

Urban Politics and Public Policymaking  
Public Policy 81.3  
Spring Term 2008

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Please keep our X-Period open throughout the semester; the X-Period is Wednesday from 4:15 to 5:05.

I. Goals:

The goal of this class is to learn.

During this course we will learn more about not only urban public policy but also how to read, write, and think more critically.

This class surveys urban governance, public policy, and the methods necessary to analyze policy at the city level. It also specifically examines government, politics, and policy in New Orleans in order to provide a better understanding of how the city functioned and rebuilt after Hurricane Katrina.

This course teaches us about how New Orleans is rebuilding its policies after Hurricane Katrina. It is not just about New Orleans, instead, it teaches us about policy formation, implementation, and complexity. It also teaches us about urban politics. Who governs cities? What role do the federal and state government play in cities, and why? How does race affect urban politics and policy, and why?

Public Policy 81.3 is designed to increase your knowledge of many subjects: (1) urban politics, (2) urban governance, (3) American politics, (4) public policymaking and analysis, (5) government and politics in New Orleans, and (6) the rebuilding of a city after a disaster.

This course combines theoretical and practical politics. In the first part of this class we will read about practical politics in Philadelphia. Throughout the class, we will read the New Orleans *Times-Picayune* (<http://www.timespicayune.com/>) to learn about practical politics in this city. The first part also provides instruction on policy research and introduces the effects of Hurricane Katrina.

The second part covers the city of New Orleans and more of the effects of Katrina. The rest of the course examines rebuilding from various policy perspectives.

Throughout the course, you need to understand the concepts of independent and dependent variables. The actions of independent variables affect the dependent variable. For example, if opening an umbrella is your dependent variable, then rain is one independent variable. That is, the action of opening the umbrella depends partly upon whether it is raining. In this course, for example, we will read about how politics and the political culture of place – both independent variables – affect economic development policy, the dependent variable.

In this course, we will also analyze knowledge claims. How do researchers and others support their assertions? How do they know what they claim?

Course Objectives:

This course will teach several lessons and develop several skills.

Skills-Based:

If you work hard, then your research skills will improve.

If you work hard, then your writing skills will improve.

If you work hard, then your ability to speak in public will improve.

If you work hard, then your ability to analyze public policy will improve.

If you work hard, then your ability to solve problems and think critically will improve.

Knowledge-Based:

If you work hard, then your understanding of urban public policy will improve.

If you work hard, then your knowledge of rebuilding cities after natural disasters will improve.

If you work hard, then your knowledge of specific urban policy areas, including urban education, economic development, social welfare, and health, among others, will improve.

If you work hard, then your knowledge of urban governance in New Orleans and other cities will improve.

If you pay attention, then your skills and knowledge will increase.

II. Expectations:

- a. You should attend every class. More than two unexcused absences will negatively affect your class participation grade.
- b. When in class, you are expected to work hard and take copious notes. Remember, the goal is to learn.
- c. You will lose points from your class participation grade if you are late to class more than twice. You will be considered late if you come back late from break.
- d. You are responsible for reading the entire assignment before class. If you are assigned chapter one for a class, for example, please have the entire chapter read before that class. The syllabus is flexible, which means we may spend more time on a topic than allotted by the syllabus.
- e. Make sure to stay ahead of the readings. Please *analyze* the readings before class because this practice will help your grade and, more importantly, it will enhance your understanding of urban government, policies, and policy analysis.
- f. This class will consist of lectures and class discussion. Class discussions will focus upon the readings and the lectures. There will be more discussion than lecture in the class. If you want to discuss a point that I mention, please feel free to raise your hand so that we can talk about this topic. I want the lecture to stimulate discussion.
- g. During this course, you should read the *Times-Picayune* to better understand politics in the New Orleans metropolitan area and to connect theoretical politics to practical politics. In order to effectively use the paper, you should (at the very least) read the front-page stories and the metro section on a regular basis.
- h. *Daily preparation is the best and most efficient way to study.*
- i. My door is open to you. Please come and see me early and often. This course is a learning partnership between you and me. We will work together to make you the best student you can be. Please do not wait for help.
- j. There are few clear-cut answers to urban politics, policy, and governance. Therefore, in this course, you should expect to analyze the readings and class discussion to develop your philosophies about urban politics.

### III. Expectations of Professor

- a. While I expect you to work hard and to prepare on a daily basis, let me assure you that I will be there to help you. Please come and see me in my office hours or by appointment. Even if you are not having any difficulty with the material, please come and see me.
- b. Urban governance and policy analysis are interesting subjects. You should expect to enjoy this learning experience as long as you read the material before class, attend class, prepare constantly, and work hard. If you perform these tasks, then you will do very well in this course.

### IV. Assignments and Grading:

Your grade consists of the following parts:

#### Written Homework Assignments

You will have to complete seven, short homework assignments on the readings and lectures. I will provide the questions in advance.

The homework assignments are due March 27, April 1, April 8, April 22, May 13, May 20, and May 27.

The homework assignments make up 40% of your final grade.

Please make sure that all written assignments are top-quality work, which means that you need to write complete ideas and complete sentences. Avoid proofreading and spelling mistakes at all costs.

An A homework paper contains lot of insight. It indicates that you have thoroughly answered the questions and reflected on the topics. An A homework assignment contains proper grammar and does not include spelling mistakes. It does not have to be the longest paper.

A B paper gets all of the facts correct but does not indicate that the student has thought long and hard about the assignment. A B paper answers the who, what, where, and when questions but it neither reflects upon the why and how questions nor explains what the readings say about urban governance, rebuilding New Orleans, public policy, or methods of policy analysis.

Papers that receive below a B are incomplete, have spelling and grammatical mistakes, have too many incorrect assertions, and are not quality work. They do not adequately answer the who, what, were, when, why, or how questions.

I will post the questions on blackboard.

Homework assignments = 40%

You, and only you, should write and complete each of these aforementioned assignments. Each assignment should reflect your ideas and your writing. You can exchange thoughts with your classmates but the final product should reflect your work and not the work of others.

### Class Participation

Your class participation grade will be determined by the quality and quantity of your responses. Quality responses connect the lecture points to the readings or they move the lecture ahead in a substantive way. Quantity does not mean that you have to speak every class, but regular participation – at least once a week – will lead in part to a quality class participation grade. Please do not dominate discussion without moving the lecture forward. Coming to class late either at the beginning of class or after the break will negatively affect your class participation grade.

Please do not eat meals in class.

Class participation is worth 10% of your final grade.

### Group Project

Local officials from New Orleans have certain policies that they would like our class to analyze. Please rank your top three choices, and I will do my best to make sure you get one of them. Here are the projects:

Your two- or three-person team will write a policy report. You must use two previous Policy Research Projects as templates. These reports are “Renewable Portfolio Standards in Energy Policy: A Policy Analysis for the State of New Hampshire,” and “Enhancing Retirement Saving in New Hampshire: A Final Report to the New Hampshire Voluntary Retirement Project.”

### Policy Projects

#### **Sponsor – Stacy Head, Councilmember, District B**

1. What are some realistic poverty reduction techniques that local governments can employ?

#### **Sponsor – Phyllis Landrieu, Orleans Parish School Board, Member**

2. You may know that the New Orleans system is trifurcated into five systems (is that quifulcated?) What would be the best governmental organization?

3. What programs do poor and black children in New Orleans need to close the achievement gap and how much will it cost?

**Sponsor – Arnie D. Fielkow, New Orleans City Council President**

4. International Trade -- How is a good international trade office run (i.e. funding, management, strategies, etc.). How can we harness our “culture” to foster international trade opportunities?
5. How do we integrate the untrained/non-working into the mainstream New Orleans post-Katrina economy?
6. How does the city establish a policy/what should that policy be, for public-private partnerships in various sectors? Post-Katrina, the city needs to have public-private partnerships in many areas (we are working on economic development and recreation) but knowing how we can make this a city policy and implement across the board is an interesting idea.
7. Customer Service -- what is a good policy of city “customer service,” i.e. what do citizens need and do we provide it (outreach, etc.)? What should the city take on, what can it not take on given that we are in recovery?
8. How do we implement a public-private partnership to capture the assets of “volunteers”, i.e. what do other cities do, what should be the goals, etc.?
9. What can the City of New Orleans do to address a mental health crisis in the midst of an overall healthcare crisis (lack of services, funding, homelessness, etc.)?

**Sponsor -- Kevin U. Stephens, Sr., MD, JD, Director, New Orleans Health Department**

10. The question is whether it is a good policy to fund a public hospital system for the poor using the uncompensated care dollars (1 billion dollars this year) or use this money to buy health insurance for all citizens on a sliding fee scale.

The problem is that the public health hospital does not have the capacity to serve the uninsured. Hence, many have very poor outcomes. This creates a two tiered system, one for the uninsured and one for the insured. The quality is different and access is different. Other states, like Massachusetts, fund insurance. Louisiana is ranked 50th in terms of health outcomes.

11. What is the policy about making Medicaid insurance portable in a disaster? When you have an evacuation, like in Katrina, when other citizens went to other

states, they were uninsured and could not even get medications. Should we give full faith and credit to states for Medicaid in a disaster?

For other Policy Research Shop reports see  
<http://policyresearch.dartmouth.edu/reports/index.html>

You are also to read “State Takeovers and Reconstitutions: Policy Brief.” These three policy briefs provide a template for you to follow as you write your reports.

Use Bardach’s Eightfold Path to guide your research. It is not to be used as a template, but rather, a guide.

The following are key questions you need to answer in your project:

1. What is the policy problem?
2. How do other places address similar problems?
3. How effective are the policies that attempt to ameliorate these problems?
4. Based upon the first three questions, which course of action would you recommend and why?

I will collect your top three preferences on April 1.

A preliminary, oral report, which will not be graded, will take place on April 15, during the X-period on April 16, and on April 17, if necessary. Keep the X-Period open that week. In these oral presentations, your team will provide an outline of your policy brief, and explain what you have done to this point and how you will continue to research the topic. You will be graded on clarity, brevity, exactness of measures, and the quality of research conducted. The oral presentations last no longer than 10 minutes. You will be stopped at the 10-minute mark. You must address the policy problem,

The report is due May 6. It will be worth 25% of your final grade. It must be a complete and thorough.

A final oral report, worth 10% of your final grade, will take place May 20, 21, and 22, if necessary. In this presentation, you will summarize your policy brief. The same 10-minute time limit applies. See rules above.

The final report, with corrections, revisions, and thorough additions completed after you receive feedback from the first report and the presentations, is worth 15% and is due on or before June 2.

*How I assign grades:* An A paper contains creative writing and thinking. It indicates that you have researched the topic and questions. An A paper is thorough and it addresses your policy topic in an in-depth manner. An A paper contains proper grammar and does not include many spelling or grammatical mistakes. A papers reflect on the questions

and illustrate that you have learned more about public policy. They use the course lectures and readings in addition to extensive outside research and feedback from the professor to provide a comprehensive policy report.

A B paper gets all of the facts correct but does not indicate that the student has thought long and hard about the assignment. A B paper neither reflects fully upon the why and how questions nor explains what the readings and your research say about public policy.

Papers that score below a B have a variety of problems, including spelling and grammar mistakes, too many incorrect assertions, and inadequately formulated answers. As these problems increase, your grade will decline.

For a detailed explanation of the grades, see *Dartmouth Organization, Regulations, and Courses*, September, 2007, p. 65.

#### V. Grading Scale

|          |    |
|----------|----|
| 94-100 = | A  |
| 90-93 =  | A- |
| 87-89 =  | B+ |
| 84-86 =  | B  |
| 80-83 =  | B- |
| 77-79 =  | C+ |
| 74-76 =  | C  |
| 70-73 =  | C- |
| 60-69 =  | D  |
| 0-59 =   | E  |

#### VI. Grading Policies.

If any paper is late, you will lose one full letter grade. In addition, you will lose one full letter grade for each additional day the paper is late.

For each assignment, unless we make special arrangements, late papers include those you slip under my door while class is taking place, emailed assignments, or assignments that you hand in at the end of a class that you did not attend. I am flexible, which means that I will make special arrangements with you when extraordinary circumstances arise and you cannot hand-in the assignment on time. The sooner you can tell me about extraordinary circumstances, the better. I am unlikely to grant special consideration on the due date. Please make sure **all written assignments** are top-quality work, which means that you write in complete ideas and in complete sentences.

#### VII. Other Points of Interest

Please avoid sidebar conversations during class. If you talk while another student or the professor is addressing the class, then I will deduct points from your final grade.

Please be respectful of the other students and the professor in this course. Disruptive behavior will not be tolerated and will result in a lower grade and other penalties.

Please do not get up during class or the exams unless it is an emergency. You will lose points if you continually get up during class.

The assignments and topics covered in this course may be subject to change because of certain circumstances, such as a blizzard.

#### VII. Required Texts: (Please bring books to class)

Eugene Bardach, 2005. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Second Edition. Washington, D.C.: CQ Press.

Buzz Bissinger. 1997. *A Prayer for the City*. Random House.

Peirce F. Lewis. 2003. *New Orleans: The Making of an Urban Landscape*, Second Edition, University of Virginia Press.

On blackboard, you will find an extensive bibliography on Katrina (<http://lamar.colostate.edu/~loripeek/KatrinaBibliography.pdf>)

Please see blackboard for other required readings.

#### VIII. Readings

##### Week I.

March 25

March 27

Margery Austin Turner and Sheila R. Zedlewski, *After Katrina: Rebuilding Opportunity and Equity into the New New Orleans*, chapters 1-6

Peter Katel, "Rebuilding New Orleans: Should Flood-Prone Areas Be Redeveloped?" *CQ Researcher*, Feb. 2006.

Brookings Institution, "Hurricane Katrina Timeline," no date.

The Urban Institute Fact Sheet, "Katrina: Demographics of a Disaster."

Week II.

**Introduction to Urban Politics, Policy Analysis, and Hurricane Katrina**

April 1

Eugene Bardach, 2005. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Second Edition. Washington, D.C.: CQ Press, Introduction and Parts I and II.

Read Bissinger (preface, prologue, and chapters 1 – 10)

Paul F. McCawley, “The Logic Model for Program Planning and Evaluation,” University of Idaho Extension.

April 3

Week III.

April 8

**Introduction to Urban Politics, Policy Analysis, and Hurricane Katrina  
(Continued)**

Eugene Bardach, 2005. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Second Edition. Washington, D.C.: CQ Press, Part III, Appendix A and Appendix C.

Read Bissinger (chapter 11 – epilogue).

April 10

Week IV.

April 15

**Introduction to New Orleans and the Effects of Katrina**

Pierce Lewis, *New Orleans: The Making of an Urban Landscape*. Univ. of Virginia, 2003, Book One, including epilogue

*Cities At Risk: Catastrophe, Recovery and Renewal in New York and New Orleans*, Edited by Andrew White and Peter Eisinger

John R. Logan, Professor of Sociology, Brown University, “The Impact of Katrina: Race and Class in Storm-Damaged Neighborhoods,”

Petterson, John S., Laura D. Stanley, Edward Glazier, and James Philipp. 2006. "A Preliminary Assessment of Social and Economic Impacts Associated with Hurricane Katrina." *American Anthropologist* 108(4): 643-670.

April 17

Week V.

April 22

### **Introduction to New Orleans and the Effects of Katrina (Continued)**

Pierce Lewis, *New Orleans: The Making of an Urban Landscape*. Univ. of Virginia, 2003, Book Two, including epilogue

Amy Liu & Allison Plyer "The New Orleans Index: Executive Summary," January 2008

Bruce Katz, Matt Fellowes, Mia Mabanta, "*Katrina Index Monthly Summary of Findings*" *January 4, 2006*

Amy Liu & Allison Plyer "Katrina Index: Tracking Variables of Post-Katrina Recovery," Brookings, August 2006, First Year Anniversary.

Amy Liu, Matt Fellowes, and Mia Mabanta "A Review of Key Indicators of Recovery Two Years After Katrina," Brookings, Second Anniversary Special Edition.

April 24

Week VI.

April 29

### **Rebuilding after a Disaster and Education Policy**

Lawrence Vale and Thomas Campanella, Introduction and Conclusion, in Vale and Campanella, eds., *The Resilient City* (2005), pp. 3-23, 335-355.

Esmail, Ashraf M., Lisa A. Eargle, and Shyamal K. Das. 2007. "Hurricane Katrina and Its Impact on Education." Pp. 191-202 in *The Sociology of Katrina: Perspectives on a Modern Catastrophe*, edited by D. L. Brunnsma, D. Overfelt, and J. S. Picou. Lanham, MD: Rowman and Littlefield.

Casserly, Michael. 2006. "Double Jeopardy: Public Education in New Orleans before and after the Storm." Pp. 197-214 in *There is No Such Thing as a Natural Disaster: Race,*

*Class, and Hurricane Katrina*, edited by C. Hartman and G. D. Squires. New York: Routledge.

Tulane University, Cowen Institute, “Public Education in New Orleans, 11/27/07, Update”

Tulane University, Cowen Institute, “Overview of New Orleans Public Schools: December 2007”

New Orleans Recovery School District, “Presentation of a Status Report to Paul Pastorek, State Superintendent,” February 2008.

New Orleans Recovery School District, “Capital Budget and Rebuilding Update,” February 2008.

May 1

Week VII.

May 6

### **Education Policy (Continued)**

“National Model’ or Flawed Approach? The Post-Katrina New Orleans Public Schools”  
The First in a Series of Reports by the United Teachers of New Orleans, Louisiana Federation of Teachers and the American Federation of Teachers

“Reading, Writing and Reality Check: An Early Assessment of Students Achievement”  
The Third in a Series of Reports by the United Teachers of New Orleans, Louisiana Federation of Teachers and the American Federation of Teachers

### **Rebuilding the Economy**

James A. Richardson “What’s Needed for Post-Katrina Recovery,” March 10, 2006

May 8

Week VIII.

May 13

### **Rebuilding the Economy (Continued)**

“The Labor Market Impact of Hurricane Katrina: An Overview,”

Cahoon, Lawrence S., Diane E. Herz, Richard C. Ning, Anne E. Polivka, Maria E. Reed, Edwin L. Robinson, and Gregory D. Weyland. 2006. "The Current Population Survey Response to Hurricane Katrina." *Monthly Labor Review* August: 40-51.

Whelan, Robert K. 2006. "An Old Economy for the 'New' New Orleans? Post-Hurricane Katrina Economic Development Efforts." Pp. 215-232 in *There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina*, edited by C. Hartman and G. D. Squires. New York: Routledge.

Garber, Molly, Linda Unger, James White, and Linda Wohlford. 2006. "Hurricane Katrina's Effects on Industry Employment and Wages." *Monthly Labor Review* 129(8): 22-39.

Donato, Katharine M., Nicole Trujillo-Pagan, Carl L. Bankston III, and Audrey Singer. 2007. "Reconstructing New Orleans after Katrina: The Emergence of an Immigrant Labor Market." Pp. 217-234 in *The Sociology of Katrina: Perspectives on a Modern Catastrophe*, edited by D. L. Brunnsma, D. Overfelt, and J. S. Picou. Lanham, MD: Rowman and Littlefield.

May 15

Week IX.

May 20

## **Other Policies**

### **Public Safety**

Frailing, Kelly and Dee Wood Harper. 2007. "Crime and Hurricanes in New Orleans." Pp. 51-68 in *The Sociology of Katrina: Perspectives on a Modern Catastrophe*, edited by D. L. Brunnsma, D. Overfelt, and J. S. Picou. Lanham, MD: Rowman and Littlefield.

After Katrina: Interview with Caterina Roman

<http://www.urban.org/afterkatrina/2yearslater/croman.cfm>

Roman, Caterina Gouvis, Seri Irazola, Jenny W. L. Osborne. 2007. *Washed Away? Justice in New Orleans*. Washington, DC: The Urban Institute.

[http://www.urban.org/UploadedPDF/411530\\_washed\\_away.pdf](http://www.urban.org/UploadedPDF/411530_washed_away.pdf)

### **Environment**

Acholonu, Alex D. and Tiffari Jenkins. 2007. "Water Quality Studies on Freshwater Bodies in New Orleans, Louisiana One Year after Hurricane Katrina." *Journal of the Mississippi Academy of Sciences* 52(4): 289-294. (Only pages 289-294)

Henke, Christopher R. 2007. "Situation Normal? Repairing a Risky Ecology." *Social Studies of Science* 37(1): 135-142.

Freudenburg, William R., Robert Gramling, Shirley Laska, and Kai T. Erikson. 2007. "Katrina: Unlearned Lessons." *World Watch* 20(5): 14-19.

May 22

Week X.

May 27

### **Housing**

Crowley, Sheila. 2006. "Where is Home? Housing for Low-Income People after the 2005 Hurricanes." Pp. 121-166 in *There is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina*, edited by C. Hartman and G. D. Squires. New York: Routledge.

Weiss, N. Eric. 2006. Rebuilding Housing after Hurricane Katrina: Lessons Learned and Unresolved Issues. Order Code RL33761. Washington, DC: Congressional Research Service. <http://www.hlswatch.com/sitedocs/RL33761.pdf>

### **Health Care**

Kutner, Nancy G. 2007. "Health Needs, Health Care, and Katrina." Pp. 203-215 in *The Sociology of Katrina: Perspectives on a Modern Catastrophe*, edited by D. L. Brunson, D. Overfelt, and J. S. Picou. Lanham, MD: Rowman and Littlefield.

Robin Rudowitz, Diane Rowland, and Adele Shartzer, "Health Care in New Orleans Before and After Hurricane Katrina."

The Final Paper is due in my office on or before June 2.

### **Thoughts on How to Write Strong Papers**

1. Answer the question in the introduction. Provide the answers to your questions in the first paragraph. You should write a few sentences that preview your answers. By frontloading your answers, you let the reader know that you have answered the question. Remember, the key to any paper is to answer the question.

2. Knowledge Claims – Papers are statements about knowledge claims. In this paper, many of you claimed that the state constitution influences education policy.

This is a knowledge claim. You need to support knowledge claims with evidence and examples. When you make a knowledge claim you need to address why government and politics works the way you claim that it does. You need to give examples of the power of

the mayor in action or the ways in which the state constitution determines education policy.

3. Facts and So-What – Facts only help you in so far as they allow you to answer the question. You also want to provide greater meaning to the facts. If the federal government provides money to the states and the cities (fact), what does this tell us about the larger role of federal government in state and local government and politics (so-what).

4. Break-up long paragraphs. One goal in writing papers is to make it easy for the reader to understand your points. Therefore, you want to write three to six-sentence paragraphs that communicate one point. Long paragraphs tend to have many points and they tend to confuse the reader. Short paragraphs are more powerful because they concisely communicate one important point. It is a good idea to keep separate ideas and points separate.

5. Fewer words are better than more words. Try to eliminate unnecessary words. A good plan is to simply and concisely communicate your ideas to the reader.

6. Try not to use the word this when you start a sentence. This is unclear. For example – This shows how power works in the state. Instead, you need to explain what this is. For example, the federal government’s control over finances illustrates how power works in Louisiana.

7. Try not to use quotes to stress the importance of words. Quotation marks around “words” mean so-called. For example, the “LEAP” test examines ... means the so-called LEAP test. You would be better off just dropping the use of the quotation marks. The reader will still understand what you are trying to communicate.

8. Since and Because – People use since and because as synonyms, but I believe that a difference exists between these words. Since indicates time. I have been at Loyola since 1999. Because provides an answer. I have been at Loyola since 1999 because I enjoy the students. Try not to use since when you mean because.

9. That and which. Use which after a comma and use that when you do not use a comma. For example, I attend Loyola University, which is a Jesuit Institution. You should not use which without a comma.

10. Avoid use of gerunds. Convert gerunds to verbs.

11. The reader should be able to immediately identify ACTOR – ACTION – OBJECT (together) in most of your sentences.

13. Make sure you use colons properly; ([http://www.essortment.com/grammarpunctu\\_rxjn.htm](http://www.essortment.com/grammarpunctu_rxjn.htm))

12. Avoid proofreading mistakes at all costs!

For a powerful and energetic proposal, avoid passive verbs – was and were – that hide the agent of action. Avoid static verbs that lack movement: am, is, are, be, being, been, had, have, has, do, did, does, could, should, and would. Replace overused verbs (get, went, put) with more precise active verbs. (Source: <http://www.grantproposal.com/proposal.html>)

Active Words:

achieve, allow, analyze, announce, appeal, apply, assemble, assess, assist, balance, become, begin, believe, belong, bring, change, choose, clarify, coach, combine, compare,

compose, conclude, connect, constitute, contain, contrast, coordinate, creates, decide, define, demonstrate, depend, design, develop, diagnose, differ, direct, discuss,

distinguish, educate, elevate, engage, ensure, entail, envision, equal, establish, evaluate, excel, exemplify, exhibit, experiment, explain, extend, find, focus, form, give, help,

hinders, identify, illuminate, illustrate, implement, include, indicate, inform, inspire, instruct, intend, introduce, invent, invest, investigate, involve, know, lack, lead, learn,

maintain, make, manage, modify, motivate, move, negotiate, need, observe, occur, offer, operate, organize, perform, plan, portray, prepare, prevent, produce, prohibit, promote,

provide, pursue, realize, receive, recognize, refine, reflect, rely, remain, remind, report, research, restore, result, return, require, reveal, review, sample, search, send, show,

signal, specify, start, state, suggest, support, survey, synthesize, taught, teach, tend, test, translate, try, understand, use, validate, verify, wish, work, write, wrote