PADP 3100
Introduction to Policy Analysis
Spring 2020

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

COURSE INFORMATION

Professor:	Alex Combs, Ph.D.
Contact Information:	Alex.Combs@uga.edu
Office Location:	278 Baldwin Hall, 355 South Jackson Street
Office Hours:	Tuesday 11:00am – 1:00pm

COURSE MEETING TIME & LOCATION

Location:	Baldwin Hall, Room 101D
Time:	Tuesday/Thursday 9:30am-10:45am

COURSE MATERIALS

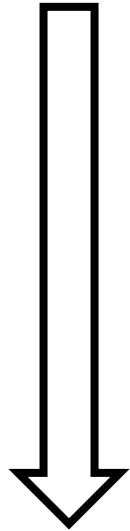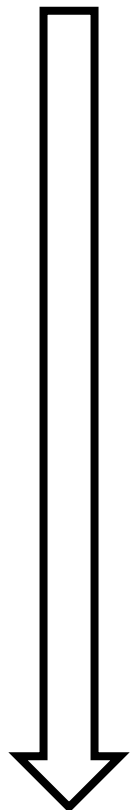|	
Required Texts:	Weimer, David L, & Aidan R. Vining. Policy Analysis: Concepts and Practice. Routledge. (any edition) (WV on schedule)
	Bardach, E. (2019). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press. 6th Ed.
	Luntz, F. (2007). Words That Work: It's Not What You Say, It's What People Hear. Hachette Books. **Free as a Google Book.**
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.

I will provide excerpts from the optional texts required to complete course assignments on eLC. Any other materials will be distributed in class or on eLC.
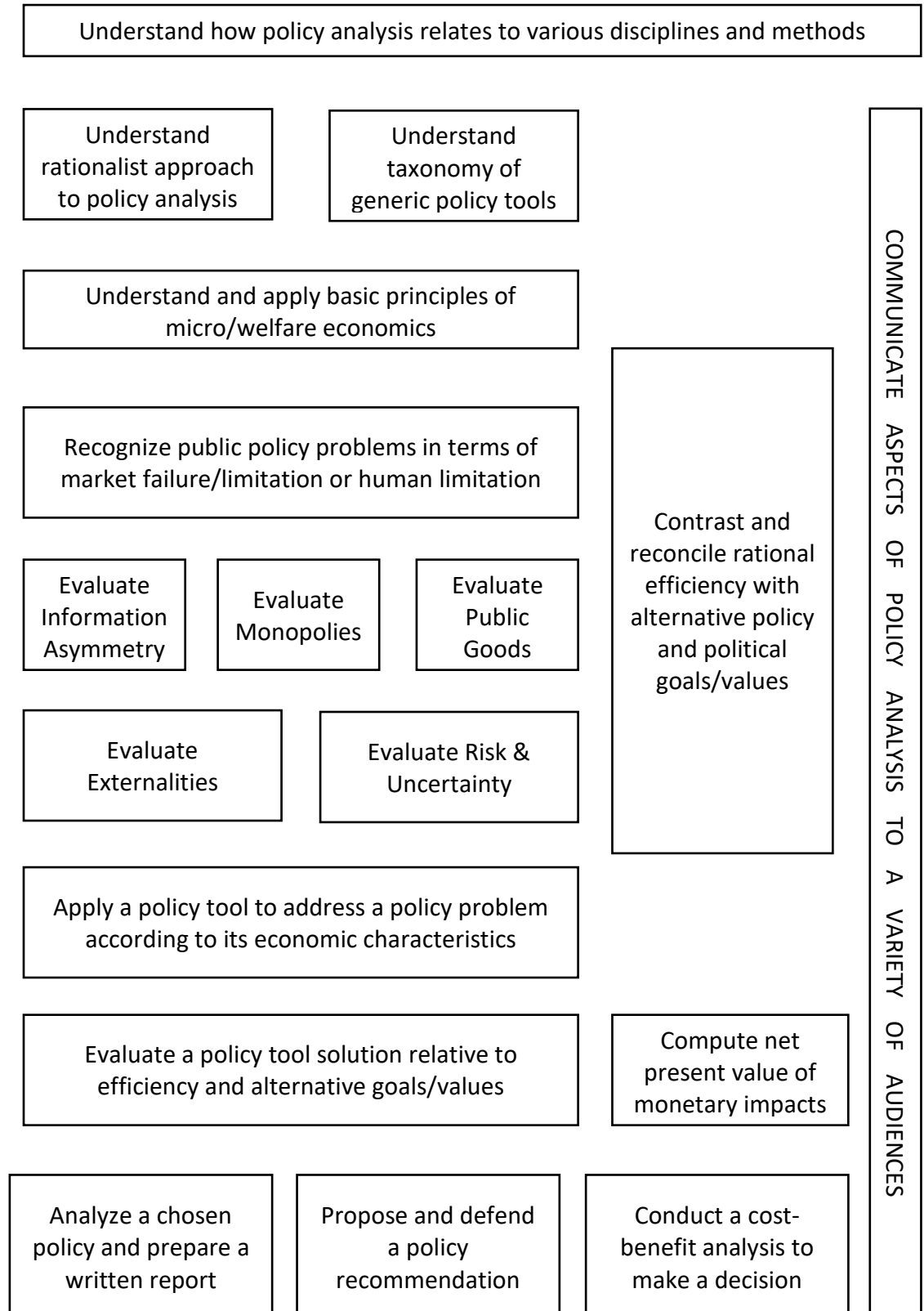
COURSE OUTCOMES

FOUNDATIONAL
LEARNING
OUTCOMES

Understand how policy analysis relates to various disciplines and methods

Understand rationalist approach to policy analysis

Understand taxonomy of generic policy tools

Understand and apply basic principles of micro/welfare economics

MEDIATING
LEARNING
OUTCOMES

Recognize public policy problems in terms of market failure/limitation or human limitation

Evaluate Information Asymmetry

Evaluate Monopolies

Evaluate Public Goods

Contrast and reconcile rational efficiency with alternative policy and political goals/values

Evaluate Externalities

Evaluate Risk & Uncertainty

Apply a policy tool to address a policy problem according to its economic characteristics

Evaluate a policy tool solution relative to efficiency and alternative goals/values

Compute net present value of monetary impacts

ULTIMATE
LEARNING
OUTCOMES

Analyze a chosen policy and prepare a written report

Propose and defend a policy recommendation

Conduct a cost-benefit analysis to make a decision

COMMUNICATE ASPECTS OF POLICY ANALYSIS TO A VARIETY OF AUDIENCES

ATTENDANCE & PARTICIPATION POLICY

I do not enforce a formal attendance policy. While I will make every effort to make class valuable and engaging, if you simply do not want to be in class, then I would rather you not attend. I will not directly penalize students' grades for not attending class. In return, I ask that you not request my time outside of class to discuss something covered in a class you voluntarily missed.

However, there will be classes in which your fellow students prepare a presentation or debate. I expect students to attend class in such instances. Absent students will receive no credit for in-class assignments unless that attendance is for excused reasons. If attendance is particularly poor for student presentations or debates, points will be deducted from absent students' participation grade unless the absence is excused. It is mathematically possible, though unlikely, to earn an "A" without attending class.

PARTICIPATION

- Laptops and tablets are allowed in class. Please use devices for class purposes.
- Use respectful language during class discussions and when interacting with fellow students.
- Policy analysis involves values. Expression of personal values and perceptions is encouraged. Civil discourse and debate are expected.
- If you find someone's comments to be insensitive, ignorant, or exclusive, approach it as a teachable moment, not opportunity for attack.
- If a student makes insensitive, exclusive, offensive comments with the intent of sowing class discord, they will be asked to leave class.

UNIVERSITY HONOR CODE & 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, contact the Disability Resource Center. See http://drc.uga.edu for more information.

COURSE ASSIGNMENTS & GRADING

Assignments	Weight	Due Date
In-Class Assignments & Participation	10%	
Policy Tool Presentation & Study Guide	20%	As Scheduled
Midterm	20%	March 6
Letter to Editor	10%	March 19
Letter Response	10%	March 24
Debate	10%	As Scheduled
Memo	20%	April 30

ASSIGNMENT DESCRIPTIONS

In-Class Assignments & Participation
Some classes will include group assignments for credit graded as pass/fail. These assignments will not necessarily be announced. If attendance is particularly poor during fellow students' presentations/debates, absent students' participation grade will be reduced 25% each time.

Policy Tool Presentation & Study Guide
This assignment will be completed in groups of 3-4 students. Each group will select one policy tool and upload one study guide to eLC. The study guide will be used 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.

Policy Tools:

Grants	Loans	Public Information	Economic Regulation
Gov. Corporation	Contracting	Permits	Tax Expenditures
Vouchers	Social Regulation	Tort Liability	Gov. Insurance

Study Guide:
- 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).
- Cite some evidence that suggests the tool's level of effectiveness.
- Finally, assess the tool in terms of equity, efficiency and other policy/political goals that it might promote or hinder.

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

Resources:
- Salamon's "Tools of Government" (relevant excerpts provided to each group)
- Weimer & Vining's "Policy Analysis" Chapters 10-13

Letter 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.

Resources:
- Luntz, F. (2007). Words That Work: It's Not What You Say, It's What People Hear. Hachette Books. Chapter 1: The Ten Rules of Effective Language.
- Stone, Deborah. Policy Paradox: The art of political decision making. W. W. Norton & Company. Chapter 6: Symbols.
- Weimer and Vining. Chapter 15 section on communication

Letter 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.

<u>Memorandum and Debate</u>
These assignments will be completed in groups of 2.

Resource:
- Bardach, E. (2019). A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. CQ Press. 6th Ed.

Potential Topics:

Cannabis/Hemp	Health Insurance	Minimum Wage
Sugar Consumption	Food Deserts	Homelessness
Natural Disaster Relief	Net Neutrality	Universal Childcare
Data Privacy	School Choice/Vouchers	Immigration
Universal Basic Income	Green Energy	Student Loans
Free College	Public Land Conservation	Gun Control
Baby Bonds	Wealth Tax	Internet Access
Drug Enforcement	Prisons	Reparations
Agriculture	Pharmaceuticals	Patents
Criminal Justice	Climate Change	Banking/Investment
Teacher Pay/Accountability	College Admission Exams	Vocational Training

You may propose additional topics. One group per topic. Duplicative interests can be accommodated if specific policies within a topic are sufficiently different.

Memorandum:
Working in groups of two, select a 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. Therefore, their first three sections will be identical in the final memo. Final memos should recommend a solution via steps four through eight. These latter five steps are not group work. Therefore, latter sections of the memos will be different between partners.

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.

Each debate will be limited to 15 minutes and formatted like so:
- 1 minute – Define and describe the problem
- 5 minutes each – Argue each policy alternative
- 4 minutes – Answer questions from classmates
- Class votes

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