PPPA 6011: Politics and Policy Analysis
Section 10, Spring 2023

<u>Instructor</u>: Peter Linquiti, PhD (he/him)
<u>Class Meetings</u>: Thursdays, 6:10-8:00 pm, MPA307
<u>Office Hours</u>: Wednesdays (3-5pm). Make an appointment at linquiti.youcanbook.me; we can meet in person or via Zoom. For quick questions, feel free to email me at linquiti@gwu.edu; in general, I will respond within 24 hours (except on weekends).

WHAT IS THIS COURSE ABOUT?

This course provides an introduction to policy analysis for masters students. Importantly, it also locates policy analysis in the broader political environment in which it usually takes place. While the policy world is a complicated – and contested – space, sound policy analysis offers the possibility of bringing some order to the chaos, at least for a while. By making best use of available evidence, applying the principles of sound logic, taking care to hear the voices of all stakeholders, and bringing passion and humility to his or her work, a policy analyst can make a meaningful contribution to ongoing policy debates.

More specifically, this course will help you:

✓ Describe the classical models of policy analysis and their limitations

✓ Distinguish descriptive and normative thinking, and analysis as inquiry and analysis as advocacy

✓ Apply the principle of metacognition to check your own biases and cognitive mistakes

✓ Apply an integrated framework for collecting and assessing policy-relevant evidence

✓ Recognize the "plurality of the future" and hone your forecasting skills

✓ Apply a multi-lens perspective to policy issues to better understand them in their entirety

✓ Take a rigorous approach to characterizing the equity implications of policy problems and proposed policy remedies, considering the concepts of rights, duties, liberty, justice, and equality

✓ Recognize and explain the role of politics in shaping policy debates and policy outcomes

✓ Apply systems thinking to policy problems and proposed policy remedies

✓ Apply inclusive, user-centered design to improve the quality public policy

One thing you will **_not_** get from this class is definitive answers to tough policy questions. But you will get the tools to come up with your own answers.

HOW DO THE PIECES OF THIS COURSE FIT TOGETHER?

This course is organized into four parts which, taken together, introduce you to the strengths and weaknesses of the classical model of policy analysis while offering suggestions to partially mitigate its weaknesses. It also locates policy analysis in the broader political world in which it is practiced.

✓ The first part of the course comprises five class sessions designed to help you master the _classical model of policy analysis_ taught to MPP students around the country since the 1970s.

✓ The second part comprises four sessions that focus on _critical thinking_ for policy analysis. Special attention is paid to shortcomings of the classical model, metacognition, the integration of logic and evidence, and the mindset of an effective policy analyst.

✓ The third part comprises two sessions that consider how deeper insights about policy issues can be gleaned from a *panoptic analysis* that simultaneously applies the lenses of equity, economic efficiency, legal analysis, sustainability, science and technology, politics, and institutions.

✓ The fourth part comprises three sessions that explore the relationship between *politics and policy analysis*. We'll look at why some issues make it onto the decision-making agenda while others do not, and how political power is used to affect public policy. The final class reflects on professional integrity and recaps key takeaways from the course.

WHAT PEDAGOGICAL APPROACH WILL BE USED IN THIS CLASS?[1]

This course is premised on the belief – backed by much evidence – that learning is most effective when it is active. Therefore, traditional lectures will be limited, discussion and collaborative work will be serous endeavors, and I will act more as a "guide on the side" rather than a "sage on the stage." This will give you the opportunity to shape the course as it unfolds but you should in turn expect to take some responsibility for its success. Doing the reading and, equally important, thinking critically about the reading prior to class is essential. In short, *we will co-create the course together*.

Many class sessions will entail an in-class activity in which you work with classmates on a particular challenge. Reviewing the materials in advance will help you get more out of such activities, and also help you be a better team member when working with fellow students.

One of the ways in which you will shape the class is through the use of anonymous "Minute Memos." At the end of each class session, you will be given a couple of minutes to jot down (on a Post-It Note) any especially interesting take-aways from the class, anything you found confusing, any questions you didn't get a chance to ask, or anything you'd like to let me know about the class from a student's perspective. I will incorporate your Minute Memo feedback into subsequent class sessions.

ARE YOU PREPARED TO TAKE THIS COURSE?

There are no prerequisites for this course, but it assumes you have a basic knowledge of American political institutions, behaviors, and policy processes. If you need a refresher on these topics, I recommend Andrew Rudalevige's Founding Principles [video series](15 videos, each ~12 minutes).[2]

READINGS

The primary textbook for this class is Rebooting Policy Analysis: Strengthening the Foundation, Expanding the Scope (RBPA), SAGE/CQ Press, 2022. I am the author of this book and wrote it during my sabbatical in 2020-2021. The price of a new copy seems to fluctuate daily on Amazon (!) but is usually around $90. Semester long rentals of the e-book (through the publisher's website) are around $55. Finally, copies of the book have been placed on reserve at both Gelman Library and the TSPPPA Book Share. All other readings will be available through Blackboard.

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[1] I am indebted to my colleague, Steve Crawford, for helping me to develop this approach.
[2] This series was produced before President Trump took office, and before recent Supreme Court decisions such as the reversal of Roe v Wade; hence, it contains a few outdated references.

A written assignment is due about every two or three weeks during the semester: four workbook exercises, a take-home midterm exam, and a final project memo.

➢ *Individual Policy Analysis Project (60% of grade)*:[3] This course is built on a project-based learning model. You will select a policy issue (e.g., gun control, COVID, affordable housing) and focus on it for multiple assignments during the semester. You can adjust your topic as you learn more, but the idea is to focus all assignments on the same topic so that each informs the next. The project culminates in a memo due at the end of the semester.

You are asked to adopt a learning posture in which you challenge yourself to think harder, better understand your issue, and revise written material for brevity and clarity. I will provide guidance along the way, but this is *your* project. You will become the expert and make the decisions about what to focus on and how to combine logic and evidence to draw conclusions.

Your project should be challenging, but not too hard if you do the readings, engage in class discussion, and manage your time and workload. There *will not be enough time during the semester to investigate every aspect of your chosen issue*; instead, you must strategically use your time to produce a professional product given time and evidence constraints. Conversely, if you find the project too easy, that's a sign that you need to dig more deeply into your topic, think more critically about what's going on, search for better evidence, or refine your written work.

Addressed to a notional client who has (or aspires to have) the legal authority, budgetary resources, and political power to act on your analysis, the memo should build on your workbook exercises, but reflect additional research and critical thinking. Using "analysis as inquiry," your memo should identify a policy problem and evaluate pros and cons of alternative ways of addressing it. Identify the most promising policy option; explain it in a neutral fashion the tradeoffs associated with choosing it over other policy choices. Include a list of key stakeholders, as well as a Criteria-Alternatives Matrix.

Your project should culminate in a memo of under 2,200 words (under 8 double-spaced pages). If you include images or graphics, insert them in the text rather than submitting a second file.

The memo will be assigned a letter grade and will count for half of the project grade (30%). The other half of the project grade will depend on your completion of four workbook exercises (7.5% each). Responses to these exercises will typically entail completion of a worksheet of 2 or 3 pages, rather than polished prose (e.g., you might fill in a table, create a bullet list of items, or hand-draw a graphic image). The exercises will not be given a letter grade but instead evaluated as credit/no credit. If you make a good faith effort to complete the exercise and submit it via Blackboard before class on the day it's due, you will earn full points. The four exercises are:

✓ Workbook Exercise #1 - Framing a Policy Analysis Project
✓ Workbook Exercise #2 - Taxonomy of Disagreement
✓ Workbook Exercise #3 - Stakeholder Map
✓ Workbook Exercise #4 - Campaign Plan

On the days in which a workbook exercise is due, we'll spend 10-15 minutes discussing your impressions of the exercise. What was useful? What wasn't? What was difficult? What was easy?

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[3] I am indebted to my colleague, Professor Elizabeth Rigby, for developing the structure of this assignment.

➢ *Mid-Term Exam (30%)*: You will read a ~30-page profile of a current domestic policy issue and answer five questions about it to demonstrate your mastery of concepts from the first half of the course. Your response is limited to 1,100 words, or about 4 double-spaced pages. The exam is due via Blackboard. It will be given a letter grade based on standards described in the syllabus.

➢ *Class Participation/Engagement/Reading Preparation (10%)*: Policy analysis is a collective activity that benefits from discussion and debate. And, as more art than science, learning to do policy analysis depends on active student engagement. Students are expected to attend class, do the readings, and contribute to class discussions with critical thinking, creative suggestions, substantive questions, and a command of the readings. Engagement also requires the courage to raise challenging issues, overlooked perspectives, and critiques of assumptions made by me, your classmates, or the authors of assigned readings. You may be called on by name if class discussion bogs down or only a narrow range of perspectives is being heard. You can also engage the course by contributing to the Blackboard discussion board; feel free to start a new thread on any policy topic of interest to you. At the start of Classes 6 and 13, I will ask you to fill out a short 1-page form in which you assess your own level of class engagement. *Completion of the end-of-course evaluation will also count toward your engagement grade*.

WHAT SHOULD YOUR WRITTEN WORK LOOK LIKE?

Policy writing is different from academic writing. Getting good at it takes practice. If you want examples of strong policy writing, take a look at the work of the Congressional Research Service or the Government Accountability Office. Well-written policy analyses are concise, to-the-point, and written in language that your audience understands the first time they read or hear it. Language that is plain to one set of readers may not be plain to others.

Written material is in plain language if your audience can find what they need, understand what they find, and use what they find to meet their needs.[4] Before submitting written work for this class, please consult the "Writing Resources" on Blackboard. In particular, make sure that your writing meets the 2011 Federal Plain Language Guidelines and reflects the guidance in §7.5 of RBPA.

HOW WILL THE NEXT FIFTEEN WEEKS UNFOLD?

This syllabus is only a guide to the course. Given the dynamics of U.S. politics, not to mention our public health situation, topics, readings, assignments, and methods of instruction may be adjusted as needed during the semester. I will ensure that we have always covered all relevant material prior to the due date of assignments. But you should also expect that due to the flexible nature of the co-created class, misalignments between the syllabus and class content will sometimes occur during the semester (i.e., our discussion of a particular topic will not infrequently spill over to the next class meeting).

PART I: THE CLASSICAL MODEL OF POLICY ANALYSIS

1. Defining Policy Problems (Jan 19)
   ❖ Key Topics
     ✓ Definitions: Public Policy, Policy Analysis (vs. Policy Research), Politics, the 'Client'
     ✓ The Elephant in the Room: The State of the U.S. Democracy
     ✓ Entry Points for Analysis: Problems and Policy 'Solutions'

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[4] http://www.plainlanguage.gov/whatisPL/index.cfm

- ❖ Readings
  - ✓ RBPA: Part I Intro, §1.1, §§12.1-12.3
  - ✓ Karaim, CQ Researcher, "Medical Debt in America," 7/29/22 (We'll return repeatedly to the topic of medical debt; be sure to give this reading a careful read.)
  - ✓ <u>Application</u>: Craft a problem statement for medical debt like the one on p18 of RBPA and then convert it to a problem tree like the one in Exhibit 12-3; bring both to class, not to turn in but to refer to during class discussion.

2. Developing Policy Alternatives (Jan 26)
   - ❖ Key Topics
     - ✓ Design for Analysis vs. Design for Implementation
     - ✓ Using a Logic Model to Characterize your Theory of Change
     - ✓ Inclusive, User-Focused, Policy Design
   - ❖ Readings
     - ✓ RBPA: §1.2, §2.3, Chapter 14, §§12.4-12.7
     - ✓ Watch two short clips – 'Strategic Alignment' and 'Logic Models' – on Blackboard
     - ✓ Congressional Budget Office, "Transitioning to Alternative Structures for Housing Finance," pp 1-6. December 2014 (Read the summary of this report; no need to master the details of housing finance. Make sure you can articulate the different purposes of Tables 1 and 2.)
     - ✓ Eggers & O'Leary, If We Can Put a Man on the Moon …, "The Design-Free Design Trap," Chapter 2, 2009 (without a sound design, a new policy is bound to fail).
     - ✓ <u>Application</u>: Using Exhibit 1-4 of RBPA as an example, develop a set of five policy options for addressing the problem of medical debt; bring the result to class, not to turn in but to refer to during class discussion.

3. Identifying Evaluation Criteria (Feb 2)
   - ❖ Key Topics
     - ✓ Off-the-Shelf Criteria
     - ✓ Criteria to Capture Unintended Consequences
   - ❖ Readings
     - ✓ RBPA: §1.3, §13.1, Part III Intro
     - ✓ CRS, "Brief Introduction to the National Flood Insurance Program," 1/4/23 (read this 2-pager as background before reading the FEMA report below).
     - ✓ Federal Emergency Management Agency, "NFIP Reform: Phase III Report," August 2011 (Focus on Section II & be prepared to answer these questions in class: Is the set of criteria complete? Is anything missing? Should any criteria be removed? Do all criteria make sense?).
     - ✓ <u>Application</u>: Using Exhibit 1-5 of RBPA as an example, develop a set of five evaluation criteria that could be used to assess various policies for addressing the problem of medical debt; bring the result to class, not to turn in but to refer to during class discussion.

4. Projecting Policy Outcomes (Feb 9)
   - ❖ Key Topics
     - ✓ The Plurality of the Future
     - ✓ Projective Inference
     - ✓ Scenario Planning

- ❖ Readings
  - ✓ RBPA: §1.4, Chapter 13 (except §13.1, read earlier)
  - ✓ EPA, "Regulatory Impact Analysis of Revisions to Air Quality Standard for Ozone," September 2015 (*Scan* this document to get a sense of how EPA projected the outcomes of changing the ozone standard from 75 parts per billion to either 70 ppb or 65 ppb. You don't need to master the details, but make sure you understand Figure ES-1 and Tables ES-6 and ES-7).
  - ✓ Rand Corporation, "Making Good Decisions Without Predictions," 2013 (an example of scenario analysis applied to water management planning in Southern California).
  - ✓ Georgiou & Pantos, Sentio, "A Critical Analysis on the use of Scenario Planning as a Policy Making Tool for Resilience," 2022 (*Scan* for several examples of scenario planning; note the pitfalls associated with the method).
- ❖ Due: Workbook Exercise #1: Framing a Policy Analysis

5. Making Policy Tradeoffs (Feb 16)
   - ❖ Key Topics
     - ✓ Identifying Tradeoffs
     - ✓ Cost-Benefit, Cost-Effectiveness, and Multi-attribute Analysis
     - ✓ Tips & Tricks for Tradeoff Analysis: Dominated alternatives, Thresholds, Breakeven Analysis
   - ❖ Readings
     - ✓ RBPA: §§1.5 & 1.6, §7.5, §§9.5 & 9.6
     - ✓ Gladwell, The New Yorker, "The Order of Things," 2/14/11. (Don't worry about which sports car you should buy; instead focus on his critique of ranking schemes).
     - ✓ Application: The Glenville Solid Waste Incinerator Case (We'll work through the calculations in class, but it's probably a good idea to give it a try on your own before class).

PART II: CRITICAL THINKING FOR POLICY ANALYSIS

6. Obstacles to the Use of the Classical Model of Policy Analysis (Feb 23)
   - ❖ Key Topics
     - ✓ Inescapable Pathologies of the Model
     - ✓ Typical Impediments to Using the Model
     - ✓ Differentiating Inquiry from Advocacy
   - ❖ Readings (There are several readings this week, but other than RBPA, they are all very short.)
     - ✓ RBPA: Preface, Chapter 3
     - ✓ Rules of Civil Conversation: Watch a 2-minute video; review the material (on Blackboard).
     - ✓ Rivlin, Memo to Staff, 1/5/76 (a one-page memo that, 45 years later, is still given to every new hire at CBO; a succinct example of policy analysis as inquiry, rather than advocacy).
     - ✓ Grant, The Guardian, "You Can't Say That," 7/30/22.
     - ✓ Paul, New York Times, "How to Argue Well," 9/12/22.
     - ✓ Fukuyama, The American Interest, "What's Wrong with Public Policy Education," 8/1/18 (identifies three skills that are sometimes overlooked in the traditional curriculum).
     - ✓ Application: "The Open Access Problem" and Bagehot Column, The Economist, "The Parable of the Clyde," 8/31/13. (These two pieces will be the basis of an in-class exercise.)

7. Metacognition (Mar 2)
   - ❖ Key Topics
     - ✓ Cognitive Dissonance
     - ✓ Thinking Fast & Slow, Motivated Reasoning, Hot & Cold Cognition, Dual Process Theory
     - ✓ Taxonomies of Disagreement

- ❖ Readings
  - ✓ RBPA: Part II Introduction, Chapter 4, §5.1
  - ✓ Kahan, Science, "Why We are Poles Apart on Climate Change," 8/16/12 (demonstrates why cognition is critical to understanding opinions about public policy).
  - ✓ Toomey, Biological Conservation, "Why Facts Don't Change Minds," 2023 (Sections 1 and 2 are the key parts of this reading.)
  - ✓ Robert & Zeckhauser, JPAM, "The Methodology of Normative Policy Analysis," 2011. (This article contains several good insights but is a bit long and dense. I've excerpted a few pages and highlighted passages that seem important. As you read, identify linkages to RBPA, §3.3. The takeaway is that both descriptive and normative claims can be rigorously analyzed.)

8. Logic and Evidence (Mar 9)
   - ❖ Key Topics
     - ✓ 'Truth' and the Scientific Method
     - ✓ Deductive, Inductive, Abductive, and Probabilistic Reasoning
     - ✓ Research Puzzles, Questions, and the Search for Valid Evidence
   - ❖ Readings
     - ✓ RBPA: §§5.2-5.7 (skip §§5.6.2 & 5.6.3); §§6.1-6.5
     - ✓ Smart et al, RAND, "The Science of Gun Policy," 2023 (what does the evidence tell us about this important topic? How much evidence do we need before we act?).
     - ✓ Hall & Madsen, Science, "Can Behavioral Interventions be Too Salient? Evidence from Traffic Safety Messages," and Ullman & Chrysler, Science, "How Safe are Safety Messages?" 4/22/22 (the 1st article reports a counterintuitive result while the 2nd provides context).
   - ❖ Due: Workbook Exercise #2 (Taxonomy of Disagreement)
   - ❖ Mid-term released via Blackboard (work on before or after Spring Break, as you prefer)

   MARCH 16: GW SPRING BREAK – NO CLASS

9. The Mindset of an Effective Policy Analyst (Mar 23)
   - ❖ Key Topics
     - ✓ Collecting & Assessing Evidence for Policy Analysis
     - ✓ Policy Analysis under Time, Resource, and Evidence Constraints
     - ✓ Attributes of an Effective Policy Professional
   - ❖ Readings
     - ✓ RBPA: §6.6; Chapter 7 (skip §7.5, read earlier), §15.3
     - ✓ Osborne & Pimental, Science, "Science, Misinformation, and the Role of Education," 10/21/22 (the graphic on p247 is particularly important).
   - ❖ Due: Mid-term (by 6pm)

PART III: PANOPTIC ANALYSIS

10. The Equity and Legal Lenses (Mar 30)
    - ❖ Key Topics
      - ✓ Moral Reasoning from Behind a Veil of Ignorance
      - ✓ Rights, Duties, Equality, Liberty, Procedural vs. Distributive Justice, Wealth & Poverty
      - ✓ Deservingness and Resentment

- ❖ Readings
  - ✓ RBPA: Chapter 8, §11.1
  - ✓ Davis & Wilson, Racial Resentment in the Political Mind, "Just World Motive," 2022 (a prag-matic definition of justice; note links to the concept of motivated reasoning from Class 7).
  - ✓ Greene, How Rights Went Wrong: Why Our Obsession with Rights is Tearing America Apart, "Introduction," 2021 (a rigid definition of a 'right' may actually impede equitable outcomes).
  - ✓ Rothstein, The Color of Law, "Preface" & "Epilogue," 2017 (a great example of how a legal perspective can enhance our understanding of more than a century of racially motivated housing policy).
  - ✓ <u>Application</u>: Complete the Trolly Problem worksheet and bring it to class, not turn to turn in but to refer to during class discussion.

11. Other Analytic Lenses (Apr 6)
    - ❖ Key Topics
      - ✓ The Economics Lens
      - ✓ The Institutional Lens
      - ✓ The Sustainability and Science & Technology Lenses
    - ❖ Readings
      - ✓ RBPA: Chapter 9 (skip §§9.5 & 9.6, read earlier), §10.2, §§11.2 & 11.3
      - ✓ Boardman et al, Journal of Policy Analysis & Management, "Standing in Cost-Benefit Analy-sis: Where, Who, What (Counts)?" 2022 (you only need to <u>*scan*</u> this reading for examples of how economic reasoning may, or may not, intersect normative reasoning).
      - ✓ Browse GAO's latest Science and Tech Spotlights <u>here</u> and then think about whether any of these emerging trends are relevant to your project. Take a closer look at the Spotlights on Air Quality Sensors and on Wastewater Surveillance – on Blackboard – and think about the implications of these two technologies on public policy writ large.
    - ❖ Due: Workbook Exercise #3 (Stakeholder Map)

PART IV: POLITICS AND POLICY ANALYSIS

12. The Political Lens (Apr 13)
    - ❖ Key Topics
      - ✓ Politics of U.S. Governance: A Bar Brawl, Not a Prize Fight
      - ✓ Policy as a Driver of Politics
      - ✓ Practical Political Dynamics
    - ❖ Readings
      - ✓ RBPA: §10.1
      - ✓ Watch the final <u>video</u> in Rudalevige's series on American Governance.
      - ✓ Radin, Beyond Machiavelli: Policy Analysis Reaches Middle Age, "Dealing with Two Cultures: Politics & Analysis," Chapter 5, 2013 (explores how politics affect the life of a policy analyst).
      - ✓ Bardach & Patashnik, A Practical Guide for Policy Analysis, "Strategic Advice on the Dynam-ics of Gathering Political Support,"2020 (a 6-page description of how politics 'really' works).
      - ✓ Achen & Bartels, Democracy for Realists: Why Elections Do Not Produce Responsive Govern-ment, excerpts, 2017 (policy analysis is targeted at policymakers, not voters; but under-standing the <u>*very*</u> weak link between citizens' policy preferences and their voting behavior is a prerequisite to understanding the political context of policy analysis).

13. The Politics of the Policy Process (Apr 20)
   ❖ Key Topics
      ✓ Stasis vs. Change in Public Policy
      ✓ Setting the Policy Agenda
      ✓ Theoretical Explanations of Politics and the Policy Process
   ❖ Readings
      ✓ Stone, Policy Paradox, "The Market and the Polis," Chapter 1, 2012 (an argument for seeing policymaking and policy analysis through the lens of politics, rather than economics).
      ✓ Heikkila & Cairney, "Comparison of Theories of the Policy Process," in Weible and Sabatier, Theories of the Policy Process, 4th Edition, 2017 (focus on Tables 8-1 & 8-3 and skim the rest; scholars are still searching for a way to fully policymaking process in a democracy).
      ✓ Peters, Advanced Introduction to Public Policy, 2nd Edition, "Agendas, Agenda-Setting, and Framing," Chapter 4, 2021 (getting an issue on the 'agenda' is a first step in policy change).
   ❖ Due: Workbook Exercise #4 (Campaign Plan)

14. Professional Integrity and Impact (Apr 27)
   ❖ Key Topics
      ✓ Ethics: Rule Following & Ethical Reasoning
      ✓ Course Wrap-up
   ❖ Readings
      ✓ RBPA: Chapter 15 (skip §15.3, read earlier)
      ✓ Application: Prior to class, identify five insights or tools from this course that you found most valuable. Identify a couple of items that seem less useful. Bring your list to class, not to turn in but to refer to during discussion.
   ❖ Due: Final Project by Monday, May 8 at 9am, via Blackboard

ACKNOWLEDGING HISTORICAL REALITIES ABOUT GW

GW & Native American Lands

"George Washington University's Foggy Bottom Campus in downtown Washington, D.C. … resides on the traditional and ancestral homelands of the Piscataway and Anacostan peoples. … The District borders the confluence of the Anacostia and Potomac Rivers, a historic center of trade and cultural exchange between several tribal nations. For generations, the Piscataway and Anacostan Peoples have resided in this region and served as stewards of the local land and waterways" (cipp.cps.gwu.edu/land-acknowledgement).

GW & Slavery

"Although additional work remains to be done, initial research into Columbian College [GW's predecessor] clearly shows that the practice of slavery influenced the school from the president down to enslaved servants. The college was located in a slave-owning city, financed and led by slave owners and men who profited from the slave economy, educated pro-slavery students, and depended on the labor of enslaved people" (library.gwu.edu/slavery-columbian-college).

GW & Integration

Cloyd Heck Marvin was President of GW from 1927 to 1959 and a segregationist who resisted integration at GW. The University refused to admit black students until after the 1954 Brown v Board of Education decision and was the last university in DC to do so. By one account, dormitories at GW remained segregated until 1961 (Novak, 2012).

WHAT RESOURCES ARE AVAILABLE TO SUPPORT YOU DURING THE SEMESTER?

❖ Students with Disabilities: If you know you will need accommodation due to a disability, let me know in the first week of the class. The Disability Support Services office will establish eligibility and coordinate reasonable accommodations.

❖ Sustaining Class Engagement: I recognize that formally documented disabilities are not the only impediments to learning. If, during the semester, a situation arises that impedes your meaningful participation in the class, please let me know so that we can work out a suitable solution.

❖ English for Academic Purposes Writing Support Program: If English is not your first language, or if you're having trouble adapting your writing style to meet course requirements, you can take advantage of GW's Writing Support Program which offers free, one on one service.

❖ Support: GW Mental Health Services (202-994-5300) offers 24/7 assistance to address students' personal, social, career, and study skills concerns, including crisis and emergency mental health consultations, confidential assessment, counseling services, and referrals to other providers.

WHAT NORMS WILL GUIDE THE CLASS?

❖ Civility: Higher education works best when it is a vigorous and lively marketplace of ideas where all points of view are heard. Free expression is an integral part of this process. Higher education also demands that all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. Listen to understand others, not to judge them.

❖ Class Decorum: Texting, checking your phone, or using your laptop for anything other than participating in class activities or notetaking is inappropriate. Those who do these things may think their actions are unobtrusive, but they are actually quite conspicuous. It's distracting, both to me and to your classmates, and will result in a significant decrease in your class engagement grade.

❖ Attendance: Please try to attend all class meetings. If you need to miss class, let me know in advance, watch the course recording, and turn in assignments on time. It's fine to miss class for a religious holiday, but please tell me in advance.

WHAT ELSE DO YOU NEED TO KNOW ABOUT THE CLASS?

❖ Recording of Class Sessions: Unless GW changes its policy during the semester, all classes will be conducted in person, rather than virtually. In other words, classes will *not* be available in real time through Zoom or a similar platform. All class sessions will, however, be recorded so that if you do need to miss class, you can watch the recording (available on Blackboard) to see what you missed.

❖ Blackboard: I will use Blackboard to communicate with students. Be sure to regularly check for announcements, new readings, and other important information. If needed, contact the Helpdesk at 202-994-5530 or helpdesk.gwu.edu. All assignments should be turned in via Blackboard.

❖ Word Limits: Do not exceed the word count for written assignments. Brevity is the hallmark of strong policy analysis. If you feel you need to use more words, your prose is almost certainly too verbose. If an assignment specifies a word limit, insert the total wordcount on the last page.

❖ Late Work: Unless you've made arrangements in advance, late work will be penalized with a one grade step reduction (e.g., from an A- to a B+) per day. Late workbook exercises will be penalized with a one-point reduction (e.g., from 6 to 5) per day.

- ❖ <u>Intellectual Property</u>: Lecture slides and course materials (e.g., readings, workbook exercises) are for your personal use. Please don't distribute them to others (e.g., you may not download files from Blackboard and then post them to another site, like CourseHero).

- ❖ <u>Academic Honesty</u>: All examinations, papers, and other graded assignments are to be completed in conformance with the George Washington University <u>Code</u> of Academic Integrity. All assignments will be checked for plagiarism using GW's online SafeAssign software. Your submission of assignments will be interpreted as your affirmation of compliance with these requirements. Artificial Intelligence tools may not be used to prepare any materials for this course; use of such tools would violate the Code of Academic Integrity.

- ❖ <u>Grading</u>: No grade changes can be made after the conclusion of the semester, except for clerical error. If you can't finish the class and want to take an "incomplete," you must talk to me *before* the last day of class. Consult the TSPPPA Student Handbook for the relevant CCAS policy. Letter grades (and the associated point score) will be assigned as follows:

  - <u>A Excellent</u> (93-100): Exceptional work for a graduate student. Work is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
  - <u>A- Very Good</u> (90-92): Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.
  - <u>B+ Good</u> (87-89): Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. Indicates the student has fully accomplished the basic objectives of this graduate course.
  - <u>B Adequate</u> (83-86): Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.
  - <u>B- Borderline</u>: (80-82) Weak work for a graduate student but meets minimal expectations. Understanding of key issues is incomplete. (Note that a B- average in all courses is not sufficient to sustain 'good standing.')
  - <u>C Deficient</u> (70-79): Inadequate work for a graduate student; rarely meets minimal expectations. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
  - <u>F Unacceptable</u> (<70): Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

- ❖ <u>Course Effort</u>: Federal regulations and the Middle States Commission on Higher Education requires 112.5 hours of work for a 3-credit course. We will meet 14 times for two hours (28 hours). You should expect to spend at least 4 hours per week preparing for class (56 hours) and at least 28.5 hours outside of class on graded assignments.