

**THE UNIVERSITY OF GEORGIA**  
**PUBLIC ADMINISTRATION 8620:**  
**POLICY PROCESS**

**SUMMER SEMESTER 2018**  
**TUESDAY EVENINGS, 6:15 p.m. – 10:00 p.m.**  
**ROOM 118, GWINNETT CAMPUS**

**SYLLABUS**

**COURSE DESCRIPTION**

This course focuses on the policy process in the United States, specifically how ideas for government action are translated from concepts into reality. We will examine the policy process at the federal, state, and local levels.

**COURSE OBJECTIVES**

The course is designed to introduce students to the structure of the American political system, the stages in the policy process, the actors involved in the process, a sampling of policy problems relevant to contemporary U.S. society, the successes and failures of past policies, and possible solutions to perennial policy problems.

**INSTRUCTOR**

Mr. James Michael "Mike" Martinez  
Part-time instructor  
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Office Hours: Upon request and by prior appointment.

Because I am seldom on campus during the day, the telephone and fax numbers listed are for my home-office. Feel free to call between 8:00 a.m. and 11:00 p.m. (or send me an e-mail message at any time). If I am unavailable when you call, leave a voice message (including a telephone number with an area code) and I will return your call as soon as I can.

## **REQUIRED TEXTS**

1. Thomas A. Birkland, *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*, Fourth Edition (New York and London: Routledge, 2016). ISBN 9780765646620.
2. Michael E. Kraft and Scott R. Furlong, *Public Policy: Politics, Analysis, and Alternatives*, Sixth Edition (Washington, D.C.: CQ Press, 2017). ISBN 9781506358154.
3. CQ Researcher, *Issues for Debate in American Public Policy*, Nineteenth Edition (Washington, D.C.: CQ Press, 2018). ISBN 9781544303970.

## **GRADING POLICIES & PROCEDURES**

This is a writing-intensive course. Students will write five (5) short briefing papers (3-6 pages typed, double-spaced, using normal fonts [Times Roman, 10 or 12 point] and one-inch margins on each side). In addition, each student will present a policy issue in class and write a research paper. Class grades are calculated based on the following percentage breakdown:

<b>Assignments</b>	<b>Percentage of Final Grade</b>
Each weekly briefing paper (5 total)	10% x 5 = 50%
In-class presentation	10%
Research paper	40%

Points will be assigned according to a 100-point scale, and letter grades will be calculated based on the following conversion formula.

<b>Points</b>	<b>Grade</b>
94-100	A
90-93	A -
86-89	B+
83-85	B
80-82	B-
76-79	C+
73-76	C
70-72	C-
Below 70	D/F

**A:** Demonstrates exceptional preparation for class. Exhibits excellent synthesis of course work and original thinking on course themes on exams and assignments. This grade indicates superior performance.

**B:** Demonstrates thorough preparation for class. It shows solid understanding of course work and ability to analyze course themes on exams and assignments.

**C:** Demonstrates adequate preparation for class. The student exhibits a good basic understanding of course work and major themes on exams and assignments.

**D:** Demonstrates poor preparation for class. It shows weak understanding and application of course principles and themes on exams and assignments.

**F:** Demonstrates inadequate class preparation and lack of understanding of course themes on exams and assignments.

## **RESEARCH PAPER**

Students will write a research paper on one specific area of public policy focusing on the stages of the policy process (see, for example, Figure 2.1 of Birkland, page 28) or a specific process involved in crafting a substantive policy. The term paper should be 10-15 pages in length for master's/MPA students and 15-20 pages in length for doctoral students. The paper should be typed, double-spaced, using normal fonts (Times Roman, 10 or 12 point). Please leave one-inch margins on each side. I want **your** thoughts on the subject, so you should limit the use of direct quotations unless they cogently make a point related to your thesis.

## **CLASS ATTENDANCE & ACADEMIC INTEGRITY**

Students are encouraged to attend classes in accordance with policies and procedures of the university. A strong correlation exists between class attendance and high achievement.

Wilson Mizner once observed that “to copy from one is plagiarism, but to copy from two is research.” The University of Georgia does not share Mizner’s permissive attitude on plagiarism. Accordingly, every student is responsible for upholding the provisions of the student code of conduct, which addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the university judicial program, which include either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure.

## **CLASSROOM ETIQUETTE & SPECIAL CIRCUMSTANCES**

Please be considerate of your classmates and refrain from talking during class except in instances where participation is appropriate. Similarly, please mute all electronic devices that might disrupt the class. Although a certain amount of noise and rudeness is an unfortunate part of daily life, egregious classroom behavior (as defined by the instructor) will not be tolerated.

Students occasionally present special circumstances that require special consideration. Examples of “special circumstances” include students who have difficulty seeing or hearing information presented in class owing to physical disabilities or students for whom English is a

second language. Anyone who presents these or other special circumstances should see the instructor to make arrangements to accommodate his or her needs, to the extent possible.

## **E-LEARNING COMMONS**

The Department of Public Administration & Policy uses [eLearning Commons](#) to provide supporting materials for PADP courses. Accordingly, eLearning Commons will display the syllabus, copies of PowerPoint slides, and important announcements, including procedures to be followed in the event of inclement weather, university closings, and/or the instructor's illness. Students should check eLearning Commons frequently.

## **IMPORTANT DATES**

June 5, 2018	First class session
June 19, 2018	Briefing Paper # 1 due
June 26, 2018	Briefing Paper # 2 due
July 3, 2018	Briefing Paper # 3 due
July 10, 2018	Briefing Paper # 4 due
July 17, 2018	Briefing Paper # 5 due
July 24, 2018	Last class session; in-class presentations and research paper due

## **ASSIGNMENTS**

Students should read all applicable assignments before attending class. Please come prepared to discuss the material.

<b>Topic</b>	<b>Readings &amp; Assignments</b>
1. <u>Tuesday, June 5:</u> Introduction to the course: What is public policy, and why should we study the policy process?	Syllabus review. Birkland, Chapters 1 & 2. Kraft & Furlong, Chapters 1 & 2.
2. <u>Tuesday, June 12:</u> The historical context and actors in the policy process.	Birkland, Chapters 3, 4 & 5.
3. <u>Tuesday, June 19:</u> Agenda-setting and policy types.	Birkland, Chapters 6 & 7. Kraft & Furlong, Chapter 3. <b>Briefing paper # 1 due.</b>

4. <u>Tuesday, June 26:</u> Policy design, implementation & analysis.	Birkland, Chapters 8, 9 & 10. Kraft & Furlong, Chapters 4, 5 & 6. <b>Briefing paper # 2 due.</b>
5. <u>Tuesday, July 3:</u> Economic and budgetary policy.	Kraft & Furlong, Chapter 7. <i>Issue for Debate</i> , Chapters 1, 2 & 3. <b>Briefing paper # 3 due.</b>
6. <u>Tuesday, July 10:</u> Health policy.	Kraft & Furlong, Chapter 8. <i>Issue for Debate</i> , Chapters 14 & 15. <b>Briefing paper # 4 due.</b>
7. <u>Tuesday, July 17:</u> Social welfare policy.	Kraft & Furlong, Chapter 9. <i>Issue for Debate</i> , Chapters 5, 7 & 13. <b>Briefing paper # 5 due.</b>
8. <u>Tuesday, July 24:</u> Student presentations.	Birkland, Chapter 11. Kraft & Furlong, Chapter 13. <b>Research paper due.</b>