

## COURSE SYLLABUS PADM 6430 Seminar in Contemporary Public Policies Summer 2018

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**This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!**

Office hours: By appointment

**Course Description and Objectives.** This course aims to provide policy researchers and professionals with a set of conceptual frameworks for analyzing the political environment of public policy and policy research, and to practice forming effective strategies for policy analysis, program evaluation, policy design, and advocacy. The course is designed for both MPA and doctoral students. The course objectives are to give you an understanding of contemporary public policies and related procedures relevant to the field of public administration, as well as to allow you to practice applying several public policy analysis frameworks.

There are no prerequisites for this course other than graduate student status in the MPA or Ph.D. programs.

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Coates, Ta-Nehisi, *We Were Eight Years in Power: An American Tragedy*

Publisher: One World; 1 edition (October 3, 2017)

ISBN-10: 0399590560

ISBN-13: 978-0399590566

Reding, N. *Methland: The Death and Life of an American Small Town*

Publisher: Bloomsbury USA; Reprint edition (June 3, 2010)

ISBN-10: 1608192075

ISBN-13: 978-1608192076

**Additional Required Readings.** Additional required readings are posted in the calendar section of this syllabus and the course content section of eLearn under the appropriate week.

**Quality of Written Work.** As academics and professionals in service or in training, I expect you to adhere to a high standard in your written work. Leave yourself time to reread and revise written work before the due date. Grammar and spelling errors distract the reader and lessen your credibility, in the classroom as in the workplace, and will affect the evaluation of your work.

**Grading and Due Dates.** Assignments are due to the appropriate eLearn Dropbox by 11:59PM on the due date. If the [www.tnstate.edu](http://www.tnstate.edu) website is down, you should try to access eLearn directly at <https://elearn.tnstate.edu/>. If you are unable to submit to eLearn, you must submit your written assignment or discussion posts in a Word document BY EMAIL TO [professorlippard@gmail.com](mailto:professorlippard@gmail.com) BY THE DUE DATE/TIME. No hard copy assignments will be

accepted. You should plan ahead so that last minute computer issues do not derail your submission of assignments on time. All deadlines are announced in advance to allow you to plan for completion. Late work may be assessed a substantial penalty or receive a zero depending on the reason and degree of lateness. Successful completion of hybrid courses requires careful time management, self-motivation, and attention to deadlines.

**Dropping or Withdrawing from a Class.** I cannot withdraw you from the class myself; if you want to withdraw, you need to complete the required actions in myTSU by the last date of possible withdrawal (you are responsible for knowing this date, always see the appropriate TSU Academic Calendar). But I am obligated to report nonattendance/participation or stopped attendance/participation at certain intervals during the semester, which can result in your being taken out of the course by the registrar. If you stop fulfilling class requirements but do not take the proper actions to withdraw by the deadline, and you remain on my roster at the end of the semester, you will receive a course grade based on what you completed plus zeros for the course elements you did not complete. This often results in an F. Incompletes are given only after consultation with me, with documentation of the official reason, and for students who completed coursework satisfactorily past the point of the withdrawal deadline; they are rare and meant for unusual circumstances that arise late in the semester.

**Class Flow.** The course is broken into four learning modules and one final exam module. Each learning module includes a lecture during the first half of Monday's class, a reading summary due the following Sunday, and a presentation during the second half of the next Monday class (so each module overlaps).

**Lectures.** The lectures will each be dedicated to specific public policy filters, including the definitions and dimensions of a public policy problem; actors, agendas, and the policy environment; evaluation and assessment; and intergovernmental relations. The idea is that these filters each provide a different focus for looking at contemporary policy issues and problems.

I intend the lectures to be open and participatory, drawing on the experiences and ideas of all class members. We will sometimes, quite likely, discuss controversial topics. That is the nature of public policy. It is okay to be passionate and to disagree, but keep it civil. I will not tolerate personal insults, disrespect, or hate speech.

**Readings and Summaries.** There is a lot of reading crammed into this short course. But I have tried to keep it interesting and relevant (and cheap). You will have one pre-designated assigned reading each week (listed in the calendar below). Two of these are popular non-fiction books, and the other two are government reports available on the internet. You are responsible for completing each reading and preparing a brief summary applying that week's public policy filter to the reading. The summaries should be about 2 pages, typed, single-spaced, and must be submitted via Dropbox by the due date. This is an individual project; no group work. **Each summary is worth 10% of your total grade. I strongly recommend reviewing the extremely helpful material at the [TSU Communication Resources](#) page.**

**Presentations.** Because verbal communication skills are essential for a successful public policy initiative, you are also responsible for preparing a 4-5 minute presentation each week applying some aspect of that week’s public policy filter to a peer review journal article of your choosing. It can be on any topic. To prevent duplication, you must post a comment on that week’s discussion board claiming your article. Check the discussion board to make sure no one else has already chosen your article. First come, first serve. It is okay to talk about the same topic as someone else, just not the same article. I will grade the presentations on clarity, correctness, conciseness (don’t go over your time), and the appearance of your slides. **Each presentation is worth 10% of your total grade.**

**Final Exam.** There will be an online final exam given through eLearn during the last week of the course. You can begin the exam anytime between 12:01 a.m. on August 7 and 9:59 p.m. on August 10, but once you begin you will have only two hours to complete the entire exam. The exam will be comprehensive, covering the lecture filters and drawing on examples from the preassigned readings. **The final exam is worth 20% of your total grade.**

**Calendar:**

Module	Filter	Readings	Tasks (Venue)
1. 7/9 - 7/16	Definitions and Dimensions of a Public Policy Problem	<ul style="list-style-type: none"> <li>• <i>Methland</i></li> <li>• Self-selected journal article</li> </ul>	<ol style="list-style-type: none"> <li>1. Intro &amp; Lecture, 7/9 (AWC #)</li> <li>2. Submit reading/filter summary, 7/15 (eLearn Dropbox)</li> <li>3. Journal presentation, 7/16 (AWC #)</li> </ol>
2. 7/16 – 7/23	Actors, Agendas, & the Policy Environment	<ul style="list-style-type: none"> <li>• <i>We Were Eight Years in Power</i></li> <li>• Self-selected journal article</li> </ul>	<ol style="list-style-type: none"> <li>1. Lecture, 7/16 (AWC #)</li> <li>2. Submit reading/filter summary, 7/22 (eLearn Dropbox)</li> <li>3. Journal presentation, 7/23 (AWC #)</li> </ol>
3. 7/23 – 7/30	Evaluation and Assessment	<ul style="list-style-type: none"> <li>• <a href="#"><u>Countering Violent Extremism</u></a></li> <li>• Self-selected journal article</li> </ul>	<ol style="list-style-type: none"> <li>1. Lecture, 7/23 (AWC #)</li> <li>2. Submit reading/filter summary, 7/29 (eLearn Dropbox)</li> <li>3. Journal presentation, 7/30 (AWC #)</li> </ol>
4. 7/30 – 8/6	Intergovernmental Relations	<ul style="list-style-type: none"> <li>• <a href="#"><u>Encouraging More Cooperation and Accountability in Payment in PILOT Agreements</u></a></li> <li>• Self-selected journal</li> </ul>	<ol style="list-style-type: none"> <li>1. Lecture, 7/30 (AWC #)</li> <li>2. Submit reading/filter summary, 8/5 (eLearn Dropbox)</li> <li>3. Journal presentation, 8/6 (AWC #)</li> </ol>
5. 8/6-8/10			Final Exam, 8/10 (eLearn)

## MPA Program Mission

The [MPA Program Mission](#), including values statement that was adopted in final form in May 2018, by MPA program faculty reads

**Our MPA program prepares students, as ethical public and nonprofit managers and leaders, to respond *equitably, effectively, and efficiently* to the needs of a *diverse society*.** We recognize the goals of our students working in, or preparing for, public service by emphasizing flexibility and quality in teaching and learning. We teach the core concepts of public administration with a focus on practical application, while strengthening students' ability to solve problems analytically. Students may build specialized skills on one of the program's areas of expertise: public policy, leadership, or nonprofit management. As instructors and advisors, we work closely with students to support both their classroom and career achievement; in return, students are expected to pursue academic excellence and demonstrate integrity. As scholars, we engage in research and service to the University, community, and profession. By building relationships with public and nonprofit organizations in Middle Tennessee and beyond, we enhance our ability to develop students as professionals.

The guiding public service values of the MPA program are:

- EQUITY – *Public servants should practice impartiality and fairness in their daily work, while balancing that pursuit with the need for effectiveness and efficiency.*
- EFFECTIVENESS – *Public servants should work in a proficient and productive manner towards the common good, setting transparent performance outcomes to measure progress while balancing that pursuit with the need for equity and efficiency.*
- EFFICIENCY – *Public servants should be careful and innovative stewards who seek to create the most public value out of scarce resources, while balancing that pursuit with the need for effectiveness and equity.*
- DIVERSITY – *Public servants should understand, value, and respect both individual differences and commonalities, working to create and maintain inclusive organizations and communities.*

## Program Competencies

MPA graduates are expected to achieve the following five overarching Program Competencies (PCs), consistent with our [mission](#) and based upon the standards of our accrediting organization, NASPAA:

1. Each MPA graduate will be competent to lead and manage in public, nonprofit, or public affairs governance.

2. Each MPA graduate will be competent to participate in and contribute to the policy process.
3. Each MPA graduate will be competent to analyze, synthesize, think critically, solve problems, and make decisions appropriate to public and nonprofit administration settings.
4. Each MPA graduate will be competent to articulate and apply a public service perspective.
5. Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workplace and citizenry.

A set of more detailed student learning outcomes (SLOs) are associated with each of the five PCs above. To understand what specific skills, abilities and knowledge areas are included in the MPA degree at TSU, review our [competency and learning outcomes by course](#).

**Relationship of this course to MPA student learning outcomes and program competencies.**

While this course includes many detailed learning objectives associated with contemporary public administration, it also fits into the framework of [five overarching Program Competencies](#) (PCs) that describe what TSU MPA graduates should be capable of as professionals. A set of more specific [Student Learning Outcomes](#) (SLOs) operationalize each of the five PCs. The table below shows the relationship between these program-level expectations and those course elements that will be evaluated this semester. Toward the end of the semester, you will be asked to fill out an online survey regarding how your knowledge, understanding, and skills related to these outcomes changed due to your work in this course. Your participation helps us to improve the quality of our curriculum to better serve our students, alumni and other stakeholders.

**PADM 6430 Contemporary Topics in Public Policy (elective/certificate course)**

*Last updated 201810 by CL*

<b>MPA PROGRAM COMPETENCY</b>	<b>MPA STUDENT LEARNING OUTCOME</b>	<b>RELATION TO COURSE ASSESSED ELEMENTS</b>
<p><b>PC 1</b> Each MPA graduate will be competent to lead and manage in public, nonprofit or public affairs governance</p>	<p><b>SLO 1.3</b> Understand intergovernmental and intersectoral relationships, which characterize modern public administration</p>	<p>POLICY FILTER SUMMARIES</p>
<p><b>PC 2</b> Each MPA graduate will be competent to participate in and contribute to the policy process</p>	<p><b>SLO 2.2</b> Understand institutional, legal, and political dynamics of the policy process</p>	<p>FINAL EXAM</p>
<p><b>PC 5</b> Each MPA graduate will be competent to communicate and interact productively with a diverse and changing workforce and citizenry</p>	<p><b>SLO 5.1</b> Clearly and accurately express problems, concepts, analysis, and recommendations in written or oral communications.</p>	<p>POLICY FILTER SUMMARIES &amp; JOURNAL ARTICLE PRESENTATIONS</p>
	<p><b>SLO 5.2</b> Prepare written and oral communications in appropriate voice, medium and depth for a variety of audiences and stakeholders</p>	