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## Marine Policy Analysis

SMEA 519; 3 Credit Hours

Spring 2020

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**Instructor:** Nives Dolšak, Professor

**E-mail:** [nives@uw.edu](mailto:nives@uw.edu)

**Class time:** Mondays and Wednesdays, 9:00 am – 10:20 am, via **ZOOM meetings (see Canvas)**.

**Office Hours:** Tuesdays and Thursdays, 10:30 – 11:30, via **ZOOM**. To set up the meeting and receive the Zoom meeting ID, e-mail Jackie Chapman, Assistant to the Director ([jachap@uw.edu](mailto:jachap@uw.edu)).

### **In response to COVID-19, University of Washington has moved to remote teaching for the entire Spring 2020 quarter.**

This course is scheduled to run synchronously at our scheduled class time via Zoom. These Zoom class sessions will be recorded. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared in the public, and will be deleted after the course ends.

UW-IT and Zoom have a Business Associates Agreement (BAA) to protect the security and privacy of UW Zoom accounts and is FERPA (Links to an external site.) compliant. Students who **do not** wish to give consent to being recorded should:

1. Choose a Zoom username that does not include any personal identifying information like their name or UW Net ID
2. Never share their computer audio or video during their Zoom sessions

By enrolling in this class, all students agree to never upload the recordings to other platforms.

### **COVID-19 Policy Updates**

The COVID-19 policy is rapidly evolving. For most current information, please see

<https://www.washington.edu/coronavirus/>

College of the Environment is maintaining a COVID-19 website focused on graduate students' concerns. You can access the website here: <https://environment.uw.edu/intranet/covid-19-resources/covid-19-resources-for-graduate-students/>

### **Course Description**

Public sector across levels of governance is under increasing pressure to provide better services with fewer resources. Policy analysts and public managers, therefore, need to be able to prioritize what services to offer and evaluate whether the programs designed to provide such services have been effective, efficient, and equitable. This course focuses on methods and approaches used in marine policy analysis. We will examine and apply most commonly used interdisciplinary approaches and methods for policy analysis. Further, we will review methods for monitoring of policy outcomes and policy performance evaluation.

This course entails lectures, discussion of the assigned readings, a short individual assignment structuring a marine policy problem, and completion of a policy issue paper (group assignment). I expect students to read the assigned readings prior to the class and to come to class prepared to discuss them.

### Course Objectives

The course has four objectives. First, students will learn, apply, and critically evaluate skills required for designing and conducting policy analysis, monitoring, and evaluation. Second, students will develop an understanding for how diversity, including, but not limited to race, gender, ethnicity, sexual orientation, age, socioeconomic status, religion, and disability may impact policy values. Further, they will practice how to ensure diversity of thoughts, perspective, and experiences is respected in policy discourse. Third, students will learn oral and written communication techniques employed in the field of policy analysis. Fourth, through learning about the role of policy analysis in a democratic policy dialogue, students will learn how to better engage in democratic policy decision making.

### Course Preparation

While this course has no formal prerequisites, prior knowledge of OLS regression, pre-calculus (exponential functions), and microeconomics will be advantageous. If you have not taken courses in the above areas, you may want to budget for some additional time to learn the relevant core concepts as we apply them in the class.

### Assignments, Evaluation, and Grading

Full participation in this course requires the following types of engagement: the ability to attend two weekly Zoom meetings of 80 minutes with about 30 other students; the ability to read about 70 pages per class session prior to the class; the ability to complete analytical assignments both individually and in a team of 3-4 students; the ability to present the results of the analysis in writing and in oral presentations. Students' work will be evaluated with the assignments specified in the table below.

Assignments	Maximum Possible Points *
1. Marine Policy Agendas; Goals and approaches (in-class discussion)	10
2. Structuring a marine policy problem (write up and an oral presentation)	20
3. Teamwork rubric (for yourself and your team members)	Not graded
4. <a href="#">DRAFT: Policy issue paper (group)</a>	Not graded
5. Feedback on another group's DRAFT of the policy issue paper	5
6. <a href="#">Policy issue paper presentation (group)</a>	10
7. <a href="#">Policy issue paper; revised to incorporate feedback (group)</a>	45
8. Discussion questions (4 points for each of 5 submissions)	20
<b>TOTAL</b>	<b>110</b>

**\* While the total maximum possible points for completion of all assignments in this class is 110, only 100 points will be needed for a 4.0 grade. I have built in this buffer to provide flexibility as we are adjusting to remote instruction in Spring 2020.**

**Assignment 1:** This assignment will introduce students to broad international, national, and regional marine policy problems and solutions. Students will select one of three policy agendas (developed by the EU, USA, or Puget Sound Partnership) and summarize key policy goals (opportunities for growth or policy problems) and approaches recommended to accomplish them. Please prepare a one-page table of the agenda's goals and approaches to meet them. Be prepared to share the table via Zoom Screen Share during the class on April 6. To have a record of your work (and a backup for the oral presentation, if needed) to post your table as an attachment to your message on Canvas April 6 Discussion board. This way, we can all access it even if Zoom screen sharing causes problems.

NOTE: Post the presentations in the **April 6 Discussion board** by the beginning of the class.

**Assignment 2:** Each student will select a marine policy problem of their interest and complete the 4 phases of problem structuring. While you may use several methods of problem structuring, listed in Table 3.2 (Dunn, 2018; 90), you are expected to illustrate how you applied one of these methods in your presentation. Oral presentations cannot exceed 5 minutes.

We will have three class sessions for these presentations: April 20, 22, and 27. Please **sign up** to present on a specific day by posting a message in the appropriate Discussion board. You will also post your presentation (.pdf or .ppt) in the same Discussion board as an attachment to your message.

NOTE: irrespective of your presentation day, the presentations are **due on appropriate Discussion board by April 19, 7:00pm.**

Some links with tips for effective short presentations

<https://globaldigitalcitizen.org/how-to-make-great-presentations-with-pecha-kucha>

<https://www.forbes.com/2010/01/14/presentations-pecha-kucha-technology-breakthroughs-oreilly.html#2532465286e7>

<https://www.semrush.com/blog/16-ways-to-prepare-for-a-lightning-talk/>

<https://www.fedsmith.com/2018/08/13/why-should-i-listen-to-you/>

**Assignment 3:** Substantial amount of our analytical work occurs in groups. Therefore, it is important to understand how groups work, what their strengths and their weaknesses are, as well as how we as individuals contribute to the group effort. To learn team assessment tools, I designed Assignment 3. In this assignment, each student will evaluate their own contribution to the group project as well as contributions of every other group member. Please use the excel template (on Canvas/Files/Assignment Information) to record your assessment. To determine what value (1-4) to assign to each criterion, see the Teamwork Value Rubric (on Canvas/Files/Assignment Information). Please submit this evaluation as **Assignment 3** in the Canvas Assignments section. This way, only the teacher has access to it. **Due May 22, 7:00 pm.**

**Assignments 4, 6, and 7:** After each student has structured a policy problem of their interest, we will transition to group work. Students are expected to form groups of 3 or 4 members, based on their shared marine/environmental policy problem. Groups can opt to work on a problem structured by one of the group members in Assignment 2, or they define a new policy problem. To understand what other students are interested in, you can start perusing their Assignment 2 posts after April 19. You will learn more about each student's interest during their individual presentations on April 20/22/27. To facilitate conversations, formations of the groups, and negotiations of the policy issues, I created a Discussion board entitled "Creating groups for the

policy issue paper". Please use this discussion board to negotiate the topic and form a group. I am not moderating this discussion forum. Once you have identified the group, **please create a new Discussion board with your group's name, at the latest by 05/04, 7:00 pm.**

Your team will write a draft of the policy issue paper (Assignment 4), following the template in Dunn (2018: 433-439). Please post this draft in your **group's discussion board** so that your peers, who want to review it and provide feedback, can access it.

Your team will also give an oral presentation of the policy brief to the class (Assignment 6). I encourage all groups that once they are comfortable with their presentation, they use Zoom to record it and post their recording in the **designated Canvas Discussion Board**. This way, we have a backup in the event we face access/quality challenges on group presentation days.

Your group will revise your draft to incorporate peer feedback (provided by other students in their Assignment 5) and instructor's feedback (on oral presentation). In the final policy issue paper (Assignment 7), please include a brief memo (one or maximum two pages, attached at the end of your paper) how you incorporated the feedback. Feel free to submit only one final document on Canvas (Assignments), but make sure you list all group members' names. Please submit the final policy issue paper as a .doc or .docx file in Canvas **assignments by June 8, 11:00 am.**

**Assignment 5:** Each student will provide feedback on one draft of a policy issue paper using the checklist in Dunn (2018; pages 436-439). Please post your feedback on the group's **discussion board** by May 29, 7:00 pm.

**Assignment 8:** I expect students to read the assigned readings prior to the class for which they are assigned. I ask students to post 2 discussion questions for five (5) class sessions. Each class session with assigned readings will have a discussion board that we will use for this purpose. Please write a paragraph for each proposed discussion question, explaining why the issue you are addressing is important. Students will have the flexibility in selecting the class sessions for which they will post discussion questions. Please post the discussion questions on the **discussion board** by 7:00 pm on the day prior to the class (Sunday for Monday class; Tuesday for Wednesday class)

### **Required Readings**

Textbook (available for purchase at the UW Bookstore):

Dunn, William N. 2018. *Public Policy Analysis: An Integrated Approach*. (6<sup>th</sup> edition). Routledge.

Other required readings (accessible on the Internet or Canvas)

Bainbridge JM, Potts T, O'Higgins TG. 2011. Rapid Policy Network Mapping: A New Method for Understanding Governance Structures for Implementation of Marine Environmental Policy. *PLoS ONE* 6(10): e26149. <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0026149>

Carothers, Courtney. 2013. A survey of US halibut IFQ holders: Market participation, attitudes, and impacts. *Marine Policy* 38 (2013); 515-522.

City of Edmonds. 2016. *Edmonds Waterfront: Access study*. (read pages 38-45)

[http://www.edmondswa.gov/images/COE/Government/Departments/Public\\_Works/Public\\_Works\\_Projects/Sunset\\_Ave\\_Walkway/Edmonds\\_Waterfront\\_Access\\_Study\\_-\\_1of2.pdf](http://www.edmondswa.gov/images/COE/Government/Departments/Public_Works/Public_Works_Projects/Sunset_Ave_Walkway/Edmonds_Waterfront_Access_Study_-_1of2.pdf)

EU. 2008. Directive 2008/56/EC of the European Parliament and of the Council of 17 June 2008 establishing a framework for community action in the field of marine environmental policy (Marine Strategy Framework Directive) <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32008L0056>

EU. 2017. Commission Decision (EU) 2017/848 of 17 May 2017 laying down criteria and methodological standards on good environmental status of marine waters and specifications and standardised methods for monitoring and assessment, and repealing Decision 2010/477/EU <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1495097018132&uri=CELEX:32017D0848>

EU. 2018. REPORT FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT AND THE COUNCIL assessing Member States' programmes of measures under the Marine Strategy Framework Directive. COM/2018/562 final. <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0562&from=EN>

Ferraro PJ, Henauer MM. 2014. Advances in Measuring the Environmental and Social Impacts of Environmental Programs. *Annual Review of Environment and Resources*. 39:495-517. (on Canvas)

Joint Ocean Commission Initiative. (JOCI) 2017. *Ocean Action Agenda: Supporting Regional Ocean Economies and Ecosystems*. <https://oceanactionagenda.org/wp-content/uploads/2017/04/OceanActionAgenda.pdf>

Puget Sound Partnership (PSP). 2018. *The 2018-2022 Action Agenda for Puget sound. COMPREHENSIVE PLAN (pages 1-77 of the Action Agenda)*. [https://psp.wa.gov/action\\_agenda\\_center.php](https://psp.wa.gov/action_agenda_center.php)

Puget Sound Partnership. (PSP) 2019 State of the Sound (pages 24-71). Accessible at: <https://www.psp.wa.gov/sos.php#>

Puget Sound Partnership. (PSP). n.d. Effectiveness Monitoring. <http://www.psp.wa.gov/evaluating-effective-action.php>

Puget Sound Partnership. (PSP). n.d. Vital Signs. <https://www.psp.wa.gov/vitalsigns/>

The White House. (WH) National Ocean Council. 2015. Report on the Implementation of the *National Ocean Policy*. **(Skim)** [https://obamawhitehouse.archives.gov/sites/default/files/docs/nop\\_highlights\\_annual\\_report\\_final\\_-\\_150310.pdf](https://obamawhitehouse.archives.gov/sites/default/files/docs/nop_highlights_annual_report_final_-_150310.pdf)

The White House. (WH) 2018. Executive Order Regarding the Ocean Policy to Advance the Economic, Security, and Environmental Interests of the United States. 2018. <https://www.whitehouse.gov/presidential-actions/executive-order-regarding-ocean-policy-advance-economic-security-environmental-interests-united-states/>

### **On-line document access and assignment submission**

I will use the UW Canvas site for this course (SMEA 519 A) to post course documents and grades. You will use the Canvas site (<https://canvas.uw.edu>) to submit your individual and group assignments. If you are not familiar with the Canvas sites, you can access tutorials on how to use Canvas at <http://www.uwb.edu/learningtech/elearning/canvas>.

### **Academic Conduct**

I expect students to uphold the UW academic conduct standards. Passing anyone else's scholarly work (which can include written material, graphics or other images, and even ideas) as your own, without proper attribution, is considered academic misconduct. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect that you will know and follow university policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to university regulations. For more information, see the College of the Environment's Academic Misconduct Policy and the Community Standards and Student Conduct website.

### **Disability accommodations**

University of Washington is committed to assisting disabled students. If you believe that you have a disability and would like academic accommodations, please contact Disability Resources for Students (DRS) at: [206-543-8924](tel:206-543-8924) V / [206-543-8925](tel:206-543-8925) TDD / [uwdrs@uw.edu](mailto:uwdrs@uw.edu) e-mail / <http://www.uw.edu/students/drs>.

### **Religious Accommodations**

"Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)."

### **Late Submission Policy**

To be productive in this class, students should remain on schedule learning, critically examining, and applying concepts and methods as they are discussed in the class. Further, given that important assignments are completed in teams, failure to submit work on time may delay the entire group. While I will not be able to accommodate late work for the group project, I will try to accommodate late submission of individual assignments should that be required for reasons beyond your control. Please e-mail me as soon as possible if you anticipate problems meeting a particular deadline for an individual assignment so that we devise an acceptable accommodation.

Schedule of Readings and Assignments			
Date	Topic	Readings	Assignments
03/30	Review of the syllabus. The process of policy analysis	Dunn, Ch. 1	
	Due to the WA policies responding to COVID-19, access to textbooks has been impaired. I will provide an overview of chapter 1 for the class in case some students do not yet have access to the textbook.		
04/01	Marine policies: EU, USA, Puget Sound (students select readings for one of the 3 governance actors).	<b>EU:</b> EU 2008 & EU 2017 <b>OR</b> <b>USA:</b> JOCI 2017 & WH 2018 <b>OR</b> <b>PS:</b> PSP 2018	
	As per the UW COVID-19 remote teaching policy for Spring 2020, classes do not meet on the second day of week 1. Students are assigned readings that they complete independently. The readings are discussed in the subsequent class session.		
04/06	Discussion of marine policy goals and approaches.		<b>A1</b> (post a 1-page summary in the appropriate <b>discussion forum</b> by the beginning of the class)
04/08	Policy analysis in the policy making process	Dunn, Ch. 2	<b>DQs</b>
04/13	Structuring policy problems	Dunn, Ch. 3	<b>DQs</b>
04/15	Work Independently on Assignment 2. The class does not meet. However, the instructor will be available in the class Zoom meeting.		<b>A2</b> (post in the appropriate <b>discussion forum</b> ) by 4/19, 7:00 pm)
04/20	Marine policy problems		<b>A2 oral presentation</b> ( <b>sign up</b> for a specific date on Canvas discussion board)
04/22	Marine policy problems		
04/27	Marine policy problems		
04/29	Forecasting expected policy outcomes (last 15 minutes for group formation)	Dunn, Ch. 4	<b>DQs</b>
05/04	Prescribing preferred policies (last 15 minutes for group formation)	Dunn, Ch. 5 City of Edmonds (2016; 38-45)	<b>DQs</b> (Create a group discussion forum by 05/04, 7:00 pm)
05/06	Policy Implementation: EU, USA, PS (last 15 minutes for group work)	(A) Bainbridge et al. (2011); <b>AND</b>  (B) EU 2018; <b>OR</b> WH 2015 (skim); <b>OR</b> PSP (2019; 24-71)	<b>DQs</b>
05/11	Monitoring observed policy outcomes (last 15 minutes for group work)	Dunn, Ch. 6 Ferraro & Henauer 2014 (Skim) <a href="https://www.psp.wa.gov/vitalsigns/">https://www.psp.wa.gov/vitalsigns/</a> <a href="https://www.psp.wa.gov/evaluating-effective-action.php">https://www.psp.wa.gov/evaluating-effective-action.php</a>	<b>DQs</b>



05/13	Evaluating policy performance (last 15 minutes for group work)	Dunn, Ch. 7 Carothers (2013)	DQs
05/18	Policy Communication: Developing policy arguments (last 15 minutes for group work)	Dunn, Ch. 8	DQs
05/20	Designated time for the group project. Students meet via Zoom in their groups during the class session.		A3 (submit in Assignments by 05/22, 7:00 pm)
05/25	<b>Federal Holiday. Class does not meet.</b>		A4 (post on Discussion board by 5/26, 7:00 pm)
05/27	Policy Communication: Communicating Policy Analysis	Dunn, Ch. 9	DQs A5 (post on the group's Discussion board by 05/29, 7:00pm)
06/01	Policy Issue Paper; Group presentation		A6 (sign up for the presentation date in the appropriate discussion board)
06/03	Policy Issue Paper; Group presentation		
06/08	<b>Finals week; Final assignment due on Canvas. Class does not meet.</b>		A7 (submit in Assignments, by 06/08, 11:00 am)

**Recommended additional policy analysis readings**

For those who want to learn more about specific methods used in policy analysis, program evaluation, and performance measurement, I am recommending some additional readings.

Hackett S, Dissanayake STM. 2011. Environmental and Natural Resources Economics: Theory, Policy, and the Sustainable Society. 4<sup>th</sup> Edition. Routledge. (Chapter 7 is an excellent brief reading on cost benefit analysis in environmental policy).

Boardman A, Greenberg D, Vining A, Weimer D. 2018. *Cost Benefit Analysis: Concepts and Practice*. 2018. 4<sup>th</sup> Edition. (See chapter 19 for discussion of how to account for distributional impacts of a public policy alternative).

Weisbach DA. 2014. Distributionally Weighted Cost-Benefit Analysis: Welfare economics meets organizational design. *Journal of Legal Analysis*. (See for a discussion why CBA should not incorporate distributional weights).

Ignatow G, Mihalcea R. 2018. *An Introduction to Text Mining: Research design, data collection, and Analysis*. Sage. (The entire book is a helpful source for analysis of texts as data, especially helpful for analyzing stakeholders' positions on various policy alternatives for political feasibility analysis or for clients' perceptions of program delivery/policy impact).

Puget Sound Partnership (PSP). 2018. *The 2018-2022 Action Agenda for Puget sound. IMPLEMENTATION PLAN*. <https://pspwa.app.box.com/s/uxtx0uv2fqsnlgbv2cgahs8o52mtdzbb> (see this for an example of a detailed policy implementation plan).



Rossi PH, Lipsey MW, Henry GT. 2019. *Evaluation: A systematic approach*. 8<sup>th</sup> Edition. Sage.

Robalino J, Sandoval C, Barton DN, Chacon A, Pfaff A. 2015. Evaluating Interactions of Forest Conservation Policies on Avoided Deforestation. *Plos ONE*.

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0124910> (see this paper for propensity score matching, a method commonly used in an analysis of policy effectiveness).

McDavid JC, Huse I, Hawthorn LRL. 2013. *Program Evaluation and Performance Measurement: An introduction to Practice*. 2<sup>nd</sup> Edition. Sage. (See chapters 8 and 9 for performance measurement).