

PPPA 6011: Politics and Policy Analysis
Section 10, Fall 2022

Instructor: Peter Linquiti, PhD (he/him)

Class Meetings: Tuesdays, 12:45pm-2:35pm, Tompkins 306

Office Hours: Tuesdays, 4-6pm in MPA610. 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 five sections 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 three class sessions which present and critique the classical model of policy analysis taught to MPP students around the country since the 1970s.
- ✓ The second part comprises three sessions that focus on critical thinking for policy analysis. Special attention is paid to metacognition, the integration of logic and evidence, and the mindset of an effective policy analyst.

- ✓ The third part comprises three 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 two sessions that take a deep dive into *politics and policy analysis* and explores the relationship between the two. 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 fifth part comprises three sessions that look more closely at two *tools for policy analysis*: systems thinking and policy design. 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 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 formal prerequisites for this course, but it does assume 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 \$95. 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.

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.

COURSE ASSIGNMENTS AND GRADING

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

- *Individual Policy Analysis Project (60% of grade):*³ This course is built around 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 includes five workbook exercises and culminates in a memo due by December 20.

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.

Your project should be summarized in a memo of less than 2,750 words (about 10 double-spaced pages). 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," identify a policy problem and evaluate pros and cons of alternative ways of addressing it. Identify the most promising policy option; explain in a neutral fashion the tradeoffs associated with choosing it over other policy choices. Describe its Theory of Change and provide a simple logic model to demonstrate how it will create tangible impacts.

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 five workbook exercises (6% 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 five 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
- ✓ Workbook Exercise #5 - Policy Design

On the days in which a workbook exercise is due, we'll spend 20 minutes discussing your impressions of the exercise. What was useful? What wasn't? What was difficult? What was easy?

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 reading and exam questions will be released after Class 8; the exam is due via Blackboard before Class 9 (i.e., 2 weeks later due to GW's Fall Break). The mid-term will be assigned a letter grade based on the 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 and policymaking, not to mention the public health situation we find ourselves in, topics, readings, assignments, and methods of instruction may be adjusted as needed during the semester.

PART I: THE CLASSICAL MODEL OF POLICY ANALYSIS

1. Framing the Discussion (Aug 30)

❖ 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
- ✓ The Classical Model at 30,000 Feet

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

- ❖ Readings
 - ✓ RBPA: Part I Introduction, Chapter 1, §12.3
 - ✓ Lopez, New York Times, “America’s Homelessness Crisis is Getting Worse,” 7/15/22 (after doing this reading, craft a problem statement for homelessness 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. Applying the Classical Model of Policy Analysis (Sep 6)
- ❖ Key Topics
 - ✓ The Classical Model at Ground-Level
 - ✓ Entry Points – Problems and ‘Solutions’
 - ✓ Policy Analysis as Futurology
 - ❖ Readings
 - ✓ RBPA: §14.1, Chapter 13 (skip §§13.3.3 and 13.4)
 - ✓ 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.)
3. Obstacles to Use of the Classical Model of Policy Analysis (Sep 13)
- ❖ Key Topics
 - ✓ Inescapable Pathologies of the Model
 - ✓ Typical Impediments to Using the Model
 - ✓ Differentiating Inquiry from Advocacy
 - ❖ Readings
 - ✓ RBPA: Preface, Chapter 3
 - ✓ Rules of Civil Conversation: Watch this two-minute [video](#) and review the associated written 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).
 - ✓ 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).
 - ✓ Wealth Tax Readings (four short items, two depicting inquiry and two depicting advocacy).
 - ❖ Due: Workbook Exercise #1 - Framing a Policy Analysis Project

PART II: CRITICAL THINKING FOR POLICY ANALYSIS

4. Metacognition (Sep 20)
- ❖ Key Topics
 - ✓ Thinking Fast and Slow, Motivated Reasoning, Hot and Cold Cognition
 - ✓ Cognitive Dissonance
 - ✓ Dual Process Theory
 - ❖ 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).
 - ✓ 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.)

5. Logic and Evidence (Sep 27)

- ❖ 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
 - ✓ Morral, RAND, "Gun Laws that Work, and Gun Laws that Don't," 5/27/22 (what does the evidence tell us about this important topic? how much evidence do we need before we act?).
- ❖ Due: Workbook Exercise #2 - Taxonomy of Disagreement

6. The Mindset of an Effective Policy Analyst (Oct 4)

- ❖ 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, §15.3
 - ✓ 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).

PART III: PANOPTIC POLICY ANALYSIS

7. The Equity Lens (Oct 11)

- ❖ Key Topics
 - ✓ Moral Reasoning and a Veil of Ignorance
 - ✓ Rights, Duties, Equality, Liberty, Procedural Justice, Distributive Justice, Wealth & Poverty
 - ✓ Deservingness and Resentment
- ❖ Readings
 - ✓ RBPA: Part III Introduction, Chapter 8
 - ✓ 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 4).
- ❖ Due: Workbook Exercise #3 - Stakeholder Map

8. The Legal Lens and the Institutional Lens (Oct 18)

- ❖ Key Topics
 - ✓ The Courts' Role in Mediating Rights
 - ✓ Public Servants as Good Shepherds of Governance and the Rule of Law
 - ✓ Inherent Limitations on Public Sector Governance
- ❖ Readings
 - ✓ RBPA: §10.2, §11.1
 - ✓ 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).
- ❖ Mid-Term Exam released on Blackboard

9. Other Lenses for Policy Analysis: Economics, Sustainability, Science & Technology (Nov 1)
- ❖ Key Topics
 - ✓ Competitive Markets, Economic Efficiency, and Market Failures
 - ✓ The Wide-Angle Lens of Sustainability
 - ✓ Public Policy in an Era of Rapid Scientific and Technological Change
 - ❖ Readings
 - ✓ RBPA: 9, §11.2, §11.3
 - ✓ Browse GAO's latest Science and Tech Spotlights [here](#) 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: Mid-Term Exam, submitted via Blackboard prior to the start of class.

PART IV: POLITICS AND POLICY ANALYSIS

10. The Political Lens (Nov 8)
- ❖ 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 [video](#) 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 Dynamics 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 Government, excerpts, 2017 (policy analysis is targeted at policymakers, not voters; but understanding the very weak link between citizens' policy preferences and their voting behavior is a prerequisite to understanding the political context of policy analysis).
11. Politics of the Policy Process (Nov 15)
- ❖ 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 and 8-3 and skim the rest; the key takeaway is that scholars are still searching for a way to fully characterize the entirety of the 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

PART V: TOOLS FOR POLICY ANALYSIS

12. Systems Thinking (Nov 22)

- ❖ Key Topics
 - ✓ Simplistic Mental Maps of Complex (Invisible) Systems
 - ✓ Influence Diagrams and Causal Loop Diagrams
 - ✓ Visualizing the Future in a Rebooted Version of Policy Analysis
- ❖ Readings
 - ✓ RBPA: Part IV Introduction, Chapter 12 (skip §12.3, covered in Week 2), §13.4
 - ✓ Eggers & O’Leary, If We Can Put a Man on the Moon, “Introduction,” 2009. (Figure I-1, and the first paragraph about cholera in London, capture the key takeaways of this reading).

13. Policy Design (Nov 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
- ❖ Readings
 - ✓ RBPA: Chapter 14, §2.3
 - ✓ 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).

14. Professional Integrity and Impact (Dec 6)

- ❖ Key Topics
 - ✓ Ethics: Rule Following & Ethical Reasoning
 - ✓ Emotional Intelligence
 - ✓ Course Wrap-up
- ❖ Readings
 - ✓ RBPA: Chapter 15 (skip §15.3, covered in Week 6)
- ❖ Due: Workbook Exercise #5 - Policy Design
- ☞ Final Project Due via Blackboard by midnight on Tuesday, December 20.

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).

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.

- ❖ 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.
- ❖ Grading: 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:
 - A Excellent (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.
 - A- Very Good (95): 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 (90): 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 (85): 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: (80) 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 (70): 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): 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.
- ❖ Course Effort: 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.