# Applied Policy Analysis

**POL/EPC 390 | Winter 2024**

## Meetings

**M | W 9:30 - 10:50 am**  
Locy 214  
**Check Course Schedule for more information**

## Facilitators

**Dr. Kim Marion Suiseeya**  
Associate Professor of Political Science

**Sara Kayyali**  
PhD Candidate in Political Science

## Best Way to Reach Us

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**Office Hours by appointment OR:**  
Kim, Scott Hall 309, Th 2:00 - 4:00 pm  
Sara, Scott Hall 228, Tu 12:00 - 2:00 pm

## Course Description

This course explores what it means to identify, examine, and explore solutions to public policy problems while practicing concrete skills and approaches to public policy analysis.

## Course Resources

We are using two books this quarter: Chrisinger's *Public Policy Writing that Matters* and Peter Linquiti's *Rebooting Policy Analysis*. Information for accessing and assistance with purchasing these materials are on Canvas, as are other course materials.

## Communication and Writing Intensive

Public policy issues are questions about what governments should—or should not—do to address problems that affect large numbers of people. What should governments do about rising rates of homelessness and unhoused populations? Climate change? Corruption? Education? Water quality and access? Trade? Migration? Environmental conservation? This list and a multitude of additional public policy problems facing governments present a variety of challenges. To help policymakers make decisions, policy analysts think and communicate clearly. You must be able to write concisely about complex problems and analyses. To hone these skills we will write and revise often, share feedback with each, and practice oral testimony.

## How to Thrive in This Class

- We all hold valuable knowledge. Bring your knowledge and full self to class and share with others
- Take care of your emotional, physical, and mental health
- Seek help with difficult concepts during class meetings or during office hours
- Take handwritten notes while reading for class and during our sessions

## What We Will Learn and Do

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<tr>
<th>No.</th>
<th>Activity</th>
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<tr>
<td>01</td>
<td>Identify and understand the major steps in policy analysis</td>
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<tr>
<td>02</td>
<td>Recognize common pitfalls in policy analysis and how to avoid them</td>
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<td>03</td>
<td>Understand the practical and ethical implications of different approaches to policy analysis</td>
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<td>04</td>
<td>Evaluate public policy problems using different theoretical approaches</td>
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<td>05</td>
<td>Produce an analysis that evaluates a public policy problem and offers a well-reasoned assessment of politically, economically, and socially possible pathways forward</td>
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HOW WE WILL LEARN TOGETHER

During our time together, we will primarily engage in structured, critical discussions and practice. This requires that you come to class prepared to engage deeply in the reading material and apply key concepts and skills to different types of policy problems.

DEMONSTRATING & ASSESSING YOUR LEARNING

KNOWLEDGE CHECK
AT THE BEGINNING OF CLASS
Check your understanding of assigned readings through short quizzes, activities, and assignments. You must demonstrate a basic understanding of the key concepts explored in each reading to meet the related learning outcomes.

DEFINE PUBLIC POLICY PROBLEMS
Hone your skills for researching public policy problems, thinking clearly, and writing effectively by identifying and defining 3 public policy problems you will focus on this quarter.

EVALUATION CRITERIA
DETERMINE HOW TO ASSESS SOLUTIONS
Develop and practice analytical thinking skills by identifying and defining multiple sets of criteria using different perspectives that define success for 2 particular public policy problems.

EXPLORE, DEVELOP, AND ANALYZE MULTIPLE SOLUTIONS
Demonstrate an understanding of how governments solve public policy problems by developing creative, innovative, and feasible policy options for addressing 1 public policy problem.

ORAL TESTIMONY AND OP-ED
HONE EFFECTIVE COMMUNICATION SKILLS
Cultivate and practice communicating complex analyses to a general audience by crafting a 3-minute oral testimony and 500-word op-ed that advances your policy solution.

FINAL PROJECT
Showcase your analytical and communication skills by producing a final policy analysis brief and analytical reflection that reflects peer and facilitator feedback, demonstrates a well-reasoned assessment of policy options that supports decision-making.

Problem Definition 14%
Knowledge Checks 20%
Evaluation Criteria 12%
Policy Options 10%
Final Policy Brief 30%
Oral Testimony and Op-Ed 14%

GRADING

A >95%
A- 90-94%
B+ 87-89%
B 84-86%
B- 80-83%
C+ 77-79%
C 74-76%
C- 70-73%
D+ 67-69%
D 60-66%
F <60%

SHARED RESPONSIBILITIES

POWER
Knowledge—its production, dissemination, and interrogation—is where power is centered within a university. I invite you to challenge the assumptions that underly our learning and actively co-create a community of learners that investigates and dismantles power hierarchies and promotes more diverse and democratic approaches in our learning.

ACCESSIBILITY
If you need any accessibility-based accommodations, please let us know so we can make appropriate arrangements.

LIFE TOKENS
Life happens. Use up to 2 life tokens for a no-questions asked deadline extension for up to 1 week or assignment resubmission. Just let us know when you’re using a life token. A simple email to both of us saying you are using a life token will suffice.

DUE DATES
Assignment due dates are designed to help us progress through the course while engaging in deep learning. Feedback for late work without a life token will be available through a one-on-one meeting.

POLICIES
Lastly, the university requires me to pass along to you a whole litany of contractual information, some of which you may find important, some of which you may not. I have placed this information on our course Canvas site so you can refer to it as needed.
| Course Basics | January 3 | Introductions and Syllabus Review During Class |
| Exploring Public Policy Problems | January 8 | Complete Readings Before Class; Complete Knowledge Checks During Class; Structured Discussion, Q&A After Class: Post Policy Problem Topics |
| Approaches to Policy Analysis | January 10 | Complete Readings Before Class; Complete Knowledge Checks During Class; Structured Discussion, Q&A After Class: Begin compiling Policy Research Resource list |
| Policy Analysis Basics | January 17 | Complete Readings Before Class; Complete Knowledge Checks During Class; Structured Discussion, Q&A After Class: Begin compiling Policy Research Resource list |
| Defining Public Policy Problems | January 22 | Finish your draft problem statements Before Class; Complete Knowledge Checks During Class; Class Activity with draft problems After Class: Begin drafting Problem Definition Brief; Continue compiling Policy Research Resource list |
| Finding and Evaluating Evidence | January 29 | Submit your Problem Definition Brief Before Class; Explore Library Resources with Librarian During Class After Class: Finalize and submit Policy Research Resource list |
| Things Governments Do | January 31 | Complete Readings Before Class; Complete Knowledge Checks During Class; Structured Discussion, Q&A After Class: Begin brainstorming different definitions of success for your policy problems |
| Perspectives in Policy Analysis | February 5 | Complete Readings Before Class; Complete Knowledge Checks During Class; Structured Discussion, Q&A After Class: Continue brainstorming different definitions of success for your policy problems |
| Indigenous and Intersectional Approaches to Policy Analysis | February 12 | Submit Evaluative Criteria Brief Before Class; Lecture, Q&A, Class Activity During Class; Begin brainstorming potential policy solutions After Class: Continue brainstorming potential policy solutions |
| Comparative and International Policy Analysis | February 14 | Complete Readings Before Class; Complete Knowledge Checks During Class; Lecture, Q&A, Class Activity After Class: Continue brainstorming potential policy solutions |
| Constructing Building Blocks for Policy Analysis | February 19 | Complete Readings Before Class; Complete Knowledge Checks During Class; Structured Discussion, Q&A After Class: Draft Policy Options Brief |
| Writing Workshop | February 26 | Submit Policy Options Brief Before Class; Print 3 copies of your Problem Definition, Evaluative Criteria, and Policy Options Briefs; bring to class During Class; Peer Workshopping After Class: Prepare 3 minute testimony on your policy problem, criteria, and one possible solution. Draft Op-Ed. |
| Writing Workshop | February 28 | Create revision plan and share with peer group Before Class; Submit revision plan During Class; Peer feedback After Class: Prepare 3 minute testimony on your policy problem, criteria, and one possible solution. Draft Op-Ed. |
| Oral Testimonies | March 4 | Practice 3 minute testimony Before Class; Submit Op-Ed During Class; Present 3-minute oral testimonies; Provide written peer feedback |
| Moving Forward (Last Class) | March 6 | Complete Readings Before Class; Practice 3 minute testimony During Class; Finish 3-minute oral testimonies; Class Activities After Class: Begin drafting Final Policy Brief |
| Mar 15 - FINAL POLICY BRIEF DUE | | ORANGE dates indicate an assignment due date. |