

# PPPA 6011

## Intro to Public Policy/ Politics & Policy Analysis

### Fall 2011

#### Professor

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and Public Administration  
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#### Class Meetings

Wednesdays, 6:10-8:10, Monroe #352 OR  
Thursdays, 5:10-7:10, Rome #351

#### Office Hours

Wednesdays, 3:00-5:00  
Thursday, 3:00-5:00  
And by appointment

#### Overview

This course serves as an introduction to the field of public policy for students entering the Master of Public Policy (MPP) program. The organizing theme of this course is the “policy orientation” which Harold Lasswell centered on two concerns: (1) understanding the policymaking process and (2) serving the intelligence needs of decision makers. To these ends, we will study alternative models of policy analysis and theories of the policymaking process. Throughout the course, we will examine the politics of the policy orientation, its effects upon the profession of policy analysis, and its contribution to the health of our representative democracy.

Note: This course is designed for students with a working knowledge of U.S. political institutions and the policymaking process. Students without this background should instead enroll in PPPA 6011 (Politics and Policy Process) AND PPPA 6006 (Policy Analysis).



The facts are coming! The facts are coming!

## Learning Objectives

- *Apply* the rational model of policy analysis to a particular policy problem
- *Analyze* alternative policy proposals across key criteria (e.g., effectiveness, sustainability) in order to *develop* clear policy recommendations
- *Synthesize* unwieldy and/or conflicting facts, figures, and information to *identify* what we know and need to know about a particular policy
- *Appreciate* the political and institutional constraints on policymakers, policy analysts, and policy ideas within our system of governance
- *Recognize* the significance of agenda setting as a form of political power and *develop* strategies for increasing attention to overlooked problems or perspectives
- *Evaluate* the role of interest groups and policy networks in organizing political conflict and shaping policy outcomes
- *Understand* the implementation process and accurately *assess* the likelihood of successful policy implementation over time
- *Recognize* the advantages and limitations of policy analysis within a representative democracy, and *critically evaluate* the appropriate role for policy analysts in the policymaking process
- *Appreciate* the challenges and opportunities facing a policy analyst in our political institutions and *develop* strategies for increasing the odds that your policy analysis will be appropriately used
- *Understand* the interdependence of politics and public policy—how political forces shape policy choices and how policy choices re-shape our politics

## Course Materials

Most of the materials for this course are posted on our course Blackboard page, or provided via links in the course outline below. Other required readings are drawn from the following four books available in the bookstore, but also through other book sellers:

- Eugene Bardach. 2009 (or any edition). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: Chatham House Publishers.
- Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, and David C. Kimball. 2009. *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago, IL: University of Chicago Press
- Beryl Radin. 2000. *Beyond Machiavelli: Policy Analysis Comes of Age*. Washington, DC: Georgetown University Press.
- Suzanne Mettler. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago, IL: University of Chicago Press. [Not needed until November]

## Course Requirements

**Class Participation (10%).** This is a participation-based course in which all students are expected to attend and actively participate in discussion. Grades will be based on attendance (no more than one excused absence), as well as the degree to which students' comments reflect: (a) careful preparation for class (reading and reflecting on assigned readings); (b) adherence to rules of civil discourse (e.g., disagreeing in a polite and respectful way); and (c) analytic thinking in which course material is applied to policy cases/current events.

**In-Class Small Group Work (5%).** Based on a preference sheet students will complete during the first class, students will be assigned to small groups—each focused on one area of public policy (i.e. school reform, energy policy, foreign aid). Approximately five times during the semester, part of the class session will be devoted to small group work in which each policy groups prepares a short presentation applying a particular concept from the readings (i.e. government failure) to their policy area. In addition, each group member will focus on the assigned policy area when completing Mini-Assignments 2 and 3, as well as Policy Memos 1 and 2.

**Mini-Assignments (10%).** Students will complete three short assignments during the first month of the class. Each taps a different skill employed in policy analysis: writing for busy decision-maker (policy memo), data presentation and logic skills (fact sheet), and analytic comparisons (trade-off matrix). Each Mini-Assignment is described in the course outline below. In addition, each will be discussed (in detail) during one class session, and then will be due (uploaded to Blackboard) at least 24 hours before the next class session.

**Policy Memos (40%).** Students will complete two policy analysis memos, each 4-6 single-spaced pgs. in length. The first memo (due 9/28 or 9/29) will apply the rational policy analysis model (as detailed by Bardach and discussed in Unit I). The second memo (due 12/15) should focus on the same policy topic, but apply political policy analysis (as discussed in Unit 3). Memos will be graded on the following dimensions:

- *Logic* is facilitated by using an intro/executive summary (stating the purpose and scope of the paper), section headings and subheadings, and a conclusion. Most importantly, it involves the clear progression and connection of ideas throughout the paper.
- *Analysis* involves doing what the assignment asked for and making it clear that you understand how to apply the theories/frameworks/tools involved.
- *Insight* conveys your original thoughts and depth of understanding of the subject.
- *Style* refers to correct grammar, spelling, and presentation.
- *Documentation* should be presented in a standard style of referencing (e.g., APA, Chicago, MLA). Course readings must also be referenced. Direct quotes must include page numbers.
- *Timeliness* is simply that the assignment is on-time. Late papers will receive lower grades.

**Interview Project (20%).** Collectively, students will interview 25 individuals working as policy analysts (defined broadly, but must be in the Washington, DC area). Each student's responsibility is four-fold: (1) Arrange a 15- to 20-minute informational interview with a policy analyst whose job, policy area, and/or organization is of interest to you; (2) Interview the policy analyst following the interview protocol posted in Blackboard; (3) Write a 1 pg. summary of the interview and bring 26 copies to class on 10/26 or 10/27; (4) Read all the other summaries, and write a 3-4 pg. reflection paper on approaches to policy analysis (addressing questions listed in the course outline below). Note: I can assist you in identifying/contacting someone to interview as long as you ask for assistance prior to 9/30.

**Reading Response (15%).** Students will complete five 1 pg. reading response form (each for one of the seven class sessions indicated by [RR option] on the syllabus). For each response, consider the assigned reading as a whole; and answer three questions: (1) What is your biggest take-away from these readings? (2) What question/point do you want to discuss further in class? and (3) How do the assigned readings relate to your group's policy area, the example provided (when applicable), or to another current policy issue? These reading responses should be submitted via Blackboard at least 24 hours before the class session.

**Overall course grades reflect the following philosophy:**

**A** Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of professional quality.

**A-** Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

**B+** Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic course objectives.

**B** Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

**B-** Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete.

**C** Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

**F** Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements.

**Course Schedule At-a-Glance**

	W	TH	TOPIC	DUE
<b>Unit I: Rational Policy Analysis</b>				
1	8/31	9/01	The Policy Orientation	
2	9/07	9/08	Defining the Problem	Mini-Assignment 1: Snow Memo (BB 24)
3	9/14	9/15	Evaluating Alternatives	Mini-Assignment 2: Fact Sheet (BB 24)
4	9/21	9/22	Making Recommendations	Mini-Assignment 3: Matrix (BB 24 & C 6)
<b>Unit II: Policymaking Process</b>				
5	9/28	9/29	Political & Institutional Context	Memo 1: Rational Policy Analysis (C 1)
6	10/05	10/06	Information & Status Quo	Reading Response (BB 24)
7	10/12	10/13	Pluralism & Interest Groups	Reading Response (BB 24)
8	10/19	10/20	Policy Streams & Windows	Reading Response (BB 24)
<b>Unit III: Political Policy Analysis</b>				
9	10/26	10/27	Political Context & Policy Analysis	Interview Summary (C 26)
10	11/02	11/03	Expanding the Scope of Conflict	Reading Response (BB 24)
11	11/09	11/10	Implementing & Sustaining	Reading Response (BB 24)
12	11/16	11/17	Considering Policy Feedback	Reading Response (BB 24)
	11/23	11/30	<i>No class this week: Happy Thanksgiving</i>	
<b>Unit IV: Role for Policy Analysts</b>				
13	11/30	12/01	Experts vis-à-vis the public	Reading Response (BB 24)
14	12/7	12/08	Approaches to Policy Analysis	Reflection on Interview Data (C 2)
	<i>No class: Memo due by 12/15</i>			Memo 2: Political Policy Analysis (BB by 12/15)

**Note:** Codes in parentheses indicate how to submit each assignment. BB 24 indicates the need to upload the assignment in Blackboard (BB) at least 24 hours before the next class session. C indicates that you should bring the assignment to class, with the following number indicating the number of copies you should bring (such that C2 indicates to bring two copies of the assignment to class).

## Course Outline

### Class 1. Policy Analysis: The Policy Orientation (Aug. 31<sup>st</sup> & Sept. 1)

Harold D. Lasswell (1951), "The Policy Orientation," in Lasswell and Lerner, eds., *The Policy Sciences: Recent Developments in Scope and Method* (p. 3-15). Stanford, CA: Stanford Univ. Press.

Peter deLeon and Christine R. Marshall (2003), "Policy Sciences Approach," in Jack Rabin (Ed.), *Encyclopedia of Public Administration and Public Policy, Volume 2*, p. 939-942.

(\*Rec.) Susan Iott (2010), "Policy Sciences and Congressional Research: Making Sense of the Research Question." *Policy Sciences*.

**Mini-Assignment 1: Snow Memo** (BB 24: upload to Blackboard 24 hours before Class 2)

Write a 1 page memo to the Mayor of Snowville advising her on how to budget for snow removal services in the next fiscal year. Note: During our first class, we will discuss this assignment in detail, as well as develop alternative recommendations as a group. Therefore, this is primarily a writing assignment—aimed at providing students with an early experience writing for a policy audience. (For those new to memo writing, you may want to refer to the additional resources posted in BB.)

### Class 2. Policy Analysis: Defining the Problem (Sept. 7<sup>th</sup> & Sept. 8<sup>th</sup>)

Kraft and Furlong (2000), "Introduction to Policy Analysis," Chapter 4 in *Policy Analysis*. Washington, DC: CQ Press.

Eugene Bardach (2009), *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. New York: Chatham House Publishers. [Focus on Part I]

Example for discussion: Is Poverty a Policy Problem?

The Economist (2011). "The World's Richest Country Tries to Count its Poor." Available at: <http://www.economist.com/node/17961878>

Robert Rector and Rachel Sheffield (2011). "Air Conditioning, Cable TV, and an Xbox: What is Poverty in the United States Today?" Washington, DC: Heritage Foundation. [Note: this is somewhat long so just read the executive summary and skim rest – paying attention to tables and figures]. Available at: <http://www.heritage.org/research/reports/2011/07/what-is-poverty>

Melissa Boteach and Donna Cooper (2011). "What you Need when You're Poor: Heritage Foundation Hasn't a Clue." Washington, DC: Center for American Progress. Available at: [http://www.americanprogress.org/issues/2011/08/heritage\\_poor.html](http://www.americanprogress.org/issues/2011/08/heritage_poor.html)

(\*Rec.) Susan Iott (2010), "Policy Sciences and Congressional Research: Making Sense of the Research Question." *Policy Sciences*.

**Mini-Assignment 2: Fact Sheet** (BB 24: upload to Blackboard 24 hours before Class 3)

Drawing from the information and resources provided in the CQ Researcher on your assigned policy topic, create a 1 page fact sheet illustrating the specific problem that you will focus on in your policy analysis memo. The fact sheet should include at least one figure illustrating the problem, which you should re-create in excel or word from raw data (rather than cut and paste).

**Class 3. Policy Analysis: Evaluating Alternatives (Sept. 14<sup>th</sup> & Sept. 15<sup>th</sup>)**

Anne L. Schneider and Helen Ingram (2008), "Policy Design," in Jack Rabin (Ed.), *Encyclopedia of Public Administration and Public Policy, Volume 2*, p. 1477-1481.

Eugene Bardach, *Appendix B: Things Governments Do*

Lester Salamon (2002), "Basic Analytics" excerpt (p. 19-41) from *The Tools of Government: A Guide to the New Governance*. Oxford University Press.

Example for discussion: Alternative Anti-Poverty Policies

Jeanette Wicks-Lim, Jeanette (2011), "EITC and Minimum Wage: We Need Both to Make Work Pay." *Commentary, Spotlight on Poverty and Opportunity*. Available at: <http://www.spotlightonpoverty.org/ExclusiveCommentary.aspx?id=4d121305-1d95-41c3-802f-b6a91330d247>

National Center for Children and Families. *50-State Policy Wizard*. Explore this dataset available at: <http://nccp.org/tools/policy/>

**Mini-Assignment 3: Trade-off Matrix** (*upload 24 hours before Class 4 & bring 6 copies to Class 4*). Following Bardach's 8-fold path, create a trade-off matrix identifying 3-4 policy alternatives for addressing the problem you identified in mini-assignment 2. Evaluate each alternative on the same 3-4 criteria, presented in 1-page matrix (grid) as discussed in Class 3 and in Readings assigned for Class 4.

**Class 4. Policy Analysis: Making Recommendations (Sept. 21<sup>st</sup> & Sept. 22<sup>nd</sup>)**

Michael Mintron (2011), "Presenting Policy Advice." Chapter 6 in *Contemporary Policy Analysis*. Oxford University Press.

Michael C. Munger (2000), "The Process of Policy Analysis" (re: tradeoff matrix), p. 6-14 in *Analyzing Policy: Choices, Conflicts and Practices*. New York: W.W. Norton.

**Memo 1: Rational Policy Analysis Memo Trade-off Matrix** (*bring 1 copy to Class 5*)  
Prepare a short (4-5 pg., single spaced) policy analysis memo addressing the policy problem you identified in mini-assignment 2. Following closely the 8-fold path identified by Bardach, make sure to: (a) define the underlying problem, (b) compare 3-5 alternatives along a justified set of criteria (including a trade-off matrix), and (c) end with a clear policy recommendation.

**Class 5. Policymaking: Political and Institutional Context (Sept. 28<sup>th</sup> & Sept. 29<sup>th</sup>)**

Charles Lindblom (1959), "The Science of Muddling Through." *PAR* 19(2): 79-88.

Sarah A. Binder and Thomas E. Mann (2011), "Constraints on Leadership in Washington." *Brookings Institution, Issues in Governance Studies. Vol. 41*: 1-18. Available at: [http://www.brookings.edu/~media/Files/rc/papers/2011/07\\_leadership\\_binder\\_mann/07\\_leadership\\_binder\\_mann.pdf](http://www.brookings.edu/~media/Files/rc/papers/2011/07_leadership_binder_mann/07_leadership_binder_mann.pdf)

For discussion: Health Care Reform

*Obama's Deal* (Frontline Documentary) available at:  
<http://www.pbs.org/wgbh/pages/frontline/obamasdeal/view/>

Larry Jacobs (2010). "What Health Reform Teaches us About American Politics." *PS: Political Science and Politics*.

(\*Rec.) Arnold J. Meltsner. (1972), "Political Feasibility and Policy Analysis." *PAR*, 32(6): 859-867.

(\*Rec.) Marcia Clemmitt (2010), "Gridlock in Washington: Is Congress too Polarized to Act?" *CQ Researcher*, 20(7): 385-408.

### **Class 6. Policymaking: Information Processing and the Status Quo (Oct. 5<sup>th</sup> & Oct 6<sup>th</sup>) [RR option]**

Bachrach and Baratz (1962), "Two Faces of Power," *American Political Science Review*, 56(4): 947-952.

Anthony Downs (1972), "Up and Down with Ecology: The Issue-Attention Cycle." *The Public Interest*, 28: 38-50.

Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, and David C. Kimball (2009). *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago, IL: University of Chicago Press. [Read Chapters 1-5].

### **Class 7. Policymaking: Pluralism & the Interest Group Environment (Oct. 12<sup>th</sup> & Oct 13<sup>th</sup>) [RR option]**

Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, and David C. Kimball (2009). *Lobbying and Policy Change: Who Wins, Who Loses, and Why*. Chicago, IL: University of Chicago Press. [Read Chapters 6-12].

### **Class 8. Policymaking: The Policy Stream & Policy Windows (Oct. 19<sup>th</sup> & Oct 20<sup>th</sup>) [RR option]**

Hugh Heclo (1978), "Issue Networks and the Executive Establishment." In Anthony King (eds), *The New American Political System*, Washington: American Enterprise Institute.

John W. Kingdon (1995), *Agendas, Alternatives, and Public Policies*, New York: Longman Press. [Read Chapter 6, "The Policy Primeval Soup" & Chapter 8 "The Policy Window, and Joining the Streams."]

Karen Evans Stout and Byron Stevens (2000), "The Case of the Failed Diversity Rule: A Multiple Streams Approach." *Educational Evaluation and Policy Analysis*, 22(4): 341-355.

#### **Summary of Interview with Policy Analyst (bring 26 copies to Class 9)**

Prepare a short summary of the interview you conducted with a policy analyst. The summary should be no longer than one double-sided page. The summary should include three things: (1) a very brief description of the individual's organization/agency and position; (2) a description of the most recent policy-related work that the analyst undertook; and (3) how the analyst's work/approach fits in the approaches to policy analysis described by Weimer and Vining, as well as by Radin.

**Class 9. Political Analysis: Policy Analysis in Political Context (Oct. 26<sup>th</sup> & Oct. 27<sup>th</sup>) [RR option]**

Beryl Radin (2000). *Beyond Machiavelli: Policy Analysis Comes of Age*. Washington, DC: Georgetown University Press. [Read Chapters 1-5, skim 6]

David L. Weimer and Aidan R. Vining (2005). "Toward Professional Ethics," Chapter 3 in *Policy Analysis: Concepts and Practice*. Upper Saddle River, NJ: Pearson/Prentice Hall.

**Class 10. Political Analysis: Expanding the Scope of Conflict (Nov. 2<sup>nd</sup> & Nov. 3<sup>rd</sup>) [RR option]**

E.E. Schattschneider (1960). "The Contagiousness of Conflict," Chapter 1 in *The Semisovereign People: A Realists View of Democracy in America*. New York: Holt, Rinehart and Winston

Frank Baumgartner and Bryan D. Jones (2009). "Policy Image and Institutional Venues," Chapter 2 in *Agendas and Instability in American Politics*. Chicago: University of Chicago Press.

Charles Brecher et al (2010), "Understanding the Political Context of "New" Policy Issues: The Use of the Advocacy Coalition Framework in the Case of Expanded After-School Programs." *Journal of Public Administration Research and Theory*, 20(2):335-355.

Example for Discussion: Medical Marijuana

The Debate on California's Pot Shops, a 60 Minutes Report (2007). Available at: <http://www.cbsnews.com/stories/2007/09/20/60minutes/main3281715.shtml>

DC Weighs Medical Marijuana Law (2010). Fox News clip. Available at: <http://www.myfoxdc.com/dpp/news/dc-weighs-medical-marijuana-law-022310>

Washington Post article (2010). "Liquor Regulators may Oversee DC Medical Marijuana Program" Available at: <http://www.washingtonpost.com/wp-dyn/content/article/2010/08/06/AR2010080606308.html>

Letter to the Washington Post editor, (2010). "The wrong Overseer for Medical Marijuana in DC." Available at: <http://www.washingtonpost.com/wp-dyn/content/article/2010/08/14/AR2010081402620.html>

DCist (2010). "Revised Medical Marijuana Rules Remain Restrictive." Available at: [http://dcist.com/2010/11/dc\\_revises\\_medical\\_marijuana\\_rules.php](http://dcist.com/2010/11/dc_revises_medical_marijuana_rules.php)

Washington Times (2011). "Rules set for DC Permit to Cultivate Marijuana." Available at: <http://www.washingtontimes.com/news/2011/aug/7/rules-set-for-dc-permit-to-cultivate-marijuana/>

(\*Rec.) Paul Sabatier and Christopher M. Weible (2007). "The Advocacy Coalition Framework: Innovations and Clarifications." In Sabatier (Ed), *Theories of the Policy Process*. Cambridge: Westview Press.

(\*Rec.) Chris Weible (2008), "Expert Based Information in Sub-Systems: A Review and Synthesis." *Policy Studies Journal* 36(4): 615-636. [Focus on three types of sub-systems in Parts 3 & 4].



**Class 11. Political Analysis: Ensuring Implementation and Sustainability (Nov. 9<sup>th</sup> & 10<sup>th</sup>) [RR option]**

Michael Lipsky (1980), *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation. [Read p. 3-25].

Rick Matland (1995), "Synthesizing the Implementation Literature." *Journal of Public Administration Research and Theory*, 5(2) 145.

Eric M. Patashnik (2003), "After the Public Interest Prevails: The Political Sustainability of Policy Reform." *Governance: An International Journal of Policy, Administration, and Institutions*, 16(2):203-234.

Michael Mintron. (2011), "Analysis of Government Failure," Chapter 11 in *Contemporary Policy Analysis*. Oxford University Press.

Kent R. Weaver (2010), "But Will it Work? Implementation Analysis to Improve Government Performance." *Issues in Governance Studies*, 32: 1-17.

(\*Rec) Richard Elmore (1979), "Backward Mapping: Implementation Research and Policy Decisions," *Political Science Quarterly*, 94, 4: 601-616.

**Class 12. Political Analysis: Considering Policy Feedback (Nov.16<sup>th</sup> & Nov. 17<sup>th</sup>) [RR option]**

Suzanne Mettler (2011). *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago, IL: University of Chicago Press.

(\*Rec.) Donald Moynihan and Pamela Herd (2010), "Red Tape and Democracy: How Rules Affect Citizenship Rights." *The American Review of Public Administration*.

**Class 13. Role for Analysts vis-à-vis the Public (Nov. 30<sup>th</sup> & Dec. 1<sup>st</sup>) [RR option]**

Noreena Hertz (2011). TED Talk on "How to Use Experts—And When Not To." Available at: <http://blog.ted.com/2011/02/21/how-to-use-experts-and-when-not-to-noreena-hertz-on-ted-com/>

Helen Ingram and Anne L. Schneider (2006), "Policy Analysis for Democracy." In Michael Moran, Martin Rein and Robert E. Goodin (eds.). *Oxford Handbook of Public Policy*. Oxford University Press.

Lawrence Walters, James Aydelotte, and Jessica Miller (2000), "Putting More Public in Policy Analysis," *Public Administration Review*, 60(4): 349-359.

Tina Nabatchi (2010), "Addressing the Citizenship and Democratic Deficits: The Potential of Deliberative Democracy for Public Administration." *The American Review of Public Administration*, 40(4): 376-399.

Examples for discussion: Public Involvement in Policymaking

Electronic Hallway. *Rural Democracy*. (Case study posted in Blackboard).

Frank Fischer (2009). "Citizens and Experts in Deliberative Democracy: From Theory to Experimentation" Chapter 3 in *Democracy and Expertise*. Oxford Press.

Matt Leighninger (2011). Using Online Tools to Engage—and be Engaged by—the Public. IBM Business of Government Center. <http://www.businessofgovernment.org/report/using-online-tools-engage-public> [skim this online resource]

**Reflection on Approaches to Policy Analysis** (*bring 2 copies to Class 14*)

Write a 3-5 page (double-spaced) paper reflecting on the interview you conducted, in the context of the summaries of other students' interviews. Address three questions, (1) what are the primary differences in analysts' approaches (i.e. method, role, type of organization etc.)? (2) What are the advantages and limitations of undertaking each approach to policy analysis? and (3) Which approach/type of policy analysis are you best suited to, and why?

**Class 14. Role for Analysts: Approaches to Policy Analysis (Dec. 7<sup>th</sup> & Dec. 8<sup>th</sup>)**

Read interview summaries written by other students [Make note of any questions re: specific interviews since we'll have time to discuss these summaries in class.]

Beryl Radin (2000), *Beyond Machiavelli: Policy Analysis Comes of Age*. [Read Chapters 7 & 8].

(\*Rec.) Arnold J. Meltsner (1976), "The Seven Deadly Sins of Policy Analysts," In *Policy Analysts in the Bureaucracy*. University of California Press.

**Final Exam Period.**

**Memo 2: Political Policy Analysis** (*upload by 12/15*)

Imagine that someone handed you the memo you wrote for Assignment #1 and asked you to analyze the political feasibility of enacting, implementing and sustaining the proposed policy recommendation. Write a short (3-4 pages, single spaced) political analysis memo aimed at a policy entrepreneur wishing to advance this policy (may be a Member of Congress or leader of an advocacy organization). Consider trade-offs between political feasibility and: (a) policy effectiveness, (b) agenda setting and building a coalition of support, (c) implementation, (d) sustainability, and (e) other normative ideals (such as democracy, citizenship, equity, fairness, trust in government).

## **More Information on Academic Policies @ The Trachtenberg School Courses**

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit our website for the complete CCAS policy on incompletes.
2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity.
5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Marvin Center 436, 202-994-8250. Accommodations will be made based upon the recommendations of the DSS Office.