

SYLLABUS

Course Title: Public Policy Development (2009)

Number of Credits: 2

Number of Lectures-Tutorials: **32 (onsite) – 15 (online)**

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<http://www.gonzaga.edu.doctoral>

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Class Dates: Monday August 3, Tuesday August 4, Wednesday August 5, Thursday August 6, Sunday August 9, Monday August 10, Wednesday August 11

Afghans Next Generation e-Learning (ANGeL) portal <http://elearn.org.af>

If you have trouble downloading the Template or the reading from elearn.org.af you will need to come at least 40 minutes before class, bring a memory stick (clean, virus free), and download the files to your memory stick.

Course Outline

Public policy matters because it affects people's lives. Public policy is defined as "the things government chooses to do or not to do" for "societal benefit." Public policy addresses questions on "who gets what, when and how." Policy is understood as the link between systems and leadership. Effective participation in the policy development process requires:

Understanding of basic concepts relative to the policy making process.

The ability to find resources for the policy making process including stakeholder analysis.

The ability to recognize the implications of environmental factors such as Islam and being a developing country for public policy.

The ability to use monitoring and evaluation to improve policy.

The ability to identify policy options and recommend one.

Learning outcomes

At the end of this course, participants should be able to:

1. Outline the policy development process.
2. Identify and apply different systems approaches to policy.
3. Identify resources available in Afghanistan for policy research.

4. Identify the role of stakeholder analysis in the policy development process.
5. Conduct a simple qualitative stakeholder analysis.
6. Identify the implications of Islam for public policy.
7. Identify the implications of Afghanistan's status as a developing country for policy.
8. Outline the key components of a monitoring and evaluation plan.
9. Identify the role of Afghans as leaders in policy formulation, monitoring, and evaluation.
10. Write a short public policy paper that identifies options and makes a recommendation.

Details of Course Contents and Allotted Time

The reading assignments must be read before class. Look for the main ideas. If you have questions about the readings, bring them to class. Note carefully. In the syllabus, both the first and the last names of authors are given. When you make a reference list using APA you will only use the initial for the first name and middle name if used. For example Meadows, Donella. H. becomes Meadows, D. H.

Review of Course Requirements:

Four short required papers and due dates.

1. Introduction to your topic for your Public Policy Paper (200 words or less. Use the template.
2. Stakeholder Analysis Mini RAP (600 words or less, Use the template)
3. Evaluation of a Public Policy study about Afghanistan (ideally in English) done by a government agency, NGO, or international donor organization. (600 words or less. Use the template).
4. Public Policy Paper. On approved topic. (1300 words or less. Use the template

Templates

Template for the (a) Public Policy Paper Topic, Mini-RAP, and Evaluation of Public Policy Study (Course document: PaperTemplate.doc*)

Template for the Public Policy Paper (Course document: PolicyPaperTemplate.doc*)

Grading

20% Class attendance and participation. Each student will be asked to evaluate their class participation and to indicate the approximate number of times they contributed to class discussion. Keep a record of the number of times you contribute to class discussions and the number of times you are the spokesperson for your group. Students will get one extra point for each time they are on-time for class. Students will lose one extra

20% Report on Stakeholder analysis using Rapid Assessment.

20% Evaluation of Policy Study

25% Public Policy paper on your approved topic.

15% Final Exam (in class, you may use your notes and book)

Pedagogy

On-site Lectures	10 hours
On-site Discussion and Group Activities	22 hours
Online discussion	15 hours (spread over 2 weeks)

Texts

There is not a required text for the course.

There are numerous reading from books, articles, and online sources. Links to original online source are provided where available. Electronic copies, referred to as Course Documents, are available at the site. Students will be provided hard copies.

[Module 1.](#) Monday 3 August. Introduction to Public Policy and the Course

[Module 2.](#) Tuesday 4 August. Systems Thinking and Policy

[Module 3.](#) Wednesday 5 August. Policy Research and Resources, Evaluating Policy Research, and Preparing a Public Policy Paper

[Module 4.](#) Thursday 6 August. Stakeholder Analysis and RAP

[Module 5.](#) Sunday 9 August. Implications of Islam for Public Policy

[Module 6.](#) Monday 10 August. Implications of Being a Developing Country

[Module 7.](#) Wednesday 11 August. Monitoring and Evaluating Policy

[Module 8.](#) Thursday 12 August. Reports on Policy Papers

Module 1. Monday 3 August. Introduction to Public Policy and the Course

Class Activities

Introductions

Overview of class

Public policy, Definitions, Importance

Public Policy Process

Slinky

Introduction to the use of the template.

Introduction to the use of citations in scholarly work.

Reading assignment to be completed before class.

You should have received a hard copy of the readings. Electronic copies can be found at <http://elearn.org.af>, login and proceed to Public Policy 2009

Public policy from Wikipedia NOTE: Wikipedia often provides introductions to topics, definitions, references, and links to other resources, but Wikipedia articles should never be references in an assignment, report, course paper, or thesis. DO NOT QUOTE A WIKIPEDIA ARTICLE. http://en.wikipedia.org/wiki/Public_policy (Course document: Public policy Wikipedia.pdf)

Morse, Kristin & Struyk, Raymond. (2006) Policy analysis for effective development: Strengthening transition economies. New Delhi, India: TERI Press (also published by Lynne Rienner). Introduction <http://www.rienner.com/uploads/47dfe607e23d5.pdf> (Course Document introductionMorseStruyk.pdf) and Chapter 1 pp. 1-36. (Course Document: MorseandStruykCh1.pdf*)

Municipal Research and Services Center of Washington (MRSC) The Policy-Making Process, September 2000. <http://www.mrsc.org/Subjects/Governance/legislative/policymaking.aspx> (Course document: The_Policy-Making_Process.pdf)

Other assignment to be completed before class.

Post the following Introduction to ANGel the elearn.org.af site :

What name do you want to be called? Where do you work, what do you do at work, and how long have you worked in this position? Approximately how old are you? What would you like us to know about your family? How do you normally access the internet (work, university, other) and how good is your internet service. What is the best email address for sending a message to you?

If you are not able to access the elearn.org.af site before class, you will need to come early and there will be someone to help you . You will also need to send your introduction in an email to me at j.beebe@gmail.com.

Start looking for a public policy study. Start thinking about a topic for your Public Policy Paper for this course.

Module 2. Tuesday 4 August. Systems Thinking and Policy

Class Activities

Discussion of Systems Thinking

Small group activity applying systems thinking to the public policy issue discussed in Case Study 1). Each group is to apply a systems approach to the problem. Who are the participants? Who are the stakeholders? Are the feedback loops present? What might be done to improve the operation of the system? Each group will make a short presentation on what a systems analysis does, if anything, to improving the understanding of the problem.

Discussion of Soft Systems Methodology including Rich Pictures

Same small group activity applying soft systems methodology to the same public policy issue used above. CATWO? Root definition? Rich Picture?

Reading assignment to be completed before class.

Meadows, Donella. H. (2008) Thinking in systems: A primer. White River Junction, VT: Chelsea Green. pp. 1-34 (Course Document: ThinkinginSystems.pdf*)

Anderson, Virginia & Johnson, Lauren. (1997). Systems thinking basics: From concepts to causal loops. Waltham, MA: Pegasus Communications. pp. 1- 21, 51-64, read pages 1 through21 carefully and pages 51-64 read less carefully in order to understand the main ideas and not the details), 87-94 (read carefully). (Course Document: SystemThinkingBasicsPart1.pdf SystemThinkingBasicsPart2.pdf)

Dick, Bob. (2002) Soft systems methodology. Accessed August 18, 2009 from <http://www.scu.edu.au/schools/gcm/ar/areol/areol-session13.html> (Course document: Areol session 13_ Soft systems methodology.pdf)

Sasse, Martina Angela & Fulton, David (n.d.) 4. Defining the problem: Soft Systems Methodology in forthcoming book Systems analysis and design: Essential concepts and skills Accessed July 17, 2009 from <http://cispom.boisestate.edu/cis320emaxson/chp4-.html> (Course document: SSMCHAPTER 4.pdf)

Note materials from Dick (2002) and Sasse & Fulton (n.d.) cover the same material, use slightly different examples, and disagree on a few points. Read one carefully and look for the main points in the other one. Do not be concerned with where they disagree.

Bakehouse, George and others. (2007) Rich pictures in soft systems methodology: A holistic view? From Student Accountant. Accessed February 3, 2008 from http://www.accaglobal.com/pubs/students/publications/student_accountant/archive/Bakehouse0107.pdf (Course document: RichPictureBakehouse0107.pdf) Note the first part of the article covers the same material found in Dick (2002) and Sasse & Fulton (n.d.) and can be skipped over. Read carefully beginning with the header 'Rules' and Conventions for Rich Picture Development.

Other assignment to be completed before this class.

(a) Write and post to ANGeL, elearn.org.af a short paragraph using your own words about how you understand systems thinking. If you have other experience with the use of systems, what were they? (should not exceed 100 words). (b) Write and post to elearn.org.af a short paragraph using your own words but using references to indicate where you got the ideas about what is soft systems methodology (should not exceed 100 words). (c) Write and post to the Policy Paper Discussion your proposed topic for your Public Policy Paper (should not exceed 150 words).

Module 3. Wednesday 5 August. Policy Research and Resources, Evaluating Policy Research, and Preparing a Public Policy Paper

Class Activities

Finding policy studies and resources for doing policy research.

Afghanistan Research and Evaluation Unit (AREU)
<http://www.areu.org.af/>

Centre for Policy and Human Development CPHD

<http://www.cphd.af/>

Public Policy Research Guide, The University of Kansas
<http://www.lib.ku.edu/research/SocialSciences/publicpolicy.shtml>

Note many of these resources cannot be accessed from this web page but can be accessed through resources at Kabul University.

State public policy resources. Stateline.org has put together a comprehensive list of state public policy resources. Organized by issue, you will find useful links to essential information from government, academia, and think tanks. NOTE resources are focused on U.S. policy issues but provides interesting examples for problems and policies in Afghanistan.
<http://www.stateline.org/live/resources/Public+Policy+Links#Elections>

Discussion of how to evaluate public policy studies done by others.

Discussion of what is expected for the Public Policy Paper.

Reading assignment to be completed before this class.

Pestieau, Caroline (December 2003) Evaluating policy Research. Research Paper W122, Canadian Policy Research Networks. Accessed August 19 from http://www.cprn.org/documents/24336_en.pdf (Course document: EvaluatingPolicyResearch.pdf)

Public Policy Study Evaluation Format (Course document: Guidelines_for_Policy_Study_Evaluation.doc)

Policy Paper Format. Based on Based on Professor Matthew Cahn's Policy Brief Format. Paper not to exceed 1,300 words. Use the template. NOTE: Most policy papers are two to three times longer than this paper and usually consider at least three options instead of two. (Course Document: Public Policy Paper format.doc)

Other assignment to be completed before the next class.

(a) Identify and briefly describe a policy study you are interested in evaluating. Who did the study, when, how long is the study, describe the contents. (should not exceed 100 words, could be very short) (b) List at least five resources that are relevant to your proposed Public Policy Paper. (should not exceed 100 words, could be very short) Post to ANGeL elearn.org.af

Module 4. Thursday 6 August. Stakeholder Analysis and RAP

Class Activities

Discussion of Stakeholder Analysis and relevance to public policy analysis.

Discussion of Rapid Assessment Process (RAP)

Organization of RAP teams.

Preparation of Informed Consent letters.

Reading assignment to be completed before this class.

Varvasovszky, Zsuzsa & Brugha, Ruairi. (2000). How to do (or not to do a stakeholder analysis. Health Policy and Planning 15(3) 338-345. Accessed February 3, 2008 from <http://heapol.oxfordjournals.org/cgi/reprint/15/3/338> (.pdf file). (Course document: VarvasovszkyandBrughaStakeholder_Analysis.pdf)

Beebe, J. (2003) Rapid Assessment Process (Course document: RAPDraftEncyclopedia123003.doc)

OPTIONAL Chapter one Beebe, J (2001) Rapid assessment process: An introduction. Lanham, MD: AltaMira.
<http://chapters.altamirapress.com/07/591/075910011Xch3.html> (Course document: RAPChapter1.pdf)

Other assignment to be completed before the next class.

Student will form groups of two or three. (There must be at least two people). Each group will select a policy topic, identify stakeholders, and then do two or three short (about 15 minutes) semi-structured interviews. The purpose of the interview is to collect information for a policy study. Interviews should be either recorded or very careful notes taken. After the each interview the team should meet and discuss what they learned and how they need to change the next interview. After the second interview (and if a third interview is done, the third interview) the team meets again and discusses possible conclusions. Each time will then prepare a very short summary of the results of the interviews with a focus on what new information, including differences in option, have they discovered that is relevant to their policy issue. This should be posted as a "Start a New Topic" to ANGeL, elearn.org.af prior to the next class. Use the template. Bring a hard copy of the Mini-RAP report to class. Be sure to identify the names of everyone involved in the Mini-RAP. Not to exceed 600 words. NOTE, RAP as a tool for stakeholder analysis often takes five full days or more and involves team interviews of about an hour each with a minimum of 10 people. What we are doing in class is an activity to learn how to do RAP.

Module 5. Sunday 9 August. Implications of Islam for Public Policy

Class Activities

Group reports on their stakeholder analysis using a Mini-RAP.

Discussion on the implications of Islam for leadership in the policy process.

Discussion on the implication of Islam for policy change.

Small group activity applying Islam to the policy making process and to specific policy. How does Islam change the Rich Picture? What are the implications of Islam for who should be included as stakeholders? What are the implications of Islam for the involvement of women in the public policy process.

Reading assignment to be completed before this class.

Behdad, Sohrab (2008). Islam, revivalism, and public policy In Sohrab Behdad and Farhad Nomani (Eds.) Islam and the everyday world: Public policy dilemmas. (pp. 1-37) New York: Routledge (Course Document: Behdad.dpf*)

Beekun, Rafik and Badawi, Jamal (1999) The Leadership Process in Islam (used with the written permission of the authors). Course document has been reformatted to improve printing and reduce the number of pages. Original document <http://makkah.files.wordpress.com/2006/11/ldrpro.pdf> (Course document: IslamLeadership.pdf)

Beekun, Rafik and Badawi, Jamal (1999) Leadership: An Islamic perspective. Beltsville, MD: Amana. Chapters 4 and 5. (Course document: LeadershipIslamicPerspectiveCh4-5.pdf*)

Beekun, Rafik (2006 CE, 1427 AH) Strategic Planning and Implementation for Islamic organizations. Herndon, VA: International Institute of Islamic Thought. Chapters 1, 11, 16, and 17. (Course document: StrategicPlanningIslamicCh1-11-16-17.pdf*)

Other assignment to be completed before this class.

Short paragraphs on (a) your views on the implications of Islam for public policy, (b) your views on the implications of Islam for how policy is developed, and (c) your views on the implications of Islam for the participation of women in the policy development process. (all three paragraphs combined should not exceed 200 words). Post to ANGeL elearn.org.af

Module 6. Monday 10 August. Implications of Being a Developing Country

Class Activities

Explore the implications of being a developing country for public policy development, the implications of the role of outsiders in the policy making process, and the implications especially for issues of sustainability and ownership of dependency on foreign assistance.

Reports on Evaluations of policy studies done by others.

Reports on topics for Public Policy Papers.

Reading assignment to be completed before this class.

Mies, Maria (2006) The myth of catching-up development in Paula Rothenberg Beyond borders: Thinking critically about global issues. (pp150-157) New York: Worth. (Course Document: MiesMythofCatchingup.pdf *)

Osman, Ferdous Arfina (2002) Public policy making: Theories and their implications for developing countries. Asian Affairs 24(3) 37-52 Accessed August 19, 2009 from <http://www.cdrb.org/journal/2002/3/3.pdf> (the web site of the Centre for Development Research, Bangladesh (CDRB)) (Course Document OsmanPublicPolicyMakingDeveloping.pdf) Read for the major ideas without getting lost in the details.

Khan, Mahmood Hasan (March 2001) Rural poverty in developing countries: Implications for public policy. IMF Economic Issues No. 26. Accessed August 19, 2009 from <http://www.imf.org/external/pubs/ft/issues/issues26/index.htm> (Course Document KhanRural Poverty in Developing Countries_ Implications for Public Policy.pdf)

Pain, Adam (May, 2009) Policymaking in agricultural and rural development. Afghanistan Research and Evaluation Unit Briefing Paper Series. (Course Document Pain 2009 Policy Making ARD BP.pdf)

Other assignment to be completed before this class.

Post to ANGeL elearn.org.af your evaluation of a policy study (use the template) and bring one copy to class.

If necessary, update your proposed topic for the Public Policy Paper.

Short paragraphs on (a) implications of being a developing country for public policy development, (b) your views on how foreign assistance helps and hurts development in Afghanistan with examples, and (c) your views on what, if any, is the appropriate role for outside foreign experts in the development of Public Policy for Afghanistan. (all three paragraphs combined should not exceed 200 words). Post to ANGel elearn.org.af

Module 7. Wednesday 11 August. Monitoring and Evaluating Policy

Class Activity

Discussion and small group activity to design a monitoring and evaluation plan.

Discussion on the advantages of having monitoring and evaluation of activities in Afghanistan led by Afghans.

Reading assignment to be completed before this class.

Prennushi, G., Rubio, G., & Subbarao, K. (2001) Monitoring and Evaluation, Draft for Comments April 2001. (Course document: Monitoring_and_Evaluation.pdf)

Segone, Marco (2009) Enhancing evidence-based policy making through country-led monitoring and evaluation systems. (Course document: Country-ledMEsystemsSegone.pdf)

OPTIONAL Mackay, Keith (2009) Building monitoring and evaluation systems to improve government performance. (Course document Country-ledMEsystemsMackay.pdf)

OPTIONAL Bamberger, Michael (2009) RealWorld Evaluation: conducting evaluations under budget, time, data and political constraints. (Course document: Country-ledMEsystemsBamberger.pdf)

Segone, 2009, Mackay, 2009, and Bamberger (2009) are from Segone, Marco (Ed.) (2009) Country-led monitoring and evaluation systems: Better evidence, better policies, better development results Accessed August 18 from <http://www.ceecis.org/remf/Country-ledMEsystems.pdf> From the UNICEF site. Excellent reference. We are only reading three of the articles.

Other assignment to be completed before this class.

Short paragraphs on (a) how the readings changed your views of monitoring and evaluation and (b) suggestions for ways to have greater Afghan leadership of monitoring and evaluation. (both paragraphs combined should not exceed 150 words). Post to ANGel elearn.org.af

Module 8. Thursday 12 August. Reports on Policy Papers

Class Activities

Final Exam, you can use your notes and other materials from the course.

Reports on Public Policy Papers.

Discussion on public policy research.

Discussion on planning for the Thesis.

Evaluation of the course, suggestions for ways to improve the course.

Other assignment to be completed before this class.

Post to ANGeL your Public Policy Paper (use the template) and bring a hard copy.