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Social Innovation Teaching in Public Administration Online Courses

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Social Innovation Teaching in Public Administration Online Courses
Proposal by Kimberly Collins, PhD – Professor of Public Administration
May 2020

Abstract
Social innovation and the role of the university in the community is an important conversation to bring to the classroom. With the campus conversion from quarters to semesters, there is a new opportunity to build upon and focus the work already occurring in my classes with new online technologies and longer terms. With these opportunities, this project proposes to review how to incorporate social innovation into online teaching modules. The goal is to enhance my current classes by integrating social innovation contexts – using critical learning theory, transformational learning, and epistemological development -- into the online learning framework. This was completed through a redesign of the learning goals and assignments in Transportation Planning and Policy (PA5730) and Public Policy Analysis (PA6800) and aligning these through a QLT online course designation. The goal is to have students within the MPA program learn what they can do for their community while engaging the topics.

Reflection on the issues
This section is a preliminary review of the issues that I have struggled with in the development of my online courses with a focus on social innovation. It is a call for action in many ways and an attempt to put together a framework for the action to take place. As society continues to advance with innovation and new technologies, educators should teach and work in the classroom in ways that embrace these advances. Technology needs to be streamlined into the pedological process to facilitate new thinking and learning by the students. This statement seems simple, but the realities of using technology to enhance the classroom experience can be complex. New teaching platforms are not helpful unless they are used thoughtfully and with purpose. Many might ask, why do we need to change – traditional ways of teaching have worked in the past and will continue to work in the future. True, but the argument can also be made that these changes are mandated with the increasingly complex, interlinked challenges in the world -- climate change; pandemics; displaced people moving from the developing world to the developed world; challenges of equality, diversity, and inclusion; conflicts at borders; the rise of inequity, populism, and nationalism; and individuals' adaptation to globalization and innovation. As educators, it is not an overstatement to say, there is a moral obligation to prepare our students with the critical thinking skills to manage these challenges and find solutions for themselves and their communities.

The challenges of today's world at times seem insurmountable. The tension between globalists and nationalists; climate change versus economic growth; and the role of governments to provide policies that enhance social equity and inclusion in communities and the backlash if they do not. Academia can help to address these challenges from many perspectives. In both the classroom and in conducting research with students, academics can inform decision makers and teach the next generation of leaders. The question is how to make the greatest impact? Particularly when there is not an institutional push for social innovation but just from a single faculty perspective. The European Union has been working to integrate science with society for the past 20 and now are promoting the EU's policy on Responsible Research and Innovation (RRI) (Tassone, *et al.*,

2015). Responsible Research and Innovation encourages faculty members to teach, research and work in a way that is responsible for the future of society. This entails a clear focus on issues related to people, planet, and prosperity. It is also important to have students conduct research on topics that are complex and have practical applications. From this perspective, it is important for students to think across disciplines to broaden their approach to difficult issues. There are few educational institutions in the United States working toward these goals; most of the activity in this area comes from individual faculty. For my two courses submitted here, I developed research projects with the goal of addressing equity and the governance process. So, within this sense, I have been able to address the single faculty approach.

Teaching technologies have made amazing advancements in the last few years, many have explored the use of technology in the classroom and how to improve learning (Lloyd, 2000; Brown & Davis, 2000; Goffe & Sosin, 2005; Morgan & Olivares, 2012). So much so, many are putting their faith in the technology "saving" us. If we turn our minds for a moment to think about this from a transportation policy perspective, technology advances are important to not only mobility, but economic development and sustainability/the environment. The thought here is if we can build a new transportation system based on electric vehicles – cars, trains, trucks, cargo ships, and possibly aircraft – and increase clean energy production and the grid, we will solve many of the climate change concerns, improve the environment, and increase economic potential. This is all a possibility but also needs to include policy directives and goals to lead the way. In other words, visions of what we want our communities and the world to look like in the future. These new visions can also be applied to teaching. What do we want our teaching and the outputs to look like in the future? How do we want to encourage our students to engage with the world around them?

The CSU campuses have invested to improve the technology infrastructure and access to new applications to improve the overall learning environment in the online and face-to-face classroom. The challenge for faculty is the ever changing, new forms of technologies that need to be learned and integrated. It is a hamster wheel in many aspects, but also a time to reflect on how to improve communication methods and ultimately the learning process. The technology is getting so good, it now really depends on the professor to create the spaces for discussion, reflection, and analysis to move the students' engagement with the material. Help is there as well for those professors who want to recreate the in-classroom experience as much as possible through technology. This is supported by quality management programs that certify online classes. These include Quality Matters (QM) and Quality Learning and Teaching (QLT) which was established by the California State University (CSU) system.

Today's university students (particularly the younger students) are much more accustomed to technology. They have grown up living with technological innovations such as the smartphone, more compact and portable computers, access to data and information through YouTube influencers, social media, and internet browsers. Sayings such as "to the Google" to find answers to questions that in the past required a visit to the library's card catalog is changing our knowledge base and understanding of the world around us.

Though technology is an important means by which to communicate more effectively in the classroom, it can also be a burden for the students to learn and the faculty to negotiate. As technology in the classroom has advanced, it has become much more simple to use, but some students struggle with access to internet bandwidth and equipment, as well as working with new technologies. This last concern is especially true for older students. Therefore, we must keep equity and support in mind to make sure that all our students have access. Otherwise we are not providing an answer to these complex issues facing the world or teaching toward social innovation but contributing to the problem.

There has also been some push back by students who are studying in online classes that do not want to have "live" engagement or synchronized education. Their expectations and desires are to fit education into their lifestyles as opposed to having education as a lifestyle choice. Additionally, problems arise when the technological platforms are down, creating disruption for students, faculty, and support staff. Faculty might even change their pedological method to be sure that their assignments are accessed and completed without a hitch. This creates the problem of which is driving which--the technology or the pedagogy. This is another consideration to keep in mind with the development of online teaching.

I believe that an important perspective to keep in mind is that the technology used in the online classroom should increase communication and collaboration, and not individualistic learning. Concerns about isolation of learners and thinking how to create a community are real and should be a driving point in the development of any online class. A few ways I have worked to overcome this is through group work on case studies, reading and critiquing each other's research papers, and engaging in Zoom lectures with the faculty facilitating a discussion. I have worked to rethink the best practices of teaching to enable a greater engagement by the students with the materials and moving toward a method of teaching that brings in ideas, methods, and research from other disciplines. With these actions, I am hopeful to bring my teaching further toward social innovation.

In thinking about the added layer of social innovation, as faculty struggle to keep up with the technology advances, they also need to find a way to work across disciplines. In the current university setting, the departments/colleges are highly siloed with faculty competing for resources across campus. This played out during the quarter to semester conversion with faculty from some colleges actively working to keep other colleges out of the general education catalog. There are also entrenched faculty who have difficulty embracing other disciplinary perspectives. Within this environment, we can turn to teaching online where information can be shared from a multitude of experts in different fields and incorporating ideas and research from these different perspectives, but with the learning goals of the class. The online environment frees up old academic confines of disciplinary foci and provides new opportunities for learning.

<u>Tasks completed</u>
With the support of the Q2S program, I reviewed the literature on social innovation teaching, use of technology in the classroom, and multidisciplinary teaching methods. From this work, I have redesigned two of my courses–PA5730 and 6800, in collaboration with Jonathan Brooks in the office of Academic Technologies and Innovation (ATI). The syllabi are included here for review;

however, the main change came within the BB course. Both courses have been taught within the quarter system submitted to ATI for QLT review. They will be slightly modified for semesters when I am again assigned to teach these. I have included the PA573 (57300) syllabus as it was taught in the quarter system and PA6800 as designed for the semester system.

With the current lock-down of the campus and academic conferences, it has been difficult to present and interact with my colleagues thus far. I did present though to the PA Advisory Group in May, the concepts and goals of teaching with a social innovation goal. I also plan to interact with during the ATI online summer institute, and work with faculty at the Diversity, Equity, and Inclusion Faculty Learning Community in the fall. I also plan to present this work at two academic conferences and am in the process of finishing a paper for publication.

Select list of scholarly readings

Acevedo Tirado, A., Ruiz Morales, M. & Lobato-Calleros, O. (2015). Additional Indicators to Promote Social Sustainability with Government Programs: Equity and Efficiency. *Sustainability,* 7: 9251-9267.

Alden Rivers, B., Armellini, A., Maxwell, R., Allen, S., & Durkin, C. (2015). Social innovation education: Towards a framework for learning design. *Higher Education, Skills and Work-Based Learning*, 5(4), 383-400.

Bransford, J., National Research Council (U.S.), Committee on Developments in the Science of Learning, et al. (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Brown, D., & Davis, D. (2000). *Teaching with technology: Seventy-five professors from eight universities tell their stories*. Bolton, Mass.: Anker Pub.

Cutter, S. L. (1995). Race, class and environmental justice. *Progress in Human Geography*, 19(111), 111–122.

Goffe, L. and Sosin, K. (2005). Teaching with Technology: May You Live in Interesting Times. The *Journal of Economic Education*, 36(3), 278-291.

Hamiti, M., & Reka, B. (2012). Teaching with Technology. *Procedia - Social and Behavioral Sciences*, 46, 1171-1176.

Hannaford, I. (1996). *Race: The history of an idea in the West*. Washington, DC: Woodrow Wilson Center Press.

Kates, R. W., Parris, T. M., et al. (2005). What is sustainable development. Goals, indicators, values, and practice. *Environment*, 47(3), 9–21.

Lloyd, L. (2000). *Teaching with technology: Rethinking tradition*. Medford, N.J.: Information Today.

McGowan, A. H. (2011). Energy and sustainability: An undergraduate course. Journal of Environmental Studies and Sciences, 1(1).

McGowan, A.H. Teaching Science and Ethics to Undergraduates: A Multidisciplinary Approach. *Sci Eng Ethics* 19, 535–543 (2013). https://doi.org/10.1007/s11948-011-9338-3

Morgan, R.K. and Olivares, K. eds. (2012). *Quick Hits for Teaching with Technology: Successful Strategies by Award-Winning Teachers*. Bloomington [Indiana]: Indiana University Press.

Parker, K. (2019, August 19*). The Growing Partisan Divide in Views of Higher Education*. Pew Research Center, Social & Demographic Trends. Retrieved from: http://pewsocialtrends.org/essay/the-growing-partisan-divide-in-views-of-higher-education/

Schafer, A., Jacoby H. D., et al. (2009). The other climate threat: Transportation. *American Scientist*. Research Triangle Park, NC, Sigma Xi. 97, 476–483.

Solecki, W. D., & Leichenko, R. M. (2006). Urbanization and the metropolitan environment: Lessons from New York and Shanghai. (Cover story). *Environment*, 48(4), 8–23.

Tassone, V.C., O'Mahony, C., McKenna, E. et al. (Re-)designing higher education curricula in times of systemic dysfunction: a responsible research and innovation perspective. *High Educ* 76, 337–352 (2018). https://doi.org/10.1007/s10734-017-0211-4

Weart, S. R. (2008). *The discovery of global warming*. Cambridge: MA: Harvard University Press.

Appendix -- Course Syllabi

PA573: Public Transportation Planning, Policy, and Regulation
California State University, San Bernardino
College of Business and Public Administration
Department of Public Administration

Spring 2020 – Online

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Professor, Public Administration
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E-Mail: Kimberly@csusb.edu BEST WAY TO REACH ME!

Please note this syllabus might be changed during the quarter to maintain the academic quality of the class. Any changes will be posted to Blackboard with an accompanying announcement. Therefore, it is strongly suggested that you make sure you check your university email frequently for any updates or changes.

Course Information
When and Where: Fully Online, Virtual Mondays, 7:00-8:00 p.m.
Office Hours: By appointment

Students are welcome to email me with any questions and I will get back to you within 24 hours. Students can also post any questions they have about the course in the Discussion Board titled "General Questions". I will respond within 24 hours.

Overview of the Course

CSUSB Catalog course description: Study of the impacts of local, state, and federal planning, policies, rules, regulations, and programs on surface, marine, and air transportation systems. The focus is on interrelationships between business and the public sector in the strategic management of transportation applications.

Goals and Methods: Even though this is a fully online course, it replicates many of the teaching techniques that can occur in the classroom setting. The goal is to engage students in the study of transportation systems and the agencies/businesses that manage the systems. In addition, we will work together to ascertain our personal roles on how the transportation system functions. The overriding themes for the class are equity and sustainability. These are two issues are critical in the development and implementation of any policy framework. Some could argue in the transportation sector, it is even more important. A well-functioning society today depends on its ability to provide services to all, embrace diversity and inclusiveness, and develop with an eye on sustainability to make sure that resources and well-being for future generations is included.

The specific methods include: weekly zoom sessions; short video lectures by the professor; Video Talks by Transportation Experts; readings; case studies and group discussions; and research papers.

Learning objectives

This course is designed to have an active learning pedagogy. This includes video and zoom presentations, case studies, viewpoints provided by public and private sector leaders, and readings to understand the larger issue.

The big questions for this course include:

1. Why is transportation important to us personally, the state, nation, and the world? What are the current challenges?

2. What are the main federal and state policies that guide the transportation system?

3. What is the role of public-private partnerships in transportation today and how is the system financed?

4. How is transportation linked to other policy arenas such as the environment/climate change, health, and the economy?

5. What are the new innovations in transportation and what are projections for the future (near and long-term)?

6. How can we have a more equitable transportation system and therefore a new level of ethics and justice in society?

The following topics will be intertwined throughout the class discussion:

1. Major institutions, stakeholders, and actors in the system,

2. The importance of equity, ethical responsibility, and sustainability in transportation planning, regulations, and policy,

3. Financing the transportation system with the development of new technologies and innovation in the sector,

4. The future of the transportation system and impacts to the end users.

The learning goals include:

1. Examine policies, regulation, current issues, and planning for the transportation sector.

2. Analyze and debate the linkages between the transportation system, major quality of life/well-being issues, sustainability, and equity.

3. Apply the concepts and ideas learned in the course to the transportation system in the Inland Empire (or where the student resides).

Readings

The assigned readings are detailed in the course schedule and available on BlackBoard.

Course Structure and Grading Scheme

General Course Expectations

Class participation and discussion are an important component of this class. Students are expected to complete ALL (not part) of the required readings and assignments in a timely manner for every session. It would be very difficult for one to make a meaningful contribution without being thoroughly prepared. Contributions made for the sake of acknowledging presence are not considered meaningful.

Communication and Assignments

1. Email and Announcements

All communications will go through Blackboard or MyCoyote so you must check your campus email regularly. Additionally, I will make weekly announcements regarding items that the whole class should know about or see. Please check and read the announcements as well as your email regularly, so you do not miss any important information that is key your success in the class.

2. Lectures

On Monday evenings from 7:00-8:00 p.m., we will have a one-hour live lecture to wrap up the previous week's work, introduce the topic for the week, and answer any questions you might have. These lectures will be recorded and uploaded to BB under the weekly modules for viewing throughout the program. Additionally, a short pre-recorded lecture with overview of the weekly reading and expert talk can be found in the Weekly Modules & Assignments section.

3. Course Assignments

I. Introduce yourself and say hello to your group members in the Group Discussion Forum – Due April 5 at 11:59 p.m.

Post your professional bio. Also, take a moment to say hello to the other members in your group. This short assignment is worth 4 points. After you have met everyone, the group needs to decide who the group leader will be for each week during the quarter. This will be shared in the group journal.

II. Case studies and class discussion

You will work in the same assigned group all quarter to discuss and answer the case study questions. The process will be:

1. At the start of the week, each person writes their response to the case study questions by Tuesday at 11:59 p.m. Each response should be at short paragraph (3-4 sentences) and posted in the Group Blog.

2.   By Wednesday at 11:59 p.m., each person in the group needs to respond to the other posts, outlining one main takeaway for them from each post. This response should be at least three sentences in length for each post.

3. Before Thursday by 11:59 p.m., the group leader for the week writes up the response to the question from the group and provides the reasoning for the response – taking from the thoughts and takeaways noted in the **Group Blog.** Other members of the group are welcome to help and step in where necessary. If the group leader does not lead, they will not get the points for this

part of the assignment, but the rest of the group will, if the assignment is completed. The group's response will be posted in the Assignment link.

III. Weekly journals
At the end of the week, you will write a 1-page essay reflecting on what you learned during the week by answering the question assigned. This is due before Sunday at 11:59 p.m.

IV. Research paper project
Students will pick a policy and planning issue from *The Transportation Planning Process Book* from the Federal Highway Administration (FHWA) and will investigate the linkage between the transportation policy arena and equity.

This project is divided into three main tasks:
>   1. A research prospectus is due the fifth week of class. This prospectus will outline a substantive question you would like to address regarding transportation, equity, and your policy arena (eg., climate change, micromobility, funding, etc.); conduct an initial review of the literature; and provide an overview of the data that will be used to substantiate your work.
>   2. Draft paper is due the eighth week of class for student and professor review.
>   3. Final revised paper addressing the questions and comments from the reviews due finals week.

The best projects will be selected to present at the Leonard Transportation Center's Regional Dialogue in October 2020.

Assignment point values - a total of 300 points
Introductions and saying hello – 4 points
Case studies and class discussion – 112 points
>   1. Individual answers to the case study question – 5 points (40 points total)
>   2. Responses to individual posts – 5 points (40 points total)
>   3. Group leader's response to the question for the group – 4 points (32 points total)

Weekly journals – 8 points each for a total of 64 points
Research project – 120 points
>   Prospectus – 20 points
>   Draft paper – 50 points
>   5 Paper reviews – 25 points (5 points each)
>   Final paper – 25 points

Extra credit points = a few miscellaneous opportunities may be determined at the instructor's discretion that are open to all students.

You are invited to come and speak with me if you find yourself struggling in the class or if you find yourself needing assistance. Please make an appointment at the earliest time possible in the quarter, in order to ensure success in the class.

<u>Grading System for Course</u>
Final grades are tallied on a 100 percent scale.

94 to 100 = A
90 to 93 = A-
87 to 89 = B+
83 to 86 = B
80 to 82 = B-
77 to 79 = C+
73 to 76 = C
70 to 72 = C-
69 to 66 = D+
65 to 63 = D
60 to 62 = D-
59 and below = F

Course Policies

1. Late work: all late work will be deducted 50% of the total points available for the assignment. Late work will not be accepted in the group case study work if the next phase has been completed. No late draft or final papers will be accepted.

2. Special needs: if you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at 909-537-5238.

3. Plagiarism and Cheating (Read this notice to avoid failing the class!): Any violations of academic honesty will result in a failing grade in the assignment and possibly the class. Violations will be forwarded to the university judicial officer for appropriate action. Joint/group responses are not allowed in any written work in this class. **Cited material must be in quotation marks and provide the reference.** You must use APA in this class. Please review the writing resources provided on Blackboard. Referencing material is a knowledge that can be used not only to make sure you are writing honestly and ethically, but also provides practice with detailed work, and reading/following directions. These are additional skills that you can use in everyday and work life.

Course Outline and Weekly Assignments

<u>Week 1, March 30: Introductions, review of the syllabus</u>
Content for the week:
Syllabus and Blackboard site

Due dates:
Monday, 7:00-8:00 p.m. – Zoom session: Introduction to the week
Sunday at 11:59 p.m. – Read syllabus and get to know the BB site
Sunday at 11:59 p.m. – Introduce yourself and say hello to your group

Week 2, April 6: Understanding the Linkages to the Transportation System
Learning goals for this week include:
    1. Examine the linkages of the transportation system to the built environment and geography.
    2. Discuss the linkages between transportation and the built environment.
    3. Apply the concepts from this week to their lived experience in using the transportation system in the Inland Empire

Content for the week:
    Read:
    Rodrigue, J.P. (2020) What is Transport Geography? Retrieved March 29, 2020 from:
    http://Transportgeography.org/
        ● Read Chapter 1

    Expert talk: James Howard Kunstler, The Ghastly Tragedy of the Suburbs (Ted Talk -- caution: strong language used)

    Case study 1: Transportation and the Housing Problem

    Journal: Explain how you have experienced the transportation system in the Inland Empire (or the place where you live). Reflect on the built environment and the geography – how do you think these have impacted the transportation system you experience every day?

Due dates:
    Monday, 7:00-8:00 p.m. – Zoom session: Introduction to the week
    Thursday at 11:59 p.m. – Case Study Due
    Sunday at 11:59 p.m. – Weekly Journal Due

Week 3, April 13: Innovations, Planning, Stakeholders, and Equity
Learning goals for this week include:
    1. Examine current innovations, planning, stakeholders and equity in the transportation system.
    2. Discuss the impact of innovation and challenges on the stakeholders and equity.
    3. Apply the concepts learned this week on your personal experiences of living in the Inland Empire.

Content for the week:
    Read:
    Rodrigue, J.P. (2020). *The Geography of Transport Systems.* Retrieved March 29, 2020 from: http://Transportgeography.org/
        ● Read Chapter 5 and 9

U.S. Department of Transportation, Transportation Planning Capacity Building Program (2015). *The Transportation Planning Process Briefing Book.* Retrieved February 1, 2020 from https://www.fhwa.dot.gov/planning/publications/briefing_book/fhwahep18015.pdf
- Read pages 1-15 (Planning and Stakeholders) and 23-26 (Transportation Equity)

Expert Lecture: Kjeld Lindsted, Product Manager with No Traffic Discussing Smart Cities (LTC Dialogue)

Case Study 2: Electrification of the Fleet

Journal: Transportation systems are fundamental to how a community functions and have been developed over generations. Integrate and discuss the main concepts for the week to the Inland Empire (or the region where you live). Building on your answer to Journal 1, what do you think are the main challenges to transportation equity in the region?

Due dates:
  Monday, 7:00-8:00 p.m. – Zoom session: Introduction to the week
  Thursday at 11:59 p.m. – Case Study Due
  Sunday at 11:59 p.m. – Weekly Journal Due

Week 4, April 20: Federal Regulatory System and Cyber Security
Learning goals for this week include:
1. Examine the U.S. federal transportation regulatory system and policy.
2. Discuss the role of the federal government in making policy to keep the system safe.
3. Apply knowledge of the federal system with cybersecurity challenges.

Content for the week:
  Read:
  Collins, K., Hou, Y., Van Wart, M. and Suino, P. (2019). Intersection Management and Cybersecurity Summary: Applications, Issues, and Scheme. Retrieved from: https://www.csusb.edu/sites/default/files/upload/file/Intersection%20Management%20and%20Cybersecurity%20Summary.pdf

  U.S. Department of Transportation (2020, Jan. 29). About DOT. Retrieved March 20, 2020 from: http://transportation.gov/about
  - Read and explore the site looking specifically at Getting to Know Us and the Operating Administrations

  Expert lecture: Kenneth Carter, Cybersecurity Engineer, Parsons Corporation (LTC Dialogue)

  Case Study 3: Data Management and Security Management

Journal: Upon reflection of the information provided this week, discuss which administration in the USDOT is the most important to maintaining the security of the system and why?

Due dates:
> Monday, 7:00-8:00 p.m. – Introduction to the week lecture
> Thursday at 11:59 p.m. – Case Study Due
> Sunday at 11:59 p.m. – Weekly Journal Due

Week 5, April 27: State and Local Regulatory System and Policy
Learning goals for this week include:
> 1. Examine California and local transportation regulatory systems and policies.
> 2. Discuss the local policies and perspectives of state and local governments.
> 3. Apply the role of local governments to improve the quality of life of residents and maintain equity in the system.

Content for the week:
> **Read:**
> California State Transportation Agency (2020). About Us and History of CalSTA. Retrieved March 20, 2020 from: http://calsta.ca.gov/about-us
> - Read and explore the site looking specifically at the pages of the CHP, CTC, Caltrans, DMV, and OTS
> - Read Governor's Letter and Summary to the Little Hoover Commission 3-30-2012 – http://calsta.ca.gov/-/media/calsta-media/documents/letter-and-summary1-a11y.pdf
>
> San Bernardino Transportation Authority. About Us, Projects, and Planning & Sustainability. Retrieved March 20, 2020 from: http://www.gosbcta.com
> - Read and explore the About Us, Projects, and Planning & Sustainability pages
>
> Southern California Association of Governments (2020). About Us, Programs, and Data & Tools. Retrieved March 20, 2020 from: http://scag.ca.gov
> - Explore and read the tabs within the About Us, Programs/Transportation, and Data & Tools pages.
>
> **Expert Talk:** Jonas Eliasson, How to Solve Traffic Jams (Ted Talk)
>
> **Case study 4**: Policies and Perspectives
>
> **Journal:** Discuss the ability of local agencies in the Inland Empire to manage the transportation system. How does traffic impact a person's quality of life? If congestion charges are implemented to improve traffic flows, what are the possible implications to equity within the system?

Due dates:

       Monday, 7:00-8:00 p.m. – Introduction to the week lecture

       Thursday at 11:59 p.m. – Case Study Due

       Saturday at 11:59 p.m. – Research Prospectus Due

       Sunday at 11:59 p.m. – Weekly Journal Due

Week 6, May 4: Funding and Financing – How Are We Going to Pay for It All?

Learning goals for this week include:

       1. Examine transportation financing and funding with changes based in innovation.

       2. Discuss the California gas tax pros and cons.

       3. Apply raising funds for needed transportation projects in the most equitable way.

Content for the week:

       Read:

       Rodrigue, J.P. (2020). *The Geography of Transport Systems*. Retrieved March 20, 2020
       from: https://transportgeography.org/

         ● Read Chapter 11

       Expert talk: Will Kempton on Transportation Funding (LTC Dialogue)

       Case study 5: The Gas Tax

       Journal: Reflect on what you learned this week in the case study discussion and from the
       reading/expert talk. What do you think is the <u>most equitable</u> way to raise funds for
       transportation projects?

Due dates:

       Monday, 7:00-8:00 p.m. – Introduction to the week lecture

       Thursday at 11:59 p.m. – Case Study Due

       Sunday at 11:59 p.m. – Weekly Journal Due

Week 7, May 11: Transportation and Economic Development

Learning goals for this week include:

       1. Examine the linkages between transportation and economic development.

       2. Discuss the impact of Transportation Network Companies on Public Transit

       3. Apply the knowledge from the week on transportation and economic development to
       life in the Inland Empire and how to envision a more equitable system.

Content for the week:

       Read:

       Brookings Institute (2019, April). Inland Economic Growth and Opportunity (IEGO).
       Washington, DC: Brookings Institute.

       Rodrigue, J.P. (2020). *The Geography of Transport Systems*. Retrieved March 20, 2020
       from: https://transportgeography.org/?page_id=141

- Read Chapter 3

Expert talk: Antonella Mei-Pochtler, How Better Transportation Can Reinvigorate A City (Ted Talk)

Case study 6: Transit and Transportation Network Companies

Journal: In understanding the linkages among transportation and the economy, envision how the Inland Empire (or where you live) can capitalize on the transportation system with a goal of improving the equity in the region.

Due dates:
    Monday, 7:00-8:00 p.m. – Introduction to the week lecture
    Thursday at 11:59 p.m. – Case Study Due
    Sunday at 11:59 p.m. – Weekly Journal Due

Week 8, May 18: Transportation, Energy, and the Environment
Learning goals for this week include:
    1. Examine the linkages and impacts of transportation on the environment (air quality, climate change, water, land use, and health).
    2. Discuss air pollution and the transportation system.
    3. Apply the knowledge gained to explore how to have a more sustainable transportation system in the Inland Empire.

Content for the week:
    Read:
    Rodrigue, J.P. (2020). *The Geography of Transport Systems*. Retrieved March 20, 2020 from: https://transportgeography.org/
        - Read Chapter 4

    U.S. Department of Transportation, Transportation Planning Capacity Building Program (2015). *The Transportation Planning Process Briefing Book.* Retrieved February 1, 2020 from https://www.fhwa.dot.gov/planning/publications/briefing_book/fhwahep18015.pdf
        - Read pages 16-21 (Air Quality)

    Expert talk: Amory Lovins, A 40-year Plan for Energy (Ted Talk)

    Case study 7: Air Pollution – NOx and PM

    Journal: Thinking about the transportation infrastructure we experience every day in the Inland Empire, what are the steps that can be taken to make the local system more sustainable?

Due dates:
    Monday, 7:00-8:00 p.m. – Introduction to the week lecture

Thursday at 11:59 p.m. – Case Study Due
Sunday at 11:59 p.m. – Weekly Journal Due

Week 9, May 26: Reviewing the Connections Between Transportation Policy Arenas and Equity
Learning goals for this week include:
1. Analyze the connections between transportation policy arenas and equity.
2. Critique colleagues work.

Due dates:
Tuesday at 11:59 p.m. – Draft Research Paper Due
Sunday at 11:59 p.m. – Review of Five Papers Due

Week 10, June 1: The Future of Transportation – Predicting What Is to Come
Learning goals for this week include:
1. Examine the future of transportation in the U.S. and more specifically in the Inland Empire.
2. Discuss the future of autonomous vehicles.
3. Apply the knowledge gained in this class to provide solutions to the current transportation system – improving equity and well being in the Inland Empire.

Content for the week:
Read:
SCAG (2020). The Future Communities Initiative. Retrieved March 20, 2020 from:
http://scag.ca.gov/dataandtools/pages/future-communities-initiative.aspx
● Explore Featured Datasets and Applications

Expert Talk: Markus Mutz, How Supply Chain Transparency Can Help the Planet (Ted Talk)

Case study 8: The Autonomous Vehicle Fleet

Journal: How to build a better future in the Inland Empire? Reflect on information (readings, expert talks, case studies) from the quarter. What do you think is the key to improving the transportation system, equity and the overall well-being in the Inland Empire?

Due dates:
Monday, 7:00-8:00 p.m. – Introduction to the week lecture
Thursday at 11:59 p.m. – Case Study Due
Sunday at 11:59 p.m. – Weekly Journal Due

Finals Week, June 12: Final Paper Due

California State University, San Bernardino
College of Business and Public Administration
Department of Public Administration

PA 6800: Public Policy Analysis
Semester Course

Kimberly Collins, PhD
Professor, Public Administration
Office: JB546
Telephone: 909.537.5737
E-Mail: Kimberly@csusb.edu (BEST WAY TO REACH ME)

Please note this syllabus might be changed during the quarter to maintain the academic quality of the class. Any changes will be posted to Blackboard with an accompanying announcement. Therefore, it is strongly suggested that you check your university email frequently for any updates or changes.

When and Where: Virtual Mondays
Office Hours: By appointment
Students are welcome to email me with any questions and I will get back to you within 24 hours. Students can also post any questions they have about the course in the Discussion Board titled "General Questions". I will respond within 24 hours.

Introduction
The development and administration of public policies at the federal, state, and local levels are the basis of government decisionmaking. Public policy is defined as "a policy made on behalf of a public by means of a public law or regulation that is put into effect by public administration" (Shafritz, 2004). This course will explore the act of making policy in the United States at all of the different levels of government (federal, state, and local) and for domestic and foreign issues. As part of this process, current and past policies will be analyzed and issues such as public corruption and ethics will be explored.

Course Purpose and Scope
Description from student catalog: "An integrative course examining the analytical, behavioral and systems sciences approaches to public administrative systems with emphasis upon the development of evaluative skills in applied decision-making."

This course serves as a graduate-level introduction to the public policy process, with a focus on the context of the United States. Throughout the course, students will examine theories, concepts, and models of public policy making, giving attention to both official and unofficial actors in the policy process. Students will consider how citizens' and other actors' voices are heard, not heard, and/or actively silenced in the context of American policies related to morality, social equity, immigration, energy and the environment, drugs, social and corporate welfare, and

terrorism. An important component is to consider the social equity of policies and how society has been impacted by the policy making framework in the United States. Students will end the course by examining specific examples of policy implementation and policy failure.

Required Readings:
These books are on reserve at CSUSB's library.

Bardach, E. & Patashnik, E.M. (2020). *A Practical Guide for Policy Analysis,* 6th ed.
    Thousand Oaks: CQ Press.
Heineman, R.A., Bluhm, W.T., Peterson, S.A., & Kearny, E.N. (2001). *The World of the Policy Analyst.* 3rd ed. New York: Chatham House Publishers, Seven Bridges Press, LLC.
Pal, L.A. (2013). *Beyond Policy Analysis: Public Issue Management in Turbulent Times.*
    5th ed. Toronto, Ontario, Canada: Nelson.
Reisch, M. ed. (2019). *Social Policy and Social Justice: Meeting the Challenges of a Diverse Society*. Cognella Academic Publishing.

Software Accounts (free but you do have to register):
Prezi.com
YouTube

Course Learning Objectives
The objective of this course is for students to critically examine the role that individuals and organizations play in the policy process.

1. Students will locate themselves as well as the formal and informal organizations in which they work, study, and socialize within the policy process, both as targets of public policy and as actors in the policy process.
    Learning Activity: Readings; Question Development; In-class Papers, Lecture, and Discussion; Problem Development Presentation/Summary and Policy Analysis Paper/Presentation
    Evaluation: Questions, Class Participation, Papers

2. Students will apply theories and concepts of the policy process to real-world situations. This pertains particularly to problem analysis and identifying public policies developed at the local, state and federal levels.
    Learning Activity: Readings; Question Development; In-class Papers, Lecture, and Discussion; Problem Development Presentation/Summary and Policy Analysis Paper/Presentation
    Evaluation: Questions, Class Participation, Papers

3. Students will practice explaining problem and policy development and implementation, and will enhance their critical thinking skills through the analysis of complex issues with the final class presentations.
    Learning Activity: Readings; Question Development; In-class Papers, Lecture, and Discussion; Problem Development Presentation/Summary and Policy Analysis

Paper/Presentation
Evaluation: Questions, Class Participation, Papers

4. Students will learn about Critical Information Literacy (CIL) and the impacts on the type of information used for research and analysis.
Learning Activity: Lecture, discussion, CIL Introductory Exercise and Problem and Policy Analysis Paper/Presentation bibliography exercise
Evaluation: Class Participation and CIL and bibliography exercises

5. Finally, students will learn new software which will assist in the presentation of complex information related to public problems and policies.
Learning Activity: Prezi/YouTube presentation
Evaluation: Prezi presentation

Course Structure and Grading Scheme:

General Course Expectations:
Class participation and discussion are an important component of this class. Students are expected to complete ALL (not part) of the required readings and assignments in a timely manner for every session. It would be very difficult for one to make a meaningful contribution without being thoroughly prepared. Contributions made for the sake of acknowledging presence are not considered meaningful.

Course Communication and Assignments:

1. Email and Announcements: All communications will go through Blackboard or MyCoyote so you must check your campus email regularly. Additionally, I will make weekly announcements regarding items that the whole class should know about or see. Please check and read the announcements as well as your email regularly, so you do not miss any important information that is key your success in the class.

2. Lectures: On Monday evenings from 7:00-8:00 p.m., we will have a one-hour live lecture to wrap up the previous week's work, introduce the topic for the week, and answer any questions you might have. These lectures will be recorded and uploaded to BB under the weekly modules for viewing throughout the program. Additionally, a short pre-recorded lecture with overview of the weekly reading and expert talk can be found in the Weekly Modules & Assignments section.

All of these sessions are mandatory. The Zoom sessions will be recorded and posted on Blackboard for review. I strongly advise you to attend the sessions, as we will cover information that is important to your success in the class. If you are unable to attend and have any questions, please send them to me before the session and I will discuss them.

3. Course Assignments

I. Introduce yourself and say hello – DUE XXX at 11:59 p.m.
Post your professional bio. Also, take a moment to say hello to at least one person in the
class. This short assignment is worth 1 point.

II. There are seven major assignments for this class, they are:
1. Questions on the reading
2. Individual weekly papers, number 1
3. Class discussion forum
4. Individual weekly papers, number 2
5. CIL Introduction and bibliography assignments
6. Problem development summary paper and presentation
7. Policy paper and presentation

1. Questions on the reading – DUE Saturday before class at 11:59 p.m.
Each student should submit one question on the readings for the week. These questions should
be on something you would like to know in order to clarify the readings or a question that delves
deeper into the text. These questions should be submitted to Blackboard under the discussion
forum by Saturday at 11:59 p.m. **NO LATE QUESTIONS WILL BE ACCEPTED.** You will be graded on
a scale of 0.0 to 1.5. The criteria for each number are as follows:

> 1.5 – An excellent question shows the student thought about the reading and developed a
> question that would help the overall understanding of the issues by the class. Writing
> quality is clear and concise; it is correctly referenced using APA style.
> 1.0 – A good question consists of the student showing that they read the material and
> formulated a question from it. Writing quality is okay but language use lacks clarity;
> and/or does not have the correct reference to the reading.
> 0.5 – Submitted a question, but it is not clear or is repetitive of one already submitted by
> another student
> 0.0 – Did not submit on time

2. Individual weekly papers, number 1 – DUE Wednesday at 11:59 p.m.
Students will be assigned a question by Monday 11:59 p.m. to write their first paper for the week.
Question assignments will be posted in the announcements. This paper will be one-page (3-4
paragraphs), is worth 1 point, and must include the following:

1. Responds to the question using the readings for the week and shows the applicability of the
main concept(s) through personal experience or major current events
2. Must provide quotes from the readings that support your thoughts, using APA style
3. Additional questions that came to your mind as you were thinking and writing this assignment.

**These papers must be posted / embedded into the discussion board and not uploaded as a
document**. **If it is not posted correctly, 0.5 points will be deducted.** Each paper is worth up to 1
point and will be grade on the following rubric:
1 - Excellent paper, well written, shows thought and analysis, includes the items listed for the
assignment,
0.5 – Fine job, hits most of the requirements but misses a one or more of the aspects,

0 – Missing or does not meet the requirements of the assignment at all

3. Class discussion forum – DUE by Friday at 11:59 p.m.
In the discussion forum, you will need to read all of the papers submitted and respond to 5 papers in the same thread as the original post. These responses should be one paragraph (6-7 sentences) and answer the following questions:
- What is one thing that you agreed with in the paper, and
- One thing you disagreed with?

Be sure to use the literature to support your comments/ideas.

The grading rubric for this group discussion is:

> 1.5 = Demonstrates excellent comments on 5 papers; incorporates the readings exceptionally well, relating it to other material (e.g., readings, course material, discussions, experiences, etc.); Offers analysis, synthesis, and evaluation of the reading material, e.g., puts together pieces of the discussion to develop new approaches that take the class further; Quotes from the books to show where the information is contained; Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc.
> 1.0 = Demonstrates adequate preparation for all 5 responses; knows basic reading facts, but does not show evidence of trying to interpret or analyze them; Offers straightforward information (e.g., straight from the reading), without elaboration.
> 0.5 = Does not respond to all 5 papers (does 4 or less)
> 0.0 = Does not complete the assignment

4. Individual weekly papers, number 2 – Due Sunday at 11:59 p.m.

Each student will write a one-page paper (3-4 paragraphs) on what they learned from the week and what topics do they need to work through more. The paper should include the following:

1. Provides a synopsis of what was learned, quoting directly from the readings and papers using APA style.
2. Addresses what topics were discussed during the week that you would like to focus on more. We will review these during the Zoom sessions.

These papers must be posted / embedded into the discussion board and not uploaded as a document. **If it is not posted correctly, 0.5 points will be deducted.** Each paper is worth up to 1 point and will be grade on the following rubric:
1 - Excellent paper, well written, shows thought and analysis, includes the items listed for the assignment,
0.5 – Fine job, hits most of the requirements but misses a one or more of the aspects,
0 – Missing or does not meet the requirements of the assignment at all

Assignments 5-7 Introduction

In order to understand public policies, one needs to first review the problem in society that led to the policy being developed. Assignments 5, 6 and 7 are connected in that you will be thinking about the literature, analyzing the problem in assignment 6, and then the related policy in assignment 7. **You must turn in a proposal for the topic you are going to address in the problem and policy assignments by XXX.** This proposal must be approved by me for you to begin the research. This assignment is worth 5 points if completed as requested here. Points will be deducted for any deviations to or omissions from this design.

The proposal must answer the following questions:

What is the public problem in society that you want to understand?
What is the policy that was developed to deal with this problem?
What are the questions you want to answer?
What are the steps you will be taking to complete this work? (This is your methodology.)

5. CIL Introduction, Lecture, and Bibliography Assignments

Critical information literacy is an important part of research and analysis, especially in today's over-saturation of information world. There are two small assignments that will provide students with a key understanding of the working concepts of CIL and how to apply them to research and analysis. The purpose of this module is for students to explore what shapes the information that we read.

To begin, students need to review the CIL lecture found in BB and complete the first assignment. This assignment is a review of the basic concepts and entails answering the questions found in the lecture module in BB.

1. Review the advanced researchers module, including taking the quiz and attaching the certificate of completion here.
2. Read the attached articles on what shapes information.
3. Complete the assignment.

This assignment is due XXX. The answers to the questions need to be embedded in the assignment frame **(not in the comment section – I will not read if it is posted in the comments)**, and the certificate needs to be attached as a document. It is worth 5 points toward your grade. It will be graded on the following scale:

5 - Completes all assignments fully; Receives a 70 or above on the Advanced Researchers Quiz; Completes the short answer writing assignment with excellence - shows thought and analysis, clear writing style, and use of references in APA style.
4 – Very good paper -- hits most of the marks set in excellent but misses one aspect
3 – Fine job – hits most of the marks but misses a couple of the aspects
2 – Poor job that does not show pride in work or that time and effort was spent.
1 – Turned in something but does not meet the requirements at all
0 – Missing

Then, after your topic proposal has been approved, you will need to complete the bibliography assignment. This is the second assignment in this exercise. Your bibliography must consist of a minimum of 10 sources. These 10 sources/references will be the initial citations for your problem and policy analyses. Each citation must be responded to individually with the following criteria:

1. All references must be listed in APA style format,
2. Indicate if the source is considered scholarly or popular,
3. Tell me how you evaluated the source's credibility,
4. Indicate who the audience of the information is,
5. Discuss why you included this source in your list and the purpose of the information provided.

This assignment is worth 5 points total (each entry is worth 0.5 points) and is due January 30 at 11:59 p.m. The following the grade breakdown for each question:

0.5 = Demonstrates excellent preparation; responds fully for each citation; answer is well written
0.25 = Fine job but it is incomplete or missing a couple of aspects of the assignment
0.0 = Turned in something but does not meet the requirements at all; or the assignment was not completed.

6. Problem Development Exercise and Summary – DUE XXX
Problem development and resolution is a central part of understanding public policy making. Each student will write a one-page summary and present a public problem in society using the software Prezi (www.prezi.com). The presentations need to be recorded in Zoom Cloud or YouTube and posted to the designated discussion forum. The summary needs to be embedded into the thread and a link to the presentation provided at the top of the page. These must be posted in the Blackboard discussion forum correctly to be graded.

Your problem presentation should be 12-15 minutes and should include, at a minimum, the answers to the questions listed below.

- What is the problem in society that is being addressed by this policy? Provide data and a narrative
- This problem should be relevant to life in the Inland Empire or the southern California region we live in.
- Are there costs (financial, societal, or both) related to the problem?
- What is the origin or source to this problem? How did the problem start?
- Is it a problem that can be solved? Without limits or under reasonable/likely conditions?
- Should it be solved by government or is it better solved through the private or non-profit sectors?
- Make sure you provide data and indicators to make your case.

<div align="center">Problem Development Summary</div>
5 – Excellent summary, well written and sourced, follows the guidelines and answers the questions

4 – Misses one aspect of the assignment
3 – Fine job but is missing a couple of aspects of the assignment
2 – Poor job that does not show pride in work or that time and effort was spent.
1 – Turned in something but does not meet the requirements at all
0 – Missing

<div align="center">Presentation Grade Rubric</div>

25 points – Content (information included)
25 points – Professionalism (adheres to the time limit, grammar, typos, flow of argument, credibility of sources used, references are correct)

Student Feedback Papers on Presentations – DUE XXX:

Each student will be assigned 10 presentations, other than their own, to review, read, and comment upon. These reviews are worth a total of 2 points each. The reviews are due one week after the presentations are posted and must be submitted to the corresponding student thread. These reviews are not concerned with grammatical or syntax issues, but on the thought process presented. The following questions should be used as a guideline to the review:
1. How well are the points for the assignment reviewed?
2. Which section provided the most insight to the topic?
3. What is missing from the presentation?

7. Policy Review
Public policies set the framework for governance throughout the world. Understanding the impact and consequences of these policies is an important part of understanding public administration. As we will read and discuss in Pal's book, "policy analysis is a process of multidisciplinary inquiry designed to create, critically assess, and communicate information that is useful in understanding and improving policies" (Dunne, 2008, p. 1 as quoted in Pal, 2013, p. 15). The purpose of the PA 680 policy review is to analyze a federal, state, or local policy that is currently in action. Your policy analysis will be presented in two formats: a 7-10 page paper and a presentation.

Your paper must be submitted by XXX at 11:59 p.m. to the TurnItIn and Discussion Board links in Blackboard. Please be sure to follow the instructions and do this correctly. If you do not post to both places, 5 points will be deducted from your paper grade. FINALLY -- NO LATE PAPERS WILL BE ACCEPTED.

As with the problem presentation, your policy review will be presented using Prezi (www.prezi.com) and recorded using Zoom cloud or YouTube. It should be a maximum of 12-15 minutes and is due on March 12. The final presentation should provide an overview of your policy, following the same guidelines as your paper, and respond to the questions asked in the peer reviews.

Your analysis should address, but is not limited to, the following questions. Use them as guidelines to the content of your project.

1. Introduction to the policy and what problem is it trying to solve. Additionally, you need to discuss the methodology you will use to develop this analysis.
2. Detailed description of the policy. This includes:
    - What are the specific policy goals?
    - Which level of government developed the policy? Which level is implementing the solution? Are these two different? If so, why?
    - Major stakeholders involved. What was the initial intent of the policy? Who is expected to benefit from the policy?
    - Is there another group that is actually impacted (positively or negatively?) by the policy? Who (person, agency, organization?) worked to get the policy put into place and why? Who developed the policy?
    - Are there any international actors or influences in the development of this policy?
    - Are there any possible international impacts from this policy?
3. Discussion of the policy implementation.
    - What are the instruments being used?
    - Who is implementing the policy?
    - What is the role of bureaucracy?
    - What are the costs to implement this program? How many people are served?
4. Results of the policy
    - How effective has the policy been?
    - What are the limitations to the policy? Are the limitations greater than the successes or vice versa?
    - What would be better direction for the policy? What corrections would you suggest be made to make the policy more effective?
5. Conclusions

The format for the policy review must be: 7 to 10 page paper, double spaced, standard font (Arial, Times New Roman)—**with appropriate research and sources to back up your findings and conclusions**.

Remember to provide appropriate citations and you must use the APA style. The Web site Purdue OWL (Online Writing Lab) is an excellent source for information. I have created a page in the BB course with links that can provide writing guidance. You should review the content found here and make sure that your written work is grammatically correct, and your citations have the correct style. There should be a minimum of 10 sources that include the texts from class, academic journals, and major news sources as well as any other additional works that supports your analysis. Web sites such as Wikipedia are not considered credible sources to be cited, but are good beginning information sites. I would use them to start my research, but not cite them.

Review of Policy Papers – DUE March XXX
Each student will be assigned 3 papers to review, critique, and ask 1 question. This assignment is worth 9 points (3 points for each review). The critique should be one page and cover the following:

- What did you learn from this paper?
- What was missing?
- Ask 1 question that will be answered by the author in the final presentation

<u>Policy Paper Grade Rubric</u>

60 points – Content
20 points – Writing quality
20 points – Sources and references

<u>Policy Presentation Grade Rubric</u>

25 – Content (information included)
25 – Professionalism (adheres to the time limit, grammar, typos, flow of argument, credibility of sources used)

<u>Student Feedback Papers on Presentations – DUE XXX:</u>
Each student will be assigned 10 presentations, other than their own, to review, read, and comment upon. These reviews are worth a total of 2 points each. The reviews are due one week after the presentation has been posted and must be submitted to the corresponding student thread. These reviews are not concerned with grammatical or syntax issues, but on the thought process presented. The following questions should be used as a guideline to the review:

1. How well are the points for the assignment reviewed?
2. Which section provided the most insight to the topic?
3. What is missing from the presentation?

Overall Grade Breakdown
There are a total 300 points available in this course. Student's final total will be divided by 3 for a scale of 100.

- Introductions – 1 point
- Discussion questions – 9 points
- Individual Weekly Class Papers, Number 1 – 6 points
- Individual Weekly Class Papers, Number 2 – 6 points
- Group Discussion – 9 points
- CIL introduction assignment – 5 points
- CIL bibliography assignment – 5 points
- Problem/policy proposal – 5 points
- Problem summary and presentation in Prezi – 55 points
- Review of 10 problem presentations – 20 points
- Policy paper – 100 points
- Review of 3 papers – 9 points
- Final policy presentation in Prezi – 50 points
- Review of 10 policy presentations – 20 points

Extra credit assignments will be available during the quarter.

Grades will be given on a scale of 100:

> 94 to 100 = A
> 90 to 93 = A-
> 87 to 89 = B+
> 83 to 86 = B
> 80 to 82 = B-
> 77 to 79 = C+
> 73 to 76 = C
> 70 to 72 = C-
> 69 to 66 = D+
> 65 to 63 = D
> 60 to 62 = D-
> 59 and below = F

Late Work Policy
No late questions or policy papers will be accepted. All other work will be deducted in half if late. Therefore, the 1 point papers will receive 0.5 before grading and so forth.

Special notes
If you are in need of an accommodation for a disability in order to participate in this class, please contact Services to Students with Disabilities at UH-183, (909)537-5238.

Plagiarism and Cheating (Read this notice and avoid trouble!!!)
Any violations of academic honesty will result in a failing grade in the assignment and possibly the class. Violations will be forwarded to the university judicial officer for appropriate action. Joint/group responses are not allowed in any written work in this class. **Cited material must be in quotation marks and provide the reference.** You must use APA in this class. Please review the writing resources provided on Blackboard. Referencing material is a knowledge that can be used not only to make sure you are writing honestly and ethically, but also provides practice with detailed work, and reading/following directions. These are additional skills that you can use in everyday and work life.

Course Outline and Assignments
Class 1: Introduction to the Course
During this class we will meet the people in this class, and discuss the goals, objectives, materials, and assignments.

Inside this class you will find:

1. Overview lecture PowerPoint
2. Link to the first Zoom session from 7:00-8:00 p.m. on XXX
3. Link to Introduce yourself assignment – Due XXX at 11:59 p.m.

Class 2: Introduction to the Study and Field of Policy Analysis
The goals for this class are for students to:

1. Define what a policy analyst does and the purpose of their work
2. Types of agencies and organizations where policy analysts work
3. Identify the core aspects of public policy

The readings due for this evening include:
        Bardach and Patashnik -- pp. 165-171
        Heineman, et al. -- pp. 1-55
        Reisch – pp. 189-222

Due: Saturday before class date at 11:59 p.m. - Question on readings
        Wednesday after weekly class at 11:59 p.m. – Paper 1
        Friday after class at 11:59 p.m. – Class discussion

Sunday after class at 11:59 p.m. – Paper 2

Class 3: The political culture of policy making in the United States
The goals for this class are for students to:

1. Review the political culture in the United States
2. Discuss the historical implications of U.S. social policy
3. Discuss the main themes for the week
4. Summarize the key points from the course content/resources and discussion
Assignment
5. Apply CIL techniques to student's problem and policy research.

The readings due for this evening include:
      Heineman, et al. -- pp. 1-55
      Reisch – pp. 189-222

Due: Saturday before class date at 11:59 p.m. - Question on readings
         Wednesday after weekly class at 11:59 p.m. – Paper 1; CIL lecture assignment; and
         Problem/Policy proposal
         Friday after class at 11:59 p.m. – Class discussion
         Sunday after class at 11:59 p.m. – Paper 2

Class 4: Defining problems in today's world
In this class public problems will be explored. The goals of this class are for students to:
1. Examine key components to defining public problems
2. Examine wicked problems and the problem of Social Security
3. Discuss the main themes for the week
4. Summarize the key points from the course content/resources and discussion
assignment
5. Distinguish biases that exist in the information gathering and analysis process
6. Apply CIL techniques to student's problem and policy research.

The readings due:
      Bardach and Patashnik -- pp. xv-xx and Step One: Define the Problem, pp. 1-14 & 123-
      132
      Reisch – pp. 353-382

Due: Saturday before class date at 11:59 p.m. - Question on readings
         Wednesday after weekly class at 11:59 p.m. – Paper 1; CIL bibliography assignment
         Friday after class at 11:59 p.m. – Class discussion
         Sunday after class at 11:59 p.m. – Paper 2

Class 5: Setting Agendas in Public Policy
The goals of this class are for students to:

1. Examine key components to how policy agendas are set
2. Review the state and local governments of agenda setting
3. Discuss the main themes for the week assignment
4. Distinguish biases that exist in the information gathering and analysis process

The readings due:
   Reisch – pp. 267-382

Due: Saturday before class date at 11:59 p.m. - Question on readings
       Wednesday after weekly class at 11:59 p.m. – Paper 1
       Friday after class at 11:59 p.m. – Class discussion
       Sunday after class at 11:59 p.m. – Paper 2

Classes 6 & 7: Discussing Problems Being Addressed by Public Policy
During these two classes, students will:
1. Learn new ways to present their knowledge
2. Present their research on a specific public problem
3. Critique the problem presentations of their colleagues

Class 8: Policy Instruments and Implementation
In this class policy design and instruments will be explored. Specifically, students will:
1. Examine implementation theories
2. Examine the appropriate instruments for the specific policy under consideration.
3. Discuss the main themes for the week
4. Summarize the key points from the course content/resources and discussion assignment

The readings due:
   Bardach and Patashnik, pp. 14-122 & 133-146

Due: Saturday before class date at 11:59 p.m. - Question on readings
       Wednesday after weekly class at 11:59 p.m. – Paper 1
       Friday after class at 11:59 p.m. – Class discussion
       Sunday after class at 11:59 p.m. – Paper 2

Class 9: Policy Analysis and Evaluation
In this class we will explore evaluation and analysis. Students will specifically:
1. Analyze evaluation tools and methods from a federal government persepective
2. Discuss the main themes for the week
3. Summarize the key points from the course content/resources and discussion assignment

The readings due:
   Reisch – pp. 223-246; 247-266; 291-312

Due: Saturday before class date at 11:59 p.m. - Question on readings

Wednesday after weekly class at 11:59 p.m. – Paper 1
Friday after class at 11:59 p.m. – Class discussion
Sunday after class at 11:59 p.m. – Paper 2

Class 10: Impacts of New Public Management Institutions on Public Policy
In this class we will explore new public management and institutions. Students will specifically:
1. Examine the institutions and agencies that implement public policy
2. Analyze the U.S. system of governance, fragmentation, and decentralization as it impacts public policy
3. Discuss the main themes for the week
4. Summarize the key points from the course content/resources and discussion assignment

The readings due:
    Bardach and Patashnik, pp. 147-156
    Heineman, et al.., pp. 84-174
    Reisch – readings explored thus far

Due: Saturday before class date at 11:59 p.m. - Question on readings
        Wednesday after weekly class at 11:59 p.m. – Paper 1
        Friday after class at 11:59 p.m. – Class discussion
        Sunday after class at 11:59 p.m. – Paper 2

Class 11: Working with the Community, Ethics, and Identity Politics in the U.S
In this class we will explore ethics and working with the community. Students will specifically:
1. Analyze the differences between policy communities and networks
2. Examine methods of communication
3. Discuss the main themes for the week
4. Summarize the key points from the course content/resources and discussion assignment

The readings due for this evening include:
    Bardach and Patashnik, pp. 165-172
    Heineman, et al., pp. 56-83
    Pal, pp. 347-390

Due: Saturday before class date at 11:59 p.m. - Question on readings
        Wednesday after weekly class at 11:59 p.m. – Paper 1
        Friday after class at 11:59 p.m. – Class discussion
        Sunday after class at 11:59 p.m. – Paper 2

Class 12: Making Policy in Times of Crisis and Emergencies
In this class we will explore making policy in a crisis. Students will specifically:
1. Analyze making policy during an emergency and a crisis, and the difference between these two
2. Examine the importance of communication

3. Discuss the main themes for the week
4. Summarize the key points from the course content/resources and discussion assignment

The readings due:
       Pal, pp. 311-346
       Incorporation of Week 11 readings

Due: Saturday before class date at 11:59 p.m. - Question on readings
          Wednesday after weekly class at 11:59 p.m. – Paper 1
          Friday after class at 11:59 p.m. – Class discussion
          Sunday after class at 11:59 p.m. – Paper 2

Class 13: Researching and Analyzing Major Public Policies
This week we will review major public policies in the United States. Students will:
1. Research a major public policy and submit a policy brief
2. Review, critique, and formulate 1 question for 3 assigned policy briefs

Reading for the week:
       Read and review and ask one question (each) on five policy papers

Due: Monday before class date at 11:59 p.m. Policy papers submitted to BB Discussion Forum
          and TurnItIn NO LATE PAPERS WILL BE ACCEPTED;
          Sunday – Policy Reviews due

Class 14: Conclusions and Thoughts for the Future
For our final class we will review the readings and work done over the semester. Students will specifically:
1. Discuss the future of public policy from what was learned over the semester.
2. Examine social innovation as part of the future of the United States.

Classes 15 and Finals Week: Final Presentations

1. Construct a final presentation of the policy brief
2. Respond and defend their research to the questions posed by peers
3. Evaluate 10 presentations based on the questions provided by the instructor
Policies Final Presentations

Due: Policy presentations at 11:59 p.m.
          Peer reviews of 10 presentations at 11:59 p.m.
          Final survey – extra credit