

**PADP 8630**  
**POLICY IMPLEMENTATION**  
**Fall Semester 2017**

**101D Baldwin Hall**  
**Wednesday afternoons, 3:35 – 6:35pm**

The University of Georgia  
School of Public and International Affairs  
Department of Public Administration and Policy  
204 Baldwin Hall  
Athens, GA 30602-1615

Dr. Gene A. Brewer<sup>1</sup>  
272 Baldwin Hall  
706 542-2982 (office)  
706 583-0737 (FAX)  
Email: [geneabrewer@uga.edu](mailto:geneabrewer@uga.edu)

**Course Description and Objectives**

*Policy implementation* is public administration in action. It refers to what happens after government decides to do something and before that something has an impact, if any, in the real world. Thus, policy implementation is a key to understanding and possibly influencing the substance and quality of public governance.

Policy implementation is also about management. Public administrators are charged with managing organizations and personnel; working under the purview of overhead political authorities and other oversight groups; coordinating the activities of third parties (other public, nonprofit, and private sector organizations such as government contractors who are involved in service delivery); developing mutually supportive relationships with the media, interest groups, and other external stakeholders; and delivering timely and effective public services (or other policy outputs that run the gamut of possibilities) to those who are designated to receive them.

This course is devoted to the subject of policy implementation and covers relevant literature, theoretical frameworks, concepts, and major issues highlighted by its study. Emphasis is placed on both the scholarly development of the field and its relevance to public administration practice. The course should, thus, engage those interested in both scholarship and practice.

The course is conducted as a seminar with several closely related aims:

- 1 exploring the relationship between policy implementation, on one hand, and public administration and management on the other;
- 2 cultivating a broad understanding of policy implementation that is based on the need for concerted, goal-oriented action across different levels of government and other public, nonprofit, and private sector organizations.
- 3 introducing participants to the literature of and major issues involved in the subject (these include conceptual, theoretical, methodological, and practical issues);

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<sup>1</sup> Office hours are by appointment, but please feel free to drop by and say hello anytime. Also feel free to contact me by telephone or email whenever necessary. Email usually works best.

- 4 surveying and analyzing critically some of the frameworks commonly used for the study of the subject;
- 5 identifying and examining the unique contributions that have resulted from the study of policy implementation;
- 6 exploring ways to strengthen theory-practice linkages (and visa-versa);
- 7 encouraging an assessment of the state of the field; and
- 8 allowing participants to delve more deeply into some more specialized aspect of the topic.

In addition, students are encouraged to apply the theories and concepts of policy implementation to their own individual fields of specialty or interest, and to draw from their experience and offer relevant insights for the class to consider. Doing so will enliven seminar sessions and enrich the learning experience for all participants.

### **Seminar Sessions**

The seminar will be run as an open forum in which all relevant contributions are welcomed and valued. During class sessions, the instructor will present material, pose questions for discussion, and occasionally serve as a devil's advocate to help the class clarify issues, focus on points of dispute, and aid in the process of critical inquiry. All participants are expected to complete all readings on schedule and be prepared to comment on and assist in the analysis of the literature and issues under discussion. Participants are also expected to lead discussions and participate in small group exercises as assigned. For individuals, attendance and the level and quality of these contributions will influence grades as explained below.

### **Assignments and Grades**

Grades will be based on students' performance on written assignments, a final examination, and attendance and participation in the seminar. These components are explained below, and they will be discussed in more detail during the introductory class session.

Masters students will complete a set of three short essays (5-8 pages each) on topics or questions related to policy implementation. These essays will be assigned during the semester and will be due approximately one week later. They will resemble take-home, essay-type assignments rather than research papers and will count approximately 60 percent of the final grade (20 percent each). Students should strive for papers that are high quality, cosmetically pleasing, and easy for readers to follow. The papers should be type-written in a conventional 10 to 12-point font and double-spaced with one inch margins on all sides. Masters students will also complete an open book, take-home final examination that is comprehensive in nature and meets these same standards. The final examination is worth approximately 30 percent of the final grade.

Doctoral students will prepare two papers during the semester. The first paper will be a short essay (5-10 pages) on supplementary readings on one of the major topics covered in the course. The student will examine, interpret, compare, and draw conclusions about these readings, and give an oral presentation on this work later in the semester. Topics will be assigned and oral presentations will be scheduled early in the semester. Together, the paper and oral presentation is worth approximately one-quarter of the final grade. The second paper will be a more extensive research effort of approximately 20-25 double-spaced, typewritten pages. This paper

might consist of a careful exploration of a theoretical or methodological issue in the field; it might be a synthetic paper that reaches some conclusions about the state of the field and the most promising directions for further development; or it might involve applying the literature of the field to a substantive policy or program. Please send me a brief (one-paragraph) written statement identifying your topic early in the semester. The paper will be due on the final exam date and it is worth approximately one-half of the final grade. Doctoral students will also take the final examination (see above), which counts approximately one-quarter of the final grade.

For both Masters and Doctoral students, late assignments are subject to grade penalties unless prior arrangements have been made.

### **Final Examination**

As stated above, all students will take a comprehensive, open-book final examination worth approximately 30 percent of the final course grade for Masters students and 25 percent for Doctoral students. This take-home examination will consist of several essay type questions. The essays themselves should be type-written in a conventional 10 to 12-point font and double-spaced with one inch margins on all sides. For grading purposes, the main emphasis is on content but quality of presentation is also considered. The examination due date is tentatively set for Wednesday, December 13.

### **Attendance and Participation**

Attendance and participation are required in this course and count approximately 10 percent of the final grade. With respect to participation, I consider how frequent, valuable, and constructive a student's contribution is to class discussions and group work. This component also includes completion of several short homework-type assignments during the semester and responsiveness to other ad hoc assignments and requests.

### **Reasonable Accommodations**

Students with disabilities that could affect their ability to participate or perform well in the course should see me early in the semester. I am receptive to these situations and will make any reasonable accommodations.

### **Academic Honesty**

Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in "A Culture of Honesty." Students should inform themselves about these standards before performing any academic work.

### **Required Readings**

The required readings for the course are as follows:

- Daniel Mazmanian and Paul Sabatier, *Implementation and Public Policy: With a New Postscript* (Lanham, MD: University Press of America, 1989)
- Jeffrey Pressman and Aaron Wildavsky, *Implementation*, 3d ed. (Berkeley, CA: University of California Press, 1984)

- Course readings, most of which are stored in digital format on the e-Learning Commons (eLC) course website.

All books are available at the UGA and off-campus bookstores. Limited copies may also be available for temporary use from the main library, departmental library, or directly from the instructor. Additional readings are stored on the eLC course website. Most of these readings come from journals and books that can be found in the main library (including online resources), but students may find it easier to access the digital versions.

### **Tentative Course Schedule**

All required and supplementary readings are listed below under the appropriate topic heading. The following course schedule will serve as a guide but not a rigid constraint throughout the semester. Some topics will likely take less than the allotted time, while others may require more time and attention. Some minor rescheduling may also occur. Any changes in the syllabus or course schedule will be announced in advance by the instructor.