

**PPPA 6011: Politics and Policy Analysis**  
**Section 10, Spring 2024**

Instructor: Peter Linquiti, PhD (he/him/Peter)

Class Meetings: Mondays, 6:10-8:00pm, Tompkins 307

Office Hours: Tuesdays, 3:30-5:30pm in MPA610. Make an appointment at [linquiti.youcanbook.me](https://linquiti.youcanbook.me); we can meet in person or via Zoom. For quick questions, feel free to email me at [linquiti@gwu.edu](mailto: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 three 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 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 five 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.

### WHAT PEDAGOGICAL APPROACH WILL BE USED IN THIS CLASS?<sup>1</sup>

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 serious 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).<sup>2</sup>

### READINGS

The textbook for this class is *Rebooting Policy Analysis: Strengthening the Foundation, Expanding the Scope* (RBPA), SAGE/CQ Press, 2022. I wrote this book a couple years ago. The price of a new copy fluctuates daily on Amazon (!) but is usually around \$100. Semester long rentals of the e-book (through the publisher’s website) are around \$52. Finally, copies have been placed on reserve at both Gelman Library and the TSPPPA Book Share. All other readings will be available through Blackboard.

### COURSE ASSIGNMENTS AND GRADING

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)*:<sup>3</sup> 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.

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<sup>1</sup> I am indebted to my colleague, Steve Crawford, for helping me to develop this approach.

<sup>2</sup> 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.

<sup>3</sup> I am indebted to my colleague, Professor Elizabeth Rigby, for developing the structure of this assignment.

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 2,000 words (about 7 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 be evaluated as credit/no credit (either an A or an F). 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 an A. 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?

- 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 1,000 words. 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% of grade): 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. It's fine if you don't understand something in the readings; just come to class prepared to talk about it. Students can expect to 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. Completion of the end-of-course evaluation will count toward your engagement grade. Engagement will be graded half-way through the semester and then again at the end of the semester. You will self-assess your level of engagement with a short in-class survey at the start of classes 7 and 14, and I will consider your self-assessment in assigning your engagement grades.

### **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.<sup>4</sup> 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 22)**

- ❖ Key Topics
  - ✓ Introductions
  - ✓ Definitions: Public Policy, Policy Analysis (vs. Policy Research), Politics, the ‘Client’
  - ✓ Entry Points for Analysis: Problems and Policy ‘Solutions’
- ❖ 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.)
  - ✓ Watch the clip on Blackboard entitled ‘Policy Analysis & the Client’
- ❖ Application: 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 29)**

- ❖ Key Topics
  - ✓ Design for Analysis vs. Design for Implementation
  - ✓ Using a Logic Model to Characterize your Theory of Change
  - ✓ Inclusive, User-Focused, Policy Design

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<sup>4</sup> <http://www.plainlanguage.gov/whatisPL/index.cfm>

- ❖ Readings
    - ✓ RBPA: §1.2, §2.3, Chapter 14
    - ✓ 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.)
    - ✓ Scottish Ambulance Service, “Air Ambulance Re-Procurement Project: Consultation & Engagement Report,” Feb 2023 (a quick example of ‘outside-the-studio’ policy design).
    - ✓ 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).
  - ❖ Application: 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 5)
- ❖ Key Topics
    - ✓ Off-the-Shelf Criteria
    - ✓ Criteria to Capture Unintended Consequences
  - ❖ Readings
    - ✓ RBPA: §1.3, §13.1, Part III Intro
    - ✓ Federal Emergency Management Agency, “NFIP Reform: Phase III Report,” August 2011 (Focus first on the list of criteria in Section II and then on Tables 1 and 2 to see how criteria are used in analysis).
  - ❖ Application: 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 12)
- ❖ Key Topics
    - ✓ The Plurality of the Future
    - ✓ Projective Inference
  - ❖ Readings
    - ✓ RBPA: §1.4, §§12.4-12.7, 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).
    - ✓ Watch this [video](#) about forecasting future political and policy-relevant events.
  - ❖ Due: Workbook Exercise #1: Framing a Policy Analysis

**FEBRUARY 19: PRESIDENTS’ DAY – NO CLASS**

5. Making Policy Tradeoffs (Feb 26)
- ❖ Key Topics
    - ✓ Identifying Tradeoffs
    - ✓ Cost-Benefit, Cost-Effectiveness, and Multi-attribute Analysis
    - ✓ Scenario 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).
  - ✓ 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).
- ❖ 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 (Mar 4)

- ❖ Key Topics
  - ✓ Inescapable Pathologies & Typical Impediments to Use of the Model
  - ✓ Differentiating ‘Policy Analysis as Inquiry’ from ‘Policy Analysis as Advocacy’
  - ✓ Differentiating Empirical and Normative Claims
- ❖ Readings
  - ✓ RBPA: Preface, Chapter 3
  - ✓ 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).
  - ✓ Wheelan, Introduction to Public Policy, “Arrow’s Theorem,” 2011, pp 190-192.
  - ✓ Swift, Political Philosophy: A Beginners’ Guide, 4<sup>th</sup> Ed, “Introduction,” pp 1-6 & Abel et. al, Introducing Political Philosophy: A Policy-Driven Approach, “Doing Political Philosophy,” pp 1-12 (these readings quickly explain the basics of analytical political philosophy).
  - ✓ Sanklecha, Psyche, “Reason is a Powerful Tool, but it Pays to Know its Limits,” 6/6/23 (provides important context for the two readings above).
- ❖ 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.)

### **March 11: Spring Break – No Class**

### 7. Logic and Evidence (Mar 18)

- ❖ Key Topics
  - ✓ ‘Truth’ and the Scientific Method
  - ✓ Debate and Argumentation
  - ✓ Taxonomies of Disagreement (aka Taxonomies of Concerns)
- ❖ Readings
  - ✓ RBPA: Part II Introduction; §§5.1-5.4; §§6.1-6.4, §§7.1 & 7.2
  - ✓ 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 empirical and normative claims can be rigorously analyzed.)
  - ✓ Keith, Science, “Toward Constructive Disagreement about Geoengineering,” 11/12/21, (don’t worry about the details of geoengineering; focus on the Taxonomy of Concerns on p814 to appreciate how it inventories that topics that are *at issue* in policy debates).
  - ✓ Grant, The Guardian, “You Can’t Say That,” 7/30/22 & Paul, New York Times, “How to Argue Well,” 9/12/22 (read these pieces as a pair and consider their relevance to policy analysis).
  - ✓ Rules of Civil Conversation: Watch a 2-minute [video](#); review the material (on Blackboard).

- ❖ Application: Before class, think about specific questions (empirical *and* normative) at issue (in dispute) in policy debates about medical debt; we'll build a taxonomy of disagreement in class.
- ❖ Before our next class, please take this short opinion [survey](#) regarding political and policy issues in the U.S. Please do so by 9am on Monday, October 16. Your results will be anonymized and reported at the aggregate level. The purpose of this exercise is to help you better understand how your opinions compare to those of other Americans. (Participation is ***voluntary***.)
- ❖ In-class engagement self-assessment
- ❖ Mid-term released via Blackboard (covers Classes 1 through 7)

## 8. Metacognition (Mar 25)

- ❖ Key Topics
  - ✓ Fast & Slow Thinking, Cognitive Dissonance, Motivated Reasoning, Hot & Cold Cognition
  - ✓ Dual Process Theory
  - ✓ Perspective Taking
- ❖ Readings
  - ✓ RBPA: Chapter 4, §§5.7 & 6.6
  - ✓ 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.)
  - ✓ Pew Research Center, Beyond Red vs. Blue: The Political Typology, "Overview," Nov 2021, (only pp4-9 are required; but try to scan the rest of the report).
- ❖ Due: Mid-term (by 6pm)

## 9. The Mindset of an Effective Policy Analyst (Apr 1)

- ❖ Key Topics
  - ✓ Collecting & Assessing Evidence for Policy Analysis
  - ✓ Policy Analysis under Time, Resource, and Evidence Constraints
  - ✓ Attributes of an Effective Policy Professional
- ❖ Readings
  - ✓ RBPA: §6.5; Chapter 7 (skip §§7.1 & 7.2, read earlier), §15.3
  - ✓ Osborne & Pimental, Science, "Science, Misinformation, and the Role of Education," 10/21/22 (the graphic on p247 is particularly important).
  - ✓ Wardle, Issues in Science & Technology, "Misunderstanding Misinformation," Spring 2023.
  - ✓ 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 1<sup>st</sup> article reports a counterintuitive result while the 2<sup>nd</sup> provides context).
- ❖ Due: Workbook Exercise #2 (Taxonomy of Disagreement)

## PART III: PANOPTIC POLICY ANALYSIS

### 10. The Equity Lens: Part I (Apr 8)

- ❖ Key Topics
  - ✓ Planning for Your Final Paper
  - ✓ The Nature of Moral Thinking
  - ✓ Stakeholder Identification
  - ✓ Rights & Duties, Freedom (Liberty & Democracy)

- ❖ Readings
    - ✓ RBPA: Chapter 8; re-read §6.2.2 (less than a page)
    - ✓ Linquiti, Policy Sciences, “Operationalizing Lasswell’s Call for Clarification of Value Goals: An Equity-Based Approach to Normative Policy Analysis,” forthcoming.
    - ✓ European Commission, Joint Research Centre, “Values and Identities: A Policymaker’s Guide,” 2021, §§2.1, 2.2, 2.4 (a deeper dive on a couple of the topics in my 2023 paper)
    - ✓ Application: Complete the Trolley Problem worksheet and bring it to class, not turn to turn in but to refer to during class discussion
11. The Equity Lens: Part II and the Legal Lens (Apr 15)
- ❖ Key Topics
    - ✓ Justice, Domestic Tranquility, Material Welfare
    - ✓ The Legal Lens
  - ❖ Readings
    - ✓ RBPA: §11.1
    - ✓ Davis & Wilson, Racial Resentment in the Political Mind, “Just World Motive,” 2022 (a pragmatic definition of justice; note links to the concept of motivated reasoning from Class 8).
    - ✓ 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 (an example of how a legal perspective enhances our understanding of 100+ years of racially motivated housing policy).
  - ❖ Due: Workbook Exercise #3 (Stakeholder Map)
12. The Political and Institutional Lenses (Apr 22)
- ❖ Key Topics
    - ✓ Politics of U.S. Governance: A Bar Brawl, Not a Prize Fight
    - ✓ Practical Political Dynamics
    - ✓ Governmental Institutions as the Means by Which Policy is Made Tangible
  - ❖ Readings
    - ✓ RBPA: Chapter 10
    - ✓ Watch the final [video](#) in Rudalevige’s series on American Governance
    - ✓ Bardach & Patashnik, A Practical Guide for Policy Analysis, “Strategic Advice on the Dynamics of Gathering Political Support,” 2020 (a 6-page description of how politics ‘really’ works).
    - ✓ Cairney, Journal of European Public Policy, “The Politics of Policy Analysis: Theoretical Insights on Real World Problems,” 2023 (only pp 1820-1830 are required reading).
13. Other Lenses for Policy Analysis (Apr 29)
- ❖ Key Topics
    - ✓ The Economics Lens
    - ✓ The Sustainability Lens
    - ✓ The Science & Technology Lens
  - ❖ Readings
    - ✓ RBPA: Chapter 9 (skip §§9.5 & 9.6, read earlier), §§11.2 & 11.3
    - ✓ Readings on wastewater surveillance (four short pieces; 7 pages total) that how technology development can have important implications for public policy.
  - ❖ Due: Workbook Exercise #4 (Campaign Plan)



14. Professional Integrity and Impact (**Wednesday**, May 1)

- ❖ 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.
- ❖ In-class engagement self-assessment
- ❖ Due: Final Project by Wednesday, May 8, at midnight, 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](http://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](http://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's Student Health Center](#) (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.
- ❖ **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.
- ❖ **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](mailto:helpdesk.gwu.edu).
- ❖ **Turning Things In:** Submit assignments via Blackboard. Include your name in the filename and in the text of the file. Submit one file per assignment (i.e., embed graphics in the pdf or doc file).
- ❖ **Late Work:** Unless you've made arrangements in advance, late work (including Workbook Exercises) will be penalized with a one grade step reduction (e.g., from an A- to a B+) per day.
- ❖ **Intellectual Property:** 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).
- ❖ **Academic Honesty:** All examinations, papers, and other graded assignments are to be completed in conformance with the George Washington University [Code](#) 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 (AI) tools may not be used to prepare any materials for this course; use of such tools would violate the Code of Academic Integrity.

- ❖ Grading: No grade changes can be made after the end 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 policy. All assignments in the course will be graded using the narrative letter-based criteria shown below. We will *not* use a point system (e.g., a 100-point scale). Course grades will be computed as the weighted average of grades received on assignments, with final grades determined by rounding (up *or* down) to the nearest letter grade.
- A Excellent (4.0): Exceptional work for a graduate student. Work is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
  - A- Very Good (3.7): 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.
  - B+ Good (3.3): 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.
  - B Adequate (3.0): 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.
  - B- Borderline: (2.7) 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'.)
  - C Deficient (2.0): Inadequate work for a graduate student; rarely meets minimal expectations. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
  - F Unacceptable (0.0): Work fails to meet minimal expectations for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

Course Effort: Federal regulations and the Middle States Commission on Higher Education require 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.