

PADP3100: Introduction to Policy Analysis

Spring 2024, Section 44500

Classroom: Baldwin Hall 102

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

INSTRUCTOR

Dr. Alex Combs

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Office Location: Baldwin Hall 278

Office Hours: Calendly link on eLC

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

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 their analysis to managers, decision-makers, and the general public.

TOPICAL OUTLINE

Introduction to American Public Policy Context and Policy Analysis

Rationales for Public Policy

Limits to Public Intervention

Policy Problems as Market and Government Failure

Policy Instruments

Policy Adoption

Policy Implementation

Policy Analysis Data & Tools

Benefit-Cost Analysis

Policy Analysis Communication

Professional Ethics

COURSE MATERIALS

Required Texts

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

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

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.

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. Quizzes will open after our first meeting on a topic. They are due prior to our second meeting on a 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 correction 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.

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 policy 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](#)

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

COURSE POLICIES

Syllabus Disclaimer

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

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.

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.

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.

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/>).

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.

UGA Well-Being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more

active, healthy, and engaged student community. Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit <https://sco.uga.edu> (<https://sco.uga.edu/>). Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity. UGA provides both clinical and non-clinical options to support student well-being and mental health, anytime, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being resources: <https://well-being.uga.edu> (<https://well-being.uga.edu>)
- Student Care and Outreach: <https://sco.uga.edu> (<https://sco.uga.edu/>)
- University Health Center: <https://healthcenter.uga.edu> (<https://healthcenter.uga.edu>)
- Counseling and Psychiatric Services: <https://caps.uga.edu> (<https://caps.uga.edu>) or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/Fontaine Center: <https://healthpromotion.uga.edu> (<https://healthpromotion.uga.edu>)
- Disability Resource Center and Testing Services: <https://drc.uga.edu> (<https://drc.uga.edu>)
- Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu> (<https://well-being.uga.edu>)

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/FERPARestRequestForRestriction.pdf) (https://reg.uga.edu/_resources/documents/imported/FERPARestRequestForRestriction.pdf) is submitted to the Registrar's Office.

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.

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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ChatGPT

Students may use ChatGPT or other generative AI to complete work. Students are expected to disclose having used ChatGPT for completed work and cite the work of others that ChatGPT references in its responses.

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