahn, and Lim. (2010) “Leadership, Membership, and Voice: Civic Associations That Work.” *American Journal of Sociology*. Volume 115, Number 4

**Week 7: “Policy tools” and the politics of design**

All materials below are **due before the week’s live session** (except as otherwise indicated).

**Required Reading(s):**

This week, we plan to spend 1 hour of class time together and the rest of the time in asynchronous course materials.

- Anne Schneider, Helen Ingram, and Peter de Leon. “Democratic Policy Design: The Social Construction of Target Populations.” Ch. 4 in Sabatier and Weible (2014), *Theories of the Policy Process*, 3<sup>rd</sup> edition.
- Peter May, 1981, “Hints for Crafting Alternative Policies,” *Policy Analysis*.
- Varvarovszky, Z., & Brugha, R. (2000). How to do (or not to do) a stakeholder analysis. *Health Policy and Planning*, 15(3), 338-345.

**Assignment(s) Due:**

- Discussion forum/ Case study: “Cities in Flux: Urban Redensification in Detroit and Guangzhou”

**Week 8: Policy formulation application/extension (Asset-based community analysis and application of logic models)**

*Key Policy Tools:* Along with the policy tools shared in the this week’s readings, key policy analysis tools we’ll discuss and practice this week are asset-based community analysis, logic models, backwards-mapping, and evidence-based analysis.

**All** materials below are **due before the week’s live session** (except as otherwise indicated).

**Required Reading(s):**

- Mathie, A., and Cunningham, G. (2015). *From clients to citizens: Asset-based Community Development as a strategy for community-driven development*. Development in practice.
- Elmore, R. (1980). Backwards Mapping: Implementation Research and Policy Decisions. (LTD, Elmore and Greening the Ghetto TED Talk, in class)
- McLaughlin, John and Jordan, Gretchen. (2015). “Using Logic Models” in a *Handbook of Practical Program Evaluation, Fourth Edition*.

**Instructional Media:**

- Listen: [Greening the Ghetto, TED Talk, Majora Carter](#) (18 minutes)

**Assignment(s) Due:**

- *Discussion Forum: Application of policy tools to last week’s case study, “Cities in Flux: Urban Redensification in Detroit and Guangzhou” as well as this week’s audio materials*
- *Individual issue briefer due to Turnitin, March 8<sup>th</sup> by 5pm*

**Optional suggested reading to dig deeper into systems thinking and asset-based community development:**

- Stroh, David Peter. *Systems Thinking For Social Change: A Practical Guide to Solving Complex*

- *Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. Chelsea Green Publishing, 2015.

## **PART TWO: IMPLEMENTATION, GOVERNANCE, AND EFFECTIVE PRACTICE**

### **Week 9: Implementation and Governance**

**All** materials below are **due before the week's live session** (except as otherwise indicated).

#### **Required Reading(s):**

- Sandfort and Moulton, Ch. 1-2
- Christensen, J. et al, "How Do Elected Officials Evaluate Performance? Goal Preferences, Governance Preferences, and the Process of Goal Reprioritization," *Journal of Public Administration Research and Theory*, Volume 28, Issue 2, April 2018, Pages 197–211
- Camilla Stivers, Learning to Talk of Race in Public Administration, *Journal of Public Administration Research and Theory*, Volume 25, Issue 2, April 2015, Pages 658–662 (LTD, Stivers article + Chapter 2 Sandfort & Moulton, in class)

#### **Instructional Media:**

- Recorded interview with Brandy D. Christian, President and CEO of the Port of New Orleans and the CEO of the New Orleans Public Belt Railroad; also a USC Price MPP Alumna

#### **Optional suggested reading to dig deeper into the implementation literature and a contingency model:**

- Matland, Richard, "Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation," *JOURNAL OF PUBLIC ADMINISTRATION RESEARCH AND THEORY* (1995)

#### **Assignment(s) Due:**

- *Discussion Forum: Students will respond to a prompt on the role of implementation in public policy provided by Brandy D. Christian.*
- Watch recorded interview of posted ahead of our guest speaker this week and submit two questions via this [Google Form](#) by Sunday, 6pm on March 14th. Our class will be shortened this week to accommodate for the additional asynchronous time of listening to the podcasts as well as watching the recorded interview.

### **Week 10: Implementation "fields" and the theory/logic of change (focus on teaching logic models)**

**All** materials below are **due before the week's live session** (except as otherwise indicated).

#### **Required Reading(s):**

- Sandfort and Moulton, Ch. 3-4

- Stoker, G. (2020) Translating Experiments into Policy. *Annals of the American Academy*. Volume 628, March 2020. (LTD, Stoker article + Chapter 3, in class)

**Instructional Media:**

- [Exploring logic models by NSW Government](#)
- [RAND Program Evaluation Toolkit for Countering Violent Extremism: Creating a Logic Model](#)
- [Logic Model: All About Outcomes Highlights by SoPact](#)
- [Greening the Ghetto, TED Talk, Majora Carter](#) (18 minutes)
- Reading: W.K. Kellogg Foundation (2004). “Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide.”

**Assignment(s) Due:**

- *Discussion Forum: Logic Model mapping. Students will complete a logic model and use the policy tools from weeks 7 & 8 for their project and share the logic model with the class.*
- *Policy instruments group presentation due in class, March 30<sup>th</sup> by 6pm*

**Week 11: Organizations and “Front Line” Workers**

**All** materials below are **due before the week’s live session** (except as otherwise indicated).

**Required Reading(s):**

- Sandfort and Moulton, Ch. 5-6
- *Flu Vaccine Case Study* (LTD, Flu Vaccine Case Study + Chapter 5)
- Two current newspaper articles of your choice that relate to the implementation of the COVID-19 vaccines

**Instructional Media:**

- Listen: AXIOS Re:Cap – [Ex-FDA Commissioner Margaret Hamburg discusses the vaccine rollout.](https://www.axios.com/fda-margaret-hamburg-coronavirus-vaccine-23f2f28a-4470-4ef5-99d9-3c4ae32d731c.html)

**Assignment(s) Due:**

- *Discussion Forum: Flu Vaccine Case Study*

**Week 12: When policies “work:” Evidence-based and “smart” practice research**

**All** materials below are **due before the week’s live session** (except as otherwise indicated).

**Required Reading(s):**

- Bardach Part III (review).
- Bretschneider et al. (2005) “Best Practices Research: A Methodological Guide for the Perplexed,” *JPART*, 5: 307-323. (LTD, Bretschneider article + recorded interview content)

- Linda Courtenay Botterill & Andrew Hindmoor (2012) Turtles all the way down: bounded rationality in an evidence-based age, *Policy Studies*, 33:5, 367-379

**Instructional Media:**

- Recorded interview with Dr. Erroll Southers, Professor of the Practice in National & Homeland Security, the Director of Homegrown Violent Extremism Studies and the Director of the Safe Communities Institute[2] at the University of Southern California (USC) Sol Price School of Public Policy.

**Assignment(s) Due:**

- *Discussion forum: Students will respond to a prompt on the role of implementation in public policy provided by Dr. Erroll Southers.*
- Watch recorded interview of posted ahead of our guest speaker this week and submit two questions via this [Google Form](#) by Sunday, 6pm on April 11th. Our class will be shortened this week to accommodate for the additional asynchronous time of listening to the podcasts as well as watching the recorded interview.

**Week 13: Civic engagement in policy formulation and implementation**

**All** materials below are **due before the week's live session** (except as otherwise indicated).

**Required Reading(s):**

- Juliet Musso and Chao Guo, Representation in nonprofit and voluntary associations, *Nonprofit and Voluntary Sector Quarterly*, vol. 36, no. 2: 308-326. June 2007.
- Musso, J. A., & Weare, C., From Participatory Reform to Social Capital: Micromotives and the Macrostructure of Civil Society Networks; *Public Administration Review*, 75(1):150–164; 2015. (LTD, Musso & Weare article + Nisha Anand podcast, in class)
- Renn, O., Webler, T., Rakel, H., Dienel, P., & Johnson, B. (1993). Public participation in decision-making: A three-step procedure. *Policy Sciences*, 26(3), 189-214.

**Instructional Media:**

- Listen: Ralph Nader: [What it Takes to Create Social Change Against All Odds](http://www.ted.com/talks/ralph_nader_what_it_takes_to_create_social_change_against_all_odds)  
[www.ted.com/talks/ralph\\_nader\\_what\\_it\\_takes\\_to\\_create\\_social\\_change\\_against\\_all\\_odds](http://www.ted.com/talks/ralph_nader_what_it_takes_to_create_social_change_against_all_odds)
- Listen: Nisha Anand: [The Radical Act of Choosing Common Ground](http://www.ted.com/talks/nisha_anand_the_radical_act_of_choosing_common_ground)  
[www.ted.com/talks/nisha\\_anand\\_the\\_radical\\_act\\_of\\_choosing\\_common\\_ground\\_nov\\_2020](http://www.ted.com/talks/nisha_anand_the_radical_act_of_choosing_common_ground_nov_2020)

**Assignment(s) Due:**

- *Discussion Forum: Airport Noise at the Clarkson Airport*
- *Policy formulation or Implementation Drafts (individual and group) drafts due, April 20<sup>th</sup> by 6pm*

*Policy formulation or Implementation Drafts due to Turnitin, April 20<sup>th</sup> by 6pm*

**Week 14: Topical application/extension – How narrative shapes public policy formulation and implementation**

**All** materials below are **due before the week's live session** (except as otherwise indicated).

**Required Reading(s):**

- Kennedy School Review, 2016. Two Stories, One America: How Political Narratives Shape Our Understanding of Reality./ <https://ksr.hkspublications.org/2016/07/20/two-stories-one-america-how-political-narratives-shape-our-understanding-of-reality/> (LTD, Kennedy School article + Urgency of Intersectionality)
- Epstein, D ; Farina, C. ; Heidt, J. The value of words: narrative as evidence in policy making. Evidence & Policy: A Journal of Research, Debate and Practice, Volume 10, Number 2, May 2014, pp. 243-258(16) ([www.ingentaconnect.com/content/tpp/ep/2014/00000010/00000002/art00006](http://www.ingentaconnect.com/content/tpp/ep/2014/00000010/00000002/art00006))

**Instructional Media:**

- Listen: Ted Talk - Understanding of power in politics, [www.ted.com/talks/eric\\_liu\\_why\\_ordinary\\_people\\_need\\_to\\_understand\\_power](http://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power)
- Listen: Ted Talk –The Urgency of Intersectionality [www.ted.com/talks/kimberle\\_crenshaw\\_the\\_urgency\\_of\\_intersectionality](http://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality)

**Assignment(s) Due:**

- *Assignment: Policy teams will record their project presentations by April 27<sup>th</sup>, 6pm (by class time). Discussion forum will involve watching and responding to your classmates presentations.*

<p><i>Policy formulation or Implementation FINAL due to Turnitin, May 5th by 12pm</i></p>
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**Note on a shortened semester: As a reminder, the semester is shortened by one week to provide wellness days to students and faculty. Our course will end at week 14.**