**POL 180 Sections A and B**

## Introduction to Policy Analysis

## Syllabus 6.0 revised Nov 4

## Fall Semester 2021

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Welcome to Intro to Policy Analysis. This is a foundational course on the art and science of policy analysis. It is designed to provide you with tools and knowledge related to policy work that are essential to professions in the public sector, private sector, and the non-profit sector. No matter what kind of profession you enter, no matter what kinds of volunteerism or activism you undertake, and no matter what your political leanings are, policy analysis will be central to your work. Learning the handles of policy analysis now will serve you well in the future.

This course aspires to make you both an effective producer and a discerning consumer of policy products. The course will give you experience with the most important tools of policy analysis, will introduce you to the most important theories and concepts from a variety of disciplines (political science, economics, psychology, ethics, and more) that inform our understanding of policy analysis and its place in the policy process, and will ask you to produce a variety of different types of policy papers.

To hone your policy analysis skills, we will draw on a wide range of policy issue areas, including health care, education, foreign policy, non-profit management, housing, and economic policy. Most of the required writing will involve real-time policy issues with real-world consequences.

Consideration of ethical issues in policy analysis and process is embedded in all the topics we treat. Policy may look like a “technical” exercise, but it almost always raises ethical debates. Sometimes these are relatively modest debates, sometimes existentially important ones.

A central part of the course is production of policy briefs and white papers. Writing in a policy format is very distinct from other forms of writing that you may be more familiar with, and so will require some adaptability on your part. This is a writing intensive course.

**Learning Outcomes**

By the end of this course, students will be able to:

* Design and produce clear, dispassionate policy briefs for an audience of policymakers
* Understand and employ major theories and concepts in public policy analysis
* Critically assess policy products and process
* Employ tools used in evidence-based policy-making
* Understand the difference between, and the relationship between, policy analysis and policy advocacy.

**Course requirements*:***

Mid term exam 20%

White paper/policy review 20%

Participation 10%

Simulation after-action review paper 5%

Group stakeholder mapping paper 5%

Group policy brief to town of Davidson 10%

Three policy briefs (choose 3, each 10%)

1. SWOT analysis
2. Cost-benefit analysis
3. Political risk assessment
4. Conflict analysis
5. Reputational risk analysis
6. Scenario-building analysis
7. Policy advocacy brief

Details on all written assignments are provided in the appendix to the syllabus.

The participation component of the grade is based on active class participation. Quality of input is more valuable than quantity – a good question is as good as a good observation. Students are expected to arrive in class having read and carefully considered required reading.

Final grades are based on the following formula:

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

and so on.

**Readings:**

Bardach, E., & Patashnik, E. M. (2020). *A practical guide for policy analysis: The eightfold path to more effective problem solving.* 6th edition. CQ press.

Most of the required reading will consist of articles, chapters, and reports available on our course moodle website or via links provided in the syllabus. Occasionally power point will be used in class to provide students with access to graphs, maps, and photos. When appropriate, these will be forwarded to students as email attachments or made available on moodle.

Office Hours:

In person or zoom (I will be in my office-M-W-F, and will meet in person if you would like and if COVID protocols permit):

Monday: 2:30-3:30

Wednesday 1:00-2:00

Friday: 1:00-2:00

Zoom only:

Tuesday: 10:30-11:30

Thursday: 10:30-11:30

I have set up electronic sign-up for in person office hours or remote meetings at <https://calendly.com/kemenkhaus/15min> . If you request a zoom meeting I will book it for us and send you the invitation. You can also email me to request a meeting. If you make an appointment, please honor it – if you can’t make it, please cancel. Drop-ins during office hours are always welcome but may have to wait for an opening.

**Miscellaneous course policies:**

**Honor code.** The Honor Code is of course in effect at all times. Please be especially careful not to plagiarize. **When in doubt, consult me.** *Do not jeopardize your academic career through careless or intentionally inadequate footnoting.*

**Accommodations for religious observances.** Should a class obligation conflict with a faith observation, students are encouraged to seek alternative arrangements with me, and I am happy to accommodate.

**Accommodations for students with disabilities.**  The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, bebleil@davidson.edu, 704-894-2129; or Alysen Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939.  It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester.  Please keep in mind that accommodations are not retroactive.

**Attendance policy.**  Attendance is mandatory. If you miss more than 3 class sessions (unexcused) your final grade will be dropped by 3 points (a half letter grade). More than 6 unexcused absences will result in a full letter grade penalty. Excused absences generally require a note from a coach (if team travel) or physician (if illness) or dean of students office (if other).

**Late papers/late take-home reviews**. Work turned in late is penalized in the world beyond college and so is not acceptable in the class either. Missed deadlines will result in a 3 point penalty for each day past the due date starting immediately after the due date. Excused delays on assignments will only be considered for emergency cases – a death in the family, a severe illness, etc. Excuses based on illness or events occurring within 24 hours of the due date will not be accepted if the student cannot provide evidence of significant progress on the incomplete assignment. Computer-related excuses are not accepted – please save your work often and in multiple locations.

**Communications**. E-mail queries are welcome for issues which do not merit an office visit. Please allow 12-24 hours for a response. Use this wonderful tool of communication judiciously – random, tired questions sent at 3:00am can create misunderstandings. Please use polite and appropriately professional style and tone in emails.

**Syllabus adjustments.** I reserve the right to adjust the syllabus to account for new emerging topics, speakers, and unforeseen medical or travel obligations. In all cases, I will try to give as much advance notice as possible to you and provide you with an updated syllabus.

**COVID:** My intent is to hold all classes in person this fall, as long as that can be done with reasonable safety. We will adhere strictly to guidance provided by the college as we monitor trends in the ongoing COVID pandemic. I ask you to be as considerate of other peoples’ health as you can both in and out of the classroom, and I thank you in advance for your flexibility as we adapt to changing circumstances. Please stay informed about college rules related to COVID.

Note that one of the college rules at the start of the semester is a requirement that masks be worn in classrooms. This may make it harder to hear one another, so we will all need to speak up. It will also make it harder for me to learn faces and names, and I apologize in advance for that.

**Post-Thanksgiving schedule.** The college is using an unusual, COVID-related flex system for classes after Thanksgiving.I am working on the assumption that some students will return to campus and some will stay home.

For our course, we will hold one final class session after Thanksgiving. It will be a zoom class so that students on campus and at home have the same access.

The rest of the post Thanksgiving period should be devoted to completion of your white paper. I will be available throughout the period for consultation.

**Course Schedule**

Mon, Aug 23: Introduction to the course

Read: syllabus

Wed, Aug 25: Policy analysis, policy, politics, and advocacy: A primer

Read:

1. Cairney, [“What is Policy?”](https://paulcairney.wordpress.com/2016/03/04/what-is-policy-3/)
2. Center for Health Economics and Policy, [“Policy Brief Toolkit”](https://publichealth.wustl.edu/wp-content/uploads/2019/08/Policy-Brief-Toolkit.pdf)
3. Research to Action, [“How to Plan, Write, and Communicate an Effective Policy Brief”](https://www.researchtoaction.org/wp-content/uploads/2014/10/PBWeekLauraFCfinal.pdf)
4. Lackey, [“Science, Scientists, and Policy Advocacy”](https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1142&context=usepapapers) (2007)
5. **Learning by doing I: Case studies and simulations**

*In this opening section of the course, we’ll jump right in to a sample of case studies of policy issues and analyses, with an eye toward drawing out broader lessons about policy analysis from you.. Several of these cases and the simulation are directly linked to my own policy analysis and advocacy work. Read them not just for content, but also as a platform for reflecting on how policy analysis and policy making are done.*

Fri, Aug 27: Case study: US policy on Somali federalism and decentralization

Read:

1. Menkhaus, “Policy Options for Federalism and Decentralization in Somalia” (2021) (moodle) (not for distribution outside the class, please)

Mon, Aug 30: Case study: Wealth inequality policy

Read:

1. PIIE, “How to Fix Economic Inequality?” (2020) (moodle)

Optional:

1. Pew Research Center, “Most Americans Say There is Too Much Wealth Inequality in the US, But Fewer than Half Call it a Top Priority” (2020) <https://www.pewresearch.org/social-trends/2020/01/09/trends-in-income-and-wealth-inequality/>

Wed, Sept 1: Economic Inequality case study, continued

Fri, Sept 3: Case study: The FDA, congress, pharma, and expanded access to experimental medical therapies

Power Point presentation and discussion only

**(Note: this case is the basis for your first written assignment, due Sept. 7. See instructions in appendix).**

1. **Selected theories, concepts, approaches**

*In this section, we explore a number of different concepts and theories that inform our understanding of policy and policy change. Some of the reading is dense, so be sure to give assignments ample time. You will hopefully see the relevance of these theories and concepts later in the semester.*

Mon, Sept 6: The Eightfold Path: Steps in the writing of a policy paper

Read:

1. Bardach and Patashnik, *A Practical Guide for Policy Analysis* Part I (pp. 1-93)

**Sept 7 10:00pm Assignment due: Simulation after-action review paper. Submit to moodle folder**

Wed, Sept 8: Evidence use and assembling in policy analysis

Read:

1. Bardach and Patashnik, *A Practical Guide for Policy Analysis* Part II (pp. 97-122)

Fri, Sept 10: Design challenges and policy analysis; Best practices

Read:

1. Bardach and Patashnik, *A Practical Guide for Policy Analysis* Parts III and IV (pp. 123-145)

Mon, Sept 13: Introduction to the “policy cycle”

Read:

1. Centers for Disease Control and Prevention (CDC) Policy Process <https://www.cdc.gov/policy/polaris/policyprocess/index.html> (explore each link in the policy cycle
2. Cairney, [Policy Concepts in 1000 Words: The Policy Cycle and its Stages](https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-its-stages/)

Wed, Sept 15: Why policies are hard to change: Theories of belief systems, institutional sclerosis, organizational resistance, vested interests, path dependency.

Read:

1. “Why Facts Don’t Change Our Minds” *New Yorker* (Feb 217) (moodle)
2. Center for American Progress, “Fighting Special Interest Lobbyist Power over Public Policy” (2017) <https://www.americanprogress.org/issues/democracy/reports/2017/09/27/439675/fighting-special-interest-lobbyist-power-public-policy/>
3. Baumgartner et al, “Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking” ” in *Theories of the Policy Process* pp. 55-70 (moodle)

Fri, Sept 17: How and why policies do change/Punctuated equilibrium theory

Read:

1. Cairney, [“Policy Concepts in 1000 Words: Policy Change”](https://paulcairney.wordpress.com/2020/06/19/policy-concepts-in-1000-words-policy-change/)
2. Cairney, [“Policy Concepts in 1000 Words: Punctuated Equilibrium Theory”](https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/)
3. Reread Baumgartner et al.

Mon Sept 20: The many ways how and why policy deliberations can go wrong

Read:

1. “Group Decision Making” (moodle)
2. Cairney, [“Policy Concepts in 1000 Words: Bounded Rationality and Incrementalism”](https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-bounded-rationality-and-incrementalism/)
3. Fox, “[Exit, Voice, and Albert O. Hirschman](https://hbr.org/2012/12/exit-voice-and-albert-o-hirsch.html)” *Harvard Business Review* (2012) (also in moodle)
4. Kaufman et al, “Seize the State, Seize the Day” (2000) (moodle, or…) <https://openknowledge.worldbank.org/bitstream/handle/10986/19784/multi_page.pdf?sequence=1&isAllowed=y>

Wed, Sept 22: The demand for more inclusive policy making; Advocacy coalition framework; Critical policy studies

Read:

1. Arnstein, “A Ladder of Citizen Participation” (1969) (moodle)
2. Cairney, “[Policy Concepts in 1000 Words: The Advocacy Coalition Framework](https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/)”
3. Cairney, [“Policy Concepts in 1000 Words: Feminism, Post Colonialism, and Critical Policy Studies”](https://paulcairney.wordpress.com/2016/03/07/policy-concepts-in-1000-words-feminism-postcolonialism-and-critical-policy-studies/)

Fri, Sept 24: Multiple streams framework

Read:

1. Cairney. [“Policy Concepts in 1000 Words: Multiple streams framework”](https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/)
2. Beland and Howlett, [“The Role and Impact of Multiple Streams Approach in Comparative Policy Analysis”](https://www.tandfonline.com/doi/pdf/10.1080/13876988.2016.1174410?needAccess=true) *Journal of Comparative Policy Analysis* (2016) (and in moodle)
3. Herwig et al, “The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications,” in *Theories of the Policy Process* pp. 17-35 (moodle).

Mon, Sept 27: Innovation and diffusion models

Read:

1. Berry and Berry, Innovation and Diffusion Models in Policy Research” in *Theories of the Policy Process*, (pp. 253-260) (moodle).

Wed, Sept 29: Institutional analysis and development framework

Read:

1. Cairney, [“Policy Concepts in 1000 Words: Institutions and New Institutionalism”](https://paulcairney.wordpress.com/2014/03/28/policy-concepts-in-1000-words-institutions-and-new-institutionalism/)

**Take home exam posted Sept 29, due Fri October 8 10:00pm, submitted to moodle folder**

**Fri, Oct 1: Fall break – no class**

Mon, Oct 4: Ethics and policy analysis

Read:

1. L. Katherine Harrington, “Ethics and Public Policy Analysis: Stakeholders Interest and Regulatory Policy,” *Journal of Business Ethics* 15, 4 (1996), 373-382. (moodle)
2. Douglas Amy, “Why Policy Analysis and Ethics are Incompatible,” *Policy Analysis and Management* 3, 4 (1984) 573-91. (moodle)
3. “At what point does a fundraising ad go too far?” *NPR* (2015) <https://www.npr.org/sections/goatsandsoda/2015/09/30/439162849/at-what-point-does-a-fundraising-ad-go-too-far>
4. “Red Cross Challenged” *New York Times* (Nov 2001) (moodle)

Wed, Oct 6: Changing lenses, shifting analyses: Gender, class, generation, and identity lenses in policy analysis

Read:

1. Government of Canada, “Gender Based-Analysis: A Guide for Policy-making” (moodle)
2. Williamson, “Closing the Racial Wealth Gap Requires, Heavy, Progressive Taxation of Wealth” (Brookings, 2020) <https://www.brookings.edu/research/closing-the-racial-wealth-gap-requires-heavy-progressive-taxation-of-wealth/>
3. Menkhaus, “The Quest for Durable Solutions for Dadaab’s Refugees” (2021) (executive summary and preface only) (moodle)

Fri, Oct 8: Changing lenses, continued

**Take home exam due Fri October 8 10:00pm, submitted to moodle folder**

**Part III. Policy analysis toolbox**

*In this section of the course we turn to building your analytic toolbox, by introducing you to a sampling of some of the many different forms of policy briefs, analyses, and products. You will have a chance to read and assess an example of each type of product, and select from a menu of assignment options to produce your own short policy briefs.*

Mon, Oct 11: White Papers (or ‘Policy Reviews’)

Read:

1. White House, “Housing Development Toolkit” (2016) (moodle)
2. RAND, “How Effective Is Correctional Education, and Where Do We Go from Here?” (2014) (*summary only*, pp. viii-xxiv) (moodle)
3. Friends of Cancer Research White Paper, [“Optimizing the Use of Accelerated Approval”](https://friendsofcancerresearch.org/sites/default/files/2020-11/Optimizing_the_Use_of_Accelerated_Approval-2020_0.pdf) (2020)

*Read each of these examples of a white paper mainly with an eye for how they are structured, what they set out to do, how effective they are, and their differences. You are not expected to master the specific content, which in some cases is pretty technical.*

**One paragraph proposal for white paper due Tues Oct 12 10:00pm**

Wed, Oct 13: Stakeholder and Interest Mapping/Political economic analysis

Read:

1. Brinkerhoff and Crosby, “Stakeholder Analysis” in *Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries* (2001) (moodle) or at <http://leadership-for-change.southernafricatrust.org/downloads/module_2/Crosby%20and%20Brinkerhoff%20-%20Stakeholder%20Analysis.pdf>
2. DFID, “Political Economy Analysis How-To Note” (2009) (moodle)

Fri, Oct 15: Scoping reviews

Read:

1. (7 minute podcast with Power Point) Cochrane Training, “Scoping Reviews: What They Are and How You Can Do Them. Part 1: An Overview with Examples” <https://training.cochrane.org/resource/scoping-reviews-what-they-are-and-how-you-can-do-them>
2. Dol et al, “Health Researchers’ Use of Social Media: Scoping Review” *Journal of Medical Internet Research* (2019) [doi:10.2196/13687](https://doi.org/10.2196/13687)

Mon Oct 18: SWOT analysis

Read:

1. M.M. Helms and J. Nixon, J. “Exploring SWOT analysis–where are we now? A review of academic research from the last decade.” *Journal of strategy and management*, 3(3) (2010) 215-251 (moodle)
2. Political Science department SWOT Analysis” (2018) (moodle) (internal document, not for distribution outside classroom)

**Tues Oct 19 10:00pm Group Stakeholder mapping paper due**

Wed, Oct 20: Conflict analysis

Read:

1. USAID, “Conflict Analysis Framework” (moodle)
2. “Somalia Conflict Assessment” (2017) (moodle) (note: internal document, not for distribution outside classroom)

Fri, Oct 22: no class

Mon, Oct 25: Cost-benefit analysis

Read:

1. Boardman et al, *Cost-Benefit Analysis: Concepts and Practice* (2008) excerpts (moodle)
2. “What Makes Cost-Benefit Analysis Important? *Small Business Chronicle* (2019) <https://smallbusiness.chron.com/cost-benefit-analysis-important-75211.html>
3. Conover, “How Economists Calculate the Costs and Benefits of COVID-19 Lockdowns” *Forbes* (2020) <https://www.forbes.com/sites/theapothecary/2020/03/27/how-economists-calculate-the-costs-and-benefits-of-covid-19-lockdowns/?sh=77c96eda6f63>
4. (Re-read) Centers for Disease Control (CDC), CDC Policy Cycle, Economic Evaluation site (read through the four sections – Program Cost Analysis, Cost of Illness, Cost Effectiveness, and Cost-Benefit Analysis) <https://www.cdc.gov/policy/polaris/economics/index.html>
5. Transportation Benefit-Cost Analysis Case Study: Monorail <http://bca.transportationeconomics.org/case-studies/monorail>

Wed, Oct 27: Reputational Risk Analysis and Risk Analysis

Read:

1. Sicklas, “What is Reputational Risk and How to Manage It?” (2019) (moodle)
2. Reputation Institute, “How VW Lost the Public’s Trust” (2016) (moodle)
3. Wharton School, “Exhausted by Scandal: ‘Dieselgate’ Continues to Haunt Volkswagen” (2019) <https://knowledge.wharton.upenn.edu/article/volkswagen-diesel-scandal/>
4. Society for Risk Analysis, “Risk Analysis: Fundamental Principles” (moodle)
5. Government of Canada, “Managing Political Risk: A Guide for Canadian Businesses that Invest in or Export to Emerging Markets” (2016) (moodle)
6. Control Risks, “A New Frontier: Oil and Gas in East Africa” (2013) (moodle)

Fri, Oct 29: Crisis response policy-making dynamics

Read:

1. Graham Allison, “The Cuban Missile Crisis” (moodle)

Mon, Nov 1: Crisis decision-making, continued

Wed, Nov 3: Scenario-building, forecasting, and strategic planning

Read:

1. Ogilvy, “Scenario Planning and Strategic Forecasting” Stratfor (2015) (moodle)
2. National Intelligence Council, [“Global Trends 2040: A More Contested World.”](https://www.dni.gov/index.php/gt2040-home/introduction)  Read Forward, Key Themes, and Executive Summary.
3. Menkhaus, ALS Future Scenarios: Anticipating the Impact of New Therapies” (2019) (moodle)

**Th Nov 4 10:00pm, first policy brief due**

Fri, Nov 5: Policy advocacy

Read:

1. AALEP, “[34 Key Points in Policy Advocacy Strategy Development](http://www.aalep.eu/34-key-points-policy-advocacy-strategy-development)”
2. Coalition for the Homeless, “[Recovery from a Lost Decade: Permanent Rent Supplements a Potent Tool for Reducing Homelessness](https://www.coalitionforthehomeless.org/wp-content/uploads/2017/10/CFH_RecoveringFromLostDecade_Brief.pdf)” (2017)

**Part IV: Learning by doing Part II: Applying policy theories and tools to cases and simulations**

*We return to another set of case studies and simulations, all based on “hot” policy topics in the news. This time, though, you are equipped with knowledge of policy studies theories and concepts, and so may have a different and more nuanced understanding of these cases.*

Mon, Nov 8: Hot policy case #1: US withdrawal from Afghanistan

Read:

1. London, [“Afghanistan, Not an Intelligence Failure, Something Much Worse”](https://www.justsecurity.org/77801/cias-former-counterterrorism-chief-for-the-region-afghanistan-not-an-intelligence-failure-something-much-worse/) *Just Security* (2021)
2. McKinley, “Biden Made the Right Choice on Afghanistan” *Foreign Affairs* (April 2021) (moodle – part of a collection of essays)
3. Liveiratos, [“The Sub-Prime Strategy Crisis: Failed Strategic Assessment in Afghanistan.”](https://warontherocks.com/2021/09/the-subprime-strategy-crisis-failed-strategic-assessment-in-afghanistan/) *War on the Rocks* (2021)

Wed, Nov 10: Hot topic #2: Charlotte social mobility

Read:

1. Opportunity Insights, “Charlotte Opportunity Initiative” <https://opportunityinsights.org/charlotte/> (read all on webpage)

**Th Nov 11 10:00pm, Second policy brief due**

Fri, Nov 12: Simulation: The Berea College option for Davidson College?

Instructions and readings to be sent

Mon, Nov 15: Simulation: a call to revive national service?

Instructions and readings to be sent

Wed, Nov 17: Reflections on the utility of theories and policy tools to simulations and cases

Class discussion only: come to class with prepared remarks and examples in mind

**Part V: Conclusion: Learning organizations and policy evaluation**

*In this final section of the class we look at how organizations, firms, and states can (or do not) learn, and reflect on policy evaluation.*

Fri, Nov 19: Learning organizations: Two cases from the non profit sector

Read:

1. James Irvin Foundation, “Mid-Course Corrections to a Major Initiative” (moodle)
2. Brown and Fiester, “Hard Lessons about Philanthropy and Community Change from the Neighborhood Improvement initiative,” Summary *only* (March 2007) (moodle)

**Fri Nov 19 10:00pm, Third policy brief due**

Mon, Nov 22: Policy evaluation and impact assessment: The case of college football’s impact

Read: Council of Independent Colleges, “Pass or Run? The Impact of Football on Independent Colleges” (2020) download report at <https://www.cic.edu/resources-research/charts-data/reports/football-2020> (click download)

**Nov 24-28: Thanksgiving break, no class**

Monday, Nov 29: Course wrap-up (zoom).

**Tues Nov 30, 10:00pm:** **group policy brief to town of Davidson due**

**Tues, Dec. 7, 10:00pm, White Paper due in moodle folder**

**Appendix**

**Instructions for written assignments**

All written assignment must be submitted to the moodle folders corresponding to the assignment. Late papers penalized 3 pts per day, starting at the deadline time (so 10 minute late + 3 pt. penalty).

Written assignment **due dates**:

Sept 7 10:00pm Reflection paper – Expanded Access case study

Oct 9 10:00pm Take home mid term exam

Oct 12 10:00pm Proposal for white paper topic

Oct 19 10:00pm Group stakeholder mapping paper

Nov 4 10:00pm First policy brief

Nov 11 10:00pm Second policy brief

Nov 19 10:00pm Third policy brief

Nov 30 10:00pm Group policy brief to town of Davidson due

Dec 7 10:00pm White Paper due

1. **Expanded Access case study reflection essay (5%) (Sept 7)**

Draw on the expanded access to investigational drugs policy case study that we explored in class to write a one page (single spaced) essay reflecting on links between the case and any of the themes we have explored on policy in the first two weeks of class. What did the case illustrate about policy, policy-making, and policy advocacy that we have discussed in class? What in your view were the main takeaways from the case that helped you better understand policy and policy advocacy? This is a pretty wide open set of instructions for the reflection piece, there are many possible directions you may take this. It will be graded based on three main criteria – thoughtfulness, relevance of linkages made to course material and themes, and clarity of writing (always!)

**Group stakeholder mapping paper (5%) (Oct 19)**

**Stakeholder Mapping exercise group work – Davidson College, Division of the Day. (*NOTE: this has been an actual policy issue at the college, but the parameters of the exercise below are in some instances invented (for the sake of the exercise), and are not always the issues we are seriously discussing. Do not treat the simulated exercise below as a reflection of actual issues under discussion! And ignore COVID-related changes to the division of the day since 2020, assume those were stop-gap measures only)***

The class will be organized into groups of about four (groups TBA). Your task is to produce a collectively written 2 page briefing paper for President Quillen that maps out the key actors, their interests, and likely patterns of shared and conflicting interests between those key actors, on the question of the “Division of the Day.” This paper will aid President Quillen in crafting a policy on the Division of the Day (note that you are not asked to produce the actual policy, mapping exercises precede a policy analysis).

What is the Division of the Day issue about?

University students balance schedules that include classes and labs, required academic evening activities (like language labs, guest speakers, theatre work, music ensembles, etc), athletic practices and events (for about 1 in 4 Davidson students), and a host of extracurricular activities (Student Government, Honor Council, volunteer work, clubs, etc). This can produce conflicts, in which students are required to be at more than one thing at the same time, and students can come under pressure from professors, coaches, and program directors to prioritize their activity over others. At some larger schools, the result is that student-athletes simply cannot choose certain lab-intensive majors because of team practice and travel, and student-athletes are asked by coaches to choose class schedules to work around practices and team ravel and competition.

At Davidson, we are committed to ensuring students may choose and complete any major regardless of any extracurricular or sports obligations. That is a non-negotiable. We have had an informal understanding called the Division of the Day, in which academics take precedence from 8:05am to 4:20pm, sports and extracurriculars have precedence from 4:30 to 7:0pm, and the time after 7:30pm is not prioritized. During Common Hour (T-Th 11:05-12:15) academic pursuits take priority, though voluntary extracurricular activities may occur during this time (Note: Common Hour was a pre-COVID period when no classes were held, assume that will return post COVID).

Informal understandings like this generally work well at smaller colleges like Davidson, but nonetheless can also produce conflicting demands in which students are caught in the middle. That has led some to ask for a formal, binding policy paper on the Division of the Day. The college is considering taking this step.

Your two-step task is to produce a two-page mapping paper for President Quillen for a post COVID policy.

Meet as a group via zoom (or in person if it can be done safely). Deliberate and agree on stakeholders, producing a roughly one page mapping exercise that (1) identifies the *main stakeholders* (think through how some groups like students and faculty may have sub-groupings of importance), (2) identifies the *interests* of each of these stakeholders in the Division of the Day question, and (3) maps where those interests either conflict or converge.

Next, you have to deal with a wildcard (**This is entirely invented, please don’t read anything into this!!).** A separate task force on campus, the “Efficiency Task Force,” is mandated with finding ways to use our facilities in ways that reduce costs and maximize efficiencies. Secretly, the Efficiency Task Force has been informed that it needs to help the college make better use of existing facilities because the Board of Trustees is considering increasing the student body from 2,000 to 2,300-2,400, but without having to build more classrooms or labs.

The Task Force notes that our classroom and lab use is highly inefficient – we have too few classrooms available at peak hours mid to late morning, and then the classrooms and labs are empty during the evening.

The Task Force notes that during the COVID pandemic a small number of evening classes were offered, and proposes that the college begin to offer **evening classes** on a permanent basis to make more efficient use of facilities (and, secretly, to make it possible to increase the student body without creating bottlenecks in classroom and lab space).

Your task for the second page of the Stakeholder mapping paper for President Quillen is to identify the interests of key stakeholders in the “evening class” scenario, where their interests conflict on the evening class option, and the degree of opposition some stakeholders would have to the proposal (i.e., is it merely an inconvenience they could live with, or an existential threat to their interests/programs?)

*Pedagogical note: part two of this exercise is meant to reinforce the point that policy is almost never made in isolation from other policy priorities. “Deconflicting” competing policy goals is a big part of policy work, and requires having a wide lens on other institutional goals and agendas. It also explains why policies often appear sub-optimal or even irrational – it’s sometimes because they have to be subordinated to another, higher priority objective….*

*Group division of labor note: you can either divide up section of the two page among the 4 of you to draft, in which case you will need to ensure you harmonized the draft for content and style, or you can have 1 or 2 lead authors do an initial draft and have the rest of the group offer changes and edits. Both options have pros and cons. Most policy analysis is done in teams, and collective writing is a significant challenge. This is meant to give you a taste of how that works. It can also give you a good sense of problems of free riders and collective action….*

1. **Group policy brief to the town of Davidson (10%) (due Nov 30)**

You will be assigned to a team of four or five; each team will produce its own briefing.

The structure of the assignment is as follows:

Your team has been commissioned by a client, the town of Davidson, to provide its town council and planning team with a policy brief on affordable housing in a scenario in which a light rail system linking uptown Charlotte to Davidson, with a station in Davidson’s town center, is under active consideration and has had the active support of the town leadership.

The problem statement is: “*How can Davidson protect and expand affordable housing, and some degree of economic and racial diversity in the town, in a context of rapidly rising property values, while also welcoming a valuable and environmentally friendly mass transit light rail system that will increase property values still further?”*

I will provide you with specific written documentation to serve as the basis for your brief, so you will not have to engage in research to complete this brief. That material will be stored in a moodle folder. I will also try to arrange an interview or two (probably via zoom) with former or current town officials so you all can benefit from their observations too. The brief will be **4 pages** in length. The structure and format of the brief will be determined for you and shared in the moodle folder.

1. **White Paper (20%) (Dec 7)**

You may select any policy topic you wish, subject to the guidance below and my approval.

The topic must be focused and not be too broad. For example, a White Paper proposed topic “US Foreign Policy Options in Africa” is too broad, but “US Foreign Policy Toward the Internal Conflict in Ethiopia” would be acceptable. For a domestic example, “Policy Options to Make Health Care Affordable” is too broad. But a white paper on “FDA Policy Options on Accelerated Access to Drugs” would be sufficiently focused.

You may select a policy issue linked to any level of the US government (federal to state to local); a private sector white paper; or a non-profit organization or group.

I’m happy to brainstorm with you if you’re struggling with a topic.

Due date for your proposed topic and a 1-2 paragraph explanation with 1-3 sources listed is October 12 at 10:00pm, submitted to the moodle folder “White Paper Proposal.” I will approve or request revision via moodle within 3 days.

Instructions for white paper:

* The White Paper will be about 5-8 single spaced pages in length (I’m flexible on this).
* The paper **must be framed around an explicitly defined problem and/or goal**, depending on the nature of the topic (example: if you are writing on an issue like water shortage in Charlotte the paper should be clear about the problem statement: “Charlotte is out-growing its available water supply” and goal “paper will explore options to meet new demand while reducing usage rates to avert a shortage”).
* The paper must recognize and address the existence of more than one “good” or value in play, and the possibility of a trade-off between the main goal your policy brief pursues and other goods.
* Refer to the examples of white papers we read, for ideas on how best to structure your paper. I don’t want to impose a structure on you – use your judgement as to how best to frame the paper. But the paper must include: (1) summary of main findings (2) an introduction which frames the issue and provide key background and contextual information, including, if existing policies already exist, a summary of the current policy and why it is not adequate, as well as trade-offs if that is part of the problem; (3) a section outlining and assessing main policy options (at least 2 options, no more than 4); and (4) a recommendation, with justification.
* The white paper must not be an advocacy brief – that is. one in which you set out to advocate for a pre-determined position, this must be an analytic white paper, which sets out to explore options to address a problem and then reaches as recommended course of action.

Citations: you may use any system of citation for source you wise. They must be *complete, consistent, and clear*. If you use parenthetical citations, like this (Menkhaus 2005:34) then you must have a bibliography with the full citation. If you use footnotes or endnotes, make sure all information is made available so that the reader can easily find the sources and quote with the information you provide. If available via the internet, provide the full url in the footnote or bibliography (example: <https://www.nytimes.com/2019/11/18/opinion/cory-booker-public-charter-schools.html?action=click&module=Opinion&pgtype=Homepage>

1. **POLICY BRIEFS (3) (10% each )**

You are asked to choose three of the following types of policy brief, each worth 10% of your grade.

Each policy brief will be about 2-3 single spaced pages in length.

SWOT analysis

Cost-benefit analysis

Risk assessment

Conflict analysis

Scenario-building analysis

Policy advocacy brief

Specific instructions are provided below. I have tried to select topics with which you are already familiar for most of the assignments. When needed, you will be provided with background material and reports on which to base your briefs, provided in a moodle folder for that exercise. This is an analytic exercise, not a research project, and none of these briefs should involve you doing lots of extra research on the topics (I cannot prevent you from doing that, but I am assuring you it is not necessary for a strong grade).

**Writing style for policy briefs:** You may use bullet points for parts of the paper, but it may not be entirely composed of bullet points. Use them when appropriate, if a listing of issues, evidence, or options is best achieved with bullet points.

**SWOT analysis**. Select any organization you know well and/or are a part of – it can be a municipality, advocacy group, civic group, faith congregation, educational institution, college club, restaurant or coffee shop you frequent, a shop you frequent, a team you follow or are on, a current or former place of employment, etc. The key is that you know it, and the context in which it operates, well, so you do not have to do much if any research on it to complete this analysis. Employ a SWOT analysis to assess the organization. Summarize its main strengths; weaknesses; opportunities it enjoys; and threats it faces. Be sure to explain each of the points you raise (if for instance you were doing a SWOT analysis of Davidson College and noted one strength is its location in a major urban center, add a sentence or two explaining why that is so)

End the analysis with a conclusion recommending policies designed to build on strengths, exploit opportunities, redress or manage weaknesses, and counter threats.

**Cost-benefit analysis (CBA).** You are a newly hired analyst at a think tank that is developing a new program studying social media. They have asked you to produce a 2-3 page policy brief providing a **cost-benefit analysis of Twitter**. The CBA will need to provide an opening paragraph framing the question (ie., the ongoing debate over Twitter), then move directly into a CBA. You may either structure the paper by exploring benefits and then costs, or by breaking the CBA down into categories (CBA of impact on democracy, information sharing, etc.) Be sure to think broadly about the many impacts Twitter has at the individual, US societal, and US political level (ie what are the costs and benefits to individual users? To American society? To American democracy?) Be concise – use bullet points if necessary – but be sure to justify each point you make. If you only provide a list without explanations, this will not receive a passing grade.

**Risk assessment.**  (Let us *hope* this remains a hypothetical scenario…) It is July 2022. A new strain of the Coronavirus has emerged that is 4 times more transmissible and twice as deadly as any previous strain. It also appears to be causing more long-term health complications. It can be caught by vaccinated people though they generally only experience mild symptoms, but vaccinated people can also carry the virus to others without knowing.. No vaccine has yet been developed for children under 6, so all adults with young children are concerned about being put in situations where their children are exposed.

Davidson College’s senior leadership must decide what to do. The policy options are:

1. Hold all classes in person with strict mask and social distance enforcement
2. Offer faculty the option to teach from remote and staff to work from remote when their work allows, with the expectation that 40% of courses will be remote and the quality and speed of services to students (food, cleaning, others) will be significantly effected, leading to some student dissatisfaction. Students will have the option to live on campus (under tight restrictions) or take remote/hybrid courses (hybrid meaning a mix of in class and remote students taking the same course, managed by the faculty member)
3. Hold all classes via remote for the Fall, close the campus to students, suspend athletic competition for the fall, and announce that it will review the situation in November.

 The newly installed Davidson College President asks for a **risk assessment for each option**. What risks does each option carry? How serious are they? Are they offset by the rewards they can deliver? Assess each option in turn, then make a one paragraph recommendation on which course of action you deem advisable given the risk assessment.

As you consider both risk and reward in each scenario, consider the college’s many objectives it is trying to achieve, including: the safety, health, and morale of its students, faculty, staff, and their children (or other at-risk family members); the desire to provide the best educational experience and services for students; the desire to ensure policy choices do not disproportionately burden students from disadvantaged backgrounds; and the need to insure the financial health of the institution, which is linked in part to the number of students who might take leave of absence under some scenarios, and the number of accepted high school graduates who might go elsewhere if not happy with the policy choice.

*(not for the grade, but just for my edification, please end with a few sentences in italics reflecting on whether you felt you were able to suspend your existing personal preferences on COVID policies and play the role of a ‘neutral’ policy analyst letting the data and evidence lead you to the best option, or whether you felt it impossible not to start with your advocacy preference (which if so is ok; this is such an emotionally-charged issue it is really hard for many of us to suspend existing positions).*

**Conflict analysis.**  In 2022, the newly installed President of Davidson College wants to better understand the student body. He/she commissions a conflict analysis of the student body. The TOR are:

Provide a 2-3 page assessment of the **main fault-lines – active and dormant – in the student body**. Rank them in order of seriousness. Explain what is causing each one, and what trigger events would be likely to precipitate an open conflict along that fault-line. Conclude with a section on sources of reliance to conflict in the student body (factors that have helped to manage or resolve potential conflicts). To keep this manageable, limit your list of fault-lines to 3-5.

**Scenario-building/forecasting analysis.**  You have been commissioned by the National Council of Non-Profits to produce a scenario and forecast analysis for their series on “[trends and policy issues](https://www.councilofnonprofits.org/trends-policy-issues).” Here are the TOR:

It is well-known that the baby-boom generation holds an unprecedented level of wealth ($35 trillion), and that as that generation ages and gradually passes away we will [witness the largest inter-generational transfer of wealth in history.](https://www.forbes.com/sites/markhall/2019/11/11/the-greatest-wealth-transfer-in-history-whats-happening-and-what-are-the-implications/?sh=302e1fc14090)

That transfer of wealth will have major impact on the non-profit sector – on the roles it will play, societal needs it will or will not have to respond to, and its own financial status.

How this transfer of wealth will occur is unclear. Non-profits need to prepare for all scenarios. Build out an assessment of each of the following scenarios. Explain what it would mean for non-profits -- their development/fundraising strategies, their mission (social needs they are addressing), and their capacity (funding).

1. *“Whoever dies with the most toys wins!”* scenario. Boomers use most of their wealth on themselves, fueling massive senior citizen spending on selected goods and service over the next twenty years, but leaving less wealth behind when they pass.
2. *“The Kids are Alright”* scenario (with apologies to The Who). Boomers bequeath most of their wealth to their children and grandchildren, creating a massive transfer of wealth to middle aged and younger households, lifting a portion of the population to the status of wealthy, upper middle class, or middle class, but in a way that exacerbates existing wealth gaps in society as a whole.
3. *“Bequeath it away” – traditional philanthropic* scenario.Boomers leave most of their wealth to non-profits and charities, mainly to traditional recipients – their alma mater, their faith congregation, non-profit health care (a cancer research institute, etc), a non-profit addressing social welfare needs, and/or providers a local cultural institution they like (museum, theatre, etc).
4. *“Venture philanthropy*” scenario. The richest third of the boomers, possessing over 90% of the wealth in this inter-generational wealth transfer, opt to give much or most of their wealth away while stull alive, as active donors with very specific ideas about how to maximize impact and a desire to be directly involved. Some opt for social entrepreneurism, in which they provide seed money to start up non-profits proposing new ways to solve new social problems. Some set up their own foundations, using 5% of the endowment they create each year, so they and their heirs can draw on their wealth in perpetuity to provide long term financial support to their preferred charitable project or group.

**Policy advocacy brief.**  Select a policy topic of your choice, and one in which you have (or pretend to have) a policy preference you feel comfortable advocating. The brief should be limited to 2 pages. It must involve identifying a problem (with appropriate but not exaggerated urgency), providing a short section on key background and (if appropriate) why current policies are not working, and then spend most of the brief advocating for a recommended course of action. Be sure to choose a problem that raises legitimate debates about a course of action and not one where your proposed policy is so self-evident it isn’t a real choice.