

PA 506: Policy Development, Analysis, and Implementation

Spring 2016

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Class: Tuesdays's 6pm-8:50pm; 2202 AEH

Office Hours: I am always willing to meet. Email me to set up a time that is convenient for you.

I. LEARNING AND COURSE OBJECTIVES:

Policy analysis is defined as a problem-solving discipline that draws on theories, methods, and substantive findings of the social sciences and social professions (Dunn 2012). As a multi-disciplinary subject, policy analysis is designed to create, critically assess, and communicate policy-relevant information to various stakeholders and decision-makers.

This course is designed to provide knowledge and skills necessary to:

Conduct Policy Analysis. The purpose of policy analysis is to provide expert advice to policy makers. To do this, analysts should be able to apply methods of policy analysis and be able to understand, evaluate, and synthesize the results of policy research and analyses conducted by others. For example, policy analysts use economics to evaluate the benefits and costs of alternative health, education, and welfare programs. They also use syntheses of research and practice ("best practices") to make judgments about the probable efficacy or inefficacy of programs designed to solve public problems.

Understand the Political Context of Policy Analysis. In providing expert advice to policy makers, analysts need to understand the political contexts that enable and constrain policy understanding and policy change. For example, what we regard as "rational" from a legal or economic standpoint is frequently not feasible ("politically rational") from a political standpoint. Whereas the process of policy analysis is mainly analytical— based on

scientific reasoning and evidence—the policy-making process is largely political—based on the exercise of power, rule, and privilege to decide who gets what, when, and how.

Prepare Policy Documents. In offering expert advice, the process of policy communication is critical. Analysts must be able to write clear, well-organized, and understandable policy documents based on sound evidence and persuasive policy arguments.

Plan and Present Policy Briefings. Beyond written communication, the provision of expert advice often requires that analysts plan policy briefings and present them to different audiences. Examples of policy briefings include presentations to legislative or parliamentary committees, to heads of departments or ministries, to city or town councils, to citizens groups, and to other experts.

II. REQUIRED TEXTS

Dunn, W. N. (2012). *Public policy analysis: an introduction* (5th ed.). Boston: Pearson.

Bardach, E. (2015). *A practical guide for policy analysis: the eightfold path to more effective problem solving* (5th ed.). Thousand Oaks: CQ Press

The readings, especially Dunn, provide a wealth of tools and techniques for engaging in policy analysis. Many of the techniques comprise an entire semester length course (i.e. cost benefit analysis) or series of courses (regression based analysis methods). The goal is not to become *expert users* of every tool (though you will conduct basic analyses in this course) but to become *expert consumers* of the analyses resulting from the use of the tools.

III. COURSE POLICIES

Academic Integrity: As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students shall be handled pursuant to the Student Disciplinary Policy. The Student Disciplinary Policy is available online at <http://www.uic.edu/depts/dos/studentconduct.html>. Plagiarism, from the web, from portions of papers for other classes, and from any other source is unacceptable. Please be sure to properly cite all of your work.

Special Needs: UIC and the PA Department are committed to maintaining a barrier-free environment so individuals with disabilities can fully access programs, services and all activities on campus. The Office of Disability Services works to ensure the accessibility of UIC programs, classes, and services to students with disabilities. Services are available for students who have documented disabilities, including vision or hearing impairments and emotional or physical disabilities. Students with disability/access needs or questions may contact the Office of Disability Services at (312) 413-2183 (voice) or (312) 413-0123 (TTY only). Please feel free to contact me if you need any special accommodations.

Class Etiquette: Because we are discussing current policy issues, differences in opinions and beliefs are inevitable, valuable, and necessary. You are required to treat each other and each other's ideas with respect and create a safe atmosphere in which open discussion and debate can take place. It reflects poorly on yourself and is discourteous to your colleagues and me to use cell phones, surf the web, etc. during class.

Attendance: Attendance is mandatory and will count as part of your grade. We can all benefit from your point of view. If a student has to miss a class, advance notice would be appreciated (email is the best method). In these cases, students are expected to keep up with the class requirements and turn in assignments on time. All students are expected to attend and participate in classes.

Assignments: All written assignments must be turned in on time. It will be up to the instructor's discretion whether to accept any assignment after that time. In an attempt to be fair to students who turn assignments in on time, late assignments will be penalized. All assignments will be submitted via Blackboard. For written assignments, please also bring a hard copy of the assignment to class with you.

Formatting: The standard for all written assignments is Times New Roman font, 12 point, double-spaced, and margins of 1 on all sides. Students must cite works properly and consistently, using the American Psychological Association (APA) style <http://www.apastyle.org/index.html> or other consistent formatting technique (e.g., Chicago). All work that is borrowed directly, paraphrased, or alluded to must be properly cited. Plagiarism – borrowing any idea, theory, information, or facts that are not common knowledge without acknowledging the source - is a very serious offence. The academic honor code applies under all conditions. See link under academic integrity above.

IV. REQUIREMENTS AND GRADES

1. Final Policy Analysis Paper

This will be a semester long project. Detailed instructions and information are provided in a separate document available on Blackboard.

2. Interim Policy Analysis Paper - Problem Structuring

To assist students in their ability to convey policy relevant information and to work toward a completed policy analysis paper, an interim paper associated with the final paper will be assigned. This paper will be a problem structuring and framing exercise and is discussed in more detail in the policy analysis paper document available on Blackboard.

3. Attendance and Participation in Class Debates and Discussions

The policy process is a creative process and requires engagement with the subject matter. To this end, we will spend time in class discussing and debating issues and current topics. Students are expected to be present, prepared, and contribute to class discussions.

4. Assignments, Case Studies, Case Analysis, and Case Presentations

Over the course of the semester you will work on several short assignments, presentations, and case studies. These are designed to help you apply the concepts and tools learned and to improve your ability to identify and communicate policy relevant information. These assignments include:

1. *Case Studies*: We will read and work through several case studies as part of this class. For four of the cases (Nanny State, Fighting Crime, Jamaica Path, and Timility) you will prepare a short (less than 1 page) write-up.
2. *Case Analysis*: For the Downtown Development Case, you will work in groups of two or three to produce a detailed analysis and recommendation based on the data and information provided in the case. Each group will turn in a 3 page report along with an appendix that details your analysis and calculations.
3. *Case Presentation*: Working in groups, students will be assigned to one of two potential topics (i.e., you will only deliver one case presentation this semester). Once assigned to your topic your group will be charged with representing a particular group of stakeholders. The objective is to frame the problem, provide supporting data, and offer policy recommendations on behalf of your assigned stakeholder group. Your group will deliver a presentation in the form of testimony before an appropriate government agency/committee. Presentation length should be between 10-15 minutes.

4. *Effective Policy Memo*: Find an example of an effective policy in your area of interest (at any level...federal or state statutes, local ordinances, federal or state agency regulations, etc...). In a two page memo describe the problem the policy was designed to address, what the policy solution actually was, and the rationale or logic behind its effectiveness. Lastly, discuss whether there are other stakeholders or members of the public that may not agree with you regarding the policy's effectiveness or even agree with the definition of the policy problem.

5. *Presentation of a Recent Event and Competing Positions*: Find a current policy issue in the news. Define the problem. Discuss how different actors in the debate are framing the problem and the positions they are taking. This is a point-counterpoint approach. What are the assumptions and/or underlying beliefs supporting their claims? What is your opinion about the best next steps in alleviating the problem? During most weeks, a few students will provide presentations. You will sign up for a time slot at the beginning of the semester so you will know your assigned week to present ahead of time. Presentation length is 6-7 minutes.

6. *Survey Development*: Using one of the free survey development sites, you will be asked to identify a target population and develop a brief online survey related to your policy paper topic.

Your final course grade will be calculated as follows:

Component	Percentage of overall grade	Due dates
1. Policy Analysis Paper	30%	April 26
2. Interim Policy Analysis Paper	10%	February 16
3. Class Participation/Attendance	10%	Ongoing
4. Assignments/Case Preparations/Presentations etc...	40%	See weekly schedule below for specific assignments. Announcements will also be made during class
5. Case Analysis (Downtown Development Case)	10%	March 22

Note: In component four, which consists of assignments, case studies, and case presentations the 40% is obtained as follows: (i) Case Studies: 10%, (ii) Case Presentation: 10%, (iii) Recent Event Presentation: 10%, and (iv) Survey Development and effective policy memo: 10%.

V. WEEKLY SCHEDULE (subject to change)

Week 1 – January 12

Topics: Course objectives, expectations, and the policy issue paper. Introduction to the policy process; primary actors.

Readings:

Dunn Chapter 1 and Appendix I (can be read after class).

Sample Policy Analysis (can be read after class)

Week 2 – January 19

Topics: Policy analysis in the policy making process. Rationales for public policy; Market and government failures.

*****Due:** Effective Policy Memo

Required Readings:

Dunn Chapter 2

Kraft, M. E., & Furlong, S. R. (2013). Chapter 1 in *Public Policy: Politics, Analysis, and Alternatives* (4th ed.). Los Angeles: SAGE Publications.

Recommended Readings:

Winston, C. (2006). Chapters 3-5 in *Government Failure versus Market Failure*. Washington, D.C.: AEI-Brookings Joint Center for Regulatory Studies.

Munger, M. C. (2000). Chapter 4 in *Analyzing Policy: Choices, Conflicts, and Practices* (1st ed.). New York: W.W. Norton.

Week 3 – January 26

Topics: Rationales for public policy cont. Types of public policies and policy tools; Communicating policy through written documents and oral briefings.

*****Due:** Case Study: The Nanny State Write-up

Required Readings:

Dunn Chapter 9

Bardach Step 8 - Tell Your Story, p. 72-82

Bardach Appendix B and C

Recommended Readings:

Musso, J., Biller, R., & Myrtle, R. (2000). Tradecraft: Professional writing as problem solving. *Journal of Policy Analysis and Management*, 19(4), 635-646.

Case Study: The Nanny State, 2012, Economist, <http://www.economist.com/node/21568074/print>

Questions: Do you think government should direct the eating and exercise habits of its citizens? Assuming government involvement, what are three different types of policy tools that could be used to shape citizen behavior? Write a few sentences of how each tool would operate and which one you find most feasible.

Week 4 – February 2

Topics: Problem structuring.

*****Due:** Case Study: Fighting Crime Write-up

Required Readings:

Dunn Chapter 3

Bardach Step One - Define the Problem, p. 1-11

Recommended Readings:

Hisschemöller, M., & Hoppe, R. (1995). Coping with intractable controversies: the case for problem structuring in policy design and analysis. *Knowledge and Policy*, 8(4), 40-60

Case Study: Fighting Crime - the Case for Empty Prisons (Guess and Farnham 2011)

Questions: What is the crime problem? What is the drug problem? What tools are useful in reaching your definition? How do different definitions lead to different policy recommendations?

Week 5 – February 9

Topics: Identifying alternatives.

*****Due:** Case Presentation: Select Student Presentations on Teacher Tenure

Required Readings:

Bardach's Step Three - Construct the Alternatives, p. 18-26

Bardach Appendix B, p. 155-163

Case Presentations: Teacher evaluation and the tenure system.

Week 6 – February 16

Topics: Gathering data and assembling evidence.

*****Due:** Interim Policy Analysis Paper: Problem Structuring. Be prepared to discuss your policy problem in class.

Required Readings:

Bardach Step Two - Assemble Some Evidence, p. 12-18

Bardach Part II - Assembling Evidence, p. 83-110

Recommended Readings:

Weimer, D. L., & Vining, A. R. (2011). Chapter 14 in *Policy Analysis: Concepts and Practice* (5th ed.). Boston: Pearson.

Case Presentations: Teacher evaluation and the tenure system, cont.

Week 7 – February 23

Topics: Establishing evaluative criteria.

*****Due:** Sample survey related to your policy topic.

Required Readings:

Bardach Step Four - Select the Criteria, p. 27-46

Kraft, M. E., & Furlong, S. R. (2013). P. 181-195 in *Public Policy: Politics, Analysis, and Alternatives* (4th ed.). Los Angeles: SAGE Publications.

Recommended Readings:

Stone, D. (2012). Chapter 1 in *Policy Paradox: The Art of Political Decision Making* (3rd ed.). New York: W.W. Norton & Co.

Week 8 – March 1

Topics: Forecasting and evaluating expected policy outcomes; Cost benefit analysis.

*****Due:** Case Presentation: Select Student Presentations on Gun Violence

Required Readings:

Dunn Chapter 4

Bardach Step Five - Project the Outcomes, p. 46-65

Recommended Readings:

Weimer, D. L., & Vining, A. R. (2011). Chapter 16 in *Policy Analysis: Concepts and Practice* (5th ed.). Boston: Pearson.

Case Presentations: Addressing gun violence in the United States

Week 9 – March 8

Topics: Forecasting and evaluating expected policy outcomes cont...

Required Readings:

Dunn Chapter 5

Peters, B. G. (2004). Chapter 16 in *American Public Policy: Promise and Performance* (6th ed.). Washington, D.C.: CQ Press.

Week 10 – March 15

Topics: Sensitivity Analysis and Monte Carlo Simulations. Prescribing preferred policies; distinguishing among alternatives; confronting tradeoffs.

*****Due:** Case Analysis: Downtown Development Case (Official Due Date March 22).

Required Readings:

Dunn Ch. 5 (read through again if needed to clarify concepts)

Bardach Step 6 & 7 - Confront the Tradeoffs and Decide, p. 65-72

Week 11 – March 22

SPRING BREAK

Week 12 – March 29

Topics: Monitoring observed outcomes and evaluating policy performance.

*****Due:** Case Study: Path Program Write-up

Required Readings:

Dunn Chapter 6

Posavac, E. J. (2011). Chapter 1 in *Program Evaluation: Methods and Case Studies* (8th ed.). Boston: Prentice Hall.

Recommended Readings:

Ludwig, J., Kling, J. R., & Mullainathan, S. (2011). Mechanism Experiments and Policy Evaluations. *Journal of Economic Perspectives*, 25(3), 17-38.

Case Study: Designing Impact Evaluations: Assessing Jamaica's PATH Program.

Assignment: Write a one page memo to the Minister of Labour and Social Security recommending which design should be selected to evaluate Path.

Week 13 – April 5

Topics: TBA

Week 14 – April 12

Topics: Review of statistical tools useful for policy analysis. Regression based approaches for evaluation. In class analysis exercises.

*****Due:** Case Presentations: Select student presentations on Minimum Wage

Required Readings:

TBA

Case Presentations: Minimum wage in the United States

Week 15 – April 19

Topics: Developing policy arguments; Understanding the institutional and political contexts. Use of analysis - issues and concerns.

*****Due:** Case Study: Timility Write-up

Required Readings:

Dunn, chapter 8

Bardach, Appendix C: Understanding Public and Nonprofit Institutions (pp. 151-157) and Appendix D: Strategic Advice on the Dynamics of Political Support (pp. 159-165)

Recommended Readings:

Bardach, E. (2002). Educating the client: An introduction. *Journal of Policy Analysis and Management*, 21(1), 115-116

Orr, L. L. (2002). Educating the client. *Journal of Policy Analysis and Management*, 21(1), 117-120

Nelson, R. H. (2002). Many ways of educating the client. *Journal of Policy Analysis and Management*, 21(1), 126-131.

Breedlove, B. (2002). The continuing education of a policy salesman. *Journal of Policy Analysis and Management*, 21(1), 132-136

Case Study: Timilty Middle School

Questions: Has Project Promise been a success at Timilty? Elsewhere? Should it be expanded to other schools in BPS? Elsewhere?

Week 16 – April 26

Topics: Policy process theory and frameworks; Policy implementation and feasibility. Catch up on any remaining topics; Course wrap up and review

*****FINAL POLICY PAPERS DUE**

Required Readings:

Weimer, D. L., & Vining, A. R. (2011). Chapter 11 in *Policy Analysis: Concepts and Practice* (5th ed.). Boston: Pearson.

Weaver, K. R. (2010). But Will It Work? Implementation Analysis to Improve Government Performance. *Issues in Governance Studies*, 32, 1-17.

Recommended Readings:

Matland, R. E. (1995). Synthesizing the Implementation Literature: The Ambiguity-Conflict Model of Policy Implementation. *Journal of Public Administration Research and Theory*, 5(2), 145-174.