Policy Development and Administration
PAD5035, Section 1 (Ref #01931)
Summer “A” session, 2014
Thursdays, 5:30-8:00 pm; BEL 114

CONTACT INFORMATION:
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REQUIRED COURSE MATERIAL:


COURSE DESCRIPTION:
This course is designed to acquaint you with the theoretical and practical dimensions of developing and managing effective public policy which includes your role as a policy analyst and as a proactive participant in the broader policy process working for a program or an agency. The overall focus of the class is to provide you with an understanding of the policy process, how to facilitate dialogue in the policy process with citizens and elected officials, how to frame issues and conduct policy analysis, and how to manage the policy process from agenda setting through implementation. This is the class in the MPA core classes where you learn some basics of the constitutional and policy process. You should gain an understanding and appreciation for the political and administrative environments within which public policy is developed, implemented and evaluated. You will also gain an understanding of how to assess policy environments, and policy options as well as build a case for taking policy actions. We will cover the primary models and approaches used in public policy to explain policy development and change. These models help us focus on important aspects of the policy process and understand systematically how the actors and environment work together.

Second, we will learn and apply the economic views of market and government failure, and understand how public policy is nearly always addressed at one or more of those failures. Policy framing is generally achieved by using these failures or positive attributes, such as personal freedom or unfettered markets, to convey the goals and purposes of government and its policy.

Third, we will discuss the varied roles of the public manager and policy analyst. Some of these roles include facilitator, expert, policy entrepreneur working with stakeholders inside and outside the agency, policy implementer who takes policy made through statutes or court orders and effectively makes them work, and public trustee. While a public employee is obligated to play certain roles, to some degree, you will also decide what roles you think appropriate and are...
willing to play as an analyst, lobbyist or manager in the public policy process. Your decisions may vary depending on your view of the role of the public servant in democratic society, your personality, and your views on the flexibility or discretion inherent in following the law as written down. We will cover and try out some key skills of public managers and analysts, such as conflict resolution, policy briefing writing, speaking up in the class through short presentations and in groups, group facilitation and leading productive discussions.

Fourth, as a participant in the democratic policy process, you need to be a succinct, clear and persuasive writer as well as being able to speak in public forums. You will write a number of short policy papers using applied and commonly used writing policy formats in this class. You will work through the stages of a policy analysis report. You will work in small groups both in class and on projects. Employers consistently tell us that being good team players is perhaps the most important skill for holding a job and being promoted so we will talk about the skills and ways to manage teams.

**LEARNING OBJECTIVES:**
The student in this class should learn to:

1. Know the basic constitutional roles and responsibilities of the levels of government in the U.S.;
2. Be able to identify the stages of the policy process, and the primary players in the official roles;
3. Demonstrate working knowledge of the policy analysis process;
4. Demonstrate concise and analytical writing of policy projects;
5. Demonstrate the ability to critically review and summarize a policy study;
6. Articulate and apply a public service perspective to public policy issues;
7. Contribute to the policy process information and analysis;
8. Learn and apply group facilitation skills that can be used in policy and citizen deliberations;
9. Demonstrate sound public speaking skills related to the policy process;
10. Critically assess and debate case studies of policies at different levels of government;
11. Learn to analyze public policy conflicts, and use processes to help resolve policy disputes in a deliberative, consensual way;
12. Understand the basic accountability and performance measurement processes used in government policy and management;
13. Identify roles that public managers and policy analysts play and learn more about when they are most appropriate in the policy process;
14. Understand policy networks, how they operate to develop and distribute policy information and ways to participate in them.

Finally, the Askew School is named for a man—Governor Reubin Askew—whose career is represented well by the phrase “Public Service is a Public Trust.” We will discuss the ethical issues involved in many dimensions of the policy process, including what information is used,
what forums and citizen contact are organized, and how the analyst and manager act ethically within the broader policy arenas in which they operate.

**Assignments.** Make sure to staple your assignments **before** submitting them to me. I suggest that you purchase a small, mini stapler (which you can purchase for a few dollars at an office supply store or a store that carries office supplies) that you can keep with you in your book bag at all times. Also, I am a stickler for following **APA style citation. Do not underestimate me**—I will check your usage of **APA style** throughout the assignments you turn in and I will take off points if you lack attempts to properly use **APA style**. For all assignments that you turn in (including your weekly summaries), you are required to use **APA style**. I want you to be in the habit now of using **APA style**. I can guarantee you that the more that you use it then the easier it will be for you in the long run, especially when you begin working on your Action Report!

**Classroom conduct.** Please be respectful to your fellow cohorts and me by placing any and all of your cell phones, smart devices, and text messaging capable phones on silent or vibrate mode. I expect to have your full attention during class. I understand that urgent matters can arise (i.e., work issues or family concerns). If this is the case then please quietly leave the classroom to answer your phone calls and/or text messages.

**Communication.** Should you have any questions about the assignments, readings, and/or classroom procedures or should you have concerns about your class performance, you can email me at pdinoso@fsu.edu. I check my emails frequently and will reply to you as soon as I am able. If you are in need of immediate assistance, contact me as far in advance as possible. In other words, if you send me an email the night or morning before class then I cannot guarantee that I answer or solve your problems immediately.

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**NOTE:** All written assignments are required to have 1” inch margins, written in Times New Roman with 12-point font, double-spaced. Also, you are required to use **APA style** in all written assignments. Although not required for this course, purchasing or borrowing a copy of the Publication Manual of the American Psychological Association (ISBN: 1433805618) is an invaluable reference tool. Further information on APA style can also be found on the FSU library website: http://guides.lib.fsu.edu/content.php?pid=82097&sid=609264

**COURSE REQUIREMENTS:**

Students will be expected to be full participants in shaping the character of the seminar; and this requires all students to come to class prepared to discuss the readings for each session.

The class sessions will be interactive; you learn better by participating and articulating your ideas. Thus it is important that you complete the required readings by the date assigned, and that you use the class setting to overcome any stage fright you have about public speaking. The class will be more interesting and beneficial to everyone if you take responsibility for speaking up.

**Projects that are not turned in on time will be penalized by one (1) letter grade for each day that it is late.** All the major due dates for the writing projects are laid out clearly in the syllabus, so please review it and put the project dates on your personal calendar. The final exam will include some essays and/or cases to be analyzed, based on the key themes and
materials from the class. The University Honor Code (see FSU Student Handbook) applies to all work in the course.

Class participation grades are assigned by the instructor based on four criteria: (1) class attendance, (2) the extent to which you ask questions or make comments/critiques in class that show you have done the readings, (3) your responses to questions asked by the instructor, and (4) your contributions in class on topics related to our weekly themes and discussions. Make a copy for yourself of all class assignments submitted to me. Even with great care, sometimes things get misplaced.

**GRADING/EVALUATION:**
There are five class requirements, and they are described in more detail in separate handouts.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Weekly Quiz..............................................10%</td>
<td>A = 93-100%</td>
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<tr>
<td>Class Participation/Diagram of readings............10%</td>
<td>A- = 90-92 %</td>
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<tr>
<td>Policy Briefing Memo (due 6/5).....................20%</td>
<td>B+ = 87-89 %</td>
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<tr>
<td>Policy Analysis Team Project (6/19; 7/24)*........20%</td>
<td>B = 83-86 %</td>
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<tr>
<td>*Policy Project Components:</td>
<td>B- = 80-82 %</td>
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<td>• Stage 1..................................................05%</td>
<td>C+ = 77-79 %</td>
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<tr>
<td>• Stage 2..................................................10%</td>
<td>C = 73-76 %</td>
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<td></td>
<td>C- = 70-72 %</td>
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<td>D+, D-, or F = &lt;70%</td>
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Final Exam (in-class: Thurs, 7/31)....40%

In the computation of grades, decimals of 0.5 or higher are rounded up, while decimals below 0.5 are rounded down.

**Graduate School grade standards**
It is important to know that the standard for grading at the graduate level is different from that at the undergraduate level. At FSU, a grade of C is frequently given in undergraduate courses, and is considered enough to pass the course. At the graduate level, a grade of C is a failing grade, and only grades of B- and above are passing. You must maintain a GPA of 3.0 (B) or better to continue as a graduate student.

**UNIVERSITY ATTENDANCE POLICY:**
“Excused absences include documented illnesses, deaths in the immediate family and other documented crises, call to active military or jury duty, religious holy days, and official University activities. Accommodations for these excused absences will be made and will do so in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.”
ACADEMIC HONOR CODE:
Students are expected to uphold the Academic Honor Code published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community. A complete explanation of the Academic Honor Code can be found at the following link: http://www.fsu.edu/Books/Student-Handbook/codes/honor.html

If I discover plagiarism in your work, you will receive an F on the assignment. I reserve the right to assign a failing grade in the course solely because of plagiarism.

ACADEMIC CONDUCT:
To be acceptable, the written work you submit must reflect your own ideas and be written in your own words. A pundit once said, "If you use fifty sources, you are a scholar; if you use one, you are a plagiarist." Academic dishonesty includes, but is not limited to:

- **Plagiarism:** Quoting or paraphrasing the ideas or opinions of others without appropriate attribution in text citations and a reference list. This includes books, journal articles, conference presentations, published or unpublished papers and web-based materials.

- **Fraud:** Submitting work that was not prepared by you, or which you have previously submitted for another class.

- **Cheating:** Giving help to other students, or asking them for it, on the final examination.

The consequence of academic dishonesty is a grade of F on the assignment in question, and being reported to the University Academic Honor Committee.

Americans with Disabilities Act: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center at 644-9566, SDRC@admin.fsu.edu, or visit the web site at: http://www.fsu.edu/~staffair/dean/StudentDisability/

SYLLABUS CHANGE POLICY:
Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
COURSE OUTLINE

TOPICS AND ASSIGNED READINGS:
*This schedule is subject to change at the instructor’s discretion.

Week 1 (Thursday, May 15)

Course Review and Introductions

Form groups for Policy Project (due dates: 6/19; 7/24)

Week 2 (Thursday, May 22)

Introduction to Policy


Federalism and U.S. Policy Institutional History

- Thomas Dye Chapter 1 Federalism as Competition from American Federalism: Competition Among Governments, 1990. (BB)

Week 3 (Thursday, May 29)

Completing Federalism: Governance (and Community Building) in a Shared Power World


Citizen Participation in the Policy Process

- Carpenter, S. and Kennedy, W.J.D. Managing Public Disputes
  - Chpt 1: Understanding Public Disputes
  - Chpt 2: Dealing with Conflict Productively
- Gastride and Levine, E-the-People.org Chapter 15 from The Deliberative Democracy Handbook (BB)

Week 4 (Thursday, June 5)

Policy Briefing memo due

Understanding Policy Analysis: What Governments do and the Policy Tools they Use; Defining Problems, Developing Proposals and Assessing Solutions; and Working as a Team

- Crosbey and Bryson, Leadership for the Common Good, Chapters 7 and 8. (BB)
- Mintrom, Contemporary Policy Analysis, Chapters 1-4
- Catherine Smith, Chapter 3 Definition: Frame the Problem, in Writing public Policy, Oxford University Press, 2010. (BB)

Week 5 (Thursday, June 12)

Understanding Policy Analysis: Defining Problems and Presenting Solutions; Managing Projects and Presenting Results; Managing Projects and Presenting Results

- Mintrom, Contemporary Policy Analysis, Chapters 5-7
- William and Carol Weisert, Governing Health: The Politics of Health Policy, Chapter 6 and 7, fourth edition (2012)

Week 6 (Thursday, June 19)

Policy Project: Part I due

Analysis of Markets, Market Failure and Government Failure.

• Mintrom, Contemporary Policy Analysis, Chapters 8-11

Case Study: Welfare Reform


Week 7 (Thursday, June 26)

First section of Policy Analysis Project Due

Problem Definition and Current policy
Policy Networks, Learning and Policy Change

• Kathleen Hale, How Information Matters, Chapters 1, 2 and 5 (BB)
Strategies and Approaches for Policy Analysis

- Mintrom, *Contemporary Policy Analysis*, Chapters 12-16
- Crosby and Bryson, *Leadership for the Common Good*, chapter 11 (BB)

Week 8 (Thursday, July 3)

Dealing with Public Disputes; Managing the process effectively

- Chapters 3-11 from *Managing Public Disputes*

Measuring Results and Accountability in the Policy Process

- Kathryn Kloby, Chapter 15 Performance Measurement Sea Change in *Managing Local Government: Cases in Effectiveness*, ICMPA Press.
- Case: Pinellas County Should Track Fire and EMS Costs to Set Benchmarks, Control Costs and Evaluate Alternative Service Delivery Models" by OPAGGA, February 2010. Report 10-25 (BB)

Week 9 (Thursday, July 10)

Sustainable Development and Governments

- Deniz Leuenberger and John Bartle, Sustainable Development for Public Administration, Chapters 1-3, and Chapter 6, 7 and 10

Policy Analysis: Use and Briefings; Working with Policy Makers

- Mintrom, *Contemporary Policy Analysis*, Chapter 17
- OPPAGA website for Agency for Persons with Disabilities (APD): http://www.oppaga.state.fl.us/profiles/5060/
• OPPAGA, iBudget Implementation Continues as the Agency for Persons with Disabilities Responds to Legal Challenges. March, 2014.
  http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/1409rpt.pdf

Week 10 (Thursday, July 17)

Policy Analysis Project due

Communicating with the Public and Other Policy Actors: Public Affairs Marketing

• Peattie, Sue and Ken Peattie and Robyn Thomas, Social Marketing as Transformational Marketing in Public Services, Public Management Review, 2012.

Week 11 (Thursday, July 24)

Policy Papers due; Oral presentations

Week 12 (Thursday, July 30)

In-class final exam