

PPPA 6011 - Fall 2018
**Intro to Public Policy/
Politics & Policy Analysis**
Thursday, 6:10-8:00pm, SEH 7040

Professor: Nina Kelsey (Assistant Professor, TSPPPA and ESIA)
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Office Hours: Tuesdays 4-6pm in my office, and by appointment

Overview

This course serves as an introduction to the field for students entering the Master of Public Policy (MPP) program. The organizing theme of this course is the “policy orientation” which centers 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.



The facts are coming! The facts are coming!

Learning Objectives

- *Define* policy analysis and *explain* how the work undertaken by policy analysts varies across settings and has changed over time.
- *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.
- *Recognize* the significance of agenda setting as a form of political power and *develop* strategies for increasing attention to overlooked problems, groups, or perspectives.
- *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 your 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 policy analysts in the policymaking process,
- *Understand* the interdependence of politics and public policy—how the distribution of political power shapes policy choices and how policy choices reshape future political dynamics.

Class Policies

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

Classroom Etiquette:

- Be respectful to fellow students; make sure everyone is getting a fair chance to speak
- Disagreement and debate are encouraged; just keep it polite and friendly
- Because many students will be coming from work, and class runs until 8pm, some food and drink *within reason* is fine. Please make sure it doesn't become a distraction to the class.
- Quiet cell phones.

Late Work: Late work will be penalized by one letter grade (i.e. 10 points on a 100-point scale) per day late. If you encounter a serious problem that necessitates an accommodation (such as a medical emergency or comparable issue), you must speak to me about it as soon as physically possible.

Plagiarism: In a word, don't. All written assignments will be examined for plagiarism upon submittal.

Plagiarism is a serious violation of academic ethics; it undermines a student's own academic integrity and is unfair to their peers. **Plagiarism is not worthwhile;** it's usually caught and the consequences are substantially more serious than simply receiving a low grade for an incomplete or low-quality assignment. Please see the GWU plagiarism statement. If I do find an instance of plagiarism, the student will receive a zero on the assignment and, depending on the severity and circumstances, may be at risk of failing the course.

All work on graded assignments should be yours and yours alone unless explicitly stated otherwise (e.g. a group assignment). If you're having trouble completing an assignment yourself either due to struggles with the material or personal hardship, please talk to me rather than considering cheating.

Course Materials

Materials for this course are posted in the files section of our course Blackboard page (blackboard.gwu.edu), or consist of blog posts or articles available at the links provided in the course outline. Other readings are drawn from the following books, which students are required purchase ASAP from an online bookseller (in either print or e-book format. [Please note: you will need the Radin book right away (before the second class).]

- Richard Rothstein (2017). *The Color of Law: A Forgotten History of How our Government Segregated America*. New York: Liveright Publishing Company.
- Patashnik, Eric M., Alan S. Gerber, and Conor M. Dowlings (2017). *Unhealthy Politics: The Battle over Evidence-Based Medicine*. Princeton NJ: University of Princeton Press.
- RECOMMENDED, NOT REQUIRED: Eugene Bardach and Eric M. Patashnik (2016). *A Practical Guide for Policy Analysis: The Eightfold Path for More Effective Problem Solving (5th edition)*. Washington, DC: CQ Press. [Note: Make sure to get 5th Edition]

Course Workload and Effort

Course Credit: 3.0 credit hours.

Course Effort: Across the 15 week semester, students should expect to devote 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, and assignments.

Course Requirements and Grading

Overview:

- MPP Program Planning: 10%
- Class Engagement & Participation: 20%
- Homework Assignments: 5%
- Mini-Memos: 20% (10% each)
- Essay 1 – Policy Analysis Landscape: 20%
- Essay 2 – Policy Analysis and Political Context: 25%

MPP Program Planning (10%). During the semester, students will be asked to improve their understanding of the policy analysis field and identify (or narrow down) their career objectives. To assist in this process, students will undertake at least two professional development activities (see options listed below) and then prepare a very short memo (one page) addressed to their (desired) MPP Field Advisor describing how they want to focus their time at TSPPPA (both coursework and out-of-class experiences) to gain particular skills and/or knowledge of policy content. Professional Development Activities must be completed and the memo uploaded to Blackboard by the end of Thanksgiving vacation.

Professional Development Activities (choose at least two):

- Create or update your LinkedIn profile and link to the TSPPPA group and Professor Kelsey;
- Conduct an informational interview with a policy analysis professional who works in the type of organization or area of policy in which you are most interested;
- Identify and attend an event with career development/networking potential relevant to your field of interest (please clear these with me when you choose them)
- Meet with TSPPPA Career Center to develop a strategy for career advancement.

Memo to MPP Advisor should communicate:

- (1) What do you hope to gain by pursuing an MPP? Please identify 2-3 specific things (i.e. skills, experiences, bodies of knowledge)
- (2) How will you use the MPP program (and your time both inside and outside the classroom) to advance these objectives?
- (3) (If applicable) What type of assistance do you need from TSPPPA advisers, faculty, or career services to meet these objectives?

Class Engagement (20%). 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 coming to 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. Grades will be based on the degree to which students' engagement in class reflects these norms, as well as attendance (no more than one absence), evidence of careful preparation for class, and analytic thinking in which course material is applied to policy cases/current issues, including those related to students' work, areas of study, or lived experience. There will also be in-class activities and assignments for which students can earn class participation credit.

Homework Assignments (5%). In preparation for most class sessions, students will complete short homework assignments based on the assigned readings for that class. Students should **submit their answers in a word document to the appropriate assignment links on Blackboard**, and **bring homework with them to class (hardcopy or electronic)** to inform class discussion/activities and so that they can refer to them during the class sessions.

It is understood that responses to the homework questions may change during the class discussion, so the homework will be graded as complete vs. incomplete only as a means of assessing students' effort preparing for each class session.

Mini-Memos (20% total - 10% each). Students will complete two short mini-memos during the semester. All memos should be uploaded to Blackboard 24 hours before the class in which they are assigned. Memos will be graded on four dimensions: (1) followed instructions, including clear focus on audience for memo, (2) presented coherent argument showing analytic thinking, (3) demonstrated understanding of the key concepts covered in the course by using these concepts to inform the memo's analysis and recommendations, and (4) communicated clearly (grammar and style). Additional detail on each case study and memo assignment will be posted in Blackboard and discussed in class the week before the memo is due. Note: For those new to policy and/or memo writing, refer to the additional resources posted in Blackboard—especially: <http://withoutbullshit.com/blog/10-top-writing-tips-psychology/>

- **Mini-Memo 1: Budgeting for Snow Removal** (due 24 hours before Class 2). After the first week of class, students will prepare a 1 pg. memo to the Mayor of Snowville advising her on how to budget for snow removal services in the next fiscal year. Note: this is meant primarily to provide students with experience *writing* for a policy audience; we will cover the practice of analysis more thoroughly later in class. A revision of this memo based on feedback will be due in class 3.
- **Mini-Memo 2: Airport Citing** (due 24 hours before Class 6)

Essay #1: Policy Analysis Landscape (20%). Based on a review of policy analysis materials found in the Policy File index, prepare a 3-4 page (double-spaced) essay. Note: More information on this assignment will be provided as it approaches.

Essay #2: Analysis and Its Political Context (25%). Using the policy issue that you explored in Essay 1 (i.e. the EITC, Iran sanctions, state health exchanges etc.), write a 6-8 pg. double-spaced essay that builds on the work done for Essay 1. Note: More information on this assignment will be provided as it approaches.

A Note on the Grading Scale. Students' grades will reflect the following philosophy/standard:

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.

Course Outline, Readings, and Assignments

UNIT I: POLICY ANALYSIS [*Policy Analyst as Advisor*]

Class 1. The Policy Sciences (Aug. 29)

Readings

Beryl Radin. Beyond Machiavelli, 2nd Ed. Read Chapter 5, “Dealing with Two Cultures: Politics and Analysis.” [For the purposes of this reading, you can skip the italicized text at the beginning of the chapter, and begin at the paragraph that starts, “This chapter deals with...”]

Susan Iott (2010), “Policy Sciences and Congressional Research: Making Sense of the Research Question.” *Policy Sciences*. 43, 3:289-300.

Cesar Villanueva (2017). TSPPPA Case Study: *Evaluating Seattle’s \$15 Minimum Wage* – read description of case and think about the questions in preparation for our discussion.

Class 2. Policy Studies as a Field (Sept. 5)

Readings:

Peter DeLeon. 2006. “The Historical Roots of the Field” In Morran and Goddin (Eds.) *The Oxford Handbook of Public Policy*. Oxford University Press. [Read Chapter 2, Pt. 1 – pgs. 39-42].

Beryl Radin. Beyond Machivelli, 2nd Ed. Introduction + selection from Ch. 9. [see Blackboard]

Hugh Heclo, (1978). “Issue Networks and the Executive Establishment” in Anthony King (Ed) *The New American Political System*. Washington, DC: American Enterprise Institute.

David Litt. “Washington, D.C., is not a cynical swamp. It’s America’s most hopeful place.” Washington Post, Oct. 5, 2017.

https://www.washingtonpost.com/news/posteverything/wp/2017/10/05/washington-d-c-is-not-a-cynical-swamp-its-americas-most-hopeful-place/?utm_term=.a492f0de7bbf

DUE: Mini-Memo 1: Snow Planning (upload to Blackboard at least 24 hours before class)

Write a 1 pg. memo to the Mayor advising her on how to budget for snow removal services in the next fiscal year. Based on materials distributed on Jan. 18.

Class 3. Approaches to Policy Analysis (Sept. 12)

Readings:

John W. Kingdon (1995), Chapter 6, “The Policy Primeval Soup” in *Agendas, Alternatives, and Public Policies*, New York: Longman Press. [29 pp]

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. [15 pp]

Brian W. Hogwood and Lewis A. Gunn. 1984. *Policy Analysis for the Real World*, Section 4.2, “Ideal-type models of ‘rational’ policymaking.” [6 pp]

Two policy analysis pieces of your choice (see Homework 1 below).

DUE: Homework 1 (bring hard copy of typed answers to class)

Using the GWU library, access the Policy File Database

(<http://libguides.gwu.edu/pubpolicydatabases>).

From this database, identify two interesting **pieces of policy analysis** from two different **policy analysis organizations** working in an area you are interested in. Read the policy analysis pieces you have chosen and review the organizations' websites to answer the following questions for each:

1. What organization did you choose?
2. What are their goals, political orientation (if any), analytic approach, and major products?
3. Which the values identified by Weimer and Vining does the organization appear to prioritize? What other values are relevant? Are there potential value conflicts?
4. How would you characterize the "approach" the organization takes in the policy piece you read?
5. How do the two organizations you looked at differ?

Note to students: Some assignments throughout the rest of the semester will ask you to focus on one specific policy issue (e.g., EITC, Iran sanctions, state health exchanges, cap and trade). You should choose an issue that you are interested in but not one that you work on as part of your employment. It should also be a policy with significant: (1) news coverage of its politics (to assess this google: ["your policy"] AND politics site:washingtonpost.com) and (2) existing policy analysis (to assess this search for your policy in the Policy File Database that you can access through the GW library: see second database here: (<http://libguides.gwu.edu/pubpolicydatabases>)). You should have a solid concept for the issue area you want to stick with on **no later than Class 6**.

UNIT II: POLICY TOOLS, ALTERNATIVES, & COMPROMISES

Class 4. Things Governments Do (Sept. 19)

Readings:

Eugene Bardach and Eric M. Patashnik (2016). "Things Governments Do." From *A Practical Guide for Policy Analysis: The Eightfold Path for More Effective Problem Solving* (5th edition). New York: Sage Press [Read: Appendix B].

Richard Rothstein (2017). *The Color of Law: A Forgotten History of How our Government Segregated America*. New York: Liveright Publishing Company. [Read chapters 2-5 & 7]

DUE: Homework 2: Identify and describe (in a few sentences each) five different examples of "things governments do" discussed by Rothstein in *The Color of Law*.

Class 5. Alternatives & Trade-offs (Sept. 26)

Readings:

Eugene Bardach and Eric M. Patashnik (2016). *A Practical Guide for Policy Analysis: The Eightfold Path for More Effective Problem Solving* (5th edition). Washington, DC: CQ Press. [Part I, pg. 1-72].

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.

TSPPPA Case Study: Where to Site an Airport?

DUE: Homework 3

Read the posted case study about Siting an Airport and choose 3-4 criteria by which to compare the alternative sites. Draft a criteria-alternatives matrix using those criteria. [See template and examples in Blackboard]



Class 6. Policy Compromises & Government Failure (Oct. 3)

Ta-Nehisi Coates (2016). “Better is Good”: Obama on Reparations, Civil Rights, and the Art of the Possible. The Atlantic. Available at: <https://www.theatlantic.com/politics/archive/2016/12/ta-nehisi-coates-obama-transcript-ii/511133/>

David L. Weimer and Aiden R. Vining. (2015). “Chapter 8: Limits to Public Intervention”. In *Policy Analysis, 5th Edition*. New York: Pearson Longman.

DUE: Memo RE: Airport Siting

Based on the outcomes matrix refined during Class 5, write a 2-3 pg. memo (including matrix) to the Chairman of the Board of County Commissioners discussing the key trade-offs facing this policymaker and recommending the policy alternative she should pursue.

UNIT III: POLICYMAKING PROCESS

Class 7. The Political Context (Oct. 10)

Readings:

Review: *Important Ideas about American Politics* (posted in Course Material section of Blackboard)

Guy Peters (2010). *American Public Policy, 8th Edition*, Chapter 2. “The Structure of Policymaking in American Government.”

- For illustrations see:
 - https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/24/president-trump-couldnt-pass-obamacare-repeal-this-is-why/?utm_term=.3ef5840e7762
 - <https://www.vox.com/policy-and-politics/2017/7/24/16019984/obamacare-repeal-republican-flow-chart>

Noel, Hans (2010). “Ten Things Political Scientists Know that You Don’t.” *The Forum*, 8(3):12. Available at: http://faculty.georgetown.edu/hcn4/Downloads/Noel_Forum.PDF

Suzanne Mettler (2018). “Chapter 1: A Time of Contradictions,” in *The Government-Citizen Disconnect*. New York: Russell Sage Foundation Press.

Patashnik, Eric M. and Justin Peck. (2017). “Can Congress do Policy Analysis? The Politics of Problem Solving on Capitol Hill.” In Lee S. Friedman (Ed), *Does Policy Analysis Matter?* University of California Press.

DUE: Homework 4 [See Blackboard]

Class 8. Theories of Policy Process (Oct. 17)

Readings:

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

Mintrom, Michael. 2019. "Chapter 2: Theories of Policy Process," in *Public Policy: Investing for a Better World*. Oxford University Press.

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

Cairney, Paul. Overview of Social Construction Theory, available at:
<https://paulcairney.wordpress.com/2016/01/08/policy-concepts-in-1000-words-the-social-construction-of-target-populations/>

DUE: Homework 5 [See Blackboard]

Class 9. Lobbying, Influence, and Gridlock (Oct. 24)

Readings:

Frank R. Baumgartner, Jeffrey M. Berry, Marie Hojnacki, and David C. Kimball (2009). *Lobbying and Policy Change: Who Wins, Who Loses, and Why?* [Read selections posted to Blackboard]

Policy Example: ObamaCare Repeal

- https://www.washingtonpost.com/news/monkey-cage/wp/2017/03/24/president-trump-couldnt-pass-obamacare-repeal-this-is-why/?utm_term=.3ef5840e7762
- <https://www.vox.com/policy-and-politics/2017/7/24/16019984/obamacare-repeal-republican-flow-chart>

Melinda Burns. (2010). "K Street and the Status Quo." Pacific Standard. Available at:
<https://psmag.com/social-justice/k-street-and-the-status-quo-20015>

Nathan Kelly. How Institutional Gridlock in US Politics Benefits the Rich. Scholar Strategy Network Brief, available at: <http://www.scholarsstrategynetwork.org/brief/how-institutional-gridlock-us-politics-benefits-rich>

Morris Fiorina (2014), "Gridlock is bad; the alternative is worse." From the Monkey Cage Blog:
<https://www.washingtonpost.com/news/monkey-cage/wp/2014/02/25/gridlock-is-bad-the-alternative-is-worse/>

DUE: Homework 6. [See Blackboard]

Class 10. Images, Perception, and Opinion (Oct. 31) [BE ALERT FOR CHANGES]

Readings:

Timothy Conlan et al. (2015), *Pathways of Power: The Dynamics of National Policymaking*. Washington, DC: Georgetown University Press. [Read selections posted to Blackboard]

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.

- Example of venue shopping: <http://www.scholarsstrategynetwork.org/brief/beyond-gridlock-american-environmental-policy>

Suzanne Mettler (2015). Why Americans Can't See Government and Why it Matters. *Scholar Strategy Network* brief available at [2 pp]:

http://www.scholarsstrategynetwork.org/sites/default/files/ssn_key_findings_mettler_on_why_americans_cant_see_government.pdf

Matthew Yglesias. (2015). "Americans are Making a Big Mistake about Health Care. Posted on Vox, available here [1 pp]: <https://www.vox.com/2015/3/1/8125785/insurance-subsidy-poll>

Policy Examples:

- See materials posted to Blackboard

DUE: Essay #1

Based on a review of policy analysis materials found in the Policy File index, prepare a 3-4 page (double-spaced) essay. Note: More information on this assignment will be provided toward the end of the course.

Class 11. Navigating Politics (Nov. 7) [BE ALERT FOR CHANGES]

Thatcher & Rein 2004. "Managing Value Conflict in Public Policy." *Governance: An International Journal of Policy, Administration, and Institutions* 17(4). [26 pp]

Hans Noel (2014), "How ideological activists constructed our polarized parties." From The Monkey Cage Blog at: <http://www.washingtonpost.com/blogs/monkey-cage/wp/2014/01/15/how-ideological-activists-constructed-our-polarized-parties/>

James Curry (2017). Here is why Republican Senators are being so Secretive with their Obamacare Repeal Legislation. Posted in Vox and available at: <https://www.vox.com/mischiefs-of-faction/2017/6/20/15842734/senate-republicans-ahca-secretive-why>

Stuart Shapiro (2016). "When do policymakers listen to policy analysis, and when do they ignore it?" *The Hill*. Available at: <http://thehill.com/blogs/pundits-blog/uncategorized/273716-when-do-policymakers-listen-to-policy-analysis-and-when-do>

David Rubin (2016). "Developing Policy when Evidence is Lacking." *JAMA Pediatrics*, available online first at: <http://archpedi.jamanetwork.com/article.aspx?articleid=2542138>

DUE: Homework 7 [See Blackboard]

Class 12. Unhealthy Politics 1 (Nov. 14)

Readings:

Patashnik, Eric M., Alan S. Gerber, and Conor M. Dowlings. 2017. *Unhealthy Politics: The Battle over Evidence-Based Medicine*. Princeton NJ: University of Princeton Press. Read Intro. & Chap. 1-4.

No Class November 21
Enjoy Thanksgiving Break!

Class 13. Unhealthy Politics 2 (Nov. 28)

Readings:

Patashnik, Eric M., Alan S. Gerber, and Conor M. Dowlings. 2017. *Unhealthy Politics: The Battle over Evidence-Based Medicine*. Princeton NJ: University of Princeton Press. Read Chapters 5-6, and the Conclusion.

DUE: Homework 8 [See Blackboard]

Class 14. Politically-Informed Policy Analysis (Dec. 5)

Readings:

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

Review Case Study from Week 1

DUE: Draft of Essay #2 – Analysis and Political Context (upload to Blackboard 24 hours before class)

Using the policy issue that you explored in Essay 1 (i.e. the EITC, Iran sanctions, state health exchanges etc.), and building on your work for Essay 1, write a 6-8 pg. double-spaced essay.

Note: More information on this assignment will be provided toward the end of the course.

Final Policy Essay: Policy Analysis Landscape (Due Date TBD)

Using the policy issue that you explored in Essay 1 (i.e. the EITC, Iran sanctions, state health exchanges etc.), and building on your work for Essay 1, write a 6-8 pg. double-spaced essay.

Specific instructions for completing this assignment will be provided toward the end of the semester.

More Information

Standard Trachtenberg School Policies and Additional Information

1. **The Syllabus:** This syllabus is a guide to the course. Sound educational practice requires flexibility and the instructor may therefore, at

5. **Academic Honesty:** GW's Code of Academic Integrity is at studentconduct.gwu.edu/code-academic-integrity. All exams and other graded work products are to conform to the Code. Its definition of "academic dishonesty" includes "cheating of any kind" and "misrepresenting one's own work, taking credit for the work of others without crediting them and without

<p>her/his discretion, change content and requirements during the semester.</p>	<p>appropriate authorization, and the fabrication of information.”</p>
<p>2. 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 the website for the complete CCAS policy on incompletes.</p>	<p>6. Changing Grades after Completion of the Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.</p>
<p>3. Submission of Written Work Products Outside the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically with the express permission of the instructor.</p>	<p>7. Religious Holidays: Religiously observant students should notify the instructor the first week of classes regarding any session that will be missed; the courtesy of an absence without penalty will be extended.</p>
<p>4. 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.</p>	<p>8. Accommodation for Students with Disabilities: To receive accommodations on the basis of disability, please provide documentation from the GW’s Disability Support Services, Rome Hall 102 (202-994-8250). See also: gwired.gwu.edu/dss.</p>
	<p>9. Mental Health Services: This GW office 24/7 assistance to address students' personal, social, career, and study skills problems. Services include: crisis and emergency mental health consultations, and counseling services as well as referrals. See: counselingcenter.gwu.edu; 202-994-5300</p>

General Guidelines for Written Assignments

I will distribute more specific requirements for assignments as they get closer. However, these guidelines will always apply to written assignments:

- Written assignments should be **turned in electronically** via safeassign by 5 pm on the day they are due.
- Written assignments should be **double-spaced** and use a standard and readable font. Times New Roman 12-point is always safe and translates well across computer systems.
- Please use **Microsoft Word (.docx or .doc) format**. If you do not have convenient access to Word or the ability to create .docx/.doc files, please talk to me.
- In addition to requirements specific to assignments, **in general written work must display:** good grammar and spelling; a clear, relevant, effective, and *concise* writing style; structure that provides a logical and coherent flow for your argument; ability to synthesize relevant information effectively to

explain and support your argument; ability to demonstrate analytical thinking and provide original observations and insights; and of course, proper citation where appropriate.

GW provides writing tutoring and assistance; check it out at <http://writingcenter.gwu.edu/>. Workshopping your writing can be of assistance to any student at any writing level, so consider running your paper(s) by the Writing Center's consultants before submitting your assignments if you think this could improve your work.

Security

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.