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 spring semester 2019)

(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 course objectives)

COURSE CALENDAR

Module 1: What is Rational Policy Analysis?

Week #1: What is Policy Analysis?
Preliminary Preparation - Ch.1 in PPP3
Torgenson, “The Three Faces of Policy Analysis” (On Moodle- Read Pages 1-13)
Tuesday, Jan 15th
What is Policy Analysis and the Policy Process?

Week #2: The Rational Approach
Preliminary Preparation - Chapter 2-3 in PPP3
Tuesday, Jan 22nd
What is rationality in policy analysis? How to conduct a Cost-Benefit Analysis.
Discussion Leader: TBD (Need 2)

Week #3: Critiques of the Rational Approach
Preliminary Preparation - Chapter 4 in PPP3
Tuesday, Jan 29th
Case Discussion for SA 1. What critiques can be made of the rational approach? Coming up with your policy issue for the semester project.
Discussion Leader: TBD
Due Skills Assessment 1: Conduct a Cost-Benefit Analysis Saturday 11:00pm

Module II: What is Non-Rational Policy Analysis

Week #4: The Non-Rational (Political) Approach
Preliminary Preparation - Chapter 5 in PPP3
Tuesday, Feb 5th
What are Non-Rational Approaches to Policy Analysis (theories of the policy process)?
Discussion Leader: TBD
Due Component 1 Semester Project: Proposing a policy issue  
Saturday 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)

Tuesday, Feb 12th  
Understanding the influence of values and beliefs in policy analysis while maintaining value neutrality.  
Discussion Leader: TBD (Need 2)

Module III: Policy Analysis and the Policy Process

Week #6: Agenda Setting  
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)

Tuesday, Feb 19th  
What is Agenda Setting? How to complete Component 2?  
Discussion Leader: TBD (Need 2)

Week #7: Applying the Theory-Environmental Policy  
Preliminary Preparation: Read case “Playing Politics: Bison, Brucellosis, Business, and Bureaucrats” found in Chapter 6 of PPP3

Tuesday, Feb 26th  
What is the Narrative Policy Framework? How to apply PA frameworks to environmental policy? SA 2 Case Discussion.  
Discussion Leader: TBD

Due Skills Assessment 2: Using the Five Step Method Saturday 11:00pm

Week #8: Applying the Theory- Sanctuary Cities and Immigration Policy  
Preliminary Preparation: Chapter 7 in PPP3  
McBeth and Lybecker “Sanctuary Cities: The Construction of a Public Problem (on Moodle)

Tuesday, Mar 5th  
Completing a Five Step Method/Problem Definition. How to apply PA frameworks to the issue of Sanctuary Cities and Immigration?  
Discussion Leader: TBD (Need 2)

Week #9: Applying the Theory- Racial Inequality and Criminal Justice Policy  
Schneider and Ingram “Social Construction of Policy Design (scan this one)

Tuesday, Mar 12th  
Discuss Social Construction of Policy Design. Applying PA frameworks to racial inequality and criminal justice policy?  
Discussion Leader: TBD

Due Component 2 Semester Project Saturday 11:00pm

Week #10: Applying the Theory-Gun Policy
Thursday, Mar 19th
Applying PA frameworks to the current gun debate and gun policy. 
Discussion Leader: TBD

Module IV: Policy Analysis as Democracy

Week #11: Spring Break Week
Preliminary Preparation - None

Tuesday, Mar 26th – No Class!

Week #12: Doing Democracy
Preliminary Preparation - Chapter 8 in PPP3

Tuesday, Apr 2nd - Discuss conducting policy analysis is a democratic system. Discuss how to complete a stakeholder analysis. Discussion Leader: TBD

Week #13: Incorporating Stakeholders
Bryson. “What to Do When Stakeholders Matter”

Tuesday, Apr 9th
Negotiation and incorporation of stakeholders. How to complete Component 3? Discussion Leader: TBD (Need 2) 
Due Skills Assessment 3: Conducting a Stakeholder Analysis Saturday 11:00pm

Week #14: Becoming an Analyst- Finalizing your Research
Preliminary Preparation - Chapter 9 PPP3

Tuesday, Apr 16th
Becoming a policy analyst in all realms of public service. How to complete Component 4? Discussion Leader: TBD 
Due Component 3 Semester Project: Policy Analysis Draft Saturday 11:00pm

Week #15: Student Presentations and Conclusion
Preliminary Preparation- None

Tuesday, Apr 23rd 
Due Component 4 (Part 2) Semester Project: Final Policy Analysis

COURSE DESCRIPTION, OBJECTIVES, AND EXPECTATIONS

DESCRIPTION

This class will introduce you to policy analysis. The knowledge and skills 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 she 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. Several readings will be supplied as links or files on Moodle

**COURSE ASSIGNMENTS AND GRADES**

**PRELIMINARY PREPARATION**

Course Readings and Materials:
I have provided you with course reading material and other materials 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 evening to ensure you are prepared for the discussion. I suggest starting early to give yourself enough time.

**TEACH EACH OTHER**
Discussion Leader & Participation: For 30-45 minutes of one class period this semester, you will be the discussion leader (10 points). In completing this portion of the class, you will be discussing the assigned readings for the corresponding day with the class. I will make these assignments on the first day of class and will show you how this is done. Essentially, you will carefully read your assigned reading and come ready to discuss it with the class. You are required to produce some type of handout that summarizes, explains, and clarifies certain aspects of your reading. It will also include discussion questions and/or activities to help promote a deeper understanding of the topic.

The second portion of this grade is participation (15 points). You are required to actively participate in each class period as we discuss the course materials and perform other activities in class. I will assess your participation at the end of the semester. If I notice that you rarely participate in class, I will contact you privately to see how I can help you make improvements.

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.

**GRADING OF ASSIGNMENTS**

Regarding the grading of the assignments above, it is my promise to you that I will have these assignments graded with feedback within 10 business days of the day they were due. If you ever have a question or concern about a grade or feedback you received, please do not hesitate to contact me.

**GRADES AND WEIGHTS**

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
<td>Discussion Leader &amp; Participation</td>
<td>25</td>
<td>10%</td>
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<tr>
<td>A-</td>
<td>90%-92%</td>
<td>3 Skills Assessments</td>
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<td>45%</td>
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<tr>
<td>B+</td>
<td>87%-89%</td>
<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 have sent me an accommodation letter from Disability Services. Other than that, your work must be submitted on time. Your supervisor at work would not accept late and incomplete work. You should not expect your professor to do the same. I highly encourage that you take some time now to input all the due dates for this class as notifications in your calendar or on your phone. That way, you do not risk having one of those moments where you totally forget about an upcoming assignment due date.

**NOTE ON ATTENDANCE**

You are required to attend every class period of the semester. One emergency absence will be allowed for emergencies, illness, etc. (use it wisely) but a second absence for whatever reason will result in a 5 percentage point reduction and a third absence will result in failure of the class altogether. Tardies are treated as ½ of an absence. Students arriving more than 10 minutes late are counted absent and leaving during class (not returning) is treated as a tardy (unless you speak with me beforehand). If you are ill, please don’t attend class. Please consult with me regarding unique situations that you face during the semester.

**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.