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both Professor and TA are available via e-mail and by appointment
Zoom link will be provided on Canvas Sign up at <https://calendly.com/gabederoche>

POL1160AA/USP101 Introduction to Policy Analysis
Summer Session 1 - 2021; TTh 8 – 10:50
Fully Remote Learning Classroom

Course Description:

This course is designed to engage students in trying to think of what situations call for the introduction, removal, or revision of existing policies and what principles guide such calls to action. Without any government policy, the world would be guided by unregulated microeconomics; formulating and predicting the effects of policies relies on this terminology, so the first part of the course will go over such fundamentals. We will then examine reasons why a world without policy may produce undesirable outcomes and then why a world guided by government policy may also produce undesirable outcomes. The final part of the course will focus on the policy making and execution processes. You will evaluate a policy failure in light of course learning. No preference is granted to any particular type of policy (health, social, environmental, urban, international, economic) or political process, as the focus will be on broad concepts and tools applicable to the justification, analysis, and design within any policy field.

Course Objectives

1. To familiarize students with key terms and concepts used by those in policy related fields
2. To apply theoretical concepts to real world cases
3. To produce a policy analysis memorandum that critiques an existing policy on a set of criteria

Broad Themes

1. Why We Have/Need Policy: Classes I, II, III, IV
2. Choosing Among Policy Types: Classes V, VI
3. Steps to Making Policy: Classes VII, VII

Course Requirements/Grading (all information in Assignments section of Canvas):

- 14pts Participation in 7 of 9 class sessions (2pts each)– Points awarded for participating in class polling and breakout-rooms (synchronous participation) or via submission on Canvas by writing up a short paragraph-length response EACH discussion question posed during lecture
 - Lecture slides will be posted *before* lecture for notetaking purposes
 - Lectures will also be recorded to remind students of discussions
 - Asynchronous submission option due Saturday after the meeting except for the meeting right before the exam due Wednesday July 21st (pre-exam) and the final week due both on Friday July 30th (post-exam)
- 16pts Wikipedia Contribution - July 12th & 19th due dates
- 35pts Exam – July 22nd (3 hour time limit);
Professor & TA available (8:00-11:00 and 2:00-5:00) for questions
 - Topics covered: classes I, II, III, IV, V
- 35pts Final Policy Paper Critique – July 31st

Final Grades will be assigned by the following formula; Grades for participation will be posted within a day of class/submission. I reserve the right to up-grade to account for either exceptionally high or low performance on an assignment:

A+	100-97
A	96.9 - 93
A-	92.9 - 90
B+	89.9 - 87
B	86.9 - 83
B-	82.9 - 80
C+	79.9 - 77
C	76.9 - 73
C-	72.9 - 70
D+	69.9 - 67
D	66.9 - 63
D-	62.9 - 60
F	Below 60

Grading/Regrading

If you believe that you have been graded incorrectly, there are two paths forward:

- (i) Submit for complete regrade, could result in increase or decrease
- (ii) Find a credible source that supports your claim **AS IT IS WRITTEN** (not what you “meant” to say); write a few sentences how what you wrote answers the question/assignment in light of your source

Grading Expectations

Examples and/or rubrics will be provided for all assessments. Please examine these before asking what is expected or if you are on the right track.

Grading Peeves

“Will I pass this class? I want to pass this class”

::After exam:: “I want an A, can I get an A?”

The points add to 100, which are translated into letter grades. To figure out what grade you will get at any time, estimate the amount of points you will get on future assignments, sum them up.

Canvas has a “What-If Grades?” feature that can help with this

Curves

I don’t believe that points earned should be taken away. Were I to average grades or assignments to any grade (an 80%, for example) this might potentially mean that some above are brought down. I also will not institute the curves that some other courses on campus offer where there is a specific number of failures, Cs, Bs, As.

Extra Credit

None. Focus your energies on the assigned work. The assigned work is geared towards meeting the course learning objectives. Effort put into your final paper will definitely pay off more than effort on extraneous activities.

Incomplete (I) Grade

The Incomplete is intended for use when circumstances beyond a student's control prohibit taking the final exam or completing course work. An Incomplete may not be used simply to allow a bit more time for an undergraduate student who has fallen behind for no good reason. An Incomplete may be granted only to students who have a legitimate excuse currently with a **non-failing grade**. Examples of unacceptable reasons for approving an Incomplete include the need to rewrite a paper; the demands of a time-consuming job; the desire to leave town for a vacation, family gathering, or athletic contest; the desire to do well on GRE tests; and the like.

Submitting Assignments

Ensuring timely submission of assignments to Canvas is the responsibility of the student. It is recommended that you submit early and keep your confirmation e-mail in the event of a discrepancy.

Technical Support

For help with accounts, network, and technical issues:

<https://acms.ucsd.edu/contact/index.html>

For help connecting to electronic library resources such as eReserves and e-journals:

<https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>

Late Work

Late assignments will NOT be accepted.

Religious Accommodation

See: EPC Policies on Religious Accommodation, Final Exams, Midterm Exams

-It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

-For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

-For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

- If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Plagiarism: A digital copy of the final must be uploaded to Canvas, and I reserve the right to use the service in cases of suspected plagiarism. Changes in policy give instructors little choice but to report plagiarism to the Academic Integrity Coordinator. You should know the university's policies on academic misconduct by now (<http://www-senate.ucsd.edu/manual/appendices/app2.htm>). If you have any questions about the applicability of them to your particular case, consult with the instructor before you submit the paper Academic Integrity.

Academic Integrity is expected of everyone at UC San Diego. This means that you must be honest, fair, responsible, respectful, and trustworthy in all of your actions. Lying, cheating, or any other forms of dishonesty will not be tolerated because they undermine learning and the University's ability to certify

students' knowledge and abilities. Thus, any attempt to get, or help another get, a grade by cheating, lying or dishonesty will be reported to the Academic Integrity Office and will result in sanctions. Sanctions can include an F in the class and suspension or dismissal from the University. So, think carefully before you act. Before you act, ask yourself the following questions: a) is my action honest, fair, respectful, responsible, and trustworthy, and b) is my action authorized by the instructor? If you are unsure, don't ask a friend, ask your instructor, instructional assistant, or the Academic Integrity Office. You can learn more about academic integrity at academicintegrity.ucsd.edu.
(Source: Bertram Gallant, T. (2017). Teaching for integrity. UC San Diego Academic Integrity Office.)

Academic Integrity in POLI160AA/USP101 includes not sharing any information about the exam with students who have not yet taken it AND submitting assignments that are not your own original work.

Required text (available in bookstore):

(*WV) Weimer, David and Aidan Vining, Policy Analysis: Concepts and Practice. Routledge
**Chapters listed refer to the 5th/6th edition (one copy is available electronically from the library)

5th edition: <https://roger.ucsd.edu:443/record=b9286056~S9>

6th edition: <https://roger.ucsd.edu:443/record=b9587866~S9>

Please be respectful of this “rivalrous” and “excludable” *public* good (only one user can enjoy at a time) and download the file instead of reading it online

Additional materials are available on the course CANVAS page.

Subfolder: Readings – includes (PUBPOL) Public Policy: Politics, Analysis, and Alternatives
a text by Michael Kraft and Scott Furlong published by Sage Press, 5th edition, 2015

Other Resources:

Student Counseling, Health, and Well-Being Central Office & Urgent Care: 858-534-3755

Writing Center: 127 Mandeville Telephone: 858-534-4911

E-Mail/Course Discussion Forum:

- Before e-mailing Professor or TA about any assignment, course expectation, or general question, please check the Discussion Forum.
- We encourage such questions to be posted in the forum, they will be answered within 24 hours (excluding weekends)
- If a question is inappropriate for the forum, e-mail the professor or TA directly indicating that you are student from POLI60AA/USP101. Be sure to use your @**ucsd.edu** e-mail address for official course correspondence.
 - If the question might be had by other students, we will post the question (identifying information omitted) to the forum to aid classmates

Course Calender; Topics; Readings

*course readings are limited so as to focus student attention on the key concepts being discussed. As such the format of this course will require *quality* reading time over *quantity*

**the text should be the focus of reading and the cases can be skimmed, as the content of the case is less important than the conceptual lessons that can be drawn from them

O. Terminology Refresher on Basic Economics Terms

1. Podcast: Planet Money: Economics is Not About Money; It's a way to see the world
<https://www.npr.org/2020/07/07/888690075/summer-school-1-choices-dating>
2. Video: Introduction to Supply and Demand
(Econ Clips) <https://www.youtube.com/watch?v=WZ0I9t9QoZ0>
(Crash Course) https://www.youtube.com/watch?v=g9aDizJpd_s

I. Jun 29th: Course/Terms Introduction; Idealized Model of Efficiency

1. Readings: WV Chapter 2; WV Chapter 4; PUBPOL chapter 4

II. Jul 1st: Market Failure

1. Readings: WV Chapter 5
2. Podcast (if you enjoyed that option): Externality, Public Goods, Pistachios & Scarcity
<https://www.npr.org/2020/07/28/896308345/summer-school-4-pistachios-scarcity>

III. July 6th: Other Goals of Policy

1. Readings: WV Chapter 7

IV. July 8th: Government Failure

1. Readings: WV Chapter 8

V. July 13th: Generic Policies to Correct Market and Government Failure

1. Readings: WV Chapter 10; PUBPOL chapter 5 (p.157-166)

VI. July 15th: Choosing Alternatives

1. Readings: WV Chapter 16 (skim); PUBPOL chapter 6

Jul 20th: Catch-up; Review

Jul 21st: TA extended office hours (10:00-1:00)

July 22nd: **Exam** (Professor and TA available from 8:00-11:00 and 2:00-5:00 in a zoom 'office hours' for questions)

VII. July 27th: Feasibility and Adoption

1. Readings: WV Chapter 11

VIII. July 29th: Implementation and Evaluation

1. Readings: WV Chapter 12 & 13

July 31st Final Noon: Submit Online via Canvas

POLI160AA/USP101: Introduction to Policy Analysis

Library/Data Resources: Annelise Sklar (Asklar@ucsd.edu)

Wikipedia Staff Resource: Helaine Blumenthal / hblumenthal@wikiedu.org

Wikipedia Assignment (information available on Canvas: Assignments: Wikipedia)

There are 2 parts to this assignment:

A library research guide has been created to help you find sources for research

http://ucsd.libguides.com/poli160aa_usp101

1) Register with wikipedia (Assignments: Wikipedia): 6%

[https://dashboard.wikiedu.org/courses/UCSD/Introduction_to_Policy_Analysis_-_Summer_Session21_\(Summer\)](https://dashboard.wikiedu.org/courses/UCSD/Introduction_to_Policy_Analysis_-_Summer_Session21_(Summer))

[faqpzlyk](#) is the password to enroll

Complete 10 training modules

Enter which page you plan to contribute to by **assign** on the students tab

Due July 12th (after drop deadline); highly recommend completing sooner

2) Add content to an article: 10%

1. **Contribute** to your article that you **assigned** yourself on the students tab; this should be related to your final policy critique project; if there is not an existing page on your topic you can create one; you can also assign yourself to specific, general, or comparable topics

2. Feel free to use your “sandbox” to draft your work before transferring it to main article

3. **Due July 19th**

4. Rubric available on Canvas

5. Add two paragraph-worth of text to a course-related article, and cite that statement to a reliable source, as you learned in the online training.

o You should have **at least four sources** in your addition.

o If appropriate, these additions could be in different parts of the article.

o When you make a small claim, *clearly state the fact in your own words*, and then cite the source where you found the information. **Wikipedia “bots” will find and flag you if information is plagiarized**

o Use checklist on page 15 of “editing wikipedia”: *proofread, neutral language, clear for non expert, Wikipedia consistent formatting, reliable sources, links to other Wikipedia articles where appropriate*

o E-mail the assigned WikiStaff (shalor@wikiedu.org) if you are unsure of a source being appropriate or proper citation format; books should be cited as books, articles as articles, etc. (use the tools)

You will be evaluating a policy that you (individually, some other client organization/interest group) would deem a failure. In this capacity, you will state the issue, determine the policy goals and policy type choice (e.g. subsidy, market creation, etc.), assess the appropriateness of the (a) policy correction, (b) feasibility, (c) adoption, (d) implementation, (e) evaluation. {Figure 4-1; PubPol}

Preliminaries: The Wikipedia project will help you gather information needed to explain the background to your policy dilemma as well as expose you to some information sources that have already been compiled on the issue. Assign yourself a Wikipedia page related to your topic by **July 12**

Final Upload On Canvas **July 31 Noon**

Project Outline/Key Components (~8 double-spaced pages; rubric on Canvas)

Grading each subsection out of 3-4 points including appropriate vocabulary from lecture/text (29 points)

Appropriate Level of Outside Research (3 points)

Formatting, Style, Completeness (3 points)

Total 35 points

Executive Summary (1 page)

overview of analysis

Background: State and Frame the Issue/Define the Problem (1 page)

Where does the issue arise from? Why do we need policy intervention? Who is affected?

Chapter 5 of text; Table 6.1 (top) Market Failures

Chapter 8 of text; Table 8.3 Government Failures

Evaluative Criteria/Policy Goals (1 page)

What criteria are most suitable for problem and alternatives?

Chapter 7 of text; Figure 6.1 PUBPOL

Appropriateness of the policy correction (1 page)

Does the solution created adequately address the background problem or issue?

Chapter 10 of text

Adoption Issues (1 page)

Were the relevant actors involved in the policy making/implementation process?

Chapter 11 & 13 of text

Feasibility Issues (1 page)

Did the relevant actors/agencies have the resources to implement the policy?

Chapter 11 & 13 of text

Implementation Issues (1 page)

Were the incentives for following through with the policy built into the design?

Chapter 12 & 13 of text

Evaluation Issues (1 page)

Were there adequate ways to measure success and failure of the policy in its implementation?

Chapter 12 of text

Conclusion/Recommendation (1 page)

What would you conclude was this biggest issue leading to the policy failure?

Examples: Provided on Canvas (Assignments folder); Chapter 1 and 9 of text

*Use informative headings/sub-headings; you can organize your text differently than above

*Any citation style is acceptable as long as ALL sources are cited