Policy Analysis
POL 530

Introduction to the Course

Spring, 2018

About the Course

- **Course Goals:** To understand the difference between policy and politics. Although the process of policy creation and change is political, its analysis is impartial and scientific. Political science, sociology, political economy, anthropology, education and economics scholars have all studied the policy process in America and have created voluminous bodies of literature that empirically examine the factors that drive the policy process. The overall goal of this class is to expose MPP students to the core findings in the policy analysis literature and their methodology.

- **Course Objectives:** Complete weekly writing assignments and engage in discussion with classmates on the contributive aspects of the readings; Understand the policy creation, implementation, and evaluation environment in America; Evaluate a major piece of policy that constituted a significant change in a main federal policy and identify the policy entrepreneurs that spearheaded the change process, the social forces behind their quest, and the legislative actors that created and enacted the policy; Offer an assessment of the impact of that policy in the Legislative Memo.

- **Expected Student Learning Outcomes:** By the end of the course students should have developed an understanding of the seminal scholarly works in the field. They should demonstrate knowledge of the leading frameworks, theories and models as well as the authors who have gained fame for developing the methodological constructs of measuring policy change. Students should be able to evaluate the policy creating process and track its historical developments in order to be able to make policy recommendations that are applicable, contributive and most importantly, feasible.
• Required Texts


The below readings are available for download through the university electronic library system unless otherwise specified. PDFs of selected readings are will be uploaded in the appropriate weekly module in Blackboard in the folders titled “weekly readings”. The syllabus indicates which readings are uploaded. Unless so specified, students are responsible for locating the articles and downloading and reading them. If there are problems, please contact our reference librarian Zachary Painter at zpainter@umassd.edu

**Schedule and Calendar**

**Week 1 The Policy Process – 1/28**

Chapter 1 from Lester Salamon’s book “The Tools of Government” is posted on Blackboard.

Sabatier, CHAPTERS 1 through 4

**Week 2 The Bureaucracy – the Third Branch of Government – 2/4**

Journal of Politics 44.


**Week 3 The Power of the Executive to Influence Policy – 2/11**


**Week 4 Policy Process Change and Participation – Who Gets to Play – 2/18**

Chapter 3 (posted on Blackboard)

Chapter 1 (posted on Blackboard)


Sabatier CHAPTER 5

**Week 5 Public Opinion, Parties and Development of Policy – 2/25**


Chapter 3 (posted on Blackboard)

Sabatier CHAPTER 7
Week 6 Federalism and Intergovernmental Relations – 3/4


Week 8 Measuring Policy Change – Frameworks – 3/25


Sabatier CHAPTER 8

Week 9 Theories – 4/8 (No posts on 4/1 in observation of Easter Weekend)


Sabatier, CHAPTER 10

Week 10 Models – 4/15


Week 11 Policy Outcomes – 4/22


Week 12 Evaluating Outcomes – 4/29


Weeks 13 and 14: LEGISLATIVE MEMO and FINAL EXAM

- You can submit your Legislative Memo at any time during the semester, the official deadline is 5/3 – the official beginning of Exam Week
- On 5/3, I will e-mail you the FINAL EXAM. You have a week to complete it. Please e-mail it to me no later than 5/10.

- Legislative Memo:
You should choose a particular piece of legislation that is “in committee”. On Thomas.gov – the official website of the US Congress – identify a piece of legislation that is closely aligned with your professional subject area. Prepare a 5 to 10 page memo explaining:

- The scope of the legislation
- Its sponsor
- Its target constituency
- The change of policy that it is proposing
- The reasons for the proposed change
- Your professional assessment of its merits
- Likelihood of it being signed into law

The memo should demonstrate that you understand the nuances of the legislative process. Additional sources may be used.

- Sequence of Assignments:
Two weekly blackboard posts are required. Every Sunday, by midnight (dates are in the syllabus), students should have posted a summary of the assigned readings. Write-up requirements are below.

Every following Tuesday, by midnight, students should have posted a response to two of their classmates’ posts from Sunday. The point of the response post is to develop a collaborative atmosphere of idea exchange. Posts should be analytical and contributive, as well as professional and constructive. I am not looking for a critical nit-picking nor a congratulatory accolade. Always agreeing with everything your classmates write is not constructive. Nor is disagreeing for the sake of disagreeing. An intelligent response post should add to a point by either identifying a weakness in the argument, and if so, providing the bases for alternative reasoning, or by offering extra evidence to strengthen an already valid and logical point. Including and correctly citing additional sources to back up your assessments would be most helpful and will be positively reflected in your grade. You will receive a weekly grade that is a composite of BOTH your posts. The maximum points given are 5.

- **Write-up Requirements:**

  Please complete the reading assignments and prepare a brief summary of the major ideas discussed. For journal articles, make sure you identify: 1 - the research question or issue analyzed; 2 - the data set used in the methodology (IF APPLICABLE) 3 - the conclusion and contribution of the work. For multiple readings, please include the title and author for each summary. Only one post is required, but within it several headings, depending on the number of readings assigned, will be necessary.

  All write-ups should be brief, clear and analytical. Length is unimportant, style and content are.

- **Basis for Assigning the Course Grade:** Completing the write-ups on time will be 5% of your final grade. Discussion participation and alacrity will also count for 5% of your grade. In short, 10% of your grade depends on meeting a deadline and participating in class. Each week you will be assigned a grade on your write-ups. The cumulative average of those 12 grades will count for 50% of your overall grade. Actual grades on write-ups will reflect your weekly progress. That way you can track your performance weekly. The legislative memo will count for the last 15% of your final grade. The final exam will account for the last 25% of your grade.
Attendance Policy

I have no official attendance policy. In graduate school it is up to you to maximize your investment. However, your diligence and alacrity will be duly noted.

Incomplete Policy

According to the university catalogue, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. If you feel you require an incomplete for an exceptional reason, you need to email me and state your reasons for the incomplete in writing. We will then decide on a course of action.

http://www.umassd.edu/nfi/teachingandadvising/coursesyllabus/sampleincompletestatement/

Student Academic Integrity Policy

All UMass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure or as an act of intentional dishonesty.

A student found responsible of academic dishonesty is subject to severe disciplinary action which may include dismissal from the University. The procedure for responding to incidents of academic dishonesty may be found in Section III of this document. You may also refer to the Student Handbook for information about the judicial process.

A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty.

Academic freedom is a fundamental right in any institution of higher learning. Honesty and integrity are necessary preconditions of this freedom. Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and deemed appropriate by the instructor of the course. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses.

Maintenance of the standards of academic integrity and the successful administration of this policy depend on the mutual cooperation of faculty and students.

Faculty cooperation is essential for successful application of the procedures defined by this Academic Integrity Policy. Faculty members promote academic integrity by making clear on their syllabi their expectations concerning homework.
assignments, collaborative student efforts, research papers, examinations, computer-based infractions, and the like. Efforts should be made to detect and to prevent cheating and plagiarism in all academic assignments. If faculty members have evidence of academic dishonesty, they are expected to report such evidence promptly.

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit.

The intent of this policy is to make clear the standards of academic integrity at UMass Dartmouth.

*For additional information on violations, infractions, and consequences visit the UMass Dartmouth Student Academic Integrity Policy at the link below.
http://www.umassd.edu/studentaffairs/studenthandbookintroduction/studentconductpolicies/academicintegritypolicy/

**Center for Access and Success**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the Center for Access and Success. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508.999.8711.

http://www.umassd.edu/dss/

Resources

**Tutoring**

If you are having difficulty with the class please:

- Post a message on the Discussion Board – be sure to use your classmates for troubleshooting and problem solving.
- Make an appointment to come in and meet with me during my office hours.
- Contact the Academic Resource Center (ARC) for support:

**Academic Resource Center, Liberal Arts – Room 7**

Phone: 508.999.8708, Fax: 508.910.6404

**Technical Help**

If you are in need of technical assistance the IT Service Desk is available to students.

**Claire T. Carney Library, lower level**: 508.999.8884 (x8884) or Email

Sunday: 12:00pm-2am, Monday thru Thursday: 7:30am-2am, Friday: 7:30am-11pm, Saturday: 9:30am-1pm

**Students living in the Residence Halls may also contact the Residential Technology (ResTech) Support Center:**

Visit ResTech in Elmwood Hall, lower level
Call the ResTech Help Line at 508.999.8040 (x8040)