Daniel J. Evans School of Public Policy & Governance
University of Washington

Spring 2018
PUBPOL 313: EVIDENCE-BASED IMPLEMENTATION: *MAKING CHANGE HAPPEN*
Tuesdays, 2:30-5:20 pm
Location: Gould Hall, Room 435

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Office Hours: Tuesdays 12:30-2:10 pm or by appointment; please use google doc sign-up sheet here

Scope and Objectives of the Course

This course explores the multidimensional challenge of turning policy and program intentions into valued results on the ground. To understand why the results of government initiatives so often fall short of expectation – and what might be done to raise the likelihood of policy success – requires an understanding of how public and non-profit organizations work in practice: how they construe their mission, mobilize and deploy resources, collaborate among themselves and with the public, measure and report their results, and make course corrections (among many other tasks).

The complex process of public policy implementation also involves political and moral choices, along with analytic, administrative, historical, social and even psychological aspects. The course explores how the real world contexts in which public policymaking plays out – whether at the city, national, or global level. The world we live in, and the field of policy implementation, is highly interdependent. As such, a special effort is made in the course to cover a wide variety of different contexts of policy implementation, so you will be exposed to how policy effects people, and how different actors try to "make change happen", in a range of settings around the world. Fully half of the examples we cover come from outside the United States, with a focus on developing country environments.

Because the course is comparative and global in its scope, we examine policy and policy implementation at several levels and across the world, without focusing in great detail on a particular country or set of institutions. This means the course is not a substitute for an introductory course on American political institutions (for example). We do not assume that policy and implementation plays out the same way in different country contexts; instead, we go looking for similarities and differences in search of a better understanding of why they play out the way they do, of how we can figure out what works where, when and how.

The goal of the course is to allow you to recognize and analyze more of the complexities and interconnections that shape politics and policymaking, from the neighborhood to the global level. The insights you will gain will allow you to 'defend' yourself against the rhetorical traps that others set for the unwary, and to better understand how you might go about pursuing positive social change from many different starting points in the system and stages in the policymaking process.

By the end of the course, you should have a good initial grasp of:

- The process of pursuing policy change, both in terms of various theories and frameworks and in its considerably messier practice;
- The real contexts in which policy implementation play out;
- The roles that negotiation and compromise – or the lack thereof – play in shaping policymaking and implementation processes;
- The role that knowledge, evidence and science can play in a highly politicized policymaking and implementation environment;
- How to analyze policy problems from an *action-* and *actor-oriented* perspective, and to effectively communicate the results of this analysis;
- How, based on all of the above, policy analysts, public managers and stakeholders from a variety of vantage points can identify and pursue opportunities for promoting positive change.

Course readings and materials

Most of the readings for the course will be made available through Canvas or the digital library. There are two exceptions.

The first is certain case studies, which must be purchased in coursepack form these sources:

- http://cb.hbsp.harvard.edu/cbmp/access/78310919 for the Brazil, La Paz, and Rhee cases.
- https://case.hks.harvard.edu/fighting-bonded-labor-in-rural-india-village-activist-gyarsi-bai-tackles-an-entrenched-system-of-coercion/ for the Gyarsi Bai case;
- https://case.hks.harvard.edu/female-genital-cutting-confronting-the-power-of-tradition-in-senegal/ for the Female Genital Cutting case.

The second is the book *Banishing Bureaucracy: Five Strategies for Reinventing Government*, which [can be purchased in any edition, and either new or used, here](#).

Assignments and Assessment

Four written assignments (1-2 pages each) (50%). In four out of the 8 weeks of the course between weeks 3-9, you will make a written submission of work, due each time the day before class (that is, due on Monday any time before midnight). There are two types of assignment listed in the syllabus each week from week 2-9, and you will sign up for specific weeks and topics in the first class (please see weekly course rundown under 'modules' on Canvas).

- *Two case study memos:* For these assignments, you will respond to the question assigned for the case study of that week. This involves putting you in the position of one of the key actors in the case study (or an advisor to that person), developing a plan of action that could feasibly "make change happen". The case study memos will be graded equally based on their *style* (they must conform to the guidelines posted on Canvas) and *substance* (the creativity and feasibility of their strategies, and the insight shown in applying any of the frameworks or readings covered in the course. The goal of these case study memo assignments is to help you improve your creative and critical thinking skills, to help you develop an action-oriented

perspective, and improve the clarity and organization of your writing while introducing you to a key format often used in professional contexts.

- *Two 'Applications' to current events' write-ups:* For these assignments, you will take the tool or concept that was covered *in the previous week* and apply it to a current event as depicted in a newspaper article (or other current source) of your choice.

"Get it right" grading policy: In professional life you have to do work until it is of good quality, and the purpose of our assignments is to promote learning. For these reasons, I offer a 'get it right' grading policy, in which you may (but do not have to) resubmit any revised policy memo or application within two weeks of the due date for reconsideration. To do so, you must bring to class, within two weeks of the class for which the material was due, the following documents, stapled or paper-clipped together:

- A cover letter explaining what you learned in the process of making the changes and summarizing the revisions made
- A hard copy of the original, and
- A hard copy of the revised copy.

I will raise your final grade on the assignment *up to* .3 points (e.g. from 3.2 to 3.5) depending on how substantial and significant the learning demonstrated is. Please note the upward revision is not guaranteed; it depends on the quality and extent of your revisions.

Class participation (30%). Class participation is defined in this course to be "showing up ready and willing to engage" and "your contribution to the learning of your classmates", and is assessed through three inputs:

- Direct instructor observation and assessment;
- The quality of your answers to one or more "polleverywhere" questions, that will cover the case study, film or reading of the week (one of the polleverywhere questions each week will usually be about the case study; and another will be drawn from the "discussion questions" at the end of each week's 'page'; and
- A survey of students to identify individuals who contributed significantly to class learning.

Team project (20%): You will work in teams of 3-4 on a "strategic triangle" analysis and set of recommendations on a public policy problem of your team's choosing. You will present a research poster on your case study in the final class, in week 10. Further details will be distributed in class.

This course grading scheme follows the following guidelines:

4.0	Excellent and exceptional work for an undergraduate student. Work at this level is unusually thorough, sophisticated, and well- written. Work is of good quality, shows an incisive understanding of the material, and demonstrates a clear recognition and mastery of the appropriate analytical approaches to address the problems and questions.
3.7	Strong work for an undergraduate student. Work at this level shows signs of creativity and is thorough and well reasoned. It indicates a strong understanding of the application of different concepts and methods presented in the course material.

3.4	Competent and sound undergraduate student work. Work is well reasoned and sound, but is not especially creative or insightful or sophisticated. It shows adequate understanding of the issues covered in course materials, although that understanding may be somewhat incomplete. This grade indicates neither unusual strengths nor exceptional weaknesses.
3.2	Adequate student work. Basically competent performance, although the work shows some weaknesses. Work shows some indication that the understanding of course materials is less than complete. It may also be inadequate in other ways, such as quality of reasoning, writing, incomplete analysis, or failure to follow instructions.
3.0	Borderline undergraduate student work. This work barely meets the minimal expectations for an undergraduate student in the course. The understanding of course materials is only minimally adequate.
2.6 or below	Deficient work. This work does not meet the minimal expectations for an undergraduate student in the course. Work is inadequately developed and flawed by numerous errors and misunderstandings of important issues.

Course electronics policy:
- Where possible, please bring your computer to class – it will be useful for the polleverywhere questions; however, this is meant to be a discussion-based class and electronics are only for use during specified exercises in class. As a result, if you feel you need to refer to any materials during class itself or to take notes, you would need to bring hard copies of the same, and paper and pen, to class. This policy, which will be strictly enforced, is reflective of the overwhelming research showing that random electronics use during class is distracting to everyone and detrimental to class learning. See for instance:

    https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html
    https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/
    https://www.nytimes.com/2017/01/02/opinion/leave-your-laptops-at-the-door-to-my-classroom.html

Other Policies:
- Written work submitted after the deadline (the Monday before class) but before class starts will be marked down by .2 points. Work submitted after that will not be accepted.
- Always come to class prepared. Expect unexpected calls ("cold calls" in our jargon), for instance on your views with respect to readings and current examples or cases assigned for each session. Also expect questions on the readings and cases to be part of the "polleverywhere" questions that will form one of the key parts of your class participation grade.
- You are reminded to carefully read and follow UW guidelines on plagiarism, which will be strictly enforced.
- Please note the syllabus is subject to periodic adjustment.

Summary of Session Flow, Cases and Assignments for *Evidence-Based Implementation: Making Change Happen* (see weekly 'pages' for details)

Week	Class theme	Cases / Policy memo assignments	'Applications' assignments
		PART ONE: ENVISIONING PUBLIC VALUE: AN ESSENTIAL PART OF MAKING CHANGE HAPPEN	
1	March 27: Evidence-based implementation: An overview	*Case: "Water Voices: The Connection" (view in class) (no policy memo)*	(none)
2	April 3: Developing clarity of mission	*Case: The Brazil Ministry of Education forges a new role*	(none)
3	April 10: Thinking systematically about policy design	*Case: Corruption in La Paz: A Mayor Confronts City Hall*	Create a 'logic model' for a program or policy of your choice
		PART TWO: BUILDING LEGITIMACY AND ALLIANCES TO MAKE CHANGE HAPPEN	
4	April 17: Mapping and managing the stakeholder environment	*Case: Overcoming Female Genital Cutting in Senegal*	Analyze a case of corruption in the news using a framework introduced in class
5	April 24: Addressing power imbalances through negotiation and mobilization	*Case: Bonded Labor in India (a form of modern-day slavery)*	Create a stakeholder map or stakeholder analysis for a policy or program of your choice
6	May 1: Getting to implementable decisions	*Case: 'Bystanders to Genocide' (Analyzing the U.S. government's failure to intervene during the Rwandan genocide)*	Analyze a negotiation currently playing out in the news, domestically or internationally
		PART THREE: DEVELOPING THE OPERATIONAL CAPACITIES NECESSARY TO MAKE CHANGE HAPPEN	
7	May 8: Measuring and managing the performance of implementation systems	*Michele Rhee and the Washington, DC public schools*	Pick a governmental decision or behavior that is hard to understand, and analyze it using one of the three *Essence of Decision* models
8	May 15: Understanding and overcoming problems in implementation systems	*Aggressive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City (A)*	Develop a performance measurement framework for 1) high school teachers; and 2) patrol police.
9	May 22: Engaging with citizens and dealing with complex accountability	*A Rising Storm: Eric Garner and the Explosive Controversy over Race and Policing*	Examine a police department around the world (beyond the NYPD), and the set of challenges and reforms it has been experiencing.
10	May 29: Conclusion: Making change happen in the real world	*Student-generated cases (no policy memo)*	None