

THE NEW SCHOOL
Milano School of Policy, Management, and Environment

Course Syllabus

Policy Analysis
NURP 6002B, CRN 2498
Fall 2019
Tuesday and Thursday, 9:55 – 11:45 AM

Professor Rachel Meltzer

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Office Hours: Tuesdays, 3:30- 5:30 PM, or by appointment.

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Course Description

Policy Analysis is the first course in a three-part sequence required for all students in the public and urban policy program. It is preparation for the Urban Policy Lab and the Advanced Seminar, in which students analyze policy and management issues and make recommendations for actual clients. This course is designed to help students develop and apply analytical skills necessary for informed decision-making.

Although policy analysis was originally associated with the public sector, it is now important to the nonprofit and corporate sectors as well. Based largely on case discussions, the class will explore the choices facing decision makers in the public and nonprofit sectors in the US and abroad with regard to a wide range of issues, including public health, environmental protection, urban development, criminal justice, and transportation. While the course will emphasize the development of a stage-based analytical approach, it will also discuss alternative models of policy analysis and consider several critical perspectives. The course will culminate in a team project in which students conduct a simulated policy analysis project in preparation for the Urban Policy Lab.

Case studies are used throughout the course to apply analytical techniques to a broad array of problems situated within different organizational and political settings. A case describes a real situation in which a public or private official or manager must make a specific decision. The cases summarize the various pressures and considerations that the official or manager must weigh in making the decision and the often incomplete or contradictory information available at the time. Cases challenge the student to put him/herself in the decision-maker's place, to grapple with his or her dilemma, and formulate the best possible solution.

The course gives special attention to repeated application. While students will develop rigorous analytic skills, they will also develop a sense of humility about the limits of their tools and the value of alternative models for decision-making. Further, students will learn how to communicate their findings and recommendations clearly, succinctly and persuasively in written and verbal form. Class attendance, thorough preparation and active participation will be critical for skill development and will figure centrally in the evaluation of student performance.

Course Requirements

In addition to class attendance and active participation, students will be expected to present cases weekly, to prepare two pieces of policy analysis in the form of policy memos to decision-makers, and to work on an issue analysis as part of a team. In addition there will be some written exercises on discounting for cost-benefit analysis, which will require doing quantitative analysis using a spreadsheet. The final team project will culminate in a policy memo and live briefing to a “client.” Prior to the group issue analysis, all students will complete a “presolve” – a single iteration of analysis in the absence of data collection. The grading on the project will be a team grade and effectiveness in group dynamics will be included in the grade.

Grading

Grading will reflect the standards generally expected of a graduate level course. Grades of A will be reserved for those students who perform exceptionally on all aspects of the course. Grades of B will reflect adequate graduate level work. Any grade below a B will be an indication that the student is performing at lower than an adequate graduate level.

The final grade for the course will be calculated on the following basis:

Class Participation and Preparation (including all homework)	25%
Two Policy Analysis Memoranda (20% each)	40%
Individual Presolve Exercise	5%
Final Team Presolve, Policy Analysis Memorandum, and Client Briefing	30%

<p><i>Any student who receives a grade on the first assignment of B or below must resubmit it after receiving comments and suggestions.</i></p>

The course is designed to prepare you to be a professional. Therefore, all assignments must reflect professional standards of analysis, presentation, writing and timeliness. As in professional life, accurate spelling and grammar, and clear and concise writing are critical. To further simulate the professional world, assignments will not be accepted after they are due, except for students who receive my prior approval. (After all, what good is a policy memo a week after the budget is submitted or the votes have been cast?). An incomplete for the course will be granted only in highly unusual situations and only with a prior written request from you and approval by me.

Computer Proficiency

This course assumes that you can use a PC or Mac and understand how to do basic word processing, use a spreadsheet program, and search and retrieve information from electronic

databases. All of your assignments must be word-processed and all quantitative analyses must be done with a spreadsheet. Students will be provided with additional in-class support and workshops on using spreadsheets (Excel) for financial analysis and cost/benefit analysis and with additional sessions on the use of PowerPoint for presentations. The course also assumes that you understand how to do basic research using library and electronic resources. If you are unsure of your research skills, please solicit the help from the librarians in the library, or speak with me during office hours.

Resources

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- University Libraries: <http://library.newschool.edu>
- University Learning Center: <http://www.newschool.edu/learning-center>
- University Disabilities Service: www.newschool.edu/student-disability-services/

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course.

Academic Honesty and Integrity

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found at <http://www.newschool.edu/policies/>

Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website: <http://www.newschool.edu/university-learning-center/student-resources/>

Intellectual Property Rights: <http://www.newschool.edu/provost/accreditation-policies/>

Grade Policies: <http://www.newschool.edu/registrar/academic-policies/>

Conduct

This is a professional school. As such, you are expected to conduct yourselves in a professional manner. Please respect the following policies:

- **Mobile devices:** You must turn off all mobile devices before coming to class. If you are experiencing an emergency, and need to be reachable, please let me know before class and set your device to silent.
- **Attendance and lateness:** Class will begin and end promptly. If you are going to miss a class, or are going to be late or need to leave early, please let me know ahead of time. Students who come in late and leave early disrupt the class and miss important information.
- **Email:** You should have received notification from the university with your New School email address. This will operate as your address for this course; no supplementary addresses will be possible.

Class Schedule

Classes will normally meet on Tuesdays and Thursdays from 9:55 to 11:45 AM. In the last few weeks of the semester, however, due to the need to provide additional teaching support for student briefings, and in order to schedule briefings for each student team, additional time may be scheduled outside of class time. These times may be necessary to accommodate group work, meet with a lab assistant or supervising faculty member.

Course Readings

The following books are required reading for the course:

Meltzer, Rachel and Alex Schwartz. *Policy Analysis as Problem Solving: A Flexible and Evidence Based Framework*, 1st Edition. New York: Routledge, 2018.

Deborah Stone, *Policy Paradox: The Art of Political Decision Making*, 3rd Edition. New York: WW Norton, 2012.

This book is optional, but very useful as another perspective on the decision-making framework that we will use:

John S. Hammond, Ralph L. Keeney, and Howard Raiffa, *Smart Choices: A Practical Guide to Making Better Decisions*. Boston: Harvard Business School Press, 2015. ****this is the newest edition; earlier editions are also acceptable****

In addition to these books, the course will also require purchase of two case studies published by Harvard Business School (HBS). These materials can be purchased and downloaded on-line. To do so, navigate to the following link:

<https://hbsp.harvard.edu/import/651066>

(You will be asked to register with the Harvard Business Publishing Education site before you can purchase and download the case studies).

Other readings must be downloaded from the course's website on Canvas. Go to the "My New School" link on the New School web page to access Canvas.

Other books of value for this course that students might like to own are:

Eugene Bardach and Eric M. Patashnik, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, 5th edition. Washington, DC: CQ Press, 2015. **the 4th edition is also acceptable**

Anthony Boardman, et. al., *Cost Benefit Analysis: Concepts and Practice* (Saddle River, NJ: Prentice Hall, 1996).

Andrew Lang Golub, *Decision Analysis: An Integrated Approach* (New York: John Wiley and Sons, 1997).

Carl V. Patton and David S. Sawicki, *Basic Methods of Policy Analysis and Planning* (Third Edition) (New York: Routledge, 2012).

Robert B. Reich (ed.), *The Power of Public Ideas* (Cambridge: Harvard University Press, 1988).

David A. Rochefort and Roger W. Cobb (Eds.), *The politics of Problem Definition* (Lawrence, KS: University Press of Kansas, 1994).

Paul A. Sabatier and Christopher M. Weible (Eds.), *Theories of the Policy Process*, Westview Press, 2014 (3rd Edition).

Jodi Sandfort and Stephanie Moulton, *Effective Implementation in Practice: Integrating Public Policy and Management* (San Francisco, CA: Jossey-Bass).

Edith Stokey and Richard Zeckhauser, *A Primer for Policy Analysis* (New York: W.W. Norton and Company, 1979)

David L. Weimer et al., *Policy Analysis: Concepts and Practice* (Fifth Edition) (New York: Routledge, 2010)

Class Schedule and Readings

WEEK 1: INTRODUCTION TO POLICY ANALYSIS AND PROBLEM DEFINITION

Tues. Aug. 27th: Course Design: Objectives, Structure, and Expectations

- A. The Policy Analytic Framework and its Relationship to Problem Solving
- B. Learning by the Case Method

Required Reading

Meltzer and Schwartz, Introduction and Chapter 1

Robert Behn, "Policy Analysts, Clients, and Social Scientists." *Journal of Policy Analysis and Management*, 4(3): 428-432. (Download from Canvas)

Rachel Meltzer, "Practice Makes Perfect: Teaching Policy Analysis Through Integrated Client-Based Projects," *Journal of Public Affairs Education*, 19(3): 405-431, 2013 (Download from Canvas).

Jose Gomez-Ibanez, “Learning by the Case Method,” Kennedy School of Government, Harvard University, Case N15-86-1136.0 (Download from Canvas).

Optional Reading

Majone, Giandomenico, Chapter 7 (“Policy Analysis and Public Deliberation”), In *The Power of Public Ideas*, Harvard University Press, 1988. (Download from Canvas)
Multiple authors on “Educating the Client,” *Journal of Policy Analysis and Management*, 21(1), 2002 (Download from Canvas).

Thurs. Aug. 29th: Problem Identification

Case: “Air Pollution and Democracy: The Mexico City School Calendar Change Proposal,” Kennedy School of Government, Harvard University, Case C16-92-1164.0 (Download from Canvas).

Required Reading

Meltzer and Schwartz, Chapter 2

Optional Reading

Hammond et al., Chptrs. 1 & 2 (“Making Smart Choices” and “Problem”), pp. 1-29.

WEEK 2: THE BASIC FRAMEWORK FOR ANALYSIS AND DECISION MAKING

Tues. Sept. 3rd: Generating Alternatives

Case: “Garbage Arguments: Battle Over Transfer Station Underscores City Trash Dilemma.” (Download from Canvas)

Required Reading

Meltzer and Schwartz, Chapter 3

Sunstein, Cass R. and Richard H. Thaler. “Introduction” in *Nudge: Improving Decisions About Health, Wealth, and Happiness* (New Haven: Yale University Press) (Download from Canvas).

Optional Reading

Bardach, “Appendix B: Things Governments Do” (On Canvas).

Patton and Sawicki, Chptr. 6 (“Identifying Alternatives”) in *Basic Methods of Policy Analysis and Planning* (Download from Canvas).

Hammond et al., Chptr. 4 (“Alternatives”), pp. 47-64.

Thurs. Sept. 5th: Objectives and Criteria

Case: “San Diego Padres: PETCO Park as a Catalyst for Urban Redevelopment” Stanford Graduate School of Business, available from Harvard University. Case SPM-37. (Download from HBS)

Required Reading

Meltzer and Schwartz, Chapter 4

Myers Jr., Samuel L. 2002. “Analysis of Race as Policy Analysis,” *Journal of Policy Analysis and Management*, Vol. 21(2): 169-190 (Download from Canvas).

Policy Analysis Memo #1 handed out (due Tues. Sept. 17th in class)

Optional Reading

Patton and Sawicki, Chptr. 5 (“Establishing Evaluative Criteria”) in *Basic Methods of Policy Analysis and Planning* (Download from Canvas).

Hammond et al., Chptr. 3 (“Objectives”), pp. 31-45.

WEEK 3: THE BASIC FRAMEWORK FOR ANALYSIS AND DECISION MAKING (CON.)

Tues. Sept. 10th: Analysis and Recommendation

Case: “Bicycling and Coast City,” Parts 1 and 2. Electronic Hallway. (Download from Canvas)

Required Reading

Meltzer and Schwartz, Chapters 6 and 7

“Memo Writing” Electronic Hallway (Download from Canvas).

“Brief Guidelines for Writing Action Memos,” The Electronic Hallway (Download from Canvas).

“Writing Effective Memos,” The Electronic Hallway (Download from Canvas).

“Writing Effective Memoranda: Planning, Drafting and Revising,” The Electronic Hallway (Download from Canvas).

Optional Reading

Bardach, pp. 83-111, “Assembling Evidence”; and pp. 125-139, “Smart (Best) Practices’ Research.”

Patton and Sawicki, *Basic Methods of Policy Analysis and Planning*, pp. 77-109 (Download from Canvas).

Hammond et al., Chptrs. 5 and 6 (“Consequences” and “Tradeoffs”), pp. 65-108.

Thurs. Sept. 12th: Review of the Key Components of the Analytic Decision-Making Process

Case: “The Greening of Dumbo,” available from Harvard Business School. (Download from HBS).

Required Reading

David Weimer and Aidan Vining, Chptr. 10 (“Landing On Your Feet: How to Confront Policy Problems”) in *Policy Analysis, Concepts and Practice* (Upper Saddle River, NJ: 1999) (Download from Canvas).

Optional Reading

Hammond et al., Chptrs. 10 and 11 (“Psychological Traps” and “The Wise Decision Maker”), pp. 189-234.

WEEK 4: THE BASIC FRAMEWORK FOR ANALYSIS AND DECISION MAKING (CON.) AND IMPLEMENTATION

Tues. Sept. 17th: Case Discussion

Case: “Flu Vaccine Case Study” (Download from Canvas).

*****Policy Analysis Memo #1 Due*****

Thurs. Sept. 19th: Implementation

Required Reading

Howlett and Ramesh, Chapter 7: “Policy Implementation.” (Download from Canvas)

Lipsky, Michael, Chapters 1 and 2, in *Street Level Bureaucracy*, Russell Sage Foundation, 1980. (Download from Canvas)

Richard F. Elmore, “Backward Mapping: Implementation Research and Policy Decisions,” *Political Science Quarterly*, 94(4) 1979-80: 601-616 (Download from Canvas).

Pressman and Wildavsky, Chapter 5 (“The Complexity of Joint Action”), in *Implementation*, University of California Press, 1984. (Download from Canvas)

WEEK 5: ALTERNATIVE MODELS AND CRITICAL PERSPECTIVES

Tues. Sept. 24th: Alternatives to the Rational Model

Required Reading

Review Meltzer and Schwartz, Chapter 1

Charles E. Lindblom, “The Science of Muddling Through,” *Public Administration*

Review, Volume 19 (Spring 1959), pp. 79-88 (Download from Canvas).
Nikolaos Zahariadis, Chapters 3 (“The Multiple Streams Framework: Structure, Limitations, Prospects”) in Paul A. Sabatier and Christopher M. Weible (Eds.), *Theories of the Policy Process*, Westview Press, 2014 (Download from Canvas).
James L. True, Bryan D. Jones, and Frank R. Baumgartner, Chapter 6 (“Punctuated Equilibrium Theory: Explaining Stability and Change in American Policymaking”) in Paul A. Sabatier and Christopher M. Weible (Eds.), *Theories of the Policy Process*, Westview Press, 2014 (Download from Canvas).

Optional Reading

Anne L. Schneider, Helen Ingram and Peter DeLeon. Chapter 4 (“Democratic Policy Design: Social Construction of Target Populations”) in Paul A. Sabatier and Christopher M. Weible (Eds.), *Theories of the Policy Process*, Westview Press, 2014 (Download from Canvas).

Thurs. Sept. 26th: Politics and Policy Analysis

Required Reading

Schneider, Anne Larason and Helen Ingram, Chapter 2 (“A Pluralist View of Public Policy”) in *Policy Design for Democracy*, University Press of Kansas, 1997. (Download from Canvas).

Stone, *Policy Paradox: The Art of Political Decision Making*, Chptrs. 2, 3, 7, 8, 10 and 11 (**Optional**--Conclusion).

Optional Reading

Andrews, Kenneth T., “Social Movements and Policy Implementation: The Mississippi Civil Rights Movement and the War on Poverty, 1965 to 1971,” *American Sociological Review*, 66(1), 2001. (Download from Canvas)

Hirschman, Albert O., Chapter 4: “An Expanding Sphere of Influence” in *Rival Views of Market Society and Other Recent Essays*, Harvard University Press, 1992. (Download from Canvas).

Mettler, Suzanne, “Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans,” *The American Political Science Review*, 96(2): 351-65, 2002. (Download from Canvas)

Pierson, Paul, “When Effect Becomes Cause: Policy Feedback and Political Change,” *World Politics*, 45(4): 595-628, 1993. (Download from Canvas).

Piven, Frances Fox and Richard A. Cloward. 1977. *Poor People’s Movements: Why They Succeed, How They Fail*. New York: Vintage Books.

WEEK 6: ANALYTIC TECHNIQUES

Tues. Oct. 1st: Introduction to Time Value of Money (Discounting)

A. Time Value of Money

B. Introduction to Cost Effectiveness and Cost Benefit Analysis

Required Reading

Meltzer and Schwartz, Chapter 5

Regina Herzlinger and Denise Nitterhouse, *Financial Accounting and Managerial Control for Nonprofit Organizations* (Cincinnati: South Western Publishing Co), Chptr. 14, “Techniques for Financial Decision-Making,” pp. 491-512 (Download from Canvas).

Edith Stokey and Richard Zeckhauser, *A Primer for Policy Analysis* (New York: W. W. Norton, 1978), Chptr. 10 (“The Valuation of Future Consequences: Discounting”), pp. 159-176 (Download from Canvas).

Optional Reading

Wheelan, Charles, *Introduction to Public Policy* (New York: W.W. Norton, 2011), Chptr. 12, “Cost-Benefit Analysis”, pp. 405-443 (Download from Canvas).

Edith Stokey and Richard Zeckhauser, *A Primer for Policy Analysis* (New York: W. W. Norton, 1978), Chptr. 9 (“Project Evaluation: Benefit Cost Analysis”), pp. 134-158.

Thurs. Oct. 3rd: Workshop of Discounting and Time Value of Money using Excel (Bring your laptops!)

*****Prepare discounting exercises to discuss in class; NOT to be handed in*****

*****Policy Analysis Memo #2 (Cost-Benefit memo) distributed—Due Thursday, Oct 17th*****

WEEK 7: ANALYTIC TECHNIQUES (CON.)

Tues. Oct. 8th: Discounting and Time Value of Money using Excel (Bring your laptops!)

Case: Leicester Polytechnic Institute (included at end of Herzinger & Nittenhouse Chapter on Canvas).

Thurs. Oct. 10th: Cost-Benefit Analysis in Theory and Practice

- A. Efficiency
- B. The Social Welfare Function: Distributional Equity
- C. The Challenge of Valuing all the Relevant Impacts

Case: Inclusive CBA for Policing (Download from Canvas).

Required Readings

Meltzer and Schwartz, Chapter 5

Anthony Boardman et. al, Chptrs. 1 and 2 in *Cost Benefit Analysis: Concepts and Practice* (Englewood Cliffs, NJ: Prentice Hall, 1996), (Download from Canvas).

Frank Ackerman and Lisa Heinzerling. Chptrs. 1 and 7 in *Priceless: On Knowing the Price of Everything and the Value of Nothing* (New York: The New Press) (Download from Canvas).

Robert Cullen, "The True Cost of Coal," *Atlantic Monthly*, Dec. 1993, pp. 38-52 (Download from Canvas).

Optional Reading

Vera Institute of Justice, Cost Benefit Analysis and Justice Policy Toolkit (Dec. 2014). (Download from Canvas).

Dennis Culhane et al. "Public Service Reductions Associated with Placement of Homeless Persons with Severe Mental Illness in Supportive Housing." *Housing Policy Debate*, 13(1), 2002, pp. 107-165 (Download from Canvas).

Anthony Boardman et al., Chptrs. 6 and 17 in *Cost Benefit Analysis: Concepts and Practice* (Englewood Cliffs, NJ: Prentice Hall, 1996) (Download from Canvas).

*****Policy Analysis Memo #1 (second version) due at start of class*****

WEEK 8: ANALYTIC TECHNIQUES (CON.) AND ALTERNATIVE MODELS

Tues. Oct. 15th: Critical Perspectives on CBA and Case Discussion

Case: "Crossrail (A): The Business Case," Kennedy School of Government, Harvard University, Case CR14-08-1898.1 (Download from Canvas)

Required Reading

Anthony Boardman et. al, Chptr. 19 in *Cost Benefit Analysis: Concepts and Practice* (Englewood Cliffs, NJ: Prentice Hall, 1996) (Download from Canvas).

William H. Trumbell, "Who has Standing in Cost-Benefit Analysis?," *Journal of Policy Analysis and Management*, 9(3), 1990, pp. 201-218 (Download from Canvas).

Steven Kelman, "Cost-Benefit Analysis, an Ethical Critique," In John Martin Gilroy and Maurice Wade Eds., *The Moral Dimension of Public Policy Choice* (Pittsburgh: Univ. of Pittsburgh Press, 1992), pp. 153-164 (Download from Canvas).

Hank C. Jenkins Smith, "Professional Roles for Policy Analysts: A Critical Assessment" *Journal of Policy Analysis and Management*, 2(1), 1982, pp. 88-97 (Download from Canvas).

Thurs. Oct. 17th: NO CLASS

*****Policy Analysis Memo #2 Due*****

****Submit via Canvas****

WEEK 9: ORIENTATION TO TRIAL ROUND & GUEST LECTURE

Tues. Oct. 22nd: Intersection between Design Thinking and Policy Analysis

Required Reading

TBD

Thurs. Oct. 24th: Introduction to Issue Analysis

Required Reading

Presolve (Download from Canvas).

Research Design (Download from Canvas).

Levi, Daniel, Chptr. 3 (“Team Beginnings”) in *Group Dynamics for Teams* (Thousand Oaks, CA: Sage, 2007), pp. 37-56 (Download from Canvas).

Druskat, Vanessa Urch and Steven B. Wolff, “Building the Emotional Intelligence of Groups”, *Harvard Business Review*, March 2001, pp. 81-90 (Download from Canvas).

“Guidelines for Team Formation” (Download from Canvas).

Individual Pre-Solve Assignment Distributed (due by 12pm on Sun. Oct. 27th).

WEEK 10: INTRODUCTION TO ISSUE ANALYSIS

Tues. Oct. 29th: Teams Assigned and Issues Distributed

Case: Brooklyn Promenade Renovation (Download from Canvas).

*****Graded individual Pre-Solve returned*****

Team Pre-Solve Assignment Distributed (due to team supervisor on Fri. Nov 1st).

Thurs. Oct. 31st: Group work with TA and Faculty Advisor

WEEK 11: GROUP PROBLEM SOLVING

Tues. Nov. 5th: Model Briefing and Discussion of Policy Memo (Takes place in regular classroom)

Thurs. Nov. 7th: Group work with TA and Faculty Advisor

WEEK 12: GROUP PROBLEM SOLVING (CON.)

Tues. Nov. 12th: Group work with TA and Faculty Advisor

Thurs. Nov. 14th: PowerPoint workshop (Takes place in regular classroom)

Required Reading

“Presentation Checklist,” The Electronic Hallway (Download from Canvas).

WEEK 13: GROUP PROBLEM SOLVING (CON.)

Tues. Nov. 19th: Group work with TA and Faculty Advisor

Thurs. Nov. 21st: Group work with TA and Faculty Advisor

WEEK 14: GROUP PROBLEM SOLVING (CON.)

Tues. Nov. 26th: Group work with TA and Faculty Advisor

Thurs. Nov. 28th: NO CLASS--THANKSGIVING

WEEK 15: BRIEFINGS

Tues. Dec. 3rd: Group work with TA and Faculty Advisor

Thurs. Dec. 5th: Briefings

******Team Policy Analysis Memorandum Due Day Before Briefing******

WEEK 16: COURSE CONCLUSION

Tues. Dec. 10th: Briefings

******Team Policy Analysis Memorandum Due Day Before Briefing******

Thurs. Dec. 12th: Course reflections

Required Reading

Meltzer and Schwartz, Chapters 8 and 9

SUMMARY OF DEADLINES FOR WRITTEN ASSIGNMENTS

- **Policy Analysis Memo #1** — Distributed Sept. 5th, Due Sept. 17th (Revisions due Oct. 10th)
- **Policy Analysis Memo #2** — Distributed Oct. 3rd, Due Oct. 17th
- **Individual Pre-Solve** — Distributed Oct. 24th, Due Oct. 27th
- **Team Pre-Solve** — Distributed Oct. 29th, Due Nov. 1st
- **Team Policy Analysis Memo** — Due the day before the scheduled briefing (12/4 or 12/9)