COURSE SYLLABUS

PROFESSOR

Professor: Dr. Adam Brewer
Office: LAW #145
Email: adam.brewer@umontana.edu
Office Phone: (406) 243-4155
Office Hours: Tuesday 2-3pm, Wednesday 10-11am, Thursday 2-3pm (for Fall semester 2018)

(The Course Calendar is at the top for your convenience. Please refer to it and Moodle frequently throughout the semester for all due dates, assignments, and class objectives)

COURSE CALENDAR

Module 1: What is Rational Policy Analysis?

Week #1: What is Policy Analysis? (Class Discussion Week)
Preliminary Preparation - Ch.1 in PPP3
Torgenson, “The Three Faces of Policy Analysis” (On Moodle- Read Pages 1-13)
Watch Week 1 Lecture: What is the Policy Process? What careers use policy analysis?

Tuesday, Aug 28th
Initial Posts due on Week 1 Class Discussion by 11:00pm
(You should be posting replies during the week)
Zoom meetings with student groups throughout the week

Saturday, Sept 1st
Finish Posting on Week 1 Class Discussion by 11:00pm

Week #2: The Rational Approach (Class Discussion Week)
Preliminary Preparation - Chapter 2-3 in PPP3
Watch Week 2 Lecture: What is rationality in policy analysis? How to conduct a Cost-Benefit Analysis?

Tuesday, Sept 4th
Initial Posts due on Week 2 Class Discussion by 11:00pm
(You should be posting replies during the week)
Zoom meetings with student groups throughout the week

Saturday, Sept 8th
Finish Posting on Week 2 Class Discussion by 11:00pm

Week #3: Critiques of the Rational Approach
Preliminary Preparation - Chapter 4 in PPP3
Watch Week 3 Lecture: What critiques can be made of the rational approach?
Proposing your policy issue.
Saturday, Sept 15 th

**Due Skills Assessment 1: Conduct a Cost-Benefit Analysis 11:00pm**

**Module II: What is Non-Rational Policy Analysis**

**Week #4: The Non-Rational (Political) Approach** *(Class Discussion Week)*
Preliminary Preparation - Chapter 5 in PPP3
Watch Week 4 Lecture: Non Rational Approaches to Policy Analysis.

Tuesday, Sept 18 th
Initial posts due on Week 4 Class Discussion by 11:00pm
(You should be posting replies during the week)

Saturday, Sept 22 nd
Finish Posting on Week 4 Class Discussion by 11:00pm
**Due Component 1 Semester Project: Proposing a policy issue 11:00pm**

**Week #5: Public Policy and Politics**
Preliminary Preparation - Kahan, Jenkins-Smith, and Braman “Cultural Cognition” (On Moodle)
Graham, Haidt, and Nosek “Liberals and Conservatives Rely on Different Sets of Moral Foundations (On Moodle)
Watch Week 5 Lecture: Understanding the influence of values and beliefs in policy analysis while maintaining value neutrality

**Module III: Policy Analysis and the Policy Process**

**Week #6: Agenda Setting** *(Class Discussion Week)*
Preliminary Preparation - Chapter 6 in PPP3 (Don’t read case at end of chapter. We are saving it for later)
Birkland “Agenda Setting in Public Policy” (On Moodle)
Watch Week 6 Lecture: What is Agenda Setting? How to complete Component 2?

Tuesday, Oct 2 nd
Initial Posts due on Week 6 Class Discussion by 11:00pm
(You should be posting throughout the week)

Saturday, Oct 6 th
Finish Posting on Week 6 Class Discussion 11:00pm

**Week #7: Problem Definition and Mixed Methodologies**
Preliminary Preparation: Chapter 7 in PPP3
McBeth and Lybecker “Sanctuary Cities: The Construction of a Public Problem (on Moodle)
Watch Week 7 Lecture: The Narrative Policy Framework-

**Week #8: Completing a Five Step Method** *(Class Discussion Week)*
Preliminary Preparation: Read case “Playing Politics: Bison, Brucellosis, Business, and Bureaucrats” found in Chapter 6 of PPP3
Watch Week 8 Lecture: Completing a Five Step Method

Tuesday, Oct 16 th
Initial Posts due on Week 8 Class Discussion by 11:00pm
Saturday, Oct 20th
Finish Posting on Week 8 Class Discussion 11:00pm
Due Skills Assessment 2: Using the Five Step Method 11:00pm

Week #9: Solidifying your Research
Preliminary Preparation: None

Saturday, Oct 27th
Due Component 2 Semester Project 11:00pm

Module IV: Policy Analysis as Democracy

Week #10: Doing Democracy
Preliminary Preparation: Chapter 8 in PPP3
Watch Week 10 Lecture: Conducting a Stakeholder Analysis

Week #11: Incorporating Stakeholders (Class Discussion Week)
Watch Week 11 Lecture: Negotiation and incorporation of stakeholders. How to complete Component 3?

Tuesday, Nov 6th
Initial Posts due on Week 11 Class Discussion by 11:00pm
(You should be posting throughout the week)

Saturday, Nov 10th
Finish Posting on Week 11 Class Discussion 11:00pm

Week #12: Completing a Stakeholder Analysis
Preliminary Preparation: None

Saturday, Nov 17th
Due Skills Assessment 3: Conducting a Stakeholder Analysis 11:00pm

Week #13: Finalizing your Research
Preliminary Preparation: None

Saturday, Nov 24th
Due Component 3 Semester Project: Policy Analysis Draft 11:00pm

Week #14: Becoming an Analyst
Preliminary Preparation: Chapter 9 PPP3
Watch Week 10 Lecture: Becoming a policy analyst in all realms of public service. How to complete Component 4?

Week #15: Student Presentations and Conclusion
Preliminary Preparation: Watch Student Presentations

Tuesday, Dec 4th
Due Component 4 (Part 1) Video Presentation 11:00pm
COURSE DESCRIPTION, OBJECTIVES, AND EXPECTATIONS

IMPORTANT COURSE INFORMATION

This course is online, meaning we do not meet in person. You will need to access the course Moodle site frequently, and familiarize yourself with course materials that are organized by week. Understanding the Moodle course site is essential to completing this class successfully, so if you have questions, please ask the instructor. The nature of the class is highly interactive. I value your participation as we talk about policy analysis. It’s also designed to be reflective, as you consider how best to further develop your own skills and talents. Also, I usually respond to student emails promptly, but please allow for a 24 hour response time.

DESCRIPTION

This class will introduce you to policy analysis. The knowledge and skill that you will learn in this class will be helpful in a variety of careers in the public or non-profit sectors. If you become involved in public service, you might not actually become a policy analyst but you will conduct policy analysis in the role of an administrator or manager. Working as a policy analyst, administrator, or manager means making or helping to make decisions in the public’s interest and doing so within a democratic setting. Making these decisions is not just something to be done on the fly and in an ad hoc manner. Public decisions are made in a complex and contentious environment featuring political partisanship, competing interests, numerous stakeholders, ambiguity, chaos, limited and often inaccurate information, and distrust. Those that work in public service have to deal with cynical politicians, a significant portion of the public that may distrust all government, and government employees, and stakeholders ready and willing to do almost anything to get their own way. The public manager is entrusted with making decisions in the public’s interest, not in her/his interest or in service to her/his political preference. So, in this contentious environment where the outlines of effective and democratically acceptable policy are dim at best, how can s/he know what is in the public interest or how that interest can best be served? In this class, we confront these issues while working to develop techniques for making public decisions and public policy.

The class is both theoretical and practical. We will use examples from various contemporary policy controversies to illustrate our major theoretical points. For example, this semester, we will deal with a variety of policy issues including e-cigarettes, box stores in small communities, sanctuary cities, GMOs, bison policy in Yellowstone National Park, and river restoration. In addition, administrators conducting policy analysis increasingly work in an environment dominated by mass media, emerging technology, alternative facts, and a social environment dominated by consumerism. This class prepares you to conduct analysis in such a complex environment.

EXPECTATIONS FOR STUDENT LEARNING IN THIS COURSE AND UM’S MPA PROGRAM:

1. Apply theory to practice (knowledge to inform your current or future career)
2. Demonstrate graduate level writing, public speaking, critical thinking, research, and analytical skills
3. Understand the major concepts or schools of thought driving policy analysis
4. Understand differences between public and private organizations
5. Develop a concept of what it means to manage, lead, and organize well
6. Develop an understanding of the policy making process and how policy analysis fits into that process

In exploring these, the course will introduce and begin to develop core national (NASPAA) MPA competencies to participate in and contribute to the Public Policy Process.
COURSE READINGS

2. Some readings will be supplied as links or files on Moodle

COURSE ASSIGNMENTS AND GRADES

USING MOODLE:

Since this is an online course, each student is required to check our course site once per day and participate in discussions often. Keep in mind that our online course site is organized by week – for example, each week contains links to brief lectures, discussions, assignment dropboxes, and other course materials.

PRELIMINARY PREPARATION

Course Readings:
I have provided you with course reading material that I believe will enhance your understanding of public policy analysis and provide you with real experience dealing with the challenges of policy analysis in public administration. The amount of reading I will assign you is not so extensive that you will have no time for anything else. As such, I expect you to complete ALL of the reading each week. It will be impossible to adequately complete the assignments without completing the reading and it will be easy to tell who has completed the reading and who has not given the nature of the assignments. You will complete the readings before Tuesday night with enough time to make your first discussion post. I suggest starting early to give yourself enough time.

Weekly Lectures:
I will provide brief weekly lectures that will provide additional insight into some of the issues and content introduced in your readings. I will do my best to make these presentations informational and engaging. You should watch these lectures after you complete the reading but before you begin your initial Class Discussion post. I expect you to incorporate insights from the lectures into your assignments. Normally, these lectures will be posted by Friday before the beginning of the next week.

TEACH EACH OTHER

5 Class Discussions: (10 points each) Students are expected to follow the weekly reading schedule (listed above). These readings should be used for weekly discussions and assignments. In order that we maximize mutual learning experience, you must complete the assigned readings according to the weekly schedule. Online learning generally provides considerable freedom, allowing students to often choose when and where they will participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility. Although online learning is flexible, the expectation is that each student spends 3 hours per week in our discussions. Why 3 hours? This is the amount of time we would spend discussing materials in an in-person seminar. The goal is that you would spread these 3 hours across the week and as one former MPA student succinctly stated, “I love online discussions because I can participate for a ½ hour each evening after work while eating dinner.”

Details for Discussion Leader: For Week 1, I will serve as the discussion leader. For each week of the semester, multiple students will be assigned to be the discussion leader – please sign up for your week using the google doc provided on Moodle. Each student will serve as the discussion leader once. As the discussion leader, you “add a new topic” and pose your question to the class based upon the readings by 11p.m. on Monday night. This means that for the week you are discussion leader, you will need to begin the reading material for that week earlier than normal. It is the student’s responsibility to post on time and failure to post your question(s) by 11p.m. on Monday will result in zero points and forfeit your obligation to serve as a discussion leader for
the semester. Please plan accordingly. Additionally, as the discussion leader, you will be expected to take a much more active role in facilitating the discussion among your classmates.

*Details for Discussion Respondents: If you are not the assigned discussion leader (which is most of the time), you are the respondent and must respond to THREE question(s) posed by the discussion leaders by **Tuesday night** 11 p.m (keep initial post under 200 words please). This means that you must be completed with the reading materials and the weekly lecture before this deadline. After Tuesday and until Saturday night, students are expected to make multiple substantive posts to their classmates and carry on a discussion with them. While the class discussion board hours are open 24 hours, I require that students send comments early to provide ample time for the exchange of ideas. Thus, if you wait until 10 p.m Saturday to finally post your replies, your grade will reflect this. It should be noted that I do not have a set number of discussion posts that you must write in order to successfully complete this assignment. Such strident measures often stifle discussion. At the end of each week, I will look at your participation on the discussion board holistically.

Your initial posts on Tuesday and **multiple** reply posts that you make subsequently during the week should be thoughtful and substantive. This is not to say that you can’t make posts that are less substantive but only that I should be able to see that you were an active participant throughout the week. Importantly, if someone comments on a post you previously made, you should respond as quickly as possible. One of the biggest issues I have seen on discussion boards in the past are students not replying back to comments made to them. This is not how a discussion would work in the “real” world and it should not be how a discussion works in the “digital” world. A lack of participation will result in a loss of points for that week. For more detail on what I am looking for, see the discussion board rubric document posted in Week 1 on Moodle. Lastly, the discussion boards show me how much you engaged with the reading for the week. You should consistently reference the readings in your comments and connect them with your own ideas and thoughts. However, avoid writing such long posts that your classmates choose to overlook them.

**POSTLIMINARY REFLECTION**

*3 Skills Assessments (50 points each):* Keep in mind that one of the purposes of this class is to help you learn the theory of policy analysis and translate it into actual skills going forward. These assignments will accomplish this goal. You will learn how to (1) conduct a cost-benefit analysis, (2) use the five step model of policy analysis, and (3) conduct a stakeholder analysis. You will find that all of these skills will promote learning and prepare you for work in the public/nonprofit sector as an administrator, manager, or policy analyst. Please see Moodle for a copy of the assignment directions in the corresponding week.

*Semester Project (4 Components worth varying points):* Your project for the semester will be completed in four progressive components throughout the semester. This project will put your policy analysis skills to the test as you choose a policy (at the local, state, or national level) to study. Much of policy analysis is research so this project will help you learn how to conduct REAL research as an analyst. You will have the opportunity to choose between 2 different options regarding how you pursue your research. From there, you will have a choice as to how you will analyze your policy issue.

*The Academic Option:* For this option, you will conduct your research in academic fashion and write your paper as if doing so for a peer-review journal. If you are planning to pursue a Ph.D after the MPA, then it is recommended that you choose this option. The first component (20 points) will be a proposal where you propose to me the policy issue (school shootings, vaccines, tribal policy, an environmental issue, etc) of your choice and why it is worth analyzing. The second component (50 points) of the paper will be a literature review and a methods section. The third component (50 points) will be the evidence of data that you have collected and will be your first draft of your policy analysis research paper. The fourth component (30 points) will be your final draft with an abstract summary at the beginning and a completed references section at the end. Additionally, the fourth component will also include a brief presentation that you will be making to other classmates in a synchronous meeting via Zoom.

*The Practitioner Option:* For this option, you will conduct your research as if you are a practitioner in the field of public administration. If you are planning on entering the workforce immediately after the MPA or if you are already working and have no plans to pursue a Ph.D, then it is recommended that you choose this option. The first component (20 points) will be an introduction and problem statement where you propose to me the
policy issue (school shootings, vaccines, tribal policy, an environmental issue, etc) of your choice and why it is worth analyzing. The second component (50 points) will be an evidence section where you draw information from reputable sources and cases from other states or cities where similar policies have been formulated or implemented. The third component (50 points) will be the proposal of policy options and a recommendation as the first draft of your research paper. The fourth component (30 points) will be your final draft with an executive summary at the beginning and a completed references section at the end. Additionally, the fourth component will also include a brief presentation that you will be making to other classmates in a synchronous meeting via Zoom.

No matter the option you choose, I will walk you through each step throughout the semester. So if you feel nervous about this project, realize that I will be with you every step of the way. You can find this guidance in the weekly lecture videos. Also, I will allow you to work with a partner on this project if you so choose. The assignment directions for each component can be found in the corresponding week.

**GRADERS AND WEIGHTS**

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<td>Semester Project (4 components)</td>
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**CLASS POLICIES**

**THE LEARNING MODEL FOR THIS COURSE**

Following these process steps, the class will appear as such:

*Preliminary Preparation*- I will provide you with readings/other prep materials and assignments that give you a base knowledge for our lectures, discussions and class activities each day. Ideally, these materials will enable you to carry on an informed conversation.

*Teach Each Other*- In this course, you will have the opportunity to discuss your learning with classmates on a regular basis. I will give you opportunities to critically think about the course material and discuss it with a group of students who will act as your team for the semester. Additionally, we will have full class discussions where we will explore a variety of topics.

*Postliminary Reflection*- Upon learning about a topic, you will be given the opportunity to reflect upon your learning by completing several reflection case activities. These activities will assess your learning and allow you to demonstrate to me your newfound understanding.

**GUIDELINES FOR WRITTEN WORK**

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or the professor:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, but not limited to, MLA, Chicago, or APA (in-text citations and a reference page are necessary).
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments (unless working in an approved team) and will be treated as an act of plagiarism.

**NOTE ON TECHNOLOGY**

No “technology problem” excuses will be accepted in this class. That is, you cannot blame your failure to complete an assignment on time on “computer/internet/Moodle issues” (unless it was one that affected the whole class, in which case we will address the issue on a class-wide basis). This means that you must not wait until the last minute to complete your work such that if you do have computer issues, you have time to find a solution. Three hints: try a different web browser, try a different computer, try a different Internet connection. The exception is you get one “retry” if your computer kicks you off while you submitting a document. I highly suggest that you save your work in multiple places. It is so imperative that you make this a habit now that you are in graduate school. Many of you already have Microsoft OneDrive on your computers or use UMBox or Dropbox. If you happen to lose all your work because you made the choice to not back it up, you will have to start over and begin again. Furthermore, you cannot use the excuse that an assignment didn’t show up on your Moodle calendar. It is your responsibility to utilize the course calendar in this syllabus for all due dates.

**NOTE ON LATE WORK**

Do not ask to submit an assignment late because the answer is already "No". Never just plan on completing an assignment late. By doing so, you are taking a foolish, calculated risk of getting a zero. I only provide extensions in two circumstances. (1) If an emergency situation arises and you inform me BEFORE the due date, then I will consider your unique circumstances and make a decision. (2) If you have a disability AND I have received an accommodation letter from Disability Services. Other than that, your work must be submitted on time. Your supervisor would not accept late and incomplete work. You should not expect your professor to do the same.

**NOTE ON DEBATE ETHICS**

Some of the issues we discuss in this class are controversial with multiple, and sometimes divisive points of view. Although you may already have an established opinion on a particular topic, you are encouraged to consider other points of view and the strengths/weaknesses of your own. You may be surprised how much you learn by adopting this tactic in your analyses. Additionally, as we discuss controversial topics, you are expected to respect the points of view of your fellow students. Respect is shown in the manner you address other students and the words you use to carry your point across. In an increasingly uncivil political environment in the U.S., civility will be maintained in this class so as to elevate the educational experience of all present. I reserve the right to remove any posts from the discussion board that I deem to be uncivil.

**NOTE ON ACADEMIC HONESTY**

Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

**NOTE ON SEXUAL MISCONDUCT**

UM prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic
violence, sexual assault, and stalking (collectively “sexual misconduct”). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. University policy requires that I report all incidents of sexual misconduct that come to my attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at (406)243-5710. Additional information about sexual misconduct and available resources can be found at http://www.umt.edu/eo/titleix/.

NOTE FOR STUDENTS WITH DISABILITY RELATED NEEDS
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.