

**University of Oregon**  
**School of Planning, Public Policy and Management**  
**PPPM 201: Introduction to Public Policy**  
**Winter 2023 (CRN 24251)**

Location: 250 CLS Clinical Services Building  
Time: Tuesday / Thursday: 2:00 PM – 3:20 PM  
Course Website: <http://canvas.uoregon.edu>

**M. Blair Thomas, Ph.D., MPH, MPA (he / him / his)**

Office: Hendricks Hall 109

Student Hours: Tuesdays (11:30 PM – 1:30 PM) and by appointment

Email: [blairt@uoregon.edu](mailto:blairt@uoregon.edu) (Best way to reach me)

**Course Graduate Co-Instructors:**

Jesse Maldonado

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Ramona Bias

Office Hours: By appointment

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**Course Materials:**

● **Required Texts:**

- Holzer, Marc and Richard Schweser. (2019). *Public Administration: An Introduction*. Armonk: M.E. Sharpe, Inc.

**GENERAL NOTES:**

I am here to support your learning objectives and get you all excited about this topic, but I also want to emphasize that nothing is more important than your mental and physical health.

- **I WILL ALWAYS CARE MORE ABOUT YOU AS A PERSON THAN AS A STUDENT!**
- Please let me know if you are struggling with any of the class material, or if you need extra time for any assignments.
- If you need to miss class for any reason (medical, childcare, work, etc.), that is completely fine – just send me an email. I do NOT need doctor's notes, or any other justification.
- If you or a household member are sick, please stay at home and take care of yourselves. Don't worry about missing assignments or classes. If my student office hour timings don't work for you, email me and we can find an alternative time to chat. All student office hours will be online this term for a safer experience.
- If you need to step outside the classroom briefly, please feel free to do so

**Course Description and Objectives:**

Public policy is what public officials within government, and by extension the citizens they represent, choose to do or not to do about public issues. Public policy decisions affect us at the national level (e.g., health care and national defense) and at the local and individual level (e.g., student housing construction, tuition rates). In designing this introductory course, I want to expose you to not only a variety of topics that public policy covers, but also to provide you with the opportunity to understand the issues that can accompany the individuals responsible (public administrators) for making them work.

After completing this course, you will be able to:

- Identify the core concepts of public policy within the United States context
- Critically evaluate the ethical dimensions that exist within public policy decisions
- Understand the role of public administrators and other key stakeholders within the public policy process
- Familiarize yourself with the ways that your own passions are affected by policy

**GRADE BREAKDOWN**

A	94-100%
A-	90-93.99%
B+	86-89.99%
B	84-85.99%
B-	80-83.99%
C+	76-79.99%
C	74-75.99%
C-	70-73.99%
D+	66-69.99%
D	64-65.99%
D-	60-63.99%
F	Under 60%

**Explanation of Assignments**

**Class Participation – 10% (All term)**

Students are expected to show up to class and engage (though not necessarily verbally). At the minimum, I expect you to complete reflection exercises when given in addition to showing up for class. If you expect to miss class for any reason, please email me in advance. With approximately 10 weeks of class and 2 days of class, each class counts for roughly .5% (1/2 of 1 percent) of your final grade.

**Friday Discussion Class – 10% (All term)**

Students are expected to show up to discussion sessions and engage. At the minimum, I expect you to complete the tasks outlined by the graduate co-instructor(s). If you expect to miss discussion for any reason, please email your course mentor(s) . With approximately 10 weeks of class and one weekly

discussion session, each session counts for roughly 1% of your final grade and 10% of your overall grade. There will be a make-up assignment available for every week you miss.

**Quizzes - Two at 10% each for 20% total (Week 3, Thursday; Week 7, Thursday)**

There will be two quizzes given throughout the term. If you attempt both quizzes, the lowest score will be dropped, leaving two quizzes worth the same score for the final grade. An unexcused absence on quiz day will count as your lowest quiz score. Quizzes will include all material covered up to the date of the current quiz. Quizzes will consist of multiple-choice, and true-false questions. In the case of absence on the day of a quiz, make-ups will be permitted only with a university excused absence. Quizzes count as 20% of your final grade.

**Midterm Exam – 15% (Week 5, Thursday)**

For the midterm exam, students are responsible for all subject matter covered during the lectures and in the assigned readings up to the point of the exam. Make-up exams will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of multiple-choice and true/false questions. The exam counts as 15% of your final grade. The exam will be in class on **Thursday, February 9th. No late exams will be granted.**

**Civic Engagement Reflection– 20% (Due by Week 7, Tuesday)**

You will engage in a civic engagement exercise from a list provided to you on Canvas or by one that you get approved by the course instructor. I want this exercise to MATTER TO YOU! A description of your engagement, your personal feeling about it and how you can apply the experience to course content is expected. It is expected to be 1 to 1.5 pages double-spaced. A rubric for grading will be provided on Canvas. **It will be due online by Thursday, February 21st at 2:00 pm, PST. No late work will be accepted.**

**Group Presentation- 10% (Discussion; Due Weeks 9 & 10)**

Students will be required to form groups of four to eight members and make a class presentation on a chapter in the textbook. Groups can draw on concepts, theories, practices, etc., presented in the course, or may use external subject matter as long as it pertains to public administration in some meaningful way. It is highly recommended that you use PowerPoint, but it is not required. The group presentation will count for 10% of your final grade and will occur in the Discussion class. A grading rubric will be provided.

**Final Exam– 15% (Finals Week)**

The final exam will cover all subject matter presented after the mid-term and up to the point of the final exam. Make-ups will be permitted only in cases where a university excused absence is provided to the instructor. E-mail notices of illness without appropriate documentation of such illness will not constitute an acceptable excuse. The exam will consist of 15 questions in length and consist of multiple-choice and true/false questions. The final exam will be an on-line exam on Canvas. and will be due by Tuesday, March 21st at 1:30 p.m. **It will count as 15% of your final grade. No late exams will be accepted.**

**General Requirements and Information**

If you know you are going to miss a class, let me know, and be sure to get notes from a colleague in class. It is your responsibility to get assignments in on time unless otherwise excused; late assignments may have a per-day point penalty. **If you need extra time, that is perfectly fine, but you must let me know in advance.** It is also your responsibility to ensure you can access the course website. **Turn in all assignments through Canvas, NOT on paper.** If Canvas is down, submit via email. **Turning in assignments early is encouraged!**

**Course Workload**

A general rule of thumb for the expected workload for undergraduate students, is approximately 3-4 hours/week per credit hour. Our class meets for three hours each week, so students should expect to spend an additional 6 to 10 hours per week studying for this course.

### **Writing Lab**

This is a reading and writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper-division and graduate student tutors are available on a drop-in basis or by appointment. (You must go to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

### **Incomplete Policy**

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory, but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

### **Plagiarism and Academic Misconduct**

You are always expected to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at [conduct.uoregon.edu](http://conduct.uoregon.edu)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:

[www.libweb.uoregon.edu/guides/plagiarism/students](http://www.libweb.uoregon.edu/guides/plagiarism/students). **I use Turnitin to analyze your assignments for plagiarism. High percentage scores on Turnitin (70 and over) will result in 0 points on the assignment and possible further academic consequences.**

### **Documented Disabilities**

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in Room 360 or call at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

### **Sexual Violence, Harassment and Survivor Support**

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at [safe.uoregon.edu](http://safe.uoregon.edu).

## **Diversity, Inclusion and Respect Statement**

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences.

## **Course Outline and Required Readings:**

### **Week 1: Welcome Back / Syllabus Week Overview Class**

Objective: After our first week, students will (1) gain an understanding of the expectations for this course; (2) recognize some ways that public policy has affected their lives in several ways; (3) be able to have a foundation to begin the course.

- Readings (Tuesday):
  - Syllabus
  - Stanford's 2005 Commencement Speech (Jobs 2005)
  - Ted Lasso Darts Video
- Readings (Thursday):
  - Holzer and Schwester Ch. 1
  - Passion reading
- **Discussion (Friday) (No Other Assignments Due)**

### **Week 2: Introduction to Public Policy, Public Administration and Public Ethics**

Objective: After this week, students should be able to know (1) what public administration and public policy are, its purposes, and main foundations; (2) the ethical foundations of public administration; (3) the important role that government plays in a modern, democratic society; (4) the pro and cons of an administrative system in society; (5) identify ethical dilemmas facing public administrators; and (6) learn how to effectively deal with such dilemmas in productive ways.

- Readings (Tuesday):
  - Holzer and Schwester Ch. 3
  - George Washington and Enlightenment Ideas on Educating Future Citizens and Public Servants (Cook and Klay 2014)
  - *Politics and Administration*, Introduction (Goodnow 1900)
  - Policy Reading
- Readings (Thursday):
  - Holzer and Schwester Ch. 4 & 5
  - Case study: "The Blast in Centralia No. 5: A Mine Disaster No One Stopped" (Martin 1948)
  - Policy and Ethics Reading
- **Discussion (Friday) (No Other Assignments Due)**

### **Week 3: Organizational Theory, Contemporary Ethical Issues within the Public Policy Sector**

Objective: After this week, students should be able to (1) compare and contrast different schools of thought in organization studies (e.g., classical, neoclassical, human relations, and contemporary); (2) understand the importance of both formal and informal organizations and how policy shapes them; (3) understand how ethics is reflected in public policy within different settings

- **Quiz #1 (Thursday)**
- Readings (Tuesday):
  - Holzer and Schwesler Ch. 2
- Readings (Thursday):
  - Case study: “Uniforms in the Closet” (Egan 1998)
  - Ethics in Policy Article #1 (TBA)
  - Ethics in Policy Article #2 (TBA)
- **Discussion (Friday) (No Other Assignments Due)**

### **Week 4: Health Policy**

- Readings (Tuesday):
  - Carter & May (2020)
- Readings (Thursday):
  - Health Policy Reading #1 (TBA)
  - Health Policy Reading #2 (TBA)
- **Discussion (Friday) (No Other Assignments Due)**

### **Week 5: Course Midterm Exam Week**

- Study Session (Tuesday)
- **Mid-Term Exam (Thursday)**
- **No Discussion Group (Friday)**

### **Week 6: Financial and Budgeting Policy**

Objective: After finishing this week, students should be able to (1) know the basic concepts and theories associated with public budgeting and how policy influences it, (2) understand the role of citizen participation in policymaking, and (3) recognize and understand how to deal with ethical dilemmas in budgeting policymaking.

- Readings (Tuesday):
  - Chapter 9 (Holzer and Schwesler 2011)
  - Financial Policy Reading (TBA)
- Readings (Thursday):
  - “How financial managers deal with ethical stress” (Miller et al. 2005)
  - “Overcoming administrative barriers to citizen participation” (Timney 1998)
- **Discussion (Friday) (No Other Assignments Due)**

### **Week 7: Social Equity in Public Policy**

Objective: After finishing this week, students should be able to (1) know what social equity is and how it relates to public administration, (2) understand the main challenges public administrators face in attempting to help achieve greater equity in society, and (3) how to measure and assess the level of equity in society.

- **All Extra Credit Due on Tuesday at 11:59 PM, PST**
- **Civic Engagement Reflection Due**
- **Quiz #2 (Thursday)**
- Readings (Tuesday):
  - Wright policing article
  - LGBTQ Reading

- Young & Wiley (2021)
- Readings (Thursday):
  - Social equity: Its legacy, its promise (Guy and McCandless 2012)
  - Theorizing the Relationship between Major Sport Events and Social Sustainability (Smith 2009)
  - Thomas & Wright Sport Article
- **Discussion (Friday) (No Other Assignments Due)**

**Week 8: Public Policy and Ethics within Technological Change (November 28)**

Objective: After finishing this section, students should be able to (1) understand the important role that technology policies plays in public service delivery, (2) know the problems facing public administrators regarding the increased use of technology and policies to address it, (3) understand the ethical dilemmas and issues in public administration caused by technological change, and (4) how to use technology in ethical ways in the public sector.

- Readings (Tuesday):
  - Holzer and Schwester Ch. 12 & 13
  - Lu, et al (2020)
- Readings (Thursday)
  - “Surveillance, Snowden, and Big Data: Capacities, consequences, critique” (Lyon 2014)
  - Tech policy article
- **Group Presentations (Friday)**

**Week 9: Policy Performance and Evaluation**

Objective: After completing this week, students should be able to (1) effectively and ethically improve performance in the public sector, (2) understand how to ethically assess and evaluate performance in public organizations through policy, and (3) learn how to cope with ethical problems associated with the evaluation of performance and reporting results.

- Readings (Tuesday):
  - Holzer and Schwester Ch. 8 & 10
- Readings (Thursday):
  - Holzer and Schwester Ch. 11
  - Pay for Performance in the Public Sector—Benefits and (Hidden) Costs (Weibel et al 2009)
  - Policy Article (TBA)
- **Group Presentations ((Friday))**

**Week 10: Panel & Study Session Week**

- Guest Speakers / Panel Session (Tuesday)
- Study Session (Thursday)

**Finals Week: Final Exam: Due Online By Tuesday, March 21st at 1:30 pm, PST.**

**Winter 2023 Assignment Due Date Schedule\***

<u>Week</u>	<u>Quizzes</u>	<u>Mid-Term</u>	<u>Reflection</u>	<u>Group Assignment</u>	<u>Final</u>
<b>Week 1</b> <b>January 9</b>					
<b>Week 2</b> <b>January 16</b>					
<b>Week 3</b> <b>January 23</b>	<b>Quiz 1</b> <b>(Thu, 1/26)</b>				
<b>Week 4</b> <b>January 30</b>					
<b>Week 5</b> <b>February 6</b>		<b>Test</b> <b>(Thu, 2/9)</b>			
<b>Week 6</b> <b>February 13</b>					
<b>Week 7</b> <b>February 20</b>	<b>Quiz 2</b> <b>(Thu, 2/23)</b>		<b>Reflection</b> <b>(Tue, 2/21)</b>		
<b>Week 8</b> <b>February 27</b>				<b>Presentation</b> <b>Day #1</b>	
<b>Week 9</b> <b>March 6</b>				<b>Presentation</b> <b>Day #2</b>	
<b>Week 10</b> <b>March 13</b>					
<b>Finals Week</b> <b>March 20</b>					<b>Final</b> <b>(Tue, 3/21 @</b> <b>12:30)</b>

\*Subject to Change