

LaFollette School of Public Affairs
Course: PA 873 Policy Analysis
Professor: Pam Herd
Course Time: 3.30-5.25 Tuesday
Course Location: Bascom 54
Office Hours (3454 Social Science): Tuesday 10-12

This course provides an introduction to the study of public policy and the professional practice of policy analysis. We consider a number of fundamental questions: How are policy problems framed? What are the rationales for government intervention? What are the impacts, both positive and negative, of government intervention? What are the appropriate roles for policy analysts in democratic societies? We also seek to improve our basic skills in analytical thinking, information gathering, and writing as we attempt to answer these questions.

Components of Course Grade:

- Three memorandum exercises and class participation (40 percent).
- Policy Analysis project (30 percent):
A semester-long project on a randomly assigned topic. The project provides an opportunity to apply the concepts and craft skills introduced in the course. The presentation at the end of the semester on the project will count towards 10 percent of your grade on your analysis.
FIRST DRAFT IS DUE APRIL 30
FINAL DRAFT IS DUE MAY 10
- Midterm examination on **MARCH 20-21** (30 percent):
A 24 hour take home essay test to determine your mastery of the concepts and ideas presented in the first half of the semester.

Grading Policies

- 94-100 A
- 88-93 AB
- 84-87 B
- 78-83 BC
- 74-77 C
- 69-73 CD
- 64-68 D
- 59-63 DF
- <59 F

Academic Honesty

Students are expected to be familiar with University of Wisconsin rules surrounding academic honesty.
<http://www.wisc.edu/pubs/home/archives/gopher/special93/00000136.html>

Course Assignments

1. Problem Statement.

This assignment aims to help you define and articulate the policy problem on which your policy analysis is based. After writing an introductory paragraph, divide your memorandum into two distinct parts. In the first part provide a sketch of the context for your problem. The sketch may be in the form of a brief

history, or it may simply describe the symptoms of the problem. Next, discuss why a public policy solution is necessary. Is there a market failure that the government needs to correct? Or is a policy solution necessary to ensure citizenship rights (political, civil or social)? Any given policy problem could be framed in either way. It's up to you to decide what frame is most persuasive to you. **DUE: FEBRUARY 27**

2. A Policy Alternative.

When doing policy analysis, it is usually helpful to consider some possible policy alternatives in considerable depth well before preparing a full draft. Looking ahead to alternatives often helps one to refine goals and criteria. It also helps one anticipate the sort of information that will be useful for predicting consequences of alternative policies. Now would be a good time for you to focus on one of your promising policy alternatives for your project. In a brief memorandum of three double-spaced pages please do the following: First, clearly specify **one** of your policy alternatives. Second, briefly outline what you believe to be the major effects of the alternative – including both the use of resources required to implement it and its impacts. Third, discuss what information you hope to use to help you predict the magnitudes of the major effects. Finally, put together a chart that includes your goals and your impact categories for each goal. **DUE: MARCH 27**

3. Evaluation.

Prepare a brief memorandum of two or three double-spaced pages that provides your colleague with *constructive* criticism of his or her policy report. Submit two copies. **DUE: MAY 5**

SCHEDULE

Day 1—1/23

Course Overview. Assign projects.

Day 2—1/30

What Role for the Policy Analyst?

- Weimer and Vining, Chapter 2 and 3 and skim Chapter 14

Day 3—2/6—Guest Lecture—Marlia Moore, Policy Analyst, Legislative Audit Bureau

GUEST LECTURE

Day 4—2/13

Rationales for Public Policy Intervention

- Market Failures—Efficiency
 - Weimer and Vining, Chapters 4 and 5

Day 5—2/20 --

- Market Failures—Equity

- Weimer and Vining, Chapter 7
- Deborah Stone, Policy Paradox, Chapters 1, 2, and 3

Day 6—2/27--ENRON

Day 7—3/6

- Citizenship Framework—Political, Civil, and Social Rights
 - T.H. Marshall. 1950. Citizenship and Social Class.
 - Desmond King and Jeremy Waldron. 1988. “Citizenship, Social Citizenship, and the Defense of Welfare Provision.” *British Journal of Political Science* 18(4):415-443.
 - Suzanne Mettler and Joe Soss. 2004. The Consequences of Public Policy for Democratic Citizenship. *Perspectives on Politics*

Day 8—3/13

- Paternalism and Morality
 - Frances Fox Piven. 1998. “Welfare and Work.” *Social Justice* 25(1).
 - Mead, Larry. 1989. “The Logic of Workfare: The Underclass and Work Policy.” *Annals of the American Academy of Political and Social Science* 501(Jan):156-159.
 - Linda Kerber, “I am Just as Free and Just as Good as You Are”: The Obligation Not to be a Vagrant.” Chapter 2 in *No Constitutional Right to be Ladies*, 1998, New York: Hill and Wang.

Day 9—3/20

Midterm—This will be emailed to you on March 20 in the morning and should be returned by email March 21 by 5pm.

Day 10—3/27

Framing Policy Problems

- Deborah Stone, “Causal Stories and the Formation of Policy Agendas,” *Political Science Quarterly* vol.104, no.2 (1989):281-300.
- Betsy Armstrong. 1998. “Fetal Alcohol Syndrome.” *Social Science and Medicine*.
- Anne Larason Schneider and Helen Ingram. *Policy Design for Democracy*. Chapter 5. Social Construction of Target Populations.

Spring Break---4/3

When Policies Create Problems

Day 11—4/10

- How policies affect efficiency and equity
 - Weimer and Vining, Chapter 8
 - Harrington Meyer, Douglas A. Wolf, Christine L. Himes. Forthcoming. “Linking Benefits to Marital Status: Race and Diminishing Access to Social Security Spouse and Widow Benefits.” *Feminist Economics*.

- The Unknown, Uncertainty and Unintended Consequences
 - Cornelius, Wayne. 2001. “Unintended Consequences of US Immigration Control Policy.” *Population and Development Review* 27(4):661-685.

Implementation

Day 12—4/17

- Overview
 - Winter, Soren C., 2003, “Introduction” to Section 3: Implementation, *Handbook of Public Administration*.
- Devolution
 - Milward, H. Brinton and Keith Provan. 1993. “The Hollow State: The Private Provision of Public Goods,” in H. Ingram and S. R. Smith, eds., *Public Policy for Democracy*. Washington, D.C.: The Brookings Institution, pp. 222-237.
- Bottom Up?
 - Michael Lipsky. 1980. “The Critical Role of the Street Level Bureaucrat” in *Street Level Bureaucracy: Dilemmas of the Individual in Public Services*. Newark: Russell Sage Foundation.
- A Case Study
 - Quadagno, Jill. 2000. Promoting Civil Rights through the Welfare State. *Social Problems* 47(1).

Day 13—4/24

Political Feasibility

- Stakeholders
 - Jill Quadagno. 2004. One Nation Uninsured. Introduction and Chapter 8.
- Policy Feedback
 - Sven Steinmo and Jon Watts, “It’s the Institutions Stupid! Why Comprehensive National Health Insurance Always Fails in America,” *Journal of Health Politics, Policy and Law*, Vol. 20, Summer 1995, pp. 329-72. <http://stripe.colorado.edu/~steinmo/stupid.htm>
- Targeting versus Universalism
 - Jill Quadagno. The Color of Welfare. Chapter 7, “Universal Principles in Social Security.”

Day 14+15—5/1 5/8

Class Presentations