

**San José State University**  
**Political Science**  
**PADM 213 – Policy Analysis**  
**Fall 2019**

**Course and Contact Information**

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<b>Office Hours:</b>	MW 3:45-5:45 and by appointment w/ sufficient notice (including via Skype/other web meeting tools)
<b>Class Days/Time:</b>	Mon, 6:00-8:45p
<b>Classroom:</b>	Clark Hall 303A

**Welcome!**

Welcome to PADM 213 – Policy Analysis! The purpose of this class is to teach you to think through systematically something you've done informally your entire life – how to make decisions. Specifically, this course will teach how logically present alternatives for addressing a policy problem and analyze them to provisionally assess which alternative best serves society's purposes. Throughout you will learn how to define problems, establish evaluative metrics, craft policy alternatives and analyze those alternatives in a clear, concrete and logical manner.

At the end of this course, you will hopefully be able to apply finance, political, sociological and economic theory in a way that clarifies for decision-makers (and yourself) the proper steps to take. This course will be, at times, challenging at many students are intimidated by the application of systems and economic theory. You will be re-wiring your brain slightly to explicitly deal with uncertainty and present information to non-experts in a manner that is clear, concise and easy-to-understand. This course should be a rewarding and challenging experience but my hope is you will find it to have been, in the end, worth it.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, can be found on the Canvas learning management system course website. Please make sure you are consistently reachable via the messaging system as e-mails through the Canvas system and the student's individual e-mails are how I maintain contact with the class over the course of the semester. The responsibility for being up-to-date on developments in the class and assignments lies with the student.

By enrolling in this course you consent to all course requirements listed in this syllabus, published on our Canvas site, and announced in class. You accept responsibility for accessing the Canvas course website to download any required handouts, assignments, or readings. You also accept responsibility for checking

the course website regularly for any announcements. You also accept responsibility for receiving any messages sent via the MySJSU email system. Make sure that MySJSU has your current email address. Contact me by Thursday of week one if you cannot access the Canvas website, download and read .pdf files, link to other websites, or send or receive email.

## **Communication**

It is essential that you check the class Canvas page routinely. This is a course requirement. All course materials will be posted on Canvas. I will also frequently make announcements on Canvas. I will make every effort to promptly return emails between M-F. If I do not respond within 24 hours, please feel free to send me another email. I will answer emails on the weekends and evening, though I can't guarantee prompt response at those times. I am available to meet with you by appointment if you have class or work during my regularly scheduled office hours.

## **Course Description**

**From the SJSU Course Catalog:** An examination of the application of analytical and administrative tools to solving public problems. Study of the processes of policy formulation and the research and political tools necessary to assess program effectiveness. Prerequisite: Statistics.

The course will focus on two aspects of policy analysis and evaluation: the prospective analysis of policies, and the post-implementation evaluation of policies and programs, applying analytical and administrative tools to the solution of public problems. There are two foci: an exploration of frameworks which help to understand the purpose of policy and why it was formulated, and the research and political tools necessary to assess policy and program effectiveness.

The purpose of public administration is the efficient and effective management of the resources placed in the public trust. The practice of public administration includes the application of political understanding, ethical standards, social science research and statistical tools to the public's business. Since resources available to government are scarce, a critical element in public administration is the determination of the "best use" of these resources for the overall good of the community. On the one hand, "best use" is a subjective statement, since the understanding of what is "best" will be culture bound and specific to time and place. On the other hand, there are objective tools that allow competing "uses" to be evaluated in a relatively value-free manner. A combination of objective and subjective methods of evaluation is needed to make informed judgments on most public policy and program evaluation issues.

This course includes information on the techniques of policy analysis, and the application of these techniques to public policy issues and programs. The application portion will include using policy analysis to choose which policies to implement, which programs to fund, which programs to continue, and which policies to change. Various analytical tools will be reviewed, and their value in differing applications will be considered.

## **Course Goals**

To educate public administration and non-profit professionals about public policy formulation and public program development and implementation as it applies to managing cities, counties, special districts, state and federal agencies and non-profit organizations.

The course has the following learning objectives: (1) Ensure that the student can apply a variety of evaluation tools to public policies and programs, to determine their effectiveness and whether they comply with the legislative intent in their creation. This is assessed through in-class exercises and the

staff report. (2) Ensure that the student understands the governmental environment in which public policies and programs are created and implemented. This is assessed through the completion of an executive summary of Gerston's book and the development of VLF study. (3) Ensure that the student can assess public policy for its legislative intent, background, budgetary impacts, and need for amendment or termination, which is assessed in the Staff Report

## **Class Learning Outcomes (CLO)**

**Upon successful completion of this course, students will be able to:**

1. **LO1:** Identify and evaluate the major principles of policy and program analysis. This outcome is assessed by in-class participation, the Executive Summary, the Equitable Community Incentive Group Project, the Staff Report Problem Statement, the Staff Report Literature Review and the Final Staff Report.
2. **LO2:** Understand the terminology used in policy and program evaluation. This outcome is assessed by in-class participation, the Gerston Book Executive Summary, the Equitable Community Incentive Group Project, Student Presentations, the Staff Report Problem Statement, the Staff Report Literature Review and the Final Staff Report.
3. **LO3:** Understand intergovernmental relationships as they impact policy making, including constitutional limitations and California governmental factors. This outcome is assessed by in-class-participation, the Executive Summary, Equitable Community Incentive Group Project and the Final Staff Report.
4. **LO4:** Apply methods for evaluation of a policy or program for a public agency, government department or non-profit organization. This outcome is assessed by the Equitable Community Incentive Group Project, the Student Presentations, and the Final Staff Report

## **Required Texts/Readings**

### **Textbooks**

- Weimar, David; Vining, Aidan, *Policy Analysis*, 6<sup>th</sup> ed.. (Routledge, 2017)  
ISBN# 9781138216518
- Eugene Bardach, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 6th ed. (Sage CQ Press, 2019)  
ISBN# 9781506368887

Please note: Older editions of these books are perfectly acceptable to purchase. However, key information, page numbers and chapter numbers may vary from edition to edition. It is the student's responsibility to account for these discrepancies when they exist.

In addition, students are expected to have a copy of Microsoft Excel, Google sheets or equivalent for the purposes of class exercises and discussion.

## Other Readings/Media

- Emil J. Posavac, *Program Evaluation: Methods and Case Studies*, 8<sup>th</sup> ed. (Routledge, 2010) — Canvas  
ISBN# 0205804977
- Ronald D. Sylvia & Kathleen M. Sylvia. *Program Planning and Evaluation for the Public Manager*, 4th ed. (Waveland Press, 2012) — Canvas
- California Constitution - Local Government and Spending Limitations Section (<http://www.leginfo.ca.gov/const-toc.html>)
- Gerston, Larry. *Not So Golden After All*. (CRC Press, 2012) – [Electronic version on reserve in library](#).  
ISBN# 1439880123
- Munger, Michael, *Analyzing Policy: Choices, Conflicts, and Practices*. (W. W. Norton & Company, 2000) – Chapters 3 & 4 — Canvas  
ISBN# 0393973999
- San Jose City Charter: (<http://www.sanjoseca.gov/index.aspx?NID=397>)\

## Course Requirements and Assignments

### Understanding Policy Systems Through Simulation (September 9<sup>th</sup>)

One of the most stressful parts of learning a new topic is not knowing the boundaries on inquiry or how different elements of the systems you're leaning interact with one another. In this class, we are going to surmount this difficult, in part, through simulations. I will provide to each of you a license for the game Democracy 3. It is a text-and-icon based strategy game that allows you to take control of a country and run it. The game does an excellent job of visualizing the interconnectedness of policy sub-systems, how they relate to one another and the trade-offs and difficulties policy and administration presents.

A 30 minute tutorial on how to play the game is here:

<https://www.youtube.com/watch?v=GiHMadFbAxw&t=986s>. After getting themselves acquainted with the game, students should play as the United States under all default settings for at least 1-2 hours (more if they're enjoying themselves). Play long enough so that you make it to at least one election (unless you've been assassinated a few times—yes, there are assassinations in the game). After playing the game, you must submit a minimum 600-word response memo addressing the questions outlined below.

The purpose of these memos is to prepare the class such that we can have a productive and lively discussion of the topic. These memos need not be stressful or particularly detailed. Please address the following:

- 1) What did you do in the game? Why? What policies were most important to you to change? What problems/issues did you first want to address?
- 2) Did you end up changing policies or making decisions you would prefer not to have made for political reasons?
- 3) Did you get re-elected? Why or why not? Did you get assassinated? If so, by whom and why?

This assignment evaluates CLOs 1, 2, 3 and 4.

**Executive Summary (Due Before Class, September 16<sup>th</sup>)**

Each student will read Gerston, *Not So Golden After All*. You will write an executive summary of the book, in Times New Roman 12 pt. type, double spaced, not to exceed 3 pages. Information on writing executive summaries will be discussed in class. The executive summary is due as noted in the syllabus. One cannot achieve a grade of “A” on the summary without relating the book being reviewed to the relevant issues presented in the assigned class readings on program and policy analysis. This assignment evaluates CLOs 1, 2 and 3.

**Staff Report Problem Statement (Due Before Class, September 30<sup>th</sup>)**

Students are to submit a locally-focused problem statement and the ongoing policy response. The problem statement must outline the scope, magnitude and trend of the problem using no fewer than five, appropriate peer-reviewed academic sources and government reports. In addition to the problem itself, the problem statement must demonstrate a working knowledge of the existing ongoing responses to the problem undertaken by public, private and non-profit institutions. Finally, the student must outline an alternative/opposition construction of the problem. This assignment evaluates CLOs 1 and 2.

**Staff Report Literature Review (Due Before Class, October 14<sup>th</sup>)**

Students are to submit a literature review pursuant to the policy issue outlined in the policy statement submitted earlier in the semester. The literature review should outline the scope, magnitude and trend of the problem, one alternative construction of the problem and sources which outline the ongoing status quo policy response and at least two potential alternatives, all backed by relevant sources. Sources must include at least 10 peer-reviewed academic sources and government reports. Additional relevant sources may be included such as online sources and newspaper articles but these must be in addition to the 10 high-quality academic sources. This assignment evaluates CLOs 1 and 2.

**Equitable Communities Incentive Analysis (Due 11:59pm, November 4<sup>th</sup>)**

Students will form groups to consider the history of California’s housing shortage and consider the merits of Senator Scott Wiener’s SB 50 Equitable Communities re-zoning initiative. Each group will make a policy recommendation to Governor Gavin Newsom regarding whether the initiative should be implemented. In so doing you should consider the following questions: what is the state of housing in California? How did it come to be? How would you characterize the transit system in California’s major cities? How did *that* come to be? What interest does the state have in community preservation? What is the scope, magnitude and trend of the main problems impacting the housing system currently? Students will create an analysis and a recommendation, using the class’ standard staff report format. Create a title and draft of any legislation needed to implement the recommendation. Each team will work separately, developing its own approach to the analysis and recommendation. The team will collaborate to create one paper describing their research, analysis and recommendation; and a PPT show of 3 slides to support the presentation of the paper’s content. Team members will evaluate each other’s recommendations and the class will discuss the differing ways each group approach to this project. This assignment evaluates CLOs 1, 2, 3 and 4.

**Staff Report Presentation (Various)**

Students will make a 15-minute presentation to present the preliminary findings of their staff report, including a presentation of the scope, magnitude and trend of the problem, outline the status quo policy response as well as two alternatives and provide a quantitative and qualitative analysis as to the costs, benefits and relevant stakeholders effected by each policy alternative. At the end of the presentation the student will make a recommendation as to which policy alternative should be implemented and why. This assignment evaluates CLOs 2 and 4.

### **Final Staff Report (Due 5:15 pm, December 16<sup>th</sup>)**

Students must write a minimum 3,500-word staff report, including a presentation of the scope, magnitude and trend of the problem, outline the status quo policy response as well as two alternatives and provide a quantitative and qualitative analysis as to the costs, benefits and relevant stakeholders effected by each policy alternative. At the end of the presentation the student will make a recommendation as to which policy alternative should be implemented and why. Papers must be 15 pages of double-spaced word-processed text in Times New Roman 12 point font, with in-text citations in APA format. Additional page (s) will contain the list of Sources Consulted in APA format. Papers must be based on at least 10 references (in addition to the textbooks), including at least 3 from peer reviewed professional journals of the last 5 years, and the rest from appropriate government documents, newspaper reports or other academically acceptable sources. If the topic relates to a local government, access the relevant agenda and meeting minutes at the government’s website. The topic must be on an aspect of policy or program analysis from the attached list. You will select your topic on the first night of class. This assignment evaluates CLOs 1, 2, 3 and 4.

### **Class Participation**

Students will be graded on the quality and quantity of their participation in class discussion, group projects and during lectures. Specifically, students are expected to participate in interactive question and answer sessions through **Peardeck.com** (I will explain the logistics of how this works in class). The student’s responses will be judged on their comprehensiveness, thoughtfulness and the extent to which they reflect students having done the readings. Answers to class discussions need not be “correct” per se, so long as they reflect a consistent and genuine engagement with the material. This mechanism evaluates CLOs 1, 2 and 3.

Assignment & Exam Schedule	
Understanding Policy Through Simulation	September 9th
Gerston Book Executive Summary	September 16th
Staff Report Problem Statement	September 30th
Staff Report Literature Review	October 14th
Equitable Community Incentive Group Project	November 4th
Student Presentations	November 25th, December 1st, December 8th
Final Staff Report	December 16th

### **Grading Information**

While I expect you to attend class regularly, per University policy F69-24 (<http://www.sjsu.edu/senate/docs/F69-24.pdf>), students will not be graded on daily attendance. One of the purposes of this class is to help simulate the stamina necessary to stick with a project day-in, day-out even as your interest in it naturally waxes and wanes. It is very, *very* unlikely that a student who misses class regularly will do well. More importantly, classroom discussion will tease out much of the important nuance in the readings. As such, regular attendance is strongly encouraged.

Your grade will be calculated as follows:

Grading Paradigm		
98 to 100% — A Plus	93 to 97.9% — A	90 to 92.9% — A Minus
87 to 89.9% — B Plus	83 to 86.9% — B	80 to 82.9% — B Minus
77 to 79.9% — C Plus	73 to 76.9% — C	70 to 72.9% — C Minus
67 to 69.9% — D Plus	63 to 66.9% — D	60 to 62.9% — D Minus
Less than 60% — F		

And assignments and exams will be weighted accordingly:

Assignment & Exam Weights	
In-Class Participation	15 points
Policy Simulation Memo	5 points
Gerston Book Executive Summary	10 points
Staff Report Problem Statement	5 points
Staff Report Literature Review	10 points
Equitable Community Incentive Group Project	15 points
Student Presentations	15 points
Final Staff Report	25 points

### **Make-up/Late Policy**

There are no make-up exams or other assignments without appropriate documentation (serious medical illness or serious medical emergency, religious holiday, pre-approved university-sanctioned event or activity, military orders, family emergency) that you were unable to complete the assignment on time.

This also applies to in-class assignments. If you are seriously ill, you must notify me as soon as possible by email or on my office phone that you will be unable to complete an assignment on time. Except in cases of documented medical emergency, you **MUST** notify me before the scheduled assignment. Out of fairness to your colleagues, work, missing an alarm, and generally not feeling well will not be accepted excuses for missing assignments. Be sure you schedule all of our assignments right away. If you have a vacation or similar event planned during one of these assignment days, you may want to take this course during another session or make arrangements to hand in the assignment early.

Major assignments like the policy paper will be graded if handed in late; however, these will be penalized commensurate with how late they were. If you have reason to think you will not make a deadline, always at least discuss it with me first. I can't guarantee anything, but I can guarantee a fair hearing. Communication will always lead to a better outcome for you than not communicating.

### **Classroom Policies and Protocol**

#### **Attendance and participation**

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group's learning. In addition to the fact that students are graded on the quality and quantity of classroom

participation, regular attendance will enhance your grade by virtue of giving students the opportunity to develop the knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

### **Cellphones, laptops, and other technology**

You may not use your cell phone in class for non-class purposes. If you need to have it on for family reasons, please let me know ahead of time, turn it on vibrate and keep it out of sight to the extent possible. If you must make an emergency text, feel free to step outside of class. All other texting needs to take place before or after class. Laptops, tablets, and other such technology are allowed in class but for notetaking and educational use only. I reserve the right to bar specific students from using these technologies if they are making inappropriate use of them during class time. Please see me if you have questions about this policy or questions regarding SJSU academic accommodations related to this policy.

### **Recording of Lectures**

Please obtain my permission before taking an audio or video recording of lectures or other class activities. I will almost certainly grant such permission but it is common courtesy to let people know you will be recording them before you do so. Thus, out of respect to your colleagues and to me, please do not record this class without my explicit permission.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **Workload and Credit Hour Requirements**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

### **Useful Information for Students**

#### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

#### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

# PADM 213 – Policy Analysis Fall 2019

## Course Schedule

	Date	Topic	Readings/Media	Due
Unit #1 - The Theory of Analysis and Evaluation				
1	26-Aug	What is Policy Analysis?	Weimar & Vining, Ch. 2	
2	2-Sep	Labor Day - No Class!		
3	9-Sep	The Market Failure Framework; Understanding Policy Through Simulation	Weimar & Vining, Ch. 4; Democracy 3	Policy Simulation Memo
4	16-Sep	Discussing California's Policy History; The Practice of Analysis	Gerston; Weimar & Vining, Ch. 5	Executive Summary
5	23-Sep	Defining Problems, Understanding Program Goals	Weimar & Vining, Ch. 1; Bardach Part 1	
Unit #2 - The Component Pieces of Policy Analysis and Evaluation				
6	30-Sep	Developing Measures & Marshaling Evidence	Weimar & Vining, Chs. 7 & 14, Bardach, Part II	Problem Statement
7	7-Oct	Process Evaluation & Developing Alternatives	Weimar & Vining, Chs. 10 & 12	
8	14-Oct	Cost-Benefit Analysis I	Weimar & Vining, Ch. 17	Lit Review
9	21-Oct	Cost-Benefit Analysis II	Canvas Readings	
10	28-Oct	Organizing Your Policy Analysis	Weimar & Vining, Ch. 15, Bardach Part III	
Unit #3 - The Practice of Analysis and Evaluation				
11	4-Nov	Case Study: Equitable Community Incentive Redevelopment		Equitable Community Incentive Group Project
12	11-Nov	Veterans Day - No Class!		
12	18-Nov	Non-Experimental and Quasi- Experimental Evaluation; Evaluation Ethics and Best Practices	Canvas Readings	
13	25-Nov	Student Presentations		Presentations
14	2-Dec	Student Presentations		Presentations
15	9-Dec	Student Presentations and Party Time!		Presentations
Final Project Due – Monday, December 16th @ 5:15p				

