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**PPPA 6011-11 (CRN 81803):**  
**Politics & Policy Analysis**  
Mondays, 6:10-8:00, Phillips 348  
Fall 2024, George Washington University

**Overview**

This is the introductory course for students entering the Master of Public Policy program within the Trachtenberg School of Public Policy & Public Administration. The course features a basic introduction to policy analysis and a broad overview of the politics of the policy process. I assume a basic familiarity and understanding of the American political system. If you lack this background, then you should take PPPA 6010 and PPPA 6006 rather than this course. If that is not an option, then a basic American Government textbook will help. Janda and Berry's *Challenge of Democracy* is fine if you can find a used copy. James Anderson's *Public Policymaking* is another option. Any edition of Anderson back to at least the 4<sup>th</sup> will work. The newest edition (new and used) is grotesquely overpriced.

**Office Hours**

Office hours are on Wednesday from 2 – 3.30 in 616 MPA. Or we can set up an alternative appointment either in person or zoom.

**Readings**

All the required course readings are available on Blackboard.

**Participation**

Participation is a big part of the course. You should attend each class, do the reading beforehand, and come in prepared to discuss the readings. In addition, we shall have a series of "Participation Assignments" (see below) throughout the semester.

**In-Class Courses/Course Recording/Virtual Classes**

This semester GW requires in-person attendance for all classes. I will not be recording course sessions this semester. I am happy to schedule a session with you to discuss the material for a class you missed for a legitimate reason.

**Participation Assignments**

We shall have seven participation assignments this semester. Each assignment will entail a short writeup (never more than a single page) regarding a topic or paper relevant to that week's reading. While all of you will turn in written versions of your topic before class, each week nine or ten of you will make brief presentations to the full class.

## **Exam**

The course will include one exam: a take-home final. It will be distributed on Blackboard on December 9<sup>th</sup> and will be due via Blackboard by 8 p.m. on Wednesday, December 18<sup>th</sup>. You may, of course, turn it in earlier.

## **Policy Analysis Memo**

The course will feature a Policy Analysis “Suite” where you will choose a realistic topic to analyze and produce three products: a written “elevator” pitch; a verbal elevator pitch delivered in class, and a formal policy analysis in the form of a memo. We will discuss all of this in more detail the first night of class. Due dates are as follows:

- Friday, August 30<sup>th</sup> (8 p.m.): Memo topic via email to [YoungG@gwu.edu](mailto:YoungG@gwu.edu);
- Monday, September 30<sup>th</sup> (Noon): Written version of Elevator Pitch via Blackboard;
- Monday, September 30<sup>th</sup> (in class): Verbal presentation of Elevator Pitch;
- Friday, October 11<sup>th</sup> (8 p.m.): CAM due via Blackboard;
- Sunday, December 1<sup>st</sup> (8 pm): Formal Memo via Blackboard.

## **Grading**

Your course grade will be derived as follows:

- Analysis Memo – 35% total
  - Main Memo – 20%
  - Criteria-Alternative Matrix – 5%
  - Elevator Pitch – 10%
- Final – 25%
- Participation – 40%
  - General Participation (5%)
  - Participation Assignments (35%)

## **Student Learning Objectives**

From taking this course you should be able to understand the basic parameters of the major models and theories of politics and the policy process, analyze specific policy cases using the various models and theories, and intellectually consume academic policy research based on the various models and theories. Likewise, you should have a solid understanding of the bases of policy analysis and the relative issues involved with market failure and governmental intervention, be able to consume and critique policy analyses, and have a basic ability to carry out policy analysis on your own.

## **Respect for Diversity**

I intend that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. I encourage and appreciate your suggestions.

### **Academic Integrity Code**

Academic integrity is an essential part of the educational process, and all members of the GW community take these matters very seriously. As the instructor of record for this course, my role is to provide clear expectations and uphold them in all assessments. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and otherwise violate the [Code of Academic Integrity](#). If you have any questions about whether particular academic practices or resources are permitted, you should ask me for clarification. If you are reported for an academic integrity violation, you should contact Student Rights and Responsibilities (SRR) to learn more about your rights and options in the process. Consequences can range from failure of assignment to expulsion from the University and may include a transcript notation. For more information, refer to the SRR website at [studentconduct.gwu.edu/academic-integrity](http://studentconduct.gwu.edu/academic-integrity), email [rights@gwu.edu](mailto:rights@gwu.edu), or call 202-994-6757.

### **University policy on observance of religious holidays**

Students must notify faculty during the first week of the semester in which they are enrolled in the course, or as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls within the first three weeks of class, the student must inform faculty in the first week of the semester. For details and policy, see [provost.gwu.edu/policies-procedures-and-guidelines](http://provost.gwu.edu/policies-procedures-and-guidelines).

### **Use of Electronic Course Materials and Class Recordings**

Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Contact Disability Support Services at [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu) if you have questions or need assistance in accessing electronic course materials.

### **Academic support**

#### **Academic Commons**

[Academic Commons](#) is the central location for academic support resources for GW students. To schedule a peer tutoring session for a variety of courses visit [go.gwu.edu/tutoring](http://go.gwu.edu/tutoring). Visit [academiccommons.gwu.edu](http://academiccommons.gwu.edu) for study skills tips, finding help with research, and connecting with other campus resources. For questions email [academiccommons@gwu.edu](mailto:academiccommons@gwu.edu).

### **GW Writing Center**

GW Writing Center cultivates confident writers in the University community by facilitating collaborative, critical, and inclusive conversations at all stages of the writing process. Working alongside peer mentors, writers develop strategies to write independently in academic and public settings. Appointments can be booked online at [gwu.mywconline](http://gwu.mywconline).

### **Support for students in and outside the classroom**

#### **Disability Support Services (DSS) 202-994-8250**

Any student who may need an accommodation based on the potential impact of a disability should contact Disability Support Services at [disabilitysupport.gwu.edu](http://disabilitysupport.gwu.edu) to establish eligibility and to coordinate reasonable accommodations.

#### **Student Health Center 202-994-5300, 24/7**

The Student Health Center (SHC) offers [medical](#), [counseling/psychological](#), and [psychiatric](#) services to GW students. More information about the SHC is available at [healthcenter.gwu.edu](http://healthcenter.gwu.edu). Students experiencing a medical or mental health emergency on campus should contact GW Emergency Services at 202-994-6111, or off campus at 911.

### **GW Campus Emergency Information**

GW Emergency Services: 202-994-6111

For situation-specific instructions, refer to [GW's Emergency Procedures guide](#).

#### **GW Alert**

GW Alert is an emergency notification system that sends alerts to the GW community. GW requests students, faculty, and staff maintain current contact information by logging on to [alert.gwu.edu](http://alert.gwu.edu). Alerts are sent via email, text, social media, and other means, including the Guardian app. The Guardian app is a safety app that allows you to communicate quickly with GW Emergency Services, 911, and other resources. Learn more at [safety.gwu.edu](http://safety.gwu.edu).

#### **Protective Actions**

GW prescribes four protective actions that can be issued by university officials depending on the type of emergency. All GW community members are expected to follow directions according to the specified protective action. The protective actions are Shelter, Evacuate, Secure, and Lockdown (details below). Learn more at [safety.gwu.edu/gw-standard-emergency-statuses](http://safety.gwu.edu/gw-standard-emergency-statuses).

### **Shelter**

- Protection from a specific hazard
- The hazard could be a tornado, earthquake, hazardous material spill, or other environmental emergency.
- Specific safety guidance will be shared on a case-by-case basis.

### **Action:**

- Follow safety guidance for the hazard.

### **Evacuate**

- Need to move people from one location to another.
- Students and staff should be prepared to follow specific instructions given by first responders and University officials.

### **Action:**

- Evacuate to a designated location.
- Leave belongings behind.
- Follow additional instructions from first responders.

### **Secure**

- Threat or hazard outside of buildings or around campus.
- Increased security, secured building perimeter, increased situational awareness, and restricted access to entry doors.

### **Action:**

- Go inside and stay inside.
- Activities inside may continue.

### **Lockdown**

- Threat or hazard with the potential to impact individuals inside buildings.
- Room-based protocol that requires locking interior doors, turning off lights, and staying out of sight of corridor window.

### **Action:**

- Locks, lights, out of sight
- Consider Run, Hide, Fight

## Course Schedule

You should be prepared to discuss each reading at each class. All readings are available on Blackboard.

### **August 26: Course Introduction**

**August 30 (Friday):** Topic for PA Memo due by 8 p.m. via email (YoungG@gwu.edu)

### **September 2: No Class (Labor Day)**

### **September 9: Introduction to Policy Analysis/The PA Field**

- Munger, Michael. 2000. *Analyzing Politics*, New York: Norton, chpt. 1
- Linquiti, Peter. 2023. *Rebooting Policy Analysis*, Thousand Oaks, CA: Sage Publishing, chpts. 1-2
- 3 PA Memos

### **September 16: Policy Profession/Maximizing Social Welfare 1**

- Radin, *Beyond Machiavelli: Policy Analysis Reaches Midlife*, 2<sup>nd</sup> Edition, Washington, DC: Georgetown University Press, chpts. 1-3, 5.
- Linquiti, chpt 8

### **Participation Assignment 1: Analyst v. Politician**

### **September 23: Maximizing Social Welfare 2/Market Failure**

- Munger, chpt. 4
- Weimer, David & Aidan Vining, *Policy Analysis*, 4<sup>th</sup> Edition, Upper Saddle River, NJ: Pearson, chpt. 5
- Linquiti, chpt. 9

**September 30: Written version of Elevator Pitch due via Blackboard by Noon**

## **September 30<sup>th</sup>: Governmental Failure/Elevator Pitch Presentations**

- Munger, chpt. 6

After discussing Munger we will have verbal presentations of the elevator pitches.

## **October 7: The Public Policy Process**

- Anderson, James. 2006. "The Study of Public Policy," Chapter 1 in James Anderson, *Public Policymaking* Boston: Houghton-Mifflin.
- Kingdon, John. *Agendas, Alternatives, and Public Policy* 2<sup>nd</sup> Edition. New York: Harper-Collins, chpts. 1-9.

## **Friday, October 11<sup>th</sup> (8 p.m.) CAM is due via Blackboard**

## **October 14: Theories of Politics & Policy**

- Class discussion on incrementalism, pluralism, elite theory, & institutionalism, & policy typologies (no reading)
- Teles, Steven. 2012. "Kludgeocracy: The American Way of Policy." New America Foundation.

## **Participation Assignment 2: Examples of Policy Kludges**

## **October 21: Social Construction, Collective Action & Framing**

- Kernell, Samuel and Gary Jacobson. 2003. *The Logic of American Politics* Washington: CQ Press, pp. 7-20.
- Jordan, Grant and William Maloney. 2007. *Democracy and Interest Groups* New York: Palgrave MacMillan, pp. 38-52
- Weingarten, Gene. 2007. "Pearls Before Breakfast." *Washington Post*, April 8.
- Schneider, Anne, Helen Ingram and Peter DeLeon. 2013. "Democratic Policy Design: Social Construction of Target Populations." In Paul Sabatier and Christopher Weible. *Theories of the Policy Process*, 3<sup>rd</sup> Edition. Boulder: Westview Press.

## **Participation Assignment 3: Social Constructions**

## **October 28: Punctuated Equilibrium**

- Frank Baumgartner and Bryan Jones. 1993. *Agendas and Instability in American Politics*, Chicago: University of Chicago Press, chs. 1-4.
- Cairney, Paul. 2012. "Punctuated Equilibrium," in *Understanding Public Policy*, New York: Palgrave MacMillan

## **Participation Assignment 4: Punctuated Equilibrium**

### **November 4: Federalism/Diffusion & Innovation**

- Berry, Frances Stokes and William Berry. 2007. “Innovation and Diffusion Models in Policy Research,” in Paul Sabatier, ed., *Theories of the Policy Process* 2<sup>nd</sup> edition Boulder: Westview Press.
- Grumbach, Jacob. 2018. From Backwaters to Major Policymakers: Policy Polarization in the States, 1970-2014.” *Perspectives on Politics* 16(2): 416-435.

### **Participation Assignment 5: Diffusion**

### **November 11: Policy Change and Institutions**

- Binder, Sarah. 2021. “The Struggle to Legislate in Polarized Times,” in Dodd and Oppenheimer, *Congress Reconsidered*, 12<sup>th</sup> Edition.
- Curry, James and Frances Lee. 2021. “Enduring Continuities in Congressional Lawmaking,” in Dodd and Oppenheimer, *Congress Reconsidered*, 12<sup>th</sup> Edition.

### **November 18: The Presidency**

- Kernell, Samuel. 2007. *Going Public* Washington: CQ Press, chpts. 1, 2.
- Rudalevige, Andrew. 2013. “The Presidency and Unilateral Power: A Taxonomy.”

### **Participation Assignment 6: Executive Action**

### **November 25: No Class, Thanksgiving Break**

### **December 1 (8 pm): Policy Memo due via Blackboard**

### **December 2: The Executive Branch/Separation of Powers**

- McCarty, Nolan. 2021. “How Congressional Polarization Is Transforming the Separation of Powers,” in Dodd and Oppenheimer, *Congress Reconsidered*, 12<sup>th</sup> Edition.
- Kerwin, Cornelius and Scott Furlong. 2010. *Rulemaking: How Government Agencies Write Law and Make Policy*, 4th Edition, Part I.
- Herd, Pamela et al. 2024. “Administrative Burdens and Inequality in Policy Implementation,” *Russell Sage Foundation Journal of the Social Sciences* 9: 1-30.

### **Participation Assignment 7: Rulemaking**

## December 9: Judiciary

- Epstein, Lee and Jack Knight. 2021. “How social identity and social diversity affect judging,” *Leiden Journal of International Law* 35: 897-911.
- Segal, Jeffrey A., Harold J. Spaeth, and Sara C. Benesh. 2005. “Approaches to Judicial Decision-Making,” in *The Supreme Court in the American Legal System*. Cambridge: Cambridge University Press.
- Brown, Rebecca and Lee Epstein. 2023. “Is the US Supreme Court a reliable backstop for an overreaching US president? Maybe, but is an overreaching (partisan) court worse?” *Presidential Studies Quarterly* 53(2): 234-255.

***Exam distributed via Blackboard, due via Blackboard by 8 p.m. Wednesday, December 18<sup>th</sup>.***

### TSPPPA CLASS POLICIES

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 [http://www.gwu.edu/~ccas/faculty/files/Incomplete\\_poli0.pdf](http://www.gwu.edu/~ccas/faculty/files/Incomplete_poli0.pdf) 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: 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. (see <http://www.gwu.edu/~ntegrity/code.html> )

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.”

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, revise content and requirements during the semester.

7. Expected Time Commitment: In a 15-week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of in-class time. More information about GW’s credit hour policy can be found at: [provost.gwu.edu/policies-forms](http://provost.gwu.edu/policies-forms) (webpage); or [provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf](http://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf).

8. 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.
  
8. University Counseling Center: The University Counseling Center (UCC), 202-994-5300, offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:
  - crisis and emergency mental health consultations
  - confidential assessment, counseling services (individual and small group), and referrals<http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>