Course Description
This course is about how public policy gets put into action, with a focus on developing knowledge and skills essential for addressing some of society’s most complex problems. The course will help you understand what we really mean when we say “policy implementation,” as well as some realities of implementation as it is done in practice. The course will stress, in particular, the widespread roles of not only government but also the private and nonprofit sectors at all levels in the implementation process, and how these actors use policy tools like regulations, grants, vouchers, and public-private partnerships to get things done. Government and non-governmental actors have taken numerous approaches to achieving public policy goals, from (among many others) reducing poverty and improving education to ensuring public health and safety, protecting the environment, and recovering from disasters. What are the trade-offs of different strategies to pursuing goals like these, and why has the record of achievement been mixed? How do government, business, nonprofits, and individual members of the public contribute to implementation efforts? How can they work better with one another to make public policy successful? How do we assess whether policies have had their intended impacts on people and communities? Students will consider these questions through a mix of lecture, discussion, examples, and hands-on exercises, and develop abilities in areas including policy field mapping, logic modelling, project management, and implementation analysis.

Audience
Upper-level undergraduate students seeking additional knowledge and skills applicable to the study and practice of public policy.

Credits
3.0

Learning Objectives
1. Define, Diagnose, and Analyze the Root Causes of Complex Public Policy Problems
2. Comprehend and Map Implementation Environments, Systems, Actors, and Relationships
3. Assess Public Policy Designs and Analyze Trade-offs of Using Different Policy Tools
4. Develop Indicators of Implementation Effectiveness and Build Logic Models
5. Investigate and Identify Reasons for Failure or Success in the Implementation of Public Policies

Required Texts
None. Assigned readings are available on Blackboard or the Internet.

Grading
Policy Tools: Analysis of Alternatives (15%)
Policy Field Map (15%)
Performance Indicators and Logic Model (15%)
Applied Implementation Analysis (20%)
Policy Simulation Reflection (10%)
In-Class Pop Quizzes – 5/6 (15%)
Class Participation (10%)

Assignments and quizzes are each graded out of 100 points, as is overall class participation. Final grades will be calculated as a weighted average based on the percentages above. The grade scale is as follows:

A 93.00 – 100.00
A- 90.00 – 92.99
B+ 87.00 – 89.99
B 83.00 – 86.99
B- 80.00 – 82.99
C+ 77.00 – 79.99
C 73.00 – 76.99
C- 70.00 – 72.99
D 60.00 – 69.99 F
< 60.00

Policy Tools: Analysis of Alternatives – 2 Page Analysis
In this assignment, you will be given an example public policy problem and goal, and challenged to consider the application of different policy tools in a 2 page memo for a policymaker. You will be asked to consider the merits and demerits of each tool offered for consideration, and make a recommendation based on your assessment of the problem, goal, target population, and related implementation considerations.

Policy Field Map – 1 Page Diagram, 2 Page Analysis
In this assignment, you will be given an example public policy, along with a description of the actors involved and their relationships with one another. On the basis of the description, you will create a policy field map and prepare an accompanying 2 page memo for a director of your organization. You will be asked to analyze the policy field map to identify important actors and relationships that present, respectively, threats and opportunities for your organization, and describe these for your director.
Performance Indicators & Logic Model – 1 page Diagram, 2 Page Analysis
In this assignment, you will be given an example public policy, along with a description of the accompanying program. On the basis of the description, you will develop a logic model and set of 5 performance indicators, and describe how they can be used in the operation in a 2 page memo for a director of your organization.

Applied Implementation Analysis – 5 Page Analysis
In this assignment, you will take a public policy example of your own and write a 5 page report for a policymaker analyzing (depending upon the example you choose) either (i) whether you think the policy will be implemented successfully, (ii) why the policy was implemented successfully, or (iii) why the policy was not implemented successfully.

Final Simulation Reflection – 2 Page Analysis
In this assignment, you will be asked to critically reflect upon your experiences in the policy simulation exercise, connecting your experiences to relevant course topics. This reflection will be written with the instructor as the audience in mind.

In-Class Pop Quizzes – 5/6
In addition to the assignments, the instructor will distribute a set of six brief, multiple choice pop quizzes (on the order of 5-6 questions) about the most recent set of assigned readings. Each quiz will be distributed and completed at the beginning of class, with 20 minutes allotted to take the quiz. The quizzes are closed book, but you may use 1 page of hand-written notes you’ve taken on the readings. If you miss a quiz for any reason, you will drop that quiz. Quizzes cannot be made up and will not be accepted electronically. These quizzes should be considered an incentive to do the reading, and an easy way to bolster your grade provided you have done so.

Class Participation
In addition to the assignments and quizzes, class participation is a component of your grade, and essential to yours and your colleagues’ success in the course. Participation means both attendance and contribution to class activities. I expect you to be at every class (except in cases of an excused absence), arrive on time, and contribute constructively. This does not mean speaking up multiple times every class, but does mean offering a thoughtful comment or question periodically. In addition, I will create opportunities for each of you to contribute, such as through reporting out from group discussions. If you attend class, speak up from time to time and make a good faith effort in reporting out from a group discussion activity, you will earn an A-range participation grade. If you attend class but rarely speak and make only a modest effort in reporting out from a group discussion activity, you are likely to earn a B-range participation grade. If you do not ever speak unless compelled to, only make a modest effort in reporting out from a group discussion activity, and are otherwise disengaged (e.g., not paying attention, using electronic devices, etc.), you will earn C or D range participation grade (depending upon the severity of your non-participation). If you combine poor participation with repeated unexcused absences, you will receive an F for your participation grade. If you wish to speak with me anytime about how I am evaluating your participation, please do not hesitate to ask – I am happy to talk with you.
University Attendance Policy
Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use “ESPR” and “MSPR” in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUccess. More information regarding Orange SUccess can be found here, at http://orangesuccess.syr.edu/getting-started-2/. Students should also review the University’s religious observance policy and make the required arrangements at the beginning of each semester.

Syracuse University Policies
Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these concern:

Diversity and Disability: Ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community, for which more information can be found here, at: https://www.syracuse.edu/life/accessibilitydiversity/

Religious Observances Notification and Policy: Steps to follow to request accommodations for the observance of religious holidays) can be found here, at: http://supolicies.syr.edu/studs/religious_observance.htm

Orange Success: Tools to access a variety of SU resources, including ways to communicate with advisors and faculty members, can be found here, at: http://orangesuccess.syr.edu/getting-started2/

Disability-Related Accommodations
Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Office of Disability Services (ODS) in this process.

If you would like to discuss disability-accommodations or register with ODS, please visit their website at: http://disabilityservices.syr.edu. Please call (315) 443-4498 or email disabilityservices@syr.edu for more detailed information.

ODS is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning
and generally are not provided retroactively, please contact ODS as soon as possible to begin this process.

Academic Integrity Policy
Syracuse University’s Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University’s academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

Discrimination and Harassment
The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University’s Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-4715, 200 Walnut Place, Syracuse, New York 13244-5040). Incidents of sexual violence or harassment can be reported non-confidentially to the University’s Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University’s Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have
mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about to help make our campus a safer place for all

**Course-Specific Policies**

Additional course specific policies are as follows:

**Attendance:** Attendance is mandatory, and unexcused absences will impact your participation grade. I will only excuse absences in extenuating circumstances – such as a medical or family emergency – and I will require advance notice (e.g., by phone or email). Depending on the situation, I may also require written documentation of the reason for the absence.

**Assignments:** Assignments should be turned in on time. Late assignments will be reduced in single grade increments for each day they are overdue. So, otherwise A work will be graded as an A- if it is one day late, a B+ if it is two days late, a B if it is three days late, and so on. No extra credit will be given, and final grades will not be curved. The instructor will inform you as to how assignments should be turned in and provide ample direction this regard. For purposes of submitting assignments, I reserve the right to use Turnitin on Blackboard. Turnitin is a plagiarism prevention system that identifies “matched text.” This system allows you to view your “Originality Report” and check that all sources you have used are properly acknowledged and cited. In the event Turnitin is to be used, you should leave yourself some time to run this check before submitting a final version of the assignment in question. Note that submitted assignments will be included as source documents in the Turnitin.com reference database, solely for the purpose of detecting plagiarism of such assignments in the future. As necessary, the instructor will give students directions on the use of citations and references.

**Electronic Devices:** Tablets and laptops are permitted for **course purposes only (e.g., for taking notes).** Please refrain from using these devices for personal reasons, and **do not use personal phones** – it can hinder everyone’s learning experience (including your own). The instructor will inform you when tablet or laptop use will be helpful for an in-class activity.

**Classroom Conduct:** Please be courteous and respectful toward your colleagues and the instructor, following common sense rules. Examples: raise your hand; refrain from talking while others are talking; and avoid unnecessarily getting up during class (if you must do so, please sit near the exit).

**Beyond the above policies, I am adamant about respect for diversity of thought, opinion, and ideas.** We should welcome a variety of viewpoints, treating them in good faith and holding them up for meaningful consideration and scrutiny – not mockery or quick dismissal.

**Course Schedule**

**Week 1**

**Intentions Are NOT Results: What is Policy Implementation, and Why Should We Care?**

1-14-20: Course Introduction and Overview *Required
Reading: None.
1-16-20: Policy Implementation – A First Look *Required Reading:


Week 2 What’s the Problem? Defining and Analyzing Public Policy Problems

1-21-20: Comprehending, Defining, and Analyzing Public Policy Problems *Required Reading:


Community Toolbox: Chapter 17, Section 3: Defining and Analyzing the Problem.


Week 3 Dissecting Public Policies: The Building Blocks of Policy Design

1-28-20: Goals, Targets, Tools, and Behavior: The Building Blocks of Policy Design *Required Reading:


1-30-20: Skill Exercise: Analysis of Alternatives: Comparing and Contrasting Different Policy Tools *Required Reading: None.

ASSIGNMENT #1 – POLICY TOOLS: ANALYSIS OF ALTERNATIVES – DISTRIBUTED

Week 4 The Players and the Field, Part I: The Roles of Government, Business, Nonprofits, and Individuals in Policy Implementation

2-4-20: Unpacking the Roles of Government and Non-Governmental Actors in Policy Implementation
*Required Reading:


**Week 5 The Players and the Field, Part II: Mapping Policy Implementation Environments, Systems, Actors, and Relationships**

2-11-20: Mapping Policy Implementation Environments, Systems, Actors, and Relationships *Required Reading:


2-13-20: Skill Exercise: Making and Using Policy Field Maps *Required Reading: None.

**ASSIGNMENT #1 – POLICY TOOLS: ANALYSIS OF ALTERNATIVES – DUE**

**ASSIGNMENT #2 – POLICY FIELD MAP – DISTRIBUTED**

**Week 6 Word – and Action – on the Street: Policy Implementation on the Frontlines**

2-18-20: Policy Implementation on the Frontlines *Required Reading:


**2-20-20**: Skill Exercise: Journey Maps, Design Thinking, and Individual Interaction with the State – Doing “Customer Experience” (CX) Research  *Required Reading: None.

**Week 7 Let's Talk About Results, Part I: Indicators of Implementation Effectiveness, From Inputs to Impact**

**2-25-20**: Evaluating Implementation Effectiveness – Metrics, Logic Models, and Process Evaluation   *Required Reading:


Kellogg Foundation: Logic Model Development Guide. *Chapters 1 – 3 (Pgs. 1 – 34) only.*

**2-27-20**: Skill Exercise – Creating and Analyzing Logic Models and “Theories of Change”

**ASSIGNMENT #2 – POLICY FIELD MAP – DUE**

**ASSIGNMENT #3 – PERF. INDICATORS AND LOGIC MODELLING – DISTRIBUTED**

**Week 8 Let’s Talk About Results, Part II: Implementation Analysis**

**3-3-2020**: Implementation Analysis


3-5-2020: Skill Exercise: Implementation Analysis in Practice *Required
Reading: None.

Week 9 Review & Integration Week

3-10-2020: Review and Integration of Course Concepts and Ideas *Required
Reading: None.

3-12-2020: Practice Application of Course Concepts and Ideas *Required
Reading: None.

Week 10

Spring Break – No Classes

Week 11 Protecting Public Health, Safety, and Welfare: Implementing Regulation,
Corrective Taxes, and Tradable Permits

3-24-20: Implementing Regulation, Corrective Taxes, and Tradable Permits *Required
Reading:

Litan, R. “Regulation.” *EconLib.*


Cap and Trade.” Working Paper, Harvard University Belfer Center for Science and International
Affairs.

3-26-20: Skill Exercise: Implementation Analysis – Applications to Public Health, Safety, and
Welfare Problems *Required Readings: None.

ASSIGNMENT #3 – PERF. INDICATORS AND LOGIC MODELLING – DUE

ASSIGNMENT #4 – APPLIED IMPLEMENTATION ANALYSIS – DISTRIBUTED

Week 12 Promoting Investment, Innovation, and (Re)Development: Implementing Tax
Expenditures, Subsidies, and Grants
3- 31-20: Implementing Tax Expenditures, Subsidies, and Grants *Required
Reading:


4- 2-20: Skill Exercise. Implementation Analysis – Applications to Investment, Innovation, and (Re)Development

Week 13 Ensuring Economic Security and Opportunity: Implementing In-Kind Benefits, Transfer Payments, and Vouchers

4-7-20: Implementing In-Kind Benefits, Vouchers, and Transfer Payments *Required
Reading:


4-9-20: Skill Exercise: Implementation Analysis – Applications to Economic Security and Opportunity

Week 14 Policy Simulation

4-14-20: Introduction and Simulation Exercise, Part I
*Required Reading: Simulation Summary and Role

4-16-20: Simulation Exercise, Part II

ASSIGNMENT #4 – APPLIED IMPLEMENTATION ANALYSIS – DUE

ASSIGNMENT #5 – SIMULATION REFLECTION – DISTRIBUTED

Week 15 Wrapping Up: Simulation Reflection and Future Directions

4-21-19: Simulation Debrief
*Required Reading: Simulation Results (to Be Distributed by the Instructor)
4-23-19: Considering Your Future – Some Practical Advice on Careers in Public Service  *Required Reading: None.

ASSIGNMENT #5 – SIMULATION REFLECTION – DUE