

Managing Politics and the Policy Process

PubPol 511D – Fall 2018

Thursdays 11:30 to 2:20

Parrington 108

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I. Introduction

This course is designed to equip you with strategies to analyze, anticipate, and affect the politics of the policymaking process. This course provides practical insights for managing the political contexts and policy goals of public and nonprofit organizations.

Public policies are the result of a complex set of processes that seek to balance the competing interests of many stakeholders. Successful participants in the policy process understand how public values and divergent preferences can influence policy choices. In addition, they are familiar with strategies that individuals and organizations can adopt to better lead and manage the formulation, implementation, and evaluation of policies. Public managers must be prepared to approach the policy process with a firm grasp of strategy, leadership, management, politics, and process.

We will study managerial strategy to address challenges in working with external stakeholders. We will analyze how public and nonprofit organizations work in the context of democratic institutions. We will give particular attention to the responsibilities and challenges of diagnosing problems and developing solutions in a turbulent world. Throughout the course, you should envision yourself as a change agent, someone who develops and implements strategies for improving public policy.

No one theory or analytic framework can explain the work of management and leadership. No one set of insights can navigate the myriad problems we confront in public life. We will examine various management frameworks, each of which can be lens through which to assess challenges and opportunities. These frameworks provide you with a repertoire of diagnostic skills. As you use different analytic frameworks, the nature of problems will become clearer, enabling you to make better judgments about strategy in specific circumstances.

II. Course Objectives

511 provides you with resources that sharpen and deepen your capacity to make judgments in practical situations. Course content cultivates key skills for leading public and nonprofit organizations, including the abilities to:

- Assess a policy environment
- Anticipate and respond to shifts in a policy environment
- Situating yourself within a political context
- Identify stakeholders and their key characteristics; including vision, mission, interests, and constraints
- Collaborate with actors whose experiences and perspectives are very different from your own
- Develop a repertoire of options, strategies, and tactics for effective action in varying settings
- Develop ethical, vision-based, and mission-based tactics
- Communicate your ideas to others verbally and in writing

III. Access to Readings

Many of our readings will be available on the class Canvas website. Others readings can be accessed through the University Libraries' e-book collections. Print copies of most of these e-books can be found on 4-hour reserve at Odegaard Library.

You may prefer the convenience of purchasing some of the books. If so, I think you'll get the greatest bang for your buck by acquiring the following books.

Lightfoot, Sheryl. 2016. *Global Indigenous Politics: A Subtle Revolution*. Routledge/Taylor & Francis Group. You may purchase this book from your favorite online site or rent the book at <https://www.routledge.com/Global-Indigenous-Politics-A-Subtle-Revolution/Lightfoot/p/book/9781138477858>

Abers, Rebecca Neaera and Margaret Keck. 2013. *Practical Authority: Agency and Institutional Change in Brazilian Water Politics*. Oxford University Press. You may purchase this book from your favorite online site.

There are **two required purchases** from Harvard Kennedy School Cases. You will need to purchase **Parts A and B** of "Broadmoor Lives: A New Orleans Neighborhood's Battle to Recover from Hurricane Katrina." **You do not need to purchase the sequel.** Purchase at:

https://case.hks.harvard.edu/search.php?search_query=broadmoor+lives

IV. Course Calendar

Week 1 (Sept. 27) Course Introduction and Key Concepts: Public Organizations and the Public Good

- 1) "Seattle Day Nursery: Filling the Needs of Children at Risk." The Electronic Hallway.
- 2) ASPA Code of Ethics
<https://www.aspanet.org/ASPA/Code-of-Ethics/Code-of-Ethics.aspx>

Week 2 (Oct. 4) Frameworks: Leadership, Followership, and Public Values

- 1) Stivers, Camilla. 2008. *Governance in Dark Times: Practical Philosophy for Public Service*. Georgetown University Press.
Purchase or use University e-book
Read Chp 7
- 2) Hefferman, Trova. 2012. *Where the Salmon Run: The Life and Legacy of Billy Frank, Jr.* The Washington State Heritage Center and the University of Washington Press.
<https://www.sos.wa.gov/legacy/stories/billy-frank-ir/pdf/complete.pdf>
Read Prologue, Chp 14.
Recommended but not required: Chp 17
- 3) Wilkinson, Charles. 2006. "Fort Lewis." In *Messages from Frank's Landing: A Story of Salmon, Treaties, and the Indian Way*.
- 4) "Ellen Schall and the Department of Juvenile Justice." The Electronic Hallway.
- 5) Gotbaum, Victor and Edward Handman. 1978. "A Conversation with Victor Gotbaum." *Public Administration Review*.

Week 3 (Oct. 11) Frameworks: Equity, Inclusion, and Institutional Biases

- 1) Lightfoot, Sheryl. 2016. *Global Indigenous Politics: A Subtle Revolution*. Routledge/Taylor & Francis Group.
Purchase or use University e-book
Read pgs 24-26, pgs 30-31, Chp 2, and Chp 3
- 2) Seidman, Karl. 2013. *Coming Home to New Orleans: Neighborhood Rebuilding After Katrina*. Oxford University Press
Purchase or use University e-book

Read Chps 1 and 2

Week 4 (Oct. 18) Forming and Understanding Strategy: Mission, Vision, and Planning

Assignment for Strategy Memo #1 available at the end of class.

- 1) Rangan, V. Kasturi. 2004. "Lofty Missions, Down-to-Earth Plans." *Harvard Business Review* 82(3): 112-119.
- 2) Moore, Mark H. 2000. "Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations." *Nonprofit and Voluntary Sector Quarterly* 29: 183-208.
- 3) Strolovitch, Dara. 2007. "Coalition and Collaboration among Advocacy Organizations." In *Affirmative Advocacy: Race, Class, and Gender in Interest Group Politics*.
- 4) "A Partnership in Troubled Water." The Electronic Hallway.

Oct. 23: Strategy Memo #1 is due via Canvas

**Week 5 (Oct. 25) Forming and Understanding Strategy:
Context, Accountability, and the Authorizing Environment**

- 1) Campbell, Andrea Louise. April 5, 2012. "Down the Insurance Rabbit Hole." *The New York Times*. Pg A23.
- 2) Campbell, Andrea Louise. 2014. "The Fifty Different Worlds of Social Assistance." *Trapped in America's Safety Net: One Family's Struggle*.
- 3) Miller, Lisa Lynn. 2008. *The Perils of Federalism: Race, Poverty, and the Politics of Crime Control*. Oxford University Press.
Purchase or use University e-book
Read Chps 4, 5
- 4) Ott, Brian and Eric Aoki. 2002 "The politics of negotiating public tragedy: Media framing of the Matthew Shepard murder." *Rhetoric & Public Affairs* 5(3): 483-505.

**Week 6 (Nov. 1) Forming and Understanding Strategy:
Mapping the Environment and Engaging Stakeholders**

- 1) Kingdon, John. 1984. "The Policy Window, and Joining the Streams." *Agendas, Alternatives, and Public Policies*.
- 2) Dobel, J. Patrick. "A Note on Mapping: Understanding Who Can Influence Your Success." The Electronic Hallway.
- 3) Brinkerhoff, Derick and Benjamin Crosby. 2002. "Political and Institutional Mapping." Chp 8 in *Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries*.
- 4) "Homelessness in Seattle". Read the collection of materials on the class website.

Week 7 (Nov. 8) Tactics of the Policy Process: Agenda Setting, Framing, and Coalition Building

- 1) Frameworks Institute, Framing Public Issues"
<http://www.frameworksinstitute.org/assets/files/PDF/FramingPublicIssuesfinal.pdf>
Read pages 1-18
- 2) Busby, Joshua. 2010. "Bono Made Jesse Helms Cry: Jubilee 2000 and the Campaign for Developing Country Debt Relief." In *Moral Movements and Foreign Policy*.
- 3) McCarthy, Mary and Hasunuma, Linda. 2018. "Coalition Building and Mobilization: Case Studies of the Comfort Women Memorials in the United States". *Politics, Groups, and Identities*.
- 4) Mucciaroni, Gary. 2008. *Same Sex, Different Politics: Success and Failure in the Struggles over Gay Rights*. University of Chicago Press.
Purchase or use University e-book
Read Chp 4
- 5) White, Ariel, Noah Nathan, and Julie Faller. 2015. "What Do I Need to Vote? Bureaucratic Discretion and Discrimination by Local Election Officials." *American Political Science Review*. 109(1): 129-142.

**Week 8 (Nov. 15) Tactics of the Policy Process:
Implementation, Managing Coalitions, Collaboration, and Trust**

Assignment for Strategy Memo #2 available at the end of class.

- 1) Watkins-Hayes, Celeste. 2011. "Race, Respect, and Red Tape: Inside the Black Box of Racially Representative Bureaucracies." *Journal of Public Administration Research and Theory*
- 2) Seidman, Karl. 2013. *Coming Home to New Orleans: Neighborhood Rebuilding After Katrina*. Oxford University Press
Purchase or use University e-book
Read Chps 3 and 4
- 3) "Broadmoor Lives: A New Orleans Neighborhood's Battle to Recover from Hurricane Katrina." Harvard Kennedy School Case.
Purchase both parts a and b. You do not need to purchase the sequel.
Purchase at
https://case.hks.harvard.edu/search.php?search_query=broadmoor+lives

Nov. 20: Strategy Memo #1 is due via Canvas

**Week 9 (Nov. 29) Tactics of the Policy Process:
Implementation, Achieving Results, and the Interaction between Administration and Citizens**

- 1) Stivers, Camilla. 2008. *Governance in Dark Times: Practical Philosophy for Public Service*. Georgetown University Press.
Purchase or use University e-book
Read chp 8
- 2) Abers, Rebecca Neaera and Margaret Keck. 2013. *Practical Authority: Agency and Institutional Change in Brazilian Water Politics*. Oxford University Press.
Purchase or use University e-book
Read chps 1, 4, 7

Week 10 (Dec. 6) Course Conclusion
Module to be determined.

December 13: Group Final Papers due via Canvas

V. Assignments and Grades

Class Participation. 25% of grade.

Reading Responses. 15% – Submit via Canvas by 5:00 PM each Wednesday (excepting 11/21).

Strategy Memo 1. 15% of course grade. Submit via Canvas by October 23rd.

Strategy Memo 2. 20% of course grade – Submit via Canvas by November 20th.

Group Final Paper. 30% of course grade – Submit via Canvas by December 13th.

I reserve the option of introducing additional assignments or pop quizzes as I deem appropriate.

Instructions for memos and the paper will be distributed at later dates. All late assignments will receive a grade penalty, unless I explicitly grant an extension in advance of the due date.

The assessment of class participation will consider the quality of your participation in both lecture and in section. Also, you will be asked to complete peer assessments of participation. Section VII provides guidance on how to make high-quality contributions to class discussion.

VI. Reading Responses

For Weeks 2 through 10, you will submit a short but meaningful Reading Responses via Canvas.

You will submit a Reading Response via Canvas by 5:00 PM on the day before class. You will submit a Reading Response every week. You will be graded on at least two and no more than four of your responses. The dates when your responses are graded will be determined randomly. You will not have advance notice of the dates when your responses are graded. I will not consider requests to have certain weeks graded rather than others.

The objective is not to summarize the readings. Rather, analyze the readings. (You can't analyze the readings if you haven't read them carefully, of course.) There are variety of ways to conduct good analysis, but here are some suggestions if you aren't sure how to approach the assignment.

- Compare and contrast key takeaways in readings from this week

- Compare and contrast key takeaways in readings from this week with readings from earlier weeks.

- Use models and lessons in the readings to analyze related situations in your professional experiences or in the news.

-Most readings are based in specific contexts. Analyze how the models and lessons in the readings would apply in another policy area or another governing system.

-Discuss questions that the readings raise but leave unanswered, and how one might find the answers.

VII. Class Participation

Class meetings will involve discussions about the assigned readings. The quality of our discussions and in-class learning will depend on your participation. I expect you to take the time and consideration to do the reading, prepare for class discussions, contribute to discussions, and work constructively with your colleagues.

Please come to class each week prepared to discuss all of the assigned readings for that week and be prepared for wide ranging discussions. Group participation includes listening and speaking, mindfully and in response to group dynamics. To help you prepare for class discussions, I strongly encourage you to form study groups with other students.

If you are absent from class, there is no way to “make up” for that portion of your performance.

Participation Tips

-The more you participate, the easier it will become.

-The better you prepare for participation, the easier it will be. Reading course materials is the first step in class preparation. Take notes. Identify the key themes in the readings. Develop your own questions and interpretations. Integrate the assigned readings cumulatively throughout the course.

-Put your hand up and speak when you think you have something to add. You’ll be surprised how often someone else will contribute something that you were considering, but didn’t say. If you are prepared, why hesitate?

-No one is expected to have a comprehensive answer that distills a framework to its kernel of “truth” or “cracks” a case. The cumulative effect of well-considered thoughts is what we are trying to build. You need only play a part.

-Show respect for your colleagues’ ideas when you speak, even if you don’t agree. If you wish to disagree, remember that civil, constructive disagreement can help to refine alternatives and push the discussion in new directions. Your body language is more obvious than you may be aware. Strive to be attentive, respectful, and inclusive.

-Consider posing a question that clarifies or “pushes back” on a particular comment. The best responses deepen discussion, clarify understanding, or add nuance.

-Address the current topic, pace, and focus of the discussion. Don't save a clever comment or insight and interject it when the group is discussing another topic. If you wish to suggest a different topic for discussion, make clear what you are doing and why.

-If you have trouble figuring out how to participate, consider volunteering for specific tasks like "reporting back" for your group after small-group discussions.

-If you find participation difficult or troublesome, please contact me so we can discuss strategies.

VIII. Academic Integrity

As a student in PbAf 511, you acknowledge that you are a member of a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards.

I will expect you to adhere to the University of Washington's Guidelines for Good Practice in Graduate Education:

<https://www.grad.washington.edu/mentoring/good-practice/professionalism.shtml#student>.

If you are uncertain about whether a particular action constitutes academic misconduct, please ask me or the teaching assistant for guidance before an assignment is due. "I didn't know" is never an acceptable excuse for academic misconduct.

Attribution

Whenever you refer to factual information or to an author's argument, you must provide an attribution. This applies when you quote someone or when you summarize another's ideas or findings.

You cannot make minor edits to another's phrasing. You must either quote the author or restate the author's ideas with significantly different phrasing. Please include a parenthetical phrase in the text that includes the author's last name and the date of publication. If you're referring to a quote or to information or ideas from particular page(s), include the page number(s) to which you are referring. Example: (Jones 2010, 22).

You are not expected to conduct outside research for any of the assignments in this class. If you happen to refer to an outside author's ideas, however, then in addition to providing a parenthetical citation in the text, you should include full bibliographic information in a list of references at the end of the paper. Check with a style manual on how to structure the bibliography.

Plagiarism is a very bad idea. A paper that includes plagiarized materials of any kind will earn a grade of 0.

Independent Assessment

This class values collaborative learning and independent assessment. Please be clear on the distinction.

You may prepare for class together. Indeed, you may find it very helpful to form a study group. You will also share ideas and stimulate each other's thinking in class discussion.

The Strategy Memos and Reading Responses are for individual assessment. You must write your Reading Responses independently. Once the Strategy Memo assignments are handed out, you must work entirely independent of other students in this class, students in the other sections of PubPol 511, and anyone who is familiar with the content of PubPol 511. The only exception is that you may pose questions to me or to the teaching assistant, although we make no guarantee that we will answer all questions.

You may want to seek help with your prose. It is fine to seek help with expressing your ideas in writing. Once the assignment is in hand, however, it is not fine to seek help with formulating your ideas or with analyzing and interpreting course materials. As always, if you're not sure where that line is, ask me.

The Group Final Paper is for small group assessment. Your small group must work on this assignment entirely independent of other students in this class, students in the other sections of PubPol 511, and anyone who is familiar with the content of PubPol 511. The only exception is that you may pose questions to me or to the teaching assistant, although we make no guarantee that we will answer all questions.

You may want to seek help with your prose. It is fine to seek help with expressing your ideas in writing. Once the assignment is in hand, however, it is not fine to seek help with formulating your ideas or with analyzing and interpreting course materials. As always, if you're not sure where that line is, ask me.