PADP 3100: Introduction to Policy Analysis
Fall 2025

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

Instructor: Felipe A. Lozano-Rojas, Ph.D.   **Web**: **SPIA Profile**
E-mail: flozano@uga.edu   **Course Cite**: **eLC Site**
Office Hours: Tue 10:00am - 11:00am $\Longrightarrow$ (To be requested by Mon 5pm by mail)
Class Hours: TR 11:10am-12:25pm   **Class Room**: BH 102

Textbooks and Other Course materials

- *Weimer, David & Vining, Aidan (W&V). *Policy Analysis Concepts and Practice*. Routledge.

- Bardach, Eugene. *A Practical Guide for Policy Analysis: The Eigthfold Path to more Effective Problem Solving*. CQ Press.

- Salamon, Lester. *The Tools of Government: A Guide to the New Governance*. Oxford University Press, 2002.

*Required
Note: Additional readings are listed in the Class Schedule and are available on the Class site or online.

Course Description

In this introductory class to policy analysis we will review the foundation concepts of policy analysis and its practice. The first part of the class will refer to the justifications for public policy, as one expression of collective action and we will also discuss the general practice of policy analysis. Specifically, we will consider the question: by what criteria is it acceptable for government (officials) to employ coercion, (hard or soft) or other incentives with the aim of changing the behavior of citizens? In most instances, policy analysts answer this question within the framework of welfare economics, particularly market failures. There are however, several critiques of an alternatives to the welfare economics framework as a justification for public policy. We will review several examples of the welfare economic perspective and some of these critiques and alternatives.

From its justification, we move into the instruments of public policy. If government action is justified, what tools does government have at its disposal, and how might we choose among them? We will review a catalogue of instruments and different criteria for instrument choice, including welfare maximization (i.e., efficiency), effectiveness, equity, and accountability.

The final part of the class reflects on the practice of policy analysis in the service of government decision makers, different from the academic practice, and how the conduct of policy analysis is likely to change in the near future.

Pre-requisites/Co-requisites

Although there is not a formal prerequisite different from POLS 1101, this class uses high school algebra to understand microeconomics and policy concepts. **You are expected to be familiar with inequalities, (Cartesian) Coordinates systems, and geometry**. We will not use many equations nor will develop complex calculations in this class.

Course Objectives

I introduce readings, assignments, case studies, and group activities to develop the following learning outcomes:

1. Understand basic concepts, terminology, and theoretical elements and tools of policy analysis.

2. Understand of the strengths and weaknesses of the microeconomic approach to policy analysis.

3. Differentiate policy analytical work from other forms of social and political discourse.

4. Understand the complexity of public policy issues and the challenges associated with public policy.

5. Enhance the ability to work with quantitative and qualitative data and information to develop persuasive arguments expressed as policy recommendations.

6. Enhance the ability to write clear and succinct policy descriptions, analyses and recommendations designed for busy policy makers or decision makers.

7. Enhance the ability to communicate effectively to diverse audiences and to work in groups.

Course Policies

Coronavirus Information and Policies for the Class

We will follow an **in-person** methodology for this class without any restrictions. While class attendance is not mandatory, the likelihood of success without attending is substantially reduced. These are the current policies at the beginning of the semester, be attentive to university wide changes.

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. Self isolation is the expectation for faculty, staff, and students who test positive for COVID-19:

- Isolate for 5 days.

- If you have no 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.

If you have been in close contact with someone who is COVID-positive, but you are not sick, CDC and GDPH urge you "...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19."

Attendance & Participation Policy

In general, I will not be taking attendance for this class with the exception of classes in which we have scheduled students participation, such as discussions, presentations, debates or exams. However, **Expect important incentives for completing the assigned in-class assignments**. While class attendance is not required, the likelihood of success without attending is substantially reduced.

Participation

- Devices

  - I understand that the electronic recording of notes will be important for class and so computers will be allowed in class. Please refrain from using computers for anything but activities related to the class.
  - Phones are prohibited as they are rarely useful for anything in the course. They should be on "vibrate" or "silence" mode before the class starts.

- Respect

  - Refrain from talking out of turn.
  - Use respectful language and tone 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.

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

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.

Preferred Name and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Late Assignments

Late assignments will be accepted for no penalty if a valid excuse is communicated to the instructor before the deadline. After the deadline, assignments will be accepted for a 50% deduction to the score up to 2 days after the deadline. After this any assignments handed in will be given 0.

For some projects, a deadline is set to choose the desired topics to study, individually or in groups. After the communicated deadline, a 10% deduction per day will be applied to the score up to 5 days after the deadline for a maximum of a 50% reduction. Ntot complying with these deadlines results in a tighter time to prepare the projects.

Non-Discrimination and Anti-Harassment Policy

'The University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any

member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University." UGA Non-Discrimination and Anti-Harassment Policy may be accessed at the Equal Opportunity Office web page. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Equal Opportunity Office (EOO) at (706) 542- 7912, or via email at ugaeoo@uga.edu.

University Honor Code & Academic Honesty Policy

UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others."

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)." You can go to https://honesty.uga.edu/ for further details.

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.

Accommodations for 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.

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/. 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
  - crisis support

- If you need help managing stress anxiety, relationships, etc., please visit 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.

Course Structure

Grading Policy

The grade will count the assessments using the following proportions:

Assignments	Total Points
Reading Memos, Participation & Lecture Exercises	20
Review of Policy Analytical Report	15
Policy Tool Video & Study Guide	20
Exam (online synchronous)	20
Memo Text	15
Memo Presentation (Debate)	10
Total	**100**

The above Total Points are translated into letter grades using the table below. Regular approximations start after consideration of the second decimal. For instance 89.95, will be B+, as after considering the second decimal the approximated number would be 89.9. On the other hand, 89.96 will be A-, as the approximated grade would be 90 once the second decimal is considered.

Letter	Total	Letter	Total	Letter	Total
A-	[90, 96)	A	[96, 100]		
B-	[80, 83)	B	[83, 87)	B+	[87, 90)
C-	[70, 73)	C	[73, 76)	C+	[76, 80)
D-	[60, 63)	D	[63, 67)	D+	[67, 70)
F	60 and below				

Reading Memos, Participation & Lecture Exercises

Completing the online material is required to attain full grade in participation. Almost every week there will be a paper for you to read. To better prepare for the in-class discussion, you are expected to answer the following questions and upload them to eLC. Limit your answers to one-page maximum. **The Reading Memos are due the night before a new module starts.** You can follow this in the calendar.

1. What is the narrow question of the paper?

2. What is the broad question of the paper? Or to what broader literature does the paper talk to?

3. What is the main narrow finding of the article?

4. Any praises or any critiques?

I will not review all the submitted memos. Occasionally, I will select some memos and review them. Answer the questions in an itemized way, such that it is easy to identify how you answer each question. If they do not follow the instructions, your grade would be reduced five (5) points out of your participation greade. If they do not address the matter at stake, or if you don't submit a memo you will receive a zero for that specific grade. **Submitting all of them will be required to achieve 100% in your participation grade.** Not attending mandatory sessions will also affect your grade in the same way.

Your participation in thoroughly completing the Lecture Exercises does not have a direct grade. **However, expect important incentives for completing the assigned in-class assignments**.

Review of Policy Analytical Report

This class has some rotation at the beginning of the semester and groups change from when the semester starts and when the planning is made, to when the group projects are to be delivered. **As an individual student you are responsible for following up with your classmates.** Follow up with some 2-3 weeks in advance so you know who you will work with, and inform me immediately if you lose group members, to keep track and to re-organize such that groups are relatively even.

This project will be developed in groups of three. Download an *in-depth* (at least 40 pages) policy report from one of the following sources:

- OECD - Scroll down to Working Papers and Policy Papers / Select a topic and search for a publication.

- World Bank - Make sure you download a Policy Research Working Paper.

- RAND - Research/Browse Reports/Filter by Reports.

- Mathematica - Publications/Project Report

- GAO - Reports - testimonies (Focus on the reports).

- You can select other report from a different organization or think-tank, as long as it is policy analytical work. Make sure you get an approval first.

Prepare a presentation of 10-12 minutes with your analysis on how the policy report related to Bardach's steps. **The files are due in advance of the presentations. During the presentations, attendance is mandatory**. Make sure you address the following:

1. Provide a brief summary about your reading. What the problem is? Why is it important?

2. Discuss how the report addresses (or not) the different steps pointed out by Eugene Bardach's A Practical Guide for Policy Analysis. Try to address each point separately.

3. Remember to address, what are the alternatives? what are the outcomes compared that lend themselves for the evaluation criteria? What is the evidence to make the argument?

4. Does the report treat the status quo as a viable alternative at least in some contexts? Do you think that the status quo is viable, in the main context the report analyzes?

5. During your review make special emphasis in pointing out what was the evidence that you think was most convincing in the report to make a case for the policy problem, and to make a case for the proposed solution or policy alternatives. (what is the outcome of reference? how was it presented -i.e. graphics, comparatively-?).

Resources

Bardach's A Practical Guide for Solving Policy Analysis and, the multilateral or think-tank publications.

Policy Tool Presentation & Study Guide

This project will be completed in groups of up to 3 students (read the previous point concerning working in groups), with the same group you worked with in the previous project, unless you request a change. Each group will select one policy tool and upload one video (max 13 mins) and one study guide to eLC (max 3 pages). The video and study guides will create materials for the rest of the class to prepare for the exam. The video and the study guide should:

- Describe the tool and its degree of coerciveness, directness, automaticity, and visibility.

- Describe what kind of problem(s) the tool can be used to address.

- Summarize the key steps to implementation.

- Describe what are some of the challenges or shortcomings of the tool.

- Assess the tool in terms of the following criteria: equity, efficiency, effectiveness, manageability, and legitimacy.

- Describe a specific case to demonstrate the tool in practice.

- Identify social or political contexts that can lead to over/under use of the tool.

- Finally, assess the tool in terms of equity, efficiency and other policy goals that it might promote or hinder.

The study guide can mention the examples but should abstract from describing them in detail. Format the study guide as bullet points in a succinct way. Use Times 12 and single space. Do not forget to provide the answers such that other students can learn from them. Quality and originality in the video and on the visual aids used will be rewarded.

In addition to prepare the video, you are expected to watch the videos your colleagues prepare. Depending on the number of groups we will provide class time such that you can timely

watch all the videos (See Class Schedule), or I will suggest a timely way to watch them. To incentivize viewership in eLC, your final grade will be calculated from the assigned grade, times the share of videos you watch from your colleagues, if you watch them all, the grade will have no change. A second incentive will be the inclusion of questions in the Exam from the Study Guides prepared by students.

Resources

Salamon's "Tools of Government"

Tools

Government Corporation	Economic Regulation	Grants	Insurance
Social Regulation	Corrective Taxes	Contracting	Direct Government
Tax Expenditures	Vouchers	Tort Liability	Public Information

Memorandum and Presentation/Debate

For the **Memorandum**, working in groups of two or three, 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. The second part of each of the final memos should develop one of the policies established on the alternatives, and develop it thoroughly. 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. *Each student will submit a memo, but some components will be completed as a group work.*

For the "Assemble the Evidence" section of the group work, think about it as discovery in a civil or criminal case. Make references to the sources you will develop your arguments from, such that all the members can have a chance to review the evidence that will be used. Layout the full extent of the evidence, numbers, figures, testimonies, or any other, in the argumentation sections, from defining the problem, to projecting the outcomes, trade-offs and other argumentative sections. **The memo should have a minimum of 8 pages and a maximum of 10 without including references. Use Times size 12 double-spaced.** All citations should follow APA guidelines.

For the **Presentation/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, each group member should take a different position. The extent of cooperation for the presentation should be decided by the group members. 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. In any case, it is expected that members are familiar with each others' alternatives and that they refer to them in a critical way. Once some questions or criticisms arise, students can present more evidence and further develop their arguments to rebut those critical points to their own alternatives. Prior to the debate part of the presentation, the group should create a short introduction to provide a a background to the problem for the class. Then for the majority of the allotted time, the group members should develop arguments to justify their chosen policy alternatives and rebutting others'. You should

make sure that each member has a fair time to participate. **The presentations will be presencial and attendance is mandatory**.

This is an experimental exercise on dissuasion, and evidence is key to create strong arguments. More importantly, it is an space in which you and your colleagues can get in-depth information about relevant policy issues and understand to what extent how complex they are, and how trade-offs make individual alternatives less than dominant.

If you have any questions or concerns or anything is unclear, please let me know.

Topics

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

Covid Social-distancing	Stay-at-Home Orders	Vaccination	Health Insurance
Cannabis/Hemp	Sugar Consumption	Soft Drink Consumption	Food Deserts
Homelessness	Natural Disaster Relief	Public Preschool	Judiciary Policies
Free Higher Education	Universal Childcare	Recycling	Public Art
Climate Change	Opioid Dependence	Universal Basic Income	Immigration
Mandatory Minimums	Prisons	Net Neutrality	Public Information

Resources

Bardach's A Practical Guide for Solving Policy Analysis

AI Policy

I encourage you to use AI tools as part of your learning process, **but with care and intention**. Start every written assignment by drafting your own ideas, even if they are rough or incomplete. Writing is a skill developed through practice, and the effort you put in initially will make your final work stronger. Once you've created a draft, you may use AI tools to brainstorm, clarify, revise or copy-edit, but do not rely on them to do the thinking for you. When using AI for research, be especially critical of the sources and citations it generates. These tools can fabricate references or misrepresent findings (they do hallucinate!). Always verify claims with credible academic or journalistic sources. Remember: your goal is not just to complete an assignment, but to think critically, engage deeply with the material, and build your own voice. If you're ever unsure whether your use of AI is appropriate, ask yourself: Is this helping me learn—or helping me avoid learning?

Calendar Class Schedule

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

Day	Date	Conceptual Foundation Topics	Notes
R	14-Aug	Introduction	First Day of Class
T	19-Aug		Reading Memo (RM) 1
R	21-Aug	**Policy Analysis and Collective Action**	Drop/Add Deadline Aug 19
T	26-Aug		RM 2
R	28-Aug	**What is Policy Analysis?**	
T	2-Sep		RM 3
R	4-Sep	**Consumer Theory and Welfare Economics**	
T	9-Sep		RM 4 - Salamon 1
R	11-Sep	**Market Failures: Externalities**	RM 5
T	16-Sep	*PA Report Presentation Reading Day*	*Prepare Presentation*
R	18-Sep		
T	23-Sep		RM 6
R	25-Sep	**Market Failures: Public Goods**	
T	30-Sep		Presentations
R	2-Oct	*Review of Policy Analytical Report*	
T	7-Oct		RM 7
R	9-Oct	**Market Failures: Monopoly**	
T	14-Oct		RM 8
R	16-Oct	**Market Failures: Info Asymmetry**	
T	21-Oct	**Other Goals: Distribution Equity**	RM 9
R	23-Oct	*Tools of Government*	**Prepare Video (Turn video Oct 26)**
T	28-Oct		
R	30-Oct		RM 10
T	4-Nov	**Government Failures**	**Tools: Watch Videos**
R	6-Nov		**Exam (online synchronous)**
T	11-Nov	**Government Failures II**	RM 11
R	13-Nov	*Prepare Debate*	
T	18-Nov		
R	20-Nov	*Debate Sessions*	
T	25-Nov		**Memo is due Nov 23**
R	27-Nov	*Final Memo Project Sessions*	Thanksgiving (no class)
T	2-Dec	Friday Class Schedule in Effect	

Detailed Class Schedule

The schedule is tentative and subject to change. The learning goals below should be viewed as the key concepts you should grasp after each week, and also as a study guide before each exam, and at the end of the semester. The applications in the second half of the semester tend to build on the concepts in the first half of the semester though, so it is still important to at least review those concepts throughout the semester.

‡ States that the reading is eligible for a reading memo.

Module 1 - Policy Analysis and Collective Action
Required Readings
- Bardach. Part I. Step One to Step Four. p 1 - 47.

- Ostrom, Elinor. Collective action and the evolution of social norms. *Journal of Economic Perspectives* 14, No. 3 (2000): 137-158.‡

Module 2 - What is Policy Analysis?
Required Readings
- Bardach. Part I. Step Five to Step Eight. p 47 - 78.‡

Module 3 and 4 - Consumer Theory & Welfare Economics
Required Readings
- W&V Chapter 4
- Ariely, D., Loewenstein, G., & Prelec, D. (2003). Coherent arbitrariness: Stable demand curves without stable preferences. *The Quarterly Journal of Economics*, 118(1), 73-106.‡

Modules 5 - Market Failures: Externalities
Required Readings
- W&V Chapter 5. Externalities
- Allcott, H., Lockwood, B. B., & Taubinsky, D. (2019). Should we tax sugar-sweetened beverages? An overview of theory and evidence. *Journal of Economic Perspectives*, 33(3), 202-27.‡

Module 6 - Market Failures: Public Goods
Required Readings
- W&V Chapter 5. Public Goods
- Salomon. (Chapter 1) The new governance and the tools of public action
- Holcombe, R. G., & Sobel, R. S. (1995). Empirical evidence on the publicness of state legislative activities. *Public Choice*, 83(1-2), 47-58. ‡

Module 7 - Market Failures: Monopoly
Required Readings
- W&V Chapter 5. Natural Monopoly
- Haucap, J., & Stühmeier, T. (2016). Competition and antitrust in internet markets. In *Handbook on the Economics of the Internet*. Edward Elgar Publishing.‡

Module 8 - Market Failures: Information Asymmetry
Required Readings
- W&V Chapter 5. Information Asymmetry
- Akerlof, G. (1970). A., 1970, The market for 'lemons': Quality uncertainty and the market mechanism. *Quarterly Journal of Economics*, 84(3), 488-500.‡

Module 9 - Other Goals: Distribution Equity
Required Readings
- W&V Chapter 7.
- Epple, D., Romano, R. E., & Urquiola, M. (2017). School vouchers: A survey of the economics literature. *Journal of Economic Literature*, 55(2), 441-92.‡

Module 10 - <u>Government Failures I</u>

Required Readings

- W&V Chapter 8. Problems inherent in Direct Democracy, in Representative Government
- Gaertner, W. (2019). Kenneth Arrow's impossibility theorem stretching to other fields. *Public Choice*, 179(1-2), 125-131.[‡]

Module 11 - <u>Government Failures II</u>

Required Readings

- W&V Chapter 8. Problems inherent in Bureaucratic supply, in Decentralization
- Orbach, B. (2012). What is government failure. Yale J. Reg. Online, 30, 44. *Constitutional Political Economy*, 25(1), 39-67.[‡]