

PAD 5365
***Seminar in Policy Analysis
and Decision Making***



CRN 17398

Instructor: Dr. Sergio Peña
Class Meets: Monday 6:00-8:50 PM @ Kelly Hall 401
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Office Hours: Monday 5:00-6:00 PM and
Wednesday: 10:00 A.M.-12:00 P.M.
Website: <http://utminers.utep.edu/spena2> (Visit the website
often for class materials and Power Point
presentations)

Course objective and overview

The general objective of this course is to provide the students with the theoretical, methodological and analytical tools to be able to evaluate the worthiness of policy and programs in the public domain. The course is organized into three dimensions of policy analysis and evaluation. The first dimension will emphasize the different theoretical approaches to policy analysis (rational, incremental, etc.) and the purpose and objectives of policy evaluation. The second dimension will turn attention to methodological issues and particularly focusing on research design and validity threats that the policy analysts must be aware of before making any causal inferences. The third dimension will focus on the analytical tools available to be able to conduct policy evaluation such as present and future value, cost-benefit, etc.

Required books

Rossi, Peter H.; Lipsey, Mark, W, & Freeman, Howard E. *Evaluation: A Systematic Approach*. Seventh Edition (2004): Sage Publications.
ISBN: 0-7619-0894-3

Patton, Carl V. & Sawicki, David S. *Basic Methods of Policy Analysis and Planning*. Second Edition (1993): Prentice Hall
ISBN: 0-13-060948-X

Bingham, Richard D. & Felbinger, Claire L. *Evaluation in Practice: A Methodological Approach*. Second Edition (2002): Chatham House Publishers
ISBN: 1-889119-57-1

In addition to the above books there will be other readings that students will have access to well in advance.

Class format

The class will be conducted as a seminar; therefore it is expected that the student will come to class prepared with the assigned readings completed each week. The success of the class will depend on the students themselves and how well you are prepared. I will deliver a lecture in the first part of the class that will not exceed an hour and half and the second part will be reserved for discussion and group activities. Please come to our seminars prepared to participate.

Plagiarism

An unpleasant topic that we need to discuss is plagiarism. Briefly, plagiarism entails the use of other people's words, songs, or images without their consent or without documentation. For the papers in this class, students must provide footnotes or endnotes for passages in the text that are borrowed or inspired by other person's works. It is not hard to avoid plagiarizing -- if you use a quote from someone, acknowledge it in a footnote; if you paraphrase or summarize an argument, cite the source from where you got the idea. I recommend looking into a style manual such as the Style Manual for Political Science (you received one in PAD 5100: Intro to Public

Administration). For more information on plagiarism please visit the following websites

<http://academics.utep.edu/Default.aspx?tabid=23785>

<http://gervaseprograms.georgetown.edu/hc/plagiarism.html>

Special Circumstances

The University of Texas, El Paso encourages qualified persons with disabilities to participate in its programs and activities. If you anticipate needing any type of accommodation in this course please tell the instructor as soon as possible. I will do my best to make special arrangements for students with any required special needs or conflicts as far as course lectures or test-taking circumstances. However, if you anticipate a particular requirement, let me know as soon as possible and preferably with a formal form from UTEP's Disabled Student Services. I will always try to accommodate legitimate needs, but I am unlikely to accommodate last minute requests. Special circumstances include disabilities and any scheduled activities that you have that conflict with this class. If you do not notify me of conflicts early on, I am under no obligation to allow you a make-up exam or assignment extension.

For more information please visit the following website:

<http://studentaffairs.utep.edu/Default.aspx?alias=studentaffairs.utep.edu/dsso>

Grading

Class participation*	10%
Short Memo/Homework Assignments **	30% (6 total)
Midterm exam	30%
Final project ***	30%

Letter Grade

Less than 60%	F
61% to 69%	D
70% to 79%	C
80% to 89%	B
≥ 90%	A

*Prior to each class the students will submit questions that will be broad enough to encourage classroom discussion. Also, a student will be assigned a case study that s/he will present and then lead the discussion.

** Short memos/homework assignments will consist of writing policy memos or conducting specific tasks such as calculating net present value, future value, cost/benefit analysis, etc.

*** The final project will consist in presenting a research/evaluation protocol¹ of a real world issue in the El Paso and Ciudad Juarez region. It is expected that the class will follow as closely as possible the different steps of the policy analysis process. Research design issues are a key important component of the research/evaluation paper as should be the application of the tools (e.g. cost-benefit, cost-effectiveness, contingency methods, net present value, etc.) emphasized in the course. **December 8 is the due date of the paper.**

Class schedule topics and readings

SECTION I: Policy Evaluation Overview

August 21 (Syllabus and class organization: no lecture)

August 28: Overview of program evaluation

Rossi et al (Chapter 1 & 2)

Patton & Sawicki (Chapter 1)

September 4: No class Labor Day

September 11: The policy process and evaluation

Bingham & Felbinger (Chapter 1)

Patton & Sawicki (Chapter 2)

Lindblom, Charles E. 1959. "The Science of 'Muddling Through'" *Public Administration Review*, 19, 79-88.

¹ According to the Merriam Webster's dictionary protocol is "a detailed plan of a scientific or medical experiment, treatment, or procedure"

September 18: Identifying issues, needs and questions

Rossi et al (Chapter 3 & 12)

Blanco, H. 1994. *How to Think About Social Problems: American Pragmatism and the Idea of Planning*. Greenwood Press: Westport, CT. (Introduction)

Short assignment (1): Write a memo of what is the central problem associated with an issue currently under debate in the U.S.A. or Mexico (immigration, social security, health care, etc.)

September 25: What needs to be evaluated?

Rossi et al (Chapter 4-6)

Patton & Sawicki (Chapter 4 &5)

Short assignment (2): Write a memo on what needs to be evaluated for the issue you identified (immigration, social security, health care, etc.)

SECTION II: Methodology and validity

October 2: Evaluation Design & Validity Threats

Bingham & Felbinger (Chapter 2-3)

Rossi et al (Chapter 7 & 9)

Short assignment (3): Assess the design and validity threats of any report on the issue/problem you have been analyzing.

October 9: Experimental designs

Bingham & Felbinger (Chapter 5-7)

Rossi et al (Chapter 8)

October 16: Quasi-experimental designs

Bingham & Felbinger (Chapter 8-12)

Rossi et al (Chapter 9)

Patton & Sawicki (Chapter 9)

Short assignment (4): Identify and propose a research design of the social issue you identified previously.

October 23: Outcomes and Effects

Rossi et al (Chapter 7 & 10)

Patton & Sawicki (Chapter 8)

October 30 (midterm exam)

The exam may consist of essays, short answers, definitions, concepts, etc.

SECTION III: Evaluation Tools

November 6: Data and more data

Patton & Sawicki (Chapter 3&6)

Bingham & Felbinger (Chapter 4)

Kehley, P. et al (1997). *Benchmarking for Best Practices in the Public Sector*. Jossey-Bass Publishers: San Francisco. CA. (Intro & Chapter 1)

November 13: Cost-Benefit and more

Patton & Sawicki (Chapter 7)

Rossi et al (Chapter 11)

Bingham & Felbinger (PART V)

Heikkila, E. (2000). *The Economics of Planning*. Rutgers, The State University of New Jersey: New Brunswick, NJ (chapter 8 "understanding cost-benefit analysis)

Kelman, S. "Cost-Benefit Analysis: An Ethical Critique" in Glickman, T & Gough, M. eds. (1990). *Readings in Risk*. Resources for the Future: Washington, D.C.

Short assignment (5): Exercise #25 in Sawicki's book (p. 324)

November 20: Contingent valuation methods

Cason, R. et al (1995). *Referendum Design and Contingent Valuation; The NOAA Panel's not Recommendation*. Resources for the Future: Washington, D.C.

Dixon, J. et al (1994). *Economic Analysis of Environmental Impacts*. Earthscan Publications Ltd: London, UK. (chapter 3& 5)

Fischhoff, B. et al "Defining Risk" in Glickman, T & Gough, M. eds. (1990). *Readings in Risk*. Resources for the Future: Washington, D.C.

Starr, C. "Social Benefit Versus Technological Risk." In Glickman, T & Gough, M. eds. (1990). *Readings in Risk*. Resources for the Future: Washington, D.C.

Short assignment (6): Develop a model to evaluate how much El Pasoans Value the View of the Franklin Mountains.

November 27: Equity

Young, P. (1994). *Equity in Theory and Practice*. Princeton University Press: Princeton, NJ. (Chapter 1 &5)

Rawls, J. (1999). *A Theory of Justice*. Harvard University Press: Cambridge, MA. (Chapter 1 "Justice as fairness")

Davidoff, P. (1965). "Advocacy and Pluralism in Planning" *Journal of the American Institute of Planners*: 31(4). In Fainstein, S & Campbell, S. (eds.) *Readings in Planning Theory*.

Chapman, D. (2000). *Environmental Economics: Theory, Application, and Policy*. Addison-Wesley: Reading, MA. (chapter 5 "Equity, Environment, and Economics")

General announcement

Often things need to change to be able to correct unforeseen issues and to make the class more efficient and effective. The instructor reserves the right to change the syllabus at any time. Students will be provided plenty of notification time.