

Public Policy Analysis
School of Public Affairs
Arizona State University

Fall 2007

Class Hours: Monday, 5:40-8:30 pm
Class Location: UCENT 273
Class Website: Blackboard (<http://my.asu.edu>)

Instructor: Yushim Kim, Ph.D.
Email: ykim@asu.edu
Office: UCENT 439
Office hours: Mondays 3:00 - 5:00 pm, and by appointment.

Course Objectives

The objective of this course is to introduce you to public policy analysis as a systematic way of thinking about public policies. Throughout the course, you will think about, discuss, and understand the crucial components of public policy, as well as the analytical approaches. This will help you to take the first step in becoming a solid policy analyst.

This course is designed to help you develop the skills required to define and critically analyze policy issues and problems, articulate relevant decision-making criteria for policy analysis, and evaluate alternative policy options. You are expected to learn: (1) *what frameworks are available for public policy analysis*, (2) *how a particular framework is relevant in a given context*, and (3) *the strengths and weaknesses of each framework*. These frameworks, skills, and techniques will be applied to a wide range of substantive public policy issues.

Course Format

The general format of this course includes short weekly lectures, reviews of previous class materials, students' reading assignment presentations, and discussions. Prior to each class, students are expected to read the required texts and articles. Students are responsible for content included in the readings, even if it is not explicitly reviewed in class. PowerPoint slides will be posted on the class website after each class (every Tuesday 5:00 pm). Students are expected to participate actively in class discussions. Assignments include a policy analysis paper, a presentation on the readings, and class participation. The assignments are explained in more detail below.

Readings

Required Readings

- [M] Munger, M. C. (2000). *Analyzing policy*. New York: W.W. Norton & Company.
- [WV] Weimer, D., & Vining, A. (2005). *Policy analysis: Concepts and practices* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- [B] Bardach, E. (2004). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (2nd ed.). Washington, D.C.: CQ Press.
- [RP] I will create folders for these readings.
- [L] ASU Library website (<http://www.asu.edu/lib/>) Find ? Journal ? Title search
- [Web] This syllabus includes links for these readings

* You will purchase either [M] or [WV]. [B] is required. [P] is recommended for Ph.D. students.

Recommended Readings

Big Picture

- [P] Parsons, W. (1995). *Public policy*. Cheltenham, UK: Edward Elgar.

Policy Process

- Kingdon, J. W. (2003). *Agendas, alternatives, and public policies* (2nd ed.). New York: Longman.
- Pressman, J. L., & Wildavsky, A. (1984). *Implementation* (3rd ed.). Berkeley: University of California Press.
- Fischer, F. (1995). *Evaluating public policy*. Chicago: Nelson-Hall Publishers.
- Sabatier, P. A. (2007). *Theories of the policy process*. Boulder, CO: Westview Press.

Policy Analysis

- Stokey, E., & Zeckhauser, R. (1978). *A primer for policy analysis*. New York: W.W. Norton & Company, Inc.
- Rosenhead, J. & Mingers, J. (2001). *Rational analysis for a problematic world revisited* (Rev. ed.). Chichester, UK: John Wiley & Sons, LTD.
- Stone, D. (2002). *Policy paradox: The art of political decision making* (Rev. ed.). New York: W.W. Norton & Company, Inc.
- Majone, G. (1989). *Evidence, argument, & persuasion in the policy process*. New Haven: Yale University Press.

Grading

Final Grade Determination:

Please keep in mind that grades are something that you must **earn** through hard work, performance on class assignments, and contributing to the class. You should be aware of what final grade you may get from your performance. There will be no incompletes given, with the exception of serious *unexpected* events that prevent course completion. Your final grade will be

based on the following assignments/exams:

1. Mid-term essay exam (take-home)	30%
2. Policy analysis paper & memo (Paper: 30%, Memo: 5%, Presentation: 15%)	50%
3. Class readings presentation	10%
4. Participation	10%

Letter grades are assigned as follows:

A (100-94)	B+ (89-86)	C+ (79-76)
A- (93-90)	B (85-83)	C (75-73)
	B- (82-80)	C- (72-70)

Substantively, A indicates excellent, B indicates average, and C indicates below average. For graduate students, grades of C and D lead to failure of the course. Your performance will also be evaluated relative to that of your classmates.

Class Assignments & Evaluations

1. Mid-term Essay Exam [30%]

A mid-term exam will be given on October 22, 2007. It is a take-home, open book essay exam. This exam is designed to help you understand the basic concepts and practices of public policy analysis, which will be covered before the mid-term exam. The objective of this exam, thus, is not to fail you, but to help you review what you have learned and discussed in the class. For the exam, I will provide several policy cases on the class website on October 22, 2007, 9:00 am. You will pick one case for your essay. You must submit the essay to me via email by October 22, 2007, 8:30 pm. This is an exam, so please be on time in submitting your essay. I will send you a confirmation email once I receive your essay.

You will indicate your name and what case you choose at the top of the essay. No cover page is needed. Essays should be single-spaced with 1" margins on all sides, 12-point font, and no more than 3 pages in MS Word (or text file). I will be very strict on plagiarism for this exam, since you have one day to write the essay.

You will frame and analyze the case you select using the concepts you learned in the class, answering (1) which concept(s) are appropriate for analyzing the case; (2) why and how (reasons, strengths, limitations); and (3) what your conclusions are based on the analysis. These are the minimum requirements for the essay.

2. Policy Analysis Paper & Memo [50%]

2.1. Policy Analysis Paper (30%)

Imagine that you are a policy analyst in an organization (i.e. county agency, state government, or political institute). Writing a good report is one of the most important skills you need to be successful in the position. There are several different styles of writing (i.e. professional report, policy memo, or academic paper). In this class, you will write a policy analysis paper and memo. A good way to start is to read and use Bardach's *Eightfold Path of Policy Analysis*. You may also carefully read Weimer & Vining (2005) Chapter 1: The Canadian Salmon Fishery, if you feel that you are not sure what to write or how to write the policy analysis paper. These readings will give you some sense of the policy analysis paper.

Choosing an appropriate topic is a skill that you must develop throughout this course. Please choose an appropriate policy topic and send me a title via email by 5 pm on September 17, 2007. You will also submit a policy analysis paper template by October 15, 2007 in class. I will provide the template on the class website. I will also read the draft of your paper (optional) if it is submitted by November 12, 2007. I encourage all of you to take advantage of the opportunity to have me read your draft. The sooner you turn in a draft, the more likely it is that I will be able to review it. I will consider both your improvement and effort in grading the paper. I will also be available for assistance in writing the policy analysis paper. Please plan to meet with me at least once during the semester to discuss your paper. It is your responsibility to schedule this meeting. I look forward to working with each of you.

The policy analysis paper should be double-spaced with 1" margins on all sides, 12-point font, and no more than a total of 3,000 words (including references, tables, and figures). A cover sheet should be included with your name, title, course number, date, and word count. *Do not include your name on any other page.* There should be a minimum of 10 references in the paper. Your references should include government documents, peer-reviewed articles, and books. A maximum of 3 web-articles will be counted as references. All in-text citations and references should follow the APA citation format. *Failure to follow these formatting guidelines may result in a penalty of up to 5 points.*

The policy analysis paper will be submitted by December 3, 2007, 5:30 pm in class (UCENT 273), in person (UCENT 439), in my mailbox, faxed (602.496.0950), or send email (ykim@asu.edu). The paper will be graded as follows: Content, Clarity, Comprehensiveness, Creativity, and Evidence (see page 7 for details). You will present the paper to the class at the end of the semester (see 2.3). The presentation will also be graded based on the same assessment criteria (see page 7).

2.2. Policy Memo (5%)

You will practice how to write a short and concise policy memo. The policy memo is a common communication medium in public agencies. As a policy analyst, you will be in a situation where you have to write a memo for policy makers or stakeholders. The policy memo should include key information you want to communicate.

Use your policy analysis paper to write a policy memo. You should be able to touch and highlight a key point in the paper and write a short memo to relevant decision makers or stakeholders. The

memo should be single-spaced with 1" margins on all sides, and 12-point font. Follow the memo format in Bardach (2005, p.59). You will submit the memo with your final copy of the policy analysis paper by 5:30 pm on December 3, 2007.

2.3. Presentation (15%)

At the end of the semester, you will present your policy analysis paper in class. Each student will spend approximately 15 minutes for presentation and 5 minutes for questions. You may prepare PowerPoint slides, keeping in mind that it will take approximately 2 minutes to present each slide. You will limit your slide to no more than 10 slides. We will schedule the presentations in class on November 5, 2007. I will post the order of the presentations on the class website.

3. Class Readings Presentation [10%]

You will be assigned to present class reading materials. In the reading assignments, you will see which readings are available for presentation (marked with an asterisk (*) among the supplemental readings). Select a reading with an asterisk in which you are interested. When you decide to present readings in books, you can borrow the book from me. This presentation will help you in two different ways. First, you will read and explain important concepts in public policy in your own words. Second, it will provide an opportunity to practice for the class presentation for your policy paper. We will schedule the presentation on the first day of class (August 20, 2007).

At the minimum, you should present: (1) key points of the reading which you believe that your classmates need to know with regards to the topic; (2) the ideas you find to be most interesting; and (3) the reason for your interest (why). The presentation should be no more than 20 minutes (approximately 10 PowerPoint slides). Post your slides on the class website after your presentation (by 5:00 pm the next day).

4. Participation [10%]

You will be expected to complete all required reading assignments prior to the class meeting. Your attendance, participation in class discussions, completion of class assignments, and discussions with me via e-mail or during office hours will influence your participation grade. If you wish to have clarification of anything that you read or hear in class but do not wish to ask a question in class, send me email and I will respond to it in the following class session.

I am fully aware that speaking among a group of strangers is often an anxiety-producing experience. However, each student will be asked to contribute to the learning process through discussion. No one will be allowed the luxury of passive anonymity. I want to assure you, therefore, that your thoughts and opinions will always be treated with respect.

Other

Late Assignments

I expect you to turn in all assignments on time. Assignments not turned in on time will be marked down *by 3 points for each day they are late*. You are welcome to turn papers in early if you expect to be absent on the due date. You should plan your schedules accordingly.

Grade Appeal Policy

I take the evaluation and grading of your exams very seriously. I read each paper and exam several times before assigning a grade to it. In arriving at a grade for a particular project, I first assess whether it meets the basic criteria defined in the guidelines attached. I will mark your paper, indicating your performance, with respect to the criteria that I mentioned earlier. I then compare your essay to the essays which I believe represent excellence, both in content and presentation of that content. Upon request, I am happy to provide you with a copy of these essays.

If you think that you deserve a higher grade on a paper or exam, you may write a letter and explain why you would like to appeal the grade. Before making an appeal, you should re-read your paper with my comments in mind. After I receive your letter, I will re-read your paper/exam within 1-2 class periods. Depending on my re-reading, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal.

Academic Integrity

Both the university and I take issues related to academic integrity very seriously. If you have any questions about how to cite someone else's work, please ask. I will briefly provide a session on APA writing style on September 17, 2007. Though it may be acceptable to cut and paste without attribution into documents or reports, the academic community has a different set of standards in this regard. If I find that a student has plagiarized an assignment, the possible consequences are: failure on the assignment; failure in the course; course failure with a mark of academic dishonesty, which can not be removed from the transcript; or dismissal from the graduate program. If you fail a class assignment, you can restore some points by working harder in other assignments. However, *once you violate the academic conduct guidelines, there is no way that you can reverse the damage*. Please be alert to the academic integrity guidelines.

Notes

1. No phone calls in class
2. No email response from me during the weekend
3. The syllabus is subject to change by the instructor

PAF505 Public Policy Analysis
Class Assignment Assessment Criteria

	Content	Clarity	Comprehensiveness	Creativity	Evidence	Format
	20%	20%	20%	20%	20%	Extra Points
Standards for Excellent	1) Identifies a policy problem 2) Develops a central thesis 3) Provides a focused argument throughout the paper	1) Writes clearly by developing a coherent, well-organized paper 2) Arranges sentences in a logical manner 3) Provides correct citations	1) Reviews the relevant literature and material 2) Shows an in-depth understanding of the topic 3) Able to critique differing points of view on the topic	1) Draws the reader in and engages him/her in the topic 2) Presents material in an interesting way that is particularly helpful to the reader 3) Differentiates creativity from decorations	1) Provides evidence that is relevant to the problem chosen 2) Uses/interprets evidence carefully in an appropriate manner 3) Understands the limitations of the evidence	Follows the instructions in the syllabus
Excellent	3 (20)*	3 (20)	3 (20)	3 (20)	3 (20)	Success (5)
Competent	2 (15)	2 (15)	2 (15)	2 (15)	2 (15)	Success (5)
Novice	1 (10)	1 (10)	1 (10)	1 (10)	1 (10)	Failure (-5)

* Numbers of standards met (maximum points)

** To earn a B- on an assignment, you should meet at least 2 standards for each criterion and extra points for format (80). These assessment criteria are used for the mid-term essay exam, policy analysis paper, and class presentations.

PAF505

Public Policy Analysis

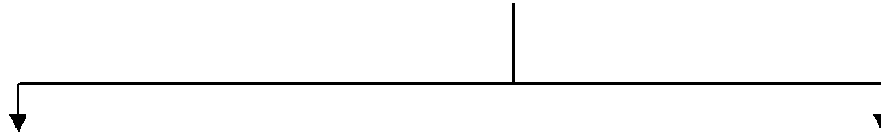
Policy Analysts

- Roles
- Value conflicts
- Ethics

*Be a nonlinear thinker,
but linear writer*

Rationales for Public Policy

- Market
- Experts
- Democratic Decision



Analysis of the Policy Process

1. Policy Process
 - Formulation
 - Implementation
 - Evaluation
2. Players

Analysis in and for the Policy Process

1. Problem Analysis
 - Stage 1: Problem Definition
 - Stage 2: Selection of Criteria
 - Criteria and trade-off
2. Solution Analysis
 - Stage 3: Comparison of Alternatives
 - Cost-benefit analysis
 - Stage 4: Political/Organizational Constraints
 - Stage 5: Evaluation
3. Gathering Information
 - Evidence
4. Communication

References:
Munger (2000)
Weimer & Vining (2005)
Parsons (1995)

Schedule of Topics and Assignments: Fall 2007

Week	Date	Topic	Assignment
1	8/20	Introduction <ul style="list-style-type: none"> • Syllabus • Preparation for policy analysis 	<ul style="list-style-type: none"> • Submit class survey • Schedule class presentation
2	8/27	Rationales for Public Policy <ul style="list-style-type: none"> • Market, expert, and democratic decisions 	<ul style="list-style-type: none"> • Class presentation #1 (4)
3	9/3	LABOR DAY OBSERVED	No Class
4	9/10	Analysis of the Policy Process <ul style="list-style-type: none"> • Policy process • Players 	<ul style="list-style-type: none"> • Class presentation #2 (3)
5	9/17	Practice of Public Policy Analysis (I) <ul style="list-style-type: none"> • Analysis of a federal government program 	<ul style="list-style-type: none"> • Class presentation #3 (1) • <i>Due for a topic and title of your policy analysis paper</i>
6	9/24	Analysis in and for the Policy Process <u>A. Problem Analysis</u> Stage 1: Problem Definition <ul style="list-style-type: none"> • Structuring problems • Politics and dilemma 	<ul style="list-style-type: none"> • Class presentation #4 (1)
7	10/1	Stage 2: Selection of Criteria <ul style="list-style-type: none"> • Decision criteria • Trade-off 	<ul style="list-style-type: none"> • Class presentation #5 (2)
8	10/8	<u>B. Solution Analysis</u> Stage 3: Comparison of Alternatives <ul style="list-style-type: none"> • Cost-benefit analysis • Discounting 	<ul style="list-style-type: none"> • Class presentation #6 (2)
9	10/15	Practice of Public Policy Analysis (II) <ul style="list-style-type: none"> • R.F. “Rick” Shangraw Jr., Vice President of Research and Economic Affairs, ASU 	<ul style="list-style-type: none"> • <i>Due for a policy analysis paper template</i>
10	10/22	MIDTERM EXAM	Take-home
11	10/29	Stage 4: Political/Organizational Constraints Stage 5: Evaluation	<ul style="list-style-type: none"> • Class presentation #7 (1)
12	11/5	<u>C. Information Gathering</u> <ul style="list-style-type: none"> • Evidence • Data, information, and methods <u>D. Communication</u>	<ul style="list-style-type: none"> • Class presentation #8 (3) • <i>Draft of policy analysis paper due (optional)</i> • Schedule paper presentation
13	11/12	VETERANS DAY OBSERVED	No Class
14	11/19	Wrapping Things Up	
15	11/26	Student Presentations (I)	
16	12/3	Student Presentations (II)	<ul style="list-style-type: none"> • <i>Final copy of policy analysis paper & memo due (by 5:30 pm)</i>

Reading Assignments

Week 1 (8/20): Introduction – Role, Ethics, and Policy Analysis Process

Syllabus

[WV] Chapter 2: What is Policy Analysis? pp. 23-38.

[WV] Chapter 3: Toward Professional Ethics, pp. 39-53.

[M] Chapter 1: Policy Analysis as a Profession and a Process: An Overview, pp. 3-29.

Week 2 (8/27): Rationales for Public Policy – Market, Expert, & Democratic Decisions

[B] Appendix B: Things Governments Do, pp. 123-132.

[M] Chapter 2: Deciding How to Decide, pp. 30-53.

Supplemental Readings (If you have [WV], please read corresponding chapters.)

[M] Chapter 3: A Benchmark for Performance: The Market, pp. 54-88.* **Kathleen**

[M] Chapter 4: “Evaluation and Market Failure”: Criteria for Intervention, pp. 101-130.*

Michelle

[M] Chapter 5: Experts and “Advocacy”: The Limits of Policy Analysis, pp. 134-161.* **Doug**

[M] Chapter 6: Democratic Decisions and “Government Failure”: The Limits of Choice by the People, pp. 162-199.* **Zoe**

[WV] Chapter 5: Rationales for Public Policy: Market Failures, pp. 71-112.

[WV] Chapter 6: Rationales for Public Policy: Other Limitations of the Competitive Framework, pp. 113-131.

[WV] Chapter 7: Rationales for Public Policy: Distributional and Other Goals, pp. 132-155.

[MV] Chapter 8: Limits to Public Intervention: Government Failures, pp. 156-191.

Week 3 (9/3): LABOR DAY OBSERVED – No Class

Week 4 (9/10): Analysis of the Policy Process – Policy Process and Players

[RP] Gupta, D. K. (2001). Chapter 3: The Policy Process. *Analyzing public policy: Concepts, tools, and techniques*, pp. 46-69.

Supplemental Readings

[P] Part Two: Meso Analysis, pp. 85-230.

Kingdon, J. W. (2003). pp. 1-20 & pp. 196-230* **Ada**

Pressman, J. L., & Wildavsky, A. (1984). pp. 1-34 & pp. 147-162* **Jason**

Fischer, F. (1995). pp. 1-46* **John**

Sabatier, P. A. (2007). Chapter 10: A Comparison of Frameworks, Theories, and Models of Policy Processes, pp. 293-320.

Week 5 (9/17): Analysis of the Policy Process
 - Practices of Public Policy Analysis in Class (I)

- [RP] Wright, D. S. (1982). Chapter 1: Intergovernmental Relations (IGR): Who? Where? When? What? – Officials, Citizens, and IGR. *Understanding intergovernmental relations*. pp. 3-12.* **Emily**
- [RP] Wright, D. S. (1982). Chapter 2: IGR and Federalism: Concepts and Models - Models of National/State/Local Relations. *Understanding intergovernmental relations*. pp. 39-58.* **Emily**

Practice in class

- [Web] Marvel, M. (2006). How a Bill becomes Law. OSU Library Website.
<http://library.osu.edu/sites/reference/govdocs/leghis.htm>
- [Web] Marvel, M. (2006). Analysis of a Federal Government Program. OSU Library Website.
<http://library.osu.edu/sites/reference/govdocs/ppm801~1.htm>
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Week 6 (9/24): Analysis in and for the Policy Process
 - Stage 1: Problem Definition

- [B] Part 1: The Eightfold Path, pp. 1-25.
- [RP] Rosenhead, J., & Mingers, J. (2001). Chapter 1: A New Paradigm of Analysis. pp. 1-20.
- [WV] Chapter 14: Landing on Your Feet: How to Confront Policy Problems, pp. 324-342.

Supplemental Readings

- [L] Rittel, H. W. J., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy Sciences*, 4(2), 155-169.
- [RP] Coughlin, J. F. (1994). Chapter 7: The tragedy of the concrete commons: Defining traffic congestion as a public problem. In D. A. Rochefort & R. W. Cobb. (Eds.). *The politics of problem definition: Shaping the policy agenda* (pp. 138-158). Lawrence, Kansas: University Press of Kansas (CASE)* **Marcos**
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Week 7 (10/1): Analysis in and for the Policy Process
 - Stage 2: Selection of Criteria

- [B] Part 1: The Eightfold Path, pp. 25-59.
- [M] Chapter 8: Choice of Regulatory Form: Efficiency, Equity, or Politics, pp. 238-270. (CASE)

Supplemental Readings (2)*

- Stone, D. (2002). Chapter 2: Equity, *Policy paradox*. pp. 35-60. **Betsy**
 Stone, D. (2002). Chapter 3: Efficiency, *Policy paradox*. pp. 61–85. **Betsy**
 Stone, D. (2002). Chapter 4: Security, *Policy paradox*. pp. 86-107. **Yun**
 Stone, D. (2002). Chapter 5: Liberty, *Policy paradox*. pp. 108-130. **Yun**
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Week 8 (10/8): Analysis in and for the Policy Process
 - Stage 3: Comparison of Alternatives – C/B Analysis

- [M] Chapter 9: Discounting I: Expected Values, Probability, and Risk, pp. 280-315.
 [M] Chapter 11: Cost-Benefit Analysis, pp. 352-382.
 [WV] Chapter 14: Landing on Your Feet: How to Confront Policy Problems, pp. 343-362.

Supplemental Readings

- [WV] Chapter 16: Benefit-Cost Analysis, pp. 380-425.
 [WV] Chapter 17: Benefit-Cost Analysis in a Bureaucratic Setting: The Strategic Petroleum Reserve, pp. 426-451. (CASE)* **Tom**
 [RP] Deck, L. (1997). Visibility at the Grand Canyon and the Navajo Generating Station. In Richard D. Morgenstern. (Ed.). *Economic analysis at EPA* (pp.267-301). (CASE)* **Reyna**
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Week 9 (10/15): Analysis in and for the Policy Process
 - Practices of Public Policy Analysis in Class (II)

Guest Speaker: R.F. “Rick” Shangraw Jr., Vice President of Research and Economic Affairs, ASU

Supplemental Readings

- [RP] Rochefort, D. A., & Cobb, R. W. (1994). Chapter 1: Problem Definition: An Emerging Perspective. In D. A. Rochefort & R. W. Cobb. (Eds.). *The politics of problem definition: Shaping the policy agenda* (pp. 138-158). Lawrence, Kansas: University Press of Kansas.
 [RP] Stone, D. (2002). Conclusion: Political Reason & Policy Paradox in Action. *Policy paradox*. pp. 376-414.
 [RP] Gramlich, E. M. (1981). Chapter 4: Benefit-Cost Analysis and Governmental Decision Making. *Benefit-cost analysis of government programs*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. pp. 41-52.
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Week 10 (10/22): MIDTERM ESSAY EXAM

Question: Frame and analyze a case of your choice using the concepts, techniques, or tools you learned in the course.

Several cases will be posted on the class website at 9:00 am. You will submit your essay by 8:30

pm to me via email (ykim@asu.edu). I will send a confirmation email once I receive your exam. It is your responsibility to make sure that you receive my confirmation.

Week 11 (10/29): Analysis in and for the Policy Process
 - Stage 4: Considering Political/Organizational Constraints
 - Stage 5: Evaluation

Review of Fischer, F. (1995). *Evaluating public policy*, pp. 1-46.

[RP] Majone, G. (1989). Chapter 8: Evaluation and Accountability. pp. 167-183.

[L] Merton, R. K. (1936). The unanticipated consequences of purposive social action. *American Sociological Review*, 1(6), 894-904.

Supplemental Readings

Majone, G. (1989). Chapter 2: Analysis as Argument & Chapter 3: Analysis as Craft, pp. 21-68.*

David

Majone, G., & Quade, E. S. (1980). *Pitfalls of Analysis*. Chichester, UK: John & Wiley & Sons.

Week 12 (11/5): Evidence – Data, Information, and Methods

[B] Part 2: Assembling Evidence, pp. 61-88.

[WV] Chapter 13: Gathering Information for Policy Analysis, pp. 309-323.

Supplemental Readings

Majone, G. (1989). Chapter 4: Feasibility Arguments. pp. 69-94.* Jennifer

Mingers, J. (2001). Chapter 13: Multimethodology – Mixing and Matching Methods. In J.

Rosenhead & J. Mingers. (2001). *Rational analysis for a problematic world revisited* (Rev. ed.), pp. 289-308.* Jay

[Web] Desai, A. (2006). Teaching quantitative and analytic methods. *Charting the Next 20 Years of Public Policy and Management Education*. APPAM Spring Conference, Aspen, Utah, July 15-17.* Robert

http://www.appam.org/conferences/spring/parkcity2006/pdf/2006Spring_paper_session7A.pdf

Week 13 (11/12): VETERAN'S DAY OBSERVED - No Class

Week 14 (11/19): Wrapping Things Up

[WV] Chapter 1: Preview: The Canadian Salmon Fishery, pp. 1-362. (CASE)

[L] Moore, M. H. (2002). The limits of social science in guiding policy. *Criminology and Public Policy*, 2(1), 33-42.

- [L] Etzioni, A. (1985). Making policy for complex systems: A medical model for economics. *Journal of Policy Analysis and Management*, 4(3), 383-395.
- [RP] Ackoff, R. L., & Gharajedaghi, J. (1996). Reflections on systems and their models. *Systems Research*, 13(1), 13-23.
- [L] Rosenbloom, D. H. (2002). The evolution of policy analysis. *Public Administration Review*, 62(4), 504-505.
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Week 15 (11/26): Student Presentations (I)

Week 16 (12/3): Student Presentation (II)
