

# PADP3100: Introduction to Policy Analysis

Spring 2022, Section 44502

Classroom: Baldwin Hall 102

Tuesdays & Thursdays 2:20PM-3:35PM

## INSTRUCTOR

**Dr. Alex Combs**

**Email:** [Alex.Combs@uga.edu](mailto:Alex.Combs@uga.edu)  
(mailto:Alex.Combs@uga.edu)

**Office Location:** Baldwin Hall 278

**Office Hours:** Calendly link on eLC

"We should have aggressive and wild ambitions that are only anchored by plans, not by doubts."

- Stacey Abrams

"Plans are worthless, but planning is everything."

- Dwight D. Eisenhower

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## COURSE DESCRIPTION

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.

# COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

1. Understand the complexity of public policy issues and the challenges associated with public policy analysis;
2. Enhance the ability to analyze policy problems and find creative solutions;
3. Communicate the results of your analysis to managers, decision-makers, and the general public.

# TOPICAL OUTLINE

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Introduction to American Public Policy Context and Policy Analysis

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Rationales for Public Policy

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Limits to Public Intervention

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Policy Problems as Market and Government Failure

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Policy Instruments

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Policy Adoption

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Policy Implementation

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Policy Analysis Data & Tools

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Benefit-Cost Analysis

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Policy Analysis Communication

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Professional Ethics

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# COURSE MATERIALS

## Required Texts

- Kraft, M. E., Furlong, S. R. (2020). Public Policy: Politics, Analysis, and Alternatives. United States: CQ Press. (7th edition)

For students seeking (possibly) more affordable editions of the required text, Kraft and Furlong, 6th edition should be suitable for most aspects of the class. However, I cannot guarantee that older editions will not occasionally present obstacles to learning and/or completing course material.

## Additional Readings

Additional required readings will be made available on eLC.

## Other Materials

In-class exercises will typically require the use of a laptop or tablet to visit relevant websites, keep a record of answers to prompts, and/or perform basic calculations or analyses using Microsoft Excel.

# ASSIGNMENTS

## Final Grade

Your final grade will be based on the following assignments:

Assignment	Percent Weight
In-class exercises	15
Quizzes	20
Policy Tool Study Guide	15

Policy Tool Lesson	15
Midterm Exam	15
Final Exam	20

## Assignment Descriptions

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### In-class Exercises

Most, if not all, weeks will involve one or more in-class exercises, typically scheduled during our second class meeting on a topic. Exercises may involve a series of guided prompts, questions, and/or discussion after reviewing relevant material on the web or attempting calculations in spreadsheet software, such as Microsoft Excel. Students will be asked to complete these exercises individually or with a group of classmates and upload a deliverable to eLC to document their participation. Exercises will be graded complete/incomplete. If you attend class and participate, you will receive full credit. I will remove two incomplete in-class exercises, if applicable and no excuse necessary, when calculating each student's final grade.

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### Quizzes

Weekly reading assignments will require students to complete a brief quiz administered online via eLC. Quizzes are intended to provide an incentive for students to stay current on readings, arrive better prepared for class, and offer a low-stakes opportunity to assess their understanding of relevant topics prior to exams. Quizzes will focus on terms and concepts from the required readings. Students are expected to complete readings prior to the first class meeting for which said reading is listed. For the first half of the semester, quiz deadlines will be scheduled after we have met as a class to discuss the relevant topic. In the second half of the semester, quiz deadlines will be scheduled prior to our first class meeting on the topic. Each quiz will be available for multiple days. Students may use any course or online materials they want when taking the quiz. Quizzes are an individual assignment. Students may not work with classmates on quizzes.

Each quiz will contain 10-15 close-ended questions (e.g., multiple choice). Students will have 30 minutes plus a 1-minute grace period to complete each quiz attempt. Once time has expired, students will not be able to make further changes to their attempt. Each quiz can be attempted twice. Students will be able to see the total score of their first attempt along with their answers to each question. If not satisfied with their first attempt, students can review the readings again and identify which questions need corrected to improve their second attempt score. The second quiz attempt will be recorded for grading, not the highest score. I will drop the two lowest quiz scores when calculating each student's final grade.

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## **Policy Tool Study Guide & Lesson**

This assignment will be completed in groups of up to 4 students. Each group of students who selected the same tool will upload a study guide (3-page maximum) to eLC and deliver a lesson (14-16 minutes) that teaches the class about the tool. The study guide and lesson provide material for students to prepare for the exams. More information

about this project is provided in the following document: [Policy Tool Study Guide & Lesson \(/d2l/common/dialogs/quickLink/quickLink.d2l?ou=2466594&type=content&rcode=usgq-18326996\)](#).

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## **Exams**

Students are expected to complete a midterm and final exam administered online via eLC. The exams will assess students' comprehension of core concepts from the readings, lectures, and policy tool study guides and lessons. The exams will also assess students' ability to apply core concepts to examples. The final exam will be cumulative but emphasize the material covered after the midterm exam. Exams will contain close-ended questions (e.g. multiple choice) and possibly a few written response questions.

## **Grading Scale**

Letter Grade	Percentage
A	93.00-100
A-	90.00-92.99
B+	87.00-89.99
B	84.00-86.99
B-	80.00-83.99
C+	77.00-79.99
C	73.00-76.99
C-	70.00-72.99
D	65.00-69.99
F	64.99 and below
I	Incomplete

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# COURSE POLICIES

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## Syllabus Disclaimer

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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## Attendance

I do not enforce a formal attendance policy. Attendance is encouraged but not required. 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. In return, I ask that you not request my time outside of class to discuss something covered in a class you voluntarily missed. Students' grades will not be penalized directly for missing class. However, missing an in-class exercise may result in a proportional deduction.

Out of respect for your classmates, I expect students to attend class meetings in which a group presentation is scheduled to be delivered. If attendance is particularly poor for student presentations, points will be deducted from absent student's in-class exercises grade unless the absence is excused.

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## **Late Work**

Assignment deadlines will be enforced. Late work without an acceptable excuse provided prior to a deadline will receive no credit unless circumstances made advanced notice unreasonable. If circumstances arise that prevent you from completing work on time, let me know as soon as possible, and I will work with you to arrive at a solution that is as fair to you, me, and other students as possible.

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## **Class Participation**

Students are asked to adhere to the following when participating in class:

- Please use laptops, tablets, and phones for class purposes only.
- Policy and its analysis involves values and opinions influenced by many factors. Relevant expression of personal values and opinions is encouraged. Respect others' rights to hold opinions and beliefs that differ from your own. Criticize ideas, not individuals. Civil discourse and/or disagreement is expected.
- Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.
- Support your statements. Use evidence and provide a rationale for your points.
- Be courteous. Don't interrupt or engage in private conversations while others are speaking.
- Avoid blame, speculation, and inflammatory language.
- Allow everyone the chance to speak. If you have much to say, try to hold back a

bit; if you are hesitant to speak, look for opportunities to contribute to the discussion.

- Avoid assumptions about any member of the class or generalizations about social groups. Do not ask individuals to speak for their (perceived) social group.

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## Academic Honesty

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found [here](http://honesty.uga.edu/) (<http://honesty.uga.edu/>). The Academic Honesty Policy can be found [here](https://honesty.uga.edu/Academic-Honesty-Policy/) (<https://honesty.uga.edu/Academic-Honesty-Policy/>).

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## Accommodations Due to Disability

Students who seek special accommodations due to a disability should contact me during the first week of the semester or as soon as the need for the accommodation is discovered. I will work with the Disability Resource Center (706-542-8719, <http://drc.uga.edu/> (<http://drc.uga.edu/>)) to provide appropriate accommodations.

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## Mental Health and Wellness Resources

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu> (<https://sco.uga.edu/>). They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking [mental health services](https://www.uhs.uga.edu/bewelluga/bewelluga) (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or [crisis support](https://www.uhs.uga.edu/info/emergencies) (<https://www.uhs.uga.edu/info/emergencies>). If you need help managing stress anxiety, relationships, etc., please visit [BeWellUGA](https://www.uhs.uga.edu/bewelluga/bewelluga) (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes,



mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

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## FERPA Notice

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation [here](https://osas.franklin.uga.edu/ferpa-and-privacy) (<https://osas.franklin.uga.edu/ferpa-and-privacy>). FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless the following [form](https://reg.uga.edu/_resources/documents/imported/FERPAResponseRequestForRestriction.pdf) ([https://reg.uga.edu/\\_resources/documents/imported/FERPAResponseRequestForRestriction.pdf](https://reg.uga.edu/_resources/documents/imported/FERPAResponseRequestForRestriction.pdf)) is submitted to the Registrar's Office.

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## Inclusion and Identity

This class strives to promote a sense of community and a welcoming space for a diversity of ideas, perspectives, and experiences. All members of our classroom community, including all students and the instructor, should strive to respect one another's differences of identity, e.g., religion, race, ethnicity, sexual orientation, and gender. UGA's educational platform provides a roster of legal student names for the instructor. Students are encouraged to reach out to the instructor early in the semester if they wish to be addressed by an alternate name or gender pronoun.

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## Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.

- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

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## Coronavirus Information

**UGA adheres to guidance from the University System of Georgia and the recommendations from Georgia Department of Public Health (DPH) related to quarantine and isolation. Since this may be updated periodically, we encourage you to review the latest guidance [here](https://dph.georgia.gov/dph-covid-19-guidance) (https://dph.georgia.gov/dph-covid-19-guidance). The following information is based on guidance last updated on December 29, 2021.**

- **Face Coverings:** Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.
- **How can I obtain the COVID-19 vaccine?**  
University Health Center is scheduling appointments for students through the UHC Patient Portal ([https://patientportal.uhs.uga.edu/login\\_dualauthentication.aspx](https://patientportal.uhs.uga.edu/login_dualauthentication.aspx) (https://patientportal.uhs.uga.edu/login\_dualauthentication.aspx)). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine> (https://www.uhs.uga.edu/healthtopics/covid-vaccine). The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine> (https://georgia.gov/covid-vaccine). In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination> (https://www.usg.edu/vaccination)

**What to do if I have symptoms? Students showing COVID-19 symptoms should**

- **What do I do if I have symptoms?** Students showing COVID-19 symptoms should self-isolate and get tested. You can schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies> (<https://www.uhs.uga.edu/info/emergencies>).

- **What do I do if I test positive for COVID-19?**

If you test positive for COVID-19 at any time, either through a PCR test, an Antigen test, or a home test kit, you are **required to report it** through the [DawgCheck Test Reporting Survey](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>). Follow the instructions provided to you when you report your positive test result in DawgCheck.

As of December 29, 2021, when an individual receive a positive COVID-19 test: Everyone, **regardless of vaccination status**, should:

- Stay home for 5 days.
- If you have symptoms or your symptoms are resolving after 5 days, you can leave your house and return to class.

Continue to wear a mask around others for 5 additional days.

- **What do I do if I have been exposed to COVID-19? (Quarantine guidance) :**

If you have been exposed (within 6 feet for a cumulative total of 15 minutes or more over a 24-hour period – unmasked\*\*) to someone with COVID-19 or to someone with a positive COVID-19 test and you are:

- Boosted, or have become fully vaccinated within the last 6 months (Moderna or Pfizer vaccine) or within the last 2 months (J&J vaccine)
  - You do not need to quarantine at home and may come to class.
  - You should wear a mask around others for 10 days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results are received, then proceed in accordance with the test results.
- Unvaccinated, or became fully vaccinated more than 6 months ago (Moderna or Pfizer vaccine) or more than 2 months ago (J&J vaccine) and have not received a booster:
  - You must quarantine at home for 5 days. After that you may return to class but continue to wear a mask around others for 5 additional days.
  - If possible, get tested on day 5.
  - If you develop symptoms, get tested and isolate at home until test results

are received, then proceed in accordance with the test results.

\*\* “Masked-to-masked” encounters are not currently considered an exposure; this type of interaction would not warrant quarantine.

You should report the need to quarantine on [DawgCheck](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>) (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach ([sco@uga.edu](mailto:sco@uga.edu) (<mailto:sco@uga.edu>)) for assistance.

- **Monitoring conditions:** Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office or. For the latest on UGA policy, you can visit [coronavirus.uga.edu](https://coronavirus.uga.edu?_&d2lSessionVal=AoyPu5gH1RZyWHqM8TgYwyRiO&ou=2466594) ([coronavirus.uga.edu?\\_&d2lSessionVal=AoyPu5gH1RZyWHqM8TgYwyRiO&ou=2466594](https://coronavirus.uga.edu?_&d2lSessionVal=AoyPu5gH1RZyWHqM8TgYwyRiO&ou=2466594)).
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