



# Middlebury Institute of International Studies at Monterey

## Graduate School of International Policy & Management

### COURSE SYLLABUS – Fall 2017

DPPG 8553A: Changing Econ Policy: What Advocates Need to Know About Economics,  
4 credits

August 30-December 13, Wednesday, 6-9:50 pm, CF434

**Jeff Dayton-Johnson**

Segal Building

Office Hours:

By Appointment

**Lyuba Zarsky**

MG320 B

Office Hours:

Wed 10-Noon and  
By appointment

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McCone 114

Office Hours: By Appointment

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#### COURSE DESCRIPTION

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How can we change public economic policy? How can we make effective evidence and theory based economic arguments that have a greater chance of influencing the decisions of public officials?

Taking a real-time problem-centered approach, this course will build career-ready competencies in three areas: policy research in general, economic analysis, and economic policy advocacy. Students will work together as a single team on how sustainable local investment could be better achieved here in the City of Monterey and the wider region. The inspiration for the course is the [ComCap17](#) (Community Capital 2017) conference that will occur here in Monterey – MIIS is a co-host – from September 10-13<sup>th</sup>. Some of the country's leading scholars and practitioners in the community capital movement will be in town during those days, and students will have an opportunity to interact and network with them. The target for our work will be decision makers – possibly public, possibly private, possibly nonprofit – in and around the City of Monterey. During the semester, we will define the issues, learn and undertake economic analysis of them, identify policy options, formulate concrete and actionable policy asks, and undertake advocacy.

The course will include a large number of guest speakers, actors whose work is focused on changing economic policy. We anticipate a good deal of just-in-time education, as we will be simulating the situation that professional policy researchers/analysts/advocates face on the job, a situation in which they frequently have to learn new material and become quickly proficient and convincing on a new topic.

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#### COURSE OBJECTIVES

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By the end of the class all students will have:

- Understood good practice in economic policy analysis and implemented one cycle of such analysis
- Grasped key economic concepts, theories, and research tools/techniques that enable them to put the concepts and theories into practice
- Build their understanding of local economic development and the emerging community capital movement
- Learned the most important critiques and limitations of the community capital movement and alternatives or complements to it if our aim is more sustainable local investment.

- Understood good practice related to policy advocacy and a) developed a policy advocacy strategy based on that good practice, and b) practiced engaging in policy advocacy face-to-face with local decision-makers

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## TEXTBOOKS AND OTHER MATERIALS

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### Texts Which We'll Use Extensively:

Flaccavento, A. (2016). *Building a Healthy Economy From the Bottom Up: Harnessing Real-world Experience for Transformational Change*. Lexington, KY: University Press of Kentucky. **All chapters will be available in PDF on the course's Canvas site for free.**

Majchrzak, Ann and M. Lynne Markus (2014). *Methods for Policy Research: Taking Effective Social Action*. Sage. **Available for free online at the MIIS library, in the Sage Research Methods database.**  
<http://methods.sagepub.com/book/methods-for-policy-research-2e>

Kennedy School Case Studies: <https://case.hks.harvard.edu/> **Students need to purchase each case study individually.**

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## METHODOLOGY AND POLICIES

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This course is focused on hands-on learning, learning through doing, and on trying to make a difference outside the walls of academia during the semester. While there will be central, shared educational goals (and pedagogical materials and exercises), each team will have a unique learning experience and journey.

Engagement with external stakeholders and decision-makers in the local area (Monterey City, Monterey County) will constitute a large part of students' work outside of class. This will include research interviews, attending public meetings, and meeting decision-makers and other key stakeholders on their own turf to discuss your issue.

Much of class time will be devoted to working in teams. Each team will identify the most important local policy change that would encourage sustainable local investment. The weekly classes will include guest speakers. A typical class might consist of one hour of discussion about a policy change case study, a conversation with a guest speaker, and then 1.5 hours work in your issue team, moving ahead on collective deliverables. The nature of the teams will be determined in the first few weeks of the course. Students will work on different aspects of the very large question of how we might succeed in fostering more successful sustainable local investments.

A unique aspect of the class is the inclusion of the ComCap17 conference into the syllabus. Students will be asked to volunteer for 4 hours at the conference, and then attend as much of the conference as they can on Sept 10-13. ( as much of ComCap17 as they can --

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## ACADEMIC CONDUCT

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All students will be held to all policies and procedures listed in the most current Policies and Standards Manual (PSM). This includes but is not limited to our Student Honor Code and regulations on plagiarism. A complete copy of the Policies and Standards Manual (PSM) can be found here: <http://www.miis.edu/offices/records/policies>

Self-Plagiarism: Re-use of a student's work, in part or in its entirety, for another course without the express permission of the course instructor may be considered a form of plagiarism.

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## REQUIREMENTS AND GRADING

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Grades will be determined as follows:

### 1. Participation (10%).

Class participation includes your active verbal engagement throughout the semester during class.

Effective participation is defined as:

- a. **Appropriate Quantity:** Students need to pay attention to how often they speak, leaving time and space for others to engage. The issue of leaving time and space for others to engage is particularly important in multi-cultural contexts, when variables like language fluency can marginalize and exclude some while privileging others.
- b. **Salience (relevance):** Is what you say relevant to the question or debate that we are having?
- c. **Parsimoniousness:** Are you as succinct as you can be?
- d. **Clarity:** Is your point clear?
- e. **Accuracy:** Do you accurately present the facts of the case, or summarize what an article said, or reflect what a colleague has said?
- f. **Innovativeness:** Are you contributing something new/innovative to the discussion? A new and different idea?
- g. **Respectful Challenging:** In the business world, decisions often need to be made fast, and there is not always the amount of time we would like to make a decision. In such context, we need to find ways to *respectfully* disagree with one another, and make sure that our disagreement is understood as content-related and not personal.
- h. **Good Questions:** In the workplace, some of the most valuable team members are those who ask questions that nobody else does. Sometimes in this class, you might want to use a question to redirect the conversation. Welcome!
- i. **Active Listening:** Active listening demonstrates to others that you have heard and understood what they say. There's nothing more irritating than being contradicted or challenged by somebody...and it is clear that they did not even actually listen to what you said.

### 2. Contribution to your team's collective work (15%)

Peer feedback will be done twice during the semester and will play an important role in determining your final team contribution grade. We will have a clear structure/parameters for this assessment, and this will be explained during the first class. Included in this is participating in a final team presentation at the end of the course, to share lessons/learnings with your peers.

### 3. Issue Analysis and Framing (15%)

Teams will write independent, individual analyses of the issue. The more specific format/contents of this will be discussed in more details in class.

### 4. Policy Options and Recommendation(s) (15%)

This will be a collective (team) deliverable, and all students in the team will receive the same grade.

### 5. Audience, Power, Stakeholder analysis (15%)

### 6. Decision-maker Engagement Strategy (20%)

This will be a collective (team) deliverable, and all students in the team will receive the same grade. Additional guidance – format, exact contents of the strategy, etc. – will be offered in class. Part of this grade will be going out and meeting with decision makers to argue your case with them.

## 7. Analytical Reflection on Your Learning (10%)

Every student – individually – will turn in a 4-5 page final reflection on their key learnings, outstanding questions, and most actionable (in the future) competencies acquired during the class.

For information on standard MIIS Grading Policies, please refer to the [Policy and Standards Manual](#).

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### POLICY FOR STUDENT DISABILITY ACCOMMODATIONS

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*Students with documented disabilities who believe that they may need accommodations in class are encouraged to contact Assistant Dean of Student Services, Ashley Arrocha, as early in the semester as possible to ensure that such accommodations are implemented in a timely manner. Assistance is available to eligible students through the Office of Student Services. Please contact [aarrocha@miis.edu](mailto:aarrocha@miis.edu) or 831-647-4654 for more information. All discussions will remain confidential.*

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SCHEDULE AND WEEKLY ASSIGNMENTS

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Date	Thematic Focus	Readings	Notes and/or Deliverables
August 30	Course Intro: What the Heck is Capitalism? What the Devil is Public Policy?	<p><u>Required:</u>            “What is Public Policy and Who Makes it?” from Judith C. Meredith and Catherine Dunham, <i>Real Clout</i> (Ch 1, 19 pages)</p> <p>“Make a difference with policy research,” Chapter One (15 pages) from Majchrzak, Ann and M. Lynne Markus (2014). <i>Methods for Policy Research: Taking Effective Social Action</i>. (hereafter in this syllabus shortened to “MPR”)</p> <p>“What’s Wrong with What We’ve Got? Rising Tides, Trickle Down, and Other Economic Myths,” from A. Flaccavento, <i>Building a Healthy Economy From the Bottom Up: Harnessing Real-world Experience for Transformational Change</i>, (Ch 1, 19 pages)</p> <p>“Forces of divergence: Is surging inequality endemic to capitalism?” John Cassidy, New Yorker, March 31, 2014 <a href="http://www.newyorker.com/magazine/2014/03/31/forces-of-divergence">http://www.newyorker.com/magazine/2014/03/31/forces-of-divergence</a></p> <p><u>Recommended:</u>            “Public Policymaking in the Administrative Branch,” from Judith C. Meredith and Catherine Dunham, <i>Real Clout</i> (ch 5, 24 pages)</p>	
Sept 6	Policy Research: Deepening understanding of an issue	<p><u>Required (All students):</u>            MPR: Chapters 2-4 (“Launch the policy research process,” “synthesize existing evidence,” “Obtain New Evidence”)</p> <p><u>Recommended:</u>            “<u>Tools for Policy Impact: A Handbook for Researchers</u>” ODI, 2014</p>	
Sept 13	ComCap2017: What did you learn? Community Capital Conference Sept 10-13 in Monterey	<p><b>Community Capital Briefing Pack:</b></p> <p>Michael Shuman, “Introduction,” in <i>The Local Economy Solution: How Innovative, Self-Financing “Pollinator” Enterprises Can Grow Jobs and Prosperity</i>. Chelsea Green Publishing, 2015</p> <p>New Economics Foundation, “Building a New Economy Where People Really Take Control: An Agenda For Change.”</p>	<p>Each student to interview one person about community capital before Sept 13.</p> <p>Research action plan (secondary data) drafted.</p>

		<p>Amy Cortese, “The Economics of Local,” Chapters 1-4 of <i>Locavesting: The Revolution in Local Investing and How to Profit From It</i>. John Wiley &amp; Sons, 2011.</p> <p>Fast Company, “Locavesting: Investing in Main Street Instead of Wall Street.” <a href="http://bit.ly/2iyTa7n">http://bit.ly/2iyTa7n</a></p> <p>“Building your Local Economy Ecosystem,” <a href="http://bit.ly/2wPS7W0">http://bit.ly/2wPS7W0</a></p> <p>Scientific American, “What Is Slow Money?” <a href="https://www.scientificamerican.com/article/slow-money-small-local-food-enterprises/">https://www.scientificamerican.com/article/slow-money-small-local-food-enterprises/</a></p> <p>William Cohan, "Introduction," in <i>Why Wall Street Matters</i>. Random House, 2017.</p>	
Sept 20	Policy Research: Formulating Recommendations	<p><b>Required:</b> MPR: Chapter 5 (“Design Policy Recommendations”)</p> <p>“Efficiency” (Ch 3) and “Numbers” (Ch 7) from Deborah A. Stone, <i>The Policy Paradox: The Art of Political Decision Making</i>.</p> <p><b>Recommended:</b> “Picking the Good Fight,” (ch 3) from Rinku Sen, <i>Stir It Up</i>.</p>	
Sept 27	Economic Analysis Bootcamp	<p>TBD based on emerging areas of interest within the broad framework of sustainable local investing. But two starter readings:</p> <p>Christopher Snyder, “What Economics Study: A Guide for the Curious.”</p> <p>Jeff Dayton-Johnson, “What’s Different About Cultural Products: An Economic Framework.</p>	Issue Analysis and Framing deliverable due Sept 29.
Oct 4	Case Studies in Policy Change	<p><a href="#">“The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global Threat.”</a></p> <p><a href="#">“Plans vs. Politics: New Orleans After Katrina”</a></p>	
Oct 11	Case Studies in Policy Change (Econ Bootcamp, part 2)	TBD	<p>Policy options and Recommendations.</p> <p>Deliverable due on October 13.</p>
Oct 18	From Recommendations to Action: Policy Advocacy	<p><b>Required:</b> Cohen et. al., “Strategy development,” in <i>Advocacy for Social Justice: A global action and reflection guide</i>.</p> <p>Rinku Sen, “Ready, Set, Action,” Ch 4 from <i>Stir It Up</i>.</p> <p>Ritu Sharma, “Social Media as a Formidable Force for</p>	<p>Assignment: Audience, Power, Stakeholder analysis to be turned in by Oct 20</p>

		Change,” <a href="http://www.huffingtonpost.com/ritusharma/power-of-social-media-dem_b_6103222.html">http://www.huffingtonpost.com/ritusharma/power-of-social-media-dem_b_6103222.html</a>  “Policy Research as Advocacy: Pro and Con,” Carol Weiss, 1991, 18 pages	
Oct 25	Case studies in California Policy Advocacy	Measure AA Reading/Listening Pack Seaside Horsetrack (“Monterey Downs”) Reading Pack CEMEX Lapis plant in Marina	
Nov 1	Bolstering Economic Argumentation	The class tonight will focus on bolstering the economic argumentation. Readings/tools to be determined closer to the session.	
Nov 8	Bolstering outreach, advocacy, influencing tactics	The class tonight will focus on bolstering influencing tactics for all three issue teams.	Decision-maker engagement strategy due by Nov 10.
Nov 15	OPEN		
Nov 15	What Are We Learning?	A pause to engage in deep and systematic reflection about where students are in their learning process in this class	
Nov 22	Thanksgiving Break		
Nov 29	Student presentations		
Dec 6	OPEN	We will determine the best use of this class closer to the actual date	
Dec 13	Course Recap and Evaluation		