

POLICY ANALYSIS

PPPA 6006-11

M 6:10-8 pm

Fall 2020

Professor: Nina Kelsey

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Office Hours: Tuesdays 5-6pm and by appointment (you do not need to email if you are coming during regularly scheduled office hours)

Course Description and Goals:

Policy analysis: creation or synthesis of "client-oriented advice relevant to public decisions and informed by social values." (Weimar & Vining)

The purpose of this class is to familiarize students with the concepts and processes of public policy analysis, using policy-relevant readings to provide background, concepts, and instruction. We will also use in-class exercises, discussion, and group engagement with case material, as well as individual work on graded assignments, to give students the chance to practice the policy analysis process and to develop an intuitive grasp on how to think like a policy analyst. To that end, this course requires active learning and involvement from students.

UNIVERSITY POLICY

Learning Outcomes:

Students will do/acquire the following:

- POLICY ANALYSIS PRACTICE: Become able to carry out the policy analysis processes taught and practiced in this course using the Eightfold Path framework: that is, students will be able to define policy problems, identify policy alternatives, collect and evaluate evidence, draw up and use criteria to evaluate policy alternatives; and make actionable recommendations for policy clients.
- APPLICATION OF POLICY ANALYSIS CONCEPTS: In a more general sense, learn to apply the concepts and intuitions of policy analysis to critically evaluating policy-relevant information and solutions to policy-relevant problems; break down problems to recognize underlying assumptions, values, and arguments, and assess them.
- KNOWLEDGE OF POLICY APPROACHES: Learn about various approaches to policy and their trade-offs.
- PROFESSIONAL WRITING SKILLS: Practice and develop skills in building clear, concise, persuasive written analyses and arguments.
- PROFESSIONAL PRESENTATION AND SPEAKING SKILLS: Practice and develop skills in clear explanation and good public speaking through class discussion and oral presentations.

Out of Class Learning Expectations

Average minimum amount of independent, out-of-class, learning expected per week per credit hour: In a 15 week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction.

For this three-credit graduate class, over the course of 15 weeks, students will spend 2 hours (100 minutes) per week on instructional time (including synchronous, asynchronous, and guided discussion formats). Required readings, discussion responses, and assigned projects are expected to take up, on average, 7 hours (350 minutes) per week. Over the course of the semester, students will spend approximately 25 hours in instructional time and 87.5 hours preparing for class.

COURSE PHILOSOPHY

DIVERSITY & INCLUSION

It is my intent that

- all students, no matter their backgrounds or perspectives, be well-served by this course;
- that students' learning needs be addressed both in and out of class; and
- that the diversity that the students bring to this class (to the extent that they choose to share it) be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of diversity, including but not limited to: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If I make mistakes, it's my commitment to you that I will listen to feedback and do my best to correct. If you are struggling for any reason, it's my commitment to you that I will listen to your needs and do my best to work with you to support your success.

SKILLS A GRAD STUDENT NEEDS (TO ACQUIRE OR IMPROVE):

- 1) How to write
- 2) How to speak up in public and in groups
- 3) How to think analytically and solve problems
- 4) How to diagnose when they need help and figure out where to get it

WHAT YOU SHOULD BRING TO THE CLASS (TO HIT THE GROUND RUNNING):

- 1) **Make sure you complete the readings.** I try to keep readings manageable. The trade-off is that it's important that you do them all, to be prepared for class discussion.
- 2) **Contribute to class discussion.** The ability to confidently engage in respectful conversation and debate in a group setting is a skill professionals must develop. Participation is a core course requirement; in order to receive a high participation grade, you must not only attend but talk. This is difficult for some students; if so, come talk to me in office hours and we'll discuss strategies.
- 3) **Engage intellectually with assignments.** Your assignments shouldn't be rote exercises; I want you to take your time, take ownership of them, and make them interesting.
- 4) **Give me feedback.** If there's something you really want to get out of the course, or if you run into something that isn't working for you, let me know.
- 5) **Tell me how you're doing and keep me informed if you run into problems.** You are all balancing life, school, and often a job. I want to help if problems come up – if you're

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struggling with the material, have a work/class conflict, illness, or other hardship – but I can only do that if I know about it!

COURSE POLICIES

RECORDING:

Be aware that classes will be recorded so that students unable to connect can view them asynchronously.

CLASS ETIQUETTE:

- Be respectful to fellow students.
- Be kind to fellow students, especially when we discuss difficult or charged topics.
- Disagreement and debate are encouraged; just keep it polite and friendly. Learning to bring up a point of disagreement while remaining supportive and respectful is a critical life skill.
- I won't be angry if you eat or drink a bit during class, so don't feel like you have to shut down video if you want a snack.
- You are **encouraged** to keep your video on.
- You are **strongly encouraged** to use headphones, to minimize the chance of feedback/echoing.

GENERAL GUIDELINES FOR WRITTEN ASSIGNMENTS:

- Written assignments should be **double-spaced**.
- I assign papers by word count rather than page count, which makes specific formatting less important, but please keep things **clear and readable**. Times New Roman 12-point is always safe and translates well across computer systems. Please **don't use fonts smaller than 12 points**.
- Please use **Microsoft Word (.docx or .doc) format or PDF (.pdf) format**. If you do not have access to a program that can create these files, please talk to me.
- Written assignments should be turned in **electronically via SafeAssign on Blackboard no later than the listed due date and time**.
- In addition to assignment-specific requirements, in general written work must display:
 - **Good mechanics:** accurate grammar and spelling;
 - **Strong style:** clear, relevant, and effective;
 - **Clear structure:** provide a logical and coherent flow for your argument;
 - **Persuasive argument:** demonstrate ability to synthesize relevant information effectively to explain and support your argument;
 - **Strong analytical work:** demonstrate ability to engage in analytical thinking and provide original observations and insights;
 - and of course, **proper citation** where appropriate. Any standard academic citation style is fine – the Chicago Manual of Style is one example. If you are not experienced with academic citation, talk to me!

THE BAD STUFF [BUT SEE BELOW REGARDING ACCOMMODATION]:

Absences: Because we meet only once a week, absences have a significant impact on your ability to engage with the course – so you should plan to attend all classes. However, you do get one “freebie,” which you can use for any reason.

Late Work: Late work will be penalized by up to **one letter grade** (i.e. 10 points on a 100-point scale) **per day late**. If you encounter a serious problem that necessitates an accommodation (such as a medical emergency or comparable issue), I am willing to work with you, but you **must** speak to me about it as soon as possible.

Plagiarism and Cheating: Don't. Plagiarism and cheating are serious ethical violations; they undermine your own integrity and are unfair to your peers. Academic integrity **violations will result in the student receiving a zero on the assignment and, depending on the severity and circumstances, may lead to failing the course**. The GWU code of academic integrity (<https://studentconduct.gwu.edu/sites/g/files/zaxdzs1151/i/downloads/160912%20Code%20of%20Academic%20Integrity%20-%20Final.pdf>) provides an overview of integrity violations. You are responsible for being familiar with it.

All assignments will be examined for plagiarism using GWU's plagiarism checker.

Plagiarism just isn't worth the risk; it's often caught and the consequences are much worse than turning in an imperfect or unfinished assignment. If you're struggling with something, please talk to me.

ACCOMMODATIONS

Disability Services: If you are a student with a disability, or think you may have a disability, you can let me know, and/or you can talk to the disability services office (DSS, <https://disabilitysupport.gwu.edu>). DSS works with both students with disabilities and instructors to identify reasonable accommodations. If you have already been approved for accommodations, please send me your accommodation letter and let's develop an implementation plan together. Also, be aware that the definition of disability may be broader than you think it is – students with chronic conditions, for instance, often qualify.

Accommodation Beyond Disability: Everyone has different needs for learning, and this semester will be an unprecedented one with unique stresses. If you don't have a documented disability but feel that you would benefit from learning support for other reasons, please don't hesitate to talk to me. If you have substantial non-academic obligations or other concerns (e.g., work, childcare, athletic commitments, language barriers, financial issues, technology access, commuting, etc.) that make learning difficult, please contact me. I'll keep this information confidential, and together, we can brainstorm ways to meet your needs.

UNIVERSITY SUPPORT SYSTEMS

WRITING CENTER

GW provides writing tutoring and assistance; check it out at <http://writingcenter.gwu.edu/>.
Workshopping your writing can be of assistance to any student at any writing level!

DISABILITY SUPPORT SERVICES (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the DSS office at 202-994-8250, Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. Further information is at: <http://gwired.gwu.edu/dss/>.

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UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include crisis and emergency mental health consultations; confidential assessment; counselling services (individual and small group); and referrals. Further information at: <http://counselingcenter.gwu.edu/>

TITLE IX: SEXUAL HARASSMENT AND INTERPERSONAL VIOLENCE

As a GWU faculty member, I am considered a Responsible Employee. Per GWU's *Sexual and Gender-Based Harassment and Interpersonal Violence Policy*, Responsible Employees are "expected to promptly report any information they learn about suspected conduct prohibited by the policy or potential violations of the policy to the Title IX Coordinator. Responsible employees must report all known information, including the identities of the parties, the date, time and location, and any details about the reported incident, to the Title IX Coordinator. Trained and experienced professionals in the Title IX Office will then reach out to the individual students, faculty or staff who have concerns about sexual harassment or sexual violence."

Please be aware, therefore, that ***I must report any information I receive about sexual harassment or sexual violence to the Title IX Office***, which will then get in touch (although you are not obligated to speak with them or make an official report if they do). The Title IX Coordinator can be contacted directly at 202-994-7434. Resources for victims of sexual or gender-based harassment, sexual assault, sexual exploitation, intimate partner violence and stalking are available here: <https://haven.gwu.edu/> If you want to talk confidentially about sexual harassment or assault, see the University Counseling resources above; conversations with physicians and counselors are subject to patient confidentiality.

ASSIGNMENTS AND GRADING

ASSIGNMENTS

- 1) Class Participation/Engagement/Discussion Posts (25%)
- 2) Systems Map (5%)
- 3) PS1 (10%)
- 4) PS2 (10%)
- 5) PS3 (15%)
- 6) Individual Presentation (10%, of which 2% will be based on your feedback to colleagues)
- 7) Final Paper (Policy Analysis) (25%)

Briefly, the grading categories are as follows:

- 1) Participation – This will take into account your participation in the class, as well as your participation in asynchronous discussion forums, VoiceThread, and mandatory office hours. The object is to contribute to group discussion and understanding, and to demonstrate or develop comfort with speaking in the context of a larger group and the ability to add insightful thoughts, critique ideas constructively, and ask useful or provocative questions (politely). Students may be called on if discussion stalls and I want to encourage additional input. Try to make sure you're involved in the discussion in every class you attend. At my discretion, I may also count things like frequent attendance at office hours in determining final participation grades.

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- 2) System Map – Ideally, this will be prepared in class in small groups in Session Three; you are encouraged to brainstorm or prepare rough drafts as you do the Session Three readings. However, this may be adjusted to fit the online environment.
- 3) Problem Sets – These are designed to test ongoing engagement with the readings and grasp of core concepts. You may (but are not required to) work in in groups (of **no more than four**) on the problem sets, in which case you should provide a single submission for grading. Please include the names of all students in the group if you do this! Please also note that while group work within the class is allowed, under no circumstances should you draw on the work of students not in the class (such as previous students) or use answer sheets from past classes in working on these problem sets. PS3 will be somewhat longer than PS1 & 2.
- 4) Individual Presentation – This assignment will ask you to create a short presentation on your final paper work (see below). It will be due at **4pm (before class) on December 7**.
- 5) Final Paper – Students will choose a policy issue they are interested in and conduct a policy analysis (of no more than 3000 words, not including citations) that draws on course learning. You should: identify root causes and problem consequences; collect relevant evidence; make an argument for why the problem needs to be addressed; provide credible policy alternatives and their rationales, likely performance and consequences, and inherent tradeoffs; and make a recommendation.

We will discuss specific assignments in greater detail as they approach, but you are encouraged to start thinking about a topic for your analyses as early as possible.

GRADING STANDARDS

Grades for assignments and for the course as a whole should be interpreted as follows:

- A Excellent: Work that is both technically accomplished and also shows especially strong creative or analytical insight and sophisticated thinking and expression. Work that earns an A is unusually good, delivered at or above a professional standard and “client-ready,” with very little that could be improved.
- A- Very Good: Proficient in terms of technique and content and approaching a professional standard. Shows thorough understanding of concepts and their application, some level of analytical sophistication and/or creativity, and lacks significant mechanical issues such as spelling and grammar. Work is strong overall, but still has potential for minor improvements or a deeper level of insight or sophistication.
- B+ Solid: Solid work for a graduate student; effectively accomplishes assignment goals without serious analytical shortcomings but may not approach higher levels of sophistication, creativity, or thoroughness; and may have some minor to moderate technical issues. A B+ may also indicate that the student has shown strong accomplishment in some areas but has substantive problems in others.
- B Adequate: Competent work that shows some readily apparent weaknesses. Demonstrates that meaningful effort has been made and at least some core objectives of the assignment/course are accomplished and concepts successfully applied, but others may be incomplete or demonstrate meaningful technical issues.
- B- Borderline: Meeting minimal standards but shows substantive weaknesses in multiple areas. Does not demonstrate that the student has thorough understanding of key concepts or a strong sense of how to apply them. Likely has noticeable technical weaknesses, e.g. in terms of

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quality of writing/editing. (A "B-" average in all courses is not sufficient to sustain graduate status in 'good standing.')

- C+/ C / C- Deficient: Shows inadequate grasp of course concepts and poor ability to execute assignment objectives; may sometimes meet minimal expectations but does not do so consistently. Serious weaknesses throughout.
- F Unacceptable: Consistently does not meet minimum standards. Work does not demonstrate any significant grasp of core concepts or ability to apply them; does not justify achievement of course credit.

TEXTBOOKS

NOTE: Required readings will be found in the textbook; on Blackboard; or in the syllabus as links to online content.

REQUIRED TEXTBOOK:

- Bardach and Patashnik, *A Practical Guide for Policy Analysis*, **6th Ed**, 2020. [Make sure to get the correct, 6th, edition.]

RECOMMENDED TEXTBOOK:

Weimer and Vining, *Policy Analysis: Concepts and Practice*, 6th Ed, 2017

Other readings on Blackboard (blackboard.gwu.edu) or in some cases may be accessed through a link.

Readings labeled "case materials" are generally intended to provide a set of real-world empirical examples we can use to see policy analysis concepts applied in practice, and/or apply them ourselves in discussion. For these readings, please make sure a copy is accessible to you in class, as they may be used directly in discussion. You should read these holistically, with an eye to thinking about how you would apply class concepts, not with the intent of memorizing them as historical records.

COURSE SCHEDULE AND READINGS

SESSION 1 (AUGUST 31): INTRODUCTION

Key Topics: Course Logistics, Introduction

[No assigned readings for this day.]

[September 7: Labor Day – NO CLASS]

SESSION 2 (SEPTEMBER 14): BASIC CONCEPTS; THE POST-TRUTH WORLD?

Key Topics: Basic Concepts & Definitions; Critical Thinking as a Means of Deconstructing the Issue; Evidence for Citizens vs. Evidence for Policy Analysts

Readings

- Weimer and Vining, *Policy Analysis: Concepts and Practice, 6th Ed.*, "What is Policy Analysis?" pp 30-41, 2017.
- deLeon and Martell, *Encyclopedia of Public Administration and Public Policy, 2e*, "Policy Sciences Approach," pp 1495-1498, 2008.
- Beryl Radin. *Beyond Machiavelli, 2nd Ed.* Read Chapter 5, "Dealing with Two Cultures: Politics and Analysis."
- Susan Iott (2010), "Policy Sciences and Congressional Research: Making Sense of the Research Question." *Policy Sciences*. 43, 3:289-300.
- Eggers and O'Leary, Preface and Introduction.
- Kirp, *Policy Notes*, "Does Policy Analysis Matter? Are We Still Relevant?" Spring 2012.
- Wade et al, *Psychology, 11th Ed.*, "Thinking Critically and Creatively About Psychology," pp 6-13, 2014.
- *The Economist*, "The Post-Truth World: Yes, I'd Lie to You," September 10, 2016
- Williams, *Christian Science Monitor*, "Post-Truth: What Oxford's Word of the Year Says about Modern Discourse," November 16, 2016
- Linquti, *Deconstructing Environmental Policy Claims*, January 2017.
- David Litt. "Washington, D.C., is not a cynical swamp. It's America's most hopeful place." *Washington Post*, Oct. 5, 2017.
https://www.washingtonpost.com/news/posteverything/wp/2017/10/05/washington-d-c-is-not-a-cynical-swamp-its-americas-most-hopeful-place/?utm_term=.a492f0de7bbf

***Assignments: None

SESSION 3 (SEPTEMBER 21): POLICY ANALYSIS & SYSTEMS THINKING [TWO HOUR CLASS]

Key Topics: Systems-Oriented Thinking; Stocks & Flows; Balancing & Reinforcing Feedback Loops

Readings

- Hennessey, *How Much Advice does the President Need?*, December 17, 2016. (For this class session, we'll consider primarily policy issues, rather than political issues.)
- Video Clips: There are links on Blackboard to eight short videos on different aspects of systems thinking. Before watching them, revisit the story of cholera in London from the Introduction to the Eggers & O'Leary book, in particular, their observation that "the system is invisible." These clips all come from Climate Interactive, so most of the examples are drawn from climate change and global warming, but the concepts discussed are equally applicable to virtually all public policy issues. They total just over an hour, although you might find that YouTube's speed control lets you watch at a faster pace without missing substance. I suggest you watch the videos before tackling the Sterman reading. Once you watch the clips and read Sterman, you're ready to do the Mitchell et al. reading (which will be the basis of a graded in-class exercise).
- Sterman, "Sustaining Sustainability: Creating a Systems Science in a Fragmented Academy and Polarized World," 2012. (This reading is a bit dense; read it holistically for core themes, rather than trying to master all of the details.)
- **Case Materials:** Improving Health in the Marshall Islands, Appendix A, pp 22-25. (In addition to the reading, view these [three online videos](#). This material will be used for an in-class group exercise.)

***Assignments: System Map (prepared in class)

SESSION 4 (SEPTEMBER 28): DEFINING POLICY PROBLEMS

Key Topics: Tame vs. Wicked Problems; Problem Trees: Causes & Consequences; "Off-the-Shelf" Problems: Market Failures, Government Failures, Fairness and Equity

Readings

- Bardach & Patashnik, "Introduction," "Step 1-Define Problem" and "Step 2-Assemble Some Evidence", pp 1-18.
- RECOMMENDED: Weimer and Vining, *Policy Analysis: Concepts and Practice*, 6th Ed, Chapters 5 – 8, pp 74-181, 2017. [This is an optional reading; I recommend it for further thinking on "off-the-shelf" problems.]
- Rittel and Webber, *Policy Sciences*, Volume 4, "Dilemmas in a General Theory of Planning," pp 155-169, 1973. (Sections 2 and 3 are key.)
- Vesely, *Central European Journal of Public Policy*, "Problem Tree: A Problem Structuring Heuristic," Volume 2, pp 68-79, December 2008. (Skim the section on "Procedure.")
- **Case Materials:**
 - Kerner Commission 1968. "Report of the National Advisory Commission on Civil Disorders: Summary of Report." (Kerner Report) [Read Intro, Part I, and Part II.] <http://www.eisenhowerfoundation.org/docs/kerner.pdf>

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- o George 2018. "The 1968 Kerner Commission Got It Right, But Nobody Listened." *Smithsonian Magazine*, March 1, 2018. <https://www.smithsonianmag.com/smithsonian-institution/1968-kerne-commission-got-it-right-nobody-listened-180968318/>

***Assignments: PS#1 distributed; Due October 5th on Blackboard.

SESSION 5 (OCTOBER 5): SPECIFYING POLICY ALTERNATIVES

Key Topics: "Off-the-Shelf" Policies; Policy Creation; The "Do-Nothing" (or Status Quo) Alternative

Readings [Note that this week's reading is relatively lengthy]

- Bardach & Patashnik, "Step 3 - Construct the Alternatives," and Appendix A, "Things Governments Do". (Appendix A – a broad list of policy instruments – provides an excellent foundation for specifying policy alternatives.)
- Eggers and O'Leary, *If We Can Put a Man on the Moon*, Chapter 2.
- Patton, Sawicki, and Clark, *Basic Methods of Policy Analysis and Planning*, 3rd Ed, Chapter 6, "Identifying Alternatives," pp 218-236, 2013. [You can skim this for key concepts now, but you will likely find it useful to return to when completing the Alternatives phase of your final projects.]
- Bravender, *Greenwire*, "Critics Shocked – Shocked – When Special Interests Sway Regs," December 15, 2014.
- Congressional Budget Office, *Transitioning to Alternative Structures for Housing Finance*, pp 1-6. December 2014. (You only need to read the summary of this CBO report; be sure you can articulate the different purposes of Tables 1 and 2.)
- **Case Materials:** Krauss and Mouawad, *New York Times*, "Accidents Surge as Oil Industry Takes the Train," January 25, 2014. (What types of policy alternatives that should be considered to address this problem?)

***Assignments: PS #1 due.

SESSION 6 (OCTOBER 12): IMPLEMENTATION AND POLICY DESIGN

Key Topics: Logic Models; Complexity of Joint Action; Program Execution

Readings

- Bardach & Patashnik, Part III, "Handling a Design Problem".
- W.K. Kellogg Foundation, *Logic Model Development Guide*, Chapter 1, "Introduction to Logic Models," pp III - 14, 2004.
- Johnson, *Washington Post*, "Maryland Looks to Connecticut for Health Exchange Answers," May 31, 2014. (Is this a failure of theory, or of implementation?)
- Strelneck and Linquiti, *Environmental Technology Transfer to Developing Countries: Practical Lessons Learned During Implementation of the Montreal Protocol*, pp 1-12, Fall 1995. (Sections 2 and 3 are the most important parts of this reading; skim the other sections.)

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- **Case Materials:** *Washington Post*, “Obama to Announce \$100 Million Plan to Train New Educators,” February 6, 2012.

***Assignments: PS#2 distributed

SESSION 7 (OCTOBER 19): DEVELOPING EVALUATION CRITERIA

Key Topics: “Off-the-Shelf” Criteria: Cost, Efficacy, Equity, Administrability; Analytic vs. Values Plotlines; Unintended Consequences

Readings

- Bardach & Patashnik, “Step 4-Select the Criteria”.
- Franklin, Letter to Joseph Priestley on Prudential Algebra, September 19, 1772.
- Munger, *Analyzing Policy*, “Selection of Criteria,” p 8, 2000.
- Stone, *Policy Paradox: Art of Political Decision Making*, selections from “Part II-Goals,” 2012.
- **Case Materials:**
 - ProCon.org, “Should Social Security be Privatized?,” August 28, 2015. (Consider what criteria should be used to evaluate proposed reforms to the social security system.)
 - Ta-Nehisi Coates (2016). “Better is Good”: Obama on Reparations, Civil Rights, and the Art of the Possible. *The Atlantic*. Available at: <https://www.theatlantic.com/politics/archive/2016/12/ta-nehisi-coates-obama-transcript-ii/511133/> (What values are Coates and Obama prioritizing? How might their evaluation criteria differ?)

***Assignments: PS#2 due

SESSION 8 (OCTOBER 26): PROJECTING OUTCOMES BASED ON MODELS OF HUMAN BEHAVIOR

Key Topics: “Seeing” the Future Impacts of Today’s Policy Choices: “Disciplined Guesswork”; Constructing Alternate Futures: Policy Flight Simulators; The Importance of the Baseline

Readings

- Bardach & Patashnik, “Step 5-Project the Outcomes,” pp 46-65.
- *The Economist*, “Predicting the Future: Unclouded Vision, Book Review of Tetlock & Gardner’s Superforecasting,” September 26, 2015
- Frick, *Harvard Business Review*, “What Research Tells us About Making Accurate Predictions,” February 2, 2015. (Read together to get an understanding of Tetlock’s work).
- Stone, *Huffington Post*, “Understanding Cause and Effect,” July 27, 2013.
- Friedman, *The Microeconomics of Public Policy Analysis*, Chapter 2, “An Introduction to Modeling,” pp 19-25, 2002.
- Case Materials: Congressional Budget Office, *Cost Estimate: S.801 Caregiver and Veterans Health Services Act of 2009*, August 31, 2009. (Don’t worry about the details other than the

estimate for Section 102's stipends to caregivers on page 5; we'll go over that section in class.)

***Assignments: None

SESSION 9 (NOVEMBER 2): PROJECTING OUTCOMES USING EVIDENCE AND EXPERIENCE

Key Topics: Causal Inference and How We Do It; Demonstration Projects & Policy Experimentation; Uncertain Outcomes

Readings

- Bardach & Patashnik, "Part IV, Smart (Best) Practices," pp 125-139.
- Trochim, *The Research Methods Knowledge Base, 2nd Ed*, Section 1-2d, "Introduction to Validity," pp 20-23, 2007.
- Nathan, *Social Science and Government: The Role of Policy Researchers*, Chapter 4, "Hurdles of Demonstration Research," pp 59-79, 2000. (Focus on internal validity.)
- Cartwright and Hardie, *Evidence-Based Policy*, pp ix-7 and 80-84, 2012. (Focus on external validity.)
- Ryan, *Scrapping the Jargon and Entering the Discussion*, October 20, 2010.
- Case Materials: Baker, Chen, and Li, *Nationwide Review of Graduated Driver Licensing*, February 2007. (Consider how the evidence in this study can be used to project the outcomes of new policies.)

***Assignments: PS#3 distributed

SESSION 10 (NOVEMBER 9): MAKING POLICY TRADEOFFS

Key Topics: Intuitive & Deliberative Modes of Thinking; Cost-Benefit, Cost-Effectiveness, & Multi-Attribute Analysis; Tips & Tricks: Dominated Alternatives, Thresholds, Breakeven Analysis

Readings

- Bardach & Patashnik, "Step 6-Confront the Tradeoffs" and "Step 7-Stop/Focus/Narrow/Deepen/Decide!" pp 65-72.
- Kahneman Interview - The Guardian, www.youtube.com/watch?v=RHmXPYX7czU.
- Kahneman, *Thinking Fast and Slow*, Chapters 1, 2, & 3, 2011.
- Weimer and Vining, *Policy Analysis: Concepts and Practice, 5th Ed*, "Choosing a Solution Method," pp 354-359, and "Assessment: Comparing Alternatives across Incommensurable Goals," pp 374-375, 2010. (Pay particular attention to the typology of five solution methods and the circumstances under which each is applicable.)
- Milbank, *Washington Post*, "Obama, Lost in Thought," April 26, 2011. (Focus on the two modes of thinking described by Milbank, not on Obama per se).
- Case Materials: Gladwell, *The New Yorker*, "The Order of Things," February 14/21, 2011.

***Assignments: PS#3 due

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SESSION 11 (NOVEMBER 16): TELLING THE STORY IN A POST-TRUTH WORLD

Key Topics: Protecting Your Credibility; Bringing Clarity to Complexity in Writing and Presentations; Making Tradeoffs (again)

Readings

- Bardach & Patashnik, "Step 8 - Tell Your Story".
- Jason F., *37signals.com*, "The Class I'd Like to Teach," November, 2005, and Wiens, *Harvard Business Review*, "I Won't Hire People Who Use Poor Grammar," July 20, 2012.
- Mintrom, *People Skills for Policy Analysts*, "Giving Presentations," pp 90-117, 2003. (This reading will be helpful as you prepare for your capstone project.)
- Eblin, *A Five Step Plan for Speaking Truth to Power*, govexec.com, September 14, 2011. (The audio clip mentioned in this blog is also worth a listen.)
- **Case Materials:** TSPPPA Case Study: *USDA Research on Food Expenditures*
- **Case Materials:** Improving Health in the Marshall Islands, Blackboard. (This time read/review the full file, and re-view these [three online videos](#). This material will be used for an in-class group exercise.)

***Assignments: None

SESSION 12 (NOVEMBER 23): POLITICS & POLICY ANALYSIS

Key Topics: Politics & Policy: Two Sides of the Same Coin?; Dealmaking; Methods for Integrating Political Analysis into Policy Analysis

Readings

- Bardach & Patashnik, Appendix C, "Strategic Advice on the Dynamics of Gathering Political Support".
- Wheelan, *Introduction to Public Policy*, "Balancing Substance and Politics," 2011, pp 519-520. (Wonks vs. Hacks!)
- Lowenthal, *Intelligence: From Secrets to Policy*, 5th Edition, 2012, pp 2-5
- Mead, *Journal of Public Affairs Education*, "Teaching Public Policy: Linking Policy and Politics," 19(3), pp 389-395, 2013. (Note that only pp 389-395 are required; the rest are optional.)
- Timothy Conlan et al. (2015), *Pathways of Power: The Dynamics of National Policymaking*. Washington, DC: Georgetown University Press. [Read selections posted to Blackboard]
- **Case Materials:** Scheiber, *The New Republic*, "The Memo that Larry Summers Didn't Want Obama to See," February 22, 2012.
- Berry 2018. "Fifty Years after Kerner Report: The Crisis." Originally printed in *Crisis Magazine*, February 26, 2018. <https://maryfrancesberry.wordpress.com/2018/03/19/50-years-after-kenner-report-the-crisis/>

***Assignments: None

I am indebted to P. Linquiti for allowing me to use his PPPA6006 syllabus as a resource for this course.

SESSION 13 (NOVEMBER 30): ALTERNATIVE PARADIGMS FOR POLICY ANALYSIS

Key Topics: Government Failure; History of Policy Analysis as a Discipline; The 8-Fold Path & the Policy Cycle: Great Recipes, Helpful Metaphors, or Useless Distractions?

Readings

- Weimer and Vining, *Policy Analysis: Concepts and Practice*, 6th Ed, "Problems Inherent in Representative Government," "Problems Inherent in Bureaucratic Supply," and "Problems Inherent in Decentralization," pp 158-180, 2017.
- Moran, Rein, and Goodin, (eds), *The Oxford Handbook of Public Policy*, Chapter 2, "The Historical Roots of the Field," deLeon, pp 47-53, 2006.
- Fry & Raadschelders, *Mastering Public Administration*, "Charles Lindblom: Probing the Policy Process: Policymaking as Analytical and Interactive Process," pp 273-276, 2008. (Despite the date, most of the work described in this reading was done between 1955 and 1990.)
- Stone, *Policy Paradox: Art of Political Decision Making*, "Why This Book?," pp 1-15, 2012.
- Garvin and Roberto, *Harvard Business Review*, "What You Don't Know About Making Decisions," September 2001.
- Cairney, *The Politics of Evidence-Based Policy Making*, Chapter 2, "The Role of Evidence in Theories of the Policy Process," 2015.
- Schultze, *The Politics and Economics of Public Spending*, pp 74-76, 1968.
- **Case Materials:** Alpert, *Washington Post*, "Can Government Learn to Fail Fast?," April 12, 2014; Hawkins, *Greater Greater Washington*, "Public Officials who Communicate their Plans, Listen to Feedback, and then Fix Mistakes Aren't Idiots," October 9, 2015; Tankersley and Matthews, *Washington Post*, "Can We Have an Evidence-Based Government?," April 16, 2013.

*****Assignments: Remember individual presentations are due at 4pm before next class**

SESSION 14 (DECEMBER 7): INDIVIDUAL PRESENTATIONS AND REVIEW/DISCUSSION [TWO HOUR CLASS]

[No assigned readings for this day.]

*****Assignments: Individual presentation due at 4pm before class.**

*****Final Papers are due by 11:59pm via SafeAssign on Blackboard, on Monday, Dec. 14.**