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OFFICE HOURS: CCC 472
Tues./Thurs. 10:00am-11:00am

COURSE DESCRIPTION

Policy analysis is a skill that is useful in many fields and for making sense of the debates that shape our society. This course addresses foundational concepts and skills employed in policy analysis. Since analysis is a practical skill, we will work through numerous examples of policy issues in class discussion. The course will also introduce two foundational techniques: cost-benefit analysis and forecasting. Students will conclude the semester by putting their research, analysis, and communication skills into practice in a final guided project.

LEARNING OBJECTIVES

Students will ...

- analyze policy issues by employing operational definitions and measurement indicators.
 - demonstrate techniques for gathering high-quality information to inform policy analysis.
 - apply skills employed in the field of policy analysis to support a specific policy.
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GRADE ALLOCATION

<u>Assignment</u>	<u>Points</u>	A	700-651	C+	560-541
Class Participation	100	A-	650-631	C	540-511
Exam	200	B+	630-611	C-	510-491
Practicum Write-Up (2 x 100)	200	B	610-581	D+	490-456
Issue Brief	200	B-	580-561	D	455-421
Total	700			F	420-0

REQUIRED MATERIALS

TEXT RENTAL. David Weimer and Aidan Vining, *Policy Analysis: Concepts and Practice*, 6th ed.

FOR PURCHASE. Andrew Pennock, *The CQ Press Writing Guide for Public Policy*. Thousand Oaks, California: CQ Press, 2019. (ISBN: 978-1-5063-4878-0)

SUPPLEMENTAL MATERIALS. All materials besides the listed texts are distributed through the UWSP learning management software (**Canvas**).

COURSE SCHEDULE

WEEK	DATE	TOPIC	ASSIGNMENT
1	01.24 - 01.28	Introduction to Policy Analysis	Case: NYC Bottle Bill
2	01.31 - 02.04	Distributional Values in Policy Analysis	Text: <i>Policy Analysis</i> , Ch. 7 (p. 130 – 148)
Analyzing Policies			
3	02.07 – 02.11	Market Efficiency	Text: <i>Policy Analysis</i> , Ch. 4 Case: Antibiotic Resistance
4	02.14 – 02.18		Text: <i>Policy Analysis</i> , Ch. 5 (p. 74 – 93) Case: Agricultural Subsidies
5	02.21 – 02.25		Text: <i>Policy Analysis</i> , Ch. 6 (p. 114-129) Case: Health Insurance Mandate
6	02.28 – 03.04	Non-market Values	Text: <i>Policy Analysis</i> , Ch. 8 Case: Flint, Michigan Water Crisis
7	03.07 – 03.11	Government Failures	Text: <i>Policy Analysis</i> , Ch. 10 (p. 205 – 231)
8	03.14 – 03.18	Generic Policies	Text: <i>Policy Analysis</i> , Ch. 10 (p. 231 – 258)
	03.21 – 03.25	Spring Break	
9	03.28 – 04.01	<i>Exam</i>	
Evaluating Policies			
10	04.04 – 04.08	Communicating Analysis	Text: <i>CQ Press Writing Guide for Public Policy</i> , Ch. 10
11	04.11 – 04.15	Cost-Benefit Analysis	Text: <i>Policy Analysis</i> , Ch. 17 Cost-benefit analysis
12	04.18 – 04.22	Cost-Benefit Analysis	<i>Practicum 1</i>
13	04.25 – 04.29	Regression Analysis	<i>Practicum 2</i>
Policy Research			
14	05.02 – 05.06	In-Class Work	Text: <i>CQ Press Writing Guide for Public Policy</i> , Ch. 2 and 7
15	05.09 – 05.13	In-Class Work	Text: <i>CQ Press Writing Guide for Public Policy</i> , Ch. 8 (p. 137-151)
16	05.16 – 05.20	Final Exam Period	<i>Issue Brief Due</i>

POLITICAL SCIENCE 202: INTRODUCTION TO POLICY ANALYSIS

PARTICIPATION GRADING RUBRIC

	Strong	Needs Development	Unsatisfactory
Listening	<input type="checkbox"/> Actively and respectfully listens to peers and instructor	<input type="checkbox"/> Sometimes displays lack of interest in comments of others	<input type="checkbox"/> Projects lack of interest or disrespect for others
Preparation	<input type="checkbox"/> Arrives fully prepared with all assignments completed.	<input type="checkbox"/> Sometimes arrives unprepared or with only superficial preparation	<input type="checkbox"/> Exhibits little evidence of having read or thought about assigned material
Quality	<input type="checkbox"/> Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	<input type="checkbox"/> Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	<input type="checkbox"/> Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact	<input type="checkbox"/> Comments frequently help move seminar conversation forward	<input type="checkbox"/> Comments sometimes advance the conversation, but sometimes do little to move it forward	<input type="checkbox"/> Comments do not advance the conversation or are actively harmful to it
Frequency	<input type="checkbox"/> Actively participates at appropriate times	<input type="checkbox"/> Sometimes participates but at other times is “tuned out”	<input type="checkbox"/> Seldom participates and is generally not engaged
Grade	Description		
<i>A</i>	<i>Strong</i> in most categories.		
<i>B</i>	<i>Strong</i> in some categories but <i>Needs Development</i> in others.		
<i>C</i>	<i>Needs Development</i> or <i>Unsatisfactory</i> performance in most categories.		
<i>D</i>	<i>Unsatisfactory</i> in multiple categories.		
<i>F</i>	<i>Unsatisfactory</i> in nearly all categories.		

*Adapted from John Immerwahr, Villanova University, 2008.