DOING GOOD &
doing it well

Trachtenberg School
of Public Policy
& Public Administration
THE GEORGE WASHINGTON UNIVERSITY

PPPA 6011
Politics & Policy Analysis
Fall 2020

Professor

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Class Sessions

Tuesdays 12:45-2:30 [online]

Office Hours

Arrange by email or make an
appointment at:
https://elizabethrigby.youcanbook.me

The facts are coming! The facts are coming!

Overview

This course focuses on the role politics plays in the work undertaken by policy analysts—working across a wide range of settings both inside and outside of government. Drawing from theoretical and empirical work in political science, and using a project-based learning/workshop approach, it examines the ways that political institutions, behaviors, and processes both constrain and provide new opportunities for the use of policy analysis to produce more-informed policy change. The course serves as part of the interdisciplinary core curriculum for the Master of Public Policy (MPP) program, as well as an introduction to the professional field of policy analysis for students in their first year in the MPP program.

Course Prerequisite

There is no formal prerequisite for this course. However, it assumes that students have a basic understanding of American political institutions, behaviors, and policy processes. If you would like a refresher on these topics, I recommend Andrew Rudalevige's Founding Principles video series for short reviews of key topics (e.g., Congress, public opinion, federalism). Link to videos: https://www.bowdoin.edu/founding-principles/ . I also recommend watching documentaries on the policymaking process (e.g., Frontline's "Obama's Deal," available at: https://www.pbs.org/wgbh/frontline/film/obamasdeal/).

Course Workload and Effort

For this 3.0 credit hour course, students should expect to devote an average of 7.5 hours per week to this class. This total includes a two hours class session each week, as well as an average of 5.5 hours of out-of-class time spent on: assigned reading, class preparation, independent research and assignments.

Learning Objectives

- *Define* policy analysis and *explain* how the work undertaken by policy analysts varies across settings and has changed over time.
- *Identify* the strengths and limitations of policy analysis as a tool to inform policy decisions.
- *Develop and analyze* policy proposals across key criteria (e.g., effectiveness, equity, sustainability) in order to *provide* clear policy recommendations.
- *Understand* policy feedback effects and accurately *assess* the likelihood of successful policy implementation and policy sustainability over time.
- *Appreciate* the political and institutional constraints on policymakers, policy analysts, and policy proposals within our system of governance.
- *Evaluate* the role of interest groups, coalitions, and policy networks in organizing political conflict and shaping policy outcomes.
- *Appreciate* the challenges and opportunities facing a policy analyst in our political institutions and *develop* strategies for increasing the odds that policy analysis will be appropriately used.
- *Recognize* the advantages and limitations of policy analysis within a representative democracy, and *critically evaluate* the appropriate role for analysts in the policy process,
- *Understand* the interdependence of politics and public policy— how the distribution of political power shapes policy choices <u>and</u> how policy choices reshape future political dynamics.

Also prioritize these important Pandemic Objectives →

← **Tweet**

Mikki Brock
@MikkiBrock

Woke up this morning and decided to write some "pandemic objectives" for my syllabi, to follow the usual course objectives. Sharing in case they are useful for anyone else. #amsyllabizing

Pandemic Objectives:

1. To be patient and kind with ourselves and with each other.
2. To embrace the opportunity to learn in new ways and grow as students and citizens.
3. To do our best, knowing that this will probably look different than other terms.
4. To communicate openly and clearly about our expectations, concerns, and goals. Tell me what you need, I'll tell you how I can help.
5. To be flexible. This is a strange time. We're all a bit anxious. Circumstances will likely change over the course of the term. Let's work together to make this the best class possible, knowing that this may be a moving target.

Course Materials

Most of our class readings will be accessible through our Blackboard page. The exceptions are three books that you should secure access to (buy, rent, borrow):
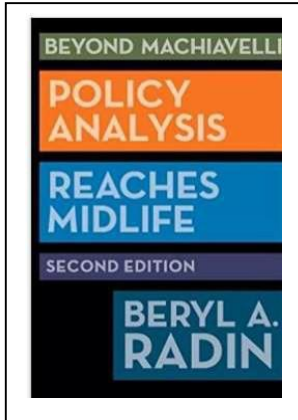
Radin, Beryl (2013). *Beyond Machiavelli: Policy Analysis Reaches Mid-Life (2nd edition).* Washington, DC: Georgetown University Press.
[Note: There are multiple books with similar names by this author (one of which we will read a chapter from later in the semester). Make sure to buy the second edition that looks like the one on the left.]

Richard Rothstein (2017). *The Color of Law: A Forgotten History of How our Government Segregated America.* New York: Liveright Publishing Company.
[Note: this is the TSPPPA summer reading selection so you should have it already.]

Lawrence S. Rothenberg (2018). *Policy Success in an Age of Gridlock.* New York: Cambridge Elements in American Politics Series.

Class Format

By necessity, this is an online class. Yet, the structure and some of the content of the class has been changed significantly to capitalize on the advantages of the online format and avoid some of its drawbacks. Each Tuesday afternoon there will be a synchronous class meeting on Tuesday afternoons. Most weeks, this will occur from 12:45-2:30. Yet, there will be five weeks that will be structured as smaller discussion groups instead. Students will be assigned to an hour-long discussion group scheduled for 12pm, 1pm, or 2pm for all five of those weeks. Students can sign up for their preferred time in Blackboard (select the Discussion Group tab on the left menu and post a comment on your preferred group). If you are open to any of the three times, just wait to sign up until our first class meeting.

Because this is an online course that includes whole class meetings, students should have access to technology that allows them to participate easily—seeing and hearing the other students and able to be seen and heard (e.g., able to do a video conference). If you are concerned about the logistics of these technology needs, please contact the professor as soon as possible.

Given that we are all busy people balancing other work, family responsibilities, and our own self-care in the middle of a global pandemic, I will be flexible with students with regard to unexpected challenges that arise in terms of class meetings, due dates, and technology access. And I ask the students to be flexible when I face unexpected challenges. Yet, these should be unexpected challenges rather than already-known barriers (e.g., you work during the scheduled class time, you don't have access to high-speed wi-fi) that make this class a poor fit. In these types of situation, please talk with me to make sure we can accommodate you in the course.

Classroom Technology

We will be using a few different online platforms/tools for this course. Please familiarize yourself with Blackboard, Padlet Discussion Boards, Zoom, and VoiceThread as described below.

- Our course **Blackboard** page is the primary way that you will access course materials – either linking from the syllabus, downloading posted files, or through the three tools described below.

- **Padlet Discussion Boards** provide a place for discussion groups to post readings responses prior to the discussion group meeting, as well as for general Q&A for the course. Please create an account in Padlet so it is easy to tell who is commenting in the discussion groups. Otherwise, remember to include your name in your comment each time. For more on posting in padlet, see: https://padlet.com/support/padlets_howtopost

- **Zoom** Classroom and Break-out Groups will be used for synchronous class sessions. Click on the link on the menu in Blackboard for the link, meeting #, and password. Please turn on your video at the beginning of the class time and beginning of small groups -- and keep it on as often as you can. I'd rather we all be able to see each other and have interruptions here or there than the opposite.

- **VoiceThread** is a tool built into Blackboard and you can access it through a link called VoiceThread Videos on the left-side menu in our course page. This is where students will post their short presentations on their project-based homeworks. These can take the form of narrated powerpoints or students can narrate each slide in the form of VoiceThread comments. You will also be able to view and comment on others' videos. Voicethread is pretty intuitive, but, this guide may be helpful as well: https://itl.gwu.edu/sites/g/files/zaxdzs1326/f/downloads/VTStudentSubmitAssignments.pdf

Note: It will also be helpful to have access to **GW Library** remotely throughout the course. Here is information on remote learning and you can contact Gelman Library directly for assistance if you are having problems accessing any needed materials. https://library.gwu.edu/remotelibraryservices

Course Assignments and Grading

Class Engagement (10%). This is a participation-based course in which all students are expected to prepare for class by reading the assigned material, attending class regularly, and actively participating in class. Active engagement requires completing required work before class sessions and logging into class with an open mind and willingness to be challenged and learn from others' perspectives, as well as the courage necessary to raise challenging issues, overlooked perspectives, and critiques of assumptions made by other students, the professor, and authors of course readings. Grading will be based on the degree to which students' engagement in class reflects these norms, evidence of careful preparation for class and analytic thinking in which course material is applied to policy cases, current issues, as well as students' work, interests, or lived experience.

Reading Responses (for Discussion Group weeks) (10%). In the beginning of the semester, students will be meeting in hour-long small discussion groups rather than our whole class session. Students will be divided into three groups—meeting at either 12pm, 1pm, or 2pm. These groups will be scheduled based on students' preferences and availability. In preparation for discussion groups, students should carefully read the assigned material and then complete a 3-2-1 exercise to synthesize their own response to the readings. This exercise begins by identifying 3 key points (main take-aways) across the assigned readings. Then for each key point, identify 2 details/examples/pieces of evidence and 1 question related to the key point. In total, this is 3 key points, 6 details, and 3 questions. Students should post their 3-2-1 responses on their group Padlet page (embedded in group Blackboard page) at least 12 hours before class. Before posting, review your other group members' posts. If anyone has already posted one of your key points, just add on to their post by commenting rather than creating a new post. Feel free to comment on others' questions as well.

Midterm Exam/Essay (20%). For the week of 10/6, students will read a short book about the passage of the Toxic Substances Control Act and answer a set of questions on this case drawing on the concepts and topics discussed in the previous weeks (e.g., potential for policy analysis to shape policymaking, types of information that could be used, approaches to policy analysis). The midterm questions will be distributed a week before it is due; these questions should be answered within 3-4 double spaced pages total.

Individual Policy Project (60%). The majority of this course employs a project-based learning model. Each student will select a policy issue (e.g., gun control) and focus on this policy issue for a number of weeks and for different assignments throughout the semester. (Note: it is fine to change/narrow/broaden topics as you learn more but the idea is to focus all assignments on a similar topic so they can each inform the next one.)

This type of project-based education asks students to adopt a learning posture in which they remain engaged and willing to challenge and push themselves to think harder, to better understand nuances/complexities of their issue, and to refine (e.g., revise multiple times) their written work in order to communicate clearly. This additional effort will produce greater learning for the student and will result in more useful information and recommendations to guide policymaking and policy analysis.

Students will undertake these projects with guidance and feedback from the professor. But in the end, this is a student-driven project. It is the student who will become the expert on the topic and will need to make final decisions regarding what to focus on, which recommendations to make, and what information to use to back up their conclusions and recommendations.

To help students in this process, the course readings and discussions will provide different frameworks and concepts (primarily from political science) that students can apply to their projects in order to further their thinking and improve their ideas and recommendations. In addition, the following assignments will help students apply the core course concepts, synthesize their ideas, and allow for feedback before they turn in their final project.

- **Workbook Exercises.** There are six exercises in the political analysis workbook. Students should complete the applicable exercise prior to each class meeting and come prepared to share their work with other students and/or the professor in small groups. These assignments do not need to be turned in unless you want feedback on a specific aspect (in which case email your answers to the exercise to the professor with a note about your specific question).

- **Workbook Exercise Presentations.** Each student will present one of their workbook exercises (dates assigned in beginning of class). These presentations should be about 5-6 minutes in length and uploaded to VoiceThread (within Blackboard) at least 48 hours before the class session in which that exercise is due.

- **Draft Policy Description.** Students will turn in a draft (1 pg. single spaced) of the first section of their Letter of Interest – a description of their policy issue and its significance.

- **Draft Political Context Description.** Students will turn in a draft (1 pg. single spaced) of the second section of their Letter of Interest – a description of the political context (barriers and opportunities).

- **Letter of Intent to E4BW Foundation.** Students will prepare a 3-4 page (single-spaced) Letter of Interest responding to the request from the (fictional) Evidence for a Better World Foundation (see details of request on next page).

Evidence for a Better World
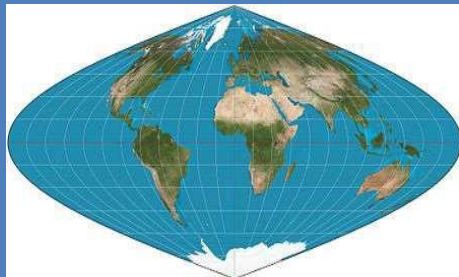
REQUEST FOR LETTERS OF INTEREST

2022 Evidence Initiatives

Submission Deadline: December 15, 2020

The *Evidence for a Better World (E4BW) Foundation* is committed to producing new policy analysis, as well as new avenues for linking policy analysis, policy advocates, and decision-makers. Our ultimate objective is to improve U.S. federal and state policy in ways that matter for people's lives and well-being.

A key aspect of our work takes the form of *Evidence Initiatives* in which we fund a set of coordinated (but distinct) policy analysis projects aimed at producing informed policy change on an important policy issue. This policy analysis can take a range of forms, including new policy evaluation or research to identify new knowledge, syntheses of and communication of existing knowledge, and/or efforts to communicate specific knowledge to key actors or groups in the policymaking process.

We seek proposals from researchers, advocates, experts, and other stakeholders for our next cycle of *Evidence Initiatives.* The first step in this process is to submit a Letter of Interest indicating your interest in leading an *Evidence Initiative*.

Letters of Interest should clearly explain:
  (1) The significance of the policy issue (Why should we invest in policy analysis on this particular policy issue?)
  (2) The political context surrounding the issue (What are the major barriers to and opportunities for policy change on this issue?)
  (3) What policy analysis is needed on this issue (What are 2-3 examples of policy analysis projects and how will they be used to facilitate more informed policymaking on this issue?)

Letters of Interest should be 3-4 pages (single-spaced including any tables/figures) and submitted to the Foundation Board of Directors by December 15, 2020. Our Board of Directors will review all the submitted Letters of Interest and select three finalists to submit full proposals with more detailed policy analysis and research plans, as well as staffing and budget details (so it is not necessary to provide any of this detail in the Letter of Interest).

Grading in Project-based Learning

This project (and course) should be work-intensive and challenging, but not too hard for students who complete readings and assignments and engage in class discussion. If you get stuck, reach out to another student or the professor to talk through your problem/issue/question. And most importantly, if the project (or course) seems too easy, it is a clear sign that you need to challenge yourself to think harder, incorporate greater detail/complexity on the policy at hand, and further refine your writing and communication skills. These are three learning tasks that never end and represent life-long effort and professional development for any policy analyst/researcher (including the professor).

My focus for this course is on students' learning. Please do not approach this class as one where you routinely follow instructions and completing assignments just well-enough to get an A. Instead, students should focus on: engaging with a range of information and ideas, learning to make judgement calls and move forward even in a context of uncertainty or conflicting information, dealing with abundant but often incomplete information, and producing work that you are proud of, regardless of what grade you get. For this reason, students will be provided with instructions, due-dates, and general assignment guidelines (e.g., page limits, areas to address); but students will not be given templates/examples of what the work should look like, specific rubrics that can be just be followed step-by-step, summaries of the key concepts from class discussions, or other instructional tools that tend to get in the way of students engaging authentically (and realistically) in this work.

Most assignments will be graded as complete/incomplete and/or as a way to get feedback to help students strengthen their policy projects. This requires a way of working that is more like the real world in which policy analyst actually work—where analysts are asked to take general instructions and apply analytic thinking—drawing their own conclusions about how to characterize what is known and identify what needs to be done. At the same time, this work is often done in consultation with other analysts, policymakers, clients, and supervisors, with the analyst often receiving substantial feedback that calls for additional thinking and revision—even when it felt like your initial work was "done." This feedback does not mean that the initial work was "wrong;" it is simply part of the process of producing high-level analysis and high-quality products.

Letter grades will be provided for two assignments: the midterm exam/essay and the final project Letter of Intent. The scale used in this course (and most TSPPPA courses) is as follows:

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 near 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.

Note: Any lower grade signifies significant skill deficiencies, inadequate engagement/effort in the class (e.g., missed assignments), and/or other issues that should be discussed as soon as problems arise and before students proceed further in the course/program.

Course Schedule At-a-Glance

#	DATE	FORMAT	TOPIC	DUE
SECTION 1 – CASE STUDY: THE COLOR OF LAW				
1	9/01	Whole class meeting (12:45-2:30)	What is "Government"? What is "Public Policy"?	View intro voice thread and introduce yourself
2	9/08	Discussion groups (12pm, 1pm, or 2pm)	How did this happen: Politics	Post in discussion group padlet (3-2-1)
3	9/15	Discussion groups (12pm, 1pm, or 2pm)	How did this happen: Analysis	Post in discussion group padlet (3-2-1)
SECTION 2 – POLICY ANALYSIS AS A FIELD				
4	9/22	Discussion groups (12pm, 1pm, or 2pm)	Historical Development of Field	Post in discussion group padlet (3-2-1)
5	9/29	Discussion groups (12pm, 1pm, or 2pm)	Approaches to Policy Analysis	Post in discussion group padlet (3-2-1)
6	10/6	Discussion groups (12pm, 1pm, or 2pm)	Case: Toxic Chemicals Control Act	**DUE: Midterm Exam/Essay**
SECTION 3 – POLICY ANALYSIS PROCESS				
7	10/13	Whole class meeting (12:45-2:30)	Alternative Policy Tools	WB Exercise #1: Policy Alternatives
	10/14	Recommended Panel (5-6pm): TSPPPA Alumni Panel: What Does It Really Mean to Be a Policy Analyst?		
8	10/20	Whole class meeting (12:45-2:30)	Criteria for Analysis	WB Exercise #2: Outcomes Matrix
9	10/27	Whole class meeting (12:45-2:30)	Policy Recommendations	**DUE: Draft Policy Description**
SECTION 4 – POLITICAL ANALYSIS				
10	11/03	Whole class meeting (12:45-2:30)	Institutions, Images, & Venues	WB Exercise #3: Policy Map
11	11/10	Whole class meeting (12:45-2:30)	Groups & Mobilization	WB Exercise #4: Who is interested in your policy?
12	11/17	Whole class meeting (12:45-2:30)	Agenda-Setting	WB Exercise #5: Window of Opportunity
13	11/24	Whole class meeting (12:45-2:30)	Barriers & Opportunities	**DUE: Draft Political Context Description**
14	12/01	Whole class meeting (12:45-2:30)	Pathways of Power	WB Exercise #6: Pathways of Power
15	12/08	Make-up Day (if needed)		
16	12/15	No class session		**DUE: Letter of Intent to E4BW Foundation**

Course Outline, Readings, and Assignments

SECTION 1 – Case Study: The Color of Law

Week 1. What is Government? What is Policy? (9/1)

Guy Peters (2010). *American Public Policy, 8th Edition,* [Read Chapter 2. "The Structure of Policymaking in American Government."]

Richard Rothstein (2017). *The Color of Law: A Forgotten History of How our Government Segregated America*. New York: Liveright Publishing Company. [Read Chapters 1, 4, 10, and epilogue]

DUE: View the introductory VoiceThread and post your own introduction

Week 2. The Role of Party Coalitions (9/8)

Dan Balz (2020). "The Politics of Race are Shifting, and Politicians are Struggling to Keep Pace." *The Washington Post.* https://www.washingtonpost.com/graphics/2020/politics/race-reckoning/

David Karol (2009). "The Politics of Race: Coalition Maintenance in the North and South" in *Party Position Change in American Politics.*

DUE: Post 3-2-1 on your discussion group Padlet board

Week 3. The Role of Policy Analysis (9/15)

Sarah Shonefeld (2019). *Mapping Segregation in DC.* DC Policy Center.
https://www.dcpolicycenter.org/publications/mapping-segregation-fha/
  ➢ For more on DC, explore this story map:
    www.arcgis.com/apps/MapSeries/index.html?appid=34603bd48c9f496fa2750a770f655013

Skim this 1941 report from FHA: https://www.huduser.gov/portal/sites/default/files/pdf/Eighth-Annual-Report-of-the-Federal-Housing-Administration.pdf

K. Steven Brown, Kilolo Kijakazi, Charmaine Runes, and Margery Austin Turner (2019). *Confronting Structural Racism in Research and Policy Analysis.* Washington, DC: Urban Institute. https://www.urban.org/sites/default/files/publication/99852/confronting_structural_racism_in_research_and_policy_analysis_0.pdf

DUE: Post 3-2-1 on your discussion group Padlet board

SECTION 2 – Policy Analysis as a Field

Week 4. Historical Development of Field (9/22)

Beryl Radin. Beyond Machivelli, 2nd Ed. [Read Chapters 1-3, 5 and 9.]

DUE: Post 3-2-1 on your discussion group Padlet board

Week 5: Approaches to Policy Analysis (9/29)

Beryl Radin. Beyond Machivelli, 2nd Ed. [Read Chapter 4]

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].

DUE: Post 3-2-1 on your discussion group Padlet board

Week 6: Midterm Case Study: Toxic Chemicals Control Act

Lawrence S. Rothenberg (2018). *Policy Success in an Age of Gridlock.* New York: Cambridge Elements in American Politics Series.

DUE: Midterm Exam (essay take-home format)

SECTION 3 – Policy Analysis Process

Week 7: Alternative Policy Tools (10/13)

Eugene Bardadch and Eric Patashnik. "Appendix: Things Governments Do." From *the Eightfold Path to Policy Analysis.* CQ Press.

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

Due: Workbook Exercise #1 – Alternative Tools

Optional Panel (10/14 from 5-6pm)

TSPPPA Alumni Panel: What Does It Really Mean to Be a Policy Analyst?
- Ana Villa, Policy Analyst at Ferox Strategies, anavilla@gwmail.gwu.edu
- Rachel Schwartz , Senior Policy Analyst, Bureau of Equitable Health Systems at NYC Department of Health and Mental Hygiene, reschwartz93@gmail.com
- Reetchel Presume, P-12 Data and Policy Analyst, The Education Trust, rpresu29@gmail.com
- Brandon Kruse, Senior Policy Analyst, Financial Markets and Community Investment, GAO, brandonkruse@gmail.com
- Jason Marshall, Policy Analyst, GAO, marshall.jason2015@gmail.com
- **Link for attendees:**
  https://gwu.webex.com/mw3300/mywebex/default.do?nomenu=true&siteurl=gwu&service=6&rnd=0.7078605800490264&main_url=https%3A%2F%2Fgwu.webex.com%2Fec3300%2Feventcenter%2Fenroll%2Fjoin.do%3FuserType%3DPaneList%26confId%3D167517874630460329%26%26%26EMK%3D4832534b0000000489e52ba48c8c8db260e2ae72bd47a36e76a1ba13e633c226a78fa687368b92ee%26siteurl%3Dgwu%26PanelistMTID%3De6e93d038f24ee929e229277303181e18%26

Week 8: Criteria for Analysis (10/20)

Beryl Radin (2019). *Policy Analysis in the 21st Century.* [Read Chapter 7: Criteria and Values.]

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.

Due: Workbook Exercise #2 – Criteria & Outcomes

Week 9: Policy Recommendations (10/27)

Due: Draft policy description (1 pg. single-spaced)

SECTION 4 – Political Analysis

Week 10. Institutions, Images, and Venues (11/03)

Cairney, Paul. 2012. "Punctuated Equilibrium." [Read Chapter 9 of *Understanding Public Policy: Theories and Issues*. New York: Palgrave MacMillian.]

Frank Baumgartner and Bryan Jones (2009). *Agendas and Instability in American Politics.* Chicago: University of Chicago Press. [Read Chapter 2]

Due: Workbook Exercise #3 – Policy Map

Week 11. Groups and Mobilization (11/10)

Stella Z. Theodoulou and Chris Kofinis (2004). *The Art of the Game: Understanding American Policy Making.* New York: Thompson-Wadsworth Press. [Read Chapters 4 on The Who of Policymaking]

Schneider, Anne L. and Ingram, Helen (2008). "Policy Design" *Encyclopedia of Public Administration and Public Policy, Second Edition*, 1: 1, 1477 — 1481.

Due: Workbook Exercise #4 – Groups & Mobilization

Week 12. Agenda-Setting (11/17)

Stella Z. Theodoulou and Chris Kofinis (2004). *The Art of the Game: Understanding American Policy Making.* New York: Thompson-Wadsworth Press. [Read Chapter 7 on Agenda-Setting]

John W. Kingdon (1995), *Agendas, Alternatives, and Public Policies,* New York: Longman Press. [Read Chapter 9: Conclusion]

Due: Workbook Exercise #5 – Windows of Opportunity

Week 13: Barriers & Opportunities (11/24)

Due: Draft political context description (1 pg. single-spaced)

Week 14: Pathways of Power (12/1)

Timothy J. Conlan, Paul L. Posner, and David R. Beam. Pathways of Power: The Dynamics of National Policymaking. Washington, DC: Georgetown University Press. [Read Chapter 1 and 6]

Due: Workbook Exercise #6 – Pathways of Power

More Information from TSPPPA & GWU

Student Accommodations

Disability Services
Any student who may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services (DSS) to inquire about the documentation necessary to establish eligibility, and to coordinate a plan of reasonable and appropriate accommodations. DSS is located in Rome Hall, Suite 102. For additional information, please call DSS at 202-994-8250, or consult https://disabilitysupport.gwu.edu.

Accommodation Beyond Disability
Everyone has different needs for learning. If you don't have a documented disability but feel that you would benefit from learning support for other reasons, please don't hesitate to talk to me. If you have substantial non-academic obligations or other concerns (e.g., work, childcare, athletic commitments, language barriers, financial issues, technology access, commuting, etc.) that make learning difficult, please contact me. I'll keep this information confidential, and together, we can brainstorm ways to meet your needs.

Observance of religious holidays
In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: provost.gwu.edu/policies-procedures-and-guidelines

Official Policies

Syllabus
This syllabus is a guide to the course. Sound educational practice requires flexibility and the instructor may therefore, at her discretion, change content and requirements during the semester.

Incompletes
A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes of the 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 the website for the complete CCAS policy on incompletes.

Grade Changes
No changes can be made to grades after the conclusion of the semester, other than in cases of clerical error.

Academic Integrity Code
Academic Integrity is an integral part of the educational process, and GW takes these matters very seriously. Violations of academic integrity occur when students fail to cite research sources properly, engage in unauthorized collaboration, falsify data, and in other ways outlined in the Code of Academic Integrity. Students accused of academic integrity violations should contact the Office of Academic Integrity to learn more about their rights and options in the process. Outcomes can range from failure of assignment to expulsion from the University, including a transcript notation. The Office of Academic Integrity maintains a permanent record of the violation. More information is available from the Office of Academic Integrity at studentconduct.gwu.edu/academic-integrity. The University's "Guide of Academic Integrity in Online Learning Environments" is available at

studentconduct.gwu.edu/guide-academic-integrity-online-learning-environments. Contact information: rights@gwu.edu or 202-994-6757.

University Resources

Virtual academic support
A full range of academic support is offered virtually in fall 2020. See coronavirus.gwu.edu/top-faqs for updates. Writing and research consultations are available online. See academiccommons.gwu.edu/writing-research-help. Coaching, offered through the Office of Student Success, is available in a virtual format. See studentsuccess.gwu.edu/academic-program-support

Writing Center
GW's 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. See gwu.mywconline

Academic Commons
Academic Commons provides tutoring and other academic support resources to students in many courses. Students can schedule virtual one-on-one appointments or attend virtual drop-in sessions. Students may schedule an appointment, review the tutoring schedule, or access other academic support resources at academiccommons.gwu.edu. For assistance contact academiccommons@gwu.edu.

Counseling and Psychological Services 202-994-5300
GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. healthcenter.gwu.edu/counseling-and-psychological-services

Safety and security
- In an emergency: call GWPD 202-994-6111 or 911
- For situation-specific actions: review the Emergency Response Handbook at safety.gwu.edu/emergency-response-handbook
- In an active violence situation: Get Out, Hide Out or Take Out. See go.gwu.edu/shooterprep
- Stay informed: safety.gwu.edu/stay-informed