

PPPA 6006: Policy Analysis

Term: Spring 2023
Section: 10
Class Room: Duques, 361
Lectures: Wed 6:10–8:00pm
Instructor: Eiko Strader, PhD
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Office: Phillips Hall 342
Office Hours: calendly.com/estrader

Course Description and Learning Objectives:

Public policies are not produced in a vacuum, nor can they be studied in a vacuum. Rather they are shaped by social, economic, organizational and political conditions, and they unavoidably reflect embedded value and ideological systems. Likewise, policy analysis is often times conducted for an audience with expectations and wishes under a set of circumstances that may be beyond the control of policy analysts. *How can we then make sense of competing information and arrive at effective recommendations?*

This course provides a general introduction to policy analysis, so that by the end of the course, you will be able to critique policy analysis and effectively communicate your recommendations to clients. The following is a list of skills you can expect to learn and develop in this course:

Production-Side Skills:

- Define and frame public problems.
- Identify and assess policy solutions.
- Make informed recommendations to clients.
- Convey complex policy issues clearly in writing and verbally.
- Understand the strengths and limitations of your analysis.

Consumer-Side Skills:

- Assess the quality of policy-relevant information presented by others.
- Identify the value and ideological systems underlying each information product.
- Identify the external factors impacting suggested policy solutions.
- Identify the strengths and limitations of information presented by others.

Required Readings:

- Bardach, Eugene, and Eric M. Patashnik. 2019. *Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Sixth Edition). Thousand Oaks, CA: CQ PRESS (ISBN-10: 1506368883).
- **All other readings are available on Blackboard** (blackboard.gwu.edu).

Optional But Recommended:

- Smith, Catherine F. 2022. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process* (Sixth Edition). New York, NY: Oxford University Press (ISBN: 9780197643495). *Older editions may be available for lower prices!

Acknowledgements:

- This syllabus is modeled after one developed by my colleague, Dr. [Peter Linquiti](#), who has taught this course for many years. I have also borrowed readings from Policy Methods and Comparative Public Policy courses designed by Dr. [Joya Misra](#).

Credit Hour Guidelines:

- In accordance with federal regulation [34 CFR 602.24\(f\)](#) and the Middle States Commission on Higher Education, 3-credit seminar expects students to spend a total of 112.5 hours.
- The credit model is based on a 15-week semester, where you are expected to have 14 weeks of instruction and one week of examination/assessment period.
- This course is designed so that you are expected to spend, on average, 7.5 hours per week of combined instructional and independent learning for a total of 112.5 semester hours.

Grading:

- Evaluation will be based on a point system:
 - 1) Problem Definition Memo: You will prepare a 500 to 750 words memo introducing a policy issue you plan to analyze for your final project. You are required to identify a real client who has some power to address the problem, and explain to this client in a succinct manner why the problem needs to be addressed. You are encouraged to reuse this memo as part of your final policy analysis report. 10%
 - 2) Peer Review Memo: You will review two problem definition memos written by your classmates and assess their quality using the grading rubric prepared by the instructor. The aim of this assignment is to train your critical eye to be able to review the work of your colleagues for a particular client, evaluate the credibility of information sources, and provide useful and actionable feedback comments. 10%
 - 3) Problem Sets: You will submit a total of three problem sets to demonstrate an understanding of core concepts underlying policy analysis. These problem sets will help you make progress on your final policy analysis report. *Each problem set is worth 10% of your total grade. 30%
 - 4) Group Presentation: Each group will conduct and present a policy analysis following Bardach's Eightfold Path. Each group should meet at least twice outside of class to choose a topic, come up with a policy definition, strategize, work out the division of labor, and prepare for the presentation. On the day of the presentation, each group is required to upload and share presentation slides with the instructor, present for 15 minutes, and lead a substantive discussion of the presentation for an additional 15 minutes. *No written report is required. 20%
 - 5) Final Policy Analysis: Building on the problem definition memo you've developed, you will prepare a 3,500 words report analyzing a policy issue for a real client who has some power to address the problem. You are required to provide four credible policy alternatives and the "status quo" for your client to consider. You will then describe the evaluation criteria that should guide the policy selection process and project the performance of alternatives. Using evidence and logic, you will assess the tradeoffs among alternatives and recommend a policy solution for your client. 30%

Total: 100 %

- Please check Blackboard for complete details of each assignment and **grading rubrics**.
- Late assignments will result in a **10% per day penalty**, and no late assignment will be accepted **3 days** after the original deadline.
- Letter grades will be assigned using GW Blackboard's default grading schema.
- No grade changes can be made after the conclusion of the semester, except in cases of clerical error.
- Consult the latest [TSPPPA Student Handbook](#) for GW and CCAS policies on incompletes.

Course Schedule, Readings, and Assignments:

01/18 Session 1: Introduction – What Is Policy Analysis?

- 1) Smith: Introduction, Chapter 1 – Public Policy Making
- 2) Dunn, William N. 2018. "[Harold Lasswell and the Study of Public Policy.](#)" In *Oxford Research Encyclopedia of Politics*. UK: Oxford University Press.
- 3) Howlett, Michael and Sarah Giest. 2015. "Policy Cycle." Pp. 288-292 in *International Encyclopedia of the Social & Behavioral Sciences, 2nd ed.* Waltham, MA: Elsevier
- 4) Bardach & Patashnik: Introduction
- 5) Vining, Aidan R. and David L. Weimer. 2017. "Part I Introduction to Public Policy Analysis – 2. What Is Policy Analysis?" Pp. 30-38 in *Policy Analysis, Sixth Edition*. NY: Routledge

OPTIONAL:

- Weible, Christopher M., Daniel Nohrstedt, Paul Cairney, David P. Carter, Deserai A. Crow, Anna P. Durnová, Tanya Heikkila, Karin Ingold, Allan McConnell, and Diane Stone. 2020. "COVID-19 and the Policy Sciences: Initial Reactions and Perspectives." *Policy Sciences* 53 (2): 225–41

***If you are unsure how to find the right expert in your policy area, you may want to set aside some time to familiarize yourself with the relevant think tanks and research institutes. See Session 1 folder via Blackboard for more details.**



Start thinking about a social problem you want to address in your final policy analysis report!

01/25 Session 2: Defining Policy Problems

- 1) Bardach & Patashnik: Part I, Step 1 – Define the Problem
- 2) Hoornbeek, John A., and Guy B. Peters. 2017. "Understanding Policy Problems: A Refinement of Past Work." *Policy and Society*, 36, 365–84
- 3) Bammer, Gabriele. 2020. "[Knowing That and Knowing How - Applying Expertise to Complex Problems.](#)" *London School of Economics Impact Blog*
- 4) Wen, Leana S. 2022. "[Biden is Right. The Pandemic is Over.](#)" *The Washington Post, Opinion*

For In-Class Exercise:

- AFTER you are done with the readings for this week, please visit the POLARIS website developed by the CDC and review the module on [problem identification](#). NOTE: The module is geared toward public health professionals, but the examples are applicable to other policy problems.

→ Develop a tentative list of your stakeholders and come prepared to discuss about WHO, HOW and WHAT of your policy problem.

OPTIONAL:

- Smith: Chapter 2 – Communicating & Chapter 3 – Definition, Frame the Problem
- Rochefort, David. 2016. "Agenda Setting, Problem Definition, and their Contributions to a Political Policy Analysis," Pp. 35-52 in *Handbook of Public Policy Agenda-Setting*. UK: Edward Elgar Publishing
- Green-Pedersen, Christoffer, and Stefaan Walgrave, eds. 2014. *Agenda Setting, Policies, and Political Systems: A Comparative Approach*. Chicago, IL: University of Chicago Press
- Oxley, Douglas R., Arnold Vedlitz, and B. Dan Wood. 2014. "The Effect of Persuasive Messages on Policy Problem Recognition." *Policy Studies Journal* 42 (2): 252–68
- Iott, Susan. 2010. "Policy Sciences and Congressional Research: Making Sense of the Research Question." *Policy Sciences*. 43(3): 289-300



Schedule a brief introductory meeting with your group and figure out a topic for your group project!

02/01 Session 3: Policy Analysis in a Post-Truth World?! Use of Evidence

Draft Problem Definition Memo Due at Midnight

- 1) Greater Boston. 2017. "[The Death of Expertise.](#)" *WGBH News* (video)
- 2) Bardach & Patashnik: Part I, Step 2 – Assemble Some Evidence
- 3) Bardach & Patashnik: Part II – Assembling Evidence
- 4) Head, Brian W. 2016. "Toward More 'Evidence-Informed' Policy Making?" *Public Administration Review* 76 (3): 472–84
- 5) Susaria, Anjana. 2022. "[Twitter Lifted Its Ban on COVID Misinformation: Research Shows This is a Grave Risk to Public Health.](#)" *The Conversation* *Be sure to watch [the video](#) too!

For In-Class Exercise:

- AFTER you are done with the readings for this week (be sure to watch the videos too!), please review this [research guide](#) developed by GW libraries. Now, take a look at the sources you used to draft your problem definition memo; *Are they primary or secondary sources? Are they popular or scholarly? Have they been peer reviewed?*
 - Please come prepared to discuss about the quality of your sources (i.e. evidence) in class

OPTIONAL:

- Thinking Allowed. 2022. "[The Internet: How It Shapes the Past and the Future.](#)"
- McLaughlin, Danielle M., Jack Mewhirter, and Rebecca Sanders. 2021. "[The Belief That Politics Drive Scientific Research & Its Impact on COVID-19 Risk Assessment.](#)" *PLOS ONE* 16 (4): e0249937
- Bufacchi, Vittorio. 2020. "[What's the Difference between Lies and Post-Truth in Politics? A Philosopher Explains.](#)" *The Conversation*
- Birkinshaw, Julian. 2017. "[The Post-Truth World: Why Have We Had Enough of Experts?](#)" *Forbes*
- Gewin, Virginia. 2017. "[Post-Truth Predicaments.](#)" *Nature*. 541: 425-27

02/08 Session 4: Specifying Policy Alternatives

Peer Review Memo Due at Midnight

- 1) Berlow, Eric. 2010. "[Simplifying Complexity.](#)" *TEDGlobal*
- 2) Bardach & Patashnik: Part I, Step 3 – Construct the Alternatives
- 3) Bardach & Patashnik: Appendix A – Things Governments Do
- 4) Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2016. "Identifying Alternatives." Pp 215-242 in *Basic Methods of Policy Analysis and Planning*. NY: Routledge
- 5) CAP. 2021. "[The Top 12 Solutions to Cut Poverty in the United States.](#)"
- 6) Heritage Foundation. 2020. "[Solutions.](#)" *See "Recommendations" under "Welfare"

For In-Class Exercise:

- AFTER you are done with the first 4 readings, watch [this edX video](#) and learn how causal diagrams work. Next, please download the DAG template from Blackboard and fill out S and Ps for one of your solution ideas (i.e. translate your idea into a causal diagram). When you are done, upload the DAG form to the GoogleDrive PRIOR to the class.
 - We'll discuss about the status quo and predicted effects of your solution idea(s) in class, so please come prepared to examine the causal structure of your problem

OPTIONAL:

- Smith: Chapter 5 – Legislative History, Know the Record
- Leachman, Michael. 2021. "[More State Lawmakers Should Consider How Racism Shapes Tax Policy.](#)" *Center on Budget and Policy Priorities*
- Suh, Stephen and Kia Heise. 2014. "[Re-Evaluating the Culture of Poverty.](#)" *The Society Pages*
- Adolino, Jessica R., and Charles H. Blake. 2010. *Comparing Public Policies: Issues and Choices in Industrialized Countries*. Washington, DC: CQ Press. Chapter 2 – Theories of Policy Making
- Orloff, Ann Shola and Bruno Palier. 2009. "The Power of Gender Perspectives: Feminist Influence on Policy Paradigms, Social Science, and Social Politics." *Social Politics*. 16(4): 405-12

02/15 Session 5: Implementation and Policy Design

Optional Re-Do of Problem Definition Memo Due at Midnight

- 1) Bardach & Patashnik: Part III, Handling a Design Problem
- 2) Bardach & Patashnik: Appendix B – Understanding Public and Nonprofit Institutions
- 3) Community Tool Box: CH2, Section 1: [Developing a Logic Model or Theory of Change](#). Center for Community Health and Development at the University of Kansas
- 4) Peters, B. Guy. 2018. “The Logic of Policy Design,” Pp. 1–34 in *Policy Problems and Policy Design*. Northampton, MA: Edward Elgar Publishing *Pay attention to Box 1.1!
- 5) Center on Budget and Policy Priorities. 2022. [“States Should Apply 3 Principles to Create an Antiracist, Equitable Recovery”](#)

For In-Class Exercise:

- When you are done with this week’s readings, please visit Blackboard and review the sample logic models. Download the logic model template, fill out sections 1 through 5 for one of your policy alternatives, and then share your logic model (i.e. implementation plan) via Blackboard discussion board. Be sure to specify both short- and long-term impacts!
→ **We’ll review and discuss about your policy designs in class, so please print it out come prepared to describe your policy implementation plans in class**

OPTIONAL:

- Strader, Eiko. 2022. “Demographics of Transgender People and Transition-Related Healthcare Policies Across the European Union.” Pp. 211–37 in *Demography of Transgender, Nonbinary and Gender Minority Populations*, edited by A. K. Baumle and S. Nordmarken. Springer International
- Hudson, Bob, David Hunter, and Stephen Peckham. 2019. “Policy Failure and the Policy-Implementation Gap: Can Policy Support Programs Help?” *Policy Design and Practice* 2 (1): 1–14
- Vining, Aidan R. and David L. Weimer. 2017. “Part III Conceptual Foundations for Solution Analysis – 12. Implementation” Pp. 280-303 in *Policy Analysis*, Sixth Edition. New York, NY: Routledge
- Brady, David and Rebekah Burroway. 2012. “Targeting, Universalism, and Single-Mother Poverty: A Multilevel Analysis Across 18 Affluent Democracies.” *Demography*. 49(2):719–46

02/22 Session 6: Developing Evaluation Criteria

- 1) Bardach & Patashnik: Part I, Step 4 – Select the Criteria
- 2) Patton, Carl, David Sawicki, and Jennifer Clark. 2016. “Chapter 5: Establishing Evaluation Criteria” Pp. 176-214 in *Basic Methods of Policy Analysis and Planning*. NY: Routledge
- 3) WHO. 2013. [Evaluation Practice Handbook](#) *Read CH3, Pp.18-25
- 4) United Nations. [Sustainable Development Goals](#). *Visit their website, hover over the squares, and click on “More Info” to review their targets and indicators

For In-Class Discussion:

- Visit [ProCon.org](#) and review arguments for and against student debt forgiveness proposals. In addition to reviewing Elizabeth Warren’s [policy proposal](#) (see the link to resolution and economic benefits one-pager), consider the [current design of loan forgiveness program](#)
→ **Come prepared to discuss what evaluation criteria should be used to assess student debt forgiveness proposals**

OPTIONAL:

- Patton, Michael Quinn. 2021. “Evaluation Criteria for Evaluating Transformation: Implications for the Coronavirus Pandemic and the Global Climate Emergency.” *American Journal of Evaluation* 42(1):53–89
- Kraft, Michael E., and Scott R. Furlong. 2018. *Public Policy: Politics, Analysis, and Alternatives*. Thousand Oaks, CA: CQ Press. Chapter 6 – Assessing Policy Alternatives
- Jacobs, Alan M. 2016. “Policy Making for the Long Term in Advanced Democracies.” *Annual Review of Political Science*. 19(1):433–54. *This article is useful for thinking about temporality of your evaluative criteria and how you measure them
- Caputo, Richard K. 2014. *Policy Analysis for Social Workers*. Thousand Oaks, CA: SAGE. [Chapter 4 – Evaluating Policy Proposals](#)

03/01 Session 7: Projecting Outcomes Based on Models of Human Behavior

Problem Set #1 Due at Midnight

- 1) Bardach & Patashnik: Part I, Step 5 – Project the Outcomes
- 2) Friedman, Lee S. 2002. *The Microeconomics of Public Policy Analysis*. Princeton, NJ: Princeton University Press. Chapter 2 – An Introduction to Modeling, Pp. 19-25 only!
- 3) Berman, Evan, and XiaoHu Wang. 2018. *Essential Statistics for Public Managers and Policy Analysts*, Fourth Edition. Thousand Oaks, CA: CQ Press. Chapter 3 – Conceptualization and Measurement
- 4) Bardach & Patashnik: Appendix E – Suggestions for Incorporating “Big Data”

For In-Class Exercise:

- First, please go to [this website](#) and calculate your life expectancy (please ignore anything related to pension and retirement). Scroll down the results page and take a look at the comparisons between your estimated life expectancy and other model predictions; *where do you think these numbers came from?* Next, please click on the links titled “Research on X and Longevity,” and skim through a summary or two of research that went into the model
→ **Please come prepared to discuss about the challenges (and benefits) of using quantitative models for projecting policy outcomes**

OPTIONAL:

- Smith: Appendix B – Interpreting Data to Support Policy Argument
- Manski, Charles F. 2019. “Communicating Uncertainty in Policy Analysis.” *Proceedings of the National Academy of Sciences*. 116 (16): 7634–41
- Hall, Keith. 2017. [Congressional Budget Office Director Remarks at Retirement Research Conference](#). C-SPAN. *In this video, CBO director discusses how his office forecasts spending for legislation
- Giannarelli, Linda, Laura Wheaton, and Joyce Morton. 2015. [How Much Could Policy Changes Reduce Poverty in New York City?](#) Urban Institute. *This report simulates the impacts of 7 different policies

03/08 Session 8: Projecting Outcomes Using Evidence and Experience

Group Presentation Preparation Worksheet Due at Midnight

- 1) Bardach & Patashnik: Part IV – Smart (Best) Practices
- 2) Trochim, William M.K., and James P. Donnelly. 2007. *The Research Methods Knowledge Base*, Third Edition. Mason, OH: Thomson Publishing. Chapter 1 – 2d Introduction to Validity, Pp. 20-23
- 3) Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2016. “Uncertainty.” Pp 293-294 in *Basic Methods of Policy Analysis and Planning*. NY: Routledge
- 4) Dunn, William N. 2017. *Public Policy Analysis*, Sixth Edition. NY: Routledge. Chapter 4 – Forecasting in Policy Analysis, Pp. 118-129
- 5) Kushnir, Tamar. 2022. “[Trust Comes When You Admit What You Don't Know](#)” *The Conversation*

For In-Class Discussion:

- Please come prepared to discuss how you are planning on projecting outcomes for your policy analysis. *Have you identified relevant case studies? What kind of assumptions are you going to make? What kind of uncertainties do you think you will face?*

OPTIONAL:

- RAND. 2017. [The RAND Health Insurance Experiment](#). *This video reflects on the largest health policy study conducted by RAND over 40 years ago
- Dunning, Thad. 2016. “Transparency, Replication, and Cumulative Learning: What Experiments Alone Cannot Achieve.” *Annual Review of Political Science*. 19(1):S1–23
- Gangl, Markus. 2010. “Causal Inference in Sociological Research.” *Annual Review of Sociology*. 36(1):21–47

03/15 Spring Break (No Class) *Extra Credit Assignment via Blackboard!

03/22 Session 9: Making Policy Tradeoffs

Problem Set #2 Due at Midnight

- 1) Bardach & Patashnik: Part I, Step 6 – Confront the Tradeoffs
- 2) Bardach & Patashnik: Part I, Step 7 – Stop/Focus/Narrow/Deepen/Decide!
- 3) Vining, Aidan R. and David L. Weimer. 2017. “15. Landing on Your Feet” Pp. 340-75 in *Policy Analysis*, Sixth Edition. NY: Routledge. *Read Pp. 349-355!
- 4) Bourne, Ryan. 2021. “[The Distorted Minimum Wage Debate.](#)” *CATO Institute*.
- 5) Coy, Peter. 2021. “[The Burger Flipper Who Became a World Expert on the Minimum Wage.](#)” *Bloomberg*.

For In-Class Exercise:

- Please upload and share your draft tradeoffs matrix via GoogleDrive. The table does not have to look exactly the same as Table 15.1 – *The Simple Structure of a Goals/Alternatives Matrix*, shown in Vining and Weimer (p.355), but it should have your evaluative criteria and policy alternatives specified. Cells for projected outcomes can be blank at this point.

OPTIONAL:

- Smith: Chapter 4 – Evaluation, Analyze and Advise
- Mahoney, Neale. 2020. “[Don’t Fall for the False Trade-Offs of COVID-19 Policy.](#)” *Chicago Booth Review*
- Budig, Michelle J., Joya Misra, and Irene Boeckmann. 2016. “Work–Family Policy Trade-Offs for Mothers? Unpacking the Cross-National Variation in Motherhood Earnings Penalties.” *Work and Occupations* 43(2):119–77

03/29 Session 10: Tell Your Story

- 1) Bardach & Patashnik: Part I, Step 8 – Tell Your Story.
- 2) Crow, Deserai and Michael Jones. 2018. “[Narratives as Tools for Influencing Policy Change.](#)” *Policy & Politics*
- 3) Renken, Elena. 2020. “[How Stories Connect and Persuade Us: Unleashing the Brain Power of Narrative.](#)” *NPR*
- 4) Peiffer, Emily & Megan Gallagher. 2021. “[Framing Communications to Drive Social Change.](#)” *Urban Institute*

For In-Class Exercise:

- Please check out how policy institutes and advocacy organizations like the Center for American Progress uses stories to discuss about public policies [here](#), and then review policy presentation “CommKit” produced by the Broad Institute [here](#).
→ **Please come prepared to discuss with your group about your storytelling methods and strategies in class**

OPTIONAL:

- Smith: Chapters 6 through 10
- Shanahan, Elizabeth A., Michael D. Jones, Mark K. Mcbeth, and Claudio M. Radaelli. 2018. “The Narrative Policy Framework,” Pp.173-213 in *Theories of the Policy Process*. NY: Routledge.
- Jenkins, Alan. 2018. “[Shifting the Narrative: What it Takes to Reframe the Debate for Social Justice in the US.](#)” *Haas Institute for a Fair and Inclusive Society* (blog piece).
- Moezzi, Mithra, Kathryn B. Janda, and Sea Rotmann. 2017. “Using Stories, Narratives, and Storytelling in Energy and Climate Change Research.” *Energy Research & Social Science*. 31: 1-10.
- Environmental Change and Security Program. 2013. “[Storytelling Is Serious Business: Narratives, Research, and Policy.](#)” *The Wilson Center* (Webcast).
- Polletta, Francesca, Pang Ching Bobby Chen, Beth Gharrity Gardner, and Alice Motes. 2011. “The Sociology of Storytelling.” *Annual Review of Sociology* 37 (1): 109–30.



Please consider scheduling an appointment with a consultant at the Writing Center, right about um NOW, and have your draft report reviewed!

04/05 Session 11: Politics & Policy Analysis

Problem Set #3 Due at Midnight

- 1) Wheelan, Charles. 2010. "Balancing Substance and Politics." Pp. 519-520 in *Introduction to Public Policy*
- 2) Mead, Lawrence M. 2013. "Teaching Public Policy: Linking Policy and Politics." *Journal of Public Affairs Education*. 19(3): 389-395. *Please read the first 6 pages
- 3) Cairney, Paul. 2016. "[The Politics of Evidence-Based Policymaking](#)." *The Guardian*
- 4) Bardach & Patashnik: Appendix C – Strategic Advice on the Dynamics of Political Support
- 5) Bardach & Patashnik: Appendix D – Tips for Working with Clients

For In-Class Discussion:

- First, please watch [this short video](#) where Alan Abramowitz explains how American politics became so polarized. Next, please watch [this 60-second animation](#) visualizing partisanship over the last 60 years. Once you are done watching both videos, read Scheiber, Noam. 2012. "[The Memo that Larry Summers Didn't Want Obama to See](#)." *New Republic*.
- Please come prepared to discuss whether policy analysts should engage in political analysis

OPTIONAL:

- Smith: Conclusion – Ethics for Policy Communicators
- Pew Research Center. 2019. "[In a Politically Polarized Era, Sharp Divides in Both Partisan Coalitions](#)."
- Buchler, Justin. 2017. "[Does Nonpartisan Journalism Have a Future?](#)" *The Conversation*
- Mintrom, Michael. 2003. *People Skills for Policy Analysts*. Washington, DC: Georgetown University Press.

04/12 Session 12: Concluding Remarks

- 1) Shapiro, Stuart. 2016. "[When Do Policymakers Listen to Policy Analysis, and When Do They Ignore It?](#)" *THE HILL*
- 2) Nunes, Ashley. 2017. "[Whatever Happened to Evidence-Based Policy Making?](#)" *Forbes*
- 3) The White House. 2021. "[Memorandum on Restoring Trust in Government Through Scientific Integrity and Evidence-Based Policymaking](#)."
- 4) Weible, Christopher M., Daniel Nohrstedt, Paul Cairney, David P. Carter, Desera A. Crow, Anna P. Durnová, Tanya Heikkilä, Karin Ingold, Allan McConnell, and Diane Stone. 2020. "COVID-19 and the Policy Sciences: Initial Reactions and Perspectives." *Policy Sciences* 53 (2): 225–41 *This was an optional reading during Session 1(!)

OPTIONAL:

- Ozga, Jenny. 2021. "Problematising Policy: The Development of (Critical) Policy Sociology." *Critical Studies in Education* 62 (3): 290–305
- Cairney, Paul, and Kathryn Oliver. 2017. "[Evidence-Based Policymaking is Not Like Evidence-Based Medicine, So How Far Should You Go To Bridge the Divide between Evidence and Policy?](#)" *Health Research Policy and Systems*. 15: 35
- Mead, Lawrence M. 2015. "Only Connect: Why Government Often Ignores Research." *Policy Sciences*. 48: 257-26
- Haas, Peter. 2004. "[When Does Power Listen to Truth? A Constructivist Approach to the Policy Process](#)." *Journal of European Public Policy*. 11(4): 569-592.

04/19 Session 13: Group Presentations

04/26 Session 14: Group Presentations

05/03 Final Policy Analysis Due at 8:00pm

<<< **DISCLAIMER: I reserve the right to revise this syllabus if the need arises.** >>>

Course Logistics:

- [Announcements](#) will be posted regularly on Blackboard in the order I post them, meaning that the most recent announcement appears first. If you prefer to receive notifications via emails, [you can change your notification settings](#).
- Emails will be responded promptly during the normal business hours (8am to 5pm, EST on weekdays), but I will be slower to respond during non-business hours.
- We will be using a GoogleDrive folder for some in-class synchronous activities. If you've never used it, please make sure that you can access GoogleDrive [here](#).
- Your grades and feedback comments will be provided via Blackboard. If you are unsure how to view grading rubrics, check your grades, and view feedback comments, [please take a look at this tutorial](#).
- I will be holding office hours by appointments to offer greater flexibility and accommodate social distancing. Please use calendly.com/estrader to schedule your virtual or in-person appointments (*in-person option is available when classes are in session).

Pandemic Related Logistical Considerations:

- Latest updates on COVID-19 campus protocols can be viewed [here](#).
- Following the CCAS guidance in accordance with University Policy, students are expected to attend classes in person on a consistent basis, hence I **cannot** allow students to participate remotely for any extended portion.
- Students who must miss class on a short-term basis for legitimate reasons, such as illness and [isolation](#), should notify the faculty to make up for the missed session.

Policies and Student Expectations in the Trachtenberg School:

- For latest decree-specific policies and guidelines, please be sure to consult the [Student Handbook](#).
- If you have any questions about degree-specific policies and guidelines, reach out to the [TSPPPA core advising team](#).

Respect for Diversity:

- It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions are encouraged and appreciated.

Classroom Expectations:

- Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, we believe higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

University Policies and Resources:

University Policies:

- All members of the university are “[responsible for adhering to and acting in accordance with university policies.](#)”

Academic Integrity:

- All students – undergraduate, graduate, professional full time, part time, law, etc. – must be familiar with and abide by the provisions of the [Code of Academic Integrity](#).
- Therefore, I expect that you meet the minimum standards for academic student conduct set forth by the [Code of Academic Integrity](#) and understand that your failure to uphold academic integrity in your coursework results in academic disciplinary sanctions.
- If you have any questions about your rights and responsibilities, please also refer to the [Code of Student Conduct](#) and reach out to the [Office of Student Rights & Responsibilities](#) at 202-994-6757.

Counseling and Psychological Services:

- If you or your peers are experiencing emotional distress, please contact the Student Health Center Counseling and Psychological Services ([CAPS](#)) at 202-994-5300 (available 24/7).

Disability Support Services:

- According to the [university policy](#), students with a disability in need of accommodations or other services must register with the Disability Support Services ([DSS](#)) and submit the requisite documentation to establish their eligibility for, and subsequent implementation of, reasonable and appropriate accommodations.
- For more information, please call their main office at 202-994-8250 or visit their office in Rome Hall, Suite 102.

Religious Holidays:

- In accordance with [University Policies](#), students are expected to “make every effort to attend classes.” If you must be absent from class to observe a religious holiday, please let me know in advance. You will be allowed to make up missed assignments without penalty.

Safety, Security and Well-Being:

- In the case of an emergency, call GYPD 202-994-6111 or 911.
- For campus advisories, visit <https://campusadvisories.gwu.edu/> and sign up for [GW Alert](#).
- For well-being & support, check out GW’s [well-being initiatives](#).

Title IX Sexual Harassment and Related Conduct Policy:

- Under the [university policy](#), faculty are considered “designated reporters” and are required to “promptly report any information they learn about suspected or alleged Sexual Harassment or potential violations of this Policy to the university’s Title IX Coordinator.”
- Confidential resources are available through the Counseling and Psychological Services ([CAPS](#)) at 202-994-5300 and the Office of Advocacy and Support ([OAS](#)) at 202-994-0443.
- To make a report to the Title IX Coordinator, please call 202-994-7434 or visit <https://titleix.gwu.edu/>

Writing Resources:

- Although the course guides you through the process of formulating and understanding difficult set of ideas, it does not necessarily teach the nuts and bolts of writing per se. If you need help with your writing, please take advantage of the resources and services being offered through the [Writing Center](#). They offer writing consultation [six days a week!](#)