



**Mississippi Valley State University  
Department of Social Sciences  
RP 503: Rural Policy Planning, Evaluation and Analysis  
Spring 2019**

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**Spring 2019 Office Hours**

**Tuesday (T) 11:00 a.m. – 6:00 p.m.  
Wednesday (W) 3:00 p.m. – 6:00 p. m.  
Thursday (R) 4:00 p. m. – 6:00 p.m.**

**Spring 2019 Virtual Office Hours**

**Thursday (R) 4:00 p. m. – 6:00 p.m.**

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## OFFICE HOURS

Office hour time provides an opportunity for students to receive essential assistance with assignments and for selecting journal articles for the article critique assignments. Students are expected to meet individually with the professor at least once during the semester. Office hours are the following: **TUESDAYS (T) 11:00 a.m. – 6:00 p.m.; WEDNESDAYS (W) 3:00 p.m. – 6:00 p.m.; and THURSDAYS (R) 4:00 p.m. – 6:00 p.m.** For students, unable to visit during the week to attend office hours, virtual office hours via Skype are available: **THURSDAYS (R) 4:00 p.m. – 6:00 p.m.** Additional times are by appointment only and are scheduled using Doodle. Please sign up in advance using the Doodle link provided to students. While you are welcome to stop by during office hours, most slots fill up in quickly. If you are unable to keep an appointment, please cancel it on Doodle, as early as possible so that another student may have the slot and send an email or text to the professor.

## COURSE DESCRIPTION

This course explores a variety of theories of rural communities and their ability to explain the contemporary conditions and problems. The course also provides the basic techniques of rural policy analysis and the evaluation methods for the design and assessment of public policy programs.

## REQUIRED TEXTBOOKS

- Anderson J (2015). *Public policymaking*. New York, NY: Routledge. (<https://bookshelf.vitalsource.com/books/9781285966069>)
- Bardach, E. and Patashnik, E. (2016) *A practical guide for policy analysis: The eightfold path to more effective problem solving (5<sup>th</sup> ed)*. Thousand Oaks, CA: CQ Press. (<https://www.vitalsource.com/referral?term=9781483384214>)
- Dye, T. (2017) *Understanding public policy (15<sup>th</sup> ed)*. Boston, MA: Pearson. (<https://bookshelf.vitalsource.com/books/9780134408781>)

## SUPPLEMENTARY TEXTS

- Kraft, M. and Furlong. *Public Policy: Politics, Analysis, and Alternatives (6<sup>th</sup> ed)*. Thousand Oaks, CA: CQ Press. (<https://bookshelf.vitalsource.com/books/9781506358161>)
- Patton, C., Sawicki, D, and Clark, J. (2016). *Basic methods of policy analysis and planning*. New York, NY: Routledge. (<https://bookshelf.vitalsource.com/books/9781317349990>)

## STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

1. Identify specific attributes of a rural community

2. Explain the public policy process.
3. Distinguish the key approaches to state and rural public policy planning, evaluation, and analysis.
4. Critique the institutional, economic, demographic, ideological, and cultural context of contemporary public policy.
5. Compile relevant research to analysis state and rural public policies.
6. Utilize supplementary materials to strengthen their understanding of rural public policy.
7. Transform into a more active learner with stronger ownership and control of the learning process.

### **STUDENT PERFORMANCE CRITERIA:**

Upon completion of this class, students will be able to:

1. Confidently and competently prepare public policy analysis results for presentations and research projects.
2. Appreciate the value of technological tools and be comfortable with these tools to produce research, which illustrates competent knowledge of the research process.
3. Complete the Verification of Syllabus Receipt Form.

### **PROFESSOR PERFORMANCE CRITERIA:**

To ensure students' success, the professor will:

1. Deliver tools and techniques for students within a reasonable amount of time.
2. Provide quality and assessment evaluation of writing product and performance.
3. Strive for excellence by remaining prepared and putting forth full effort.
4. Communicate effectively with students.
5. Establish high learning expectations for student achievement.

### **PROFESSOR RESPONSIBILITIES**

Your professor will provide additional help in locating various resources, as needed, to assist students in learning, especially regarding writing and researching. Your professor helps students improve a selected set of learning skills, educational techniques, and tools, by providing the following: guidance, opportunities, and mentoring.

### **STUDENT RESPONSIBILITIES**

As a student, you have specific responsibilities, including but not limited to the following:

1. Respect others and maintain proper order in the classroom environment.
2. Participate actively in class and engage in the challenge of personal growth.
3. Seek excellence by remaining prepared and putting forth full effort.

4. Constantly desire to improve personal performance.
5. Use technology for learning purposes only within the classroom.

## **INSTRUCTIONAL STRATEGIES**

The instructional strategies for this course incorporates the following, but are not limited to just these: lecture, peer-partner learning, freewriting, journaling, quizzes, reading for meaning, global inquiry, active learning, discussion, homework, activating prior knowledge, analyzing perspectives, coaching model, reading for information, inquiry, blogs, self-directed learning, tutorial, service learning, learning communities, supplemental texts and materials, faculty-student interaction, read aloud, self-selected reading, interactive writing, multi-cultural events, the writing center, individual conferences, research, reflective discussion, case studies, learning logs, storytelling, reading logs, surveys, focused imaging, didactic questions, collaborative learning environment technology, and technology-assisted instruction.

## **REQUIRED COURSE MATERIALS**

The student is required to purchase the following materials to be successful in this class:

1. 3-ring binder to maintain all of your materials, notes, and handouts.
2. Journal
3. 2 GB USB or cloud-storage account
4. Computer access
5. Internet access
6. MVSU email account
7. Webster Dictionary/Thesaurus
8. Blue or black ink
9. Highlighters
10. Notebook Paper (NO SPIRAL NOTEBOOK PAPER)

## **MOBILE APPLICATIONS**

1. Dropbox: <https://db.tt/CkchpePL>\*
2. YouTube: <http://youtube.com>\*
3. Dictionary: <http://dictionary.com>\*
4. Prezi: <http://www.prezi.com>\*
5. TED Talks: <http://ted.com/talks>\*
6. Microsoft Word\*
7. Microsoft OneNote\*
8. Paper 53: <http://fiftythree.com>
9. DocsToGo: <http://dataviz.com>

10. Evernote: <http://www.evernote.com>\*
11. Penultimate – Digital Handwriting: <http://www.evernote.com>
12. Grammarly: <http://www.grammarly.com>\*
13. Dictionary: <http://dictionary.com> \*
14. Mendeley: <http://www.mendeley.com> \*

*\*Mobile applications offer websites to access information.*

## **WEBSITES**

1. Rural Sociological Society: <https://www.ruralsociology.org/>
2. American Society for Public Administration: <https://www.aspanet.org/>
3. Public Management Research Association: <https://pmranet.org/>
4. American Political Science Association <https://www.apsanet.org>
5. Plagiarism: <http://www.plagiarism.org>
6. Purdue Online Writing Lab: <http://owl.english.purdue/owl>
7. Turnitin - <http://www.turnitin.com>
8. Typing Practice - <http://www.sense-lang.org/typing/games/EN.php>
9. Time Management: <http://www.studygs.net/schedule/weekly.htm>
10. Punctuation Practice: <http://www.gamequarium.com/punctuation.html>

## **SOFTWARE RESOURCES**

1. OpenOffice: <http://www.openoffice.org/download/> - Free office productivity software
2. Adobe Flash Player: <http://get.adobe.com/flashplayer/>
3. Adobe Reader: <http://get.adobe.com/reader/>

## **EVALUATION CRITERIA**

The following criteria contribute to a student's overall grade:

<b>Assignment</b>	<b>Percentage of Final Grade</b>
Attendance	44%
Application Assignments (Tests, lab assignments, journals, writing assignments, and etc.)	26%
Professional Organization Membership	10%
Midterm and Final Exams	20%
<b>Total</b>	<b>100%</b>

### **Grammatical Errors**

Grammatical Errors will involve the following deductions:

- Spelling errors = 1 point each
- Minor errors (subject-verb agreement, verb tenses, pronouns, adjectives, adverbs, punctuation, mechanics) = 2 points each
- Lack of development/supporting details = 2 points each
- Lack of unity, cohesiveness, clarity = 2 points
- Poor organization = 2 points
- Major errors (fragments, run-ons, comma splices) = 5 points each
- Ineffective topic sentence/thesis statement = 5 points

### Grading Scale

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

### Automatic Point Deductions

The following errors will incur the following automatic point deductions:

- No Name (NN) 10 points (other work), no grade (test)
- Not Following Directions (NFD) 10 points for each incident
- No Date (ND) 10 points for each incident
- Text Lingo (TT) 5 points for each incident
- Incomplete Thought (IT) 10 points for each incident

### Writing Assignments

For written assignments, letter grades (rather than points) are customarily used. The following meanings should help you understand the available letter grades:

Grade	Explanation
A	A superior paper. Well-written with an interesting and insightful argument and a clear central thesis. A serious attempt to use reliable evidence. Use of primary sources to buttress the argument (if the paper is primarily empirical) or thorough consideration of major theoretical approaches (if the paper is more conceptual).



B	A good paper, but with an argument that is not as well-structured as it should be. A few interesting ideas, but the paper could have been improved with more thought, organization, and imagination. Little actual research. Reliance is more on secondary sources than on appropriate primary sources. Minor problems of structure and organization.
C	An average paper. Based entirely on secondary sources, with sometimes unclear and uninspired writing. No real central thesis. A few major problems of structure and organization.
D	A very poor paper. Based on only a few secondary sources, perhaps taken only from the required readings for the course. Serious problems of expression, with numerous passages that are simply not understandable. No central argument.
F	An unacceptable paper. Based on few or no secondary sources, or parroting of one or more secondary sources, bordering on plagiarism.

## **POLICY AND PROCEDURES**

### **Attendance**

This class is a combination of lecture and discussion. Students are expected to participate all online class sessions and to participate in class discussions actively. Discussions are a great way to clarify your understandings and to assess your conclusions. Successful participation in this course requires sufficient time management. For every class meeting, bring your textbook and calculator. Keep up with the course material, readings and end of chapter exercises from the BEGINNING of the semester. Good students will create a system of reviewing class notes with the text and will work/rework computational exercises.

Consequently, setting aside a specific time each week to complete coursework will ensure that you meet the attendance requirement for this class. Since this course is a three-semester credit hour course, you are recommended to set aside a minimum of three to five hours per week to complete your coursework. Students are expected to attend all class sessions and complete all assignments promptly. Students must not only attend every class, but also arrive on time, be prepared, and actively participate in class. Students may be required to sign in each class session to verify attendance. Also, once students arrive to class, they are expected to stay in the classroom until the class session is over. Leaving class early or

getting up in the middle of a class session is considered disruptive behavior and should only occur in extreme emergencies. Excessive absences or tardiness will affect your grade. Students, who are unable to attend class, should contact the professor when knowledge of their absence is known in advance or as soon as they return to school.

## **Professional Organization Membership**

Students are required to join an academic, professional organization that fits well with their academic interests. Students must submit documentation of membership by the designated deadline. Belonging to a professional organization accounts for ten percent (10%) of your final grade. Most memberships with academic, professional organizations come along with access to the organization's key academic journal. These organizations have discounted student membership rates and member discounts for conferences. Students should review abstracts in your key journals on a regular basis. Key organizations include, but are not limited to:

- American Society of Public Administration; Journal: Public Administration Review
- Public Management Research Association; Journal of Public Administration Research and Theory
- Association of Public Policy and Management; Journal of Public Policy and Management
- Rural Sociological Society; Journal: Rural Sociology
- American Political Science Association; Journal: American Political Science Review

## **Electronic Devices**

The use of electronic devices such as cellular phones is permitted as long as devices are silent. Inform me of extenuating circumstances that may require you to receive and respond to messages using your cellular device before class. If you must respond to a call or text, you must leave the classroom and respond at a distance that will not disturb the learning environment. Texting, social media, and other distracting actions are not allowed. Recording of lectures requires written and verbal approval from the professor and departmental chair. Violation of this result may result in you being asked to leave the class and a grade of zero for class participation, exams, or presentations.

## **Student Decorum Policy**

Students are expected to dress in business casual or business attire. The following is not allowed: hats, caps, wave caps, hoods, "do-rags," scarves, sagging pants, "wife-beater" T-shirts, visible undergarments, pajamas, slippers, obscene wording on any attire, midriff tops, short shorts, halter-

tops, pajamas, visible undergarments, slippers, obscene text on any attire, any hair garments, which are not used considered professional and appropriate hair accessories, and revealing, derogatory, or offensive in any nature. Students are expected to use a courteous, respectful language. Students should refer to the Student Handbook. Students are expected to follow the Dress Code Policy of Mississippi Valley State University before entering the class.

## **Diagnostic Writing Assessment**

Students will complete a diagnostic writing assessment at the beginning of the semester. This assessment will not receive a grade. This assessment is designed to assess the student's writing and critical thinking capabilities. Please submit the diagnostic writing assessment to the correct submission links. Do not email your assignment without prior consent from the professor.

## **Late Work**

All writing assignments must be received by the professor on or before the due date, by the beginning of the class period, or as indicated by the course schedule of activities. Assignments submitted via Blackboard or electronically must meet the designated due date. Assignments submitted in any form other than specifically instructed or otherwise late will NOT be accepted. Excuses such as "crashed computers," "lost flash drives," or "empty printer ink cartridges" will not be accepted. All students will be required to save all assignments and readings on a computer's hard drive and again on removable storage devices. Also, students are required to use Dropbox (<https://db.tt/hgmtHjkn1>) to back up copies of submitted work. The link for Dropbox is <https://db.tt/hgmtHjkn1>. Dropbox (<https://db.tt/hgmtHjkn1>) is accessible as an application on mobile devices and as a website on computers and laptops.

## **Plagiarism**

**ZERO TOLERANCE FOR PLAGIARISM. PLAGIARISM OF 30% OR MORE WILL RESULT IN FAILURE OF THE CLASS.** Plagiarism is the act of representing directly or indirectly another person's work as your own. It can involve presenting someone's speech, wholly or partially, like yours; quoting without acknowledging the actual source of the quoted material; copying and handing in another person's work with your name on it, and similar infractions. Even indirect quotations or paraphrasing can be considered plagiarism unless sources are appropriately cited. Plagiarism will not be tolerated, and students could receive an F grade on the test/assignment or an F grade for the course. Students must turn in their assignments and not a representation of their assignment completed by someone else. The Academic Honesty policy is strictly followed.

## Class Communication

Unless otherwise noted, you should only contact your professor using your MVSU email account. All e-mail correspondence must contain a subject line in the following format: **[Course ID]-[section number]- Your Name** followed by a brief description of the subject. For example, Jasmine Wilson enrolled in section 1 of RP 508, would submit her e-mail with the following subject line: **RP508 01-Jasmine Wilson** followed by a brief description of the subject. This subject line convention ensures that your e-mail will be easily identified and responded to promptly. Common procedural or curricular questions that arise each semester are answered on the syllabus. Be sure to follow the course netiquette rules mentioned when composing emails. If your primary email account is a non-MVSU address, make sure to forward your MVSU email to your non-MVSU account. Other means of communication include using Skype, Twitter, Facebook, Remind, and Google Voice.

## Student to Student Etiquette

There are course expectations concerning etiquette or how we should treat each other. It is essential that we consider the following values during class discussions and when emailing fellow students:

- **Respect:** Each student's viewpoint is valued as an opinion. When responding to a person during the online discussions, be sure to state an opposing opinion diplomatically.
- **Confidentiality:** When discussing topics, be sure to be discreet on how you discuss children, teachers, and colleagues. Do not use names of people or names of facilities.
- **Student to Professor Etiquette:** In addition to the above values, I expect that each student will submit completed assignments on time. Professor to Student Etiquette: Students can expect that the professor will also follow the values listed above by checking and responding to emails and grading assignments promptly.

## Minimum Student Technical Skills

Participation in this requires some basic knowledge of computer technology. You should be able to:

- Navigate and use Blackboard (see Blackboard Student Orientation, if you need assistance).
- Understand basic computer usage, including keyboard, mouse, CD drive, and printer.
- Access the Internet via DSL, cable modem, or a network interface.
- Use the computer operating system (Windows/Mac OS) to:

- Create folders.
- Find, copy, move, rename, and delete files.
- Launch, run, and switch between software applications.
- Use a word processing program to (see Word 2010, Word 2007 or 2003 tutorials for PC users; Word 2008 for Mac users, if you need assistance):
- Create, format, edit, spell check, save, print, and retrieve a document.
- Cut, copy, and paste information within and between documents.
- Save a word processing document in text or RTF format.
- Use a Web browser to open, print, and save Web pages to a local or removable storage drive.
- Open and save Adobe Acrobat files (PDF files. Create, maintain, and manage a list of Web pages (Favorites/Bookmarks).
- Use a search engine's basic features to find information on the Web.
- Download and install programs from remote servers.
- Use email to send, receive, store, and retrieve messages.
- Send, receive, and open file attachments.

## **Mississippi Valley State University**

Students are required to read and adhere to all policies, rules, regulations of Mississippi Valley State University, as outlined in the Student Handbook and Student Catalog, at all times, including outside of the classroom environment.

### **Diversity**

Students are from diverse backgrounds and experiences. In class, students vary based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical areas. All students will respect the individual differences of others.

### **Special Needs Learners**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, or hearing) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. Visit the Disabilities Office located inside the Social Sciences Building in Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Kathy Brownlow via phone (662-254-3443) or email ([kbrownlow@mvsu.edu](mailto:kbrownlow@mvsu.edu)).

## **Academic Accommodations**

You may need special arrangements to meet your academic obligations during the semester. For an accommodation request, provide a written request during the first two weeks of class or as soon as the need for accommodation is known to exist.

## **Tests**

Tests cannot be made up. If you miss a test due to an unexcused absence or tardiness, that grade will be a zero. The lowest test grade will be dropped at the end of the semester. For all tests and the final, you may use a cheat sheet – a one-sided, one-dimensional 8.5 x 11 sheet of your creation. Details will be discussed in class. Statistical appendices will be provided for all tests. Bring your calculator and pencils/pens to each test and final.

## **Resubmissions**

Any failed assignment may be resubmitted and revised at the discretion of the professor. Strict adherence to deadlines for resubmission is expected. Assignments, which have a passing grade may be resubmitted and revised if a student has met with the professor during office hours to discuss resubmission. Resubmissions may not be merely a corrected version of the original assignment, but all resubmissions must be substantially revised and must be submitted with the original graded assignment or draft stapled. Evidence of substantial revision may result in an improvement in a grade. If you did not submit an assignment at the appropriate time, the assignment could not be offered as a "resubmission."

## **Presentation Application Assignments**

Students have the option to use PowerPoint or Prezi to present their presentations. Handouts are expected for each presentation. Rescheduling of presentations will only be at the discretion of the professor and only as class schedule permits. Please submit all presentation assignments to the correct submission links. Do not email your assignment without prior consent from the professor. Please be sure to save all presentation assignments using Dropbox (<https://db.tt/hgmtdHjkn1>), cloud storage service, or an external USB.

## **Course Readings**

Readings may include any of the following but are not limited to: eBooks, journal articles, books, blogs, or newspaper articles. Students are responsible for reading all course readings and completing all reading assignments. Journal articles, handouts, textbooks, and other reading materials must be readily available in class at all times. Students should prepare reading summaries for assigned readings and bring to each class session.

## **Application Assignments**

Use APA format for all submitted application assignments. All work must be typed in 12-point Times New Roman or 12-point Georgia. Other fonts will NOT be accepted. All work must be double-spaced, with one-inch margins. Follow the APA Format for writing. You must include a title page for all submitted work. Work not stapled will not be accepted. Please submit all application assignments to the correct submission links. Do not email your assignment without prior consent from the professor. Please be sure to save all application assignments using Dropbox (<https://db.tt/hgmtHjkn1>), cloud storage service or an external USB. Application assignments are submitted and named according to the week in which the application assignment is submitted. Please be sure that all written assignments are saved and submitted according to the instructions.

## **Tutorial**

Tutorials can assist students in being academically successful. Students are encouraged to receive writing assistance from the campus writing center. Additionally, tutorial sessions for the entire class on a specific topic may be designed by the professor. Students can schedule tutorial appointments with the professor.

## **Extra Credit**

Students can earn a maximum of 100 points in extra credit. Visit a museum. Write a critique of the exhibit. (25 points possible for each one, maximum 50 points). Attend a community service event. (50 points possible for one, maximum 100 points). Write a review on a film/television/video related to public policy, rural policy, agriculture policy, or public administration (25 points possible each, maximum 50 points).

## **Remind**

Students can sign up for Remind accounts by visiting remind.com or downloading the app at rmd.me. Students can join my class with the unique class code: rp503. Students can also text the class code to the phone number 81010. Standard text messaging charges can apply if a student signs up using text.

## **Caveat**

In the event of extenuating circumstances, the schedule and requirements for this course may be modified.

## **Note**

This document does not constitute a contract with the University and contains course guidelines. The professor reserves the right to make changes as necessary.

## **EMERGENCY PROCEDURES**

Students are expected to monitor the Mississippi Valley State University website and application carefully, social media (Facebook and Twitter), or local media for an announcement of class cancellations due to weather or any other emergencies.



## USERNAME AND PASSWORD SHEET

Use this sheet to keep up with your username and password for this class. I cannot reset your information. You are responsible for keeping up with this material.

<b>ACCOUNT</b>	<b>USERNAME</b>	<b>PASSWORD</b>
<b>MVSU EMAIL:</b>		
<b>DROPBOX:</b> LINK: <a href="https://db.tt/hgmtDhjkn1">https://db.tt/hgmtDhjkn1</a>		

# REMIND



## Sign up for important updates from Dr. Hawkins.

Get information for **Mississippi Valley State University** right on your phone—not on handouts.

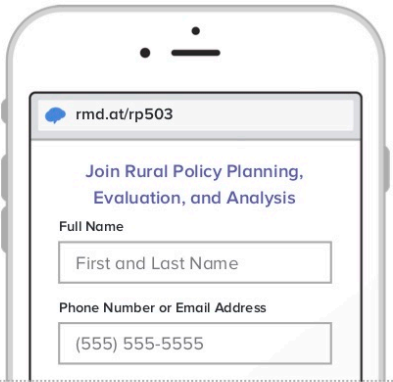
Pick a way to receive messages for **Rural Policy Planning, Evaluation, and Analysis**:

**A** If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/rp503](https://rmd.at/rp503)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.


A smartphone screen displaying a sign-up form for "Rural Policy Planning, Evaluation, and Analysis". The browser address bar shows "rmd.at/rp503". The form has two input fields: "Full Name" with the placeholder "First and Last Name" and "Phone Number or Email Address" with the placeholder "(555) 555-5555".

**B** If you don't have a smartphone, get text notifications.

Text the message @rp503 to the number 81010.

If you're having trouble with 81010, try texting @rp503 to (662) 985-7415.

\* Standard text message rates apply.

A smartphone screen showing a text message interface. The "To" field contains the number "81010". The "Message" field contains the text "@rp503".

Don't have a mobile phone? Go to [rmd.at/rp503](https://rmd.at/rp503) on a desktop computer to sign up for email notifications.

## TENTATIVE SEMESTER SCHEDULE

Week One	Course Introduction
Week Two	Policy Analysis
Week Three	Writing a Policy Memo
Week Four	Models of Politics
Week Five	The Policymaking Process
Week Six	Policy Formation
Week Seven	Mid-term Exam
Week Eight	Policy Adoption
Week Nine	Policy Evaluation
Week Ten	Spring Break
Week Eleven	Policy Implementation
Week Twelve	Federalism and State Policies
Week Thirteen	Social Policy Evaluation
Week Fourteen	Stakeholder Engagement
Week Fifteen	Final Exam Review
Week Sixteen	Final Exam

*Caveat: In the event of extenuating circumstances, the syllabus, schedule, and requirements for this course may be modified. Students will be notified of any changes.*

## WEEKLY COURSE SCHEDULE

The weekly course schedule below outlines the assignments and due dates for the course. For full assignment details and directions, see each corresponding weekly area. All assignments are due at the beginning of class on the day assigned.

<b>Week 1</b>	<b>Course Introduction</b>
	<p>Handout:</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Verification of Enrollment</li> </ul> <p><b>Optional Reading:</b>            Martin A. Levin. (1993). The Day after an AIDS Vaccine Is Discovered: Management Matters. <i>Journal of Policy Analysis and Management</i>, 12(3), 438.</p>
Application	Syllabus Quiz
<b>Week 2</b>	<b>Policy Analysis</b>
	<p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>• Pezzini, M. (2001). Rural Policy Lessons from OECD Countries. <i>International Regional Science Review</i>, 24(1), 134–145.  <a href="https://doi.org/10.1177/016001701761013024">https://doi.org/10.1177/016001701761013024</a></li> </ul> <p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.            Chapter 1 – The Study of Public Policy</p> <p><b>Course Text:</b> Dye, T. (2017) <i>Understanding public policy (15<sup>th</sup> ed)</i>. Boston, MA: Pearson.            Chapter 1 – Policy Analysis</p> <p><b>Website:</b>  <a href="http://www.ncpa.org/">http://www.ncpa.org/</a>            Although it is conservative in nature, the homepage of the National Center for Policy Analysis (NCPA) provides a wealth of descriptive material on specific domestic- and foreign-policy issues.</p>
Application	Quiz
<b>Week 3</b>	<b>Writing a Policy Memo</b>
	<p><b>Handout:</b></p> <ul style="list-style-type: none"> <li>• Writing a Policy Memo</li> </ul>

	<ul style="list-style-type: none"> <li>• Policy Memo Assignment Sheet</li> </ul> <p><b>Course Text:</b> <b>Course Text:</b> Bardach, E. and Patashnik, E. (2016) <i>A practical guide for policy analysis: The eightfold path to more effective problem solving (5<sup>th</sup> ed)</i>. Thousand Oaks, CA: CQ Press.</p> <p>Part I – The Eightfold Path</p> <p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>• McKillop, B., Bourke, R., &amp; Kambori, V. (2009). Policy Making in Agriculture. In MAY R. (Ed.), <i>Policy Making and Implementation: Studies from Papua New Guinea</i> (pp. 57-74). ANU Press.</li> </ul> <p><b>Website:</b></p> <p>Writing a Policy Memo Library Guide Media:  <a href="https://libguides.usc.edu/writingguide/policymemo">https://libguides.usc.edu/writingguide/policymemo</a></p> <p><b>Video:</b></p> <p>How to Write a Policy Brief: <a href="https://youtu.be/_Y1Kuq5NK_8">https://youtu.be/_Y1Kuq5NK_8</a></p>
Application	Submit Policy Memo Assignment.
<b>Week 4</b>	<b>Models of Politics</b>
	<p>Handout:</p> <ul style="list-style-type: none"> <li>• Policy Models Research Paper</li> </ul> <p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>• Hedström, P. and Stern, C. (2017). Rational Choice Theory. In <i>The Wiley-Blackwell Encyclopedia of Social Theory</i>, B. S. Turner (Ed.).  <a href="https://doi.org/10.1002/9781118430873.est0305">doi:10.1002/9781118430873.est0305</a></li> </ul> <p><b>Course Text:</b> Dye, T. (2017) <i>Understanding public policy (15<sup>th</sup> ed)</i>. Boston, MA: Pearson.</p> <p>Chapter 2 – Models of Politics</p> <p><b>Website:</b></p> <p><a href="http://www.publicagenda.org">www.publicagenda.org</a> Public Agenda Online. Brief guide to a variety of policy issues, including public opinion surveys on these issues.</p>
Application	Quiz
<b>Week 5</b>	<b>The Policymaking Process</b>
	<p><b>Handout:</b></p> <ul style="list-style-type: none"> <li>• Supreme Court Decision Assignment</li> </ul> <p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.</p>

	<p>Chapter 2 – The Policy-Makers and Their Environment</p> <p><b>Course Text:</b> Dye, T. (2017) <i>Understanding public policy (15<sup>th</sup> ed)</i>. Boston, MA: Pearson.</p> <p>Chapter 3 – The policymaking process</p> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• "City of Escondido v. Emmons." Oyez, 17 Jan. 2019, <a href="http://www.oyez.org/cases/2018/17-1660">www.oyez.org/cases/2018/17-1660</a>.</li> </ul> <p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>• Little, J. and Jones, O. (2000), Masculinity, Gender, and Rural Policy*. <i>Rural Sociology</i>, 65: 621-639. <a href="#">Article Link</a></li> </ul>
Application	Submit Policy Models Research Paper.
<b>Week 6</b>	<b>Policy Formation</b>
	<p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.</p> <p>Chapter 3 – Policy Formation: Problems, Agendas, and Formulation</p> <p><b>Additional Readings:</b></p> <ul style="list-style-type: none"> <li>• Cox, R. H. and Béland, D. (2013), Valence and Sustainability. <i>Governance</i>, 26: 307-328. <a href="http://paperroom.ipsa.org/papers/paper_11442.pdf">http://paperroom.ipsa.org/papers/paper_11442.pdf</a></li> </ul> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• The Federalist Papers: No. 51 (link: <a href="http://avalon.law.yale.edu/18th_century/fed51.asp">http://avalon.law.yale.edu/18th_century/fed51.asp</a>)</li> <li>• Council of State Governments (CSG) <a href="http://www.csg.org">www.csg.org</a> The official homepage of the Council of State Governments provides daily news articles reported in major newspapers on the current status of state policies. There are also valuable links to other websites that devote attention to specific state issues.</li> </ul>
Application	Submit Supreme Court Decision Assignment.
<b>Week 7</b>	<b>Midterm Exam</b>
	Study for midterm exam.
Application	Submit midterm exam.
<b>Week 8</b>	<b>Policy Adoption</b>
	<b>Handout:</b> Conducting a Policy Research Interview

	<p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.</p> <p>Chapter 7 – Policy Impact, Evaluation, and Change</p> <p><b>Additional Readings:</b></p> <ul style="list-style-type: none"> <li>• Anderson, S., &amp; Harbridge, L. (2010). Incrementalism in Appropriations: Small Aggregation, Big Changes. <i>Public Administration Review</i>, 70(3), 464-474.</li> <li>• Long, R. (1987). Rural Development Policy: Rationale and Reality. <i>Publius</i>, 17(4), 15-31.</li> </ul>
Application	Submit Policy Research Interview Assignment.
<b>Week 9</b>	<b>Policy Evaluation</b>
	<p><b>Course Text:</b> Dye, T. (2017) <i>Understanding public policy (15<sup>th</sup> ed)</i>. Boston, MA: Pearson.</p> <p>Chapter 4 – Policy Evaluation</p> <p><b>Course Text:</b> <b>Course Text:</b> Bardach, E. and Patashnik, E. (2016) <i>A practical guide for policy analysis: The eightfold path to more effective problem solving (5<sup>th</sup> ed)</i>. Thousand Oaks, CA: CQ Press.</p> <p>Part II – Assembling the Evidence</p> <p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.</p> <p>Chapter 7 – Policy Impact, Evaluation, and Change</p> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• The Government Accountability Office (<a href="http://www.gao.gov">www.gao.gov</a>) The homepage of the Government Accountability Office provides users with access to evaluations of government programs and agency testimony before congressional committees.</li> <li>• Urban Institute (<a href="http://www.urban.org">www.urban.org</a>) The Urban Institute’s website provides a collection of recent reports evaluating social and economic policy problems from a more liberal perspective, along with discussing possible solutions to correct them.</li> </ul>
Application	Quiz
<b>Week 10</b>	<b>Spring Break</b>
	Review notes and past assignments.
<b>Week 11</b>	<b>Policy Implementation</b>

	<p><b>Course Text:</b> <b>Course Text:</b> Bardach, E. and Patashnik, E. (2016) <i>A practical guide for policy analysis: The eightfold path to more effective problem solving (5<sup>th</sup> ed)</i>. Thousand Oaks, CA: CQ Press.</p> <p>Part III– Handling a Design Problem</p> <p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.</p> <p>Chapter 6 – Policy Implementation</p> <p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>• Dupuis, J., &amp; Knoepfel, P. (2013). The Adaptation Policy Paradox: The Implementation Deficit of Policies Framed as Climate Change Adaptation. <i>Ecology and Society</i>, 18(4).</li> </ul>
Application	Quiz
<b>Week 12</b>	<b>Federalism and State Policies</b>
	<p><b>Handout:</b></p> <ul style="list-style-type: none"> <li>• Comparing Public Policies of the State</li> </ul> <p><b>Course Text:</b> Dye, T. (2017) <i>Understanding public policy (15<sup>th</sup> ed)</i>. Boston, MA: Pearson.</p> <p>Chapter 5 – Federalism and State</p> <p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>• Kogan, V., Lavertu, S., &amp; Peskowitz, Z. (2016). Performance Federalism and Local Democracy: Theory and Evidence from School Tax Referenda. <i>American Journal of Political Science</i>, 60(2), 418-435.</li> </ul> <p><b>Website:</b></p> <ul style="list-style-type: none"> <li>• National Governors Association (<a href="http://www.nga.gov">www.nga.gov</a>) Official website of the nation’s governors with news releases and policy positions.</li> </ul>
Application	Submit Comparing Public Policies of the State Assignment.
<b>Week 13</b>	<b>Social Policy Evaluation</b>
	<p><b>Course Text:</b> Dye, T. (2017) <i>Understanding public policy (15<sup>th</sup> ed)</i>. Boston, MA: Pearson.</p> <p>Chapter 7 – Welfare and Inequality</p> <p><b>Additional Reading:</b></p> <p>Jones, David G. Seattle City Auditor (2013). <a href="#"><i>Supporting a Future Evaluation of the Seattle Youth Violence Prevention Initiative (SYVPI)</i></a></p> <p><b>Website:</b></p>



	<ul style="list-style-type: none"> <li>Children’s Defense Fund (<a href="http://www.childrensdefense.org">www.childrensdefense.org</a>) Advocacy organization for welfare programs, with special emphasis on aid for children.</li> </ul>
Application	Submit Social Policy Presentation.
<b>Week 14</b>	<b>Stakeholder Engagement</b>
	<p><b>Course Text:</b> Anderson J (2015). <i>Public policymaking</i>. New York, NY: Routledge.</p> <p>Chapter 8 – Reflections and Observations</p> <p><b>Additional Reading:</b></p> <ul style="list-style-type: none"> <li>Daniell, K., Hogan, A., &amp; Cleary, J. (2017). Breaking Down the ‘One-Size-Fits-All’ Approach to Rural and Regional Policy: Enhancing Policy Initiatives through Multi-level Governance. In DANIELL K. &amp; KAY A. (Eds.), <i>Multi-level Governance: Conceptual challenges and case studies from Australia</i> (pp. 403-428). Australia: ANU Press.</li> <li>Olsen, R., Orr, L., Dell, S., &amp; Stuart, E. (2013). <i>External validity in policy evaluations that choose sites purposively</i>. <i>Journal of Policy Analysis and Management</i>, 32(1), 107-121</li> <li>Washington State Institute for Public Policy. 2015. <a href="#">“The King County Education and Employment Training (ETT) Program: Outcome Evaluation and Benefit-Cost Analysis”</a></li> </ul>
Application	Submit Stakeholder Engagement assignment.
<b>Week 15</b>	<b>Final Exam Review</b>
	<p>Handout:</p> <ul style="list-style-type: none"> <li>Final Exam Review</li> </ul>
Application	Prepare for final exam.
<b>Week 16</b>	<b>Final Exam</b>
	Prepare for final exam.
Application	Submit Final Exam.