

PADM 7090: Policy Analysis

Dr. Keith E. Lee Jr.

Summer 2021

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Office Hours: by appointment

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Class Hours: Monday 7:00 - 8:30 PM

Class Room: N/A

Catalog Entry

A systematic survey of the theories, basic concepts and approaches associated with empirical analysis of public policies. Topics include problems and uses of analysis, with reliance on case studies.

Course Description

This course begins with a brief overview of the policy analysis process which will serve as a foundation for early career MPA students and a refresher for more experienced MPA/DPA students. After the introductory stage, the course explores each step of the policy analysis process in detail. Students are expected to complete exercises along the way to develop their skills as aspiring policy analysts. The course ends with a number of cases that require extensive research, out-of-the-box thinking, and memo writing to demonstrate content mastery.

Books

Required Patton, Carl V., David S. Sawicki, and Jennifer J. Clark. 2012. *Basic Methods of Policy Analysis and Planning*

Recommended Pennock, Andrew. 2019. *The CQ Press Writing Guide for Public Policy*

Professional Organizations

[Association for Public Policy Analysis & Management](#)

[American Society for Public Administration](#)

[NASPAA](#)

Learning Outcomes

1. Learn to recognize situations in which specific basic methods can be applied quickly and appropriately.
2. Become competent at using methods of analysis and designing approaches to policy problems.
3. Learn how to communicate the results of analysis to appropriate decision makers.

NASPAA Universal Competencies

1. To lead and manage in public governance (demonstrate an understanding of challenges and constraints relevant to governance and external factors).
2. To participate in and contribute to the policy process (demonstrate an ability to participate in the policy process, communicate policy alternatives, and work effectively with government, non-profit institutions, corporations, and community stakeholders).
3. *To analyze, synthesize, think critically, solve problems, and make decisions (a. demonstrate an ability to define, frame, think critically about, and analyze important problems; b. demonstrate an ability to utilize analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for both organization decision making and policy decision).*
4. To articulate and apply public values perspective (demonstrates an ability to identify public service values and to then systematically apply these values to identify appropriate course of action).
5. To communicate and interact productively with a diverse and changing workforce and citizenry (demonstrates an ability to communicate effectively and professionally to diverse audiences).

Grading

- Weekly Assignments: 50%
- Downtown Development Case: 15%
- Housing Equality Case: 15%
- Municipal Waste Case: 15%
- Introduction Post: 5%

Course Policies:

- **Contact:** Students should use my email address on the first page of the syllabus to contact me.
- **Changes to the Syllabus:** I reserve the right to make changes to this syllabus at any time. Students will be notified when changes are made.

VSU Required Syllabus Statements

- Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office or email: access@valdosta.edu.
- Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Class Schedule

May 13 - May 16:

Course Introduction

Assignment: Post Introduction to Discussion Board

May 17 - May 23:

Read Chapter 1 & 2

Assignment: Chapter 2 Exercises 1-6

May 24 - May 30:

Read Chapter 3

Assignment: Chapter 3 Exercises 12-16

May 31 - June 6:

Read Chapter 4

Assignment: Chapter 4 Exercises 1, 2, 10, & 21

June 7 - June 13:

Read Chapter 5

Assignment: Chapter 5 Exercises 1, 3, 7, 8, & 12

June 14 - June 20:

Read Chapter 6

Assignment: Chapter 6 Exercise 1 (Work ahead on Chapter 7)

June 21 - June 27:

Read Chapter 7

Assignment: Chapter 7 Exercises 1-6, 19a, 20a, 21a, 23, & 33

June 28 - July 4:

Read Chapter 8 & 9

Assignment: Chapter 8 Exercises 1, 2, & 9 and Chapter 9 Exercises 1 & 3

July 5 - July 11:

Analysis Case: Downtown Development

July 12 - July 18:

Analysis Case: Housing Equality

July 19 - July 25:

Analysis Case: Municipal Waste