The goal of this course is to provide a foundation in the theory, process, and presentation of policy analysis. We will begin the course with a discussion of some of the fundamental economic and political science theories underlying the role of the policy analyst. We will proceed to consider the analytic techniques and practices in policy analysis, and the course will conclude with an introduction to the processes of presenting and supporting the results of analysis in a professional and political environment. We will use theory and texts along with practical examples from state, local, and federal government to explore these concepts.

You should leave this course with an increased ability to think critically about public policy and an understanding of the place and responsibilities of an analyst in the policy process. In addition, this course should increase your understanding of basic economic concepts and how to apply those concepts across a variety of policy areas. In sum, this course should increase your ability to think critically about applied policy problems as well as increase your skill in developing and presenting analysis and recommendations on policy positions.

1. To understand how to identify policy problems
2. To understand the characteristics of different policy alternatives
3. To understand the process of implementation
4. To understand how to construct a policy memo
5. To understand how to construct a presentation for a public official.

Course Requirements:

Exam (25%)
There will be 1 exam. The exam will include both short answer and essay questions and will be geared to test your understanding of the key points made by the various readings and the course lectures.

Policy Cases (30%)
There will be 2 short assignments based on specific policy cases (15% each). These assignments will largely require you to write a 2 to 4 page memo that requires the identification and analysis of the of the policy problem presented. Cases and detailed instructions for the memo will be presented on the dates identified in the Syllabus.

Policy Paper and Presentation (30% Total)
Each student will be required to complete a policy review and presentation throughout the semester which will include 4 components:
• A submission of 3 policy issues that interest you (no more than 1 paragraph each).
• 10% - A research sketch.
• 50% - 10-12 page research paper due shortly on the selected policy issue.
• 40% - A 10 minute presentation, formatted for a public official or body, to be conducted during the final exam period of the course.

In-class Participation and Policy in the News Discussion (15%)
You will be expected to have read the assigned readings before coming to class and to be prepared to participate in class discussions. In addition, each student will be responsible for presenting a news item pertaining to a public policy issue during one class period to be determined by the second class of the semester. The discussion should relate to recently discussed concepts in the course. Further details will be provided in the class in and on Desire2Learn. In addition, failure to regularly attend class will impact your grade in this area.

Attendance

The value of this course lies in engagement and participation. If you’re not attending then you’re missing a great deal of material. One absence will be allowed provided that there is an explanation provided. Additional absences will result in a 5 point penalty to your final grade per absence unless a justification of sufficient necessity is presented.

Grade Calculations

The final grade will be calculated as follows:
Grade Overall numeric score
A  94.00 – 100.00
A-  90.00 – 94.00
B+  87.00 – 89.99
B   83.00 – 86.99
B-  80.00 – 82.99
C+  77.00 – 79.99
C   73.00 – 76.99
C-  70.00 – 72.99
D   60.00 – 69.99
F   <60.00

Texts:

All additional readings marked with a * will be provided, details on how to access them will be provided in class.
Please Note:

1. Any cases of plagiarism will be handled according to university guidelines as outlined in the student handbook.
2. If you have any condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined above or which will require extra time on examination, please notify me in the first two weeks of the course so that we can make appropriate arrangements.
3. The current course schedule is tentative. Changes to readings may occur, notification will be provided well in advance of due dates.
4. All assignments will be due at the beginning of the class period unless otherwise stated.

Course Schedule – Tentative

1. Aug. 24  
   **Introduction**

2. Aug. 31  
   **The Theory of Policy Analysis, and First Steps**  
   Smith and Larimer 1 & 2.  
   Bardach: Introduction and 1-15  
   
   **ASSIGNMENT:** *Come to class with 3-4 policy areas you are interested in exploring further.*

Sept. 7  
**Labor Day, No Class**

3. Sept. 14  
   **The Steps of Policy Analysis, Criteria, and Alternatives**  
   Weimar and Vining: Chpt. 15  
   Bardach: 16-64  
   
   **ASSIGNMENT:** *Case 1 on D2L*

4. Sept. 21  
   Weimer and Vining: Chapter 5  
   
   **ASSIGNMENT DUE:** *Policy Paper Question*
Weimar and Vining: Chpt. 6. p 115-124, Chpt. 7

ASSIGNMENT DUE: Case Study #1

Weimer and Vining: Chapter 8

Weimer and Vining: Chpt. 10
*Stokey and Zeckhauser: 8-21

ASSIGNMENT: Case Study #2 D2L

Oct. 13  Semester Midpoint

8. Oct. 19  Research and Data Collection, Policy and Statistical Data Analysis
Guest Lecturer
Read Case C&PP Impact on Drug Market Pulling
* Corsaro, Hunt, et al. High Point Drug Market Intervention
Weimer and Vining: Chapter 14
Other readings may be assigned.

ASSIGNMENT: Research Sketch Due

Weimer and Vining: Chpt. 12
Abstinence Only Case Study

10. Nov. 2  Money over time: Cost Analysis, Net Present Value, Inflation
*Munger: Chpt. 10-11
GCVEF Analysis

ASSIGNMENT: Case 2 Due

11. Nov. 9  Cost Analysis Part 2 and Data Analysis Conclusion, Exam review

12. Nov. 16  Exam

Nov. 23  Holiday - Thanksgiving
13. Nov. 30  **Juvenile Justice in Georgia Case Study, Drug Control Case Study. Communicating to Public Officials Part 1.**

*ASSIGNMENT:  Research Paper Due*
Other readings may be assigned.

14. Dec. 7  **Communicating Policy Positions to Public Officials Part 2 and Pulling it all together.**
Bardach: 65-93

15. Dec. 14  Final Exam Period  **Presentations**

**Violations of Academic Honesty:**
Violations of academic honesty will not be tolerated. If a student is found committing any of the following violations, the first offense will likely result in a failing grade for the assignment in question and the second offense will be grounds for failing the course or other university disciplinary action. The basic policy is outlined in the following excerpt from the GSU Faculty Handbook, Policy on Academic Honesty, Section 409.02 Definitions and Examples.

“The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs; however, there may be unusual cases that fall outside these conditions which also will be judged unacceptable by the academic community.

A. Plagiarism: Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the faculty member. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism. Any work, in whole or in part, taken from the Internet or other computer-based resource without properly referencing the source (for example, the URL) is considered plagiarism. A complete reference is required in order that all parties may locate and view the original source. Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the faculty member. The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly or creative indebtedness, and the consequences of violating this responsibility.

B. Cheating on Examinations: Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, computer based resources, texts, or "crib sheets" during an examination (unless specifically approved by the faculty member), or sharing information with another student during an examination (unless specifically approved by the faculty member). Other examples include intentionally allowing another student to view one's own examination and collaboration before or after an examination if such collaboration is specifically forbidden by the faculty member.

C. Unauthorized Collaboration: Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with
another person or source, or computer-based resource, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by a faculty member is allowed.

D. Falsification: It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding (e.g., false or misleading citation of sources, the falsification of the results of experiments or of computer data, false or misleading information in an academic context in order to gain an unfair advantage).

E. Multiple Submissions: It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the faculty member(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, even required; however the student is responsible for indicating in writing, as a part of such use, that the current work submitted for credit is cumulative in nature.”