

PADM 4450 PUBLIC POLICY ANALYSIS- SUMMER 2026

Instructor Information

Instructor: Emmanuel Kems Bigodza (Teaching Fellow)

Pronouns: him/his/he

Office: 204F Chilton Hall (Zoom is also available)

Duration: 10 Weeks (Summer Term)

Class Type: Online

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<p>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.</p>
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Class Meeting Arrangements:

Mode of Participation – Fully Online

Optional Weekly Virtual Meetings: Wednesdays 9:30 am to 11:00 am

Office Hours:

Meetings by appointment (In-person option is also available).

Online: Wednesdays: 11:00 am to 12:00 pm.

Welcome to UNT and this course!

Welcome to the course. Whether you are new to public policy or already interested in how governments make decisions, this class is designed to help you think more systematically about real-world policy problems. Public policy affects nearly every aspect of our daily lives – from housing and transportation to healthcare, education, and the environment. In this course, you will learn how to evaluate these policies using practical analytical tools, with a particular focus on understanding trade-offs, costs, benefits, and unintended consequences.

This syllabus is your guide for the semester. It outlines what you will learn, how the course is structured, the materials you will use, and how your work will be evaluated. It also provides important expectations regarding participation, assignments, and the final project.

Because this is an online course, staying organized and engaged will be especially important. Each week builds on the previous one, and the assignments are designed to help you progressively develop the skills needed for your final policy analysis project.

If you have questions at any point, you are encouraged to reach out or join the optional weekly Zoom sessions. I look forward to working with you over the course of the term. I am delighted to have you in this course and look forward to our time together as we explore the dynamics of public policies and their

implications. I am excited to support your learning journey. Please know that your questions, insights, and participation are important to our collective success.

This syllabus outlines several expectations of you, me, and UNT and how we will work together to make this a powerful experience for you and your classmates.

Familiarize yourself with the course

Course Description

Public policy is often described as what governments choose to do - or not to do. Policy analysis is the systematic process of evaluating these choices by assessing their likely impacts, trade-offs, and feasibility. This course introduces students to the tools and frameworks used to analyze public policies across a range of domains.

Because policymaking is inherently interdisciplinary, the course draws on concepts from economics, political science, and public administration. Particular emphasis is placed on economic reasoning as a common framework for evaluating policy impacts, especially through benefit-cost analysis (BCA). While this is not a formal economics course, students will learn to apply core economic concepts to real-world policy problems.

Throughout the course, students will develop the ability to analyze policies involving multiple stakeholders, competing interests, and imperfect information.

Course Structure

This is an **ONLINE** course with **ALL** content and assessments online. However, I have added a **weekly optional meeting**, where we can meet to discuss the activities of the week and respond to some questions that you may have. **However, it is important to emphasize that this meeting is completely optional for students and students would not be penalized for non-attendance.** Content is delivered each week in modules, and any scheduled due dates are shared in each module. Each week's module is available on Monday so students may prepare and complete activities and assignments as scheduled.

Course Prerequisites

There are no pre-requisite courses for this course.

Course Objectives

By the end of this course, students will be able to:

1. Apply core economic concepts to evaluate public policy decisions.
2. Explain the strengths and limitations of economic approaches in policymaking.
3. Identify common sources of policy failure, including issues related to incentives, information, and implementation.
4. Conduct a basic benefit-cost analysis (BCA) using a real or hypothetical policy case.
5. Write a clear, concise, and persuasive policy memo grounded in analytical evidence.
6. Communicate policy findings effectively through a structured oral briefing.

Required course 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. (6th 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.

SECTION 1: INTRODUCTION AND CONCEPTUAL FOUNDATIONS FOR PROBLEM ANALYSIS

Week	Date	Modules	Assignment	Points Possible	% of Final Grade
Week 1	05/18 – 05/22	Introduction to Public Policy	Course Syllabus Dye, T. R. (2017) Chapter 1 and Chapter 2		
		Idealized Competitive Model	Weimer and Vining (6 th ed) (Chapter 4 pp. 54-70)		
Assessments			Quiz 1	40 pts.	4%
			Quiz 2	40pts.	4%
Week 2	05/25 -05/29	Market Failures 1: Public Goods and Externalities	Weimer and Vining (2016) Chapter 5 (pp.71-96)		
		Market Failures 2: Natural Monopoly and Information Asymmetry	Weimer and Vining (2016) Chapter 5 (pp.97-112)		
Assessments			Discussion 1	50 pts.	5%
			Quiz 3	40 pts	4%
Week 3	06/01 – 06/05	Rationales for Public Policy – Limitations of Competitive Framework	Weimer and Vining (2016) Chapter 6 (pp.113-131)		

	Are there Limitations to Public Intervention? Government Failures	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
Week 4	06/08 – 06/12	What are the Mechanisms to Correct for Market and Government Failures?	Weimer and Vining (2016) Chapter 10 (pp.209-262)		
		How to Tackle Policy Problems?	Weimer and Vining (2017) Chapter 15 (pp.340-383)		
Assessment			Discussion 3	50 pts.	5%
			Quiz 5	40 pts.	4%
Week 5	06/15		EXAM 1	200 pts.	20%

SECTION 3: COST-BENEFIT ANALYSIS

Week	Date	Topic	Assignment Due	Points Possible	% of Final Grade
Week 6	06/22 – 06/27	Cost-Benefit Analysis: Assessing Efficiency	Weimer and Vining (2017) 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%

Week 7	06/29 – 07/03	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%
Week 8	07/06 – 07/11	Cost-Benefit Analysis – Workshop on Memo Writing			
Week 9	07/13 – 07/18	Complete the Memo – Final Project		100pts	10%
Week 10	07/20	Memo Presentation		50 pts.	5%
	07/24	EXAM 2		200 pts.	20%

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

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

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

Academic Integrity Guidance on GenAI Spring 2026

Introduction and Overview

Generative Artificial Intelligence (GenAI) refers to software systems and platforms that create new content, such as text, images, audio or video using generative models. These models identify patterns from large datasets, enabling them to generate data in response to specific prompts, which in many ways can resemble human-created content.

At the University of North Texas, we value creativity and aim for all members of our community to thrive in an ever-changing world. In line with these values, it is critical that we prepare our academic community to embrace AI literacy by intentionally incorporating the use of GenAI into relevant learning experiences. The following guide is intended to support our community in creatively exploring the benefits of GenAI in the teaching and learning process, while mitigating inappropriate or detrimental use of GenAI, such as students' reliance on automated content without critical engagement.

Class Policy

In this course, the use of GenAI tools is limited. Any additional use requires explicit permission, proper citation, and authentic student work. What this means is that students are allowed to engage GenAI in some cases such as assignments, consultations, and other responsible uses. However, this limited use is subject to evidence of not more than 20% of your submissions based on Turnitin's GenAI detection tool by UNT. Tasks such as quizzes and exams should be completed independently without any reliance on GenAI.

Penalties

Penalties for unauthorized use of GenAI and violation of these policy guidelines will result in the following

Loss of 20% of points if there is evidence of 20% or more GenAI.

Loss of 35% of points if there is evidence of 50% or more GenAI.

Loss of 70% of points if there is evidence of 65% or more GenAI.

Loss of 100% of points if there is evidence of 80% or more GenAI.

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>.

Technology requirements for courses with digital materials:

This course has digital components. To 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>).

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

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>

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.

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.

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>)

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/>)