

POLICY PROCESS
PADP 4650
Department of Public Administration & Policy
University of Georgia

Fall 2021
Tuesday & Thursday 11:10-12:15
Baldwin 301

Instructor: Jungyeon Park

Email: jungyeon.park@uga.edu (Allow 24-hour response time)

Office hours: Thursday 2:00pm-4:00pm (by request through e-mail) or by appointment

Office: Baldwin Hall 406

Course Website: e-Learning Commons (eLC)

COURSE OBJECTIVES

Understanding the policy process is crucial to examine policy problems and formulate adequate solutions. This course will provide students with a thorough but introductory overview of the public policymaking process in the United States by considering main theories in public policy formulation, implementation, evaluation, and analysis. Students will understand how key events have shaped public policy, and stay abreast of current events and their potential implications to policy. At the end of the course, students will be able to 1) define what the policy process is; 2) apply policy process theories to real-world policies; and 3) have critical thinking skills for problem identification, analysis, and determining feasible solutions.

GENERAL COURSE EXPECTATIONS

All students are expected to behave professionally in this class. This means attending class regularly, being on time, and *respectfully* participating in discussions. Students are responsible for all material in the readings and meeting all specific deadlines or dates posted on the syllabus. Assignments must be completed on time. Students should come to class prepared to share your insights and raise questions based upon reading assignments. As an incentive, a portion of the course grade will be determined by my assessment of your preparation and contribution to the course.

As this is a class that necessarily requires discussions about politics, policies, government services, and democratic rights and participation, there will be views from across the political, economic, and social spectrums. We are studying the policy process and policy choices in one of the most polarized, and traumatic times in modern history. We also have different opinions, politics, and values. It is our job to learn, discuss, and debate material with an open mind, actively listen to one

another, and build common understandings of the policy process despite differences in policy preferences. It is essential that a courteous and encouraging environment be maintained. Please refrain from participating if you feel that you cannot do so respectfully. On the other hand, it is not expected that you will agree with everything that the instructor or your classmates say or believe. Therefore, you are encouraged to question and challenge other views in a civil manner.

Note that the policy process is a large subject. I will not be able to answer every question, especially at the ready, but will do my best to help you find answers as the course progresses.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary, especially given COVID situations. Please retain flexibility and read announcements posted to eLC or emails from me as soon as you receive them.

Correspondence with Instructor: I am delighted to correspond with students about the course via email. I will respond within 24 hours, but please do not expect a response on the weekend or holidays.

Please send professional emails by following the guidelines below:

- Include the course number in the subject line: **PADP 4650**
- Include your name either in the subject line or in the main content.
- Please use complete sentences and correct spelling.

Prohibition on Recording or Sharing Lectures: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Students with Disabilities: If you have a condition that makes it difficult to complete the work described in this syllabus, please notify the Disability Resource Center and the instructor within the first two weeks of class in order to develop alternative arrangements. All information and documentation of the disability will be confidential. All documentation must be received and relayed to the instructor within the first four weeks of class.

Academic Honesty: Cheating, plagiarism, and unauthorized assistance will not be tolerated. Students are expected to comply with the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” “Academic Honesty” is “performing all academic work without plagiarism, cheating, lying, tampering, stealing, giving or receiving unauthorized assistance from any other person, or using any source of information that is not common knowledge without properly acknowledging the source”. Students suspected of violating the Student Honor Code will be reported and may receive a score of 0 on the assignment in which violation is suspected. A Culture of Honesty, the University’s policy and procedures for handling cases of suspected dishonesty, can be found at <https://ovpi.uga.edu/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. As applied in this course, *all exams and written assignments must be your own work*.

UNIVERSITY-WIDE COVID POLICIES

Face coverings:

Following guidance from the University System of Georgia, face coverings are ***recommended*** for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal

(https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here:

<https://www.usg.edu/vaccination>

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-

Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations:

Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for **10 days**. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care & Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu/>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources to support your well-being and mental health: <https://well-being.uga.edu/>

Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators:

<https://healthcenter.uga.edu/bewelluga/>

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit <https://coronavirus.uga.edu>.

ON-CAMPUS RESOURCES

Academic

- Library: <https://www.libs.uga.edu/>
- Division of Academic Enhancement Services: <https://dae.uga.edu/services>
- Division of Academic Enhancement Resources: <https://dae.uga.edu/resources>
- Printing kiosks: https://eits.uga.edu/support/printing_kiosks/
- Campus software: https://eits.uga.edu/hardware_and_software/
- Virtual computer lab (Vlab): <https://eits.uga.edu/support/vlab/>
- EITS support: <https://eits.uga.edu/support/>
- Office of experiential learning: <https://el.uga.edu/>
- Office of service-learning: <https://servicelearning.uga.edu/>

Personal

- Student Veteran Resource Center: <https://svrc.uga.edu/>
- Disability Resource Center: <https://drc.uga.edu/site>
- Financial Hardship Support: <https://financialhardship.uga.edu/>
- Women's Resource Center: <https://women.uga.edu/>
- LGBT Resource Center: <https://lgbtcenter.uga.edu/>
- Office of Institutional Diversity: <https://diversity.uga.edu/index.php/resources>

Mental Health and Wellness

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach (<https://sco.uga.edu/>) in the Division of Student Affairs at 706-542-7774. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App

ASSIGNMENTS

Attendance and Participation	10%
Three Short Exams (10% each)	30%
Policy Process Research Paper	
1. Policy Proposal	5%
2. Attention Analysis	15%
3. Policy Actors Analysis	15%
4. Policy Theory Application	25%
Total:	100%

Attendance Policy (10%): Ten percent of your grade will be based on class attendance and the quality of your participation in class. Keep in mind that it may be difficult to participate without being physically present. Absenteeism will result in reduced final grade. To adequately prepare for class, all assigned readings should be completed by the dates indicated on the course schedule. Not all assigned readings may be discussed in class; nonetheless you are responsible for familiarizing yourself with them.

Students may have **one unexcused absence** without an impact to their grade. If a student needs to miss class for a reason out of their control, he/she should discuss it with the instructor in advance. Every subsequent absence will result in a 1% decrease in the final grade. The instructor reserves the right to not approve an absence. Students who are frequently late to class or who leave early should also expect to have their grades reduced. Any disruptive or disrespectful behavior will result in the individual being asked to leave the class, which will negatively affect student's participation grade. Further, inappropriate behavior such as using cell phones, sleeping, or surfing the web during class will cause a deduction in your participation grade.

Three Short Exams (10% each): The three short answer exams will ask questions to define and apply concepts we're learning to real-world event(s). Think of these as long-form quizzes; they will be assessed by a letter grade (i.e., A, A-, B+, B, and so on). Exams will be posted on eLC on the date of the exam. We will practice writing concisely, delivering answers within 2-page, double-spaced. (There may be some multiple-choice and short answer questions. Additional instructions will be given during the semester.)

An optional fourth exam will be offered at the end of the semester. I will take the three highest exam grades if you opt in to the fourth exam.

Policy Process Research Paper: The policy process research project requires you to use scientific literature, concepts we learn in class, data, and policy theory to

explain the policy process pertaining to a policy of your choosing and is comprised of **four** short papers. Early in the semester, you will need to choose a specific national policy (regulation or legislation). Preferably, it is an adopted policy but policies that reached an advanced stage of the policy process will be considered. The policy you choose should have a strong public record (media, journal articles, books), and should not be later than 2018. Your first assignment (“*policy proposal*”) will involve writing a 1-page description of the policy and documenting five academic, media, or government sources on a second page. I will then approve of the policy you have selected or ask you to choose another. In your second assignment (“*attention analysis*”), you will analyze whether and how attention played a role in your policy scenario using the Comparative Agendas Project (CAP) data, which documents the rise and fall of public, media, and government attention to particular policy issues. In your third assignment (“*policy actors analysis*”), you will identify and describe the policy actors and interest groups that shaped your policy scenario. These assignments will help to inform your final assignment (“*policy theory application*”), in which you will explain the policy process underlying your policy scenario using one of the seven policy theories we study.

All writing assignments should be formatted as Times New Roman, 12 pt.-font, double-spaced, with 1-inch margins and submitted as Word documents via the eLC assignment portals.

Late Policy: Given the difficult circumstances, I have a more flexible late policy this semester. An optional exam is available at the end of the semester if you miss an exam. The papers turned in after the due date will lose 3 percentage points for each day they are late. Please be aware that the assignments in this class are spaced in such a way as to make the workload as consistent across the semester as possible.

FINAL GRADES

The plus/minus letter grading system (i.e. A, A-, B+, B, B-, C+, C, C-, D, F) is the official grading system approved by the Board of Regents and the only grading system approved for the University of Georgia. The assignment of letter grades in a course is the responsibility and at the sole discretion of the instructor. A final grade of “Incomplete” will only be given in this course under extraordinary circumstances and is solely at the discretion of the instructor. Information pertaining to course grades cannot be discussed over the phone or via email for privacy reasons. Final letter grades will be accessible on ATHENA only.

Final grades are assigned at the end of the semester based on each student’s performance on the course requirements using the following scale:

A	94-100	C+	77-79.99
A-	90-93.99	C	74-76.99
B+	87-89.99	C-	70-73.99
B	83-86.99	D	60-69.99
B-	80-82.99	F	60 or below

REQUIRED READINGS

Sabatier, Paul A. and Christopher M. Weible. 2014. *Theories of the Policy Process*, 3rd ed. (not the most recent version). Boulder, CO: Westview Press.

Research articles, book chapters, and other materials are also required each week. All readings, including the required text above, will be provided through eLC.

COURSE PLAN

Week 1 (Aug. 19): Overview

Course overview and syllabus – please read syllabus carefully

Week 2 (Aug. 23-27): What is Public Policy and Policy Process Theory and Research?

Peters, Guy. 2016. Chapter 1, section “What is Public Policy?” *American public policy: Promise and performance*. (p. 1-12). Thousand Oaks, CA: CQ Press.

Peters, Guy. 2016. Chapter 17, section “Ethical Analysis of Public Policy”. *American public policy: Promise and performance*. (p. 464-480). Thousand Oaks, CA: CQ Press.

Read and listen to short podcast: Cairney, Paul. “What is policy?”. Politics and Public Policy blog. <https://paulcairney.wordpress.com/2016/03/04/what-is-policy-3/>

Weible, Christopher. “Theories of policy processes: Ways to think about them and use them.” Medium. August 14, 2020. <https://medium.com/policy-process-matters/theories-of-policy-processes-ways-to-think-about-them-and-use-them-9368792ecb50>

Supplementary Material:

Carey, Maureen A., Kevin L. Steiner, and Petri A. William Jr. 2020. “Ten simple rules for reading a scientific paper”. *PLOS Computational Biology*, in press.

Week 3 (Aug. 30-Sep. 3): American Institutions in the Policy Process

Peters, Guy. 2016. Chapter 2, Chapter 5 “Legislative Legitimation” (p. 93-99) and “The Courts” (p. 105-106). *American public policy: Promise and performance*. Thousand Oaks, CA: CQ Press.

Taylor, Steven L., Matthew Shugart, Arend Lijphart, and Bernard Grofman. 2014. Chapter 1 and Chapter 2 (p. 40-48). *A Different Democracy: American Government in a Thirty-One Country Perspective*. London, UK: Yale University Press.

McCubbins, Mathew D., Roger G. Noll, and Barry R. Weingast. 1987. “Administrative Procedures as Instruments of Political Control.” *JL Econ. & Org.* 3(2): 243-277

Week 4 (Sep.6-Sep.10): Rulemaking and Administrative Procedures

[Policy proposal due on Tuesday, September 7 by 9:00pm](#)

Potter, Rachel. 2019. “Chapter 1: The power of procedure”. *Bending the Rules: Procedural politicking in the bureaucracy*. Chicago, IL: The University of Chicago Press. 1-21.

McCubbins, Mathew D., and Thomas Schwartz. 1984. “Congressional oversight overlooked: Police patrols versus fire alarms.” *American Journal of Political Science* 28(1): 165-179.

Week 5 (Sep. 13-17): “Evidence-based” Policymaking and the Use of Science

[Exam 1 on Thursday, September 16](#)

Keller, Ann Campbell. 2009. “Chapter 1: Theories of science in policymaking”. *Science in environmental policy: The politics of objective advice*. Boston, MA: MIT Press.

Banks, Gary. 2010. “Evidence-based policy making: What is it? How do we get it?” In *World Scientific Reference on Asia-Pacific Trade Policies 2: Agricultural and Manufacturing Protection in Australia*, pp. 719-736.

Cairney, Paul. “Evidence based policymaking”. *Politics and Public Policy blog*. <https://paulcairney.wordpress.com/ebpm/>

*Please read full blog page AND select and read two additional links that interest you in the “7 key themes” section)

Week 6 (Sep. 20-24): Agenda Setting

Jones, Bryan D., Heather Larsen-Price, and John Wilkerson. 2009. "Representation and American governing institutions." *The Journal of Politics* 71(1): 277-290.

Gilens, Martin and Benjamin I. Page. 2014. "Testing theories of American politics: Elites, interest groups, and average citizens." *Perspectives on Politics* 12(3): 564-581.

Week 7 (Sep. 27-Oct. 1): PT1 – Multiple Streams Framework

Sabatier and Weible (2014) Chapter 2, "Ambiguity and Multiple Streams"

Henstra, Daniel. 2010. "Explaining local policy choices: A multiple streams analysis of municipal emergency management". *Canadian Public Administration* 53(2): 224–258.

Week 8 (Oct. 4-8): PT2 - Punctuated Equilibrium Theory (PET)

[Attention analysis due by Tuesday, October 5 by 9:00pm](#)

Sabatier and Weible (2014) Chapter 3, "Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policy Making"

Givel, Michael. 2006. "Punctuated equilibrium in limbo: The tobacco lobby and U.S. state policymaking from 1990-2003". *Policy Studies Journal* 34(3): 405-418.

Week 9 (Oct. 11-15): Issue Framing and PT3 – Democratic Policy Design

Sabatier and Weible (2014) Chapter 4, "Democratic Policy Design: Social Construction of Target Populations"

Michener, Jamila. 2019. "Policy feedback in a racialized polity". *Policy Studies Journal* 47(2): 423-450.

Week 10 (Oct. 18-22): PT4 - Advocacy Coalition Framework (ACF)

Sabatier and Weible (2014) Chapter 6, "The Advocacy Coalition Framework: Foundations, Evolution, and Ongoing Research."

Dougherty, Kevin J., Nienhuser, Kenny H., Vega, Blanca E. 2010. "Undocumented immigrants and state higher education policy: The politics of in-state tuition eligibility in Texas and Arizona". *The Review of Higher Education* 34(1): 123-173.

Pierce, Jonathan J., Holly L. Peterson, Michael D. Jones, Samantha P. Garrard, and Theresa Vu. 2017. "There and back again: A tale of the advocacy coalition framework." *Policy Studies Journal* 45(S1): S13-S46.

Week 11 (Oct. 25-29): PT5 - Narrative Policy Framework

[Exam 2 on Thursday, October 21](#)

Sabatier and Weible (2014) Chapter 7, "The Narrative Policy Framework"

Merry, Melissa K. 2018. "Narrative strategies in the gun policy debate: Exploring proximity and social construction". *Policy Studies Journal* 46(4): 747-770.

Week 12 (Nov. 1-5): PT6 - Institutional Analysis and Design (IAD) Framework

[Policy Actor analysis due by Tuesday, November 2 by 9:00pm](#)

Sabatier and Weible (2014) Chapter 8, "An Assessment of the Institutional Design and Development Framework and Introduction of the Social-Ecological Systems Framework."

Imperial, Mark T. and Tracy Yandle. 2005. "Taking institutions seriously: Using the IAD framework to analyze fisheries policy". *Society and Natural Resources* 18:6, 493-509.

Listen to: *Planet Money's* "Elinor Ostrom Checks In"

https://www.npr.org/sections/money/2009/10/podcast/elinor_ostrom_checks_i.html

Week 13 (Nov. 8-12): PT7 - Policy Diffusion

Sabatier and Weible (2014) Chapter 9, "Innovation and Diffusion Models in Policy Research"

Shipan, Charles and Volden, Craig. 2008. "The Mechanisms of Policy Diffusion". *American Journal of Political Science* 52(4): 840-857.

Week 14 (Nov. 15-19): Street-level Bureaucrats in Policy Implementation

[Exam 3 on Thursday, November 18](#)

May, Peter J., and Søren C. Winter. 2009. "Politicians, managers, and street-level bureaucrats: Influences on policy implementation." *Journal of Public Administration Research and Theory* 19(3): 453-476.

Tummers, Lars, and Victor Bekkers. 2014. "Policy implementation, street-level bureaucracy, and the importance of discretion." *Public Management Review* 16(4): 527-547.

Arnold, Gwen. 2014. "Policy learning and science policy innovation adoption by street-level bureaucrats." *Journal of Public Policy* 34(3): 389-414.

Week 15 (Nov. 22-26): Collaborative Governance in Planning and Implementation (NO CLASS THURSDAY.THANKSGIVING HOLIDAY)

Scott, Tyler A., and Craig W. Thomas. 2017. "Unpacking the collaborative toolbox: Why and when do public managers choose collaborative governance strategies?" *Policy Studies Journal* 45(1): 191-214.

Purdy, Jill M. 2012. "A Framework for Addressing Power in Collaborative Governance Processes". *Public Administration Review* 72(3): 409-417.

Week 16 (Nov.29-Dec.03): Challenges in Policy Evaluation (plus Course Wrap-up)

Peters, Guy. 2016. Chapter 8, section "Problems in Evaluating Public Programs" *American public policy: Promise and performance.* (p. 178-191). Thousand Oaks, CA: CQ Press.

Week 17 (Dec.06 - 10): Finals week

[Policy theory application paper due by Tuesday, December 7 by 9:00pm](#)

[Optional Exam 4 on Thursday, December 9](#)

This syllabus may subject to change at the instructor's discretion if necessary