

UP 810 PLANNING POLICY ANALYSIS

FALL 2017

Professor Sammis White and Professor Robert Schneider

Class – Tu & Th 9-11:40AM in SARUP 183

Sammis White:

Office Hours Tu or Th before or after class in SARUP or by appointment.

SARUP 332; 414 238-3936; sbwhite@uwm.edu.

Robert Schneider:

Office Hours M 1-3PM or Tu 1-3PM or after class in SARUP or by appointment.

SARUP 334; 414 229-3849; rjschnei@uwm.edu

This is an intense, six credit course whose objective it is to make you a skilled policy analyst. The first portion of the course is a review of basic tools and skills needed to find relevant information, organize and analyze it, and present the findings on policy issues. We stress both the analytical and the presentation components, believing that your success will depend not only on your abilities to do policy analysis but also your abilities to communicate well the results of your analysis. The second and major component of the course is the application of your skills to a series of live cases. You will be asked to examine a variety of issues and to respond to them in a realistically short time period. In all instances you will have to do a public presentation as well as a written report.

One point we are going to stress repeatedly is the benefit to you of working in teams to attack these cases. So much more can be done collectively than individually (and in the "real world" teamwork is a way of life) that this method should be employed whenever possible

A second point we stress is timeliness. All assignments listed in the syllabus for each date should be completed prior to arriving at class that day. Late work will not be accepted, period. Third, we stress clear communication, both written and oral.

Grading is done on all products. Each product will be weighted by time assigned to it. Thus, an overnight homework assignment is worth one. A case study that takes four class periods is multiplied by four. Students will be asked to evaluate their teammates' efforts on each of the four cases, and those scores will affect the final grade.

Grading is based on the completeness of responses and presentations. We are looking for clarity, creativity, and logic. We also want to see professionalism in terms of what is produced. That means insightful ideas that are convincingly conveyed. Also if we ask for at least 25 examples, the 25 is a minimum; more than 25 will be graded more highly.

To help make you more aware of the need for your policy analysis services, we ask that you scan the local media for examples of issues that could benefit from a policy analysis. Please regularly bring these examples to class.

If you need special accommodations in order to meet any of the requirements of this course, please contact us as soon as possible.

Original Work and Plagiarism:

All work in this course should be your own. In written work, cite your sources for quotes, facts, and opinions, both in the body of your work and in the bibliography. Do not copy word for word unless you place the words in quotation marks. Any plagiarism will be dealt with as a serious ethical breach. If you have questions about whether you are crossing an ethical line, ASK us. A link to some good information on plagiarism from the *Harvard Guide to Using Sources* is available at Blogs at Baruch. It is a pdf of the Harvard Guide. In short, cite your sources in your homework and cases.

Other Course Policies:

This course adheres to campus policies regarding students with disabilities, religious observances, active military service, incompletes, discriminatory conduct, academic misconduct, complaints about the course, grade appeals, and firearms. For details about these policies, see http://www4.uwm.edu/secu/news_events/upload ; click on “syllabus links.”

If you should be afflicted with illness (virus), please stay home and please keep us apprised, as we shall you. If necessary, homework and communication can be done electronically. Our hope is that we all will do what we can to avoid being sick this fall.

COURSE OBJECTIVES

- Increase your ability to undertake competent policy analysis
- Improve your public speaking skills
- Improve your written communication skills
- Expand your capacity to explore and comprehend new subjects

BOOKS

Carl V. Patton, David S. Sawicki, and Jennifer J. Clark, Basic Methods of Policy Analysis and Planning, Edition No. 3. (Englewood Cliffs, NJ: Prentice Hall, 2013). (Buy new or used or rent for the semester)

OPTIONAL

A handbook for writers and any book on public speaking.

CLASS REQUIREMENTS

- **Active class participation**
- **Timely completion of all written assignments - typed and inclusive**
- **Public presentations, as specified**
- **High level of effort; this is a six-credit class**

ASSIGNMENTS

Sept. 5

First Class

1) Introduction to PPA class and process; review of recent cases; importance of collaboration; sample assignments and cases; discussion of interconnectedness of multiple subjects; introduction to Foxconn.

2) Public Presentation – 2-minute presentations, as you introduce yourselves to one another and to your instructors.

Sept. 7

Basic Methods

1) Read Chapters 1 & 2 of Patton, Sawicki, and Clark.

2) Read the two policy analysis case examples (and the assignment that led to the analyses that will be handed out in the previous class) to get a better sense of what it is you will be doing this semester. Be prepared to discuss each case. Also read the other problem assignments and prepare for discussion.

3) Read the several articles on the proposed Foxconn development in SE Wisconsin (D2L). Learn of the pluses and minuses of the development and the expenditures needed to succeed in getting Foxconn to locate in one of these communities. Examine the Foxconn proposed development from three perspectives, which are: Governor Walker, WI Democratic Assemblyman Gordon Hintz, and the Governor of Illinois. The problem being addressed is different for each of them; your analyses should reflect this. In a short paragraph please state what the problem is that each is trying to solve.

4) Identify and write a very brief paragraph summary of a **different, current, local** problem, noting four dimensions of the problem. Numbers will likely help you with the definition. Then, please state whether a quick or researched analysis is needed and why.

In class we shall discuss problem definition.

Sept. 12

Basic Methods

1) Read Chapter 4 Problem Definition

2) We shall use one topic for your practice over the next three weeks: decreasing the crime rate in the city of Milwaukee

a. Define the “problem of the crime rate” in Milwaukee from different perspectives: respond with compelling but brief statements from the perspective of at least 5 actors with views regarding the crime rate in the city. At least one perspective must see the topic as a problem needing attention; and at least one should believe it is not a problem; others can reflect a range of perspectives of the conditions. These should be real positions, not fabricated ones.

- b. Estimate the number of adults in Milwaukee who are illiterate, that is who cannot read English at least at the fifth grade level. Please estimate this using different sources of information; “triangulate.” Please give at least three estimates; choose your preferred number and say why this is the best estimate. (You may want to examine historic or current reading proficiency rates among MPS fifth or eighth students, as one source of insight.)
- c. Differentiate between “incidence” and “extent” by creating two examples, having to do with describing the rate of crime in Milwaukee.
- d. Define the problem of the crime rate for Milwaukee in greater detail. Choose Mayor Barrett as the client for whom you are defining the problem. Limit: 1 page, single-spaced, 12 point font – that describes the conditions and notes how the current conditions differ from what your client thinks they should be. Make this clear to the reader. Describe the conditions (please include some numerical dimensions) and why the problem should be defined as you say it should. Please use sample statements as a guide.

Basic Points: Problem definition is a critical step that gives direction to entire policy analysis exercise; definition reflects a perspective; build the case for your definition with relevant information and insights.

Problem statements describe the important dimensions of issues. The more informed and refined the problem statement, the easier subsequent steps are. For example, a problem is a condition that 1) is not desired and 2) has potential solutions that can be applied to reduce/solve the problem. An additional step you might take is to create a list of bullet points that are elements of descriptors of the condition to help you shape your definition. You will select for inclusion those points that you think best describe the conditions.

Sept. 14

Basic Methods

1) Skim Chapter 3 to refresh your minds on a number of topics. Please read carefully pp. 66-69, 89-96, 100-103, and 125-130.

2) Write up for Chapter 3:

- a. If you were to be seeking details on male incarceration rates in the city of Milwaukee, what specific sources would be available for you to use? Please list at least four different sources (with Internet addresses) that reveal quantitative dimensions of incarceration. Check them to make sure the sources give you the specifics you are seeking.
- b. Exercise 3 – Focus on recent, median household income within the City of Milwaukee. Please answer the questions asked. Please seek multiple sources.

- c. Exercise 8 – Focus on the crime rate in the city of Milwaukee: whom would you interview in each round and why?
- d. Exercise 16 – AICP Exam: What insights do these data provide on the issue of pass rates for differential credentials? Please answer the questions asked with appropriate statistical analysis and interpretation.

Sept. 19

Basic Methods

1) Read Chapter 5 Criteria very carefully and think it through. Also re-read the two case studies that you have been given and note how some criteria have been written. Also read the additional examples of criteria given in other reports on the same topic. This will be sent or given to you. Please note that some of these criteria may not work well; we'll critique them later.

Basic Points: Criteria development is an absolutely critical step; it requires concerted effort and thought; it requires iteration.

- ***Criteria must reflect key ingredients sought in a solution.***
- ***The terms to be used must be measurable***
- ***The criteria must be explicit and precise; avoid ambiguity***
- ***Construct a set of criteria so that a solution is possible; that means that at least one solution must meet or surpass all criteria***
- ***Write in the declarative, stating what conditions must be met***

2) Write up exercises for Chapter 5.

- a. Exercise 2 – Substitute “crime rates in the city of Milwaukee” for any of the issues in the book; just identify **which groups have standing**; do not develop criteria.
- b. Exercise 9 – Using the same problem—crime rates in the City of Milwaukee—please identify examples (at least two per each) of a-c, f-k, n, t, and u “concepts.” Please give simple statements/examples, not explanations.
- c. Exercise 11 (d) – Be succinct but clear. Please identify parties and by what definition of equity (horizontal, vertical, intergenerational, transitional) they would be affected by the proposed action.
- d. Exercise 1 – Develop explicit, measurable criteria for the following categories: a-c, e-g for decreasing the crime rate in Milwaukee. Do this **after** you have done the other exercises. Choose Mayor Barrett as a client, so you know whose perspective you are serving. And use one team member’s definition of the problem (which you may modify), since the two steps must be interconnected.

Make sure what you state is truly measurable and that data are or can be collected to be able to actually judge the effect on proposed solutions for reducing the crime rate in Milwaukee.

Sept. 21

Basic Methods

1) Read Chapter 6 Generating Alternatives and the examples given to you from a previous case.

Basic Points: think broadly initially; use tools to help you think of alternatives; then cull to make sure the alternatives address the problem.

2) Write up exercises from Chapter 6:

- a. Exercise 2 – But substitute “the crime rate in Milwaukee” for homelessness. Use the Mayor’s perspective. Develop **five** alternative solutions for addressing the problem. Your responses can be brief (a few sentences), but the alternatives need to be clear, reasonable, and sufficiently detailed that we all can judge the merits of each. Each should be a distinct alternative.
- b. Exercise 3c - Regarding a water shortage every summer; create at least 10 brief statements of different alternatives for the city.
- c. Exercise 6 – Please be specific about each group - use details and note it must be a **public** issue in Milwaukee or a nearby community. Briefly identify the preferred alternative for each group. This is to be an accurate portrayal. An example might be the increase in Milwaukee’s murder rate this year. Learn details and then proceed to answer the question.
- d. Exercise 12 – Conduct a brainstorming session on possible ways (list at least 40) to decrease the crime rate in Milwaukee. Once finished, discuss the alternatives among yourselves and choose your three best ideas. (We advise combinations of three, four, or five students to work together to brainstorm because you are likely to be more able to play off each others’ ideas in a larger group.)

Sept. 26

Basic Methods

1) Read Chapter 7 Analysis of Alternatives sections; concentrate on sections that are new to you or need review. Please be sure you are conversant with forecasting methods, discounting, sensitivity analysis, and the components of political analysis. Also please review the evaluation sections of the two cases which were handed out at the start of the semester.

Basic points: the systematic application of criteria to alternatives, usually bimodal (does it or does it not pass the criterion?), requires the literal application of criteria. Also please be sure you understand and can calculate discounted cash flows.

2) To assist in this quest, please also read Timothy J. Bartik, *Investing in Kids: Early Childhood Programs and Local Economic Development*, Chapter 7 “Bringing the Future Into the Present,” pp. 175-188. This will be sent to you.

3) First exercise: Re-read the two case examples from previous years and critique the application of criteria to the alternatives in **one case** and examine it in detail. If an alternative is well evaluated, say why it has been well evaluated. If it has not been well evaluated, suggest how it can be improved.

4) Exercises 18-21 (in Patton, Sawicki, and Clark) – Do all of the discounting exercises; and on Q 18, please be sure to answer the questions that follow in both *a* and *b*, explaining the general pattern.

5) Exercise 32 (Patton, Sawicki, and Clark) – Use the topic: Implementation of a leaf burning prohibition. Assume the prohibition has been passed and signed. It is time to implement. Create a long series of steps (>25) that are needed for implementation after the prohibition is a law. Bullet points are fine here; please make each complete enough to make it understandable to the reader.

Sept. 28

Chapter 5 Criteria: Redo

1) Work on refining your criteria from September 19th with your teammate from that assignment. Redevelop 5 measurable criteria for the problem of addressing the crime rate in Milwaukee. Make sure you have a viable criterion for each of the following:

Cost; efficiency; effectiveness; equity; and political feasibility.

2) Please create measurable, well-stated criteria for (1) effectiveness and (2) efficiency that could be applied in the case of choosing among alternatives for UWM to increase bicycle traffic to and from campus. Also do “equity” for the same topic. Your client is the current UWM administration.

Oct. 3

Basic Methods

1) Read Chapters 8 & 9

Displaying alternatives: choose a method that aids your readers in following your analysis. Recognize the complexity of the decision. Use text to support your graphics.

Monitoring is the exercise of learning about what is happening. It requires the collection of useful data. Evaluation is the utilization of those data to see what has been happening.

Understanding and choosing an evaluation method is very important to understanding to what degree an approach worked and to what degree any shortfall can be attributed to program failure or theory failure.

2) Write up exercises:

- a. Chapter 8, Exercise 7: write a scenario that presents the rationale for selecting the superior job in example in Exercise 5; construct your scenario in the **first person**, using the criteria given you in the table used for Exercise 5. Please write your way logically through making trade-offs all in the **first person**; e.g., “Salary is very important, therefore, I would in order to” This should **not** be a “worst-case scenario”; you are to lead yourself into stating the tradeoffs based on the results you want to have or avoid.
- b. Chapter 9, Exercise 1 Devise an evaluation scheme for your preferred solution for the problem that you and your partner can agree upon for reducing the crime rate in Milwaukee. How can you best determine the impacts of your recommendation, once it has been implemented? (Limit yourselves to two or three paragraphs.)
- c. Chapter 9, Exercise 3: Please answer questions a, b, and c.

Oct. 5 Public Presentation & Case 1

Please give a 3-minute presentation on a subject on which **you** feel strongly and will appeal to your audience. The goal is to convince your classmates to take a particular action. We’ll discuss this further.

Assign Case #1; Possibly meet your client

Oct. 10 Case 1

Meet with your client, possibly on site. Hear others speak on the topic.

Oct. 12 Case 1

Discuss Case #1 with guest speakers

Oct. 17 Case 1

Discuss Case #1 and talk with guest speakers

Oct. 19 Case 1

Guest speaker and meet in teams to finalize your reports

Oct. 23 *All Case #1 papers are due by noon; an electronic version must be sent to sbwhite@uwm.edu and rjschnei@uwm.edu by that time.*

Oct. 24 Case 1 & 2

Orally present Case #1; we assign case #2; you meet your next client

Oct. 26 Case 2

Speakers for #2 (possible site visit)

- Oct. 31 Case 2
Discuss Case #2 and meet with guest speakers
- Nov. 2 Case 2
Discuss Case #2 and meet with guest speakers
- Nov. 6 *Case #2 Due: Electronic version sent to sbwhite@uwm.edu and rjschnei@uwm.edu by noon*
- Nov. 7 Case 2 & 3
Present Case #2; we assign Case #3
- Nov. 9 Case 3
Meet with client and discuss Case #3; guest speakers
- Nov. 14 Case 3
Discuss Case #3; guest speakers
- Nov. 16 Case 3
Discuss Case #3; guest speakers
- Nov. 21 Case 3
Discuss case #3; guest speakers
- Nov. 23 Thanksgiving Vacation
- Nov. 27 *Case #3 due: Electronic version sent to sbwhite@uwm.edu and rjschnei@uwm.edu by noon*
- Nov. 28 Case 3 & 4
Present Case #3. We assign case #4. We meet Case #4 client
- Nov. 30 Case 4
Discuss Case #4; guest speakers
- Dec. 5 Case 4
Guest Speakers
- Dec. 7 Case 4
Guest Speakers
- Dec. 12 Case 4
Work in teams
- Dec. 13 *Case #4 due: an electronic version sent to sbwhite@uwm.edu and rjschnei@uwm.edu by noon*

Dec. 14

Case 4

Present Case #4, Debrief Case #4, and evaluate the course