Public Policy Analysis: PSPA 5010
3Credits
Summer 2020

Professor: Celeste Murphy Greene, Ph.D.
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Required Material

Kraft, M. & Furlong, S. (2021). Public Policy: Politics, Analysis, and Alternatives.
Washington, D.C.: CQ Press. 7th Edition.

Select journal articles

Course Description

  This online course is designed to provide students with an overview of the public
policy process and an understanding of public policy analysis. The course will cover
various public policy issues, such as environmental, health, economic, education, and
welfare policy. Linkages between federal, state and local public policy and public
administration will be discussed.

Learning Outcomes

  Upon completion of this course the student will be able to:
1) Critically analyze the way in which public policy is made;
2) Recognize and distinguish between the different stages of the policy process;
3) Conduct a policy analysis using critical thinking and analysis of policy
   alternatives;
4) Describe the difference between different policy evaluation criteria;
5) Discuss current public policy issues from various perspectives;
6) Present a profession presentation of a policy analysis using PowerPoint;
7) Demonstrate effective oral and written communication.

University Email Policies

 Students are expected to check their official UVa. email addresses on a frequent and
consistent basis (every 24 – 48 hrs) to remain informed of University
communications, as certain communications may be time sensitive. Students who fail
to check their email on a regular basis are responsible for any resulting
consequences. I will respond to all emails within 24 hours Monday-Friday and within
48 hours on weekends.

Teaching Method

A combination of teaching methods will be used in this course. These methods include online and live class discussions, lectures, and written assignments. This is a Web-based course. I see myself as the facilitator of your learning. We will be using several types of learning tools and new technology. Canvas serves as the learning platform for the course. All course interaction will take place on Canvas. Weekly review questions and all assignments will be posted on Canvas under the "Assignments" heading. Once you click on the "Assignments" heading you will see View/Complete. Click on this to view and complete the assignment. Weekly discussion questions will be posted each week on the discussion board under the heading "Discussions". The discussions are to interact each week by responding to each other's responses to the readings. Zoom will be used to conduct the live discussion sessions. You can click on the "Live Discussions" link from the main course webpage. The course will be taught in an asynchronous format, meaning students can work at their own pace each week, following the assigned weekly due dates. We will meet on four evenings using Zoom, a form of technology that allows us all to talk to each other as if we were in a real classroom. We will be using the audio format and video format. I encourage all student to use their webcam to promote interaction.

Course Educational Resources

All written assignments must be written following the format of the *American Psychological Association (APA) Style Manual*. It is strongly recommended that each student purchase the small pocket size guide to writing style and grammar titled A Pocket Style Manual by Diana Hacker. This is available at Amazon.com.

a. **Communication:** Each week you will have an announcement concerning the week's activities. Frequent contact by email and discussion forums is essential. You can call by phone Monday – Friday (9AM-5PM EST). My electronic office hours are by email appointment during the week. Send an email and ask for a specific time to meet during these hours.

b. **Assignments:** Assignments will be posted in Canvas for student's reference

c. **Course Evaluations:** Course evaluations are distributed online. Prior to the end of the semester, evaluations will be emailed to students.

Student Expectations

As an online course it is important to respect each other's viewpoints and perspectives. Please be respectful of your fellow classmates and only use appropriate language during online and audio discussions.

Students are expected to be active participants in the learning process. **All writing assignments must be typed and double-spaced.**

If a student cannot meet class assignment deadlines, future arrangements must be made with the professor. Late assignments will result in the reduction of one assignment grade for each day late, unless advance notice is given and approved by the instructor. If

you are unable to attend one of the four course discussions, please provide advanced notice to me.

Students are expected to participate in online discussions weekly. Your online postings must be: 1) Substantive-reflecting your knowledge of the readings;.

  2) Professional-respectful and appropriate;

  3) Pertinent;

  4) Clearly expressed.

All assignments are due by 11:50 p.m. on Sunday of the week the assignment is due (with the exception of the final paper presentation during the final week).

Grading

All assignments are due by 11:50 pm Sunday of the week the assignment is due. Grading is done on a point system. The following will serve as the basis for grading.

1)   **Class participation**: Class participation counts for 10% and 20 points of the total course grade. As part of the class participation grade, students are expected to be active participants in online class discussions on the discussion board and the live discussions. Students will participate in several case studies which will be discussed as a group. Students are expected to post twice weekly, the first being by Wednesday and the second by Sunday evening. As the professor, I will serve as the facilitator of the discussion by posting weekly discussion questions and leading the live discussions. If you are not able to attend the live session, you are still responsible for going back and listening to the recording.

2) **Policy Memos**: Each student will write two policy memos. These are short one-two page papers where students will identify a policy issue, define the problem, identify the stakeholders, and discuss policy alternatives. Each memo counts for 5% of the total course grade for a total of 10% of the overall course grade and 20 points.

3) **Midterm:** The midterm will consist of several questions based on the readings. The exam will account for approximately 20% of the overall course grade and 40 points.

4) **Journal Article Reviews-** Students will be assigned two journal articles to review. Students should critically analyze the article, discussing the strengths and weaknesses of the article as well as its main message. See the guide for writing a critical article review in the resources section of Canvas. The article review should be two-three pages in length. The week the article review is due, the student is responsible for posting a paragraph about the article on the discussion board and two questions about the article for fellow students. Each review will account for 10% of the overall course grade for a total of 20% and 40 points.

5) **Weekly Review Questions**: Each week several questions will be posted under the "Assignment" heading on Canvas. Students are required to respond to the review questions. This is worth 20% of your overall course grade and 40 points.

6) **Final Research Paper**: The final paper will involve an analysis of a public policy issue. The issue can be federal, state or local. Students are to conduct a thorough review of the literature surrounding the issue chosen for the paper. The paper should follow the analysis model used in the course and should include interviews with key policy makers as well as other scholarly sources of information such as books, journal articles, government documents, and newspaper articles. The paper should incorporate the analytical skills developed in the course and include a matrix displaying the policy alternatives and the evaluations criteria. Students should make policy recommendations based on the analysis of the research conducted. The paper should be approximately 10 pages in length and should be presented as a professional document following APA format. Students will make a PowerPoint presentation of their final paper to the class during the last week. The paper counts for 20% of the overall course grade and 40 points.

Course Grading

Class Participation	10%	20 points	A+	100-97%
Policy Memos	10%	20 points	A	96-94%
			A-	93-90%
Weekly Review Questions	20%	40 points	B+	89-87%
Midterm	20%	40 points	B	86-84%
Journal Articles Reviews	20%	40 points	B-	83-80%
Final Paper	20%	40 points	C+	79-77%
Total	100%	200 points	C	76-74%
			C-	73-70%
			D+	69-67%
			D	66-64%
			D-	63-60%
			F	59% and below

Course Schedule

	Topic	Reading	Lectures and Discussions
Week 1 5/18-5/24	*Personal introductions, course overview, review syllabus and Collab.*	None	Complete Assignment #1 on Canvas.
Week 2 5/25-5/31	*Overview of Public Policy*	*Kraft & Furlong (K & F) Chapters 1 & 2; Article 1*	Complete Assignment #2 on Canvas **Live Session #1**
Week3 6/1-6/7	*Politics and Analyzing Public Policy*	K & F Chapters 3 & 4; Article #2, 2b	Complete Assignment #3 on Canvas; **Policy Memo #1 Due**
Week 4 6/8-6/14	**Assessing Policy Alternatives**	K & F Chapters 5 & 6; Article #3. 3b	Complete Assignment #4 on Canvas **Live Session #2** **Life Boat Case Study**
Week 5 6/15-6/21	*Economic and Health Policy*	K & F Chapters Chapters 7 & 8; Article #4 & #5	Complete Assignment #5 on Canvas; **Policy Memo #2 Due**
Week 6 6/22-6/28	**Midterm Due**	**Midterm Due**	**Midterm Due**
Week 7 6/29-7/5	*Welfare and Education Policy*	K & F Chapters 9 & 10; Article #6 & 6b	Complete Assignment #6 on Canvas **Live Session #3** **Sunset City Case Study**
Week 8 7/6-7/12	*Environmental & Energy Policy*	F & K Chapter 11; Article #7 & 7b, & 8	Complete Assignment #7 on Canvas **Live Session #4** **Ethics Case Study**
Week 9 7/13-7/19	*Foreign Policy*	F & K Chapters 12 & 13; Article #9 & #10	Complete Assignment #8 on Canvas
Week 10 7/20-7/26	*Final Paper Due*	*Final Paper Due*	*Final Paper Due* *Live Session #5(Final Paper Presented)*

Grading Rubric

A grading rubric will be used to grade students' papers. The rubric is designed to help students understand what will be used as a basis for grading. Please take the time to review the rubric and try to follow the guidelines set forth when writing papers.

Student Name:_____

Assignment_____

Grading Rubric
Celeste Murphy Greene, Ph.D.

Possible Points	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)	1 (Unacceptable)
Ideas: Central idea is clearly conveyed. Demonstrates thorough understanding of sources and critically analyzes each source. Clearly defines terms.					
Organization & Coherence: Paper is well organized. Uses headings and subheadings throughout the paper. Transistional sentences are used to link one paragraph to the next and shows a logical progression and development of ideas.					
Support: Uses appropriate evidence to support ideas and convince the reader.					
Style: Chooses words to express specific meaning. Uses well structured sentences which are varied yet flow well together and are not long and rambling.					
Mechanics: Paper is free of spelling, punctuation and grammatical errors.					
Subtotal					
Total					

Journal Articles

1) Lindblom, C. (1959). The Science of Muddling Through. <u>Public Administration Review. 19 (2)</u>: 79-88.

2) Anderson, S., and Jakobsen, M. (2017). Policy Positions of Bureaucrats at the Front Lines: Are they Susceptible to Strategic Communication? <u>Public Administration Review</u> (77): 1: 57-66.

2b) Weaver, R. (2015). Getting People to Behave: Research Lessons for Policy Makers. <u>Public Administration Review.</u>75(6): 806-816.

3) French, M. & Monahan, T. (2020). Dis-ease Surveillance: How Surveillance Studies Address COVID-19. <u>Surveillance & Society</u>. 18(1): 1-11.

3b) Butler, C. (2020). How to Survive the Corona Virus. <u>The World Today</u>. April/May. 8 -14.

4) Nguyen, A. & McDermott, R. (2020). Years of Neglecting Young and Old: Paying the Piper During COVID-19-A Commentary. <u>Health and Behavior Policy Review</u>. 7

5) Kalambokidis, L. (2014). Creating Public Value with Tax and Spending Policies: The View from Public Economics. <u>Public Administration Review.</u> 74(4): 519-526.

6) Zhang, W. et al. (2020). Suspending Classes Without Stopping Learning: China's Education Emergency Management Policy in the COVID-19 Out Break. <u>Journal of Risk and Financial Management</u>. 13(3): 2-6.

6b) Lasry, A et al. (2020). Timing of Community Mitigation & Changes in Reported COVID-19 & Community Mobility- Four US Metropolitan Areas, February 26-April 1, 2020. <u>Morbidity and Mortality Weekly Report</u>. 69(1): 451-457.

7) Ganesh, C. and Smith, J. (2018). Climate Change, Public Health, and Policy: A California Case Study. <u>American Journal of Public Health</u>. 108(52): S114-S119.

7b) Mazmanian, D. et al. (2020). State Leadership in US Climate Change & Energy Policy: The California Experience: <u>Journal of Environment & Development</u>. 29(1) 51-74.

8) Kluskens et al. (2020). Energy Justice as a Part of the Acceptance of Wind Energy: An Analysis of Limburg in the Netherlands. <u>Energies.</u> Nov. 1-19.

9) Epsteib, R. and Loyola, M. (2016). The Mutual Dependency of Force and Law in American Public Policy. <u>The University of Chicago Law Review</u>. 83: 89-115.

10) Glasper, A. (2019). Potential Global Pandemics: The Role of the WHO and Other Public Health Bodies. <u>British Journal of Nursing</u>. 29(5): 322-323.

Technical Specifications

- Computer Hardware: For currently supported technologies, please see https://in.virginia.edu/support
- Minimum Requirements
    - Hard drive free space: 256GB, SSD recommended
    - Processor speed: Intel Dual-Core i5 1.3 GHz or faster
    - RAM: 8GB
    - Network connectivity: 2 mbps download/upload speeds

Technical Support Contacts

- Login/Password: scpshelpdesk@virginia.edu
- Canvas: support@instructure.com
- Zoom Support: https://virginia.zoom.us and https://in.virginia.edu/zoom

UVA Policies

SCPS Grading Policies: Courses carrying a School of Continuing and Professional Studies subject area use the following grading system: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F. S (satisfactory) and U (unsatisfactory) are used for some course offerings. For noncredit courses, the grade notation is N (no credit). Students who audit courses receive the designation AU (audit). The symbol W is used when a student officially drops a course before its completion or if the student withdraws from an academic program of the University. Please visit www.scps.virginia.edu/audience/students/grades for more information.

For additional information on SCPS grading policies and minimum grade requirements:
- **Undergraduate certificate programs:** http://records.ureg.virginia.edu/content.php?catoid=45&navoid=3243#certifprograms
- **Post Bac and Graduate certificate programs:** http://records.ureg.virginia.edu/content.php?catoid=46&navoid=3357#certificate_programs

Attendance: Students are expected to attend all class sessions. Instructors establish attendance and participation requirements for each of their courses. Class requirements, regardless of delivery mode, are not waived due to a student's absence from class. Instructors will require students to make up any missed coursework and may deny credit to any student whose absences are excessive. Instructors must keep an attendance record for each student enrolled in the course to document attendance and participation in the class.

Add/Drop/Withdrawal: https://www.scps.virginia.edu/students/add-drop-withdrawal/

University Email Policies: Students are expected to check their official UVA email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

Mid-Term and End-of-Class Evaluations: Students may be expected to participate in an online mid-term evaluation. Students are expected to complete the online end-of-class evaluation. As the semester comes to a close, students will receive an email with instructions for completing this. Student feedback will be very valuable to the school, the instructor, and future students. We ask that all students please complete these evaluations in a timely manner. Please be assured that the information you submit online will be anonymous and kept confidential.

SCPS Refund Policy: https://www.scps.virginia.edu/class-registration/refunds/

University of Virginia Honor System: All work should be pledged in the spirit of the Honor System at the University of Virginia. The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: "I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)". The pledge must be signed by the student. For more information, visit www.virginia.edu/honor.

Accessibility Statement: UVA is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with your instructor. If you have a disability, or think you may have a disability, you may also want to meet with the Student Disability Access Center (SDAC), to request an official accommodation. You can find more information about SDAC, including how to apply online, through their website at sdac.studenthealth.virginia.edu. If you have already been approved for accommodations through SDAC, please make sure to send your accommodation letter to your instructor and meet with them so that you can develop an implementation plan together.