University of Montana
Baucus Institute Department of Public Administration and Policy
PUAD 503: Policy Analysis
Spring 2021 (Blended Delivery) Mondays 4:30-6:50pm, LAW 215

Professor

Dr. Adam Brewer
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- Email: adam.brewer@umontana.edu  Office: Law#148 (west side of bldg. near entrance)
- Telephone: (208)776-0153 (for texting) Office Hours: Monday 2-4pm, Wednesday 10-11am

Communication with the Professor

The professor can be reached via email from 8am-5pm (M-F) for course inquiries. The best form of contact is email but texting can be used for emergencies. Please allow for up to 24 hours for a response. Student email inquiries sent over the weekend, will be addressed on Mondays. All meetings outside of class with the professor will take place on Zoom this semester. If students would like to meet during the office hours listed above or at a more convenient time, please contact the professor to set a specific time. The professor is always available to chat after class.

Course Description

This course will introduce students to the theory and practice of policy analysis. Working as a policy analyst requires conducting research to effectively inform decision makers in making decisions in the public’s interest and doing so within a democratic setting. Accordingly, the class is theoretical but mainly practical as students are introduced to some of the key tools in the policy analyst’s toolbox. We will use examples from various contemporary policy examples to illustrate our major theoretical points and the utilization of policy analysis tools. This course is unique, yet complimentary to PUAD 531 Introduction to Public Policy. PUAD 531 focuses on the policy process and this course on the tools used by a policy analyst.

Course Learning Objectives

1. Apply the theory of policy analysis to practice in real policy environments.

2. Understand the foundational readings behind policy analysis as a field and professional in public administration.

3. Understand and apply the tools of policy analysis including problem definition and analysis, developing and accessing policy alternatives, assembling evidence, using evaluation tools, and communicating evidence to decision makers in a recommendation.

4. Understand the role of cultural awareness in the practice of policy analysis.

5. Demonstrate graduate level writing, public speaking, critical thinking, research, and analytical skills.
In exploring these, the course will introduce and begin to develop core national (NASPAA) MPA competencies to participate in and contribute to the Public Policy Process.

Course Materials


Blended Learning Approach

Due to COVID-19, this course, traditionally in-person, is adopting a blended model for Spring 2021. In this course, we will use a “flipped” course model. As normal, students will prepare for class by completing various readings assigned by the professor before coming to class. However, before class for most weeks, students will also watch a short lecture video regarding the topic for the week. During our weekly designated class time, we will meet via Zoom or in-person for deeper discussions about course content. The course calendar below clearly designates which days we will meet on Zoom and which will be done in person. When meeting in person, students will arrive to class on time by 4:30pm, participate in the discussion, and practice social distancing. Team activities will not be done in the in-person setting for safety. Due to the smaller number of students in this class, we will be able to meet altogether this semester. When meeting on Zoom, students will log in to Brewer’s Zoom room at 4:30pm and be ready to discuss the course material. In the Zoom setting, the professor will use the chat feature and break out rooms for team activities and discussions. Due to the lecture materials being watched by students prior to class instead of in class, generally class time will be discussion focused and not last longer than an hour and a half. However, students should set aside Monday 4:30-6:50pm for class time and not schedule any other events during this time. Students are expected to attend class and actively participate each week.

Course Assignments

Co-Discussion Leader

Each student, with a classmate, will co-lead a 25-minute discussion on one of the assigned readings. The professor will make these assignments on the first day of class. Essentially, students will carefully read the assigned reading for the week and come ready to engage the class in a discussion of the main concepts in the reading and how they can be applied in the work of policy analysis. The two students will lead the discussion from their assigned seats (if conducted during an in-person class day, on Zoom this is not a concern) and the discussion should not include any activities that require classmates to leave their seat. Students must remain in their assigned seat during the duration of the class. Discussion leaders are required to produce some type of handout that explains and clarifies certain aspects (not just a summary) of the reading and
includes discussion questions and/or activities that promote a deeper understanding of the topic. The handout should be sent to the professor the morning of the class day to be posted on Moodle. Printed copies should not be used to pass out in class. The professor will assess student performance based on the following items:

(1) Discussion leader is prepared with multiple questions in the form of a handout emailed to the professor prior to class to be posted to Moodle.

(2) Questions promote thoughtful and engaging discussion among participants. Relevant policy issues are inserted into the questions to help illustrate key concepts. Discussion leader demonstrates command of the reading.

(3) The discussion stays on topic and focused on the readings at hand. Discussion leader makes effective use of discussion time.

(4) Discussion leaders try to deepen the discussion by asking follow-up questions, providing new insights, and attempting to incorporate nonparticipating students.

**Semester Policy Project**

This semester, students will conduct a policy analyst project. This project will be completed in a series of segments. Each segment builds upon the previous assignment. The project follows Bardach and Patashnik “eightfold path” (also known as the “five step framework”). Here are the steps for this project.

**1. Send an email to the professor with proposed policy issue- due Monday Jan 25th**

   The professor will promptly reply (within 24 hours) either approving of the selected policy issue or asking the student to reconsider or narrow the topic. If students are interested in two policy issues, propose both. The professor will advise on which will be more realistic for research within the parameters of the semester. Some sample topics include affordable housing, suicide prevention, medicinal/recreational marijuana legalization, wildfire suppression, waste reduction, or workplace or organizational policies. There are plenty of policy issues to choose from. Students are encouraged to think about their specific interests or research that aligns with their professional goals.

**2. Segment 1: Research Outline- due Sunday Feb 7th**

   For this segment, students will write a research outline for the policy issue selected. Students should use the lecture and course readings from Week 3 to inform how they approach this process. This document should be approximately ½ page to one page in length (single spaced) and students are permitted to use bullet points where necessary.

   The research outline should:

   1. Outline how the student plans to use the research tools discussed in the course materials in the exploration of the policy issue.
2. Discuss documents (e.g. government data/written reports, research databases, etc.)
3. Detail any other resource the student plans to use in carrying out the research this semester.

Note: Student performance will be assessed based upon ability to apply the course material effectively in the execution of this assignment. The direction of the research may change as students continue to study their policy issue throughout the semester. This is normal. The purpose of this research outline is to get students started on the right path. Remember to follow the guidelines for writing assignments noted below.

(3) Segment 2: Problem Analysis & Policy Alternatives- due Sunday Feb 21st

Using the research completed so far, draft a problem analysis and develop policy alternatives that address the overarching problem identified. Students should use the lecture and course readings from Weeks 4-5 to inform how they approach this process. This document should be approximately 3 pages in length (single spaced).

The problem analysis should include the following components (approximately 1-2 pages):

1. Frame the problem.
2. Measure the problem
3. Determine extent of the problem
4. Determine causes of the problem
5. End with a problem statement that is clearly identified

Then, draft 2-4 realistic policy alternatives that address the overarching problem identified previously. These policy alternatives should be explained in detail and in a clear manner so there is no question how each alternative would look like in practice. Include a references page at the end (not included in page count)

Note: Student performance will be assessed based upon the ability to apply the course material effectively in the execution of this assignment. The composition of the policy alternatives may change as students continue to study their policy issue throughout the semester. This is normal. Remember to follow the guidelines for writing assignments noted below.

(4) Segment 3: Evaluation of Policy Alternatives & Recommendation- due Sunday Apr 4th

Building upon the policy alternatives provided in Segment 2 (and the feedback the professor subsequently provides), students will draft a thorough evaluation and recommendation of these alternatives. Students should use the lectures and course readings from Weeks 6-9 to inform how they approach this process. The document should be approximately 7-8 pages in length (single spaced, and this includes the 3 pages from Segment 2).

The evaluation should include the following components:

1. The updated version of Segment 2, the problem analysis and policy alternatives.
2. Select the criteria for evaluation. Take approximately ½ pages to write out and justify the criteria.
3. Select at least one evaluation method to compare the policy alternatives. These evaluation methods should be based on the criteria selected previously (i.e. if a student selected “efficiency” as an important criteria, a cost-benefit analysis or similar analysis method might make sense). The methods selected will be based on individual preference and in accordance with the criteria selected. Then, using these methods, compare policy alternatives.
4. Provide written discussion that provides context to the analysis, data, and information provided in #3.

The recommendation should include the following (approximately ½ page):
1. Briefly delineate the option recommended. Explain why it is the best option moving forward. Make a strong argument.
2. Remember to connect back to the central problem statement articulated previously.
3. All references should be included in one large references page at the end (not included in page count)

Note: Student performance will be assessed based upon ability to apply the course material effectively in the execution of this assignment. If a students need to go beyond the page limit or include an appendix, please contact the professor to explain the reasoning for this need. Remember to follow the guidelines for writing assignments noted below.

(5) The Final Product- due Sunday Apr 18th

Make the revisions requested by the professor for Segment 3. Then insert a professional memo heading at the top of the document and write a one-paragraph executive summary describing what the policy report entails. This constitutes the “final product”.

Note: This final product can be used as a demonstration of student research abilities for the final MPA portfolio.

(6) Student Presentations- will take place during Week 14 and Week 15 on Zoom

For the final presentation, students will act as if they are a policy analyst for a state or local agency. Students will present their research to the class (a group of decision makers) detailing their evaluation and recommendation for the policy problem identified in the semester project. Presentations should not exceed five minutes.

Presentation performance will be assessed using the following criteria:
**Preparedness:** Student is prepared with an artifact (hand-out or slide presentation) that effectively outlines the topic selected. Student also demonstrates preparedness in mastery of subject matter.

**Content:** Content of the presentation is engaging, made relevant to the course, and presented in a clear and concise manner. Student presents factually correct information and is able to demonstrate breadth of knowledge when responding to questions.

**Professionalism:** Student presents as if they are conducting a real presentation to decision makers on the topic. Student demonstrates professionalism in appearance, articulation of the content, and in presentation style.

**Time:** Student makes effective use of presentation time. The presentation skillfully moves from one point to the next without appearing rushed. Student is able to keep to 5 minutes.

**Assignment Assessment and Feedback**

The professor will have all assignments assessed with feedback within 10 business days after the assignment deadline. If students ever have a question or concern about feedback received on an assignment, please do not hesitate to contact the professor.

**Course Grading Contract**

This course uses a form of grading called contract grading. There are no points or letter grades in this course, aside from the final letter grade earned at the end. The premise of contract grading is that if a student does the work required to earn a B, they will see enormous gains in their learning. Traditional grading systems encourage students to work for “points,” as if learning were a game whose goal was to get a certain grade. Contract grading provides student with reassurance that if they complete all of the assigned work, they will earn at least a B. This can free up the student to focus on their learning, not their grade. To put this system of grading in context, consider how performance is evaluated in the workplace. In most workplaces, employees generally do not receive feedback in the form of a score on individual tasks, but instead are given qualitative feedback on tasks with a possible numerical value attached in a comprehensive review.

During the semester the professor will not assign grades or scores to individual assignments; instead they will provide written feedback on the assignments that are submitted. The feedback will identify the strong aspects of the assignment, point out information or concepts that were missing from the assignment, and/or suggest additional work (thinking, writing, reading, etc.) that needs to be completed in order to improve understanding of the topic. Ideally this feedback will help students deepen their understanding of the material and concepts. See below for descriptions of the grading criteria.
Not meeting expectations
Students will earn a C in this class if they miss any assignment, submit assignments late, lack adequate participation on the class discussions, submit writing that is not college level work, or fail to adequately follow the assignment directions in some way. These examples are considered “not meeting expectations”. If a student submits an assignment that is not meeting expectations, the professor will afford one opportunity to make revisions to get to “meeting expectations”. Students also risk earning a C if they are unable to keep up with the course materials and complete in their entirety.

Approaching expectations
Student work that is very close to meeting expectations will be given this designation. Generally, this mean you have met most of the expectations of the assignment but greater attention to detail is needed. Students will have one opportunity to make revisions to get to “meeting expectations”.

Meeting expectations
Students will earn a B in the class if they complete all of the work in the class (including the reading) on time and with sincere effort. This means staying current with the reading each week, actively participating in each class discussion, submitting all assignments on time, and actively participating in any assigned teams. To earn a B, writing should demonstrate thoughtful preparation, adequate critical thinking and analysis, reflect college level work including the use of the course material and outside sources as support, the proper citation of those sources, and no spelling or grammatical errors. The professor will let students know that their work is at this level by clearly stating that submission “meets expectations” in the assignment feedback. Most student assignments fall within this designation.

Exceeding expectations
Students will earn an A in the class if they do all of what is required for a B and show excellence in all aspects of the course. Achieving this grade will not be easy. Features of A work include everything listed previously and:
• Strong critical thinking, including the ability to understand and respond to other views
• Writing that shows critical reading and careful rereading
• Ideas that are uniquely from the student, not just repeated from class discussions
• Taking risks in writing (trying a new technique or a more challenging approach)
• Clear sentences, careful proofreading, and well-integrated quotes

In class discussions, the professor will look for evidence that students are stretching beyond their usual ways of participating. If participating is hard for a student, try to confront that fear with small steps such as asking questions. If participating is easy for a student, try to hold back more and listen to others.
On assignments, if students are exceeding in some ways but only meeting in others, the professor will note that the student’s work is somewhere in between.
Note: If students are not meeting or approaching expectations, the professor will provide the student with one opportunity to revise their work. Those who are meeting expectations are not provided further chances to continue revising their work. At the end of the semester, the professor will evaluate student work and efforts as a whole and make a determination of the final grade. At the time of issuing final grades, the professor may award + or – grades in some circumstances if deemed necessary to better reflect the performance of a student during the semester.

**Important Policies and Expectations**

**Student Code of Conduct**

Students are expected to follow UM’s Student Code of Conduct.

**COVID Safe Policy**

Due to COVID-19, this in-person course will use a blended approach for student safety. Blended course delivery means we will discuss materials via zoom or in-person. This offers flexibility to achieve a safe learning environment. For Zoom discussions and in-person meeting times we will use our designated time period on Mondays from 4:30-6:50p.m. Our classroom space is Law 215 and is reserved for students to use if students need a space. Please follow social distancing practices when we use Law 215.

With COVID-19 in mind, students enrolled in the Department of PA & Policy (NPAD, PUAD) courses are required to wash (sanitize) their hands before and after class. Limit leaving the classroom during class time unless an emergency. Also, each student is required to wear a facemask during the entirety of class and maintain social distancing requirements (e.g. sit in the same seat for the semester). If wearing a face covering is unachievable due to health concerns, please discuss alternatives with the course professor. Although this course does have an attendance policy that should be followed, the Department asks students to please stay home if they are sick. Doing so will not negatively impact assessment of student performance in this course. The professor will wear a mask in accordance with federal, state, local, university and CDC guidance during class time and if in-person office hours are held. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with DPAP department chair and course professor to successfully complete the work. COVID-19 has changed how we live and work. If a federal, state, local, university or CDC policy changes during the semester impacts in-person course delivery, this class will shift to fully online. The quality of student education will not be impacted: the Department is nationally recognized for its ability to teach across modalities (online, in-person, robot). Please take the time to review our DPAP FAQ Guide.
**Time Commitment**

In higher education, the standard for work outside of class is this: for every credit hour taken, students should spend 2-3 hours outside of class per week. That means for a 3-credit course, students should end up spending about 6-9 hours outside of class each week on average.

**Zoom Etiquette**

In this unique year, everyone has had to quickly familiarize themselves with using Zoom. Working at home, it can be difficult to hold meetings while caring for family members or pets all the while avoiding other distractions. This reality is fully acknowledged by the professor. However, in the interest of learning, students are requested to follow these guidelines:

1. Students are expected to act in a professional manner while meeting for class on Zoom.
2. Students should be actively engaged as much as possible and take notes as would be done in an in-person class setting.
3. Students should mute their audio when not speaking to prevent background noises from interrupting class.
4. Students are not required to enable their video but it is highly encouraged. Students can use LAW 215 (on Zoom days) if Wi-Fi connection is unreliable at home.

**Robot Policy**

In this class, we are privileged to have students join us via robot. Robot students should connect to their robot ten minutes prior to the beginning of the class to ensure the professor is able to mitigate any technology issues without disrupting the beginning of class. If a robot student loses connection during class, they should do their best to reconnect without disrupting class. If unable to reconnect, reach out to the professor to discuss time in class missed. Robot students may experience a lag in their audio. Students physically present in class are encouraged to accommodate this lag by allowing robot students to comment when they speak up.

**Guidelines for Written Work**

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or the professor:

1. All work must be typed, single-spaced, utilize 12-point times new roman font, and have one-inch margins.
2. Citations should follow proper style guidelines such as, but not limited to, MLA, Chicago, or APA (in-text citations and a reference page are necessary).
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted,
4. All assignments must be turned in electronically via Microsoft Word (not as a PDF). If the professor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.

5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.

6. Student collusion is not allowed for individual assignments (unless working in an approved team) and will be treated as an act of plagiarism.

**Email Policy**

Students are expected to check their umontana student email address frequently for course updates and communications. If you are not certain how to access and use your umontana email account, see this [link](link).

**Note on Technology**

No “technology problem” excuses will be accepted in this class. That is, students cannot blame their failure to complete an assignment on time on “computer/internet/Moodle issues” (unless it was one that affected the whole class, in which case we will address the issue on a class-wide basis). Make sure to back up work using Microsoft OneDrive, UMBox or Dropbox.

**Note on Late Work**

The expectation in this course is that assignments are submitted on time. Extensions are always granted for two circumstances. (1) If an emergency situation arises and the student inform the professor BEFORE the due date, (2) If student has a disability AND has sent the professor an accommodation letter from Disability Services. If the reason for a late assignment falls outside of these circumstances, please reach out to the professor for guidance. The best way to prevent the possibility of submitting an assignment late is to plan ahead.

**Discussion Ethics**

Some of the issues we discuss in this class are controversial with multiple, and sometimes divisive points of view. Although students may already have an established opinion on a particular topic, they are encouraged to consider other points of view and the strengths/weaknesses of their own. Additionally, as we discuss controversial topics, students are expected to respect the points of view of their fellow students. Respect is shown in the manner a student addresses another student and the words they use to carry their point across. In an increasingly uncivil political environment in the U.S., civility will be maintained in this class so as to elevate the learning experience of all present.
Academic Honesty

Students must follow the University’s policies for academic dishonesty. All work submitted must be owned by the student; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source used and give proper credit for the ideas, opinions, and findings of others. When using the exact words of others, students must use quotation marks and include the page number if provided. For help on avoiding plagiarism, see the following resources from the UM Writing and Public Speaking Center.

Sexual Misconduct

UM prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively “sexual misconduct”). It is the professor’s responsibility to help create a safe learning environment for students and for the campus as a whole. University policy requires that the professor report all incidents of sexual misconduct that come to their attention. If a student encounters sexual misconduct, please contact the Title IX Coordinator at (406)243-5710. Additional information about sexual misconduct and available resources can be found on the UM Office of Equal Opportunity and Affirmative Action website.

Student Disability Related Needs

The University of Montana assures equal access to instruction through collaboration between students with disabilities, professors, and Disability Services for Students. If a student has a disability that adversely affects their academic performance, and they have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. The professor will work with the student and Disability Services to provide an appropriate accommodation.

Cultural Leave Policy

UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the professor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the professor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic
calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the professor.”

**Food and Housing Insecurity**

Any student who faces challenges securing food or housing, and believes that this could affect their performance in this course, is urged to contact any or all of the following campus resources:

**Food Pantry Program**

UM offers a food pantry that students can access for emergency food. The pantry is open on Tuesdays from 12 to 5 PM and Fridays from 10 AM to 5 PM. The pantry is located in UC 119 (in the former ASUM Childcare offices). Pantry staff operate several satellite food cupboards on campus (including one at Missoula College). For more information about this program, email umpantry@mso.umt.edu, visit the UM Food Pantry website or contact the pantry on social media (@pantryUm on twitter, @UMPantry on Facebook, um_pantry on Instagram).

**ASUM Renter Center**

The Renter Center has compiled a list of resources (https://medium.com/griz-renter-blog) for UM students at risk of homelessness or food insecurity. Students can schedule an appointment with Renter Center staff to discuss their situation and receive information, support, and referrals.

**TRiO Student Support Services**

TRiO serves UM students who are low-income, first-generation college students or have documented disabilities. TRiO services include a textbook loan program, scholarships and financial aid help, academic advising, coaching, and tutoring.

Students can check their eligibility (www.umt.edu/triosss/apply.php) for TRiO services online. If you are comfortable, please come see members of the teaching team. We will do our best to help connect you with additional resources.

**UM Writing Center**

The Writing and Public Speaking Center provides one-on-one tutoring to students at all levels and at any time in the writing process. Students are strongly encouraged to utilize this service to get help and receive feedback from writing experts.

**Land Statement**

We, at the University of Montana, are in the traditional lands of Indigenous peoples, including the Séliš, Ksanka, and Qlíspé. Many others, including Blackfeet, Nez Perce, Shoshone, Bannock, and Coeur D’Alene, had and continue to have a crucial presence in the area. We acknowledge the role that the governance and legal system has played in the removal of Indigenous peoples
from these lands, and, through our commitment to education, service, and scholarship, strive to improve the quality of justice and equitable policy for future generations. Doing so demands respect for tribal sovereignty and Indigenous cultures as well as accountability to the needs and perspectives of Indigenous peoples, who, from time immemorial to the present and until the end of time, protect and remain connected with this land on which we gather, live, learn, and work.

MPA Portfolios

If students are using any assignments from this course for their final MPA portfolio, it is their responsibility to keep track of individual grades and professor feedback. Use a “snipping tool” or screenshot to capture and save graded feedback. Students are asked that they very carefully read the MPA Portfolio requirements listed on the DPAP website (e.g. no students cannot use outlines or case write ups). It is requested that students be mindful of individual and group projects participated in each semester to stay on track. Each DPAP professor will always offer an option to students to complete projects on their own. If questions, contact the MPA Director.

Course Calendar

A “week” in this class starts Monday and ends the following Sunday. Activities should be started early in the week. Usually, most items will be due on Sunday at the end of the week. It is strongly suggested that students record due dates in their personal calendar to ensure assignments are submitted on time. The professor reserves the right to change the syllabus at any point during the semester. If so, students will be notified with an addendum as soon as changes take effect.

Week 1: What is Policy Analysis? (January 11-17)

- **Activities (Besides the syllabus, complete other activities after our Monday class):**
  1. Read Course Syllabus
  2. Read Lindbloom 1959 “The Science of Muddling Through” (On Moodle)
  3. Read Meltsner 1986 “The Seven Deadly Sins of Policy Analysis” (On Moodle)
  4. Read Bardach and Patashnik “Introduction”
  5. Read Meltzer and Schwartz “Introduction” and Ch. 1
  6. Optional: Read Torgenson 1986
  7. Watch Lecture

- **Class: In-Person LAW 215 @ 4:30pm**

Week 2: Research Week due to MLK Day (Jan 18-24)

- **Preparation Activities:**
  1. Begin search for policy issue for Semester Policy Project
  2. Start early on activities for next week

- **No Class- MLK Day**
• **Due:**
  1. Approval of policy research topic. Email professor by Monday (Week 3) 11:59pm

**Week 3: Doing Policy Research (Jan 25-31)**

• **Preparation Activities:**
  1. Meltzer and Schwartz Ch. 7
  2. Bardach and Patashnik Parts II, III, and IV (we will come back to Part I later)
  3. Complete “Research Guide” Activity
  4. Watch Lecture

• **Class: In-Person LAW 215 @ 4:30pm**

**Week 4: Defining the Problem (Feb 1-7)**

• **Preparation Activities**
  1. Read Rochefort and Cobb 1993 “Problem Definition, Agenda Access, & Policy Choice” (On Moodle)
  2. Read Melzer and Schwartz Ch. 2
  3. Read Bardach and Patashnik Part I: Steps 1-2
  4. Read Kraft and Furlong Ch. 5 (On Moodle)
  5. Read Case: School Shootings and Focus Group Research (On Moodle)
  6. Watch Lecture

• **Class: Zoom @4:30pm**

• **Due:**
  1. Segment 1: Research Outline due Sun 11:59pm

**Week 5: Devising Policy Alternatives (Feb 8-14)**

• **Preparation Activities:**
  1. Read Meltzer and Schwartz Ch. 3
  2. Read Bardach and Patashnik Part I: Step 3
  4. Watch Lecture

• **Class: Zoom @4:30pm**

• **Due:**
  1. Remember to consistently research policy issue

**Week 6: Writing Week due to President’s Day (Feb 15-21)**

• **Preparation Activities:**
  1. None- Work on Segment 2
• No Class- President’s Day
• Due:
  1. Segment 2: Problem Analysis & Policy Alternatives due Sun 11:59pm

Week 7: Selecting Criteria (Feb 22-28)

• Preparation Activities:
  1. Read Meltzner and Schwartz Ch. 4
  2. Read Bardach and Patashnik Part I: Step 4
  3. Read Kraft and Furlong Ch. 6 Pages 178-192 (On Moodle)
  4. Watch Cultural Awareness Learning Evaluation Video before taking evaluation
  5. Watch Lecture
• Class: In-Person LAW 215 @4:30pm
• Due:
  1. Remember to consistently research policy issue
  2. Course Learning Evaluation (find link in UM email) due Sun 11:59pm

Week 8: Evaluating Alternatives Pt. 1: Technical Aspects of Policy Analysis (Mar 1-7)

• Preparation Activities:
  1. Read Bardach and Patashnik Part I: Steps 5-6
  2. Read Meltzner and Schwartz Ch. 5
  3. Read Kraft and Furlong Ch. 6 Pages 192-214 (On Moodle)
  4. Read Clemmons and McBeth Ch. 3 (On Moodle)
  5. Optional: Read CBA Sample Case
  6. Watch Lecture
• Class: Zoom @4:30pm
• Due:
  1. None- Remember to consistently research policy issue

Week 9: Evaluating Alternatives Pt. 2: Incorporating Stakeholders (Mar 8-14)

• Preparation Activities:
  1. Read Bryson 2004 “What to do when stakeholders matter” (On Moodle)
  2. Read King et al. 1998 “Toward Authentic Participation in Public Administration” (On Moodle)
  3. Read Clemmons and McBeth Ch. 1 (On Moodle)
  4. Read Case: Big Mart: Cheap Goods at What Price? (On Moodle)
  5. Watch Lecture
• Class: In-Person LAW 215 @4:30pm
Due:
1. None- Remember to consistently research policy issue

Week 10: Making Recommendations (Mar 15-21)

• Preparation Activities:
  1. Read Meltzer and Schwartz Ch. 6
  2. Bardach and Patashnik Part I: Steps 7-8
  3. Read Case: Playing Politics: Bison, Brucellosis, Business, and Bureaucrats (On Moodle)
  4. Watch Lecture
• Class: Zoom @4:30pm
• Due:
  1. None- Remember to consistently research policy issue

Week 11: Relax and Recharge (Mar 22-28)

Week 12: Writing Week (Mar 29-Apr 4)

• Preparation Activities:
  1. None-Work on Segment 3
  2. Start early on readings for next week
• Class: Optional- Meet with Brewer as a class on Zoom to ask questions and discuss research issues @ 4:30pm
• Due:
  1. Segment 3: Evaluation of Policy Alternatives & Recommendation due Sun 11:59pm

Week 13: Policy Analysis in Practice (Apr 5-11)

• Preparation Activities:
  1. Read Meltzer and Schwartz Ch. 8-9
  2. Read McPhail 2003 “A Feminist Policy Analysis Framework” (On Moodle)
  3. Read Case: The Pocatello Women’s Prison Siting Story (On Moodle)
  4. Watch Lecture
• Class: In-Person LAW 215 @4:30pm

Week 14: Final Student Presentations (April 11-18)

• Preparation Activities:
1. Be ready to give five-minute presentation to a group of classmates on Zoom (presentation directions and expectations above)

- **Class:** Zoom @4:30pm

- **Due:**
  1. Final Product due Sun 11:59pm

**Week 15: Final Student Presentations (April 19-23)**

- **Preparation Activities:**
  1. Be ready to give five-minute presentation to a group of classmates on Zoom (presentation directions and expectations above)

- **Class:** Zoom @4:30pm

- **Due:**
  1. Course Learning Evaluation (find link in UM email) due Friday 11:59pm