

# PADM 4450 PUBLIC POLICY ANALYSIS- SUMMER 2025

## Instructor Information

**Instructor:** Emmanuel Kems Bigodza

**Pronouns:** him/his/he

**Office:** 116 A Chilton Hall (Zoom is also available)

**Office Hours:** Mon 9:00-11:00 or by Appointment

**Class Type:** Online

**Phone:** (940) 629-2744

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**This syllabus can change in response to UNT policies. If this were to occur, students will be given advanced notice and a copy of the changes.**

## Communication Expectations:

The primary tool of communication for this course is the Canvas course portal. You should send personal concerns or questions to me via Canvas e-mail. You will receive a response within 24 hours of your e-mail. If you e-mail me on Saturday or Sunday, you will receive a response on Monday morning. I intend to post grades within 7 days of completing the assignment, quiz, or test. Please visit this site for online communication tips at <https://clear.unt.edu/online-communication-tips>.

## Course Description, Structure, and Objectives

Public policy is often described as what governments choose to do or not to do. Policy analysis is the process of making projections about the prospects of government actions and inactions. Policy analysis is requisite in all government policy domains. Further, urban planners and non-profit leaders may be required to use some established set of quantitative and qualitative analytical techniques to make judgments on public policies.

The toolkit of policy analysis is comprised of elements borrowed from diverse disciplines. This is likely the case due to the interdisciplinary nature of policymaking. While policy analysts can and do specialize in certain policy areas and/or techniques, they must be conversant in a wide variety of disciplinary approaches.

For better or for worse, economics has become the lingua franca for describing and quantifying the impacts of proposed policies. Thus, a basic understanding of economics is necessary. While this is not an economics course, the tools and terms used by economists will be the principal lens through which we will evaluate policy impacts. The nature of these impacts and the nature of benefits and costs vary substantially by policy area. For this reason, after the economic concepts have been reviewed we will apply these tools to different topical areas. Becoming an effective policy analyst requires knowing the basic tools and applying them appropriately to the right disciplinary context.

Special attention will be paid to improving students' ability to analyze issues involving multiple actors with diverse interests, where information is either uncertain or incomplete. Upon finishing the class, students should be able to apply the skills developed over the semester to a variety of policy areas.

The tools and concepts acquired throughout the course are intended to build toward a final project that involves a comprehensive benefit-cost analysis. This project will constitute the largest share of the grade and will be split into several cumulative components.

### **Course Structure**

This is an online course, your interaction with me and with your fellow students will take place in Canvas. Also, there will be optional zoom discussions during office hours on Mondays 9 am -11 am to discuss the assigned literature. There are 14 weeks of content that you will move through. I will open a new module each week.

### **Course Objectives**

Upon completing this course, students should be able to:

1. Apply economic concepts to analyze public policy.
2. Describe the limitations of economics in policymaking and identify common flaws that undermine the effectiveness of public policy.
3. Conduct a basic Benefit-Cost Analysis (CBA) based on a selected case study.
4. Write a succinct and well-argued policy memo that complements the BCA model.
5. Conduct a clear and concise oral policy briefing.

### **Required/Recommended Materials**

I will refer to the following books. Copies of the books will be reserved and made available in print at the UNT Library. Some of you may find it easier to purchase a copy rather than borrow from the library.

- Weimer, D. L., & Vining, A. R. (5<sup>th</sup> ed). *Policy analysis: Concepts and practice*. Routledge.
- Dye, T. R. (2017) *Understanding Public Policy*. New Jersey: Prentice-Hall.
- Clemons, R. S., & McBeth, M. K. (2020). *Public policy praxis: A case approach for understanding policy and analysis*. Routledge.

### **Technology requirements for courses with digital materials:**

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and [faculty member to include other required equipment or software such as a webcam, microphone, Adobe Photoshop, etc.]. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

There will also be a weekly option zoom meeting on **Wednesdays from 11:00 am to 12pm** starting this Wednesday. I will encourage all of you to join these discussions. You can join using zoom link for the course <https://unt.zoom.us/j/84771059330>

### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT, we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm) (<http://www.unt.edu/helpdesk/index.htm>)

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8 am-9 pm

**Telephone Availability:**

- Sunday: noon-midnight
- Monday-Thursday: 8 am-midnight
- Friday: 8 am-8 pm
- Saturday: 9 am-5 pm

**Laptop Checkout:** 8 am-7 pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-105544212710328) (<https://community.canvaslms.com/docs/DOC-105544212710328>)

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals’ experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”

- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
- **Notice: Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the course in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.** For more information on [Netiquette Guidelines](http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf):

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

### How to Succeed in this Course

While I want to make myself as available as possible to each of you, I do have to place some limitations on when I can be contacted. I would prefer that most general questions go through the **Q & A** forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from the questions asked, and they can be answered in a venue that the whole class can see. You may also want to find someone in class to be a "buddy" with. This will give you at least one other person who you can email with questions.

If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend. Please use my phone number as a last resort - but, also, please use it if you need to!

Normally, I will return feedback on all written assignments within 1 week of the due date. However, if I see that I will be unable to return your feedback that quickly I will post an announcement to let everyone know when it can be expected. You can expect to see me participate in the discussion board after all the original student posts have been posted - usually on the Friday of the first week of the module.

The University of North Texas makes reasonable academic accommodations for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to the faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodation at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member before implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the student’s privacy. For additional

information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

### Supporting Your Success and Creating an Inclusive Learning Environment

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement, and I also encourage you to review

UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://deanofstudents.unt.edu/conduct)) (<https://deanofstudents.unt.edu/conduct>)

### Assessing Your Work

Students are required to read the course materials and participate actively in class through debates and via the discussion feature on Canvas. Students' evaluations would be ascertained through scores on quizzes, canvas discussions, exams, and the course project.

- 1. Discussions and Short Response (200 points):** There will be short responses throughout the semester over discussions and reading materials. There will be four (for 50 points each) focused discussions and short response assignments for questions related to that week's module. We will utilize the "Discussion" option in Canvas, which provides an integrated system for class discussions. All short responses should be completed via Canvas for the date indicated in the syllabus. Your short response to a topic should be between 200 – 300 words. You are also expected to reply to two posts made by other members of the class.
- 2. Quizzes (200 points)** There will be five graded quizzes (40 points each) based on class modules and assigned readings. The quizzes are intended to test your mastery of the material covered. They will also help you to prepare for the examinations. A quiz would comprise 10 objective-type questions based on the readings for a week. Quizzes will be administered through Canvas. Students would have one attempt, and unlimited time to answer the questions before the deadline of the quiz.
- 3. Cost-Benefit Analysis Memo (200 points):** You are required to write an evaluation of a case study that employed a Cost-Benefit Analysis in Clemons and McBeth (2020). The benchmarks for this analysis would be broken down into three.
  - Identify Case for Cost Benefit Analysis Memo (50 points)
  - Complete the Memo – Final Project (100 points)
  - Policy briefing video based on the Memo - posted in Canvas (50 points). The final product will be a five-minute video posted on canvas. The presentation will be due in the week of finals. I will provide additional instructions.
- 4. Exams (400 points):** There will be two exams, the midterm worth 200 points and the final worth 200 points. Exams will cover material from the assigned readings, quizzes, PowerPoint slides/lectures, and posted supplemental material including posted videos and posted articles, and will consist of 20 multiple-choice, true or false, matching questions. No make-up exams will be given unless a university-

approved excuse has been provided. Exams are to be taken without assistance from anyone else. You have 2 hours to complete the exam from the time you open the online link. The final exam will not be comprehensive.

I reserve the right to make any adjustments to course assignments, as necessary.

### Course Point System

<b>Assessments</b>	<b>Details</b>	<b>Points Each Possible</b>	<b>Total Points Possible</b>
<b>1. Activities</b>	<i>Quizzes</i>	<i>5@40</i>	<i>200</i>
	<i>Canvas Discussions /Short Responses</i>	<i>4@50</i>	<i>200</i>
<b>2. Exams</b>	<i>Exam I</i>	<i>200</i>	<i>200</i>
	<i>Exam II</i>	<i>200</i>	<i>200</i>
<b>3. Memo</b>	<i>Identify Case for Cost-Benefit Analysis Memo</i>	<i>50</i>	<i>50</i>
	<i>Complete the Memo – Final Project</i>	<i>100</i>	<i>100</i>
	<i>Policy briefing video based on the Memo - posted in Canvas</i>	<i>50</i>	<i>50</i>
	<b>Total Points Possible</b>	<b>1000 (100%)</b>	<b>1000</b>

The standard scale below will be used for grading:

**A = 900-1000**

**B = 800-899**

**C = 700-799**

**D = 600-699**

**F = 500-599**

In most cases, I do not allow students to do extra work (i.e., an additional paper) to improve their grades in the course. This is not fair to other students who are not given the same opportunity. Late submission will be penalized unless the student has a legitimate excuse or crisis causing the delay in completing work (i.e., illness, family death, etc.). Also, I will only grant incompletes or extensions to students who have legitimate excuses or crises and who make requests before the end of the course.

You will lose 5% of your total score if you submit within 48 hours after the deadline. You will lose 10% of your total score if you submit beyond 48 hours after the deadline. Your assignment will not be accepted beyond 7 days of the deadline with no legitimate reasons or no communications with the instructor. Please email the instructor BEFORE the deadline to request accommodation to waive the late policy. Course Requirements/Schedule

**SECTION 1: INTRODUCTION AND CONCEPTUAL FOUNDATIONS FOR PROBLEM ANALYSIS**

<b>Week</b>	<b>Date</b>	<b>Modules</b>	<b>Assignment</b>	<b>Points Possible</b>	<b>% of Final Grade</b>
<b>Week 1</b>	05/19	<b>Introduction to Public Policy</b>	Course Syllabus Dye, T. R. (2017) Chapter 1 and Chapter 2		
		<b>Idealized Competitive Model</b>	Weimer and Vining (5 <sup>th</sup> ed) (Chapter 4 pp. 54-70)		
Assessments			Quiz 1	40 pts.	4%
			Quiz 2	40pts.	4%
<b>Week 2</b>	05/26	<b>Market Failures 1: Public Goods and Externalities</b>	Weimer and Vining (2016) Chapter 5 (pp.71-96)		
		<b>Market Failures 2: Natural Monopoly and Information Asymmetry</b>	Weimer and Vining (2016) Chapter 5 (pp.97-112)		
Assessments			Discussion 1	50 pts.	5%
			Quiz 3	40 pts	4%
<b>Week 3</b>	06/02	<b>Rationales for Public Policy – Limitations of Competitive Framework</b>	Weimer and Vining (2016) Chapter 6 (pp.113-131)		
		<b>Are there Limitations to Public Intervention? Government Failures</b>	Weimer and Vining (2016) Chapter 8 (pp.156-190)		
Assessments			Quiz 4	40 pts.	4%
			Discussion 2	50 points	5%

## SECTION 2: LIMITATIONS TO PUBLIC INTERVENTIONS AND CORRECTIONS

Week	Date	Topic	Assignment Due	Points Possible	% of Final Grade
<b>Week 4</b>	06/09	<b>What are the Mechanisms to Correct for Market and Government Failures?</b>	Weimer and Vining (2016) Chapter 10 (pp.209-262		
		<b>How to Tackle Policy Problems?</b>	Weimer and Vining (2016) Chapter 15 (pp.340-383		
Assessment			Discussion 3	50 pts.	5%
			Quiz 5	40 pts.	4%
<b>Week 5</b>	<b>06/16</b>		<b>EXAM 1</b>	<b>200 pts.</b>	<b>20%</b>

## SECTION 3: COST-BENEFIT ANALYSIS

Week	Date	Topic	Assignment Due	Points Possible	% of Final Grade
<b>Week 6</b>	06/23	<b>Cost-Benefit Analysis: Assessing Efficiency</b>	Weimer and Vining (2016) Chapter 16 (pp.383-399) Clemons and McBeth (2020) Chapters 2 and 3.		
		Case Study One The 'Gig Economy' Case: Uber (and Lyft) from Boise to Burlington	Clemons and McBeth (2020) pp. 39-48		
Assessment			Discussion 4	50pts.	5%
<b>Week 7</b>	06/30	Case Study Two Vaping Politics and Policy: Up in Smoke	Clemons and McBeth (2020) pp. 132-138		

		Case Study Three: "BigMart: Cheap Goods at What Price? Stakeholders and Storytellers: Playing Politics and the Policy Process"	Clemons and McBeth (2020) pp. 289-296		
Assessment		Identify Case for Cost-Benefit Analysis Memo		50 pts.	5%
<b>Week 8</b>	07/07	Cost-Benefit Analysis – Workshop on Memo Writing			
<b>Week 9</b>	07/14	Complete the Memo – Final Project		100pts	10%
<b>Week 10</b>	<b>07/21</b>	Memo Presentation		50 pts.	5%
	<b>07/25</b>	<b>EXAM 2</b>		200 pts.	20%

### Standard Policies

Every student in my class can improve by doing their work and trying their hardest with access to appropriate resources. Students who use other people’s work without citations will be violating UNT’s Academic Integrity Policy. Please read and follow this important set of [guidelines for your academic success](https://policy.unt.edu/policy/06-003) (https://policy.unt.edu/policy/06-003). If you have questions about this or any UNT policy, please email me or come discuss this with me during my office hours.

**Note:** Students will be notified by Eagle Alert if there is a campus closing that will impact a class and describe that the calendar is subject to change, check the UNT’s policy on emergencies here [Emergency Notifications and Procedures Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049\_Standard%20Syllabus%20Policy%20Statements\_supplement.pdf). Also describe the standards for academic integrity in the course, citing the [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049\_Standard%20Syllabus%20Policy%20Statements\_supplement.pdf).

## Attendance and Participation

Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work. I understand tardiness and absence may occur. If you are late for the class, please drop me an email to let me know the circumstances. If for some reason you may not be able to submit assignments on due dates, kindly inform the instructor before the due date. Failure to do that will mean that policy for late submissions will be applied.

## Class Recordings and Student Likenesses

Any synchronous (live) class sessions offered in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## Find the support you may need

### Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellnesscenter) (<https://studentaffairs.unt.edu/student-health-and-wellnesscenter>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)
- **Mental Health** - UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellnesscenter/services/psychiatry>)

- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling) (https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling)

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### **Chosen Names**

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT EUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

### **Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#) ○ [How do I use pronouns?](#) ○ [How do I share my pronouns?](#) ○ [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

### **Academic Support Services**

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (https://clear.unt.edu/canvas/student-resources)
- [Academic Success Center](https://success.unt.edu/asc) (https://success.unt.edu/asc)
- [UNT Libraries](https://library.unt.edu/) (https://library.unt.edu/)

- [Writing Lab \(http://writingcenter.unt.edu/\)](http://writingcenter.unt.edu/)

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