



## OVERVIEW OF COURSE REQUIREMENTS

<b>Graded Assignments</b>	<b>Grading</b>
<b>Quizzes covering readings &amp; basic concepts covered in class:</b> A total of 8 quizzes are scheduled across the semester; complete 6 out of 8, or best 6 scores. Quizzes taken on Canvas, and all due by 11:59 pm on Fridays.	15%
<b>Discussion paper, due <u>before class</u> on Thursday, September 21:</b> This assignment involves analytical thinking and writing in preparation for in-class discussion of a public policy controversy. Requirements posted to Canvas one week in advance of due date.	10%
<b>In-class Midterm Exam: Thursday, Oct 19:</b> The exam will include both short answer and essay questions, drawing on materials introduced in class to date. A review sheet of important concepts will be provided one week in advance to aid in exam preparation.	20%

### **Policy analysis**

**PSCI 2106, Introduction to Public Policy Analysis**  
**FALL 2023 CLASS SCHEDULE & ASSIGNMENTS**

\*\*\* *subject to change* \*\*\*

**IMPORTANT NOTE: Weeks 1 and 2 of this course will be conducted remotely. We will NOT meet in the classroom during these two weeks.**

**Week 1: Introduction & overview. What is public policy?**

Watch the short class introductory recording on Canvas

Reading:

Introductory lecture notes, part 1, available on Canvas

Kraft & Furlong, *Public Policy*, Chap 1, “Public Policy and Politics”

Watch:

Malcolm Gladwell's Revisionist History podcast, "Miss Buchanan's Period of Adjustment," approx. 32 minutes in length – and be sure to listen to the whole episode (available at <http://revisionisthistory.com/episodes/13-miss-buchanans-period-of-adjustment>)

Jason A. Grissom & Christopher Redding, "Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs," AERA Open, Jan. 2016; on Canvas

**Assignment:** Discussion paper due to Canvas before class on Thursday, Sept 21

**Week 5 (Sept 26 & 28): Advocacy coalitions and stakeholder analysis**

Reading:

Kraft & Furlong, *Public Policy*, Chap 4, "Policy Analysis: An Introduction"

Chris Weible & Karin Ingold, "Why Advocacy Coalitions Matter and How to Think about Them," submitted to *Practical Lessons from Policy Theories*, August 15, 2017; on Canvas

"What is Stakeholder Analysis?" World Bank Group; on Canvas

**Assignment:** Quiz #3 due to Canvas on Friday, Sept 29, no later than 11:59 pm

**Week 9 (Oct 24 & 26): Setting the policy agenda; processes of building political interest and moving from policy idea to policy action**

Reading:

Kraft & Furlong, *Public Policy*, Chap 5, “Public Problems and Policy Alternatives”  
Paul Cairney and Nikolaos Zahariadis, “Multiple Streams Analysis: A flexible metaphor presents an opportunity to operationalize agenda setting processes,” Chapter 6 in *Handbook of Public Policy Agenda Setting* (2016); on Canvas

**Assignment:** Quiz #5 due to Canvas on Friday, Oct 27, no later than 11:59 pm

**Week 10 (Oct 31 & Nov 2): Policy design and the challenge of finding common ground**

Reading:

Kraft & Furlong, *Public Policy*, Chap 11, “Environmental & Energy Policy”  
Kraft & Furlong, *Public Policy*, Chap 9, “Welfare and Social Security Policy”

**Assignment:** Quiz #6 due to Canvas on Friday, Nov 3, no later than 11:59 pm

**Week 11 (Nov 7 & 9): Policy design and choice of policy targets**

Reading:

Kraft & Furlong, *Public Policy*, Chap 6, “Assessing Policy Alternatives”  
Anne Schneider & Helen Ingram, “The Social Construction of Target Populations,” *American Political Science Review* (June 1993); on Canvas

**Assignment:** Policy Analysis Project, Part B – The politics of public policy development and stakeholder analysis; due no later than 11:59 pm on Friday, Nov. 10 (10%)

**Week 12 (Nov 14 & 16): Assessing policy tools and options for solving public problems**

Reading:

Eugene Bardach & Eric Patashnik, “Things Governments Do,” Appendix A in *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 6<sup>th</sup> ed. (2020); on Canvas  
Kraft & Furlong, *Public Policy*, Chap 7, “Economic and Budgetary Policy”

**Assignment:** Quiz #7 due to Canvas on Friday, Nov 17, no later than 11:59 pm

**Week 13 (Nov 28 & 30): Options for addressing issues of public concern; challenges of implementing public policy decisions**

Reading:

Francis Fukuyama, “What’s Wrong with Public Policy Education?” *American Interest*, August 1, 2018; on Canvas  
Kraft & Furlong, *Public Policy*, Chap 13, “Politics, Analysis, and Policy Choice”

**Assignment:** Quiz #8 due to Canvas on Friday, Dec 1, no later than 11:59 pm



## **Class attendance & participation**

Students are expected to be in regular attendance and actively engaged. Regular attendance means arriving on time, remaining for the entire class session, and avoiding unnecessary absences. Active engagement means being attentive and fully participating in all aspects of classroom activity. You do not need to provide a note or explanation for missed class. Note that campus health services do not provide "doctor's notes" or appointment verifications, and your professor will not ask for these. However, plan to discuss any special circumstances leading to multiple absences (for hospitalization, quarantine, bereavement, athletic competition, etc.) with the professor.

## **Class lecture materials**

Slides used in class will be posted to the Canvas page after first being shown in class. However, slides will not cover everything. Thus, if you have to miss class, you are advised to make arrangements with a classmate for sharing notes.

## **Use of Artificial Intelligence (AI)**

In this course, students are responsible for the work they turn in. Use of artificial intelligence or word mixing software to write your papers or disguise plagiarized work is considered unauthorized assistance.

Each of your professors might take different approaches to emerging AI programs. For purposes of this class, certain uses of AI programs, such as ChatGPT, will be considered acceptable for general access to information. However, you may not use AI to generate an assignment and present it as your own.

Keep in mind that the material generated by AI programs may be inaccurate, incomplete, completely made up, or otherwise problematic. Use of AI may also stifle your own independent thinking and creativity.

**Grades will be assigned as follows:**

**Assignment submissions and due dates**

Students are responsible for ensuring that assignments are successfully submitted to Canvas on time and in accessible format (.doc, .docx or .pdf). Be sure to check your document after submission to see that it is readable and that the correct document was uploaded. Back-up copies of assignments may be submitted via email if you're not sure Canvas is working.

Assignments are due on the due dates. Students with legitimate, documented reasons for missing an exam or assignment deadline should consult with the professor *prior to* the due date for alternative arrangements and exemption from late penalties.

Late submissions, or submissions that are incorrect or unreadable, are subject to late penalties, with deductions, as follows:

- Submitted within 24 hours of the due date: -10%





## **Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation**

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals