



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

Course Syllabus
PADP 8630: Public Policy Implementation
Fall Semester 2019

301 Baldwin Hall, UGA Main Campus
Tuesday evenings, 6:30 – 9:30pm

The University of Georgia
School of Public and International Affairs
Department of Public Administration and Policy
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Course Description and Objectives

Policy implementation is public administration in action – it is what happens after government decides to do something but before there is an impact, if any, in the real world. Implementation is thus a major step in the policy process and it greatly influences policy outcomes.

Policy implementation involves management. Public administrators are charged with managing organizations and personnel; working under the purview of elected officials and other oversight bodies; coordinating the activities of third parties (other public, nonprofit, and private sector organizations involved in service delivery, such as government contractors); developing mutually supportive relationships with the media, interest groups, and other external stakeholders; and delivering timely and effective public services to citizens and others.

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

The course will be conducted as an upper-level 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. understanding policy implementation's role in the policy process, which evokes debate over the politics-administration dichotomy that has shaped our professional field;

¹ 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.

3. cultivating a broad understanding of policy implementation based upon the need for concerted, goal-oriented action across different levels of government and including public,
4. private, and private sector partners;
5. introducing participants to the literature and major issues involved in the subject (these include conceptual, theoretical, methodological, and practical issues);
6. surveying and analyzing some of the theoretical frameworks used to study the subject;
7. identifying and assessing the unique contributions derived from the study of policy implementation;
8. exploring ways to strengthen theory-practice linkages (and visa-versa);
9. encouraging an assessment of the state of the field; and
10. allowing participants to delve more deeply into a specialized aspect of the topic that will satisfy their personal interests and further their career aims.

Students are encouraged to apply the theories and concepts of policy implementation to their own fields of specialty or interest, and to draw from their experience to offer relevant insights for the class to consider. High quality input is especially valuable; it will enliven seminar sessions and enrich the learning experience for all present.

Seminar Sessions

The course is taught in a seminar-type format for advanced masters and doctoral students who are familiar with the knowledge bases of Public Administration, Public Management, and Public Policy, and who understand the basic concepts of these fields. The classroom is 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 clarify issues, focus on points of dispute, and aid in the process of critical inquiry. All participants are expected to complete all readings on time and be prepared to comment on and assist in the analysis of the literature and other issues under discussion. Students are expected to lead discussions and participate in small group exercises as assigned. Individual attendance and the frequency and quality of participation will influence final grades, as explained below.

Assignments and Grades

Grades will be based on the student’s performance on written assignments, a final deliverable, and attendance and participation in the seminar. These components are explained below and will be discussed in more detail during the first class session.

<u>Component</u>	<u>Masters Students</u>	<u>Doctoral Students</u>
Midterm Examination	30%	-
Final Deliverable ²	30%	-
Group Assignments	20%	-
Publishable Research Paper	-	60%
Literature Review	-	20%
Attendance and Participation	<u>20%</u>	<u>20%</u>

² Students will complete a final examination or an optional case study or term-length research paper.

100%

100%

Masters students will complete a midterm examination (approximately 10 pages) on a set of questions related to policy implementation. The questions will be assigned midway through the semester and the completed essays will be due approximately one week later. This ‘take-home’ assignment will count approximately 30 percent of the final grade. 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. For grading purposes, the main emphasis is on content but quality of presentation is also considered. Masters students will have several options for the final deliverable. They can take a comprehensive, open book final examination meeting the above standards or develop an optional case study or term-length research paper. This deliverable is worth approximately 30 percent of the final grade and will fall due at semester’s end.

Doctoral students will prepare two papers during the semester. The first paper will be a short literature review (approximately 8-10 pages) on supplemental readings covering one of the major subtopics in the course. The student will examine, interpret, compare, and draw conclusions about these readings; then give an oral presentation to the class. Topics and readings will be decided early in the semester and presentations will be scheduled at an optimal time. Together, the paper and oral presentation is worth approximately 20 percent of the final grade. The second paper will be a more extensive research effort of approximately 20+ double-spaced, typewritten pages. The explicit aim is to generate a publishable manuscript. This paper might consist of a careful exploration of a theoretical or methodological issue in the field; it might be a reflective paper that assesses the state of the field and identifies promising research directions; it might apply the literature and research techniques of the field to a substantive policy or programmatic initiative with an implementation component; it can be qualitative or quantitative in nature; and there are many other options. Ph.D. students should send me a brief, one-paragraph written prospectus identifying their topic by the midterm examination due date. The paper will be due on the final examination date and it is worth approximately 60 percent of the final grade.

For both masters and doctoral students, late penalties will apply.

Group Assignments

Student group work is a major part of this course and will be evaluated throughout the semester. Groups will be formed early on and they are encouraged to be self-governing. The groups will be tasked with performing special assignments and leading seminar discussions on assigned readings. Group work is seen as an essential part of modern-day public administration. This aspect of the seminar is meant to increase engagement and hone important skills. Completing group assignments on time is a collective – not an individual – responsibility. That said, groups are the sum of their parts and members should work closely together, find ways to be effective, and rely on each other for support.

Attendance and Participation

Attendance and participation are required in the course and count approximately 20 percent of the final grade. Students should attend class and be punctual; avoid late arrivals and early departures because they are disruptive to the class. With respect to participation, I consider how

frequent, valuable, and constructive a student's contribution is to seminar 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 special 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 submitting any written work.

Required Readings

Required readings for the course are as follows:

- Daniel Mazmanian and Paul Sabatier, 1989. *Implementation and Public Policy: With a New Postscript*. Lanham, MD: University Press of America.
- Jeffrey Pressman and Aaron Wildavsky, 1984. *Implementation*, 3d ed. Berkeley, CA: University of California Press.
- Jodie Sandfort and Stephanie Moulton, 2015. *Effective Implementation in Practice: Integrating Public Policy and Management*. San Francisco, CA: Jossey-Bass Publishers, 2015.
- 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 stored on the eLC website.

Tentative Course Schedule

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. Please check your UGA email inbox regularly for updates and other information pertinent to the course.