

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

PUBPOL 511 B: Managing Politics and the Policy Process

Autumn Quarter 2018
Tuesdays 11:30am-2:20pm
Parrington (PAR) 308

Course website: <https://canvas.uw.edu/courses/1224740>

Rachel Fyall
fyall@uw.edu
Parrington Hall 209F
206-616-7677 (office)

Teaching assistant (TA): Kelly Husted
khusted@uw.edu
Parrington Hall 411

Prof. office hours: Mondays 9:30-11am or by appointment
TA office hours: Wednesdays 2-4pm or by appointment

Course overview

This course introduces students to concepts, frameworks, and experiences that will create a foundation for effective leadership in the public and/or nonprofit sectors. This course enables students to think strategically about public and nonprofit organizations and build capacity to affect change in those environments. As one of the first courses you take in the MPA curriculum, the skills developed in this course will provide a strong base for the rest of your graduate school experiences and professional career.

Course materials introduce important concepts and the latest academic and practical knowledge about public management and the policy process. Case studies and in-class exercises allow students the opportunity to explore current topics in management and governance while applying analytic frameworks and lenses from the readings. Discussion sections will serve primarily as workshops for collaborating with group members, honing writing skills, and delving more deeply into the coursework for the week. In addition, the course will offer ample opportunities for students to practice the essential leadership skills of self-reflection and working in teams.

Learning goals

1. Apply strategies and tactics to access and wield power in the service of the public good.
2. Develop an identity as a public and nonprofit sector leader and follower.
3. Create and manage effective collaborations that integrate diverse stakeholders and perspectives.

Course outline

Week	Date	Topic
1	10/2	Course introduction and key concepts: Public organizations and the public good
2	10/9	Frameworks: Leadership, followership, and public values
3	10/16	Frameworks: Equity, inclusion, and institutional biases
4	10/23	Forming and understanding strategy: Mission, vision, and planning
5	10/30	Forming and understanding strategy: Context, accountability, and the authorizing environment
6	11/6	Forming and understanding strategy: Mapping the environment and engaging stakeholders
7	11/13	Tactics of the policy process: “Seeking” power: Agenda setting, framing, and coalition building
8	11/20	Tactics of the policy process: Implementation: Managing coalitions – networks, collaboration, and trust
9	11/27	Tactics of the policy process: Implementation: Achieving results – the interaction between administration and citizens
10	12/4	Portfolio presentations

TA sections and Canvas website

The TA leads weekly discussion sections, which will function primarily as workshops to gain hands-on experience related to course concepts and assignments. Participation in TA section is required.

All course materials will be posted on the Canvas course website. Canvas is the primary information source for this course. If you believe there is an error on the Canvas page, please email me or the TA as soon as possible.

Course expectations and evaluation

Students are expected to be full participants in the class. This includes active engagement during class sessions and the timely completion of readings and course assignments. Grades will be assigned as follows:

Assignment	% of course grade	Due date
Course engagement	30%	Ongoing, weekly
Memo #1	20%	October 30
Memo #2	20%	November 20
Group final presentation	10%	December 4
Group final portfolio	20%	December 11

Assignments

As outlined above, several components constitute your course grade. Details of each assignment and grading guidelines will be discussed in class and posted on Canvas. A brief summary of each assignment follows:

- *Course engagement:* Course engagement is comprised of participation in class and discussion sections, timely and authentic completion of online modules and self-reflections, and other ad-hoc, non-graded homework. Participation in class and discussion section includes thoughtful involvement in discussions and exercises as well as adherence to class policies and norms. The class format provides opportunities for meaningful participation from students with varying comfort levels regarding public speaking. That said, I expect each student to strive to be both self-aware and risk-taking in developing participation skills.
- *Memos:* The memo assignments require you to learn and practice professional writing skills while applying course concepts to a specific case. Memos are required to be no longer than two single-space pages, using Times New Roman 12 pt. font and standard 1-inch margins. Specific instructions for each memo will be provided when it is assigned. A grading rubric will be distributed along with the assignment prompts.
- *Group final portfolio and presentation:* The group final portfolio and presentation comprise a course-long project that provides you the opportunity to apply multiple concepts from the course to a unique setting. Each student will be assigned to a group within a week of the first class. Your group will adopt the perspective of a specific stakeholder (focal organization), analyze a particular management problem, and develop a number of deliverables. More details about this assignment will be posted on Canvas.

Grading format

The chart below is drawn from the Evans School student handbook and describes the 4.0 grading scale that will be used in this course. A rough A-C grade equivalent to the graduate-level 4-point scale is in parentheses. The instructor and TA will use these metrics to assess your graded* work.

4.0 (A)	Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, methodologically sophisticated, and well written. Work is of good professional quality, shows an incisive understanding of the major policy and management issues and demonstrates a clear recognition and mastery of the appropriate analytical approaches to address the problems and questions.
3.7 (A-)	Strong work for a graduate student. Work at this level shows signs of creativity and is thorough and well-reasoned. It indicates a strong understanding of appropriate methodological or analytical approaches and demonstrates a clear recognition and good understanding of the salient policy and management issues and problems.
3.4	Competent and sound graduate student work. Work is well reasoned and thorough and methodologically and analytically sound, but is not especially creative or insightful, nor

(B+)	technologically or analytically sophisticated. It shows adequate understanding of the policy and management issues and problems, although that understanding may be somewhat incomplete. This grade indicates neither unusual strengths nor exceptional weaknesses.
3.2 (B)	Adequate graduate student work. Basically competent performance, although the work shows some weaknesses. Work is moderately thorough and well-reasoned, but there is some indication that the understanding of important policy or management issues is less than complete. It may also be inadequate in other ways, such as quality of reasoning, writing, or incomplete analysis. Methodological or analytical approaches are generally adequate but have one or more weaknesses or limitations.
3.0 (B-)	Borderline graduate student work. This work barely meets the minimal expectations for a graduate student in the course. The understanding of basic policy or management issues is incomplete and the methodological or analytical work performed is minimally adequate. The writing and reasoning barely qualify for professional quality work. Overall performance, if consistent in graduate courses, would barely suffice to sustain graduate status in good standing and does not reflect long-term professional quality work.
2.6 (C)	Deficient graduate work. This work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed and flawed by numerous errors and misunderstandings of important issues. Methodological work or analysis is weak and fails to demonstrate knowledge or basic skills competence expected of graduate student work. May also reflect unprofessional level of writing, organization, or reasoning skills. This grade means that the course will not count towards graduation.

*Graded work includes memos, group final presentation, and group final portfolio deliverables. Components of the course engagement grade and other process requirements will typically use a different scale – full credit, half credit, no credit – though these will be translated to the 4.0 format to be integrated into the final course grade.

Professionalism and in-class expectations

The Evans School is a professional school, and this class is an opportunity to practice the skills that will help you succeed in the workplace. I expect all written communication (including email) to follow professional norms, including appropriate capitalization and punctuation. In general, you can expect me to respond to email within two business days. I will post all PowerPoint presentations to Canvas following class.

Three hours is a long time to sit in the same classroom. I will provide at least one break per class session, occurring no later than 1pm (1.5 hours after class begins). You are welcome to bring drinks and food to class, but please refrain from noisy packaging, noisy foods, and fragrant foods. I will ask you to put away your food if it is negatively affecting the classroom experience.

I expect phones and other personal communications (email, text, etc.) to be put away during class sessions. You may check them during breaks. Please let me know in advance if you have a situation for which you cannot wait 1.5 hours to access your phone or email.

Policy around missed classes/TA sections

As reflected in the grading, course engagement contributes substantially to your final grade. I promise to work hard to make the in-class experience valuable, since I believe that face-to-face interaction enhances learning. Like the workplace, I expect you to attend every class period, arriving on time and staying until the end.

That said, I also understand that we are all professionals with lives outside of this course, and sometimes life circumstances take precedence over work/class. If you are unable to attend class or TA section and would like the opportunity to “make up” for your lack of participation, I will provide one (1) alternate assignment per student for a missed class session and one (1) alternate assignment per student for a missed TA section. For an anticipated absence, please email Kelly (khusted@uw.edu) as soon as possible with the date of the anticipated absence. For an unanticipated absence, please email Kelly as soon as you realize you will not be in class. To be eligible for an alternate assignment, you must contact Kelly within 24 hours of the missed class. Please remember that the content and due dates of any alternate assignments are at our discretion.

Evans School Community Conversation Norms

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and 2) respect members of our Evans School learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School’s Community Conversation Norms, reproduced below:

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis

Academic integrity

I expect each student to act honestly and sincerely with respect to this course and its related activities. Any student suspected of academic misconduct will have the option of receiving a zero on the assignment in question or appealing the decision to the Dean's Representative. In the case of repeated or large-scale suspected academic misconduct, the matter will be referred to the Dean's Representative for resolution. This policy aligns with UW's recommended policies for addressing academic misconduct.

Academic misconduct includes plagiarism, cheating, and fabricating information. Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. The MPA Student Handbook includes additional information about what constitutes plagiarism or other academic misconduct.

Policy regarding students with disabilities

In partnership with UW's Disability Resources for Students (DRS), I am committed to providing reasonable accommodations to qualified students with disabilities. Any student requesting academic accommodation based on a disability is required to register with Disability Resources for Students (DRS). If you are anticipating accommodation, please let me know by email within the first week of the quarter.

Basic needs

It is difficult for students struggling with basic needs to excel in the classroom. Please see below for resources that can help students experiencing challenges with housing, food, and/or finances:

- Emergency Aid (including on-campus food pantry information) <http://www.washington.edu/emergencyaid/seattle/>
- UW Seattle Student Life Resources <https://www.washington.edu/studentlife/health/>
- Adjustments to UW Financial Aid <https://www.washington.edu/financialaid/receiving-aid/request-changes-to-your-award/>
- University District Resources <http://doorwayproject.org/u-district-services/>
- For statewide referrals to food, housing, and many other resources, call 211 on your phone or visit Washington 2-1-1 at <https://win211.org/>
- The YMCA Accelerator can help link those aged 18-24 with housing, case management, and employment www.seattleyymca.org/accelerator
- To access campus resources for students who have experienced foster care, please connect with the UW Champions Program at uwchamps@uw.edu.

Required weekly course materials (all available on Canvas)

Week 1: Course introduction and key concepts: Public organizations and the public good

- Course syllabus
- Practices to Promote the ASPA Code of Ethics
- Selections from Rainey, Hal G. 2009. *Understanding and Managing Public Organizations*, 4th Edition. San Francisco: Jossey-Bass.

Week 2: Frameworks: Leadership, followership, and public values

- Crossan, Mary, and Daina Mazutis. "Transcendent leadership." *Business Horizons* 51, no. 2 (2008): 131-139.
- Reed, George E. "Expressing loyal dissent: Moral considerations from literature on followership." *Public Integrity* 17, no. 1 (2014): 5-18.
- Jørgensen, Torben Beck, and Barry Bozeman. "Public values: An inventory." *Administration & Society* 39, no. 3 (2007): 354-381. (Tables only – on Canvas)
- WAGTalk: Sonia Ospina, "Leading Collectively: Insights From Social Change Organizations" (watch video on Canvas)
- **Case:** Unite the Right, Charlottesville, VA, 2017

Week 3: Frameworks: Equity, inclusion, and institutional biases

- Oluo, Ijeoma. 2018. "What is Racism?" In *So You Want to Talk About Race*, Seal Press Hachette Book Group, New York. pp. 23-37.
- DiAngelo, Robin. 2018. "How Does Race Shape the Lives of White People?" In *White Fragility*, Beacon Press, Boston. pp. 51-69.
- Starke, Heckler, and Mackey. 2018. "Administrative Racism: Public Administration Education and Race." *Journal of Public Affairs Education*, pp. 1-17.
- **Case:** Flint, MI

Week 4: Forming and understanding strategy: Mission, vision, and planning

- "Chapter 4.3 The Roles of Mission, Vision, and Values" in *Principles of Management*. University of Minnesota Libraries Publishing edition, 2015.
- Mills, Erica. 2016. "Great Mission. Bad Statement." *Stanford Social Innovation Review*, January 15.
- Finney, Christopher. 2017 (2008). "Mission Haiku: the Poetry of Mission Statements." *Nonprofit Quarterly*, October 27.
- Bryson, John M. 1988. "A Strategic Planning Process for Public and Non-Profit Organizations." *Long Range Planning* 21(1), 73-81.
- **Case:** TBD

Week 5: Forming and understanding strategy: Context, accountability, and the authorizing environment

- Friedrich, Carl and Herman Finer – *Debating Forms of Accountability*, 1939-1940

- Kalu, Kalu N. "Leadership and discretionary decision-making in a technocratic administration: Confronting a new praxis." *Administrative Theory & Praxis* 23, no. 3 (2001): 318-331.
- Khademian, Anne and Fatimah S. Sharif (2015). Governance in an Era of Partnerships, in *The Handbook of Public Administration*, eds. Perry, James and Christensen, Robert, 157-179.
- **Case:** Dakota Access Pipeline

Week 6: Forming and understanding strategy: Mapping the environment and engaging stakeholders

- Dobel, J. Patrick and Angela Day. 2005. "A Note on Mapping: Understanding Who Can Influence Your Success." *Evans School Electronic Hallway*.
- Bryson, John M. 2004. "What to do when stakeholders matter: stakeholder identification and analysis techniques." *Public management review* 6(1), 21-53.
- Busque, Sarah. 2016. "How to Build a Stakeholder Engagement Plan." Borealis.
- **Case:** Homelessness in Seattle – Part 1

Week 7: Tactics of the policy process: "Seeking" power: Agenda setting, framing, and coalition building

- Excerpts from Kingdon, John W., and James A. 1984. Thurber. *Agendas, alternatives, and public policies*. Vol. 45. Boston: Little, Brown.
- Schneider, Anne, and Helen Ingram. 1993. "Social construction of target populations: Implications for politics and policy." *American political science review* 87(2), 334-347.
- Cole, Elizabeth R. 2008. "Coalitions as a model for intersectionality: From practice to theory." *Sex roles* 59(5-6), 443-453.
- **Case:** Baltimore Police Department and Freddie Gray

Week 8: Tactics of the policy process: Implementation: Managing coalitions – networks, collaboration, and trust

- Crosby, Barbara C., Stone, Melissa M. & Bryson, John M. 2015. Governance in an Era of Partnerships, in *The Handbook of Public Administration*, eds. Perry, James and Christensen, Robert, 42-54.
- Brown, Trevor L., Matthew Potoski, and David M. Van Slyke. 2006. "Managing public service contracts: Aligning values, institutions, and markets." *Public Administration Review* 66(3), 323-331.
- DeHoog, Ruth Hoogland. 2015. "Collaborations and Partnerships Across Sectors: Preparing the Next Generation for Governance." *Journal of Public Affairs Education* 21(3), 404-408.
- Elmendorf, Douglas. 2017. "Restoring Trust in Government." Harvard Kennedy School Presentation. November 7.
- **Case:** Climate Change

Week 9: Tactics of the policy process: Implementation: Achieving results – the interaction between administration and citizens

- Selections from Lipsky, Michael. 2010 (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, 30th Anniversary Edition*. New York: Russell Sage Foundation.
- Watkins-Hayes, Celeste. 2011. "Race, Respect, and Red Tape: Inside the Black Box of Racially Representative Bureaucracies." *Journal of Public Administration Research and Theory* 21(suppl_2), i233-i251.
- Denhardt, Janet V., and Robert B. Denhardt. 2015. "The New Public Service Revisited." *Public Administration Review*, 75(5), 664-672.
- **Case:** Homelessness in Seattle – Part 2

Week 10: Portfolio presentations

- "How to Avoid Death by PowerPoint"
<https://www.youtube.com/watch?v=bOrHxRB3JrQ>
- "Giving Presentations Worth Listening To"
<https://www.youtube.com/watch?v=NUXkThfQx6A>
- "Presentation Good/Bad Examples" <https://www.youtube.com/watch?v=S5c1susCPAE>

Syllabus disclaimer

This syllabus is a guide for this course that is subject to change. I will notify students of any changes to the syllabus as early as possible during class and/or via email and Canvas.