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 on understanding 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 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 policy research paper 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:

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

**Career Relevance:**
This course will equip future public or nonprofit managers with an essential understanding of the dynamics of the policy process, which will enable them to better navigate the challenging process of the policy domains that they will be involved in. By explicating the political, managerial, and organizational nature of the policy process, the course directs attention to specific skills/expertise that public managers are to
command for being effective. Students with no public policy background will also benefit in terms of improved understanding of how the political system in each country is working.

**Course Context or Rationalization:**
This course exposes students to theories of the public policy process developed in the Western countries and lets students explore the possibility of applying them into their respective country’s policy process. Students will be thinking over the advantages and disadvantages of utilizing concepts and theories developed elsewhere to understand the policy process of their respective countries. In such a way, the course covers the complex processes of diverse policies in developing as well as developed countries.

**Delivery Methods:**
Each week there will be two consecutive sessions. The first one will be devoted to lecture and discussions about the required readings and learning points. During the second session, three students will present the journal articles and/or book chapters from the required readings list as indicated in the course schedule below. Each presentation/discussion will last no more than 20 minutes. During and after presentation, the class will be open to questions and discussions led by the presenting students.

**Assessment:**
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. There are five class requirements, and they are described in more detail in Class Activities.

**Evaluation Requirements and Weights:**
- Policy Briefing Memo: 13%
- Discussion Leader Performance (Presentations) and Class Participation: 15%
- Final Exam: 25%
- Policy Research Paper (possibly a Case Study): 40%
- Quizzes: 7%

The final grade will be calculated as follows:
- A = 94% and ↑
- A- = 90% - 93.9%
- B+ = 88% - 89.9%
- B = 83% - 87.9%
- B- = 80% - 82.9%
- C+ = 78% - 79.9%
- C = 73% - 77.9%
- C- = 70% - 72.9%
- F = 69.9% and ↓

**Prerequisite:** None

**Textbook(s)**
Reference books/Journal Articles:

Class Outline

**Week 1 [Jan. 12, 2016] Introducing the Policy Process:**

**Why Do We Study the Public Policy Process?**
- Birkland (2016), Chapter 1.

**Week 2 [Jan. 19, 2016] Theoretical Approaches to the Policy World**
- Birkland (2016), Chapter 7.
- Smith and Larimer (2013), Chapters 1 & 2.

**Week 3 [Jan. 26, 2016] Policy Contexts:**

**Actors, Interests, Values and Institutions**
- Birkland (2016), Chapters 2, 3, 4, 5, & 11.
- Smith and Larimer (2013), Chapter 4 (pp.73-88).

**Week 4 [Feb. 2, 2016] Problem Definition and Agenda Setting**
- Smith and Larimer (2013), Chapter 4 (pp. 88-93).


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**Week 5 [Feb. 9, 2016] Policy Formulation**

- Birkland (2016), Chapter 9.
- Smith and Larimer (2013), Chapter 8.

- **Policy Briefing Memo due to the class.**
- **Project team members and topic due.**

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**Week 6 [Feb. 16, 2016] Policy Decision-making**

- Birkland (2016), Chapter 8.
- Smith and Larimer (2013), Chapter 5 (pp. 99-111 for rational approach).
<table>
<thead>
<tr>
<th><strong>Week 7 [Feb. 23, 2016] Policy Implementation</strong></th>
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<tbody>
<tr>
<td>- Birkland (2016), Chapter 10 (pp. 331-342).</td>
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<td>- Smith and Larimer (2013), Chapter 7.</td>
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<th><strong>Week 8 [Mar. 1, 2016] Policy Evaluation</strong></th>
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<tr>
<td>- Birkland (2016), Chapter 10 (pp. 342-357).</td>
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<td>- Smith and Larimer (2013), Chapter 6.</td>
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Week 9 [Mar. 8, 2016] Research Project Presentation

☐ Term project paper due to the class.

Week 10 [Mar. 15, 2016] Final Exam

Others

- Class Activities

1. Final Examination

There will be one in-class examination at the end of the term (Week 10). The final exam will include some essays and/or cases to be analyzed, based on the key themes and materials from the class.

2. Class Exercises

☐ Quizzes: There are seven quizzes to be administered at the beginning of the class meetings. Each of the quizzes will cover the required readings for the class. On the quiz, students are expected to demonstrate that they have read the materials for the week.

☐ Reading Presentations: For the majority of the class meetings, students will present articles from the readings list. The instructor will enlist volunteers for presentation at the first meeting of the class. The presenter is expected to prepare PowerPoint slides for about 20 minutes talk. The students may want to send the slides to the instructor before the class to get commented on. After the presentation, the presenters will lead the class discussion. The students will be also required to write questions that cover the assigned readings. These questions should help us discuss key ideas, how the article fits in the historical development of the approach, and how it is relevant to policy debate or not. Questions that ask class members to recite factual material are not appropriate for our discussion. Rather the questions could ask about the choices made in the research, and critique and assess the readings. What are their strengths and weaknesses? How do they connect to other theories or policy work? What is creative about the scholarship? How well do the research design and methods answer the policy questions? How does the study advance the theory it uses, and our understanding of public policy? What criticisms can be made of the approach and article?

☐ Class Participation: 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.
3. Policy Briefing Memo

☐ Students will individually develop a short memo on a specific policy that has been in place at least five years in their respective home countries.

☐ The memo is expected to describe 1) goals the policy is trying to achieve, 2) the instruments the policy is incorporating, 3) the ministry or a bureau therein that is implementing the policy, 4) annual budget and public employees who are committed to its implementation, 5) other actors who are involved in the policy implementation, 6) how the policy goals have been achieved, and 7) some evaluative points that can improve the policy.

☐ The memo should be no longer than 1,500 words, including references.


Students as a group of two or three will develop an original research paper about the policy process of specific policy issue(s). Students are to choose a research topic in consultation with the instructor during the first half of the term. The research paper will be presented at the class meeting of the 9th week.

☐ In this term project, students are expected to apply one of the major theories/models/frameworks of the policy process we study in the class;

☐ Students are free to choose on policy issue either in a developing or developed country, or at the international level;

☐ The group members and its topic should get approval from the instructor no later than the 5th week of the class (Your submission of a short description of the paper by February 9th will allow Dr. Lim to give feedback and guidance on your research before receiving the final paper);

☐ The project paper should be no longer than 8,000 words, inclusive of the title, references and tables, and exclusive of appendices; and

☐ The paper should use the style guide of the American Psychological Association (APA): https://www.library.cornell.edu/research/citation/apa

- Policies and Expectations

1. Attendance

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. I do keep track of attendance, and ask that you notify me when you are not going to be in class. Attendance is a factor in the class participation grade.
2. Readings and Class Sessions
Reading is the most important part of the class. The amount of required readings is about 70-100 pages per week, which should be manageable. 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.

3. Consultation with the Instructor
Students are encouraged to consult with the instructor if and whenever they have questions/issues with regard to the class, including, but not limited to, course readings, term paper development, class attendance, and the exam. Both direct meetings with the instructor and email communications are welcome. Please, refer to the office hours and instructor’s contact information in the 1st page of this syllabus.

4. Academic Honesty
The University Honor Code (see IUJ CURRICULUM HANDBOOK) applies to all work in the course. To be acceptable, the written work you submit must reflect your own ideas and be written in your own words. 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.

5. Students with Disabilities
If students need special assistance/support in regards to disabilities, please let the instructor and the Office of Academic Affairs know immediately.

6. Syllabus Change Policy
This syllabus is a guide for the course and is subject to change with advance notice. Additional readings and class discussion material may be added during the semester.