

PADP 4650 Policy Process Spring 2024

Instructor: Esther Han

Office: Baldwin Hall, Room 414

Office Hours: By appointment

(In-person/Virtual. Please, email to make an appointment: ehan1@uga.edu)

Class meetings: Baldwin 202 (Tuesday and Thursday 9:35-10:50 AM)

NOTE: I am flexible regarding appointments, but please e-mail ahead to set a time

COURSE OBJECTIVES

By the end of this course, students should be able to:

- ✓ Identify the key steps, environments, institutions, and actors in the policy process
- ✓ Explain different ways of categorizing policies
- ✓ Demonstrate knowledge of current policy process theories
- ✓ Evaluate policy issues in the context of policy process theories

COURSE OVERVIEW

The first part of the course will review the basic concepts and factors of policy process, such as definition, elements, contexts, actors, and types of policies. Next, the course will address different policy process theories to explain policy changes. Class activities and assignments will encourage students to understand and apply the knowledge to current policy issues.

Students are expected to complete the assigned readings **before** class.

TEXTS BOOKS

NOTE: Please start by purchasing the Birkland text. The book is also available through the library.

-Birkland, T. A. (2020). *An introduction to the policy process: Theories, concepts, and models of public policy making*. Routledge. (5th edition)

-Extra mandatory readings (*available on the eLC)

GRADING

Class attendance and discussions: 10% of grade

Policy debates: 15% of grade

Midterm examination: 30% of grade

Final examination: 25% of grade

Final policy paper & presentation: 20% of grade

All grades will conform to the following scale:

A 93 – 100% C- 70 – 72%

A- 90 – 92% D+ 67 – 69%

B+ 87 – 89% D 63 – 66%

B	83 – 86%	D-	60 – 62%
B-	80 – 82%	F	Below 60%
C+	79 – 77%		
C	73 – 76%		

CLASS DISCUSSIONS AND PRESENTATIONS

Discussions are a critical feature of the class to strengthen developing & understanding of policy process. In general, Thursday classes will entail discussions after a summary lecture on each week's topic. Students will also be asked to have a short presentation about different policy process theories to facilitate the discussions later in the semester.

POLICY DEBATES

We will have approximately 4 debates for the semester. Each student will be assigned to a small group of students. In each debate, one group will argue in favor of a given policy viewpoint, and the second group will argue against it. These topics will be closely connected to the course readings. Each group will provide a 3-5 page paper (double-spaced) summarizing their argument. The paper should draw on readings from the course and can draw on outside readings and *real-world examples* as well. Each side will also create a narrated presentation that can last up to 10 minutes. Each group will upload their paper and presentations in the assignments folder by 5pm before the debate is listed in the class schedule or noted by the instructor. I will provide more detailed information about the debate topic for each debate. All members of a group will receive the same grade.

MIDTEM AND FINAL EXAMINATIONS

The midterm will be an in-class exam, and the final exam will be online. Both exams will aim to test your understanding of the key points made by the readings and lectures. The Midterm exam will largely include short answer questions. The final exam will also include longer essays. There will not be a makeup date for either the midterm or the final examination.

POLICY PAPER & PRESENTATION

There will be a short final policy paper & presentation. The paper will be 3 to 5 pages long and require students to compare and critically evaluate the policy process theories. I will provide detailed guidelines for the paper & presentation in class.

OFFICE HOURS, E-MAIL, AND CONSULTING WITH INSTRUCTOR

I will be happy to meet with you in-person or through videoconferencing platform to discuss class content, questions, or concerns that you might have related to the class. If you would like to meet, please e-mail me with a few dates and times that you are available, and we will set up an appointment. I also strongly encourage you to use e-mail to contact me when you have questions that do not require a meeting. I will check my e-mail regularly and make every effort to answer your questions as quickly as possible.

***NOTE: Please e-mail me directly at ehan1@uga.edu rather than through eLC.**

CLASS STATEMENT

We all represent a variety of backgrounds and perspectives. To build a community learning environment that respects diversity, I ask all class members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we must learn from each other in this community
- Value each other's opinions and communicate in a respectful manner at all times
- Keep conversations of the community that are of a personal or professional nature confidential

POLICIES

Academic Honesty

Students must abide by the University of Georgia policy regarding academic honesty. All academic work must be performed without any form of cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. The University policy on academic honesty may be accessed at <http://www.uga.edu/honesty/>.

Note: The use of artificial intelligence software or word mixing software to write your papers or exams for this class are not permitted.

Computers, Cell Phones, and other Electronic Devices: You may bring a laptop computer to class, and you are encouraged to do so. You may, of course, also bring your cell phone or other devices. Please make sure that your phone or other devices are silenced during class time & not a distraction to yourself, other students, or the instructor.

Students with Disabilities

If you have a disability and would like to request specific accommodations, please notify the Office for Disability Services (<https://drc.uga.edu>) and your instructor as soon as possible. Documentation of a disability and our email exchanges are confidential.

Prohibition on Recording Lectures and Sharing of Course Materials

In compliance with University of Georgia guidance, students may not make visual or audio recordings 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:

The selling, sharing, publishing, presenting, or distributing of instructor-prepared course lecture notes, videos, audio recordings, or any other instructor-produced materials from any course for any commercial purpose is strictly prohibited unless explicit written permission is granted in advance by the course instructor. This includes posting materials on websites such as Chegg, Course Hero, OneClass, Stuvia, StuDocu and other similar sites. Unauthorized sale or commercial distribution of such material is a violation of the instructor's intellectual property and the privacy rights of students attending the class and is prohibited.

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 and/or gender pronouns. Please advise me of this preference early in the semester, so that I may make appropriate changes to my records.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance with mental health and wellness resources, 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://caps.uga.edu/wellbeing-prevention-programs-mental-health/>) or crisis support (<https://healthcenter.uga.edu/emergencies/>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://caps.uga.edu/well-being-prevention-programs-mental-health/>) 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.

COURSE OUTLINE, SCHEDULE, AND ASSIGNMENTS

***The course syllabus provides a general plan for the course and
is subject to change if necessary.***

We might occasionally have online activities or meetings to supplement the class meetings.

Readings with * indicate that they are available on the eLC

Week 1 (Jan 9/11)	COURSE INTRODUCTION; PUBLIC POLICY Read: Birkland, Chapter 1
Week 2 (Jan 16/18)	POLICY PROCESS AND POLICY ENVIRONMENTS Read: Birkland, Chapter 2
Week 3 (Jan 25)	THE CONTEXT OF PUBLIC POLICY MAKING; OFFICAL POLICY ACTORS Read: Birkland, Chapter 3 (p.92-99 only) and Chapter 4 *NOTE: Jan 23rd NO CLASS (Instructor business trip)
Week 4 (Jan 30/Feb 1)	OFFICAL AND UNOFFICIAL POLICY ACTORS Read: Birkland, Chapter 4 and 5
Week 5 (Feb 6/8)	POLICY AGENDA SETTING Read: Birkland, Chapter 6
Week 6 (Feb 13/15)	POLICY TYPES Read: Birkland, Chapter 7 Policy Debate #1: Elite vs. Citizen.
Week 7 (Feb 20/22)	POLICY DECISION MAKING – POLICY ANALYSIS Reading: Birkland, Chapter 8
Week 8 (Feb 27/29)	MIDTERM <u>In-Class Midterm: Feb 29</u>
Week 9 (Mar 5/7)	SPRING BREAK
Week 10 (Mar 12/14)	POLICY DESIGN AND IMPLEMENTATION Reading: Birkland, Chapter 9 (p.307-308; 324-326; 333-337) and 10 Policy Debate #2: Rational vs. Incremental Decision-making
Week 11 (Mar 19/21)	OVERVIEW: UNDERSTANDING AND COMPARING POLICY PROCESS THEORIES; MULTIPLE STREAM FRAMEWORK Reading: Birkland, Chapter 11 (p.374-376; 382-388) *Cairney, P., & Heikkila, T. (2023). How Should We Compare Theories of the Policy Process?. In Theories of the Policy Process.(pp. 292-311). *Case Study: Policing Reform WITHDRAWAL DEADLINE: Mar 21

Week 12
(Mar 26/28)

PUNCTUATED EQUILIBRIUM THEORY

Reading: Birkland, Chapter 11 (p.392-395)

*Amri, M. M., & Drummond, D. (2021). Punctuating the equilibrium: an application policy theory to COVID-19. Policy Design and Practice, 4(1), 33-43.

*Case Study: US Farm policy

[Policy Debate #3: Top-down vs. Bottom-up](#)

Week 13
(Apr 2/4)

ADVOCACY COALITION FRAMEWORK

Reading: Birkland, Chapter 11 (p.388-392)

*Case Study: Erik Hysing & Jan Olsson (2008) Contextualizing the Advocacy Coalition Framework: theorizing change in Swedish forest policy, Environmental Politics, 17:5, 730-748.

***NOTE: Apr 4 NO CLASS (Instructor attending conference)**

Week 14
(Apr 9/11)

NARRATIVE POLICY FRAMEWORK

Reading: Birkland, Chapter 11 (p. 400-405)

*Merry, M. K. (2022). Trump's tweets as policy narratives: Constructing the immigration issue via social media. Politics & Policy, 50(4), 752-772.

*Case study: Ertas, N. (2015). Policy narratives and public opinion concerning charter schools. Politics & Policy, 43(3), 426-451.

Week 15
(Apr 16/18)

POLICY FEEDBACK THEORY

Reading:

*Mettler, S. and Welch, E. 2004. "Civic Generation: Policy Feedback Effects of the GI Bill on Political Involvement over the Life Course." British Journal of Political Science, 34, 3, 497-518.

Case Study: Pulled Over: Policing and Citizenship (video)

[Policy Debate #4 Policy process theories](#)

Week 16
(Apr 23/25)

POLICY PAPER PRESENTATIONS

Final Paper Due Apr 27 (Sat) 11:59 PM

Online Final Exam: Apr 30