

**PPD 225: Public Policy and Management
4 Units - Spring 2022**

Dates/Times/Location: Tuesdays and Thursdays
2:00-3:50am/VPD 112 and online as needed

Instructor: LaVonna B. Lewis, Ph.D.

Office: RGL 309

Office Hours: Tuesdays 4:00 pm-5:30 pm (via
Zoom or in-person drop-ins and
appointments welcome)

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COURSE DESCRIPTION

This course provides students with a basic introduction to the diverse players, institutions and processes involved with making and managing public policy in the United States. As the focus is on the US, these elements are essential to understanding the historical context of public policy and our current policy debates and practices.

The course focuses on the use of public policy as a mechanism for addressing societal problems. It investigates models of the policy-making process, including agenda setting, alternative design, adoption, implementation and evaluation. Because public policy choices are only as effective as the managerial processes that implement them, this course also focuses on public management.

Public managerial processes have become particularly complex in a world characterized by rapid population change, technological evolution, and a blurring of boundaries between public, private, and not-for-profit spheres of action. This course covers key dimensions of public management, and evaluates alternative institutional arrangements for managing public affairs and delivering public services.

LEARNING OBJECTIVES

Discussion of readings, cases, and current affairs will prepare students with the basic analytical skills to analyze problems in the public sector. Every student in the course will be required to submit written assignments, make oral presentations, and participate in class discussions. At the end of the course, students should be able to:

1. Define public policy and public management
2. Identify various models of the policy making process
3. Identify various models of public management
4. Describe the roles played by various policy actors
5. Describe the institutional influences on public policy and management
6. Explain the complexities of various public policy domains
7. Explain the complexities of inter-sectoral decision making and management

TECHNOLOGICAL PROFICIENCY AND HARDWARE/SOFTWARE REQUIRED

Accessing our class blackboard:

1. Go to <https://blackboard.usc.edu/>
2. Additional reading, lecture slides, and assignments will be posted under PPD 225.

EXPECTATIONS FOR ENGAGEMENT

We will strive in this course to welcome and to accept one another in order to form and sustain an inclusive learning community. Doing so will require that each of us shows respect for the other's viewpoints, recognizing that our experiences, assumptions and beliefs may be different. We will strive to create a discursive space free from bias or intimidation, recognizing at the same time that none of us is immune to the sociocultural biases and stereotypes that permeate our everyday lives and likely form a regular but regrettable part of our personal experience. We commit to strive to do better than each of us has done before to welcome and to learn from the experiences of persons of different races, genders, cultures, nationalities, religions, and sexual orientations.

We recognize that the success and productivity of our discussions and of the work that each of us individually develops as a consequence of having been informed by these discussions depends upon the extent to which we follow through on this commitment. My intention is that this community will be enriched and strengthened by honest engagement with the grounds of our disagreements rather than by shying from those topics about which we are not likely to agree. To that end, each of us should commit to a standard of honesty, open-mindedness and compassion for others in all interactions with other members of this learning community.

REQUIRED READINGS AND SUPPLEMENTARY MATERIALS

American Government 3e, a free open education resource:

<https://openstax.org/details/books/american-government-3e>

In addition to the online version, a few copies are available in the USC Bookstore and you can also purchase on Amazon.

Bill, Bob, Juliet Musso, and Bob Myrtle. **Tradecraft: Writing and Analysis for Public Policy and Management**. Posted on Blackboard

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

Exams (45%)

There will be one midterm examination plus a final exam, both consisting two major essays question. Make-up exams will only be given if you notify the instructor before the time of the exam and you have a verifiable excuse.

Your midterm exam accounts for **20%** of your grade and will be during our regular class session on **March 3**. Your final exam accounts for **25%** of your grade and will be from **2-4, Thursday May 5**.

Informational Interview (10%)

In consultation with the professor, students will select an administrator or employee of a public, for profit, or not-for profit organization to interview to describe and assess the nature, scope, content, and character of their public policy or public management work related to your group project area. Each student is to conduct an extended interview. The interview is to be written up in a 3-4-page, double spaced paper, NOT A TRANSCRIPT. Be sure to include with your interview their full name, title, and address. Your interview paper is due on **March 24th** and it accounts for 10% of your final grade. IF YOU DO NOT PROVIDE CONTACT INFORMATION AND YOUR PERSONAL REFLECTIONS YOU WILL NOT RECEIVE FULL CREDIT FOR THE ASSIGNMENT.

Group Project (35%)

The class will be divided into 12 groups, one of the following public policy areas: 1) food; 2) housing; 3) transportation; 4) health; 5) education k-12; 6) education-vocational or higher education; 7) defense; 8) immigration; 9) criminal justice-juvenile; 10) criminal justice-adult; 11) environmental; and 12) disability. The group project assignments allow students to 'specialize' in the relevant issues for a defined policy area and problem, and provide several opportunities to practice application of the concepts and tools learned in the course. Project development guidelines and team assignments will be addressed in class sessions during our second week of class. Late submission of any component of the group project will result in the loss of one or more points for the relevant team. The final project consists of four components:

Group Project Idea Development: 5%-February 3rd and March 10th

A. Work Plan

By Thursday, **February 3rd** all groups are to submit 1 copy of the following: project topic, organizations and individuals to be contacted regarding the topic, and a work plan (who is going to do what). The work plan can change, but not your topic. If changes are made to your work plan they must be submitted to me as soon as possible. The work plan will count as 2% of your grade

B. Project Update

To make sure that you work is progressing all groups are required to submit 1 2-page project update on **March 10th**. The update should provide a summary of your progress on your project to date including lessons learned to date from your research and/or your interview subjects. The project update will count as 3% of your grade.

Group Oral Presentation: 5% - April 12th, 19th, or 26th

Oral presentations of 15 minutes will be held on **April 12th, 19th, or 26th**. Copies of any presentation materials, e.g., slides or other handouts, need be submitted to the instructor via email before 11am on **the date of your group's presentation**. Professionalism is expected in manner and style, verbal effectiveness in conveying ideas, and the quality of visuals and/or handout materials. Mastery of the material presented should be evident. Adherence to the requested time duration is essential. Please arrange for any computer, media and equipment needs, or handouts in advance.

Group Policy Papers: 20%- April 7th and April 28th

The final paper involves both a draft paper (**due April 7th**), worth 5% of your grade and a final paper (**due April 28th**), worth 15% of your grade. The group paper should include an executive summary of the project and should be followed by the complete project narrative and supporting materials and will follow the tradecraft of writing format. The group paper is expected to be between 10-15 single spaced in length (not including references and appendices). Email a copy of both the draft and the final paper before or on the relevant due dates to llewis@price.usc.edu.

Individual Commentary Paper: 5% - April 28th

The individual paper is a 3-4 page reflection paper offering personal commentary on the following questions:

1. What skills do you wish to emulate from your group members?
2. What skills and behaviors do you believe you need to develop and grow to become a successful ally?
3. What would you have changed to make your group work better?
4. What is the most important lesson you have learned from this project?
5. Based on what you now know, what would you change to make relevant changes in your group's policy area? This can be something covered in your policy paper or an idea or

solution that you support that may not have been supported by the other members of your group. Email a copy to llewis@price.usc.edu .

Class Participation (10%): Individual (5%) and Group (5%)

The class will involve a mixture of lecture, class discussions, group presentations, informal group work, and scenarios. Students are expected to have done the appropriate readings and assignments before class and to participate fully in all class activities and discussions. Exemplary performance in this class requires that you:

- 1) read all materials assigned for each class session prior to the class meeting days listed on the syllabus;
- 2) effectively participate in the seminar discussions and class activities;
- 3) analyze all assigned reading with sufficient preparation to engage in critical thought and discussion;
- 4) make oral and written presentations of responses to cases and other problems.

GRADING RUBRIC

Below is a grading rubric that will help you to understand how your written assignments will be evaluated. It is based on a 10-point scale, but it is relevant for assignments that range from 5 points to 20 points.

Assessment Aspects		Total Points	A	C	B	D
		10	2	1	1.5	0.5
Understanding of the problem		2	Demonstrates a sophisticated understanding of the problem.	Demonstrates an acceptable understanding of the problem.	Demonstrates an accomplished understanding of the problem.	Demonstrates an inadequate understanding of the problem.
Use of appropriate terminologies, concepts and tools		2	Correctly uses the terminology and tools learned	Only see a few uses and application of concepts and tools learned.	Show general understanding of terminology and tools	See frequent incorrect application of concepts in paper.
Powerful and logical alignment among sections		2	Makes powerful connections between sections and shows strong reasoning.	Makes appropriate but sometimes vague connections between sections.	Makes appropriate connections between sections with adequate reasoning.	Sections are disjointed, fall apart and in general lacks sound reasoning.
Clarification and readability		2	Writing shows clarity and is concise; extremely well-organized	Writing lacks clarity, not concise and contains numerous errors; lacks organization	Writing is accomplished in terms of clarity and is concise; well-organized	Writing is unfocused, or contains serious errors; poorly organized
Follows the required format		2	Follows listed guidelines, meets page limits, cites references	Fails two requirements	Fails one requirement	Fails all requirements

Grading will be weighted as follows:

ASSIGNMENT	DUE DATES	WEIGHT
Midterm Exam	March 3 (in-class)	20%
Exam	May 5 (2-4pm)	25%
Informational Interview	March 24	10%
Group Project		35%
Work Plan	February 3	2%
Project Update	March 10	3%
Project Paper Draft	April 7	5%
Final Paper	April 28	15%
Individual Commentary Paper	April 28	5%
Group Presentations	April 12, 19, 26	5%
Class Participation		5%
Group Participation		5%
Total		100%

GRADING POLICY

USC policies for grades are as follows:

Grade	Criteria
A	Work of excellent quality
B	Work of good quality
C	Minimum passing for graduate credit
C-	Failing grade for graduate credit
D-	Minimum passing for undergraduate credit
F	Failed

Assignment Submission Policy

Assignments listed on the syllabus must be emailed or handed to the professor by the beginning of the relevant class session to be considered an on time submission.

Additional Policies

IN Incomplete is assigned when work is not completed because of documented illness or other "emergency" occurring after the twelfth week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

Registrar's Note: Recommended definition of emergency: "A situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from taking the final examination or completing other work due during the final examination period. Also note that as defined above, a student may not request an IN before the end of the twelfth week (or twelfth week equivalent for any course scheduled for less than 15 weeks); the rationale is that the student still has the option to drop the course until the end of the twelfth week (or twelfth week equivalent). The grade of IN exists so there is a remedy for illness or emergency which occurs after the drop deadline.

Marks of IN must be completed within one year from the date of the assignment of the IN. If not completed within the specified time limit, marks of IN automatically become marks

of IX (expired incomplete) with the exception of thesis, dissertation, and non- letter-graded courses, and are computed in the GPA as a grade of F (zero grade points). A student may petition the Committee on Academic Policies and Procedures (CAPP) for an extension of time to complete an Incomplete. Extensions beyond the specified time limit are rarely approved, particularly if the student has enrolled in subsequent semesters, since the completion of the incomplete should be the student's first priority.

**CLASS SCHEDULE: SUBJECT TO CHANGES
READING ASSIGNMENTS AND COURSE DUE DATES**

- **Tuesday Meetings** – primarily lecture-based
- **Thursday Meetings** – primarily interactive and discussion-based (student-led case studies, group exercises, webinars/videos, guest speakers, etc.)

PART I: STUDENTS AND THE SYSTEM

January 11, 13	Introductions, Assessments, and Expectations for Engagement
January 18, 20	American Government, Civic Engagement and the Constitution American Government 3 rd Edition (AE3): Chapters 1 and 2
January 25, 27	American Federalism AE3: Chapter 3

PART II: INDIVIDUAL AGENCY AND ACTION

February 1, 3	Civil Liberties and Civil Rights AE3: Chapters 4 and 5 <i>February 3-Group Project Work Plan Due</i>
February 8, 10	Public Opinion, Voting, and Elections AE3: Chapters 6 and 7

PART III: TOWARDS COLLECTIVE ACTION: MEDIATING INSTITUTIONS

February 15, 17	The Media AE3: Chapter 8
February 22, 24	Political Parties, Interest Groups, and Lobbying AE3: Chapters 9 and 10

PART IV: DELIVERING COLLECTIVE ACTION: FORMAL INSTITUTIONS

March 1	Congress and the Presidency AE3: Chapters 11 and 12
March 3	<i>MIDTERM EXAM</i>
March 8, 10	The Courts, State and Local Government AE3: Chapters 13 and 14
March 15, 17	<u>SPRING BREAK-NO CLASS SESSIONS</u>

PART V: THE OUTPUTS OF GOVERNMENT

March 22, 24	The Bureaucracy AE3: Chapter 15 <i>March 24-Informational Interview Due</i>
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- March 29, 31** **Domestic Policy**
AE3: Chapter 16
- April 5, 7** **Foreign Policy**
AE3: Chapter 17
April 7-Policy Paper Draft Due

PART VI: PUBLIC POLICY AND MANAGEMENT: PREPARING FOR THE FUTURE

- April 12, 14** **Critical Issues in Public Policy and Management Session 1**
Group Presentations 1-4
Readings TBD
Handouts and assigned readings posted on Blackboard
- April 19, 21** **Critical Issues in Public Policy and Management Session 2**
Group Presentations 5-8
Readings TBD
Handouts and assigned readings posted on Blackboard
- April 26** **Critical Issues in Public Policy and Management Session 3**
Group Presentations 9-12
Readings TBD
- April 28** **Review for Final Exam**
- May 5** ***FINAL EXAM***
2:00-4:00pm

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

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

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

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

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) 740-9355(WELL), press "0" after hours – 24/7 on call

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 | Title IX – (213) 821-8298

equity.usc.edu, 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.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplcity.com/care_report

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 Student Accessibility Services - (213) 740-0776

osas.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 Campus Support and Intervention - (213) 821-4710

campussupport.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

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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.