

**POLICY PROCESS
PADP 4650**

Fall 2022
Tuesday & Thursday 12:45-2:00p
102 Baldwin

**Department of Public Administration & Policy
University of Georgia**

Instructor: Dr. Cory Struthers

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Office hours: Thursday 10:00a-12:00p (reservation) or by appointment

Office: Baldwin Hall 414

“If they don’t give you a seat at the table, bring a folding chair.”
Shirley Chisholm, the first black U.S. Congresswoman (1968)

COURSE OBJECTIVES

Making sense of current and historic events requires knowledge of the policy process as well as theoretical models that reduce complex sociopolitical issues to their core parts. We will ask questions such as: Who gets to make decisions about the laws and regulations that govern society? How are citizen voices, interest group’ demands, and scientific evidence incorporated into policy? Why does changing policy seem so difficult in some cases but not others? And what theories help us explain the processes that lead to policy change? We will focus primarily on U.S. government (national, state, local) and policy process, but will also explore these topics in other countries in order to advance our knowledge of other political systems and better understand our own. This class is *not* an introduction to policy issues (e.g., health care, environment), but is a thorough introductory overview of the policy process overall. The central objective is to equip you with the knowledge and theories necessary for explaining policy choices and policy change. Specific learning objectives include gaining a comprehensive understanding of the U.S. policy process, building a theoretical toolbox to analyze policy change, and discerning sound research methods in policy studies.

COURSE DELIVERY & COVID-19

UGA continues to follow Georgia Department of Public Health (GDPH) guidance on COVID-19. Self-isolation is the expectation for faculty, staff, and students who test positive for COVID-19. The protocols are as follows:

- Isolate for 5 days.
- If you have no symptoms or symptoms are resolving after 5 days, you can leave isolation.
- Continue to wear a mask around others for 5 additional days.

Please email me if you will miss class due to COVID-19 and we will arrange accommodations.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GPH and [CDC](#) urge you “...to monitor your health for symptoms of COVID-19 during the 10 days following the last time you were in close contact with a sick person with COVID-19” and to test at least five days after exposure. I encourage you to wear a mask if you are symptomatic even if you test negative or if you have had a recent close exposure to reduce the likelihood of classroom transmission. While the [University Health Center](#) continues to stock COVID-19 vaccines; surveillance testing and Dawg Check have been suspended.

COURSE EXPECTATIONS

This is an upper division course and will require weekly class preparation and successful completion of several writing assignments. I expect regular participation and engagement from students. To this end, I also expect civility and professionalism during class. We have different opinions, experiences, 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. If you cannot meet these standards, please do not take this course. Failure to meet them will be considered a violation of the University of Georgia’s Code of Academic Conduct (Section 5.3, Disorderly Conduct) and will be treated as such.

Importantly, class periods will involve lecture, discussion, and group activities. Participation in discussion and group activities is essential to excelling in this course. Much of the class period will involve applying concepts to real-world cases together and discussing assigned materials. Please come to class prepared to talk. I will supply you each week with questions to guide your thinking as you read the assigned materials (which should be read before the first class period of every week); taking notes and writing questions down as you read will help prepare you to make contributions during class. 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. PDFs of power point slides will be posted before the class period.

Having basic knowledge of the American institutional and partisan system is necessary for understanding course material. In the second week, I will post a recorded lecture and slides that provide an overview of this information. Please either watch the lecture or review the slides and make sure you have a strong grasp of the American system.

I will try to learn your names as quickly as possible; I will ask for your name until I’ve learned names so please be prepared to share it with the class every time you speak for the first few weeks. This is especially difficult with masks – if in-person, please sit in the same seat until I get to know you.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. 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 48 hours, but 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

- Start (e.g., “Dear Professor Struthers”) and the end (e.g., “Best”) messages with a salutation and sign with your first and last name. Use complete sentences and correct spelling.
- Please do not ask me about something written in the syllabus or in an assignment announcement—I will redirect you to these resources.

Office hours: I will hold office hours at the time specified at the top of the syllabus. The default is meeting virtually but I’m happy to meet in person – please email me if you plan to come to the office. To ensure that everyone has an opportunity to meet with me and to make the best use of our time, please reserve your spot at We Join (<https://www.wejoinin.com/sheets/villc/edit>); please avoid scheduling meetings the day of office hours. The Zoom link to the meeting is posted to “Course Overview” in our eLC site. Those without reservations will be asked to leave and re-book. Email me to book an appointment if you are unavailable during weekly office hours.

Technology: You will also need access to eLC and the remote library service; please email me right away if you access issues. Otherwise, there are no technology requirements. Laptops and portable devices are welcome in class but must only be opened and used to take notes or review course materials. Please do not have your phone visible and put it on silent (not vibrate). Students who disrupt class will be asked to leave.

If UGA/USG pivots classes online, you are required to have your full name visible in Zoom. Please check your name and update it accordingly or I will ask you to do so.

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.

Attendance policy: Attendance in class periods is expected unless you are ill or give advanced notice of an absence for other occasional, reasonable causes, including observance of religious holidays. You will not be penalized for these absences. Please give me advanced notice if you will be absent. If you will be absent due to religious holidays, I need notice by August 31st.

Late policy: My courses have flexible late policies. An optional exam is available at the end of the semester if you miss an exam. For late papers, you will be docked five percentage points each day

passed the due date. Please email me if you become sick and are unable to keep up with work and we will work something out—open lines of communication are very important in this setting.

Academic honesty: 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/>.

Diversity and inclusive learning environment: I support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style.

Accessibility and disabilities: If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify me right away so we can come up with a plan to ensure your success in this course. Please notify the Office for Disability Services (<https://drc.uga.edu>) as soon as possible if you require accommodations. Documentation of a disability and our email exchanges are confidential.

Land and labor acknowledgement: I acknowledge that the land in which we learn and work at UGA is the territory of the Muscogee-Creek, Cherokee, and Chickasaw Peoples, and that UGA benefited from the labor of enslaved peoples, primarily of African descent, during the antebellum period. You can find resources on slavery (as well as indigenous peoples’ removal in Athens) at this website: <https://www.slaveryatuga.org/>.

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.
- Crisis support: <https://www.uhs.uga.edu/info/emergencies>
- Counseling services: <https://www.uhs.uga.edu/caps/welcome>
- 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

Grading of assignments is as follows. Specific expectations for each written assignment will be shared during the semester.

Participation	10%
Two short answer exams (10% each)	20%
Policy process research project	
1. Scenario proposal	5%
2. Group attention analysis	20%
3. Political interests brief	20%
4. Policy theory application	25%
Total:	100%

The **two short answer exams** will ask you questions ask you 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 check, check plus, or check minus. Exams will be posted at 8:00am on the date of the exam and closed for submission at 8:00pm – except to take 1-3 hours on each exam. These are open book, take home exams but speaking with your classmates during the exam is prohibited. We will practice writing concisely, delivering answers within 1-page, single-spaced. Anything over one page will not be read. An optional third exam will be offered at the end of the semester. I will take the two highest exam grades if you opt in to the third exam. I will not provide written feedback on exams, but detailed answers will be given in class following grade returns. Lecture will not be held on exam day.

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 assignments. Early in the semester, you will need to choose a specific national policy (regulation or legislation – NOT a court case) to study. Preferably, it is an adopted policy but policies that reached an advanced stage of the policy process will be considered. The

policy should have a strong public record (media, journal articles, books), and should be proposed/adopted between 1950-2018. You are more than welcome to choose a policy outside of the U.S. as long as the country is part of the Comparative Agendas Project (CAP) (see list under “Select a project” <https://www.comparativeagendas.net/>).

Your first assignment (“scenario proposal”) will involve writing a 1-2 paragraph 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 give a group presentation on the trends in the CAP attention metrics, which document the rise and fall of public, media, and government attention to policy issues (no written assignment). In your third assignment (“political interests brief”), 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, single-spaced, with 1-inch margins and submitted as Word documents via the eLC assignment portals.

Participation is very important in this course. Full credit for participation means showing up to class and speaking regularly during lectures, discussions, and during in-class group activities.

FINAL GRADES

Final grades are assigned at the end of the semester based on each student’s performance on the course requirements using the following scale. Please do not ask me to “round up”—I won’t.

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 & TECHNOLOGY

Sabatier, Paul A. and Weible, Christopher M. 2014. *Theories of the Policy Process*, 3rd ed. (you do not need the most recent version). Boulder, CO: Westview Press. Available in UGA’s online library.

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

A laptop or desktop computer with an Internet connection is required. You will also need access to eLC, Zoom, and the remote library service.

COURSE PLAN

Week 1 (Aug. 15-19): Overview

Course introduction – no readings

Week 2 (Aug. 22-26): What is public policy and policy process theory and research?

Stone, Deborah. 1988. “Chapter 1: The market and the polis”. *Policy paradox: The art of political decision-making*. New York, NY: W.W. Norton & Company, Inc.

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.

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>

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. 29-Sept 2): American institutions in comparative context

Review American institutions module (either pdf and/or video), if not familiar with the content

Taylor et al. (2014), Chapter 1 and Chapter 2 p. 40-48

Tsebelis, George. 1995. “Decision Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism”. *British Journal of Political Science* 25(3): 289-325.

Fraga, Bernard L. and Miller, Michael G. “Who do Voter ID Laws Keep from Voting?”. *The Journal of Politics* 84(2).

Check these out! <https://twitter.com/jennifernvictor/status/1501699636779630595>

Week 4 (Sept. 5-9) Rulemaking and administrative procedures

Policy proposal due on Monday, September 5 by 11:59pm

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

Looney, Adam. 2019. “How to effectively comment on regulations.” *Center on Regulation and Markets, Brookings Institute*.

Week 5 (Sept. 12-16): Science and evidence in policy

ALTERNATIVE ASSIGNMENT THURSDAY - TBD

Keller, Ann Campbell. 2009. "Chapter 2: Theories of science in policymaking". *Science in environmental policy: The politics of objective advice*. Boston, MA: MIT Press.

Cairney, Paul and Oliver, Kathryn. 2017. "Evidence-based policymaking is not like evidence-based medicine, so how far should you go to bridge the divide between evidence and policy?". *Health Research Policy and Systems* 15(35): 1-11.

Week 6 (Sept. 19-23): 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 (Sept. 26-30): PT1 - Multiple Streams Framework

TAKE HOME EXAM THURSDAY – NO LECTURE

Sabatier and Weible (2014) Chapter 2

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. 3-7): PT2 - Punctuated Equilibrium Theory (PET)

Sabatier and Weible (2014) Chapter 3

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. 10-14): PT3 - Advocacy Coalition Framework (ACF)

Sabatier and Weible (2014) Chapter 6

Weible, Christopher M., Ingold, Karin, Nohrstedt, Daniel, Henry, Adam Douglas, and Jenkins-Smith, Hank C. "Sharpening Advocacy Coalitions". *Policy Studies Journal* 48(4): 1054-1081.

Week 10 (Oct. 17-21): Attention analysis presentations

No readings

Week 11 (Oct. 24-28): Issue Framing and PT4 – Democratic Policy Design

Sabatier and Weible (2014) Chapter 4

Farris, Emily and Silber Mohamed, Heather. 2018. "Picturing immigration: How the media criminalizes immigrants". *Politics, Groups, and Identities* 6(4): 814-824.

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

Week 12 (Oct. 31-Nov. 4): PT5 - Narrative Policy Framework

Sabatier and Weible (2014) Chapter 7

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

Week 13 (Nov. 7-11): PT5 - Institutional Analysis and Design Framework

TAKE HOME EXAM THURSDAY – NO LECTURE

Sabatier and Weible (2014) Chapter 8

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 14 (Nov. 14-18): PT7 - Policy diffusion & policy theories review

Political interests brief due by Friday, November 18 by 11:59pm

Sabatier and Weible (2014) Chapter 9

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

Week 15 (Nov. 21-25): Street-level bureaucracy

NO CLASS THURSDAY - THANKSGIVING

Madsen, Jonas K., Mikkelsen, Kim S., and Moynihan, Donald. 2018. "Burdens, Sludge, Ordeals, Red tape, Oh My!: A User's Guide to the Study of Frictions". *Public Administration* 100(2): 375-393.

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

Week 16 (Nov. 28-Dec. 2): Collaborative governance

Emerson, Kirk, Nabatchi, Tina, and Balogh, Stephen. 2011. "An Integrative Framework for Collaborative Governance". *Journal of Public Administration Research and Theory* (22)1: 1–29.

Purdy, Jill M. 2012. "A framework for addressing power in collaborative governance processes". *Public Administration Review* 72(3): 409-417.

Week 17 (Dec. 5-Dec 9): TBD

Weible, Christopher M., Heikkila, Tanya, deLeon, Peter, and Sabatier, Paul A. 2012. "Understanding and influencing the policy process". *Policy Sciences* (2012) 45:1–21.

Week 18 (Dec. 12-16): Continuation of finals week

Policy actor analysis due by Monday, December 12 by 11:59p

Optional exam 4 on Thursday, December 8