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University of La Verne
Master in Public Administration Program
PADM 533: Policy Formation
Summer 2023 (CRN 1516)
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Professor Soomi Lee
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Office Hours: By appointment.

Meetings and Classroom Location
Dates: Jun 05, 2023 - Jul 30, 2023
Class meetings: Tuesdays 6:00 pm – 9:30 pm
Location: Ontario Law School 203

Course Description
"Examines policy agenda-setting and formation. Includes problem definition and focusing events, interest group and policy entrepreneur involvement, policy development, and legislative processes." (From the Catalog)

This 8-week course explores the complex processes and influential factors involved in policy agenda-setting and formation. Students will examine key aspects such as problem definition, focusing events, the role of interest groups and policy entrepreneurs, policy development, and legislative processes. Through readings, case studies, and discussions, students will understand the dynamics that shape policy agendas and the strategies employed by various stakeholders. The course emphasizes critical analysis and the application of theoretical frameworks to real-world policy issues.

Textbooks
- Kimberly Martin, Keith Lee Jr., and John Hall. *Public Policy: Origins, Practice, Analysis*. University of North Georgia University Press. Available on Blackboard.
- [Optional] Eugene Bardach. 2011. *Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Sage. Available on Blackboard
- Additional readings will be assigned throughout the semester and made available on Blackboard.

Course Requirements
1. Hometown analysis: 10%.
   Submit via Blackboard > Discussions > Hometown analysis. Due 6/13, 6pm

2. Policy memo: 30% (25% of your memo, 5% of peer review you've given)
   Submit via Blackboard > Discussions > Policy memo. Due 7/4, 6pm.
3. Final group project, Policy brief (group of 3-4): 30% (25% writing, 5% in-class presentation)
   Submit via Blackboard > Discussions > Policy brief. Due 7/25, 6pm.
4. Five online quizzes: 25%, 5% each. See syllabus for due dates.
5. Active participation: 5%.

Communication Policy
- We will use the class blackboard site for all postings of course materials, including lecture notes and announcements. You are responsible for checking your La Verne email regularly to stay informed.
- You must use your La Verne email to communicate with me. Non-La Verne email may not be answered because it often goes to a spam box.
- I will respond to your email within two business days.
- Before you ask course-related questions, check the syllabus and all other material, including the class announcement, to see if you can answer your own questions.
- You must email the instructor directly with personal issues, grading questions, advising, or any other issues inappropriate for the rest of the class to read.
- Never hesitate to contact me with questions or concerns.

Email Etiquette
- Use your La Verne email.
- Start with a new message.
- In the subject line, include the course number and the days your class meets.
- Address your instructors appropriately. (e.g., Hello Professor Lee.)
- Write a clear and concise message.
- Sign with your full name.
- Allow adequate time for a reply.

Attendance & Withdrawal Policy
- Class attendance is expected and necessary to learn the material and to succeed in this class. We will discuss course materials in the classroom, and our discussion will be reflected on the exams. As a result, absence will greatly affect your learning and course grade.
- There are some rare occasions when a missed class can be excused, but this is acceptable only once with the instructor's understanding. The instructor reserves the

right to treat two absences as a withdrawal from the course and therefore the student will receive an F.

- Students may withdraw from class during the first six weeks of a term; a grade of "W" will be recorded on the transcript. Any student who fails to officially withdraw from a registered course will receive a grade of "WF."
- A tuition refund will be eligible based on 1st week: 100%, 2nd week: 75%, 3rd week: 50%, and 0 % the remainder of the term.

Incomplete Grades (INC) Policy

Incompletes are authorized, only with a formal written petition from the student to the professor, when (1) it is impossible for the students to complete the course because of illness or other justifiable cause and (2) the student completed at least 60% of course requirements (homework assignments, take-home midterm examination, and final paper). If a student is not able to complete 60% of the requirements, s/he cannot request an incomplete and shall retake the course.

Late Work Policy

- Due dates are published on the course syllabus. Prompt submission of your work will allow the professor to provide timely feedback.
- Assignments submitted after the due date will receive a 10% grade deduction for each day. Work submitted after two days past the original due date will not be accepted and will receive zero credit.
- Contact the instructor in advance if you have a family or medical emergency. Emergencies are anything that cannot be scheduled in advance. Family weddings, vacations, conferences, or any event scheduled in advance are not included in the emergency category.
- The instructor will review extension requests on a case-by-case basis and decide accordingly. No points will be deducted from the grade when students are granted an extension and turn in the assignment on a new scheduled due date.

Graded Work Policy

- A grading rubric will be provided for each assignment, along with the assignment sheet and/or instructions.
- I will provide feedback through Blackboard.
- I will return your work a week after the deadline has passed.

Grading Policy and Scale

"The grading policy for graduate students is based on the assumption that the grade for acceptable and satisfactory performance in graduate study is B (3.0). This implies that

graduate students must perform at an above-average level, compared to undergraduate students, to progress satisfactorily in graduate programs. It also implies that the C- and D are unacceptable in graduate work; therefore, there are no C- or D grades for graduate students."

A (94-100); A- (90-93); B+ (87-89); B (84-86); B- (80-83); C+ (76-79); C (71-75); Fail (70 or below)

Plagiarism

Plagiarism is defined as the use of wording, ideas, or findings of other persons, writers, or researchers without providing explicit citations of the source and the use of quotations when using the exact wording of others.

Students are responsible for performing academic tasks so that honesty is not questioned. Unless an instructor specifically defines an exception, students are expected to maintain the following standards of integrity:

(1) All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

(2) Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a "quotation" format.

(3) Deliberately supplying material to a student for purposes of plagiarism is also culpable. (ULV Catalog)

How to avoid plagiarism: http://laverne.libguides.com/plagiarism

Americans with Disabilities Act

University policies and procedures concerning students with disabilities are available through the Director of Services for Students with Disabilities in the main campus Student Health Center (ext. 4441).

Academic Success Center

University of La Verne Academic Success Center offers free tutoring and writing assistance. If you would like further information or assistance, please contact the Research Librarians at the University of La Verne Library at (909) 448-4301.

Note

If necessary, this syllabus and its contents are subject to revision. Students are responsible for any changes or updates announced in class or posted on Blackboard.

Mission of the Masters in Public Administration at the University of La Verne
The mission of the University of La Verne's Master of Public Administration program is to offer an innovative and practical curriculum that stresses intellectual and theoretical foundations for professionals preparing to take on socially responsible roles in public leadership and service.

The mission will be achieved through a curriculum that emphasizes:
1. The effective use of public resources
2. The changing context (contextual nature) of public administration
3. Analytic and decision-making capacity
4. Practice of public administration in diverse public organizations
5. Ethical dimensions of public service

The National Association of Schools of Public Affairs and Administration (NASPAA) universal competencies are framed within the La Verne MPA mission and the above areas of emphasis. These competencies include the following:
1. To lead and manage in public governance;
2. To participate in and contribute to the public policy process;
3. To analyze, synthesize, think critically, solve problems and make decisions;
4. To articulate and apply a public service perspective; and
5. To communicate and interact productively with a diverse and changing workforce and citizenry.

MPA Learning Objectives
1. Utilization of public resources in efficient & effective ways.
2. Evaluate the effectiveness of planning, procurement, and implementation of IT in a public sector organization.
3. Appraise the organizational environment, both internal and external, as well as the culture, politics and institutional setting.
4. Articulate the unique nature of public administration, the role of the public administrator, and the contextual elements that differentiate the public from the nonprofit and private sectors.
5. Employ analytical tools for collecting, analyzing, presenting, and interpreting data, including appropriate statistical concepts and techniques.
6. Identify and discuss the significant Strategic Human Resources Management Implications for Managing Diversity.
7. To demonstrate comprehensive understanding of and skill applying the Ethical Problem Solving Model.
8. Describe and work within the institutional, structural, and political contexts of policy making

Weekly Topics and Readings

Week 1: Course Overview and Introduction to Public Policy (June 6)

Objectives
- Course overview
- Understanding "public policy."
- Social innovation & public policy

To-dos
- Read MLH Chs. 1-2.
- Read "Rediscovering Social Innovation." 2008. *Stanford Social Innovation Review*.
- Watch Making Public Policy More Fun, TEDxToronto.
- Planet Money. "Democracy Voucher"
- Complete Quiz 1 (including your policy memo topic). Due on June 12.

Week 2: Foundations of the Policy Process (June 13) on Zoom

Objectives
- The factors that lead the government to create policy
- Various theories of public policy making
- Stages of the public policy process
- Systems thinking & public policy

To-dos
- Read MLH Ch.3.
- Explore "Introduction to Systems Thinking for Civil Servants." 2023. U.K. Government Office of Science
- Read "The Cobra Effect." 2019. Foundation of Economic Education.
- Complete Quiz 2. Due on June 19.
- Submit Hometown Analysis via Blackboard by 6 pm.

Week 3: Agenda Setting (June 20)

Objectives
- The role of agenda setting in policy formation
- The policy agenda: definition and types
- Factors that influence agenda setting
- The media's role in agenda setting

To-dos
- Read MLH Ch 4.
- Complete Quiz 3. Due on June 26.
- Prepare for presentation and discussion on hometown analysis

Week 4: Policy Design and Formulation (June 27)

Objectives
- Policy formation processes
- Policy goals, outputs, and outcomes
- Trade-offs between policy goals
- Policy tools to formulate policy

To-dos
- Readings: MLH Ch.5.
- Complete Quiz 4. Due on July 3.
- Prepare for a class discussion on policy brief topics

Week 5: No Class (July 4, Assignment only)

To-dos:
- Submit Policy Memo via Blackboard.
- Peer-review all memos and vote on the three best policy memos by July 9.

Week 6: Policy Implementation (July 11)

Objectives
- Major steps in the implementation process
- Government actors responsible for implementing policy
- Factors affecting policy implementation
- Procedures utilized to overcome obstacles

To-dos
- Readings: MLH Ch.6, Ch.5.
- Class presentation and discussion on policy memos
- Complete Quiz 5. Due on July 17.

Week 7: Policy Analysis (July 18) On Zoom

Objectives
- Differences between market failures and government failures
- The steps in the policy analysis process

To-dos
- Readings: MLH Ch.7, Ch.6.

Week 8: Student Presentations (July 25)
Final paper, policy brief due by 6 pm.