

**PA506: Policy Development & Analysis for Public Administrators
Fall 2011**

Subject to Revision

Teacher: Meg Haller, PhD.

Face-to-face Learning: Tuesday, 6-8 pm, SES South 170.

Online Learning: weekly discussion section, online in Facebook.

E-mail: mhalle1@uic.edu

Telephone: 312-413-2189 (forwards to my cell; please do not call before 8:00 am or after 9 pm)

Office hours: By appointment

Grading (subject to change)

1. POLICY FORMULATION PAPER (8-10 pages) 25%
2. COURSE PROJECT:
 - A. Problem Definition memo (3-4 pages) 15%
 - B. Policy Objectives and Options memo (4-5 pages) 15%
 - C. Final Project memo (10-12 pages) 25%
3. PARTICIPATION: Quality, active involvement in participation in weekly online and in-class discussion section 20%

Course Goals, Approach, and Learning Objectives

Much of what we do in public administration relates directly or indirectly to public policy. The goal of this course is to provide a greater understanding of (1) the process by which public policies are formulated, decided on, implemented, and evaluated, (2) techniques of analysis appropriate for various policy issues, and (3) substantive policy issues facing us today.

After successfully completing this course, you should be better able to:

1. Structure public policy problems and arguments
2. Understand the policy processes of policymaking;
3. Analyze and evaluate public programs systematically.

Also, Students will gain experience in:

1. Defining, assessing, and describing public problems.
2. Identifying policy goals and criteria to assess possible strategies.
3. Crafting appropriate policy options by borrowing, adapting, and creating.
4. Analyzing and predicting the effects of alternative policy options,
5. Communicating policy advice in written and oral presentations.

Material:

Four books should be purchased:

Deborah Stone, Revised Edition. **Policy Paradox: The Art of Political Decision Making** (New York: Norton, 2002).

Guess & Farnham (2000) **Cases in Public Policy Analysis, 2nd Edition**. Washington, DC: Georgetown University Press, 2000).

Seife (2010) **Proofiness: The Dark Arts of Mathematical Deception** (Viking)

Pielke Jr., Roger A. (2007) **The Honest Broker: Making Sense of Science in Policy and Politics**, Cambridge: Cambridge University Press.

I also expect every student to read a daily newspaper, such as the New York Times, Washington Post, Wall Street Journal, Chicago Tribune, or other “national” papers, and/or listen to, or watch, a quality news program, such as National Public Radio's Morning Edition (6-10 a.m.) and All Things Considered (4-7 p.m.), the News Hour (PBS), and Washington Week In Review (PBS).

Assignments:

All written graded assignments should be typed, double-spaced, 12 pt font, and follow the APA format.

POLICY FORMULATION PAPER¹: It is to be typed, double-spaced; you are to cite your sources correctly in the paper and in a List of References page. Through this assignment, you can enhance your understanding of political decision making in policy formulation, writing skills, and ability to integrate your research findings with relevant insights from the Stone book and our discussions. Therefore, as we read and discuss the Stone book, take note of the insights about political decision making in the policy process and policy roles of administrators.

You are to select a recently enacted public policy of interest to you, interview a person who has been actively involved in formulating it or familiar with how it was formulated, and ask the following questions.

Interview questions (please paraphrase. You don't have to ask these verbatim.

1. General. What does it aim to achieve? Who has been involved in formulating it? How have they been involved in the decisions to formulate it? That is, what have their roles been?
2. General Policy Goals or Values. [Reference: Stone, Part II.] What was the underlying rationale or justification for this policy? Was there agreement or disagreement over it? If yes, what did people agree with, and what did they disagree over?” If the person does not mention any of the terms from Stone’s Part II, then ask, “When this policy was formulated, was it considered or justified in terms of fairness and equality or efficiency or people’s security and needs or freedom?” Briefly explain these terms as you mention them. If the person says yes, then ask, “How was that involved? Please explain whether there has been agreement or disagreement over it?”
3. Defining and Representing Policy Problems. [Reference: Stone, Part III.] “I am now interested in learning about the problems or needs that were involved in the formulation of this policy and how

¹ Policy formulation exercise designed by Dr. Dick Kinney of Boise State University, Master of Public Administration Program.

support was built for this policy. What specific problems or needs were identified when the policy was formulated? Were there agreement and/or disagreement over how they were defined? If yes, what did people agree with, and what did they disagree over? How was support built for this policy while it was being formulated?" If the person does not mention any of the terms from Stone's Part III, then ask, "When this policy was formulated, were any of the problems or needs expressed in terms of symbols or numbers or cause relationships or interests or finding the 'best choice' to address a problem?" Briefly explain these terms as you mention them. If the person says yes, then ask, "How was that (symbols, numbers, etc.) used to define the problem or need? Please explain whether there has been agreement or disagreement over it and whether it has helped to build support."

4. Getting Compliance with Policies. [Reference: Stone, Part IV.] "Finally, I am interested in learning if any consideration was given, during the formulation of the policy, to how to implement it successfully. When the policy was formulated, was there any discussion over how to get compliance with the policy when it was implemented and how to achieve the goals of the policy? If yes, how were compliance and the goals to be achieved?" If the person does not mention any strategies from Stone's Part IV, then ask, "When this policy was formulated, was there any discussion about using inducements or rules or facts or rights or jurisdictional powers to get compliance and achieve policy goals?" Briefly explain these terms as you mention them. If the person says yes, then ask, "Why was that strategy considered? Please explain whether it has helped gain compliance?"

Outline for Policy Formulation paper:

1. Introduction. Explain the purpose and content of the paper, what the policy aims to achieve, and who has been involved in these decisions and what they have done in formulating the policy (i.e., their roles). (About 1 page)
2. Goals and Purposes. Report your findings for the questions and discuss how they are similar to and/or different from insights in Part II of the Stone book and our discussions about them. (About 2 pages)
3. Policy Problems. Report your findings for the questions and discuss how they are similar to and/or different from insights in Part III of the Stone book and our discussions about them. (About 2 pages)
4. Policy Compliance. Report your findings for the questions and discuss how they are similar to and/or different from insights in Part IV of the Stone book and our discussions about them. (About 2 pages)
5. Specific Conclusions. Think about what you have said for 2 through 4. What are your specific conclusions about political decision making regarding the formulation of this policy? Relate them to the insights from the Stone book and our discussions. (About 1 page)
6. General Conclusions. Think about your research findings, your specific conclusions, and our class reading and discussions. What general conclusions can you offer about whether the impacts of politics on policy decision making during policy formulation are positive or negative? Explain why you think so. What can be done to make these impacts more positive or less negative? What are the roles (tasks and duties) of administrators in policy formulation? Be sure to relate them to insights from Stone's book and our discussions. (About 2 pages)
7. List of References or Works Cited.

THE EVALUATION OF YOUR PAPER. Your paper will be graded on how well it covers the items specified in the outline and meets the standards noted above and follows the "Guidelines for Using Ideas and Words from Your Sources" found on page 6. Remember that an A category paper will refer effectively and throughout to relevant ideas from the readings and discussions. A B category paper will have some but limited integration of these insights. A C category paper will include very few references to these

ideas or use only one source. A D category paper will report only the research findings and will not relate them to insights from the course. An F category paper will very weakly report the research findings, not integrate insights from the course readings and discussions, will not meet the standards of graduate-level writing, and/or have other serious weaknesses.

COURSE PROJECT²: The course project is designed to allow you to gain experience by completing a policy analysis on a topic of your choices and is in four pieces listed below. I will give you feedback on early pieces of the analysis; this allows an interactive process similar to that in many work situations.

- Pair up with 1 other student.
- Choose a problem that has several potential solutions that you can compare.
- Choose a topic that is narrow enough to complete within a semester.
- Choose something for which you will be able to obtain adequate information and data.
- Consider a topic from your job or volunteer work. (These work well because you have access to clients and information.)
- Carefully craft a work plan with your teammate – you will need to work closely together throughout the semester.

Products: Each product should be developed as a memo addressed to your client (real or imaginary). This will help you focus your work. But, be aware that memos are often passed around and may become public, so it is usually appropriate to provide enough information for the work to be useful beyond an “inner circle”. The first two memos are interim reports. You will present the final results in a written memo and the oral presentation in class.

Problem Definition memo (3-4 pages):

The problem definition memo summarizes the important background information necessary to understand the current analysis issue. You should provide appropriate theories, statistics, and political context that will allow your client to assess the nature and severity of the problem.

Policy Objectives and Options memo (4-5 pages):

This memo should begin with an updated and refined (short) version of the problem definition and provide a list of the policy goals and criteria and possible policy solutions (options or strategies). It does not need to include an assessment of how well each policy option would meet the criteria (that will be included in the final memo).

Oral Presentation (15 minutes): The oral presentation is strictly limited to 15 minutes by an annoying timer. You should briefly summarize the problem, objectives, options, and the results of your analysis. Because of the limited time, you will have to carefully plan your presentation and practice to ensure a smooth delivery.

Final Project (10-12 pages): The final memo should incorporate a new version of the problem definition and description of policy goals, criteria, and options. In addition, the final version includes a full assessment and prediction of how each policy option might fare by the criteria. The heart of your analysis is your assessment of which strategies would be most effective and the trade-offs inherent in choosing one option over another.

Participation and Attendance

² Course project designed by Dr. Marieka Kalwaitter at the Evans School of Public Affairs.

Participation in online discussion section: The purpose of this section is for us to clarify and evaluate the arguments made in the texts by discussing them as a group. Thus, your input is an essential component. Participation in online discussion is mandatory and may affect your course grade, especially in borderline cases. Your online discussion will be considered part of your class participation, so if you're shy about participating in class discussion, try to take an active role in the online discussion section.

Weekly discussion questions: **Each week, students will submit one or two discussion questions based on the week's readings.** Questions may draw on issues raised in lecture (I didn't understand what the professor meant by...; I wish the lecture had mentioned...; I disagree with a point made in the lecture; instead, I think...) or on your own reading of the texts (What I find disturbing about the Communist Manifesto is...; Can Aristotle's argument that ... be reconciled with the Plato from last week?). Questions should NOT be yes/no (Is Locke a social contract theorist?), purely factual (What does de Tocqueville say about local government?), or ill-defined (Is Thomas Hobbes a crazy man, or what?). Your questions may, however, take the form of a statement or reflection on the week's readings. Discussion questions are due, via blackboard post, each week by Friday evening at 6 p.m. **Each week, students will also submit substantive responses to one or two discussion questions that others have posted by the next class period.** From time to time, I will post an "ALL PLAY" question to the group. Each student is expected to reply to my post by the next class session. Online discussions will make up half of your participation grade. Note that participating in discussion forum and consistently submitting questions can provide an important boost to your final grade, especially in borderline cases.

Individual meetings: It is my goal (not to mention my responsibility) to be a valuable resource for your progress in this course. Please feel free to contact me—via e-mail, during office hours, or on my home phone—for help or advice on the readings, on discussion, or on your own writing.

All written assignments must be turned in on time. It will be my discretion whether to accept any assignment after that time. If they are accepted, they will be given a lower grade. In an attempt to be fair to students who turn assignments in on time, late assignments will be penalized except under extraordinary circumstances where I have given advance permission. I am sensitive to work related conflicts. However, students should make every effort to plan ahead.

The grading system for this class will be the following:

- A = 90-100
- B = 80-89
- C = 70-89
- D = 60-69
- F = 59 and below

Overall I expect that a grade of "A" is appropriate for students who have mastered the material and turned in exemplary work. This typically means that a student can not only articulate a concept, but also their relationship to other concepts, as well as to practical applications. A grade of "B" means that you understand the basics of the material, but have not demonstrated these linkages and relationships. A grade of "C" generally means that you have not mastered the material well, do not understand and are unable to communicate concepts and their relevance.

In addition, plagiarism and other forms of academic dishonesty will result in a grade of "F" for this course. Students are expected to be familiar with what constitutes plagiarism. If you are uncertain, please ask!

Guidelines for Using Ideas and Words from Your Sources. We must handle information from our sources carefully.

1. When we put someone else's ideas into our own words, we are required to indicate the source.
2. When we directly use or quote another person's words or mix that person's words with our own words, we are to use quotation marks properly and indicate our source.
3. We integrate brief quotations (no more than three lines) into conventional sentence format.
4. To use longer quotations, we indent and single-space them.

Citing Sources in and at the End of a Paper. You must use the APA style for citations. There are plenty of online resources describing this format. Here is one that is particularly useful <http://owl.english.purdue.edu/owl/resource/560/02/>.

One final note regarding papers: I can't stand sloppily written work. Regardless of how brilliant your insights may be, poor writing will have a detrimental effect on your grade. Don't write the papers the night before they're due. Proofread them. Check for spelling, grammar, and style. (I'll give you more stylistic specifics when the assignments get closer.)

Week	Date	Topic	Assignment
1	Aug 23	What is Public Policy? What is the Policy Process?	Read T&K Chap 2 “The What” (blackboard) Read Stone, Introduction and Ch.1.
2	Aug 30	Political Conflicts over Policy Goals and Values	Read Stone, Ch. 2-5
3	Sept 6	Defining and Representing Problems	Name of Policy Formulator to be interviewed due Read Stone, Ch. 6-8.
4	Sept 13	Strategies to Achieve Policy Outcomes	Read Stone, Chs 11-15.
5	Sept 20	Administration in the Policy Making Process	Draft Policy Development Paper due for peer review Read Meier and Bohte, 3,4,6,8 (blackboard)
6	Sept 27	Science in the Policymaking Process	Policy Development Paper due Read Pielke: The Honest Broker, Chaps 1-5 and 9.
7	Oct 4	No Class – Work on Problem Definition Memo	
8	Oct 11	The Role of Policy Analysis in the Process – Defining Alternatives and Predicting Outcomes: Forecasting & Pricing	Draft Problem Definition Memo due for peer review. Guess & Farnham, Chaps 4-5
9	Oct 18	The Role of Policy Analysis in the Process – Defining Alternatives and Predicting Outcomes : Cost Benefit and Cost Effectiveness	Problem Definition memo due Guess & Farnham, Chaps 6
10	Oct 25	Cost Benefit/Effectiveness con’t	Draft matrix due for peer review Guess & Farnham, Chaps 7
11	Nov 1	Monitoring and Evaluation; “Proofiness”	Policy Objectives and Options Memo due Seife, Chap 1-4 and 8
12	Nov 8	Ethics & Public Policy Analysis	Completed matrix and presentation outline due for peer review “Why Policy Analysis and Ethics are Incompatible” (blackboard)
13	Nov 15	Insights on Public Policy Making from the Practitioners – MWRD Commissioner Debra Shore	Various readings (blackboard)
14	Nov 22	Project Presentations I	
15	Nov 29	Project Presentations II	

Final	Dec 5	Project memos due by 4:00 pm	
--------------	--------------	-------------------------------------	--