

PPPA 6006: Policy Analysis

Term: Spring 2024
Section: 10
Class Room: Tompkins, 107
Lectures: Wed 6:10–8:00pm
Instructor: Eiko Strader, PhD
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Office Hours: calendly.com/estrader

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. 2019. [Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving \(6th Ed\)](#). Thousand Oaks, CA: CQ PRESS (ISBN-10: 1506368883).
- **All other readings are available on Blackboard** (blackboard.gwu.edu).

Optional But Recommended:

- Smith, Catherine F. 2022. *Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process* (6th Ed). New York, NY: Oxford University Press (ISBN: 9780197643495). ***On library reserve!** Older editions may be available for lower prices!

Acknowledgements:

- This syllabus is modeled after one developed by my colleague, Dr. [Peter Linquiti](#), who has taught this course for many years. I have also borrowed readings from Policy Methods and Comparative Public Policy courses designed by Dr. [Joya Misra](#).

Credit Hour Guidelines:

- In accordance with federal regulation [34 CFR 602.24\(f\)](#) and the Middle States Commission on Higher Education, 3-credit seminar expects students to spend a total of 112.5 hours.
- The credit model is based on a 15-week semester, where you are expected to have 14 weeks of instruction and one week of examination/assessment period.
- This course is designed so that you are expected to spend, on average, 7.5 hours per week of combined instructional and independent learning for a total of 112.5 semester hours.

Course Logistics:

- Announcements will be posted regularly on Blackboard in the order I post them, meaning that the most recent announcement appears first. If you prefer to receive notifications via emails, [you can change your notification settings](#).
- Emails will be responded promptly during the normal business hours (8am to 5pm, EST on weekdays), but I will be slower to respond during non-business hours.
- Class recordings would be made available on an individual basis upon request.
- I will be holding in-person and virtual office hours by appointments to ensure social distancing and offer greater flexibility. Please use calendly.com/estrader to schedule your appointments.
- We will be using a GoogleDrive folder to share files and resources among classmates. If you've never used it, please make sure that you can access GW GoogleDrive [here](#).

Policies and Student Expectations in the Trachtenberg School:

- For latest decree-specific policies and guidelines, please be sure to consult the [Student Handbook](#).
- If you have any questions about degree-specific policies and guidelines, reach out to the [TSPPPA core advising team](#).

Respect for Diversity:

- It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I strive to create an inclusive classroom and present materials and activities that are respectful of diversity including gender, sexuality, disability, age, socioeconomic status, ethnicity, race, culture, and political affiliation. Your suggestions are encouraged and appreciated.

Classroom Expectations:

- 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, we believe 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.

Grading:

- Evaluation will be based on a point system.
- Letter grades will be assigned using GW Blackboard's default grading schema.
- Review Blackboard for details and **grading rubrics** of each assignment.
- [Check out this tutorial](#) to learn how to view grading rubrics, grades & feedback comments.
- Late assignments will result in a **10% per day penalty**.
- No late assignment will be accepted **3 days** after the original deadline.
- No grade adjustments after semester close, except for clerical errors.
- Consult the latest [TSPPPA Student Handbook](#) for GW and CCAS policies on incompletes.

Course Assignments:

- 1) 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. The memo should make it clear why the problem must be addressed by your chosen client. You are encouraged to reuse this memo as part of your final policy analysis report. 10pts
- 2) 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 sharpen your review skills to critically analyze work, evaluate sources, and provide constructive feedback to colleagues for a specific client. 10pts
- 3) Problem Sets: You will submit a total of three problem sets to demonstrate an understanding of core concepts underlying the process of policy analysis. These problem sets will help you make progress on your final policy analysis report. *Each problem set is worth 10 points. 30pts
- 4) 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 upload and share presentation slides with the instructor, present for 15 minutes, and lead a substantive discussion of the presentation for an additional 15 minutes. *No written report is required. 20pts
- 5) Final Policy Analysis: Building on the problem definition memo you developed, craft a report analyzing a policy issue for a real client, aiming for a length of 3,500 words or less. You are required to provide four credible policy alternatives and the "status quo" for your client to consider. Your report must detail the evaluation criteria driving the policy selection and project the performance of each alternative. Through careful analysis of evidence and logic, you will assess the tradeoffs between competing alternatives and propose a solution for your client. 30pts

Total: 100pts

University Policies and Resources:

University Policies:

- All members of the university are “[responsible for adhering to and acting in accordance with university policies.](#)”

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](#).
- Therefore, 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.
- If you have any questions about your rights and responsibilities, please also refer to the [Code of Student Conduct](#) and reach out to the [Office of Student Rights & Responsibilities](#) at 202-994-6757.

Counseling and Psychological Services:

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

Disability Policy:

- According to the [university policy](#), students with a disability in need of accommodations or other services must register with the Disability Support Services ([DSS](#)) and submit the requisite documentation to establish their eligibility for, and subsequent implementation of, reasonable and appropriate accommodations.
- For more information, please call their main office at 202-994-8250 or visit their office in Rome Hall, Suite 102.

Religious Holidays:

- In accordance with [University Policies](#), students are expected to “make every effort to attend classes,” but if you plan to be absent from class to observe a religious holiday, please let me know in advance. You will be allowed to make up missed assignments without penalty.

Safety and Security:

- For campus advisories, visit <https://campusadvisories.gwu.edu/> and sign up for [GW Alert](#).

Title IX Sexual Harassment and Related Conduct Policy:

- Under the [university policy](#), faculty are considered “designated reporters” and are required to “promptly report any information they learn about suspected or alleged Sexual Harassment or potential violations of this Policy to the university’s Title IX Coordinator.”
- Confidential resources are available through the [Student Health Center](#) at 202-994-5300 and the Office of Advocacy and Support ([OAS](#)) at 202-994-0443.
- To make a report to the Title IX Coordinator, please call 202-994-7434 or visit <https://titleix.gwu.edu/>

Writing Resources:

- Although the course guides you through the process of formulating and understanding difficult set of ideas, it does not necessarily teach the nuts and bolts of writing per se. If you need help with your writing, please take advantage of the resources and services being offered through the [Writing Center](#).

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

Course Schedule and Readings:

01/17 Session 1: Introduction – What Is Policy Analysis?

- 1) Smith: Introduction, Chapter 1 – Public Policy Making (19 pages)
- 2) Dunn, William N. 2018. "[Harold Lasswell and the Study of Public Policy](#)." In *Oxford Research Encyclopedia of Politics*. UK: Oxford University Press (9 pages)
- 3) Howlett, Michael and Sarah Giest. 2015. "Policy Cycle." Pp. 288-292 in *International Encyclopedia of the Social & Behavioral Sciences*, 2nd ed. Waltham, MA: Elsevier (4 pages)
- 4) 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*, 6th ed. NY: Routledge (7 pages)
- 5) Bardach & Patashnik (B&P): Introduction (4 pages)

OPTIONAL:

- GAO. 2023. [Evidence-Based Policymaking: Practices to Help Manage and Assess the Results of Federal Efforts](#)
- Cairney, Paul. 2021. *The Politics of Policy Analysis*. Cham, Switzerland: Palgrave Macmillan
- Kraft, Michael E., and Scott R. Furlong. 2021. *Public Policy: Politics, Analysis, and Alternatives*, 7th ed. Thousand Oaks, CA: CQ Press
- Schwartz, Rachel Meltzer, Alex. 2018. [Policy Analysis as Problem Solving: A Flexible and Evidence-Based Framework](#). New York, NY: Routledge
- **Unsure about finding policy experts?** Check Session 1 folder on Blackboard for key think tanks and research institutes!



Start brainstorming policy problems you want to address!

01/24 Session 2: Defining Policy Problems

- 1) B&P: Part I – The Eightfold Path (Step 1, Define the Problem)
- 2) Hoornbeek, John A., and Guy B. Peters. 2017. "Understanding Policy Problems: A Refinement of Past Work." *Policy and Society*, 36, 365–84
- 3) Bammer, Gabriele. 2020. "[Knowing That and Knowing How - Applying Expertise to Complex Problems](#)." *London School of Economics Impact Blog*
- 4) Pasquini, Giancarlo, et al. 2023. "[Why Some Americans Do Not See Urgency on Climate Change](#)." *Pew Research Center* *Be sure to read pp.4-9, and then pp.14-20.

For In-Class Exercise:

- AFTER you are done with the readings for this week, please visit the POLARIS website developed by the CDC and review the module on [problem identification](#). NOTE: The module is geared toward public health professionals, but the examples are applicable to other policy problems.
 - **Develop a tentative list of your stakeholders and come prepared to discuss about WHO, HOW and WHAT of your policy problem.**

OPTIONAL:

- Smith: Chapter 2 – Communicating & Chapter 3 – Definition, Frame the Problem
- Rochefort, David. 2016. "Agenda Setting, Problem Definition, and their Contributions to a Political Policy Analysis," Pp. 35-52 in *Handbook of Public Policy Agenda-Setting*. UK: Edward Elgar Publishing
- Green-Pedersen, Christoffer, and Stefaan Walgrave, eds. 2014. [Agenda Setting, Policies, and Political Systems: A Comparative Approach](#). Chicago, IL: University of Chicago Press
- Oxley, Douglas R., Arnold Vedlitz, and B. Dan Wood. 2014. "[The Effect of Persuasive Messages on Policy Problem Recognition](#)." *Policy Studies Journal* 42(2):252–68
- Iott, Susan. 2010. "[Policy Sciences and Congressional Research: Making Sense of the Research Question](#)." *Policy Sciences*. 43(3):289-300



Schedule a brief introductory meeting with your group and figure out a topic for your group project!

01/31 Session 3: Use of Evidence in the AI-Driven Post-Truth World?!

Draft Problem Definition Memo Due at Midnight

- 1) Nowogrodzki, Julian. 2023. "[Vaccine Specialist Peter Hotez: Scientists are 'Under Attack for Someone Else's Political Gain.'](#)" *Nature*
- 2) B&P: Part I – The Eightfold Path (Step 2, Assemble Some Evidence)
- 3) B&P: Part II – Assembling Evidence
- 4) Gregory, Sam. 2023. "[When AI Can Fake Reality, Who Can You Trust?](#)" *TED* (video)
- 5) Sinatra, Gale, and Barbara K. Hofer. 2023. "[ChatGPT and Other Generative AI Could Foster Science Denial and Misunderstanding: Here's How You Can be on Alert.](#)" *The Conversation*

For In-Class Exercise:

- AFTER you are done reviewing the materials assigned for this week, please review this [research guide](#) developed by GW libraries. Now, take a look at the sources you used to draft your problem definition memo; *Are they primary or secondary sources? Are they popular or scholarly? Have they been peer reviewed?*

→ Please come prepared to assess the quality of your sources (i.e. evidence) in class

OPTIONAL:

- Alegria, Sharla, and Catherine Yeh. 2023. "[Machine Learning and the Reproduction of Inequality.](#)" *Contexts* 22(4):34–39
- Gauchat, Gordon W. 2023. "[The Legitimacy of Science.](#)" *Annual Review of Sociology* 49(1):263–79
- Kennedy, Brian and Alec Tyson. 2023. "[Americans' Trust in Scientists, Positive Views of Science Continue to Decline.](#)" *Pew Research Center*
- Thinking Allowed. 2022. "[The Internet: How It Shapes the Past and the Future.](#)"
- McLaughlin, Danielle M., Jack Mewhirter, and Rebecca Sanders. 2021. "[The Belief That Politics Drive Scientific Research & Its Impact on COVID-19 Risk Assessment.](#)" *PLOS ONE* 16(4):e0249937

02/07 Session 4: Specifying Policy Alternatives

Peer Review Memo Due at Midnight

- 1) B&P: Part I – The Eightfold Path (Step 3, Construct the Alternatives)
- 2) B&P: Appendix A – Things Governments Do
- 3) Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2016. "Identifying Alternatives." Pp 215-242 in *Basic Methods of Policy Analysis and Planning*. NY: Routledge
- 4) Heritage Foundation. 2020. "[Solutions.](#)" *See "Recommendations" under "Welfare"
- 5) CAP. 2021. "[The Top 12 Solutions to Cut Poverty in the United States.](#)"
- 6) Berlow, Eric. 2010. "[Simplifying Complexity.](#)" *TED* (video)

For In-Class Exercise:

- AFTER you are done reviewing the materials assigned for this week, watch [this edX video](#). Next, please download the DAG template from Blackboard and **fill out S and Ps for one of your solution ideas** (i.e., translate your idea into a causal diagram). When you are done, upload the DAG form to the GoogleDrive PRIOR to the class.

→ We'll discuss about the status quo and predicted effects of your solution idea(s) in class, so please come prepared to examine the causal structure of your problem

OPTIONAL:

- Smith: Chapter 5 – Legislative History, Know the Record
- Mukherjee, Ishani, M. Kerem Coban, and Azad Singh Bali. 2021. "[Policy Capacities and Effective Policy Design: A Review.](#)" *Policy Sciences* 54(2):243–68
- Leachman, Michael. 2021. "[More State Lawmakers Should Consider How Racism Shapes Tax Policy.](#)" *Center on Budget and Policy Priorities*
- 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
- Orloff, Ann Shola and Bruno Palier. 2009. "[The Power of Gender Perspectives: Feminist Influence on Policy Paradigms, Social Science, and Social Politics.](#)" *Social Politics*. 16(4):405-12

02/14 Session 5: Implementation and Policy Design

Optional Re-Do of Problem Definition Memo Due at Midnight

- 1) B&P: Part III – Handling a Design Problem
- 2) Community Tool Box: CH2, Section 1: [Developing a Logic Model or Theory of Change](#). Center for Community Health and Development at the University of Kansas
- 3) Peters, B. Guy. 2018. “The Logic of Policy Design,” Pp. 1–34 in *Policy Problems and Policy Design*. Northampton, MA: Edward Elgar Publishing
- 4) B&P: Appendix B – Understanding Public and Nonprofit Institutions
- 5) The White House. 2023. “[Progress Report on the National Strategy on Gender Equity and Equality](#).” *Review one of the priorities and the programs that have been implemented

For In-Class Exercise:

- When you are done with this week’s readings, download the logic model template from Blackboard. **Please fill out sections 1 through 5 for one of your policy alternatives**, and share your logic model (i.e. implementation plan) via Blackboard discussion board. Be sure to specify both short- and long-term impacts!
→ **We’ll review and discuss about your policy designs in class, so please print it out and come prepared to describe your policy implementation plan(s) in class!**

OPTIONAL:

- Hull, Shawnika J., Jenné S. Massie, Sidney L. Holt, and Lisa Bowleg. 2023. “[Intersectionality Policymaking Toolkit: Key Principles for an Intersectionality-Informed Policymaking Process to Serve Diverse Women, Children, and Families](#).” *Health Promotion Practice* 24(4):623–35
- Strader, Eiko. 2022. “[Demographics of Transgender People and Transition-Related Healthcare Policies Across the European Union](#).” Pp. 211–37 in *Demography of Transgender, Nonbinary and Gender Minority Populations*, edited by A. K. Baumle and S. Nordmarken. Springer International
- Hudson, Bob, David Hunter, and Stephen Peckham. 2019. “[Policy Failure and the Policy-Implementation Gap: Can Policy Support Programs Help?](#)” *Policy Design and Practice* 2(1):1–14
- Vining, Aidan R. and David L. Weimer. 2017. “Part III Conceptual Foundations for Solution Analysis – 12. Implementation” Pp. 280-303 in *Policy Analysis*, 6th ed. New York, NY: Routledge

02/21 Session 6: Developing Evaluation Criteria

- 1) B&P: Part I – The Eightfold Path (Step 4, Select the Criteria)
- 2) Patton, Carl, David Sawicki, and Jennifer Clark. 2016. “Chapter 5: Establishing Evaluation Criteria” Pp. 176-214 in *Basic Methods of Policy Analysis and Planning*. NY: Routledge
- 3) WHO. 2013. [Evaluation Practice Handbook](#) *Read CH3, pp.18-25
- 4) United Nations. [Sustainable Development Goals](#). *Visit their website, hover over the squares, and click on “More Info” to review their targets and indicators

For In-Class Discussion:

- Visit [ProCon.org](#) and review arguments for and against raising the minimum wage, as well as the [views expressed by the 2024 presidential candidates](#). Next, check out [this CBO report](#).
→ **Come prepared to discuss what evaluation criteria should be used to assess the [Raise the Wage Act of 2023](#)**

OPTIONAL:

- Edmonds, Leiha, Clair Minson, and Ananya Hariharan. 2021. [Centering Racial Equity in Measurement and Evaluation](#). Urban Institute
- Kraft, Michael E., and Scott R. Furlong. 2021. [Public Policy: Politics, Analysis, and Alternatives](#), 7th ed. Thousand Oaks, CA: CQ Press. Chapter 6 – Assessing Policy Alternatives
- 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 the temporal dimension of your evaluative criteria and how to measure them
- Caputo, Richard K. 2014. *Policy Analysis for Social Workers*. Thousand Oaks, CA: SAGE. [Chapter 4 – Evaluating Policy Proposals](#)

02/28 Session 7: Projecting Outcomes Based on Models of Human Behavior

Problem Set #1 Due at Midnight

- 1) B&P: Part I – The Eightfold Path (Step 5, Project the Outcomes)
- 2) Friedman, Lee S. 2002. *The Microeconomics of Public Policy Analysis*. Princeton, NJ: Princeton University Press. Chapter 2 – An Introduction to Modeling, Pp. 19-25
- 3) Berman, Evan, and XiaoHu Wang. 2018. [Essential Statistics for Public Managers and Policy Analysts](#), 4th ed. Thousand Oaks, CA: CQ Press. Chapter 3 – Conceptualization and Measurement
- 4) B&P: Appendix E – Suggestions for Incorporating “Big Data”

For In-Class Exercise:

- First, please go to [this website](#) and estimate 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 research that went into the model
→ **Please come prepared to discuss about the challenges (and benefits) of using quantitative models for projecting policy outcomes**

OPTIONAL:

- Smith: Appendix B – Interpreting Data to Support Policy Argument
- Manski, Charles F. 2019. “[Communicating Uncertainty in Policy Analysis](#).” *Proceedings of the National Academy of Sciences*. 116(16):7634–41
- 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
- Giannarelli, Linda, Laura Wheaton, and Joyce Morton. 2015. [How Much Could Policy Changes Reduce Poverty in New York City?](#) Urban Institute. *This report simulates the impacts of 7 different policies

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

Group Presentation Preparation Worksheet Due at Midnight

- 1) B&P: Part IV – Smart (Best) Practices
- 2) Trochim, William M.K., and James P. Donnelly. 2007. *The Research Methods Knowledge Base*, 3rd ed. Mason, OH: Thomson Publishing. Chapter 1 – 2d Introduction to Validity, Pp. 20-23
- 3) Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2016. “Uncertainty.” Pp 293-294 in *Basic Methods of Policy Analysis and Planning*. NY: Routledge
- 4) Dunn, William N. 2017. *Public Policy Analysis*, 6th ed. NY: Routledge. Chapter 4 – Forecasting in Policy Analysis, Pp. 118-129
- 5) Kushnir, Tamar. 2022. “[Trust Comes When You Admit What You Don't Know](#)” *The Conversation*

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?*

OPTIONAL:

- Brand, Jennie E., Xiang Zhou, and Yu Xie. 2023. “[Recent Developments in Causal Inference and Machine Learning](#).” *Annual Review of Sociology* 49(1):81–110
- RAND. 2017. [The RAND Health Insurance Experiment](#). *This video reflects on the largest health policy study conducted by RAND over 40 years ago
- Dunning, Thad. 2016. “[Transparency, Replication, and Cumulative Learning: What Experiments Alone Cannot Achieve](#).” *Annual Review of Political Science*. 19(1):S1–23

03/13 Spring Break (No Class) *Extra Credit Assignment via Blackboard!

03/20 Session 9: Making Policy Tradeoffs

Problem Set #2 Due at Midnight

- 1) B&P: Part I – The Eightfold Path (Step 6, Confront the Tradeoffs)
- 2) B&P: Part I – The Eightfold Path (Step 7, Stop, Focus, Narrow, Deepen, Decide!)
- 3) Vining, Aidan R. and David L. Weimer. 2017. “15. Landing on Your Feet” Pp. 340-75 in *Policy Analysis*, 6th ed. NY: Routledge. *Read Pp. 349-355!
- 4) Bourne, Ryan. 2021. “[The Distorted Minimum Wage Debate.](#)” *CATO Institute*.
- 5) Coy, Peter. 2021. “[The Burger Flipper Who Became a World Expert on the Minimum Wage.](#)” *Bloomberg*.

For In-Class Exercise:

- Please upload and share your draft tradeoffs matrix via GoogleDrive. 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.355), but it should have your evaluative criteria and policy alternatives specified. Cells for projected outcomes can be blank at this point.

OPTIONAL:

- Smith: Chapter 4 – Evaluation, Analyze and Advise
- Mahoney, Neale. 2020. “[Don’t Fall for the False Trade-Offs of COVID-19 Policy.](#)” *Chicago Booth Review*
- 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

03/27 Session 10: Tell Your Story

- 1) B&P: Part I – The Eightfold Path (Step 8, Tell Your Story)
- 2) Crow, Deserai and Michael Jones. 2018. “[Narratives as Tools for Influencing Policy Change.](#)” *Policy & Politics*
- 3) Renken, Elena. 2020. “[How Stories Connect and Persuade Us: Unleashing the Brain Power of Narrative.](#)” *NPR*
- 4) Peiffer, Emily & Megan Gallagher. 2021. “[Framing Communications to Drive Social Change.](#)” *Urban Institute*

For In-Class Exercise:

- Please check out how policy institutes and advocacy organizations like the Center for American Progress uses stories to discuss about public policies [here](#), and then review policy presentation “CommKit” produced by the Broad Institute [here](#).
→ **Come prepared to discuss strategies for effective storytelling with your group**

OPTIONAL:

- Smith: Chapters 6 through 10
- Shanahan, Elizabeth A., Michael D. Jones, Mark K. Mcbeth, and Claudio M. Radaelli. 2018. “The Narrative Policy Framework,” Pp.173-213 in *Theories of the Policy Process*. NY: Routledge.
- 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*
- 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
- Environmental Change and Security Program. 2013. “[Storytelling Is Serious Business: Narratives, Research, and Policy.](#)” *The Wilson Center*
- Polletta, Francesca, Pang Ching Bobby Chen, Beth Gharrity Gardner, and Alice Motes. 2011. “[The Sociology of Storytelling.](#)” *Annual Review of Sociology* 37(1):109–30



Please consider scheduling an appointment with a consultant at the Writing Center, right about um NOW, and have your draft report reviewed!

04/03 Session 11: Politics & Policy Analysis

Problem Set #3 Due at Midnight

- 1) B&P: Appendix C – Strategic Advice on the Dynamics of Gathering Political Support
- 2) B&P: Appendix D – Tips for Working with Clients
- 3) Cairney, Paul. 2021. “What Insights from Wider Studies of Power, Knowledge, Politics, and Policy Do Policy Analysts Need to Consider?” Pp. 71–90 in *The Politics of Policy Analysis*. Cham: Springer

For In-Class Discussion:

- First, please watch [this short video](#), where Alan Abramowitz explains how American politics became so polarized, and then [this 60-second animation](#) visualizing partisanship over the last 60 years. When you are done, review [this figure](#) and read one of the New York Times articles listed below:
 - a) [House Dysfunction by the Numbers: 724 Votes, Only 27 Laws Enacted](#)
 - b) [Lawmakers With Disabled Children Find Common Ground in Divided Congress](#)
- Please come prepared to discuss your approaches to politics and policy analysis!

OPTIONAL:

- Smith: Conclusion – Ethics for Policy Communicators
- Community Tool Box: CH7, Section 8: [Identifying and Analyzing Stakeholders and Their Interests](#). *Center for Community Health and Development at the University of Kansas*
- Greenhalgh, Trisha, and Eivind Engebretsen. 2022. “[The Science-Policy Relationship in Times of Crisis: An Urgent Call for a Pragmatist Turn](#).” *Social Science & Medicine* 306:115140
- Mettler, Suzanne. 2019. “[Making What Government Does Apparent to Citizens: Policy Feedback Effects, Their Limitations, and How They Might Be Facilitated](#).” *The ANNALS of the American Academy of Political and Social Science* 685(1):30–46

04/10 Session 12: Concluding Remarks

- 1) Cairney, Paul. 2017. “The Politics of Evidence-Based Policy Making.” in *Oxford Research Encyclopedia of Politics* (8 pages)
- 2) Tollefson, Jeff, Max Kozlov, Amy Maxmen, and Alexandra Witze. 2022. “[Has Biden Followed the Science? What Researchers Say](#).” *Nature* 601(7894):491–93 (2 pages)
- 3) The White House. 2022. “[Progress on the White House Year of Evidence for Action](#)” Press Release (10 minute read)
- 4) GAO. 2023. [Evidence-Based Policymaking: Practices to Help Manage and Assess the Results of Federal Efforts](#) *Review the [Highlights](#) (2 pages)

Guest Speaker:

- Delegate Lily Qi, Member of the Maryland House of Delegates representing the 15th district: This guest lecture will focus on her experience advocating for diverse constituents and using evidence for more inclusive policymaking.

→ Please come prepared to ask questions about the politics of policy analysis and the use of “evidence” in policymaking!

04/17 Session 13: Group Presentations

04/24 Session 14: Group Presentations

05/01 Final Policy Analysis Due at 8:00pm