

University of Washington
Evans School of Public Policy & Governance
PUBPOL 513B, Spring 2019
Thursdays 11:30AM to 2:20 PM, Condon Hall 401
ber@uw.edu

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Office Hours: T/Th 3:30-4:30
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Sections: BA meets Fr 12:30-1:20 in Condon 115; BB meets Fri 1:30-2:20 in Condon 115

PUBPOL 513B: PUBLIC POLICY ANALYSIS

(Note: Class topics and reading assignments may be subject to minor changes in later weeks. When changes are made, we will post revisions on the class Canvas site and let you know.)

Course Objectives

Making or influencing public policy is, for many, the most exciting role in public service (or probably in any organizational setting). Public managers aspire to this role after years of service. Policy analysts often get a chance to play an important part in policymaking much earlier in their careers. In addition to being (mostly) exciting, policy analysis is excellent training for moving into senior management later because it forces one to think about “big” issues of public purposes and how to achieve them, and about an organization’s external environment. Policy analysis also sharpens the capacity for rigorous, evidence-based but also practical thinking. Most importantly, public policy analysis is about the collective, societal decisions that shape the quality of all our lives as well as our natural environment. What could be more exciting and important?

The purpose of this course is to provide a conceptual framework and some applied experience in integrating the MPA core course work in economics, quantitative methods, evaluation, organizations and management, politics, and budgeting so that you learn to analyze public policy options and decisions *before they are made* in a rigorous, practical and broad-gauged way. We will read about, discuss, and work through the processes of identifying and defining public policy problems; setting policy objectives; establishing operational criteria for decisions among options; assessing stakeholders and their stakes; designing alternative policy actions (options) to address problems; projecting and assessing systematically (i.e., analyzing) the likely effects of these actions; and attending to political, organizational, and democratic process considerations relevant to authoritative adoption and successful implementation of public policies. (Much of this also applies to policy analysis within organizations, such as nonprofits, regarding their own policies, although the course focus is on *public* policies—in which nonprofits often have a stake and seek influence.) A major effort will be made to impart craft as well as conceptual knowledge. Thus, an important part of the course work will involve student execution, *in teams of two or three*, of an independent policy analysis encompassing all of the above elements and designed to be useful to an identified real-world *client* (i.e., decision-maker or similar entity, whether simulated or actual). To further impart concreteness to the course, we will examine together a number of cases designed to pose real-world policy problems where policy analysis played or could play a useful role. You will have an opportunity to do an individual written analysis of one of the cases as one of the course assignments.

Policy analysis requires several distinct sets of skills: the ability to frame a problem in a way that is amenable to analysis, technical understanding of data and analytical tools and their relevance, a comprehension of the analytics of resource allocation, understanding of politics and

process norms within the organization and broader environment within which the analyst is working, and the ability to produce and present a useful analysis for one's audience(s). The course will cover all of these but will give particular attention to the first and last elements mentioned since other core courses have built your skill sets on the other dimensions (on which we will draw).

Texts and Readings:

1. Weimer, D. L., & Vining, A. R. (2017). *Policy analysis: Concepts and practice* (6th ed.). Boston, MA: Pearson. **(Required, available at University Bookstore.)**
2. Bardach, E. & Patashnik, E.M. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (5th ed.). London: Sage. **(Required, at University Bookstore.)**
3. Mintrom, M. (2012). *Contemporary policy analysis*. New York, NY: Oxford University Press. **(Required sections will be available on Canvas.)**
4. Kingdon, J. W. (1995). *Agendas, alternatives and public policies* (2nd ed.). Boston, MA: Pearson. **(Supplemental, on reserve at Odegaard Library.)**
5. Several cases from the Evans School's Electronic Hallway and Harvard's Kennedy School of Government will be used. Information will be provided on how to access them.

Other required readings will be made available electronically via the course Canvas site.

The readings provide a good summary of the policy process (especially Bardach & Patshnik and Kingdon), and the theory, methods, and craft of policy analysis (especially Weimer & Vining and Bardach & Patashnik, with supplementary information from Mintrom). It is important to keep up with reading assignments if you are to make sense of and contribute to classes and complete assignments competently.

Course Requirements:

1. *Case analysis:* Each student will submit a 3-4-page (double spaced) **individual** written analysis of **one** of the assigned cases on the syllabus (which one is your choice). Your written analysis must be posted to the Canvas site by the beginning of class on the date the case will be discussed. A bonus of **0.2 grade points** is offered for analyses of the first three cases to minimize postponing of this assignment by students. Also, standards for any given grade will be elevated as the quarter (and presumably your knowledge and skill in policy analysis) progresses. Prior to turning in their case analysis for a grade, students have the option of turning in one on an earlier case for practice and (ungraded) feedback. If you do this, make sure you indicate at the top of the first page that you are submitting a *practice* case analysis. Questions to help focus your analysis of each of the assigned cases are available on the Canvas site. **Everyone is expected to be prepared for class discussion of each case and should review these questions** whether or not they have submitted a written analysis of the case.

2. *Readings and class engagement:* There is plenty of material to read for the course in preparation for classes, as well as to aid your efforts on the project and case analysis. Preparation for and active participation in classes are important for the course to be successful. Engagement in each class period will be scored and credited as either zero (unexcused absence), half a point, one, or two points. Half a point is awarded for attendance. To get one point, you must both be present in class and offer some participation in the discussion. Two points will be reserved for those who contribute especially effectively.

Absences: Since the class meets only once per week, attendance is quite important. Students may request an excused absence *well in advance* (except in true emergencies) by emailing the professor with a compelling reason. Attendance in quiz section is also **very** important as much of the time will be devoted to working with your teammates on your policy analysis project work (see below). Attendance and involvement will be recorded there as well as part of the class engagement score. Finally, project team members will offer feedback to the instructors on their teammates' participation and engagement in the project work at the end of the quarter. This input may affect individual team member grades.

3. *Team policy analysis project:* A critical element of the course is the team policy analysis project. Since policy analysis is a practical craft, the best way to learn about it is to try it as you are learning. Thus, students will choose as soon as practicable, with TA and instructor help as needed, a policy analysis project topic as the basis for three written memos and an in-class oral briefing over the course of the term. You are to work in teams of two or three on your projects and submit jointly authored memos, because team efforts are the way policy analysis is typically carried out in real organizations. After all, two (or three) heads *are* usually better than one. Some class time and much of the section meeting time will be devoted to workshops on aspects of the project work and, at the end of the term, formal presentations of project research and analysis results will occur in class. Project teams need to be formed among colleagues within the same quiz section, as section time will be used extensively to workshop on the ongoing policy analysis project. We will be facilitating topic selection and team formation from the outset of the course, so be prepared with topic ideas for that process.

Please post all assignments you submit at the appropriate place on the course Canvas site!

Project Topics and Assignments:

A few pointers on choosing a policy analysis project topic:

- *Pick a relatively narrow topic* with adequate information available for analysis in the time available. The public policy librarian, Emily Keller, will make a visit to the class in Week Two to explain relevant library resources and will be available to advise you on search strategies that may be helpful in researching candidate topics. In general, students are prone to selecting topics that are too large in scope or not well timed to analyze adequately in one quarter, so be aware of this tendency as you consider topics.
- *Pick a topic that interests you* (this helps with motivation), but not one where you believe you “know the answer.” Do not fall into the trap of trying to study “a solution looking for a problem” rather than focusing on a problem and its *alternative* possible remedies. If your opinion or assessment of a solution can be swayed by evidence, you are on the right track in picking an appropriate topic for learning about policy analysis. It should not be an effort to rationalize a predetermined choice.
- *Consider using a work-related topic* from your job, internship or volunteer work. The fact that someone out there really cares about the topic may also motivate and help you gain access to information and focus on a client (i.e., sponsor or primary audience). If you don’t have such a topic, consider seeking out classmates who do. If you have such a topic, advertise it to your classmates.
- *Get started early, long* before the first project memo is due, so that you can contact potential users and research resources, size up the project realistically, and begin developing a working relationship with your teammates. It will be very problematic for you if you discover around the time that the first project memo is due (or later, god forbid) that your project is not feasible due to lack of data or client access.

In the first class meeting, each student will briefly introduce him/herself. Based on your declared policy interests, TA Helen will place each person into a multi-person broad topic area grouping. In the first quiz section meeting, these topic groups will meet and decide among themselves who will team up with whom for the project itself. Small project teams (2 or 3 people) will then brainstorm specific topics for their project, with a one paragraph topic statement, including the title of the project, the client, team members and a brief description of the problem, due on Canvas no later than noon on **Monday, April 15th** (although you are encouraged to have your topic approved sooner than this so that you can begin focusing on the requirements of Memo #1). Helen can help with vetting topics but I (Prof. Zumeta) must ultimately approve each project topic. I encourage all teams to come in during my office hours (or make an appointment for another time if necessary) before the first project memo is due to discuss their topic and client *having previously done some research to ensure that their proposed topic appears viable* and their client choice is the right one. If you are unable to meet with me, my approval can be granted via email exchange (copy to Helen) but this is less likely to be satisfactory as there is less opportunity for a full exchange of ideas and raising of potential issues. I have a lot of experience supervising these projects and have a pretty good idea of what a workable topic is (and is not) for this course.

Project Memos (Note: Please refer back to this material before you draft these assignments!)

You should address your project memos to a specific client with the most leverage to influence your policy problem. You may actually share your work with that person or group, if you want to work for a real client. (Please note: you will normally need to provide some explanatory background in a preface or footnotes in your memos for readers like the instructors and your student colleagues who will not be aware of everything the client would be.) This audience targeting will help a lot in focusing your work and simulates the real world of most policy analysts. Note that the first two memos are interim, partial efforts rather than complete analyses. In the first project memo (3-4 pages, double-spaced, 12-point font) you will present an initial description and definition of the problem that you will be analyzing and map the key *stakeholders* involved. In the second project memo (6-8 pages double-spaced), in addition to including a refined version of your problem definition based on instructor feedback, you will set out and explain the *policy objectives and criteria for choice* that you have established and will describe the *policy options* to be considered in depth—together with some mention of others you considered that did not make the final cut and why—for addressing the problem. You will not actually evaluate the options in this memo, however! We will read both these memos closely and will give you ample feedback to guide your subsequent work. You should read closely and discuss this feedback with your teammates (and with the TA and me if necessary) for the feedback is an important part of the teaching strategy of the course.

The final written report (project memo #3, at most 15 double-spaced pages excluding references and executive summary) should incorporate the basic information from the earlier memos and reflect feedback you have received on them. Assume that your client has read your earlier memos, but still wants everything pulled together in one final report. Also, assume the memo will be shared with a larger audience (e.g., the agency head, budget director, chief executive of the government, perhaps legislators, outside stakeholders), so it must be intelligible to them and not too narrowly focused. Then, you should evaluate the policy options in light of the criteria you have established and the best information and relevant theory you can marshal about the likely effects of each option. **Remember that this assessment is the heart of the analysis and needs to be substantive, well supported by reasoning and evidence, and cogently written.** You should also highlight the important differences in the effects of the options, i.e., the *tradeoffs* among them. Integrate considerations of *political feasibility* and *implementation issues* as well. It makes little sense to recommend an impractical alternative that cannot be implemented. The paper should conclude with a recommendation for the client's consideration, i.e., you should offer a recommended choice from among your policy alternatives. Even though this is not always the expectation in practice, here it provides an opportunity for you to put yourself in the decision-maker's shoes. You should also provide an outline of an adoption and implementation strategy for your recommended alternative. Your final report should include a 1-2 page Executive Summary (this does not count within the 15-page limit) covering the essential elements of your problem definition, analytic methodology, key findings and conclusions, and your recommendations and rationale. This is all some decision-makers will read, although staff and critics will look closely at the rest (as will the instructors)!

Formatting expectations:

- Double spacing (you may use single spacing *selectively* for emphasis or bulleted lists)
- 12-point Times New Roman font (except small sections that might be varied for effect)

- Standard one-inch margins
- Submitted in Microsoft Word .doc or .docx format
- APA citation style, both for in-text citations and list of works cited

Project Oral Briefing:

Due to class size and time constraints, the oral presentation of your analysis (often called a *briefing*) will be **strictly** limited to about 12 minutes plus 2-3 minutes for questions from the audience, including the TA, me and any guests you or I may invite. (We'll tell you the exact time allocations once we know how many teams will be presenting.) The time may be a bit shorter than you would have in a real situation but not as much so as you might think. In any case, the time limit provides good discipline for you in organizing your presentation to focus on the heart of the matter – the rational basis for making a policy choice. **Each member of the analysis team should participate approximately equally in the delivery of the briefing.** Normally, all team members receive the same grade on the briefing to encourage teamwork, although the instructors reserve the right to differentially reward unusually strong or weak individual performances.

Your presentation should briefly summarize the problem and context, the policy objectives and criteria for choice, the options you considered, *how* you assessed their likely impacts (essentials of methodology, evidence, etc.), the results of your assessment, the major tradeoffs among the options in light of your assessment of consequences, and your recommendations to the client. Because of the limited time, you will have to choose carefully what to present and what to omit **and *practice to ensure smooth delivery in the allotted time.*** The presentation should include slides or other visuals and can include handouts.

Types of visuals that are often particularly helpful are a brief outline of the presentation at the outset as a “road map” for the audience, charts or graphs depicting the nature and extent of the problem under study (perhaps showing trends), a diagrammatic **summary** (not overly detailed) of your evaluation of the policy options, the essentials of your analytic methodology and sources, and a pithy depiction of your recommendations and their analytic basis. Of course, it is up to you to decide what is most appropriate based upon the nature of the problem and your analysis. Be prepared to provide the presentation slides to us in a form on which we can comment (usually PowerPoint).

Each project team is to prepare and distribute to the instructors and the electronic class list these materials at least 24 hours prior to their presentation as well as a couple of paragraphs about the client and context of the problem. All students are expected to review these prior to the class where the presentations are made and to be prepared with good questions and comments following the presentation. They will play the role of interested stakeholders.

Your final course grade will be determined as follows:

Assignment	Type	Content	Due	%
Case analysis	individual	Memo on one of the assigned cases (student’s choice)	Beginning of class covering that case	20%

Project memo 1	team	Problem definition and stakeholder map	4/22, noon	10%
Project memo 2	team	Revised memo 1 and policy objectives, criteria, and options	5/3, by 5 PM	15%
Oral briefing	team	Team briefing to the class and guests; visual aids and handouts	5/30 or 6/6 class	15%
Final report	team	Revised memo 2 and final written analysis of policy options	6/7 by 5 PM	25%
Participation	individual	Class contributions, including in section meetings	Entire term	15%

Note: Late penalties will be assessed for overdue papers unless prior arrangements have been made with the instructor (with a very good reason) well in advance! See the MPA student handbook for Evans School policies regarding grades and what specific grades mean.

TA Quiz Sections:

There are two TA sections for this course: **Section BA meets on Fridays from 12:30-1:20 pm in Condon 115. Section BB also meets on Fridays, from 1:30-2:20 pm in Condon 115.** While these sections may be used for further discussion of readings and cases, answering questions and other topics, their focus will be primarily on guiding and providing support for the team policy analysis projects, including working on applying concepts from the readings and classes to the project. For this reason, your project teams will be formed based on the quiz section in which you are enrolled and it is important that team members all be present at section meetings.

Office hours:

I will hold **office hours on Tuesdays and Thursdays, from 3:30-4:30 in my office, Condon 428.** I'm also glad to make an appointment to meet with you at another time if these times are not workable for you or your team. **TA Helen Kilber will hold office hours on Thursdays from 2:30 pm to 3:30 pm and Fridays from 10:00 am to 11:00 am, or by appointment, in Condon 313.**

Professionalism:

The Evans School is a professional school, and this course provides an opportunity to practice professional skills that will help you succeed in the workplace. We expect all written communication (including email) to follow professional norms, including courtesy and appropriate capitalization and punctuation. In general, you can expect us to respond to email within one business day.

In-class expectations:

Please do NOT use your laptop, tablet, or other electronic devices during class for any purpose other than note taking! We expect cell phones and other personal communications (email, text, etc.) to be put away during class sessions. Please let me know in advance if you have a situation for which you cannot wait until the break to access your phone or email.

I recognize that some of you may have to come to class directly from work. That said, I expect that you will come to class prepared to stay in the classroom until the mid-class break. This means taking care of any restroom or other personal needs before entering the classroom. You are welcome to bring drinks and food to class, but please refrain from noisy packaging, noisy and fragrant foods. Dispose of your trash outside the classroom. I will ask you to put away your food if it is negatively affecting the classroom experience.

Evans School Community Conversation Norms:

Please note that everyone in our course is expected to behave ethically and professionally at all times. By registering for this course, you agree to abide by the ethical and civil discourse norms of the Evans School and the University of Washington. Specifically, you agree to: 1) not claim the work of others as your own; and 2) respect members of our Evans learning community.

For guidance on how to behave respectfully with other members of the Evans School community, please refer to the Evans School's Community Conversation Norms, reproduced below: At the Evans School, we value the richness of our differences and how they can enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other – inside and outside of the classroom – in a manner consistent with conduct in today's increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and **teaching** each other generously
- **Clarifying** the intent and impact of our comments
- **Giving** and **receiving** feedback in a “relationship-building” manner
- **Working together** to expand our knowledge by using high standards for evidence and analysis

Academic integrity:

I expect each student to act honestly and sincerely with respect to this course and its related activities. Any student suspected of academic misconduct will have the option of receiving a zero on the assignment in question or appealing the decision to the Dean's Representative. In the case of repeated or large-scale suspected academic misconduct, the matter will be referred to the Dean's Representative for resolution. This policy aligns with UW's recommended policies for addressing academic misconduct.

Academic misconduct includes plagiarism, cheating, and fabricating information. Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. The MPA Student Handbook includes additional information about what constitutes plagiarism or other academic misconduct.

Policy regarding students with disabilities:

In partnership with UW's Disability Resources for Students (DRS), I am committed to providing reasonable accommodations to qualified students with disabilities. Any student requesting academic accommodation based on a disability is required to register with Disability Resources for Students (DRS). If you are anticipating accommodation, please let me know by email within the first week of the quarter.

Syllabus disclaimer:

This syllabus is a guide for this course that is subject to occasional changes. We will notify students of any changes to the syllabus as early as possible during class or via Canvas.

Course Outline and Readings:

Week 1

(April 4) Introduction to the course and each other. Review of syllabus, course objectives and expectations; procedures for project and team selection. What is policy analysis? The policymaking process and the place of policy analysis

Readings:

1. Bardach & Patashnik (text). Introduction, pp. xv-xx.
2. Weimer & Vining (text), Ch 2. What is policy analysis? pp. 30-41.
3. Barber, M.A. (1993, May 23). A review of gun buy-back program. *The Seattle Post-Intelligencer*, pp. B1, B7. **(In-class handout)**.

Recommended:

4. Kingdon, J.W. (supplementary text). Processes: Origins, rationality, incrementalism, and garbage cans, pp. 71-89. (Book is on reserve at Odegaard.)
5. Lidman, R. & Sommers, P. (2005). The 'complete' policy analyst: A top ten list." *Public Administration Review* 65(5), 628-634.

Week 2 How to do it: policy analysis in the real world; a framework for policy (April 11) analysis; professional ethics of the field; guest panel of policy analysts

- **Briefing on policy analysis research resources** by Emily Keller, Public Policy Librarian, UW Libraries
- **Guest panel of professionals who use policy analysis in their work:**
 - Andrew Cronholm (Analyst, King County Office of Performance, Strategy & Budget, MPA Evans School, 2014)
 - Other panelists TBA

Readings:

1. Weimer & Vining, Ch. 1, Preview: Reducing the U.S. Kidney Transplant Shortage, pp. 3-29.
2. Weimer & Vining, Ch. 3, Toward professional ethics, pp. 42-55.
3. Mintrom. Doing ethical policy analysis, pp. 100-108. (On Canvas.)
4. Peruse the sample PUBPOL 513 project papers from past years on Canvas site.

Recommended:

5. Bardach & Patashnik, Specimen of a real world policy analysis, pp. 141-154. (**Note:** This analysis will be discussed in class later in the quarter but may also be useful to read it now as a sample of professional policy analysis.)
6. Weimer & Vining, Ch. 16, The Canadian salmon fishery, pp. 376-397. This chapter provides an additional sample policy analysis report.

ASSIGNMENT DUE Monday, April 15: A brief, one-paragraph statement of each team's topic, assumed client and team members is **due by noon** (post to Canvas site). **Note:** Do enough research first to ensure that you have a viable topic that all team members agree to, for which you can specify (at least in a preliminary way) policy alternatives for addressing the problem, and for which you have identified a client that fits the problem and the likely alternatives.

Week 3 Identifying and diagnosing policy problems for analysis; case studies of (April 18) homelessness in Seattle and teen pregnancy prevention

Readings:

1. Bardach & Patashnik, Steps One: Define the problem, and Two: Assemble some evidence, pp. 1-18.
2. Zumeta, W. & Frankle, D. (2007). *California community colleges: Making them stronger and more affordable* (pp. 1-6). San Jose, CA: National Center for Public Policy and Higher Education. (You may also be interested in the "Summary of Major Conclusions and Recommendations," pp. 46-52.)
3. Diagnostic thinking re homelessness policy in the Seattle area.
Guest: Adrienne Quinn, Evans Distinguished Practitioner faculty and formerly Director of the King County Department of Community & Human Services with responsibility for County homelessness programs.

Reading for this topic:

- a. Sinan Demirel (2016). "Homelessness in Seattle: The Roots of a crisis." Crosscut (July 26). <http://features.crosscut.com/homeless-in-seattle-the-roots-of-a-crisis>
 - b. Sinan Demirel (2016). "Seattle's 30-year fight to end homelessness." Crosscut (September 20). <http://features.crosscut.com/the-30-year-fight-to-end-homelessness-in-seattle>
4. **Case to prepare:** *Buying time: The Dollar-a-Day Program*. Kennedy School of Government case #961.0. Access at: <http://case.hks.harvard.edu/buying-time-the-dollar-a-day-program/> (There is no charge for this "classic" case.)

NOTE: If you choose a particular case for your written analysis, it is due at the class Canvas site by the beginning of class. The same applies to all subsequent cases eligible for the individual case analysis assignment!

Recommended:

1. Lee, B. A., Tyler, K. A., & Wright, J. D. (2010). "The new homelessness revisited." *Annual Review of Sociology*, 36(2010), 501-521.
2. Bardach & Patashnik, *Assembling evidence*, pp. 83-111.
3. Weimer & Vining, Ch. 14, *Gathering information for policy analysis*, pp. 327-339.
4. Kingdon (supplemental text, on reserve). *Problems*, pp. 90-115.
5. Weimer & Vining, Ch. 4, *Efficiency and the idealized competitive model*, pp. 59-73.
6. Weimer & Vining, Ch. 5, *Rationales for public policy: Market failures*, pp. 74-113.
7. Weimer, & Vining, Ch. 6, *Rationales for public policy: Other limitations of the competitive model*, pp. 114-129.

NOTE: The last three W&V chapters (4, 5, 6) provide a good review of topics largely covered in PUBPOL 516-517 that are relevant here. They are useful references and it would be a good idea to review them.

ASSIGNMENT DUE Monday, April 22, noon: Project problem definition memos (Project memo #1) are due from each team by noon! (Post to Canvas site.)

Week 4 Applying problem definition skills; Goals, objectives and decision criteria (April 25)

Readings:

1. **Case to prepare:** *A Heritage Worth Saving? The Case of the Acheen Street Malay Mosque Village*. Evans School Electronic Hallway. **Note:** The appendices are crucial for understanding this case, be sure to read them carefully. It is also useful to make notes about the players and their roles. The case will be used primarily to illustrate the crucial role of problem definition in setting the stage for useful policy analysis. Work on this case will occupy approximately the first hour of class.
2. **Case to prepare:** *Washington State debates the future of residential habilitation centers for people with developmental disabilities*. Evans Electronic Hallway. **Note:** This is also a complex case that requires a close reading and study of appendices. It will be used primarily to work on thinking about policy objectives and decision criteria.

Class work on it will occupy approximately the last hour of class after some lecture/class discussion of these aspects of the policy analysis framework. The readings below are relevant here.

3. Mintrom, Objectives of government policy actions, pp. 43-62.
4. Annie E. Casey Foundation. *Race matters: Racial equity impact analysis* (2 pp.).
5. Bardach & Patashnik, Step four: Select the criteria, pp. 27-46. (**Note:** You may want to read pp. 18-27 here too, although assigned later, for the sake of continuity in reading this book. Also, this will more evenly distribute the reading assignment workload across weeks.)

Recommended:

6. National Law Center on Homelessness and Poverty (2015). *Human Right to Housing Report Card 2015*, pp. 1-4.
7. Weimer, D. L. & Vining, A. R., Ch. 7. Rationales for public policy: Distributional and other goals, pp. 130-148.

Week 5 Design of policy options: building on diagnostic concepts

(May 2) Note: There is a lot to read for this week, best to start early. Be sure to read the case thoroughly and be prepared to work on it in class.

Readings:

1. Weimer & Vining, Ch. 8. Limits to public intervention: Government failures, pp. 149-181.
2. Weimer & Vining, Intro to Part III and Ch. 10, Correcting market and government failures: Generic policies, pp. 203-258.
3. Bardach, E. & Patashnik, E.M. (2016). Step Three: Construct the alternatives, pp. 18-27 (if you did not read this section last week).
4. Bardach & Patashnik, Things governments do, pp. 155-163.
5. Bardach & Patashnik, "Smart (best) practices" research: Understanding and making use of what look like good ideas from somewhere else, pp. 125-139.
6. **Case to prepare:** *Selecting communal lands in Zimbabwe*. Electronic Hallway.

Recommended:

7. Bardach & Patashnik, Handling a design problem, pp. 113-124.
8. Bardach & Patashnik, Understanding public and nonprofit institutions: Asking the right questions, pp. 165-171.
9. McDonnell, L. & Elmore, R. (1987). Getting the job done: Alternative policy instruments. *Educational Evaluation & Policy Analysis* 9(2), 133-152.
10. Salamon, L. (2002). The new governance and the tools of public action. In L. Salamon (Ed.), *The tools of government: A guide to the new governance* (pp. 1-47). New York: Oxford University Press.
11. City of Seattle, *Pathways Home: Seattle's Person-Centered Plan to Support People Experiencing Homelessness*, Executive Summary, pp. 1-6.

Fri, May 3 **ASSIGNMENT DUE: Policy Project Memo #2, "Goals, Criteria and Policy Options" due on Canvas site by 5 pm. Note:** This memo should incorporate a revised version of your problem definition memo reflecting the feedback you

received. That section should be precede and be integrated with the new material. This memo should *not* provide an assessment of policy effects as that is the next part of the course.

**Week 6
(May 9)**

Assessment of policy effects

Readings:

1. Bardach & Patashnik, Step Five: Project the outcomes, pp. 46-65, and Step Six: Confront the tradeoffs, pp. 65-71.
2. Weimer & Vining, Ch. 15, Landing on your feet: Organizing your policy analysis, pp. 340-370 only.
3. Bardach & Patashnik, Specimen of a real world policy analysis, pp. 141-154. (**Note:** This was previously assigned in Week 2 but you should reread it now as it will be discussed in class.)
4. W. Zumeta & N. Huntington-Klein, *The Cost-Effectiveness of Undergraduate Education at Private Nondoctoral Colleges and Universities: Implications for Students and Public Policy*. Washington, DC: Council of Independent Colleges (esp. pp. 2-3 & 28-37).
4. Mintrom, Gender analysis, pp. 246-266.
5. Mintrom, Race analysis, pp. 267-284.

Recommended:

7. Hatry, H., Blair, L., Fisk, D., & Kimmel, W. (1987). Estimating program costs. *Program Analysis for State and Local Governments* (pp. 49-62). Washington, DC: The Urban Institute.
8. Greenberg, D.H. & Appenzeller, U. (1998). *Cost analysis step by step: A how-to guide for planners and providers of welfare-to-work and other employment and training programs*. Washington, DC: MDRC. (Focus on chapters 2 & 3).

Guest: TBA

Week 7
(May 16)

Cost-benefit analysis
Policy adoption and implementation analysis: the politics in policy analysis (

Readings:

1. Weimer & Vining, Ch. 17, Cost-benefit analysis: Assessing efficiency, pp. 398-434
2. Weimer & Vining, Ch. 11, Adoption, pp. 259-279.
3. Bardach & Patashnik, Strategic advice on the dynamics of gathering political support, pp. 173-179.
4. Weimer & Vining, Ch. 12, Implementation, pp. 280-303.
5. **Case to prepare:** *Implementing a new drug and alcohol program in Sacramento County*, A & B. Evans School Electronic Hallway.

Recommended:

6. Elmore, R. (1979-80). Backward mapping: Implementation research and policy decisions. *Political Science Quarterly* (Winter), 601-616.
7. Bardach & Patashnik, Understanding public and nonprofit institutions: Asking the right questions (App. C), pp. 165-171 (also recommended for Week 5).

Week 8
(May 23)

Policy choice processes and communicating analysis
Structured collaborative decision-making processes as an approach to addressing challenging, multi-stakeholder public policy problems

Readings:

1. Weimer & Vining, Presenting recommendations and communicating analysis, pp. 370-375 (part of Ch. 15).
2. Weimer & Vining, Ch. 19, "Doing well and doing good," pp. 453-454.
3. Bardach & Patashnik, Step Seven: Stop, focus, narrow, deepen, decide!; and Step Eight: Tell Your Story, pp. 71-82.
4. **Case to prepare:** *Growing resentment (A): Regulating farm worker safety in Washington state orchards*. Evans School Electronic Hallway.
5. **[Additional materials may be provided by guest speaker TBA.]**

Recommended:

6. Kingdon, The policy window and joining the streams, pp. 165-195. (Book is on reserve.)

Guest: TBA

**Wks 9 & 10
(May 30 &
June 6)**

POLICY ANALYSIS TEAM ORAL BRIEFINGS in class on analysis results. Slides should be distributed by each team to the instructor, TA, and class members at least 24 hours prior to their presentation! Presentations will be mounted on the classroom equipment ahead, so will be ready to run when it is your turn. Presentation time will be strictly limited to fit in everyone equitably, including a brief period for questions and reactions from the class, TA, and me. I will play the role of your client and Helen will be my deputy. Other class members can be designated by teams as particular stakeholders or audiences appropriate to their topic. Exact time allocations will depend on the number of presentations but figure on roughly 12-13 minutes, with 2-3 minutes for questions.

Each team member should be “on stage” for approximately the same amount of time. **For the sake of the group enterprise and in fairness to your colleagues, you are obligated to attend these classes even when you are not presenting!** They provide an excellent opportunity to broaden your learning about policy analysis.

Fri June 7

FINAL WRITTEN POLICY ANALYSIS REPORT FROM EACH TEAM IS DUE to the Canvas site by 5 PM. A penalty will be assessed for lateness. Earlier submissions are welcome of course.