



PPD 555: Public Policy Formulation and Implementation (51287D)

Spring 2024 | Thursdays | 2-5:20PM (PT)

Location: RGL 219 | [Course Website](#)

Professor: Ryan E. Alcantara, Ph.D.

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Office Hours: by appointment

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Course Description

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 reviews 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 and 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 and in teams, produce high-quality policy formulation and implementation analysis, presented in professionally formatted analytic reports and oral briefings.

Prerequisite(s): PPD 554

Required Readings and Supplementary Materials

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.
- *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.*

Optional Readings and Supplementary Materials

- *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 textbook. 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.

Technology and Course Website

Our main landing page for all course-related materials will be the Blackboard website (<http://blackboard.usc.edu>). Please login using your USC credentials.

Once on Blackboard's main page, select PPD 555. Through this website, you will have access to an online version of the course syllabus, course assignments and materials, resources that may be useful to you, announcements posted from time to time, and easy email capability to communicate with the class. In addition, students will submit all of their written assignments on Blackboard in the Assignments section unless otherwise indicated. See *Submitting Assignments* section below.

Students should check the course site regularly. I will send regular announcements on the site concerning class, assignments, and any changes or updates. You can check the announcements and other posted materials by logging in and going to the Blackboard announcement section. You can also set your communication settings so that all course announcements are emailed to you (I highly recommend this). Please use your USC email address, even if you have other addresses. The Blackboard system will not accept non-USC addresses so you may miss class email communications if you do not use the USC email address.

For technical support on Blackboard, call the Blackboard Help Line (213) 740-5555 or email Blackboard Support at blackboard@usc.edu.

Here are some additional technology resources: [USC Computing Center Laptop Loaner Program](#), [Blackboard help for students](#), and [Software available to USC Campus](#).

Description and Assessment of Assignments

1. *Preparation and participation.* The course includes a combination of lecture, discussion, in-class exercises, case analyses, writing, and multimedia presentations. A primary focus is on engagement with the materials and application of the methods and topics covered in the course.
2. *Discussion facilitation.* Students will sign up for a topic and together as a group will facilitate a class discussion and engagement around a topic or issue from the course materials. Students who are assigned to a topic will be asked to lead a discussion or activity (depending on the session) around an assigned reading. Each discussion facilitation assignment will vary a bit depending on the issue and medium, but all assignments will be aimed at students demonstrating the ability to summarize key points, provoke insightful engagement, and lead with critical thinking. More specific instructions will be provided with each assignment.
3. *Benchmark writing assignment.* Each student will complete a two-page single (about 1,000 word) initial writing assignment that will serve as a benchmark writing assignment for the class as a whole.
4. *Policy formulation and implementation assessment.* Students will work in teams to prepare a policy formulation or implementation report on a current policy, regulatory system, or other program, through a combination of cumulative assignments, which will include individually graded and group graded work as noted.
 - 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:
 - Issue research briefer. 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.
 - 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.
 - 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.
 - 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.

- Final staff report. The final report (about 30 pages single) will be revised and refined based on instructor (and peer) feedback on the draft report.
- Reflection on Working as a Group. Each team member will complete an evaluation on team members contributions to the team and the final paper, as well as reflect on strategies for working effectively as a group.

During the course of the semester I will regularly review student progress, and will revise the syllabus to meet class needs when necessary.

Participation

Students are expected to participate weekly and attend class meetings. Please do not attend in person class if you are sick or are experiencing any Covid-19 symptoms. Contact me in advance of the class session if you are sick and need to miss class.

Students should prepare for thoughtful and respectful participation in class discussions, in-class exercises, and work in project teams. Observed patterns of behavior that demonstrate a lack of respect for the professor and/or other students in the course will result in a reduction in your participation grade.

To maximize learning for the class, students are expected to read the assigned readings and review all of the key concepts before class. It is strongly recommended that students take notes highlighting key concepts and questions from each reading and discussing readings with others before and after class.

Please be aware that we may discuss current events, successful and failed policies, and other topics that some students may find sensitive. All discussions will be conducted with respect and decorum by the professor *and* the students. Any concerns should be discussed with me.

This class welcomes discussion and debate, but it is expected that you will treat each other with respect and kindness. We will engage sensitive topics by:

- 1) Listening respectfully to differing viewpoints and not talking or at the same times as others.
- 2) Prioritizing empirical evidence to back up claims about policy.
- 3) Where appropriate, reviewing our own political, ideological, or personal attitudes, and noting and/or discussing how those may affect our judgments.

During class, please mute mobile phones and store them out of sight unless they are needed for an activity. Research shows that the mere presence of a smartphone can distract the owner and nearby colleagues (Meyer, 2017). Research by Mueller and Oppenheimer (2014) shows that students who take notes in longhand retain more information and demonstrate greater conceptual understanding. So, although laptops and other technology may be useful during collaborative portions of the class, taking notes by hand during lectures and student presentations is a great method to retain information.

Please avoid using technology for personal reasons during class, including texting, social media, and non-class browsing. Repeated use of technology for non-class purposes will result in a reduction in your participation grade.

Lastly, please review the USC guide to Emergency Preparedness so we can safely respond in case of emergency: <https://safety.usc.edu/emergency-preparedness/>

Grading Breakdown

Table 1 Assignment Deadlines, Submission Policies, and Grading

Assignment	Length	Deadline	Percent of Grade
<i>Class meetings & participation in in-class discussions and assignments</i>	NA	Regular attendance, preparation for in-class discussions	10
<i>Discussion Facilitation</i>	NA	Sign up for session	10
<i>Benchmark writing assignment</i>	~2 pp single	Feb. 1, 2pm	15
<i>Policy analysis project</i>			
Issue research briefer (individual)	~2 pp single	Feb. 29, 2pm	10
Policy instruments briefing (group)	~5 slides	March 28, 2pm	10
Draft section (individual)	~3 pp single	April 11, 2pm	10
Policy paper & presentation (group)	~20-30 pp single		30 (total)
Draft		April 18, 2pm	(5)
Presentation		April 25, 2pm	(5)
Final		May 1, 12pm	(20)
<i>Reflection of Working as a Group</i>		May 2, 12 pm	5

Grading Scale

Course final grades will be determined using the following scale:

Table 2 Course Grading Scale

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

Assignment Submission Policy

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., alcantara_briefer.doc). Repeated submission of improperly labeled files will result in a grade penalty. Please keep a copy of your Turnitin receipt with the date and time of your submission.

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.**

Group work: Unless specifically designated as a 'group project,' all assignments are expected to be completed individually.

Digital Backup: It is good practice to *back up* your work to cloud storage so theft or equipment failures do not cause you to miss deadlines

Grading Timeline

Grades will be posted to the course gradebook, and generally will be posted within a couple of weeks after the assignment has been submitted. For drafts, feedback will be given with time to integrate into your next assignment. Please review the feedback and incorporate it in your next assignment. If a student has a question about the feedback, please contact the professor.

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](#).

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course.

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Use of Generative AI in the Course

The use of AI (e.g., ChatGPT and image generation tools) in this class is permitted. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

- AI tools are permitted to help you brainstorm topics or revise work you have already written.
- If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Please include either a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results what prompts you used to get the results or a copy of the prompt and response you received. Failure to do so is a violation of academic integrity policies.
- You are expected to share when and how AI was used in any individual contributions to group work as well.

- Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Course Content Distribution and Synchronous Session Recordings Policies

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment.

Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property, based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes but is not limited to providing materials for distribution by services publishing course materials. 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 relationship to the class, whether obtained in class, via email, on the internet, or via any other media. ([Living our Unifying Values: The USC Student Handbook](#), page 13).

Course Evaluations

At the end of the semester, all students will be provided with course evaluations to complete. Please complete them and provide your thoughtful feedback. I do read them and work to incorporate your feedback into future courses. Additionally, a mid-semester evaluation will also be distributed to enable feedback to be incorporated into the course.

Course Schedule

Week 1. Introduction and course overview

All materials below are **due before class** (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)

Assignment(s) Due:

- Complete policy interest survey in class.
- Sign up for discussion facilitation for future weeks.

PART ONE: POLITICS AND POLICY FORMULATION

Week 2. Bounded rationality, collective action, and norms

All materials below are **due before class** (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.
- 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/In Class Activities:

- Student led Discussion Facilitation
- In class conversation: Bounties.
- Policy team assignment will take place this week.
- **Note:** Look ahead to the Benchmark Analysis due before class on Week 4.

Week 3. Political institutions and culture; interest groups

All materials below are **due before class** (except as otherwise indicated).

Required Reading(s):

- Baumer and Van Horn, Ch. 1-3, pp. 1-91
- 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/In Class Activities:

- Student led Discussion Facilitation
- In class conversation: Pre-K-O: Politics of Oklahoma Universal Preschool
- **Group time:** In-class time to discuss policy issues preferences
- *Benchmark Analysis due before class next week*

Week 4: Legislative and bureaucratic politics

All materials below are **due before class** (except as otherwise indicated).

Required Reading(s):

- Baumer and Van Horn, Ch. 4-6
- 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/In Class Activities:

- Benchmark Analysis via TurnItIn due before class
- Mock hearing
- Discuss proposed policy issue with instructor

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 class** (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.

Instructional Media:

- Listen: RadioLab, More Perfect. "Sex appeal."
<https://www.wnycstudios.org/podcasts/radiolabmoreperfect/episodes/sex-appeal>.
(estimated 45 minutes of hours listening time).

Assignment(s) Due/In Class Activities:

- Student led Discussion Facilitation

Week 6: When “policy windows” open

All materials below are **due before class** (except as otherwise indicated).

Required Reading(s):

- Nikalaos Zaharidis, 2007, “The Multiple Streams Framework: Structure, Limitations, Prospects,” in Sabatier, *Theories of the Policy Process*.
- 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 21st Century. Understanding the movement and what it represents”
- John Eligon, “One Slogan, Many Methods: Black Lives Matter Enters Politics

Assignment(s) Due/In Class Activities:

- Student led Discussion Facilitation
- In class conversation: Social movement politics (Black Lives Matter case study). Case study readings listed in required reading.
- **Note:** Look ahead to the Individual Issue Research Briefer due to Turnitin before class Week 8.

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 class** (except as otherwise indicated).

Required Reading(s):

- 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*, 3rd edition.
- Peter May, 1981, “Hints for Crafting Alternative Policies,” *Policy Analysis*.
- Varvarovszky, Z., & Brughna, R. (2000). How to do (or not to do) a stakeholder analysis. *Health Policy and Planning*, 15(3), 338-345.
- Case Study - [Cities in Flux: Urban Redensification in Detroit and Guangzhou](#).
- TBD policy resource for guest speaker conversation.

Assignment(s) Due/In Class Activities:

- **Guest Speaker: Al Grazioli**, Director of Real Estate & Business Development, Los Angeles Unified School District. USC Alumnus.
- Student led Discussion Facilitation
- In class discussion of “Cities in Flux: Urban Redensification in Detroit and Guangzhou.”
- Draft stakeholder analysis
- *Individual Issue Research Briefer due to Turnitin before class next week.*

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 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 class** (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.
- 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/In Class Activities:

- In class conversation: 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 Research Briefer due to Turnitin before class.

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 class** (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
- TBD policy resource for guest speaker conversation.

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/In Class Activities:

- **Guest Speaker: Brandy D. Christian**, President and CEO of the Port of New Orleans and the CEO of the New Orleans Public Belt Railroad; USC Price Alumna
- Student led Discussion Facilitation
- **Note:** *Look ahead to the Policy Instruments group presentation due in class Week 11.*

SPRING BREAK | MARCH 9 – 17 | NO CLASS

Week 10: Implementation “fields” and the theory/logic of change (focus on teaching logic models)

All materials below are **due before class** (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.
- W.K. Kellogg Foundation (2004). “Using Logic Models to Bring Together Planning, Evaluation, and Action: Logic Model Development Guide.”

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](#)

Assignment(s) Due/In Class Activities:

- Student led Discussion Facilitation
- In class conversation/group work: Logic Model mapping. Students will complete a logic model for their project and share the logic model with the class.
- *Policy Instruments group presentation due in class next week*
- **Note:** Look ahead to *Policy Brief and Infographic Drafts (group) due before class Week 12*

Week 11: Organizations and “Front Line” Workers

All materials below are **due before class** (except as otherwise indicated).

Required Reading(s):

- Sandfort and Moulton, Ch. 5-6
- *Flu Vaccine Case Study*
- Two current newspaper articles of your choice that relate to the implementation of health care measures.

Instructional Media:

- Listen: This American Life: Making the Cut. January 8, 2021.
[Prologue](#) (7 min)
[God Committee](#) (20 min)
[Reluctant Bureaucrats](#) (16 min)

Assignment(s) Due/In Class Activities:

- In class conversation: Flu Vaccine Case Study
- Policy Instruments slides due March 28 by 1pm
- *Policy Paper Drafts (individual) due April 4 by 2pm*
- *Policy Brief and Infographic Drafts (group) due before class next week*
- **Note:** Look ahead to *Policy Paper Drafts (group) due before class April 11*

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

All materials below are **due before class** (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.
- Linda Courtenay Botterill & Andrew Hindmoor (2012) Turtles all the way down: bounded rationality in an evidence-based age, *Policy Studies*, 33:5, 367-379

Assignment(s) Due/In Class Activities:

- Student led Discussion Facilitation
- In class conversation/group work: Each Policy Team will bring a policy brief with an infographic, which will be shared and discussed with the group
- *Policy Paper Drafts (individual) due before class next week*
- **Note:** Look ahead to *Policy Paper Drafts (group) due before class Week 14*

Week 13: Civic engagement in policy formulation and implementation

All materials below are **due before class** (except as otherwise indicated).

Required Reading(s):

- Musso, J. A. & Guo, C. (2007). Representation in nonprofit and voluntary associations, *Nonprofit and Voluntary Sector Quarterly*, vol. 36, no. 2: 308-326.
- Musso, J. A., & Weare, C. (2015). From Participatory Reform to Social Capital: Micromotives and the Macrostructure of Civil Society Networks; *Public Administration Review*, 75(1):150–164.
- 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](https://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
- Listen: Nisha Anand: [The Radical Act of Choosing Common Ground](https://www.ted.com/talks/nisha_anand_the_radical_act_of_choosing_common_ground_nov_2020)
www.ted.com/talks/nisha_anand_the_radical_act_of_choosing_common_ground_nov_2020

Assignment(s) Due/In Class Activities:

- Policy Paper Drafts (individual) due before class via TurnItIn
- *Policy Paper Drafts (group) due next week before class*
- **Note:** Look ahead *Policy Presentations due in class Week 15*

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

All materials below are **due before class** (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/>
- Epstein, D., Farina, C. & Heidt, J. (2014). The value of words: narrative as evidence in policy making. Evidence & Policy: A Journal of Research, Debate and Practice, Volume 10, Number 2, pp. 243-258(16) (www.ingentaconnect.com/content/tpp/ep/2014/00000010/00000002/art00006)
- TBD policy resource for guest speaker conversation.

Assignment(s) Due/In Class Activities:

- Policy Paper Draft (group) due before class
- **Guest Speaker: Karen Zamarripa**, Karen Zamarripa Consulting. USC Alumna
- *Policy Presentations due in class next week*
- **Note:** Final Policy Paper due May 1 at 12pm
- **Note:** Individual Reflection of Working as a Group due May 2 at 12pm

Week 15: Policy Team Presentations & Wrap Up

All materials below are **due before class** (except as otherwise indicated).

Assignment(s) Due/In Class Activities:

- Policy Presentation slides due at 1pm
- *Final Policy Paper due May 1 at 12pm*
- *Individual Policy Paper Reflection due May 2 at 12pm*

Instructional Media:

- Listen: Ted Talk - Understanding of power in politics, 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

Assignment(s) Due/In Class Activities:

- Policy Presentation Slides due April 25 by 1pm
- *Final Policy Paper due May 1 at 12pm*
- *Individual Reflection of Working as a Group due May 2 at 12pm*

Statement on Support Systems

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services \(OSAS\)](#) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

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

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

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

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

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

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

[Diversity, Equity and Inclusion](#) - (213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

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

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.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.