**Course Syllabus
PADP 8630: Public Policy Implementation, CRN 46688
Fall 2022**

**101D Baldwin Hall, UGA main campus
Thursdays, 7:00 – 9:50pm**

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

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

Course Description and Objectives

Policy implementation is public administration in action. Implementation occurs after government decides to act and before the final impact of that decision is felt in the real world. Implementation is thus a major step in the policy process, and it shapes policy outputs and outcomes. Importantly, public administrators are central actors in the implementation process.

The course is designed for advanced masters-level and doctoral students who are familiar with the knowledge bases of Public Administration, Public Management, and Public Policy, and who understand the basic concepts and issues in these fields. Students who have not completed core coursework in these subjects may be given additional readings and written assignments to help prepare them for successful learning in the course.

Effective policy implementation requires good technical skills and management acumen. Public administrators are charged with managing public organizations and public employees. They work under the purview of elected officials and various oversight authorities; coordinate their activities with other public, nonprofit, and private sector organizations involved in service delivery; develop mutually supportive relationships with the media, interest groups, and other stakeholders; and deliver timely and effective public services to citizens and other service users.

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.

---

[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. Always send emails from your standard UGA email account – not through the eLC course website.

The course is conducted as an upper-level graduate seminar with several closely related aims:
1. Exploring the relationship between policy implementation, public administration, and management.
2. Understanding policy implementation's role in the policy process, which evokes debate over the politics-administration dichotomy that has shaped our professional field.
3. Cultivating a broad understanding of policy implementation based upon the need for concerted, goal-oriented action across different levels of government and including numerous public, nonprofit, and private sector partners.
4. Introducing students to the literature and major issues involved in the subject (these include conceptual, theoretical, methodological, and practical issues).
5. Surveying and analyzing the major theoretical frameworks used to study the subject.
6. Recognizing the unique contributions of policy implementation research to the study of public administration and the social sciences.
7. Exploring ways to strengthen theory-practice linkages (and visa-versa).
8. Encouraging an assessment of the state of the field.
9. Allowing students to delve more deeply into a specialized aspect of the topic that will stimulate their personal interests and further their career aims.

For MPA students, the following core competencies are imparted in the course:
Competency 1: To lead and manage in public governance.
Competency 2: To participate in the public policy process.
Competency 3: To analyze, synthesize, think critically, solve problems, and make decisions.
Competency 4: To articulate and apply a public service perspective.
Competency 5: Communicating with a diverse workforce and citizenry.

Students are encouraged to apply the theories and concepts learned in this course to their own individual fields of interest, and to draw from their own experiences and offer relevant insights to the class. Doing so will enliven seminar sessions and enrich the learning environment for all.

Seminar Sessions
The course will be taught in a traditional seminar-type format with face-to-face meetings throughout the semester. Work groups consisting of several members each will be formed early in the semester. These groups will periodically lead discussions on course readings and perform other special assignments. All course deliverables will be submitted by email. The eLC course website is accessible at: https://uga.view.usg.edu/d2l/login.

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. Attendance and the extent and quality of participation will influence final grades as explained below.

Assignments and Grades

Grades will be based on student performance on written examinations, a course paper, group work, and attendance and participation in the seminar. These components are explained below, and they will be discussed in more detail during the initial class meeting. Grades will be based on the standard UGA grading scale for this type of course and will range from A to F. Individual components of the course are weighted as follows:

Component	Masters-level Students	Doctoral Students
Midterm Examination	30%	-
Final Examination	30%	-
Research Paper[2]	20%	-
Group Assignments	10%	10%
Literature Review Paper	-	30%
Publishable Research Paper	-	50%
Attendance and Participation	10%	10%
	100%	100%

Masters-level students will complete a midterm examination on a set of questions related to policy implementation. Students will receive the questions approximately one week before the essay is due. This "take-home" assignment will count approximately 30 percent of the final grade.

Masters-level students will take a comprehensive, open book final examination that is like the midterm examination but comprehensive in nature. They will also develop a term-length research paper consisting of a case study or original research report with a suggested length of 15 pages. The final examination is worth approximately 30 percent of the final grade and the research paper is worth approximately 20 percent. Both are due at semester's end.

All written deliverables should be formatted according to the American Political Science Association style manual, which is posted on the eLC course website. Students should pay particular attention to the instructions pertaining to in-text citations and the reference list. Light referencing is required. Provide citations for all direct quotations and major sources that inform your answers. In general, 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. The pages should be numbered and collated into a single Microsoft Word document (no PDFs or cloud files). This document should be emailed to the instructor by the respective due date. For grading purposes, the main emphasis will be on content, but quality of presentation is also considered. Late penalties will apply.[3]

---

[2] A case study or research report on a topic that is approved in advance by the instructor.

[3] The late penalty for each whole or partial day late is one grade-notch on the standard grading scale of A, A- B+, B, B-, etc.

Doctoral students will have additional readings and substantially different deliverables as determined by the instructor and based on student needs. Course components and their respective weights for doctoral students are shown above.

Research Paper

Students will complete a research paper on a topic closely related to policy implementation. This is an open-ended assignment worth approximately 20 percent of the final course grade for Masters-level students and 50 percent for doctoral students. Students are encouraged to develop a project and write a paper that will further their own personal and professional interests in the field. Some ways to fulfill this requirement include: develop a case study on the implementation of a specific public policy; conduct in-depth research on a particular aspect of the implementation process; read an important book on policy implementation and write an in-depth book review (i.e., a critical analysis – not just a book review); identify a topic relevant to policy implementation that is not adequately covered in course readings, research this topic, and write a report on it; select a controversial topic that focuses on policy implementation, research both sides of the issue, and writing a fact-based position paper refereeing the issue; etc. There are many other ways to satisfy the research paper requirement. Importantly, each student's topic and research plan must be approved in advance by the instructor. A short paragraph-length proposal is due midway through the semester, and the final paper is due at semester's end. The suggested length is 15 pages. A brief in-class presentation is expected if time permits.

Group Assignments

Group work is an essential part of modern-day public administration and a major part of this course. Permanent work groups will be formed early in the semester. These groups will be tasked with performing special assignments and leading seminar discussions on assigned readings. This aspect of the seminar is meant to increase engagement and hone important technical and collaborative skills. Completing group assignments on time is a collective responsibility. All group members should work together on this. Students should also rely on their group for support when needed. For example, students who miss a class should reach out to their group mates for details on what was missed and copies of lecture notes and handouts. The instructor will assess the quality of group work at semester's end and assign grades accordingly. These grades will count 10 percent of the final course grade.

The main group activity is leading in-class discussions on assigned readings. Each group should prepare a brief PowerPoint slide set to structure their in-class discussion. The PowerPoint set should be emailed to me by noon on the day before the reading is scheduled for in-class discussion. Each individual reading should be discussed, but the group can adjust the time spent on each reading to devote more time to important readings and linking themes. Note: all group members are collectively responsible for submitting PowerPoint sets on time and for leading effective in-class discussions, as mentioned above.

Attendance and Participation

Attendance and participation are required in the course and count approximately 10 percent of the final grade. Students should attend class and be punctual; avoid arriving late or leaving early because this is disruptive to the class. Students who miss excessive class time should expect to receive a lowered grade in the course, regardless of their performance on graded assignments.

When scoring participation, I first consider the student's attendance record because this is a prerequisite for participation. Then I consider how frequent, valuable, and constructive the student's contributions have been to seminar discussions, and how responsive they have been to course assignments and my specific requests during the semester. I also differentiate between required and spontaneous participation: the latter weighs more heavily here.

Reasonable Accommodations

Students with disabilities that could affect their ability to participate and perform well in the course should see me early in the semester. I am receptive to these situations and will make any reasonable accommodations. If you plan to request accommodations, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting https://drc.uga.edu.

Mental Health and Wellness Resources

- If you or someone you know needs assistance, you are encouraged to contact Student Care and 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 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://www.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.

Academic Honesty

The ethical bar is set very high for aspiring public administrators and a strong work ethic is expected in this course. 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*. The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." The University's policy and procedures for handling cases of suspected dishonesty can be found at https://ovpi.uga.edu. Students should learn about these standards before submitting any written work. *All written assignments should be completed individually – not collaboratively – unless otherwise stated.*

Prohibition on Recording Lectures

Students may *not* make a visual or audio recording of any aspect of this course unless they have written authorization from the UGA Disability Resource Center. Students who have a recording accommodation agree in writing that they:
- Will use the records only for personal academic use during the course.
- Understand that faculty members have a copyright interest in their class lectures and that they will not infringe on this right in any way.

- Understand that the faculty member and students in the class have privacy rights and agree not to use the 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 also agree not to profit financially and not to allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the semester's end.
- Understand that violating these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Coronavirus Information for Students
Information on how the Coronavirus Pandemic affects students attending fall classes is posted on the UGA course website. Please heed this information throughout the semester.

FERPA Notice
The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at https://reg.uga.edu/general-information/ferpa/. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.)

Preferred Names and Pronouns
Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name if different from the above. If so, please advise me of your preference early in the semester.

Required Readings
Required readings for the course are as follows:

- Michael Hill and Peter Hupe, 2021. *Implementing Public Policy*, 4th ed. London, UK: SAGE Publications, Ltd. ISBN13 978-1529724875

- Daniel Mazmanian and Paul Sabatier, 1989. *Implementation and Public Policy: With a New Postscript*. Lanham, MD: University Press of America. ISBN13 978-0819175267

- Jeffrey Pressman and Aaron Wildavsky, 1984. *Implementation*, 3d ed. Berkeley, CA: University of California Press. ISBN13 978-0520053311

- Jodie Sandfort and Stephanie Moulton, 2015. *Effective Implementation in Practice: Integrating Public Policy and Management*. San Francisco, CA: Jossey-Bass Publishers, 2015. ISBN13 978-1118775486 (free online access is available on the UGA library website)

- Additional readings, most of which are stored in digital format on the 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 course website.

<u>Tentative Course Schedule</u>
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 to meet course objectives. Some minor rescheduling may also occur. Any change in the syllabus or course schedule will be announced in advance by the instructor. Students should check their UGA email inbox regularly for updates and other information pertinent to the course.