Professor Matthew Bergman   Office Hours: W 1130-130
MeBergman@ucsd.edu   SSB445

POLI160AA/USP101 Introduction to Policy Analysis
Winter 2019; MWF 2:00 – 2:50
Peterson Hall 102

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 – in short: Problem Solving. Justifications for policy can be thought of the desire to increase or decrease the amount of something or to perhaps make something less expensive or more expensive. The first part of the course will go over such fundamentals of supply and demand. The second part of the course will focus on ways that policy interventions can achieve the initial goals set out by those seeking policy interventions. Next, the policy making process and the multiple objectives that must be addressed during this process will be discussed. The final portion involves groups working together to address a real-world policy issue. 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
a) Becoming comfortable with basics of economic forms of analysis to define policy problems
b) Becoming comfortable with graphical/rhetorical representations of costs and benefits

2. To apply theoretical concepts to real world cases

3. To produce a policy analysis memorandum that models those conducted by practitioners including developing and evaluating options on a set of criteria

4. To be educated consumers of what policy analysts produce

Broad Themes
1. Why We Have Public Policy
2. The Costs and Benefits of a Variety of Policy Alternatives
3. Steps in Policy Analysis Process
4. Writing a Policy Paper

Attendance/Class Structure/Participation is central to this course. Recent research on academic teaching and learning (King and Sen, 2013) cites improvement in learning outcomes with (1) social motivations; (2) explaining one's opinions to others; (3) instant feedback. When engaged in conversation with others, people's minds wander only about a quarter of the time (Morse 2012). As such, class participation is essential. To this end, lecture will be accompanied with discussion and participation managed via the usage of the **iClicker** adopted by various programs throughout UCSD. The utilization of the iClicker system will help facilitate discussion. **code DD**
You must register your iClicker on TritonEd at ***i>clicker Registration***

<u>Course Requirements/Grading:</u>
- 10.5% Attendance Participation – As Registered by iClicker; be sure to be registered on TED
  - .7 points per 15 out of 20 instructional days (you can miss 5 without deduction)
  - Lecture slides will be posted before each thematic unit; also available via <u>podcast.ucsd.edu</u>
- 15% Exam #1 (**Jan 30**); Focus on Topics I, II, III
- 15% Exam #2 (**Feb 22**); Focus on Topics IV, V, VI {relies on Exam #1 material}
- 15% Exam #3 (**Mar 8**); Focus on Topics VII and VIII {up to 1/3 previous material}
- 10% WikiPedia Critique and Contribution (**Feb 7th; Mar 5th**)
- 25% Final (**group**) Policy Paper (**Mar 18th; 6pm – NO LATER**)
- 5% **Individual** Draft and Peer Evaluation (**Mar 12 & Mar 14**)
- 5% Group Evaluation

<u>Course Calendar; Topics; Readings</u>
(These dates are not exact, but effort on my part will be made to ensure adequate progress and coverage of all course topics)
**Students are encouraged to participate and ask questions during lecture
*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*
- case studies are example policy areas that can fit in that theme well

O. High School Economics Terms reminder
1.   Podcast: Freak-O-Nomics; Chuck'E Cheese Where a Kid Can Learn Price Theory
http://freakonomics.com/podcast/chuck-e-cheeses-kid-can-learn-price-theory/
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

Jan 7: Course/Terms Introduction
1. Readings: WV Chapter 2; PUBPOL chapter 4
2. **Register iClicker**

I. Week 1 (Jan 9-11) Idealized Model of Efficiency
1. Readings: WV Chapter 4
2. Case Study: Uber

II. Week 2+3 (Jan 14-23) Market Failure *(No class Jan 21)*
Externalizes; Information Asymmetry
1. Readings: WV Chapter 5: Externalities (p. 91-96); Information Asymmetry (p.103-111)
2. Case Study: Environmental Impact; Insurance Markets
Market Failure: Public Goods
1. Readings: WV Chapter 5: Public Goods (p.72-91)
2. Case Study: Colorado River
Market Failure: Monopolies and Natural Monopolies
1. Readings: WV Chapter 4: Monopoly Pricing; WV Chapter 5: Natural Monopoly (p.97-103)

III. Week 3 (Jan 25): Other Goals of Policy
1. Readings: WV Chapter 7; PUBPOL Chapter 5 (p.141-156)
2. Case Study: Drug Testing Welfare Patients

Week 4
Jan 28: Discussion of Wikipedia and Final Assignments; Doing Research
Readings: WV Chapter 14: Document, Literature, Data (p.325-334); (skim PUBPOL 5 & 6)

<u>*Test #1 (Jan 30)*</u>

Feb 1st Deadline for add/drop/W

IV. Week 5 (Feb 1-6): Government Failure
Issues in Representative Democracy
  1. Readings: WV Chapter 8: Direct Democracy, Preference Bundling, Representative Government (p.156-158, 161-178)
  2. Case Study: Pension Reform
Bureaucratic Issues
  1. Readings: WV Chapter 8: Bureaucratic Supply (p.178-189)
  2. Case Study: TANF (Temporary Aid for Needy Families)

Feb 7th: Wikipedia Critique due

V. Week 6 (Feb 8 – 15) Correcting Government/Market Failure
Rules, Direct Supply, Contracting, Insurance
  1. Readings: WV Chapter 10 (p. 209, 235-262) ; PUBPOL chapter 5 (p.157-166)
  2. Case Study: Climate Change
Feb 11th: Join a group for final project* unless notified of intent to work alone
Markets and Incentives
  1. Readings: WV Chapter 10 (p.210-235)

Feb 15th: Last Day to drop (with a "W")

Feb 18th: President's Day, No Class

VI. Week 7 (Feb 20) : Choosing Alternatives
  1. Readings: WV Chapter 16 (p.383-398, 408-411) {Not Discounting}; PUBPOL chapter 6 (p.171-191)

<u>*Test #2 (Feb 22)*</u>
VII.　　Week 8 (Feb 25, 27): Feasibility of Adoption
  1. Readings: WV Chapter 11 (p. 263, 274-285) [Not Frameworks}; PUBPOL chapter 6 (p.200)

VIII.　　Week 9 (Mar 1, Mar 4): Implementation and Evaluation
  1. Readings: WV Chapter 12; WV Chapter 13; PUBPOL chapter 6 (p.201-205)

Mar 5th:Wikipedia Research Due

Mar 6 Organizing Analysis
  1. WV Chapter 15

Test #3 (Mar 8)

Week 10: Wrapping Up
Mar 11: Examples of Completed Cases
       1. Readings: WV Chapter 1; WV Chapter 9
Mar 12: Individual Submission of Group Rough Draft Due
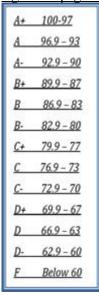Mar 13: Peer-review; bring laptop to class; in-class office-hours
March 14: Peer-review of two paper due: no extensions
Mar 15: Meet with your group to go-over the peer reviews; in-class office-hours

Final Upload March 18th: 6pm

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

Final Grades will be assigned by the following formula; You are responsible for ensuring your grades are accurately reported. Grades for participation will be posted within a day of 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; attend office hours and/or make an appointment

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

Do not ask me
"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. You can e-mail me your calculations if you are unsure of adding correctly.

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 TritonED 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.

Laptops
You may take notes on laptops but please seat yourself on the exterior seats or in the rear of the classroom so as to not disturb others

Failure to plan on your part does not constitute an emergency on mine

someecards
user card

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 TED and Turnitin.com, 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.)

Required text (available in bookstore and eBook download via RedShelf):
(*WV) Weimer, David and Aidan Vining, Policy Analysis: Concepts and Practice. Routledge
**Chapters listed refer to the 5th edition (one copy is available electronically from the library); if you are using another edition, please note the subsections involved; do not hesitate to ask for appropriate translations; the 6th edition has nearly identical chapters

Library Access Options
Please be respectful of this "rivalrous" and "excludable" *private* good (only one user can enjoy at a time) and download the file instead of reading it online
5th edition: **https://roger.ucsd.edu:443/record=b9286056~S9**
6th edition: **https://roger.ucsd.edu:443/record=b9587866~S9**

Here is a how-to download guide
http://proquest.libguides.com/ebookcentral/chapterdownload

Additional materials are available on TritonED at https://tritonEd.ucsd.edu. From the main page click on "***Content***" in the upper left menu. You will find all course materials in that folder.
      Subfolder: Logistics –assignment uploads & Wikipedia link
      Subfolder: Powerpoints – includes pdf versions of slides used during lecture
      Subfolder: Old Exams – includes pdf versions of previous exams
      Subfolder: Readings/Textbooks – eBook link of required text and (PUBPOL) Public Policy: Politics, Analysis, and Alternatives by Michael Kraft and Scott Furlong published by Sage Press, 5th edition, 2015
 You will also see how to register your iClicker on the left menu.

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 TritonEd Discussion Forum:
1. Before e-mailing Professor about any assignment, course expectation, or general question, please check the TritonEd Discussion Forum.
2. I encourage such questions to be posted in the forum, they will be answered within 24 hours (excluding weekends)
3. Participation in writing or responding to forum posts will be viewed favorably when deciding grades (if you wish, you can post questions anonymously to TritonED)
4. 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.
    1. If the question might be had by other students, we will post the question (identifying information omitted) to the forum to aid classmates

WI19: POLI160AA/USP101: Introduction to Policy Analysis
Professor Bergman (mebergma@ucsd.edu); W 1130-130 (SSB445)
Library/Data Resources: Annelise Sklar (Asklar@ucsd.edu)
https://ucsd.libguides.com/poli160aa_usp101
Wikipedia Staff Support: Shalor (Wiki Ed) (Shalor Toncray / stoncray@wikiedu.org)
Wikipedia Assignment
Major Due Dates: Feb 7th, Mar 5th (**Note: Ignore deadlines Wikipedia has on its page**)

There are 2 parts to this assignment:
    Part 1: Register, trainings, critiques with wikipedia (links in Content: Logistics of TritonEd): 5%
        Complete 10 training modules
        Enter which page you plan to **review** on the students
            tab
        Critique an article on its "talk page"
        Due Feb 7th (check wiki-time-zone)
        Choose an article, and consider some questions (but
            don't feel limited to these):
        A. Is each fact referenced with an appropriate, reliable
        reference?
    B. Is everything in the article relevant to the article topic? Is
        there anything that distracted you?
    C. Is the article neutral? Are there any claims, or frames, that appear heavily biased toward a particular position?
    D. Where does the information come from? Are these neutral sources? If biased, is that bias noted?
    E. Are there viewpoints that are overrepresented, or underrepresented?
    F. Check a few citations. Do the links work? Is there any close paraphrasing or plagiarism in the article?
    G. Is any information out of date? Is anything missing that could be added?
1. Choose at least **2 questions** relevant to the article you're evaluating and make **3 comments**. Leave your evaluation on the article's Talk page in the relevant section. Feel free to add new sections if your critiquing question is missing.
2. Be sure to sign your feedback with four tildes ~~~~Bergmanucsd (talk) 00:22, 1 October 2018 (UTC).

Part 2: Add content to an article: 5%
Assign yourself and article to contribute to on the students tab; this should be related to your final policy project (if it has changed since the critiquing stage)
        1. Feel free to use your "sandbox" to draft your work before transferring it to main article (you can complete earlier and ask for preliminary grade)
        2. **Due March 5th (check wiki-time-zone)**
        3. Add at least a paragraph-worth of text to a course-related article, and cite that statement to a reliable source, as you learned in the online training.
● You should have at least **three sources** in your addition. Jan 28th visit from the librarian to discuss resources
● If appropriate, these additions could be in different parts of the article.
● When you make a, *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
● The Citation Hunt tool shows unreferenced statements from articles. First, evaluate whether the statement in question is true! An uncited statement could just be lacking a reference or it could be inaccurate or misleading. Reliable sources on the subject will help you choose whether to add it or correct the statement.
● 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*
● E-mail the assigned WikiStaff Shalor (Wiki Ed) (Shalor Toncray / stoncray@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 citation template editor to ensure complete and appropriate formatting for citations)

WI19: POLI160AA/USP101: Introduction to Policy Analysis
Professor Bergman (mebergma@ucsd.edu); W 1130-130 (SSB345)
Library/Data Resources: Annelise Sklar (Asklar@ucsd.edu)
Final Policy Assignment
Major Due Dates: Feb 11th, March 12th, March 14th, March 18th

Project Summary: You will be advocating for a policy change representing a hypothetical client organization/interest (group) with an interest in altering an existing policy (or existing situation that calls for policy). In this capacity, you will state the issue, determine its underlying cause, hypothesize policy alternatives, develop evaluative criteria, compare and contrast these alternatives, and ultimately make a recommendation that would best benefit your client.
{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 sources that have already compiled some information on the issue. Your critique is due Feb 7th.

Group: TritonED Groups will then be created on TritonED that you must join by **Feb 11** (on topics that relate to the WikiPedia critiques). Groups can have up to 4 students. Feel free to organize your research for the Wikipedia contribution among your group members.

*Wikipedia critique and contribution will be graded individually

**If you wish to work alone please let me know
For students (1) working on senior projects, (2) hoping to use this assignment for a graduate or employment writing sample, or (3) passionate about working on a highly personal/private topic this could be the best option. As noted on the assignment outline on the next page, the assignment will be ~12 pages for individuals and ~2.5 pages longer for each additional group member

First draft of the *full policy paper* is due for PeerMark on TritonED by **March 12th 11:59 PM** (can be early; cannot be late; no exceptions); **submit individually**

You must provide **individual** peer-review comments on two other proposals by **March 14th 11:59 PM**

Final **group** upload **March 18th 6 PM** of group final policy recommendation
Final **individual** evaluation of those in your group (everyone must submit)!

Project Outline/Key Components
(~12double-spaced pages for individuals; ~2.5p additional for each group member)
**Sources to references for different parts of the assignment have been provided. A grading rubric is also available on TritonED.

Samples: Chapter 1 and 9 of text and student examples available on TritonED

Executive Summary (1 page)
>   State recommendation 1st paragraph; introduce briefly who you and the client are; brief
>   overview of analysis; imagine only page busy client or politician would read

Background: State and Frame the Issue/Define the Problem (3 pages)
>   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 (2 page)
>   What criteria and policy goals are most suitable for problem and alternatives? What will be the
>   costs of status quo for your goals? What are benefits of action?
>   -   Must include efficiency, political feasibility/adoption, implementation issues, and
>>   at least one other goal (Chapter 7 of text; Figure 6.1 PUBPOL)

Overview of Alternatives (solo project 2 alternatives ~ 1 page; each additional member 1 additional alternative ~ .5 each)
>   What policy options might be considered for dealing with the problem?
>   *A well-crafted projection of what would happen in the future with the status quo *could* count
>>   Chapter 10 of text; Table 10.6; Figure 5-2 PUBPOL

Evaluate Alternatives (2 pages for *each* alternative)
>   What would be the costs and benefits associated with each alternative? Which alternatives are
>   better than others? How to distinguish between the alternatives? Is evidence available? If not,
>   how can it be produced?
>>   Chapter 11, 12, 16 of text; Chapter 6 PUBPOL

Conclusion/Recommendation (1 page)
>   Which policy option is the most desirable given the circumstances and evaluative
>   criteria? What other factors should be considered? What would your client prefer?

Appendices
>   Space for statistical backgrounds, extended descriptions of policy alternatives, illustrations of
calculations or graphs, development of important concepts, discussion of similar policies in other times
or places that you are making reference to

*Use informative headings/sub-headings; you can organize your text differently than above
(e.g. Overview then evaluation of each alternative as opposed to an overview of them all first)

**Remember, you are writing on behalf of a client, not objectively; alternatives that would clearly help
other clients could be noted within the evaluation/recommendation sections

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