Instructor: Keith A. Eddins, Adjunct Faculty  
Phone: 541.543.5508  
Email: eddinska@uoregon.edu or eddinska@gmail.com  
Office Hours: By arrangement/appointment  
Class Time: Wednesdays, 2:00 p.m. – 3:50 p.m.  
Classroom: Hendricks 100

Course Description  
This term-long simulation (which convenes once a week for 90-minute ‘interagency working group’ meetings) considers the complexities and trade-offs involved in internal government policymaking and policy implementation decisions. Filling the roles of state government officials, students actively apply the analytical tools and techniques they have acquired and developed in PPPM (and other) courses as they engage in a realistic scenario in which they generate and discuss domestic policy initiatives. Students must take into account various competing political, economic, and substantive interests in an effort to reach consensus decisions on a series of tasks assigned by their notional governor. The course is offered on a P/NP-basis only.

Course Objectives/Learning Outcomes  
Upon completion of this course students should:  
1. Better understand the manner in which multiple and competing (and sometimes conflicting) interests interact within government policymaking.  
2. Appreciate which policymaking skills and abilities are their individual strengths, as well as which skills they may need to develop further.  
3. Gain realistic, practical experience in advocacy, designing compromises, and reaching consensus within a potentially conflictual group.

Course Website  
The course website is located on the University of Oregon’s Canvas system. The course syllabus, announcements, documents, and other materials will be posted on Canvas. Please check the course Canvas site frequently. Please ensure the University Registrar has your correct e-mail address; I will use this e-mail address for all communications.
**Required Reading**
The course has no required textbook reading; there are no books or course packets to purchase. Nevertheless, I have placed two items (one book and one video) on reserve at the Knight Library:

- Irving Janis, *Groupthink*, Houghton Mifflin, 1983; and
- ‘*Groupthink*’ (an instructional video based on the Janis book).

If you’re not already familiar with the ‘groupthink’ concept, I encourage you to watch the video and skim the book early in the term. While not required, it is *strongly* recommended. In addition, please be aware that – throughout the term – I will use Canvas to post numerous short reading assignments within the context of the simulation. These will generally reach you as an e-mail, as well. Finally, you will also be responsible for any readings circulated or otherwise recommended by your fellow students within the context of the exercise (e.g., to prepare for meetings).

**Assignments and Course Grades**
The course is offered on a Pass/No-Pass basis only. University guidelines describe a ‘pass’ as a B- or above for graduate students and a C- or above for undergraduates. Final grade determinations will be weighted as follows:

<table>
<thead>
<tr>
<th>Graduate Students</th>
<th>Undergraduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement/Contributions</td>
<td>50%</td>
</tr>
<tr>
<td>Policy Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Policy Memorandum</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>A</td>
<td>93-98</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-72</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Engagement/Contributions**: Students are expected to participate actively in the simulation at each and every session; you should always come to class well and fully prepared. Your participation should be constructive and should help advance the internal objectives of the policymaking exercise. You will also, at least three or four times during the term, be asked to respond to emailed questions from your ‘supervisor’ (the instructor). Students will be evaluated on the breadth, depth, and quality of their contributions to the simulation as a whole.

**Policy presentations**: All students will be expected to make an 8-10 minute oral presentation to their colleagues within the context of the scenario. In most cases, these presentations will either be advocating or critiquing a particular policy option. These presentations should draw upon the analytical skills and experience students have acquired in other PPPM (or similar) courses. Students will be evaluated on both the substantive content and the overall usefulness and persuasiveness of their presentations, as well as how fully and effectively they respond to questions, comments, or criticisms from their colleagues.

**Policy Memorandum**: Graduate students (only) will also be expected to produce and circulate to their colleagues a three- to five-page memorandum on a relevant issue or policy option under discussion within the simulation.
[NOTE: One graduate student will be assigned the role of ‘chair’ of the policymaking committee. The extra duties of the chair will fulfill that student’s oral presentation requirement, but the chair will still need to produce a memorandum to ‘the Governor’ about halfway through the term, describing the committee’s initial recommendations.]

Course Format and Schedule
This course is a policymaking simulation. As such, students will be assigned roles within state government departments, agencies, or offices. Students then meet weekly as an ‘Interagency Working Group’ (IWG) to fulfill a task set by the ‘Governor of Cascadia’ (our notional state). The IWG will be charged with generating and developing policy options, prioritizing them, and ultimately drafting a ‘fact sheet’ describing the key proposals in greater detail.

- **Week One:** Introductions (students, instructor, course, policy scenario); discussion of the simulation process; assignment of roles; IWG organizational session (if time allows).
- **Week Two:** Continued organizational discussion (if necessary), first formal IWG meeting; possible policy presentation(s); concluding debrief and discussion.
- **Week Three:** IWG meeting, including policy presentation(s); concluding discussion.
- **Week Four:** IWG meeting, including policy presentation(s); concluding discussion.
- **Week Five:** IWG meeting, including policy presentation(s); concluding discussion.
- **Week Six (Midterm Exam):** By the conclusion of this nominal ‘midterm exam’ the IWG should have fulfilled the Governor’s initial assignment, after which the chair will submit a memo to the Governor.
- **Week Seven:** IWG meeting, including policy presentation(s); concluding discussion.
- **Week Eight:** IWG meeting, including policy presentation(s); concluding discussion.
- **Week Nine:** IWG meeting, including policy presentations(s); concluding discussion.

  **NOTE:** Early in the term, we will discuss whether or not to conduct this session (i.e., the day before Thanksgiving. It is unlikely we will meet, but please don’t make any firm plans until we’ve had the in-class discussion/vote.]

- **Week Ten:** IWG meeting, including policy presentation(s); concluding discussion.
- **Final Exam/Week Eleven:** The nominal ‘final exam’ takes the form of a concluding IWG session, at which the group should complete the Governor’s second task.

Classroom Environment
To create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach any readings, proposals, or others’ contributions with both an open mind and a willingness to question their own assumptions and biases. Given the nature of the simulation, *students may be asked to advocate on behalf of (or oppose) policy alternatives that differ from their personal preferences (just as a professional job or career might require).*

Professional Practice
This course simulates a government policymaking environment. As such, students are expected to behave in a professional manner at all times:
• Students should treat each other and the instructor with the professional courtesy and respect expected in the workplace;
• All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, format, grammar, and spelling;
• The classroom is a place of focused learning. Just like a professional workplace, this requires that students arrive on time, stay until the end of the class period, not disrupt the class by leaving the room temporarily, and refrain from any and all non-learning activities (including the use of electronic devices); and
• You will be required to make an oral ‘policy presentation’ during the course. Although use of any particular medium is not required, you may find it appropriate to use PowerPoint or Keynote for the presentation.

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should see the instructor as soon as possible to make any and all necessary arrangements. They should also request that the Counselor for Students with Disabilities send a letter to the instructor verifying the disability.

E-mail, Texts, and Calls
I generally respond to all e-mails within 48 hours of receiving them. It is, however, sometimes difficult to keep up with the quantity of e-mails that I receive, so I ask that you make sure that you have reviewed Canvas and the syllabus prior to sending a query about basic course logistics. I will use the e-mail address recorded in Canvas to communicate with you frequently within the context of this policymaking scenario. **It is essential that the e-mail address you have recorded in Canvas be one that reaches you directly – and that you check your account often.** If you opt to text me, please keep it short and don’t expect a detailed reply via text (I may choose to reply by e-mail). Please don’t text (or call) between 9:00 p.m. and 9:00 a.m.

Missed Class Policy on Notes/Minutes
If you miss a class, please arrange to get a full and complete readout from a classmate. There are no ‘lecture notes’ for this simulation.

Late Assignment Policy
If you are unable to make it to class on the day an assignment (i.e., a policy presentation or memorandum) is due, you should e-mail your assignment to me and/or the chair prior to the session. Late assignments receive only partial credit. An assignment that is a week or more late will receive no credit.

Make up for ‘Midterm’ or ‘Final Exam’
The simulation reaches critical decision-making points at week six (the midterm) and during the course’s final exam session. **Attendance at these sessions is very important.** If you foresee that it may not be possible for you to attend one of these sessions, please contact the instructor as early as possible to discuss alternate arrangements.

Recommendations
I am generally happy to write grad school, law school, or similar recommendations for students. However, I ask that you give me at least a month’s notice before the recommendation is due. In addition, if you anticipate that you might ask me to write a recommendation sometime in the future, please make a point of keeping specific notes about your individual achievements in or contributions to class; a solid, credible recommendation should include at least three or four specific examples and I may well need your assistance in recalling key details of your classroom performance.

Incomplete Policy
Given the nature of this course, it is difficult to imagine a situation in which an incomplete would be a realistic option. If you foresee a potential problem completing the class during this term, please contact the instructor immediately.

Academic Misconduct and Plagiarism
You are expected at all times 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) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of 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. In addition, 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 student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about plagiarism is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Equity and Inclusion

- Diversity Statement (Written by the Department of Education, used with permission): In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

- Classroom Behavior (Written by Maure Smith-Benanti, used with permission): Maintaining a safe classroom environment where everyone feels comfortable expressing their ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, misogynist or otherwise derogatory comments will be allowed, but it also means that students must pay attention and listen respectfully to each other’s comments.

- Sexual Violence, Harassment and Survivor Support (provided by UO Faculty Senate, used with permission): 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.
  - Please be aware that all UO employees are required reporters. This means that if you tell me about a situation, I may have to report the information to my supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE (the 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.

- SAAA Inclusion Statement: The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff, and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socioeconomic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at: http://bias.uoregon.edu/index.html.
• **PPPM Equity and Inclusion Statement:** Equity and inclusion are topics that cut across issues of planning, public policy, and management. The content of this course relates to equity and inclusion in discussing issues of the allocation of resources and services within communities, how revenue sources impact socioeconomic differently, and who is included in decisions about revenues and expenditures within communities. Capital budgeting raises questions about intergenerational equity in who pays for facilities with long lifespans. Topics related to economic development raise questions about who benefits and who loses when communities chose different types of economic development strategies.

##