

PPPA 6006: Policy Analysis

Term: Spring 2019
Section: O10
Class Room: 1776 G C-110
Lectures: W 3:30–5:20pm
Instructor: Eiko Strader, PhD
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Office: Phillips Hall 342
Office Hours: Tu12–2pm or by appt

Course Description and Learning Objectives:

Public policies are not produced in a vacuum, nor can they be studied in a vacuum. Rather they are shaped by social, economic, organizational and political conditions, and they unavoidably reflect embedded value and ideological systems. Likewise, policy analysis is often times conducted for an audience with expectations and wishes under a set of circumstances that may be beyond the control of policy analysts. *How can we then make sense of competing information and arrive at effective recommendations?*

This course provides a general introduction to policy analysis, so that by the end of the course, you will be able to critique policy analysis and effectively communicate your recommendations to clients. The following is a list of skills you can expect to learn and develop in this course:

Production-Side Skills:

- Define and frame public problems.
- Identify and assess policy solutions.
- Make informed recommendations to clients.
- Convey complex policy issues clearly in writing and verbally.
- Understand the strengths and limitations of your analysis.

Consumer-Side Skills:

- Assess the quality of policy-relevant information presented by others.
- Identify the value and ideological systems underlying each information product.
- Identify the external factors impacting suggested policy solutions.
- Identify the strengths and limitations of information presented by others.

Required Readings:

- Bardach, Eugene, and Eric M. Patashnik. 2015. *Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving* (Fifth Edition). Thousand Oaks, CA: CQ PRESS (ISBN-10: 1483359468).
- **All other readings are available on Blackboard** (blackboard.gwu.edu).
- **Optional but recommended** – Smith, Catherine F. 2016. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process* (Fourth Edition). New York, NY: Oxford University Press (ISBN-10: 0199388571).

Course Requirements:

- Late assignments will result in a **10% per day penalty**, and no late assignment will be accepted **3 days** after the original deadline.
 - Please check Blackboard for complete details of each assignment and assessment.
- 1) Class Participation, Engagement and Reading Summaries: Your participation grade will be assessed based on preparedness, classroom etiquette and engagement. Policy analysts often work collectively and collaboratively in a multi-disciplinary team setting. Henceforth, the ability to contribute to class discussions and encourage critical thinking is an essential skill for you to have. *If you are not comfortable with public speaking, you have the option to supplement your participation grade by submitting reading summaries of the assigned readings by the end of each class period. 15%
 - 2) Problem Definition Memo: You will prepare a 500 to 750 words memo introducing a policy issue you plan to analyze for your final project. You are required to identify a real client who has some power to address the problem, and explain to this client in a succinct manner why the problem needs to be addressed. You are encouraged to reuse this memo as part of your final policy analysis memo. 10%
 - 3) Peer Review Memo: You will review two problem definition memos written by your classmates and assess their quality using the grading rubric prepared by the instructor. The aim of this assignment is to train your critical eye to be able to review the work of your colleagues and evaluate the credibility of information sources. 10%
 - 4) Problem Sets: You will submit a total of three problem sets (each problem set is worth 10% of your total grade) to demonstrate an understanding of core concepts underlying policy analysis. Each written response should be no longer than 500 words. 30%
 - 5) Group Presentation: Each group will conduct and present a policy analysis following Bardach's Eightfold Path. Each group should meet at least twice outside of class to choose a topic, come up with a policy definition, strategize, work out the division of labor, and prepare for the presentation. On the day of the presentation, each group is required to submit a hardcopy of presentation slides to the instructor, present for 15 minutes, and lead a substantive class discussion of the presentation for an additional 15 minutes. 15%
 - 6) Final Policy Analysis: You will prepare a 3,500 words memo analyzing any policy issue of your interest for a national client who possesses some power to address the issue. You are required to use both evidence and logic to demonstrate why the problem needs to be addressed, and are expected to provide four credible policy alternatives for your client to consider, in addition to a "status quo" alternative. You will describe the evaluation criteria that should guide the alternative policy selection process and project the performance of alternatives. You will assess the tradeoffs among alternatives and recommend an alternative. 20%

Total: 100 %

Grading:

- Evaluation will be based upon a percentage point system.
- No grade changes can be made after the conclusion of the semester, other than in cases of clerical error.
- Please consult the latest TSPPA Student Handbook for policy on incompletes.

Overall Course Grades Reflect the Following Philosophy:

A	Excellent	Exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, 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 objectives of this graduate course.
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. (A "B-" average in all courses is not sufficient to sustain graduate status in 'good standing'.)
C+ C C–	Deficient	Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
F	Unacceptable	Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

Course Expectations:

- This course is an advanced graduate seminar, so you are expected to play an active role in making sense of the materials covered every week and lead discussions.
- You are expected to read all required materials and attend class regularly.
- If you must miss a class, you are expected to notify the instructor in advance and arrange to submit assignments in a timely manner.
- Whether your absence is excused or unexcused, you are responsible for meeting all of the requirements listed on this syllabus. Therefore, permission to miss class does not mean you can turn in your assignments late.
- You are expected to use your laptops only for the purpose of taking notes.
- You can expect me to respond to your e-mails promptly during the weekdays between 8am to 8pm.
- You can expect me to treat you with respect and compassion, irrespective of my ideology, values, or identity.

Classroom Civility:

- *“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.”*

Academic Integrity:

- “All students – undergraduate, graduate, professional full time, part time, law, etc. – must be familiar with and abide by the provisions of the [Code of Academic Integrity](#).”
- I expect that you meet the minimum standards for academic student conduct set forth by the [Code of Academic Integrity](#) and understand that your failure to uphold academic integrity in your coursework results in academic disciplinary sanctions.

Credit Hour Guidelines:

- In accordance with the Code of Federal Regulations (CFR) [34 CFR 602.24\(f\)](#) and the requirements of Middle States Commission on Higher Education, 3-credit lecture-based course expects students to spend a total of 112.5 semester hours. This course is designed so that $112.5\text{hr} = (2\text{hr} \times 14 \text{ lectures}) + (3\text{hr} \times 14 \text{ class preparations}) + (42.5\text{hr on assignments}) = 28\text{hr} + 42\text{hr} + 42.5\text{hr}$.

Writing Resources:

- Although the course guides you through the process of formulating and understanding difficult set of ideas, it does not teach you how to write better. If you need help with your writing, you should make an appointment with a writing consultant at the [Writing Center](#) (202-994-3765).

Religious Holidays:

- In accordance with [University policy](#), please notify me during the first week of the semester if you plan to be absent from class to observe a religious holiday. You will be allowed to make up missed assignments without penalty.

Disability Accommodations:

- Students who qualify for access to disability accommodations should contact the Disability Support Services ([DSS](#)) at 202-994-8250, so that I can provide effective and appropriate accommodations to meet the needs of students with disabilities.
- The accommodation procedure involves three steps: (1) complete a registration form, (2) document your disability, and (3) request letters to professors.
- For more information, visit their office in Rome Hall, Suite 102.

Mental and Psychological Wellness:

- If you or your peers are experiencing emotional distress, please contact the [Mental Health Services](#) at the Colonial Health Center at 202-994-5300 (available 24/7).

Safety and 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.

<<< DISCLAIMER: I reserve the right to revise this syllabus if the need arises. >>>

Course Schedule, Readings, and Assignments:

01/16 Session 1: Introduction – What Is Policy Analysis?

- 1) Smith: Introduction, Chapter 1 – Public Policy Making
- 2) Bardach & Patashnik: Introduction
- 3) Vining, Aidan R. and David L. Weimer. 2017. “Part I Introduction to Public Policy Analysis – 2. What Is Policy Analysis?” Pp. 30-38 in *Policy Analysis*, Sixth Edition. New York, NY: Routledge.
- 4) DeLeon, Peter, and Christine R. Martell. 2008. “Policy Sciences Approach.” Pp. 1495-1498 in *Encyclopedia of Public Administration and Public Policy*, 2nd ed., edited by E.M. Berman. Boca Raton, FL: Taylor & Francis.
- 5) Piketty, Thomas. 2014. “A Debate without Data?” Pp. 2-3 in *Capital in the 21st Century*. Cambridge, MA: Harvard University Press.

OPTIONAL:

- Adolino, Jessica R., and Charles H. Blake. 2010. *Comparing Public Policies: Issues and Choices in Industrialized Countries*. Washington, DC: CQ Press. Chapter 1 – The Policy Process.
- Howlett, Michael. 2015. “Policy Cycle.” Pp. 288-292 in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd ed., edited by J.D. Wright. Waltham, MA: Elsevier.

***If you are unsure how to find the right expert in your policy area, you may want to set aside some time to familiarize yourself with the relevant think tanks and research institutes. See Session 1 folder via Blackboard for more details.**

01/23 Session 2: Defining Policy Problems

- 1) Smith: Chapter 2 – Communicating
- 2) Bardach & Patashnik: Part I, Step 1 – Define the Problem
- 3) Smith: Chapter 3 – Definition, Frame the Problem
NOTE: Do not worry about offering solutions YET.
- 4) Kane, Time, and Kirk A. Johnson. 2006. “[The Real Problem with Immigration ...and the Real Solution.](#)” *The Heritage Foundation*.
- 5) Stephens, Bret. 2018. “[Our Real Immigration Problem.](#)” *The New York Times*.
- 6) Drutman, Lee. 2015. “[Low-Information Lawmakers.](#)” *Washington Monthly*.

For In-Class Exercise:

- Visit the U.S. Government Accountability Office [website](#) and review a couple of reports (not testimonies) that look interesting to you. Typically, each report begins with a summary of the report, followed by a brief overview of background information related to the problem, and then a section describing the problem (stop when the report begins to offer solutions).
→ **Please print out at least one of the problem definition sections and bring it to class**

OPTIONAL:

- Green-Pedersen, Christoffer. 2015. “Agenda Setting.” Pp. 357-361 in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd ed., edited by J.D. Wright. Waltham, MA: Elsevier.
- Iott, Susan. 2010. “Policy Sciences and Congressional Research: Making Sense of the Research Question.” *Policy Sciences*. 43(3):289–300.
- Rochefort, David A., and Roger W. Cobb, eds. 1994. *Politics of Problem Definition: Shaping the Policy Agenda*. Lawrence, KS: University Press of Kansas. Chapter 1 – Problem Definition.
- Woolgar, Steve and Dorothy Pawluch. 1985. “Ontological Gerrymandering: The Anatomy of Social Problems Explanations.” *Social Problems*. 32(3): 214-227.



Please schedule a brief introductory meeting with your assigned group to choose a topic and come up with a policy definition by early March!

01/30 Session 3: Policy Analysis in a Post-Truth World?! Use of Evidence

Problem Definition Memo Due at Midnight

- 1) Head, Brian W. 2015. "Evidence Based Policy-Making." Pp. 281-287 in *International Encyclopedia of the Social & Behavioral Sciences*. 2nd ed., edited by J.D. Wright. Waltham, MA: Elsevier.
- 2) Bardach & Patashnik: Part I, Step 2 – Assemble Some Evidence
- 3) Greater Boston. 2017. "[The Death of Expertise](#)." WGBH News (video).
- 4) Jones, Molly Morgan. 2016. "[In a 'Post-Truth' World, Evidence and Experts Matter More than Ever](#)." *The RAND Blog*.
- 5) Inskeep, Steve. 2016. [A Finder's Guide to Facts](#). NPR.

For In-Class Exercise:

- Please bring a hard copy of your problem definition memo and be ready to share a 1-2 minute verbal pitch of your problem statement with the class.
- Please also watch [this TED-Ed video](#) on using rhetoric to get what you want.

OPTIONAL:

- Birkinshaw, Julian. 2017. "[The Post-Truth World: Why Have We Had Enough of Experts?](#)" *Forbes*.
- Gewin, Virginia. 2017. "[Post-Truth Predicaments](#)." *Nature*. 541: 425-427.
- Haas, Peter. 2004. "[When Does Power Listen to Truth? A Constructivist Approach to the Policy Process](#)." *Journal of European Public Policy*. 11(4): 569-592.
- Kirp, David L. 2012. "[Does Policy Analysis Matter? Are We Still Relevant?](#)" *Policy Notes*.
- The Economist. 2016. [The Post-Truth World: Yes, I'd Lie to You](#).

02/06 Session 4: Specifying Policy Alternatives

Peer Review Memo Due at Midnight

- 1) Berlow, Eric. 2010. "[Simplifying Complexity](#)." *TEDGlobal*.
- 2) Bardach & Patashnik: Part I, Step 3 – Construct the Alternatives
- 3) Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2013. "Identifying Alternatives." Pp 215-237 in *Basic Methods of Policy Analysis and Planning*. New York, NY: Pearson Education.
- 4) Bardach & Patashnik: Appendix B – Things Governments Do.
- 5) Congressional Budget Office. 2014. [Transitioning to Alternative Structures for Housing Finance](#). *Please read pages 1–6 and pay particular attention to Tables 1 & 2.

For In-Class Exercise:

- Please first watch [this edX video](#) describing how to draw causal DAGs.
- Next, please download the DAG template from Blackboard and fill out S and Ps. Bring **three hard copies** of your solution idea (i.e. the filled out form) and be ready to share one of your policy alternatives with the class.

OPTIONAL:

- Smith: Chapter 5 – Legislative History, Know the Record
- Kraft, Michael E., and Scott R. Furlong. 2018. *Public Policy: Politics, Analysis, and Alternatives*. Thousand Oaks, CA: CQ Press. Chapter 5 – Public Problems and Policy Alternatives
- Carafano, James Jay. 2007. [Illegal Immigration Alternatives: How States Should Respond](#). The Heritage Foundation. *Review this memo in relation to the case of immigration reform discussed in Kraft and Furlong.

02/13 Session 5: Implementation and Policy Design

Optional Re-Do of Problem Definition Memo Due at Midnight

- 1) Bardach & Patashnik: Part III, Handling a Design Problem.
- 2) W.K. Kellogg Foundation. 2004. "Introduction to Logic Models." Pp.III-14 in *Logic Model Development Guide*.
- 3) Vining, Aidan R. and David L. Weimer. 2017. "Part III Conceptual Foundations for Solution Analysis – 12. Implementation" Pp. 280-303 in *Policy Analysis*, Sixth Edition. New York, NY: Routledge.
- 4) Rosenberg, John S. 2014. "[From Personal Catastrophe to Enforced Poverty](#)." *Harvard Magazine*.

For In-Class Exercise:

- First, please review these sample logic models before coming to the class:
 - CDC. 2009. [Logic Model for the Prevention Research Centers Program](#).
 - HHS. 2013. [Environmental Justice Implementation Progress Report](#).
 - United Way. 2015. [West End After School Program](#) (scroll all the way to the end).
 - WHO. 2016. [WHO/CDC Logic Model for Micronutrient Interventions in Public Health](#).
- Once you are done reviewing these sample logic models, please download the logic model template from Blackboard and fill out sections 1 through 5 for one of your policy alternatives. Bring **three hard copies** of your implementation plan to class. Please make sure to specify both short- and long-term impacts.

OPTIONAL:

- Adolino, Jessica R., and Charles H. Blake. 2010. *Comparing Public Policies: Issues and Choices in Industrialized Countries*. Washington, DC: CQ Press. Chapter 2 – Theories of Policy Making.
- Brady, David and Amie Bostic. 2015. "Paradoxes of Social Policy Welfare Transfers, Relative Poverty, and Redistribution Preferences." *American Sociological Review*. 80(2):268–298.
- Brady, David and Rebekah Burroway. 2012. "Targeting, Universalism, and Single-Mother Poverty: A Multilevel Analysis Across 18 Affluent Democracies." *Demography*. 49(2):719–46.
- Smith: Chapter 7 – Petition, Proposal, Letter, Request Action

02/20 Session 6: Developing Evaluation Criteria

- 1) Bardach & Patashnik: Part I, Step 4 – Select the Criteria.
- 2) Vining, Aidan R. and David L. Weimer. 2017. "Part III Conceptual Foundations for Solution Analysis – 5. Establishing Evaluation Criteria" Pp. 280-303 in *Policy Analysis*, Sixth Edition. New York, NY: Routledge.
- 3) WHO. 2013. [Evaluation Practice Handbook](#) – 3.1 Defining Evaluation Questions and Criteria. Pp.18-25.
- 4) United Nations. 2015. [Sustainable Development Goals](#). *Visit their website and check out 2 of the 17 goals set by the UN by clicking on the square icons - *how do they set their targets?* Click on the middle tab to review the evaluative measures.

For In-Class Discussion:

- Please review [ProCon.org](#) (2017) "[Should the Government Allow Immigrants Who Are Here Illegally to Become US Citizens?](#)" Come prepared to discuss what criteria should be used to evaluate proposed reforms to the immigration and naturalization laws.

OPTIONAL:

- Kraft, Michael E., and Scott R. Furlong. 2018. *Public Policy: Politics, Analysis, and Alternatives*. Thousand Oaks, CA: CQ Press. Chapter 6 – Assessing Policy Alternatives.
- Caputo, Richard K. 2014. *Policy Analysis for Social Workers*. Thousand Oaks, CA: SAGE. [Chapter 4 – Evaluating Policy Proposals](#).
- Jacobs, Alan M. 2016. "Policy Making for the Long Term in Advanced Democracies." *Annual Review of Political Science*. 19(1):433–54. *This article is useful for thinking about temporality of your evaluative criteria and how you measure them.

02/27 Session 7: Projecting Outcomes Based on Models of Human Behavior

Problem Set #1 Due at Midnight

- 1) Bardach & Patashnik: Part I, Step 5 – Project the Outcomes.
- 2) Berman, Evan, and XiaoHu Wang. 2018. *Essential Statistics for Public Managers and Policy Analysts*, Fourth Edition. Thousand Oaks, CA: CQ Press. Chapter 3 – Conceptualization and Measurement.
- 3) Friedman, Lee S. 2002. *The Microeconomics of Public Policy Analysis*. Princeton, NJ: Princeton University Press. Chapter 2 – An Introduction to Modeling, Pp. 19-25 only.

For In-Class Exercise:

- First, please go to [this website](#) and calculate your life expectancy (please ignore anything related to pension and retirement). Scroll down the results page and take a look at the comparisons between your estimated life expectancy and other model predictions; *where do you think these numbers came from?*
- Next, please click on the links titled “Research on X and Longevity,” and skim through a summary or two of empirical research that went into the model.
- Please come prepared to discuss about the pros and cons of using quantitative models for projecting policy outcomes.

OPTIONAL:

- Feder, Stanley A. 2002. “Forecasting for Policy Making in the Post-Cold War Period.” *Annual Review of Political Science*. 5(1):111–25.
- Giannarelli, Linda, Laura Wheaton, and Joyce Morton. 2015. [How Much Could Policy Changes Reduce Poverty in New York City?](#) Urban Institute. *This sample simulates the impacts of 7 different policies
- Hall, Keith. 2017. [Congressional Budget Office Director Remarks at Retirement Research Conference](#). C-SPAN. *In this video, CBO director discusses how his office forecasts spending for legislation.
- Smith: Appendix B – Interpreting Data to Support Policy Argument

03/06 Session 8: Projecting Outcomes Using Evidence and Experience

Group Presentation Preparation Worksheet Due at Midnight

- 1) Bardach & Patashnik: Part IV – Smart (Best) Practices.
- 2) Trochim, William M.K., and James P. Donnelly. 2007. *The Research Methods Knowledge Base*, Third Edition. Mason, OH: Thomson Publishing. Chapter 1 – 2d Introduction to Validity, Pp. 20-23.
- 3) Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2013. “Uncertainty.” Pp 293-294 in *Basic Methods of Policy Analysis and Planning*. New York, NY: Pearson Education.
- 4) Dunno William N. 2018. *Public Policy Analysis*, Sixth Edition. New York, NY: Routledge. Chapter 4 – Forecasting in Policy Analysis, Pp. 118-129.

For In-Class Discussion:

- Please come prepared to discuss how you are planning on projecting outcomes for your policy analysis. *Have you identified relevant case studies? What kind of assumptions are you going to make? What kind of uncertainties do you think you will face?* Please come prepared to share at least one evidence that you are planning on citing in your policy analysis.

OPTIONAL:

- Dunning, Thad. 2016. “Transparency, Replication, and Cumulative Learning: What Experiments Alone Cannot Achieve.” *Annual Review of Political Science*. 19(1):S1–23.
- Gangl, Markus. 2010. “Causal Inference in Sociological Research.” *Annual Review of Sociology*. 36(1): 21–47.
- RAND. 2017. [The RAND Health Insurance Experiment](#). *This video reflects on the largest health policy study conducted by RAND over 40 years ago.

03/13 Spring Break (No Class)

OPTIONAL READING LIST CONCERNING INEQUALITY AND PUBLIC POLICY:

- Canes-Wrone, Brandice. 2015. "From Mass Preferences to Policy." *Annual Review of Political Science* 18 (1): 147–65.
- Erikson, Robert S. 2015. "Income Inequality and Policy Responsiveness." *Annual Review of Political Science* 18(1):11–29.
- Hughes, Melanie M., Pamela Paxton, and Mona Lena Krook. 2017. "Gender Quotas for Legislatures and Corporate Boards." *Annual Review of Sociology*. 43: 331-352.
- Manza, Jeff. 2000. "Race and the Underdevelopment of the American Welfare State." *Theory and Society* 29(6):819–832.
- Orloff, Ann. 1996. "Gender in the Welfare State." *Annual Review of Sociology*. 51–78.
- Parker, Christopher Sebastian. 2016. "Race and Politics in the Age of Obama." *Annual Review of Sociology*. 42(1):217–30.
- Reese, Ellen and Elvia Ramirez. 2002. "The New Ethnic Politics of Welfare: Struggles over Legal Immigrants' Rights to Welfare in California." *Journal of Poverty*. 6(3):29–62.
- Wacquant, Loïc. 2010. "Crafting the Neoliberal State: Workfare, Prisonfare, and Social Insecurity." *Sociological Forum* 25 (2): 197–220.

03/20 Session 9: Making Policy Tradeoffs

Problem Set #2 Due Sunday at Midnight

- 1) Bardach & Patashnik: Part I, Step 6 – Confront the Tradeoffs, Step 7 – Stop/Focus/Narrow/Deepen/Decide!
- 2) Vining, Aidan R. and David L. Weimer. 2017. "Part IV Doing Policy Analysis – 15. Landing on Your Feet" Pp. 350-355 in *Policy Analysis*, Sixth Edition. New York, NY: Routledge.
- 3) Marks, Clifford, Janet Weiner, and Daniel Polsky. 2017. "[Confronting the Trade-Offs in Health Reform: What We Learned from the ACA.](#)" *HealthAffairs*.

For In-Class Exercise:

- Please bring **three hard copies** of your draft tradeoff matrix table to class. The table does not have to look exactly the same as Table 15.1 – The Simple Structure of a Goals/Alternatives Matrix, shown in Vining and Weimer (p.5), but your matrix should have your evaluative criteria, policy alternatives and projected outcome cells filled out. You are required to analyze four policy alternatives and the status quo for the final paper but are free to decide the number of evaluative criteria you want to use for your analysis.

OPTIONAL:

- Budig, Michelle J., Joya Misra, and Irene Boeckmann. 2016. "Work–Family Policy Trade-Offs for Mothers? Unpacking the Cross-National Variation in Motherhood Earnings Penalties." *Work and Occupations* 43(2):119–77.
- Favreault, Melissa M., Howard Gleckman, and Richard W. Johnson. 2015. "[Financing Long-Term Services And Supports: Options Reflect Trade-Offs For Older Americans And Federal Spending.](#)" *Health Affairs*. 34(12): 2181-2191.
- Smith: Chapter 4 – Evaluation, Analyze and Advise

03/27 Session 10: Tell Your Story

- 1) Levitt, Steven D., and Stephen J. Dubner. 2014. "How to Persuade People Who Don't Want to be Persuaded." Pp 167-188 in *Think Like a Freak*. *Alternatively, you can listen to this podcast – WNYC. 2014. [Think Like A Freak: How To Persuade People](#). The Brian Lehrer Show.
- 2) Bardach & Patashnik: Part I, Step 8 – Tell Your Story.
- 3) Stokstad, Erik. 2017. "[How to be Heard](#)." *Science*. 355(6325): 572.
- 4) Cairney, Paul. 2017. [Telling Stories that Shape Public Policy](#) (blog piece).

For In-Class Discussion:

- First, listen to [this BBC Radio 4 podcast](#) discussing the role of emotion in politics, and then review a couple of sample stories and videos posted on Blackboard. Now, ask yourself "*did the presenter effectively communicate a message and persuade audiences to care about the issue?*" Please come to class prepared to share your storytelling strategy for the final paper.

OPTIONAL:

- Environmental Change and Security Program. 2013. "[Storytelling Is Serious Business: Narratives, Research, and Policy](#)." *The Wilson Center* (Webcast).
- Jenkins, Alan. 2018. "[Shifting the Narrative: What it Takes to Reframe the Debate for Social Justice in the US](#)." *Haas Institute for a Fair and Inclusive Society* (blog piece).
- Moezzi, Mithra, Kathryn B. Janda, and Sea Rotmann. 2017. "Using Stories, Narratives, and Storytelling in Energy and Climate Change Research." *Energy Research & Social Science*. 31: 1-10.

04/03 Session 11: Politics & Policy Analysis

Problem Set #3 Due at Midnight

- 1) Wheelan, Charles. 2010. "Balancing Substance and Politics." Pp. 519-520 in *Introduction to Public Policy*.
- 2) Bardach & Patashnik: Appendix D – Strategic Advice on the Dynamics of Political Support.
- 3) Klimczuk, Andrzej. 2015. "Ethics." Pp. 580-585 in *International Encyclopedia of the Social & Behavioral Sciences*. 2nd ed., edited by J.D. Wright. Waltham, MA: Elsevier.
- 4) Mead, Lawrence M. 2013. "Teaching Public Policy: Linking Policy and Politics." *Journal of Public Affairs Education*. 19(3): 389-395. *Please read the first 6 pages.
- 5) Mintrom, Michael. *People Skills for Policy Analysts*. Washington, DC: Georgetown University Press.

For In-Class Discussion:

- First, please watch [this short video](#) where Alan Abramowitz explains how American politics became so polarized. Next, please watch [this 60-second animation](#) visualizing partisanship over the last 60 years. Once you are done watching both videos, please read this short piece: Scheiber, Noam. 2012. "[The Memo that Larry Summers Didn't Want Obama to See](#)." *New Republic*. Please come to class prepared to discuss whether policy analysts should engage in political analysis.

OPTIONAL:

- Buchler, Justin. 2017. [Does Nonpartisan Journalism Have a Future?](#) The Conversation.
- London School of Economics and Political Science. [LSE Sociology: Are There Any Right-Wing Sociologists?](#) *Since you have taken this course from a Sociologist, this may be a good time to debrief
- Epstein, Diana and John David Graham. 2007. *Polarized Politics and Policy Consequences*. RAND Corporation.
- Smith: Chapter 6 – Position Paper, Know the Arguments
- Smith: Chapter 10 – Public Comment, Influence Administration

04/10 Session 12: Concluding Remarks

- 1) Nunes, Ashley. 2017. "[Whatever Happened to Evidence-Based Policy Making?](#)" *Forbes*.
- 2) Shapiro, Stuart. 2016. "[When Do Policymakers Listen to Policy Analysis, and When Do They Ignore It?](#)" *THE HILL*.
- 3) Cairney, Paul. 2016. "[The Politics of Evidence-Based Policymaking.](#)" *The Guardian*.
- 4) Mead, Lawrence M. 2015. "Only Connect: Why Government Often Ignores Research." *Policy Sciences*. 48: 257-26.

OPTIONAL:

- Cairney, Paul, and Kathryn Oliver. 2017. "[Evidence-Based Policymaking is Not Like Evidence-Based Medicine, So How Far Should You Go To Bridge the Divide between Evidence and Policy?](#)" *Health Research Policy and Systems*. 15: 35.
- Desmarais, Bruce A. and John A. Hird. 2014. "Public Policy's Bibliography: The Use of Research in US Regulatory Impact Analyses." *Regulation & Governance*. 8(4):497–510.
- Gormley, William T. 2007. "Public Policy Analysis: Ideas and Impacts." *Annual Review of Political Science*. 10(1):297–313.
- London School of Economics and Political Science. [LSE Social Policy: A Multidisciplinary Approach](#).
- Smith: Chapter 9 – Testimony, Witness in a Public Hearing, Appendix A – Writing Clearly.

04/17 Session 13: Group Presentations

04/24 Session 14: Group Presentations

05/08 Final Policy Analysis Due at 5:20pm