

Policy Analysis and Evaluation Section 01

PADM 213

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/14/2023

Contact Information

Instructor(s):	Xintong Chen
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Office Hours:	Wednesday, 3:00-5:00 p.m. and by appointment
Class Days/Time:	Wednesday, 6:00 - 8:45p.m.
Classroom:	Clark Building 306

Course Description and Requisites

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.

Letter Graded

* Classroom Protocols

Cellphones, laptops, and other technology

Students may not use their cell phone for non-class purposes in class. Laptops, tablets, and other such technology is allowed in class but for notetaking and educational use only.

Make-up/Late Policy

Students are expected to complete assignments on time and turn them in by the beginning of class on the day they are due. Students are not allowed to make up exams and presentations. If these are not completed; the student will receive a zero for that day. For papers such as the policy brief, 10 points will be deducted on top of the students' grade for each day it is late. Students only have up to a week to turn in a late paper: after that, it will be a zero.

The late policy may be waived in the following two situations. First, it may be waived at the instructor's discretion in case of an emergency. If an emergency arises that prevents you from completing your work on time, please email the instructor as soon as possible so that arrangements can be made for you to keep up in the class. Emergencies are defined as anything which is serious and unexpected. Emergencies cannot be written on the calendar in advance. Examples of emergencies are heart attacks, car accidents, a serious health crisis of the student or in the student's immediate family. Examples of non-emergencies are family weddings,

vacations, conferences or any other event which can be planned around. Second, university-related absences (e.g., university athletics, conferences, and other university-related absences) are considered as excused absences. If students cannot complete assignments on time due to university-related absences, students should inform the instructor before the due time of an assignment.

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.

Program Information

Public Administration Program Learning Outcomes

1. Lead and manage in public governance
 - a. Apply the project management approach to public management models
 - b. Manage Projects
 - c. Understand the relationships between public policy, whether proposed or enacted, and leadership and management in implementation
2. Participate in and contribute to the public policy process
 - a. Apply techniques for program evaluation and policy analysis
 - b. Describe and execute the policymaking process, including defining the problem, setting the agenda, formulating policy, implementing policy and evaluating policy
 - c. Prepare a budget reflecting policy priorities
3. Analyze, synthesize, think critically, solve problems and make decisions
 - a. Employ analytical tools for collecting, analyzing, presenting and interpreting data, including appropriate statistical concepts and techniques
 - b. Identify and employ alternative sources of funding, including grants, taxes and fees
 - c. Understand and apply the legal context of public affairs, administration and policy
4. Articulate and apply a public service perspective
 - a. Behave ethically and with integrity: tell the truth, keep confidences, admit mistakes
 - b. Understand and apply criteria appropriate to public affairs, administration and policy
 - c. Maintain privacy and security of documents and understand Big Data challenges
5. Communicate and interact productively with a diverse and changing workforce and citizenry
 - a. Communicate effectively in writing: prepare clear, concise and well-organized written materials tailored to the audience's level of expertise and needs
 - b. Communicate effectively in speech: present oral information accurately, clearly, concisely persuasively tailored level of expertise and needs
 - c. Work productively in teams

Course Goals

The course introduces students to what public officials within government, and by extension the citizens they represent, choose to do or not do about public problems. This includes the formulation, analysis, and implementation of public policy. Further, the course introduces students to the forces that influence these practices and the analytic skills needed to perform these important decision-making functions.

The goal of the course is to demonstrate to students the impact that public policy has on their daily lives, imploring an increased political awareness. By emphasizing the pervasiveness of policy, it will allow students to further appreciate the power they wield to effect change and arm them with the tools of policy analysis.

Course Learning Outcomes (CLOs)

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

- CLO1: Understand the terminology used in public policy and program evaluation. This outcome is assessed by in-class participation and case study analysis.
- CLO2: Understand the governmental environment and intergovernmental relationships in which public policies and programs are created and implemented. This outcome is assessed by class participation and substantive policy topic presentation.
- CLO3: Evaluate public policy for its legislative intent, background, budgetary impacts, and need for amendment or termination using policy formulation theories. This outcome is assessed by class participation and substantive policy topic presentation.
- CLO4: Build their analytical capabilities and learn how to apply a multi-dimensional lens to the analysis of public policy issues. This outcome is assessed by class participation, case analysis, policy brief presentation and policy brief.
- CLO5: Effectively communicate, in written and spoken formats, policy analysis procedures and their conclusions. This outcome is assessed by policy brief presentation and policy brief.

Course Materials

Textbook

Stone, Deborah; Policy Paradox: The Art of Political Decision Making, 3rd ed. ISBN# 978-0-393-91272-2

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.

Optional books

- Weimar, David; Vining, Aidan, Policy Analysis, 6th (Routledge, 2017) ISBN# 9781138216518
- Cairney, Paul, Understanding Public Policy Theories and Issues, 2nd ed. ISBN-10:1137545186
- Eugene, Bardach, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving, 6th ed. (Sage CQ Press, 2019)

Library Liaison

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Course Requirements and Assignments

Substantive Policy Topic Presentation (25%)

Students will choose a substantive policy topic that is considered relevant and current. Students will a lecture/presentation of their topic including the nature of the problem, background information on policy development, and difference perspectives on policy change in this area. This assignment evaluates CLOs 2 and 3.

Policy Brief (30%)

Students will prepare a policy brief on a current issue of their choosing. A policy brief is a short, neutral document that provides a summary of what is known about a particular issue, demonstrates the necessity of addressing said issue, and then evaluates the different alternatives or options for addressing it.

For example, students may want to write a brief that addresses the issue of children's literacy: in doing research you find that 30% of students do not read at their assigned levels by the third grade. Your brief will introduce this problem, discuss why it needs to be addressed, and then identify different policy alternatives for improving the literacy rate of children. You may also make a recommendation as to the best way to address this issue and discuss any impending legislation on the topic.

Grades will be based on the quality of content, the integration of theory and practice, and the overall writing quality (e.g., spelling, grammar, format). More details about this assignment are available in Policy Brief Guidelines on Canvas. This assignment evaluates CLOs 4 and 5.

Policy Brief Presentation (25%)

Students will present a policy issue to the class, linking the issue to the topic of policy analysis. This assignment gives students the opportunity to investigate one policy topic in more depth. This assignment evaluates CLOs 4 and 5.

Class Participation (20%)

Regular class attendance is highly encouraged, though per University Policy F-15-12 (<http://www.sjsu.edu/senate/docs/F15-12.pdf>), students will not be graded on daily attendance. Students will be graded on the quality and quantity of their participation in class discussion, group projects and during lectures. This assignment evaluates CLOs 1, 2, 3 and 4.

✓ Grading Information

Your grade will be calculated as follows:

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>980 to 1000</i>	<i>98 to 100%</i>
<i>A</i>	<i>930 to 979</i>	<i>93 to 97.99%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92.99%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89.99 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85.99%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82.99%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79.99%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75.99%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72.99%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69.99%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65.99%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62.99%</i>

Breakdown

Grade Item	Points (percentage of grade)	Due Dates
Substantive Policy Topic Presentation	25	9/27;10/4
Policy Brief Presentation	25	11/29;12/6
Policy Brief	30	12/6
Attendance and Participation	20	NA

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topics	Readings/Due date
1	8/23	Introduction	N/A
2	8/30	Policy and Policy Making	Canvas Readings
3	9/6	Political Context of Policy Making and the Role of Actors	Canvas Readings
4	9/13	Theory of Policy Processes I-the Role of Institutions	Canvas Readings
5	9/20	Theory of Policy Processes II- Policy Change	Canvas Readings
6	9/27	Substantive Policy Topic Presentation	NA

Week	Date	Topics	Readings/Due date
7	10/4	Substantive Policy Topic Presentation	NA
8	10/11	Policy Analysis	Weimar & Vining, Ch.2
9	10/18	Problem Analysis	Stone, Part III; Weimar & Vining, Ch.5
10	10/25	Assessing Criteria	Stone, Part II
11	11/1	Assessing Efficiency: Cost and Benefit Analysis	Canvas Readings
12	11/8	Solution Analysis	Stone, Part IV
13	11/15	The instructor goes to ARNOVA conference – No Class	
14	11/22	Happy Thanksgiving – No Class	
15	11/29	Policy Brief Presentation	
16	12/6	Policy Brief Presentation	
Final Assignment: Policy Brief – Wednesday, Dec. 6th 11:59 pm			