

University of Delaware
School of Public Policy & Administration

UAPP 707: PUBLIC POLICY ANALYSIS
FALL 2016

INSTRUCTOR

Dr. Andrea Sarzynski

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Office Hours: Tues/Thurs 2-3:15pm; Wed 12:30-1:30pm; or by appointment

CLASS MEETING

Tues/Thurs 3:30-4:45pm in 221 Alison Hall

OVERVIEW

Public policy analysis is the work of informing an appropriate audience about a public policy problem, and the consequences of public policies meant to address that problem. Doing this well requires the ability to critically examine and analyze public policy problems and public policies, sometimes by conducting original policy research, and almost always by making informed use of policy and social research conducted by others. This course emphasizes the practical application of policy analysis to address contemporary public problems, recognizing the politically charged environment within which public decisions are made.

LEARNING GOALS

Throughout the semester, students will develop and demonstrate the following skills:

1. Identify and analyze the essential features of public policy issues, including the nature, causes, and consequences of public policy problems
2. Collect, evaluate, and make appropriate use of information on public policy issues
3. Assess and compare the likely outcomes of proposed policies
4. Consider requirements for implementation of a proposed policy
5. Communicate effectively ideas and findings with respect to public policy issues
6. Understand the values and practices of professional ethics

PREPARATION FOR THE COURSE

This course is designed for students that have completed graduate-level coursework in research methods, statistics, microeconomics, and public policy (e.g., UAPP 702, UAPP 691, UAPP 693, and UAPP 701, or equivalents). Students without this preparation may complete the course successfully but should be prepared to complete additional reading or exercises to prepare for course assignments.

COURSE FORMAT

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Many learning formats will be used in the course including lectures, class discussion, and small group exercises. The primary instructional technique of “learning by doing” is accomplished through brainstorming, experience sharing, small group activities, and individual research and writing.

COMMUNICATIONS

We will make extensive use of the Canvas course management system (www.udel.edu/canvas) and your UD email accounts for course communications, including posting announcements, distributing course materials, turning in assignments, reviewing grades and assignment feedback, and exchanging other relevant information. Ensure that you have access to and are comfortable using Canvas and email.

Written assignments must be submitted electronically via Canvas. You have three options for submitting this work: (1) as a file upload (extensions allowed: DOC, DOCX, TXT, RTF, PDF); (2) as in-line text using the editor in Canvas; (3) as a link to a document posted elsewhere such as Google Docs. Whatever format you choose, the work must be grammar- and spell- checked, checked for completeness and accuracy, and all parts marked clearly for me to follow.

COURSE MATERIALS

Required reading:

Patton, C.V., Sawicki, D.S., & Clark, J.J. (2013). *Basic methods of policy analysis and planning* (3rd ed.). Boston: Pearson. [PSC on schedule]

Radin, B.A. (2013). *Beyond Machiavelli: Policy analysis reaches midlife* (2nd ed.). Washington, DC: Georgetown University Press.

Other required reading, videos, news articles, or other media are listed on the syllabus and in Canvas.

Recommended:

Bardach, E. (2012). *A practical guide to policy analysis: The eightfold path to more effective problem solving* (4th ed.). Washington, DC: CQ Press.

Smith, C.F. (2013). *Writing public policy* (3rd ed.). New York: Oxford University Press.

APA style tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

Consider using Zotero as bibliographic reference software: <https://www.zotero.org/>

ASSIGNMENTS

- 1. TEEN AUTO ACCIDENTS ANALYSIS (15% course grade)** - complete Exercise 2.8 in PSC, Ch 2 (pp.58-59). This assignment will give you practice in conducting policy analysis on a short deadline and on a topic about which you may not be very familiar. The exercise will also provide some guidance as to areas where you should focus your attention in the future.
- 2. ASSESSMENT OF NEIGHBORHOOD DECLINE (10% course grade)** - complete Exercises 4, 5, 6, and 11 in PSC, Ch 3 (pp.133-134). Organize your information into a concise problem statement as you might use in a policy report to the mayor, city manager, or city council. Include all figures and tables, appropriately labeled, and a bibliography with your sources. Extra-credit option: also complete Exercise 10.
- 3. DELAWARE PRISONS FACT SHEET (10% course grade)** - create a 1-page fact sheet on the problem of mass incarceration in Delaware, using the assigned material from the case. Tables, figures, and sources may be included on additional pages. Aim to inform citizens not familiar with the evidence.
- 4. HOMELESSNESS EXPLAINER (5% course grade)** - create a video in which you explain your causal map of the homelessness problem, its primary causes and consequences, and the major intervention points for policy. You may use a narrated powerpoint ([how to](#)), a narrated screencast ([tutorial](#)), or record a video from your electronic device. The quality does not have to be professional but I recommend you prepare your thoughts carefully first, keep the video to less than 5 minutes, preview your video, and retape to fix any major problems such as poor sound quality. The purpose is to illustrate that you can explain a complex problem and work through the logic of how policy interventions affect that problem. You do not need to be on-screen but it does need to be in your own words.
- 5. EVALUATION WORKSHOP (5% course grade)** - compile and submit your homework and responses to the in-class workshop questions from 11/15 and 11/17.
- 6. TEEN AUTO ACCIDENTS ANALYSIS - REDUX (15% course grade)** - revise and update Assignment #1 with the homework you completed throughout the semester. Aim to highlight your learning from the semester, while keeping your documents clear, logical, actionable, and professional in style and tone.
- 7. FINAL PROJECT (20% course grade)** - you will be assigned a final project in-class on 12/1. You will have 2 weeks to complete the project. I recognize that you have other commitments during this time but believe that you can complete the project within the time available.

8. PARTICIPATION (20% course grade): All students are expected to actively and respectfully participate in class. You are responsible for your learning, and much of that learning will happen in class. Please be punctual; we only have 75 minutes each class to get through the course material. If you must miss class, you should consult the syllabus, course site, and discuss what you may have missed with your classmates. You may always come to office hours with questions or concerns about the course or schedule an appointment.

Assignment	Due	Topic	Share of grade
#1	9/13	Teen auto accidents analysis	15%
#2	9/27	Assessment of neighborhood decline	10%
#3	10/11	Delaware prisons fact sheet	10%
#4	10/25	Homelessness explainer	5%
#5	11/18	Evaluation workshop	5%
#6	12/4	Teen auto accidents analysis - redux	15%
#7	12/15	Final project	20%
#8		Participation	20%

LATE POLICY

Unless I specify a different time, assigned readings are to be completed before class and assignments are due at the start of class on the designated day. Assignments will be subject to an automatic 3% per day penalty for late submission. No assignments will be accepted more than two weeks late. ***If you have a personal emergency and find yourself falling behind in the course, please let me know ASAP and we can discuss your options.***

GRADING SCALE

Final grades in the course follow the UD system:

95 percent or more:	A	73 to 76 percent:	C
90 to 94 percent:	A-	70 to 72 percent:	C-
87 to 89 percent:	B+	67 to 69 percent:	D+
83 to 86 percent:	B	63 to 66 percent:	D
80 to 82 percent:	B-	60 to 62 percent:	D-
77 to 79 percent:	C+	Below 60 percent:	F

ACADEMIC INTEGRITY

I expect you to know and comply with the University's Policy on Academic Honesty in the [Student Guide to University Policies](#). All assignments must be completed on your own. Any words, ideas, or data that you borrow from other people and include in your individual work must be properly documented using an acceptable scholarly citation format (APA preferred). *Failure to acknowledge your sources or the contribution of others is plagiarism.*

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DISABILITY POLICY

I will provide appropriate, reasonable accommodations for students with qualifying, documented disabilities, consistent with University policies. Any student who thinks s/he may need accommodation based upon the impact of a disability should contact me. Assistance and support are available through the [Office of Disabilities Support Services](#) and the [Office of Academic Enrichment](#).

SCHEDULE¹

Class	Date	Topic, Readings and Assignments # Available on Canvas
1	8/30	Introductions, expectations
2	9/1	Overview of policy analysis PSC, Ch 1 Radin, Introduction Homework: complete exercises 2-4 or 5-7 and exercise 8 (PSC p.19)
3	9/6	Policy analysis process PSC, Ch 2 -- skip section 2.3 Start Assignment #1
4	9/8	An example of professional policy analysis Read RAND press release and policy brief on marijuana legalization study for state of Vermont; watch briefing videos Homework: Can you identify all the parts of the policy analysis - the problem definition, evaluative criteria, alternatives, evaluation of alternatives, and recommendation? Who is the client and what was the assigned task? Who

¹ This syllabus describes a plan, which like any plan may be revised or updated if it is reasonable and appropriate to do so based upon the experience of implementing it.

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		are the stakeholders?
5	9/13	Debrief assignment #1; policy analysis in the policy process Radin, Ch 1-3 DUE: Assignment #1
6	9/15	Cross-cutting methods: identifying and gathering data PSC, Ch 3 -- intro and section 3.1 Radin, Ch 7
7	9/20	Cross-cutting methods: interviewing and surveying PSC, Ch 3 -- sections 3.2 - 3.4 Start Assignment #2
8	9/22	Cross-cutting methods: basic data analysis and communication PSC, Ch 3 -- section 3.5 to end of chapter
9	9/27	Debrief assignment #2; overview of tools and skills Radin, Ch 6 DUE: Assignment #2
10	9/29	Problem definition PSC, Ch 4 -- skip sections 4.4 and 4.6 Homework: Exercises 1-2 (PSC p.168)

11	10/4	<p>Case: prisons/crime - what's the problem?</p> <p>Raphael, S. & Stoll, M.A. (2013). The emergence of mass incarceration. In <i>Why are so many Americans in prison?</i> (pp.1-31). New York: Russell Sage Foundation.</p> <p>Watch Ta-Nehisi Coates - America's mass incarceration problem, <i>The Daily Show</i> (October 12, 2015)</p> <p>Homework: Consider how the authors characterize the problem. Do you agree? Draft a 1-page statement of the national problem as you see it. What are the problem's primary causes and consequences? Why should government act? How does policy contribute to the problem? Use some of the data from the chapter to support your problem statement.</p> <p>Then explore the Quick Tables in the Corrections Statistical Analysis Tool - Prisoners from the Bureau of Justice Statistics for the most recent data on incarceration. How has the problem changed since Raphael & Stoll's chapter? Does the newer data change your understanding of the problem? If so, update your problem statement.</p>
12	10/6	<p style="text-align: center;">Case: prisons/crime (cont'd) - focusing on Delaware</p> <p>Read Race and incarceration in Delaware: A report to the General Assembly (June 30, 2011)</p> <p>Review your homework from class 11. How might you update your problem statement to reflect the situation in Delaware? Is it more of the same, or is there something more distressing about the problem in Delaware?</p> <p>Then explore the more recent data on incarceration in Delaware from the BJS Corrections Statistical Analysis Tool. (Hint: use the Prisoner Characteristics files in the Quick Tables tab.) Has the problem changed since this report?</p>
13	10/11	<p>Evaluative criteria</p> <p>PSC, Ch 5</p>

		<p>Homework: Exercise 1 (PSC p.207)</p> <p>DUE: Assignment #3</p>
14	10/13	<p>Criteria (cont'd); ethical considerations</p> <p>PSC, Ch 2 -- section 2.3</p> <p>Listen to Update: Eye in the Sky episode of Radiolab (39 min)</p> <p>Homework: Exercises 7 and 11 in Ch 5 (pp.208-210)</p>
15	10/18	<p>Identifying alternatives</p> <p>PSC, Ch 6</p> <p>Butler, S.M. & Muhlhausen, D.B. (2014). Can government replicate success? National Affairs 19(spring): 25-39.</p> <p>Homework: Exercise 1 (PSC p.238)</p>
16	10/20	<p>Identifying alternatives (cont'd); mini-case: homelessness</p> <p>Read Gladwell, M. (2006, February 13). Million dollar Murray. <i>New Yorker</i>.</p> <p>REC: NPR interview with Gladwell (February 18, 2006)</p> <p>Read or watch PBS, Debate over how to treat the homeless simmers in Sarasota, as more cities crack down (December 13, 2015)</p> <p>Review Interactive map: Number of U.S. cities criminalizing homelessness surges (December 13, 2015)</p> <p>Homework: Map out the homelessness problem identified in Gladwell's article, including both causes and consequences. How does the 'Housing First' policy aim to change the map? How does criminalization as in Sarasota aim to change the map?</p>

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17	10/25	<p>Quick decision analysis</p> <p>PSC, Ch 4 -- sections 4.4 and 4.6</p> <p>Radin, Ch 5</p> <p>Homework: Exercises 11-13 (PSC pp.170-171)</p>
18	10/27	<p>Forecasting</p> <p>PSC, Ch 7 -- intro and section 7.1</p> <p>Homework: Exercises 3-5 (PSC pp.297-298)</p> <p>Due: Assignment #4 [DATE CHANGED]</p>
19	11/1	<p>Forecasting (cont'd)</p>
20	11/3	<p>Implementation analysis; mini-case: the ACA</p> <p>Light, P.C. (2014). A cascade of failures: Why government fails, and how to stop it. Washington, DC: The Brookings Institution. (Download paper PDF from link on left side of page)</p> <p>Goldstein, A. & Elperin, J. (2013, November 2). HealthCare.gov: How political fear was pitted against technical needs. <i>The Washington Post</i>.</p> <p>Klein, E. (2013, November 4). The memo that could have saved Obamacare. <i>The Washington Post</i>.</p> <p>Cutler memo in full (link in Klein article)</p> <p><i>Note: I will be absent but Claudia Caruso will lead class</i></p>
	11/8	<p>No class -- Election Day</p>

		<p>Radin, Ch 4</p> <p>Catch up:</p> <p>PSC, Ch 7 -- sections 7.2 through end of chapter</p> <p>Listen to the first part of the Worth episode of Radiolab (“How much would you pay....”)</p> <p>Homework: Exercise 1 (PSC p.297)</p>
21	11/10	<p>Case: “The flags and the garbage can”</p> <p>Read excerpt from Foster, McBeth, & Clemons (2010) #</p> <p>Homework: Read through the “questions to consider” and answer at least 3 questions (excluding #5) that interest you. Be prepared to discuss.</p>
22	11/15	<p>Evaluation workshop - day 1</p> <p>Review the economic sections of PSC, Ch 5 -- section 5.2, 5.3.2</p> <p>Review the economic sections of PSC, Ch 7 -- sections 7.2.1 - 7.2.4</p> <p>Homework: Complete Exercise 8 in PSC, Ch 5 (p.209). How would you set up a cost-benefit analysis of this proposal? What additional information would you need to collect?</p> <p>In-class: Exercises 23-25 in PSC, Ch 7</p>
23	11/17	<p>Evaluation workshop - day 2</p> <p>Review sections 7.2.5 - 7.2.6</p> <p>Homework: Exercises 26-28 in PSC, Ch 7</p> <p>In-class: Exercises 31-32, 36-37 in PSC, Ch 7</p>

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	11/24	DUE: Assignment #5 -- by 3:30pm
	11/22 and 11/24	No class -- Thanksgiving Break Radin, Ch 8-9
24	11/29	Displaying alternatives; discuss final project PSC, Ch 8 Homework: Exercise 1 (PSC p.337)
25	12/1	Monitoring and evaluation PSC, Ch 9 Homework: Exercise 1 (PSC p.368)
	12/4	DUE: Assignment #6 -- by 11:59pm
26	12/6	Case: The Limits of Public Service Discretion Review 'The Silver Affair' case # To discuss: policy development, stakeholders, implementation
27	12/8	Case (cont'd); wrap-up To discuss: ethics, communication, management Review: PSC, Ch 2 sections 2.3.2-2.3.4
	12/15	DUE: Final project -- by 3:30pm