Course Description – This course addresses the politics of formulating and implementing public policies that address diverse inequities. Specifically, this course will explore alternative definitions of equity and their implications for public policy; the role of issue definition and agenda-setting in policy making; the causes and politics of inequity; the design of policy solutions and their implications for equity; and the dynamics of governing institutions that produce, exacerbate or ameliorate inequities. The course will equip students with a variety of policy analytic tools to help them analyze inequities and the various public policies used to address them.

To learn how to apply course concepts to real policy issues, the course will examine 1 policy area in detail: poverty. In addition, teams of students, in consultation with the professor, will select a specific policy issue involving an inequity in a policy domain of their own choosing (e.g., immigration, environment, reproduction, policing, housing/homelessness, etc.). Assignments will focus on providing students with ample opportunities to apply course concepts and practice various policy analytic tools within their chosen policy domain. Class sessions will provide opportunities for students to share and develop their analyses.

Course objectives: By the end of the course, students should be able to:

- Develop and use a vocabulary about equity and inequity;
- Identify different inequalities and inequities;
- Analyze policy problems, and the ways policy actors analyze policy problems;
- Understand alternative models and theoretical components of problem definition and agenda-setting in public policy;
- Creatively develop policy solutions;
- Apply policy analytic tools to a significant public policy question or problem.

---

1 We will focus on inequities relates to class, race, and gender. There are many categories of inequity that we will not cover in course readings such as sexual orientation, physical ability, citizenship status, and so on. It is not possible to adequately cover all these topics in the course. However, students are encouraged to cover these topics in their assignments, and thus to bring them into the classroom.
**Required Text Books:** You may purchase copies of required books at the university book store or online.


Additional readings will be posted on Blackboard at [https://blackboard.albany.edu/](https://blackboard.albany.edu/). Use the same login and password required for MyUAlbany.

**Communication:** Students are invited to ask questions in class, during office hours, or via email. The best way to contact me outside of class is by email; I usually respond within 24 hours. If you send an email after 6pm, I may not respond until the following day. Please regularly check for emails from me.

**Assignments**

**Policy Memos** - To assess your understanding of course materials and your ability to apply concepts to real-life cases of public policy, student teams will write 3 policy memos throughout the course. Each policy memo will require students to use course materials to define and analyze a public policy issue within a policy domain of their choosing (e.g., environment, housing, homelessness, poverty, domestic violence, etc.). The policy memos will require students to conduct independent research. Each memo will be 5 pages in length. Instructions for each assignment will be distributed in class and posted on blackboard several weeks before the assignment is due. These instructions will include details about the exact questions of each assignment. *For guidelines on Citations and Sources see Appendix A.* I will not accept drafts of policy memos; instead the short assignments are designed to give you an opportunity to prepare and get feedback on your ideas for your policy memos.

- Due dates for policy memos are listed below and in the course schedule. Submit policy memos under the assignments folder in Blackboard by 11:59pm on the due date.
- Write all assignments in complete sentences and paragraphs, double-spaced, with one-inch margins, Times New Roman 12-point font, and number the pages. I will return essays that do not meet these guidelines to be rewritten.
- Be sure to include your names, the memo number (e.g., “Memo 1”), the course number and the instructors name at the top of your memo. You can do this in 1 or 2 lines.
- The length of each policy memo is specified in separate instructions. You can provide tables and figures to support your arguments; place them at the end of the paper. Bibliographies, tables and figures do not count towards page length. Please do not include cover pages.
- All references should be cited in APA style. Formatting instructions can be found at [http://library.albany.edu/cfox](http://library.albany.edu/cfox). For guidelines and a list of appropriate sources see Appendix A.
- I grade all electronically submitted assignments electronically. Please submit policy memos in word so I can type notes in the margins and make editing suggestions in track changes. Be sure to check blackboard for my feedback and comments. I will expect you to take into account my feedback in subsequent memos.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Memo 1</td>
<td>March 3 at 11:59pm</td>
</tr>
<tr>
<td>Policy Memo 2</td>
<td>April 14 at 11:59pm</td>
</tr>
<tr>
<td>Policy Memo 3</td>
<td>May 5 at 11:59pm</td>
</tr>
</tbody>
</table>
**Short Assignments** - Each student team is required to submit 5 short assignments that relate to class readings. The assignment for each class is listed on the course schedule. These assignments require student teams to do an exercise to practice some dimension of policy analysis (such as structuring policy problems). At the beginning of the course, student teams will select one policy issue to focus on throughout the semester. Students will use their policy issue as a case for completing each assignment. These assignments will help students prepare to write the policy memos. Importantly, the short assignments should not be summaries of or commentaries about the reading. Instead they are opportunities to apply the policy tools from the readings to real policy issues. Students should be prepared to share their short assignments in class each week. As a class, we will work together to critique them for the purposes of improving the analysis and students’ knowledge of how to use these tools effectively.

First 4 short assignments:
- Page limit is 2 pages, double spaced, 12-point font, times new roman.
- These short assignments are due (submitted electronically) the day before class at 11:59pm. 
  *You must submit your short assignment by 11:59 pm on the day prior to class or the assignment will expire (in other words, you will no longer have access to submit it). You are welcome to submit your assignments early, for example, by the Sunday before class.*

Final short assignment:
- Page limit is 4 pages, double spaced, 12-point font, times new roman.
- Due date is May 1 at 11:59 pm.
- *I will not accept this assignment late to leave time for feedback before you have to write your final memo.*

**Grading:** Student performance in the course will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy memos</td>
<td>60%</td>
<td>(20% for each essay x 3)</td>
</tr>
<tr>
<td>4 Short assignments</td>
<td>20%</td>
<td>(5% for each assignment x 4)</td>
</tr>
<tr>
<td>Final short assignment</td>
<td>6%</td>
<td>(6% for final assignment x 1)</td>
</tr>
<tr>
<td>Attendance</td>
<td>14%</td>
<td>(1% for each class)</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.99</td>
</tr>
<tr>
<td>B</td>
<td>83-86.99</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.99</td>
</tr>
<tr>
<td>C</td>
<td>73-76.99</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.99</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.99</td>
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<tr>
<td>D</td>
<td>63-66.99</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.99</td>
</tr>
<tr>
<td>E</td>
<td>below 60</td>
</tr>
</tbody>
</table>

**Late assignments** - For every 24-hour period that a policy memo assignment is late, the grade will be reduced by 1 percentage point. The first 24-hour period begins at the beginning of the class in which the assignment is due.
Grading Criteria

Short assignments – Your short assignments will be evaluated based on the degree to which the team demonstrates 1) that it’s member have read the material and 2) that it’s member have applied the policy tools critically and thoughtfully to your test case. The students in the team will receive the same grade.

Policy memos – I will assess policy memos based on a single grading rubric attached in Appendix B and posted on Blackboard. In general, submissions will be assessed according to 1) the degree to which the team answers the assigned question in a sophisticated manner, 2) the degree to which the team illustrates a complete understanding of the course material, 3) overall organization and professionalism of the paper, and 4) the degree to which formatting and citation guidelines are followed. The students in the team will receive the same grade.

Attendance – Attendance will be measured by your presence in the classroom, and stands as a proxy for your commitment to the course. If you do not attend class, you will not receive credit for attendance that day. I understand that sometimes there are circumstances related to professional and personal obligations that will require students to be absent on certain days.

Other policies

Academic Integrity - As members of the SUNY community, we are all expected to adhere to high standards of intellectual and academic integrity. You can view our Academic Code at: http://www.albany.edu/content_images/AcademicIntegrity.pdf. Violations of these standards will result in one of the following penalties or some variant: revision and re-submission of the assignment, reduction of the grade or failure of the assignment, reduction of the course grade or failure of the course, filing of a case with the Office of Conflict Resolution and Civic Responsibility, suspension, or expulsion. In all cases, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College.

Accommodation for disabilities - Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (Campus Center 130, 518-442-5490, DRC@albany.edu). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

Syllabus Revisions – The instructor reserves the right to deviate from the syllabus if necessary. Students will be notified promptly of any modifications.
Course Schedule

UNIT ONE: CONCEPTUAL FOUNDATIONS

Class 1 (January 24): Introduction: Inequality and Public Policy

- Case: The Marriage Equality Act of New York State and related Tax Regulations
- **Come to class with an idea for a policy issue that you would like to study throughout the semester. The issue MUST have to do with an inequity.** (Note: You should make a final choice for the policy issue that you will analyze throughout the course by class 3.)

**Reading tips:** The Parson’s reading gives you an overview of some of the key concepts that scholars and practitioners use to describe public policy and the policy making process. Do not worry if you do not understand everything in the reading, but look for the meaning of “public” and “policy,” and be prepared to discuss in class. (Does this fit your notion of public policy, or do you understand policy differently? What concepts are unclear or new?) The Stone reading does a great job of describing and illustrating several different kinds of inequity. You might think about how the concepts in this reading apply to some of the policy issues that you care about. It is possible that more than one concept could be used to describe a policy problem? Think about what difference it makes to define inequality in different ways. The Marriage Equality Act provides an example of a recent policy that was enacted by the New York State Legislature. As you read it, think about the words that are used to describe the policy problem and the policy solution. What do they mean? Why are they in there? Do any of the concepts from the Stone reading help describe the type of inequality that you see being described and addressed in the Marriage Equality Act?

Class 2 (January 30): Conceptualizations of Equity, Equality, Fairness and Justice

**NOTE: these readings are challenging or long. Be sure to leave enough time to get through them.**

- **Come to class with at least two documents that express two different ways of describing the issue you have chosen to study in class. These can be policy reports, hearing transcripts, academic articles or something similar. We will use them to do an in-class assignment that will begin to prepare you for your class projects.**

**Reading tips:** These readings are long and challenging so make time to read them. Focus on understanding the authors’ main ideas about equality/inequality. Rawls is a classic take on equity for democratic societies. Look for his definition of 1) basic liberties, and 2) principles of equity. Young offers an alternative to the “distributive” notions of justice (which Rawls includes but also goes beyond), and focuses more on equity as a remedy for different kinds of oppression. What do you think are the advantages of these two different approaches for designing policy to address social inequity? What kinds of inequities do these theories help you to see in your chosen policy area?
Class 3 (February 7): Policy Analysis: Between Facts and Norms

- *Bring the marriage equality act (and related documents) to class.*

Reading tips: The Torgerson reading discusses the different ways of producing policy knowledge. He critiques the “positivist” view and offers a “post-positivist” alternative. His explains how each of these approaches defines the relationship between knowledge and politics, and argues for an engaged approach in which the research is not an external, distant observer of society, but is an engaged, active participant doing research in society. Are you comfortable with this approach? Why or why not? Both the Schneider & Ingram and the Hawksworth readings provide examples of “post-positivist” research. Schneider & Ingram explain the “social constructionist” view and offer a framework for analysis, while Hawksworth provides an empirical example that is a critical analysis of international development from a feminist perspective. What do you see as the advantages and disadvantages of her approach for building knowledge relevant for policy?

UNIT TWO: PROBLEM DEFINITIONS AND CAUSAL STORIES IN AGENDA SETTING

Class 4 (February 14): The Problem with Poverty

- Newman, preface and ch. 1
- Mishel, ch. 1

Analytics: Structuring Policy Problems.


**Short assignment 1 (due February 13 at 11:59pm):** Analyze how two different policy actors define the policy problem for the issue that you have chosen to analyze in class. Be clear about who the two policy actors are (they may be individuals or coalitions), and use Rochefort & Cobb (1994) to define at least two dimensions of their problem definition (e.g., severity, proximity, etc.). Their dimensions do not have to be the same! DO NOT DISCUSS CAUSALITY. WE WILL DISCUSS THIS NEXT WEEK.

Reading tips: The readings each propose their own definitions of poverty. The Mishel reading is long and full of data so give yourself enough time to get through it. Think about what each author’s definition of poverty suggests about where the locus of the problem is (e.g., individual character, social relations, failing democratic institutions, or something else). The Rochefort & Cobb reading provides a classic framework for analyzing different problem definitions.
Class 5 (February 21): Explanations of Poverty

- Mishel, ch. 3

Analytics: Causal Stories and Agenda Setting.


Recommended reading:

- Patterson, O. (2006). “A poverty of the mind” NY Times. [https://www.nytimes.com/2006/03/26/opinion/a-poverty-of-the-mind.html](https://www.nytimes.com/2006/03/26/opinion/a-poverty-of-the-mind.html) (This article offers a contemporary take on the “culture of poverty” argument and is a quick read, 5 pages.)

Short assignment 2 (due February 20 at 11:59pm): Using the case you selected to analyze in class, describe two causal stories that appear in the controversy. Be clear about who is promoting the causal stories, whether or not the causal stories are mechanical, accidental, intentional or inadvertent, and who they blame for the social problem. Think about whether or not they help put the issue on the policy agenda?

Reading tips: The readings each propose their own explanation of why we have poverty. Mishel uses a lot of data to provide evidence that poverty is the result of policy. Wright focuses on the organization of society into classes which creates and exacerbates poverty and inequality while Lewis focuses on “the culture of poverty,” that is a set of social norms that create and perpetuate poverty. Wilson tries to find a compromise or integration between the culture of poverty and structural views (such as class). Which approach do you find more convincing? Why?

Class 6 (February 28): Poverty and Housing Insecurity


Reading tips: Desmond offers a detailed account of the experience of poor people that are often lacking in policy discussions. As you read, make note of the problem definition that he proposes and think about how it connects with the present debate on poverty. What are the dimensions of the problem he portrays, including the causal stories, and therefore where do he place responsibility for addressing the problem? As you read, consider whether or not you think it is important to consider “lived experience” in policy discussions and why it might be hard to do this.

Policy Memo #1 (due March 3 at 11:59pm). Instructions will be handed out separately.
UNIT THREE: NORMS, VALUES AND EVIDENCE IN POLICY DESIGN

Class 7 (March 7): Poverty and Target Populations

Analytics: Constructing Target Populations

Reading tips: Katz describes how poor people have historically been constructed as target populations in the US. Ingram discusses more contemporary constructions of target populations. (If you have to scale back on reading this week, skim or skip the Ingram reading). Are there more positive ways we could talk about target populations and who is “deserving?” Rios’s chapter analyzes the effects of labeling on young black men from a criminal justice perspective.

Class 8 (March 14): Contesting Values
- Sisk, B. & Dodge (unpublished manuscript). Food Fight: Competing constructions of target populations and causal stories in the debate over food sharing in Springfield MO.

Short assignment 3 (due March 13 at 11:59 pm): Answer one of the two following prompts depending on whether or not the debate you are analyzing in class is dominated by the politics of target populations or of values. If both come into play, chose the one that is most interesting to you.
1. How are the main actors constructing target populations with respect to the policy issue you have chosen to study in class: as advantaged, contenders, dependents or deviants? What are the consequences of these different constructions?
2. Assess the values that are at stake in the policy issue you’ve decided to focus on in class. Who are the debaters? What are their main narratives? And what values can you discern in those narratives? (Even if you strongly disagree with one of the debaters, do your best to identify what it stands for – its values – in the debate.)

Reading tips: Schmidt 2014 offers a framework for doing policy analysis that focuses on assessing competing values in policy conflicts and Schmidt 2011 provides an example. The Sisk & Dodge reading also highlights values in a conflict over a city ordinance targeting homeless people.

*** Spring Break March 16 to 22 – No class on March 21. ***
Class 9 (March 28): Poverty and the Politics of Evidence


Analytics: Constructing Knowledge


Short assignment 4 (due March 27 at 11:pm): Using the figures in the Schneider & Ingram reading from class 10, determine whether or not “the policy community” is unified or divided regarding the evidence in your case, and analyze how the different actors in your case discuss evidence, science, and/or expertise. **NOTE: Figure 6.3 has a typo: the first mention of “deviants” should be “dependents.”**

Reading tips: Howlett and Parsons offer two alternative approaches to doing “evidence-based policy making.” Which approach do you prefer and why? Which approach has the potential to be inclusive (in some way) of target populations? Soss and Schram remind us that policy evidence has to be interpreted. They contrast two different interpretations of the evidence about the effects of the 1996 welfare reform legislation on poverty and poor people. Which do you find more convincing? Finally, O’Connor gives an account of how knowledge has been used to address poverty from a historical perspective.

Class 10 (April 4): Measurement

- Readings are to be determined. Prof. Dodge will post the final selection of readings on blackboard.
- In preparation for class 11, identify a solution to the problem that you have been analyzing this semester, and bring some documentation of that solution to class. For example, you can bring a copy of a piece of legislation, a regulation, a cooperative arrangement, or any other detailed document. You will be analyzing this and related documents throughout the last unit of the course in preparation to write your final policy memo.

Policy Memo #2 (due April 14 at 11:59pm): Instructions will be handed out separately.

UNIT FOUR: SOLUTIONS TO INEQUALITY

Class 11 (April 11); Class 12 (April 18); Class 13 (April 25); Class 14: May 2 – Content to be determined.

Policy Memo #3 (due May 5 at 11:59pm): Instructions will be handed out separately.
Appendix A: Citations and Sources

*Citations.* Include a bibliography in each essay. Students are to cite sources in a manner consistent with academic honesty policies. I would rather you include too many citations rather than too few. As a general rule of thumb, provide a citation for something you did not know before you began your research. In-text citations and the bibliography should be formatted in APA style. See the on-line help sheets at University at Albany’s citation fox website at [http://library.albany.edu/cfox](http://library.albany.edu/cfox). This reference explains how to cite references in the works cited section (bibliography) of your paper and how to cite references in the text of your essay.

*Acceptable Sources.* You may use primary and secondary sources. Primary sources include, but are not limited to, government reports, legislative hearings and testimonies, court decisions, and government auditor reports. Secondary sources are summaries and interpretations of primary sources. Secondary sources include, but are not limited to, articles from major newspapers and news magazines, network and cable news programs, and academic research. Blogs and Wikipedia are not acceptable sources. Be an intelligent consumer of information by evaluating secondary sources for potential political bias. If it is well known that a particular source is liberal or conservative, you must compensate for this in the paper. Acknowledge its bias and balance the information with something from a source on the other side of the political spectrum. Here are some places to start with your research, but feel free to consult other sources:

- Academic research published in public policy, public administration or political science journals such as: Journal of Public Policy Analysis and Management, Public Administration Review, Journal of Public Administration Research and Theory, American Review of Public Administration, Administration and Society, American Political Science Review, American Journal of Political Science, and Journal of Politics, etc. There are likely to be policy journals that are specific to your policy domain that can also be great sources of public policy analysis.
- Congressional Research Service reports (opencrs.com and scattered elsewhere around the internet)
- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Agency Inspector General reports
## Appendix B: Grading Rubric, PAD 604, Prof. Dodge

<table>
<thead>
<tr>
<th></th>
<th>Excellent (2)</th>
<th>Average (1.5)</th>
<th>Needs Improvement (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance</strong></td>
<td>Demonstrates sharp understanding of policy theory</td>
<td>Demonstrates adequate understanding of policy theory</td>
<td>Demonstrates poor understanding of policy theory</td>
</tr>
<tr>
<td></td>
<td>Applies theory so that arguments link conceptual ideas to evidence from the case</td>
<td>Applies theory but link between conceptual ideas and evidence from the case is unclear at times</td>
<td>Does not apply theory at all or the link between conceptual ideas and evidence from the case is often unclear</td>
</tr>
<tr>
<td></td>
<td>Makes arguments that are substantive</td>
<td>Makes arguments that are substantive in a majority of cases</td>
<td>Makes arguments that are superficial</td>
</tr>
<tr>
<td></td>
<td>Shows a sharp understanding of the complex policy questions</td>
<td>Shows an adequate understanding of the policy questions</td>
<td>Shows a poor understanding of the policy questions</td>
</tr>
<tr>
<td></td>
<td>Provides sufficient, clear and balanced evidence</td>
<td>Provides evidence that is either insufficient, unclear or unbalanced</td>
<td>Provides evidence that is insufficient, unclear or unbalanced</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organizes overall essay into logical sections.</td>
<td>Organizes essay into logical sections; some sections are poorly ordered.</td>
<td>Organizes essay into logical sections; some sections are poorly ordered.</td>
</tr>
<tr>
<td></td>
<td>Arranges ideas within each section in a logical manner that supports the purpose or argument</td>
<td>Generally arranges ideas within each section in a logical manner, although some sections are confusing</td>
<td>Generally ideas within each section are not logically ordered, and many sections are confusing</td>
</tr>
<tr>
<td></td>
<td>Writes without spelling, grammar or English errors from start to finish.</td>
<td>Writes with occasional spelling, grammar, and/or use of English errors.</td>
<td>Writes with many spelling, grammar, and/or use of English errors.</td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
<td>Follows APA formatting for citations in the text and bibliography. Sources in the bibliography are listed in alphabetical order. A majority of citations are from primary sources. Follows formatting instructions: length, font, margins, and numbering of pages.</td>
<td>One of these conditions was not met.</td>
<td>More than one of these conditions was not met.</td>
</tr>
<tr>
<td><strong>Team evaluation</strong></td>
<td>Added from Evaluation of Group Members sheet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Evaluation of Group Members**  
**PAD 604**

Your Name:

Instructions: For each individual in your group and yourself, rate your performance on the following criteria. This should be completed on your own, not as a group activity. Save this evaluation form in a word document (NOT PDF) and upload it individually into the “team evaluation” assignment on Blackboard.

Your team evaluation score will be based on the average score you are given by your teammates (scaled to 1 point). I will not include the scores you give yourself, but will compare your scores to your team mates scores and if there is a discrepancy, I will use this to have a discussion with the team to help it improve its functioning (while keeping all scores anonymous).

0 = disagree  .5 = somewhat agree  1 = agree

<table>
<thead>
<tr>
<th></th>
<th>Team:</th>
<th>Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationship-Related Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respected other members’ opinions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided constructive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectively responded to feedback</td>
<td></td>
<td></td>
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<tr>
<td><strong>Task-Related Evaluation</strong></td>
<td></td>
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</tr>
<tr>
<td>Completed the tasks for which s/he was responsible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrived to meetings prepared</td>
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<td></td>
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<tr>
<td>Made positive contributions to meetings</td>
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<tr>
<td>Work was consistent with academic honesty policies</td>
<td></td>
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<tr>
<td>Work was of a high quality</td>
<td></td>
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<tr>
<td>Work was completed on time</td>
<td></td>
<td></td>
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<tr>
<td><strong>If given the opportunity, would you like to work with this individual on another group project? (bold your answer)</strong></td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

12