

PADP 3100
Introduction to Policy Analysis
Spring 2019

Department of Public Administration and Policy
School of Public and International Affairs
University of Georgia

Course Information

Professor: Samara Scheckler
Contact Information: samaras@uga.edu
Office Location: Baldwin Hall, 355 South Jackson Street, #415
Office Hours: M 10:00am-11:00am

Course Meeting Time and Location

Location: Baldwin Hall, Room 301
Time: M/W/F 9:05-9:55am

Textbooks and Other Required Course Materials

Required Texts: Bardach, "A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving." CQ Press.

Luntz, F. (2007). *Words That Work: It's Not What You Say, It's What People Hear*. Hachette Books.
Accessed (free) as a google book

Weimer, David L, & Aidan R. Vining. *Policy Analysis: Concepts and Practice*. Routledge. (any edition)

Optional Texts: Salamon, Lester M., ed. *The tools of government: A guide to the new governance*. Oxford University Press, 2002.

Stone, Deborah. *Policy Paradox: The art of political decision making*. W. W. Norton & Company.

Varian, H. R. *Intermediate Microeconomics: A Modern Approach*. WW Norton & Company. (any edition)

Course Description and Objectives

This course provides an introduction to the fundamentals of public policy analysis. It provides a "tool kit" of practical methods, as well as the theoretical and practical skills necessary to analyze public policy issues involving complex, real-world issues, multiple actors with diverse interests,

information uncertainty, institutional complexity, and ethical controversy. The first part of the course will focus on the foundational principles of welfare economics and the ways in which they might be used to identify rationales and opportunities for collective intervention into individual choices. In the second part of the course, market-based analyses will be contextualized in the art and science of public decision-making. Communication skills will be emphasized throughout the course as students practice expressing findings to a variety of professional and lay audiences.

By the end of the semester, students should be able to:

- 1) Recognize a public policy problem.
- 2) Utilize principles of microeconomics to explain the problem.
- 3) Propose interventions and defend a recommendation.
- 4) Communicate a recommendation to a variety of audiences.

Attendance and Participation Policy

I will not be taking attendance for this class. However, students are responsible for all class material and will not do well if classes are missed. If attendance becomes an issue, I reserve the right to issue pop quizzes or offer extra credit without notice.

PARTICIPATION

Devices

- Unless explicitly being used in a classroom activity, cell phones and other electronic devices should be put away before class begins.
- All devices should be put on “vibrate” mode.

Guests/visitors

- Obtain prior authorization before bringing children or guests to class.

Respect

- Be in your seat and ready at the start time of class.
- Refrain from talking out of turn.
- Use respectful languages and tone during class discussions and when interacting with fellow students.
- Ensure respectful and professional engagements with community members when working outside of the classroom.

Students who violate these policies will be asked to leave class. Repeat offenders may be dropped from the course.

University Honor Code and Academic Honesty Policy

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. All students are expected to abide by the University Honor Code as found in A Culture of Honesty, which includes the following statement:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. A policy on academic honesty (and procedural guidelines for adjudication of alleged violations of academic honesty) has been developed to serve these goals. Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).

Further details can be found at the following UGA site:
<http://www.uga.edu/honesty/ahpd/procedures.html>).

Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic policy should be directed to the instructor. Any violation will be reported to the Office of Academic Affairs.

Students with Disabilities

Students who require accommodations to participate in course activities or meet course requirements should contact the course instructor during regular office hours, by email or by appointment. To request academic accommodations due to a special need, you can also contact the Disability Resource Center, 114 Clark Howell Hall, 706-542-8719 voice, 706-542-7719 fax, or 706-542-8778. If you have a letter from Disability Services indicating you have a documented disability that requires academic accommodations, please present the letter to me as early as possible so we can discuss the accommodations you might need for class. If we do not meet in person to review the form (which can be found at <http://drc.uga.edu>) two weeks prior to a major assignment you will not be assigned any accommodation for the assignment.

Course Assignments and Grading Policy

ASSIGNMENT AND GRADING

Assignments	Total Points	Due Dates
Class Participation & Reading Responses	15	
Policy Tool Presentation & Study Guide	20	As scheduled
Midterm	15	Monday, 3/18
Letters to Editor (2)	14	Monday, 4/1
Assessment/Feedback on a Letter	6	Friday, 4/5
Debate	10	As scheduled
Memo	20	Wednesday, 5/8

ASSIGNMENT DESCRIPTIONS

Reading Responses

For all 12 starred (***) papers, go to the eLC assignment dropbox and upload your responses to the following questions:

- 1) In a sentence or two, what is the main idea of this paper?
- 2) Identify one thing that is interesting, unexpected or that otherwise stands out to you about this paper.
- 3) Write at least one question that you have about the paper.

Along with attendance, these 12 total reading responses will comprise your participation grade.

Policy Tool Study Guide and Presentation

This project will be completed in groups of 3-4

Policy Tools:

Permits	Tax Expenditure	Tort Liability	Insurance
Vouchers	Public Information	Social Regulation	Contracting
Grants	Loans	Government Corporations	

Resource:

Salamon's "Tools of Government"

Study Guide:

Each group will select one policy tool and upload one study guide to eLC. The study guide will be used to by the class to prepare for their midterm exam, so feel free to use headers and bullet points to make the document easy to reference. The study guide and presentation should describe the policy tool and explain the kinds of problem the tool can be used to address. A specific case should be described to demonstrate the tool in practice. Identify the assumptions the tool makes about human behavior. Explain how the tool is implemented. What challenges or shortcomings can emerge during implementation? Describe some modifications of the tool in practice. Identify any social or political contexts that can lead to over or under-use of the tool. Demonstrate how the effectiveness of the tool is typically assessed and distinguish any potential shortcomings in the measurement (such as outcomes that are difficult to measure). Overall, cite some evidence in the literature that suggests the tool's level of effectiveness. Finally, assess the tool in terms of equity, efficiency and other policy goals that it might promote.

Presentation:

- Deliver a 20-minute presentation
- Use visuals to organize (slides)
- Present important features from the study guide
- Employ a discussion or activity to demonstrate the operation of the tool

Letter to the Editor

Resources:

Luntz, F. (2007). *Words That Work: It's Not What You Say, It's What People Hear*. Hachette Books. < Ch. 1: "The Ten Rules of Effective Language" >

Stone, Deborah. *Policy Paradox: The art of political decision making*. W. W. Norton & Company. < Ch. 6 "Symbols" >

Weimer and Vining, Ch. 15 p. 376-381

2 letters to the editor

Select any policy problem (you may use a problem that we have discussed in class). Use economic concepts to define the problem and to propose a solution. Write a letter in 500 words or less to explain the problem and propose a solution. Use language that the readers of the paper will understand and find interesting. Post on eLC discussion.

1 response

Choose any letter written by your classmates. Critique it. Point out what worked and note areas for potential improvement. Use above resource chapters to frame your analysis.

Memorandum and Debate

These assignments will be completed in groups of 2.

Resource:

Bardach, “A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving”

Topics:

Vaccination	Traffic Congestion	Health Care
Cannabis	Public Preschool	School Choice/Vouchers
Minimum Wage	Single Use Plastic Bags	Public Art
Soft Drink Consumption	Student Loans	Immigration
Internet Access	Cell Phone or Data Privacy	Firearms
Hurricanes or Wild Fires	Food Deserts	Opioid Dependence
Bike Infrastructure	Green Energy	Federal or State Parks

You may propose additional topics.

Memorandum

Each student will submit a memo, but some components will be completed as group work.

Working in groups of two, select a topic (no more than 2 groups may select any single topic). Identify a social problem within that topic that you will address. Follow Bardach’s 8 steps to produce a memo addressed to a chosen client. Partners will work together to write the first three steps, defining the problem and opportunities, and their first three sections will be identical in the final memo. Final memos should recommend a solution and steps four through eight, which evaluate options and make a recommendation, will be different for each memo. These latter five steps are not group work.

Debate

Each partner should take a position on a solution to the policy problem. This will likely match the recommendation made in the final memo. This position will be defended in a debate format. Partners may each argue for or against one remedy (basically pitting the remedy against the status quo), or each partner can recommend a specific and unique remedy.

Format:

15 minutes

- (1 minute) Define and describe the problem
- (5 minutes each – 10 total) Argue each policy alternative
- (4 minutes) Answer questions from the class
- Class votes

Course Outline

The syllabus is a general plan for the course; deviations may be necessary.

	Topic	Material to Prepare for Class
<i>Week 1: 1/9-1/11</i>		
W 1/9	Organization, Introductions	
F	Conceptual Foundation What is Policy? Rationales for Intervention Policy Instruments/Tools	Smith, K. and Larimer, C. 2013. A Public Policy Theory Primer. <Chs. 1 & 5, excerpts> Kraft, M. E., & Furlong, S. R. (2018). <i>Public policy: Politics, analysis, and alternatives</i> . Cq Press. <Ch. 1, excerpts> Bemelmans-Videc Ch 1: Policy Instruments <p42-48, p58-65>

Week 2: 1/14-1/18

Key Concepts: utility functions; indifference curves; budget constraints; utility maximization; individual and market demand; consumer surplus		
M 1/14	Conceptual Foundation CONSUMER THEORY: Utility Maximization, Efficiency, Equity	*** Ariely, D., Loewenstein, G., & Prelec, D. (2003). "Coherent arbitrariness": Stable demand curves without stable preferences. <i>The Quarterly Journal of Economics</i> , 118(1), 73-106.
W	Policy Context: Child Labor and the Fashion Industry	Review key concepts W&V Ch. 4: Efficiency & Idealized Competitive Model
F	Tools: Communicating	Luntz, F. (2007). <i>Words That Work: It's Not What You Say, It's What People Hear</i> . Hachette Books. <Ch. 1: "The Ten Rules of Effective Language"> Stone, D. <i>Policy Paradox: The art of political decision making</i> . W. W. Norton & Company. <Ch. 6 "Symbols"> W&V Ch. 15 p376-381: Organizing Analysis/Communicating Your Analysis ***Upload a letter to the editor to a discussion thread on eLC

Week 3: 1/21-1/25

M 1/21	<i>MLK day – no class</i>	
Key Concepts: market demand; market supply; equilibrium; Pareto efficiency; social welfare; deadweight loss		

W	Conceptual Foundation MARKETS, ALLOCATION & EQUITY	*** Bessen, J., Ford, J., & Meurer, M. J. (2011). The private and social costs of patent trolls. <i>Regulation</i> , 34, 26.
F	Policy Context: Patent Trolls	Review key concepts W&V Ch. 4: Efficiency & Idealized Competitive Model

Week 4: 1/28-2/1

Key Concepts:

Asymmetric information; adverse selection; Market for Lemons; signaling

M 1/28	Rationale for Intervention - Market Failure IMPERFECT INFORMATION & ADVERSE SELECTION	***Spence, Michael. "Job Market Signaling." <i>Quarterly Journal of Economics</i> 87, no. 3 (1973): 355-74.
W	Policy Context: Scientific Research	W&V, Ch. 5 p103-111; Rationales Market/ Information Asymmetry Akerlof, G. 1970. The Market for "Lemons: Quality Uncertainty and the Market Mechanism. <i>Quarterly Journal of Economics</i> , pp. 488–500.
F	Tool Presentation	1) Public Information

Week 5: 2/4-2/8

Key Concepts:

Non-excludable good; non-rival good; free rider; market failure; Tragedy of the Commons; government privatization.

M 2/4	Rationale for Intervention - Market Failure PUBLIC GOODS	*** Delucchi, M. A., & Jacobson, M. Z. (2011). Providing all global energy with wind, water, and solar power, Part II: Reliability, system and transmission costs, and policies. <i>Energy Policy</i> , 39(3), 1170-1190.
W	Policy Context: Infrastructure	Review key concepts W&V Ch 5 p71-91; Rationales Market/ Public Goods
F	Tool Presentation	2) Government Corporation; 3) Contracting

Week 6: 2/11-2/15

Key Concepts:

externalities; positive and negative externalities; the Coase Theorem

M 2/11	Rationale for Intervention - Market Failure EXTERNALITIES	*** Jaffe, A. B., Newell, R. G., & Stavins, R. N. (2005). A tale of two market failures: Technology and environmental policy. <i>Ecological economics</i> , 54(2-3), 164-174.
W	Policy Context	Review key concepts W&V Ch. 5 p91-97; Rationales Market/ Externalities
F	Tool Presentation	4) Permits; 5) Tax Expenditures

Week 7: 2/18-2/22

Key Concepts:

Expected utility; risk; risk premium; insurance; expected value vs. variance in policy; risk pooling; diversification; moral hazard

M 2/18	Rationale for Intervention- Individual Decision-Making	*** Buurman, M., Delfgaauw, J., Dur, R., & Van den Bossche, S. (2012). Public sector employees:
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	UNCERTAINTY	Risk averse and altruistic?. Journal of Economic Behavior & Organization, 83(3), 279-291.
W	Policy Context: Lotteries	Review Key Concepts W&V Ch. 6 p119-129; Rationales /Uncertainty
F	Tool Presentation	6) Tort Liability; 7) Government Insurance

Week 8: 2/25-3/1

Key Concepts:

Time preferences; discount rate; hyperbolic discounting; time-inconsistent decisions; behavioral biases (framing effects, endowment effects; expectations effects; adaptation)

M 2/25	Rationale for Intervention- Individual Decision-Making TIME, RISK & REGULATION	*** Bradford, D., Courtemanche, C., Heutel, G., McAlvanah, P., & Ruhm, C. (2017). Time preferences and consumer behavior. Journal of Risk and Uncertainty, 55(2-3), 119-145.
W	Policy Context: Predatory Lending	
F	Tool Presentation	8) Vouchers; 9) Social Regulation

Week 9: 3/4-3/8

M 3/4	Tools Behavioral Incentives TED talk	*** Chetty, R (2015). Economics and Public Policy: A Pragmatic Perspective
W	Tool Presentation	10) Grants; 11) Loans
F	Rationale for Intervention - Market Failure Monopolies Freeing, Facilitating and Simulating Markets	W&V, Ch. 5 p97-102 & Ch. 10 p.210-218 Rationale Market/ Natural Monopoly & Correcting Failure/ Freeing, Facilitating, Simulating

Spring Break 3/11-3/15

Week 10: 3/18-3/22

M 3/18	<i>Midterm</i>	
W	Eight fold Path	Bardach 1-4
F	Eight fold Path	Bardach 5-8

Week 11: 3/25-3/29

M 3/25	Alternative goals: Distribution, Equity	W&V Ch 7; Rationales Distributional Goals Stone Ch. 2 and 3, excerpts
W	Tools Cost Benefit Analysis	W&V Ch 16; Cost Benefit Analysis
F	Policy Context	***Ashenfelter, Orley, and Michael Greenstone. "Using Mandated Speed Limits to Measure the Value of a Statistical Life." Journal of Political Economy 112, no. 1 (2004): S226- 67.

Week 12: 4/1-4/5

M 4/1	Evidence and Measurement	***McConnell, A. 2010. Policy Success, Policy Failure and Grey Areas In-Between. Journal of Public Policy, 30(03), 345-362. Stone Ch.7 "Numbers"
W	Debate	
F	Career Center	

Week 13: 4/8-4/9

M 4/8	Speaker: Jess Reichard	<i>Prepare 2 questions</i>
W	Debate	
F	Politics and Issue Framing	***Callaghan, K., & Schnell, F. 2009. Who Says What to Whom: Why Messengers and Citizen Beliefs Matter in Social Policy Framing. <i>The Social Science Journal</i> , 46(1), 12-28 ***Schneider, A., & Ingram, H. (1993). Social construction of target populations: Implications for politics and policy. <i>American political science review</i> , 87(2), 334-347

Week 14: 4/15-4/19

M 4/15	Debate	
W	Implementation, Efficiency, Effectiveness	W&V Ch. 12; Implementation
F	<i>No class meeting</i>	

Week 15: 4/22-4/26

M 4/22	Speaker: Abigail Lloyd	<i>Prepare 2 questions</i>
W	Debate	
F	Debate	

Week 16: 4/29

M 4/29	Debate	
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