

**PADP 6950: Foundations of Policy Analysis**  
**Fall 2017**

Instructor:	Harin Woo	Course Time:	Tuesday 3:30-6:15 PM
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Office:	Baldwin 203B	Office Hours:	Wednesday 2-3:30 PM or By Appointment

Course Overview and Objectives

This course is an introduction to the theories and practice of policy analysis. The main purposes of this course are to help students understand rationales for government intervention in market as public policy, apply economic theories and concepts to specific policy issues, and develop practical techniques in writing policy proposal memos. By the end of the course, students should be able to:

- Demonstrate an understanding of key concepts and the elements of policy analysis;
- Understand how social, economic, political, and organizational factors influence policy success and failure;
- Write a policy memo to define policy problems, to identify feasible policy alternatives, to assess the policy options by evaluation criteria, and to propose a policy to make a change in particular policy problems;
- Consider the ethical and political issues in the policy analysis; and
- Discuss the role of policy analyst in government as a facilitator for policy changes.

Required Texts

Weimer, David L. & Vining, Aidan R. (2011). *Policy Analysis: Concepts and Practice (5<sup>th</sup> ed.)*. Longman.

Stone, Deborah. (2012). *Policy Paradox: The Art of Political Decision Making (3<sup>rd</sup> ed.)*. W. W. Norton & Company.

Bardach, Eugene & Patashnik, Eric M. (2016). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving (5<sup>th</sup> ed.)*. CQ Press.\*

\* The most recent version is the 5<sup>th</sup> edition, but any editions of this book are acceptable. If you have an older version, please take responsibility for checking any differences in chapter and page numbers.

Additional articles and book chapters assigned for topics will be included in the weekly schedule section. Please note that I may sometimes update and revise the reading assignments. In that case, I will inform you in advance.

### Recommended Text

For those with limited exposure to the fundamentals of policy processes in the U.S.:

Birkland, T.A. (2010). *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making* (3<sup>rd</sup> Edition). Armonk, NY: M.E. Sharpe.

### Academic Honesty

Academic honesty is fundamental in all students' academic careers and all students are responsible for maintaining the highest standards of honesty and integrity.

Any violations that the Office of Instruction prohibits, which includes cheating, plagiarism, misrepresenting, and fabricating of assignments, will not be tolerated. Academic dishonesty will be penalized as the final grade of "0." Please read and be fully aware of the Academic Honesty Policy (<https://ovpi.uga.edu/sites/default/files/uga-academc-honesty-policy-may-07.pdf>).

### Policy on Electronic Devices

**Please turn off all electronic devices** such as laptop computers, tablets, and cell phones. The traditional way of note-taking with pen and paper is encouraged in this class. Any instance of unapproved use of electronic devices in the classroom will result in distracting you, your classmates, and the instructor.

### Email Netiquette

You are welcome to send me email whenever you have questions or need clarification regarding our class. When you send me email, please begin the subject line with "PADP 6950 Fall 2017" so that I can distinguish your emails quickly among other emails. I will do my best to reply to your email as soon as possible (within 24 hours), but sometimes my response may be delayed due to a meeting, travel, etc. Please give me sufficient time to reply.

### Students with Disabilities

Students with disabilities who need accommodations or arrangement to participate in this course should contact the Disability Resource Center (<https://drc.uga.edu/>) and the instructor. The DRC office is located at Business Services Annex, 210 Spring Street and phone number is (706) 542-8719. For more information, please see Accommodation Guidelines for Students including appropriate forms and available services (<https://drc.uga.edu/students/accommodation-guidelines-students>).

### Class Schedule

The schedule for the course is subject to change. Any changes in class schedule will be announced during class.

### Attendance and Participation

Attendance at every class is especially important for students' learning. Each class is designed to build on materials learned in previous classes and some important materials are not covered in the assigned readings. Also, participation in class is an essential part of this course. Students are responsible for preparing for this course by reading the assigned readings in advance of class and for showing their understanding in class discussion. Therefore, students are expected to attend class sessions on time, as both attendance and participation are essential. If you know in advance that you will miss a class, please inform me prior to your absence.

Please keep in mind that absences do affect your grade in that when you do not attend class, you are not participating; therefore, your participation grade will be affected. If you miss a class, it is your responsibility to obtain complete information on that class and any assignments due the following week from your classmates. Also if you know that you will be absent from a class on a day when an assignment is due, you need to submit the assignment due prior to the class; otherwise, late assignments will be penalized.

### Policy on Late Assignments and Incompletes

Please keep in mind that you are responsible for completing all assignments and course requirements by the due dates. **Assignments and course requirements will be penalized one letter grade down for each day late.** If you cannot complete assignments or take exams because of unexpected incidences, you need to consult with the instructor prior to the due dates.

### Course Requirements and Grading

Grades will be based on how many points you earn. The university has a standard for letter grades:

- $A \geq 93$  |  $A- \geq 90$
- $B+ \geq 87$  |  $B \geq 83$  |  $B- \geq 80$
- $C+ \geq 77$  |  $C \geq 73$  |  $C- \geq 70$
- $D \geq 60$
- $F < 60$

Your final grade for this course will be calculated based on the following:

1. Attendance, Class Preparation, and Participation (15% of your final grade)
2. Midterm (15%)
3. Policy Issue Definition Memo (7%)
4. Policy Briefing Memo (7%)
5. Policy Proposal Memo (7%)
6. Critique of Peer (5%)
7. Group Project (24%)
8. Final Exam (20%)

### *Attendance, Class Preparation, and Participation (15%)*

Class preparation and participation show that you master the required readings and represent your engagement in the course. Participation in class discussion, questions, and team work is strongly encouraged to foster your and your classmates' learning.

### *Midterm (15%)*

The midterm is designed to test that you have understood the assigned readings and core concepts of public policy and policy analysis. If you miss this exam without a university-approved excuse, you will receive a zero. It will be administered in class and a makeup test is not allowed.

### *Policy Issue Definition Memo (7%)*

This will be a 1-2 page memo that you will work on individually to address a topic of your choice. This memo should identify and define a policy problem, and justify why we need to resolve the problem.

### *Policy Briefing Memo (7%)*

This will be a 4-5 page memo that you will work on individually to provide background information on the policy problem that you have developed in the policy issue definition memo.

### *Policy Proposal Memo (7%)*

This will be a 8-10 page memo that you will work on individually to propose a policy to address a particular public problem that you have developed in previous memos. This memo should include the definition(s) of public problems, the background information, the target policy actors, criteria for policy alternatives, and the strategies to implement a policy proposal.

### *Critique of Peer (5%)*

I will randomly assign you to read and review a policy proposal memo that one of your classmates has written as an individual assignment (one critique per person). In a review process, you will write a one-page evaluation of the policy proposal memo. Further details for this assignment will be provided.

### *Group Project (24%)*

This will consist of three parts – writing a policy proposal memo (10%), giving a presentation (10%), and writing a peer review (4%). I will assign you to a group of three or four people and you will develop a policy proposal project along with the group during this semester. Each group is expected to write a policy proposal in which all group members participate to define policy issues, analyze the problems within the economic criteria that the course covers, provide policy alternatives, and make a recommendation for policymakers to improve current policies. In addition to providing a written memo, each group will give a verbal presentation to your classmates on why a policy problem that your group chooses is important to resolve and what actions can be done most effectively and efficiently.

Each group will give a 15-minute presentation with PowerPoint slides to deliver a policy proposal to your clients and audiences. After a presentation, the group will lead class discussion for 5 minutes. All

members will receive the same grade for the overall group presentation from peer reviews by your audience. Also, in addition to the grade that you will receive for the group work, I will reflect your group feedback in your individual grade to prevent free riders (up to 5% out of the total 10% of the group presentation if there is consistent feedback that someone has not contributed to the group work).

After a group presentation, the audience will evaluate the presentation based on the rubrics that I will provide – how thoroughly and thoughtfully a group defines and analyzes policy problems, how feasible the policy alternatives are, overall quality of presentation, how professionally a group delivers a presentation to persuade the audience, etc. This peer review will be reflected in the total score for your group project.

### *Final Exam (20%)*

The final exam is to test your understanding of concepts, factors, goals of policy analysis, and theories of public policymaking. If you miss the final exam without a university-approved excuse, you will receive a zero. If you have a university-approved absence, then the final exam will count for 50% of the course grade. Without an officially-approved excuse for missing the final exam, no make-up exam will be given.

### *Extra Points*

I have a policy that allows you to review the questions that you miss on the midterm exam and submit correct answers to earn half points for those questions as extra points. You must submit your correct answers within one week after I return the midterm exams to you. If you are late, there is no opportunity to earn extra points.

### Weekly Schedule

\* The schedule, readings, in-class exercises for the course is subject to change. Any changes will be announced in advance or during class.

### *Part I: Introduction to Public Policy Analysis*

#### **Week 1. Introduction and Concepts of Public Policy Analysis (Aug. 15<sup>th</sup>)**

- Readings
  - Weimer & Vining (2011). Ch. 2 What is Policy Analysis?
  - Stone (2012). Ch. 1 The Market and the Polis
- In-Class Exercise: Tell Me About a Time When You...

### *Part II: Problem Analysis*

#### **Week 2. Efficiency (Aug. 22<sup>nd</sup>)**

- Readings
  - Weimer & Vining (2011). Ch. 4 Efficiency and the Idealized Competitive Model
  - Stone (2012). Ch. 3 Efficiency
- In-Class Exercise: Classroom Game “Trading in a Pit Market”  
Defining Efficiency

### **Week 3. Market Failure (Aug. 29<sup>th</sup>)**

- Readings
  - Weimer & Vining (2011). Ch. 5 Rationales for Public Policy: Market Failures
  - Coase, R.H. (1960). The Problem of Social Cost. *Journal of Law and Economics*, 3: 1-44.
  - Hardin, Garrett. (1968). The Tragedy of the Commons. *Science*, 162(3859): 1243-1248.
  - The Economist. (Oct. 8<sup>th</sup>, 2009). Universal Health Insurance Is a Common Good.
  - Bardach & Patashnik (2016). Part I
- In-Class Exercise: Policy Definition Memo about Sugar Tax
  - NY Times. (Oct. 11<sup>th</sup>, 2016). W.H.O. Urges Tax on Sugary Drinks to Fight Obesity.
  - <https://www.nytimes.com/2016/10/12/health/sugar-drink-tax-world-health-organization.html>

### **Week 4. Information Asymmetry, Risk, and Uncertainty (Sep. 5<sup>th</sup>)**

- ✓ Policy Issue Definition Memo Due
- Readings
  - Weimer & Vining (2011). Ch. 6 Rationales for Public Policy: Other Limitations of the Competitive Framework
  - Akerlof, G.A. (1970). The Market for “Lemons”: Quality Uncertainty and the Market Mechanism. *Quarterly Journal of Economics*, 84(3): 488-500.
  - The Economist. (Oct. 16<sup>th</sup>, 2013). Beating the Market: Yes, It Can Be Done.
  - <https://www.economist.com/blogs/freeexchange/2013/10/archives>
- In-Class Exercise: Classroom Game “A Market for Lemons”

### **Week 5. Equity (Sep. 12<sup>th</sup>)**

- Readings
  - Weimer & Vining (2011). Ch. 7 Rationales for Public Policy: Distributional and Other Goals
  - Stone (2012). Ch. 2 Equity
- In-Class Exercise: Policy Briefing to Boss
  - Bring 3 articles about equity issues from news papers and magazines (i.e. race, ethnicity, or gender)

### **Week 6. Welfare (Sep. 19<sup>th</sup>)**

- Readings
  - Stone (2012). Ch. 4 Welfare
- In-Class Exercise: Discussion
  - Go to Congressional Budget Office's website and find policy options to reduce poverty (<https://www.cbo.gov/topics/poverty-and-income-security>)

### **Week 7. Government Failure (Sep. 26<sup>th</sup>)**

- Readings
  - Weimer & Vining (2011). Ch. 8 Limits to Public Intervention: Government Failure
- Review

### **Week 8. Midterm Exam (Oct. 3<sup>rd</sup>)**

*Part III: Solutions*

**Week 9. Taxes and Incentives (Oct. 10<sup>th</sup>)**

- ✓ Midterm distribution
- Readings
  - Weimer & Vining (2011). Ch. 10 Correcting Market and Government Failures: Generic Policies
  - Stone (2012). Ch. 12 Incentives
  - Marron, D. B., & Toder, E.J. (2014). Tax Policy Issues in Designing a Carbon Tax. *The American Economic Review*, 104(5): 563-568.
- In-Class Exercise: Policy Briefing to Boss
  - Bring 3 news articles on how government imposes taxes or provides incentives to correct market and government failures

**Week 10. Adoption and Implementation (Oct. 17<sup>th</sup>)**

- ✓ Group Project – Policy Memo Topic Due
- ✓ Extra points due
- Readings
  - Weimer & Vining (2011). Ch. 11 Adoption  
Ch. 12 Implementation
  - Bardach & Patashnik (2016). Appendix A & B
- In-Class Exercise: Analyzing Policy Proposal Memo
  - Go to U.S. Government Accountability Office website (<https://www.gao.gov/>) and bring a GAO report that any version of the policy options had been tried to implement

**Week 11. Value Assessment and Cost-Benefit Analysis (Oct. 24<sup>th</sup>)**

- ✓ Policy Proposal Memo Due
- Readings
  - Weimer & Vining (2011). Ch. 16 Cost-Benefit Analysis: Assessing Efficiency
  - Ashford, N.A. (1981). Alternatives to Cost-Benefit Analysis in Regulatory Decisions. *Annals of the New York Academy of Sciences*, 363(1): 129-137.
  - Ackerman, F. & Heinzerling, L. (2002). Pricing the Priceless: Cost-Benefit Analysis of Environmental Protection. *University of Pennsylvania Law Review*, 150(5): 1553-1584.
- In-Class Exercise: Press Conference for Cost-Benefit Analysis
  - Print out the articles:
  - The Economist. (Sep. 15th, 2009). Cost-Benefit Analysis.  
<http://www.economist.com/node/14298838>
  - The Economist. (Apr 24th, 2014). Why Doing a Cost-Benefit Analysis Is Harder Than It Looks.  
<https://www.economist.com/blogs/economist-explains/2014/04/economist-explains-13>
  - The Economist. (Apr. 28th, 2016). When Economists Turn to Crime.  
<https://www.economist.com/news/united-states/21697826-how-cost-benefit-analysis-might-save-americas-criminal-justice-system-when-economists-turn>

## **Week 12. Value Trade-Offs (Oct. 31<sup>st</sup>)**

- Readings
  - Weimer & Vining (2011). Ch. 15 Landing on Your Feet: Organizing Your Policy Analysis
  - Flint, Ashley. (2012). Solving Medicare's Fiscal Crisis: An Analysis of Three Policy Options. *Policy Perspectives*, 19: 23-46.
- In-Class Exercise: Discussion - Should Social Security Be Privatized?  
Go to webpage (<http://socialsecurity.procon.org/>) and read it. Then, think about what criteria should be used to evaluate the proposed reforms to the social security system.

## **Week 13. Policy Analysis: An Integrative Approach (Nov. 7<sup>th</sup>)**

- ✓ Group Policy Proposal Memo Due
- Readings
  - Weimer & Vining (2011). Ch. 9 Policy Problems as Market and Government Failure  
Ch. 13 Government Supply: Drawing Organizational Boundaries
  - Ahmad, Mahmood. (2008). U.S. Think Tanks and the Politics of Expertise: Role, Value and Impact. *The Political Quarterly*, 79(4): 529-555.
  - Iott, Susan. (2010). Policy Sciences and Congressional Research: Making Sense of the Research Question. *Policy Science*, 43(3): 289-300.
  - The Washington Post. (Apr. 16th, 2013). Can We Have an Evidence-Based Government?  
[https://www.washingtonpost.com/news/wonk/wp/2013/04/16/can-we-have-an-evidence-based-government/?utm\\_term=.ae969b090195](https://www.washingtonpost.com/news/wonk/wp/2013/04/16/can-we-have-an-evidence-based-government/?utm_term=.ae969b090195)
  - USAID. Partnering for Impact: USAID and the Private Sector.  
[https://www.usaid.gov/sites/default/files/documents/15396/usaid\\_partnership%20report\\_FINAL3.pdf](https://www.usaid.gov/sites/default/files/documents/15396/usaid_partnership%20report_FINAL3.pdf)

## **Week 14. Group Presentations and Peer Review (Nov. 14<sup>th</sup>)**

- ✓ Group Presentation
  - Each group gives a 15-minute presentation on a policy problem including definition of the issue, alternatives, evaluation criteria, assessment, and recommendation. After that, a 5-minute discussion will be followed.
- Review

## **Thanksgiving Break – No Class (Nov. 21<sup>st</sup>)**

## **Week 15. Final Exam (Nov. 28<sup>th</sup>)**



## **Rubric for Policy Issue Definition Memo**

(1-2 pages, individual assignment, 7 points)

A primary purpose of the policy issue definition memo is to introduce, identify and define current policy problems in plain language. In this course, purposes of the memo are to introduce a public policy problem that you are interested in and to use the memo as the basis of your full policy proposal memo. In this memo, you need to focus only on the policy problem that you want to address, identify, and define, not to provide solutions or analysis.

As a public policy analyst, your goals in writing a policy definition memo are to define a policy problem in the perspectives of economic criteria that the course covers, to provide information and facts for contextual background, and to identify target audience(s) and stakeholders. The memo should be written professionally and clearly, and be convincing and evidence-based for policymakers to realize why the problem needs to be addressed and actions need to be taken to resolve it.

I recommend that you exchange your policy definition memo with your cohorts in the class for proofreading and editing before you submit it. You can help one another with suggestions for clarity and content of your memo.

### **Grading Rubric** (Total possible points: 7 points of your final grade)

#### Content (3 points)

- Clarify target audience(s), provide historical and technical information on policy issue, and define the policy problem with economic rationales
- APA-style citation for information sources that you cite

#### Organization (2 points)

- Logical flow and connection of ideas throughout the memo
- Introduction (stating the purpose and scope of the memo), section headings and subheadings, bullet points (if necessary), and conclusion

#### Presentation (2 points)

- Written in professional-level style – correct grammar, spelling, no typos, and organized with proper headings
- Overall quality and presentation (12 pt., Times New Roman, 1-inch margins, page numbers, letter-size)

Please keep in mind that late submission of your assignments will be penalized at a rate of 1 point per day.

## Rubric for Policy Briefing Memo

(4-5 pages, individual assignment, 7 points)

Briefs are short, concise, informative documents so that your audience will be aware of policy issues, contextual background of the problems, key stakeholders, and analysis criteria for policy alternatives for a policy change by looking through the paper. The goal of the policy briefing memo is, based on your first assignment – the policy issue definition memo – to concisely develop your policy analysis research.

In this memo, you need to aim to provide the scope of your research for policy analysis, to indicate data, data sources, methods for analysis, and to identify implications of your research findings. It also includes the definition of the policy problem that you have done in the previous memo, background, and practical and feasible alternatives to your client.

I recommend that you exchange your policy briefing memo with your cohorts in the class for proofreading and editing before you submit it. You can help one another with suggestions for clarity and content of your memo.

### **Grading Rubric** (Total possible points: 7 points of your final grade)

#### Content (3 points)

- Clarify target audience(s), provide historical and technical information on policy issue, and define the policy problem with economic rationales
- Summarize the study methods, limitations, and results
- Identify implications of the study findings
- APA-style citation for information sources that you cite

#### Organization (2 points)

- Logical flow and connection of ideas throughout the memo
- Introduction (stating the purpose and scope of the memo), section headings and subheadings, bullet points (if necessary), and conclusion

#### Presentation (2 points)

- Written in professional-level style – correct grammar, spelling, no typos, and organized with proper headings
- Overall quality and presentation (12 pt., Times New Roman, 1-inch margins, page numbers, letter-size)

Please keep in mind that late submission of your assignments will be penalized at a rate of 1 point per day.

## Rubric for Policy Proposal Memo

(8-10 pages, individual assignment, 7 points)

Your goal is to persuade your client to make a decision for policy changes, following your policy evaluation and recommendation. To convince your client, you need to provide logical and factual evidence for the importance of the current policy problems, evaluation criteria, policy alternatives (including status quo), your assessment of the trade-offs among policy alternatives, and finally to make a recommendation for your audience.

A policy proposal memo should be a high-quality and concise news analysis than a research/academic paper. The proposal consists of introduction, revised problem definition, policy evaluation criteria, possible policy alternatives, and recommendations. The memo should address both conflicting facts and disagreements between counterparts. Finally, the conclusion of the proposal should identify tensions, unresolved issues, and areas in need of further analysis.

I recommend that you exchange your policy proposal memo with your cohorts in the class for proofreading and editing before you submit it. You can help one another with suggestions for clarity and content of your memo.

### Grading Rubric (Total possible points: 7 points of your final grade)

#### Content (3 points)

- Incorporate all parts of introduction, revised problem definition, policy evaluation criteria, possible policy alternatives, and recommendation
- APA-style citation for information sources that you cite

#### Organization (2 points)

- Logical flow and connection of ideas throughout the memo
- Introduction (stating the purpose and scope of the memo), section headings and subheadings, bullet points (if necessary), and conclusion

#### Presentation (2 points)

- Written in professional-level style – correct grammar, spelling, no typos, and organized with proper headings
- Overall quality and presentation (12 pt., Times New Roman, 1-inch margins, page numbers, letter-size)

Please keep in mind that late submission of your assignments will be penalized at a rate of 1 point per day.