

## **PADP 8620 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](mailto:ehan1@uga.edu))

Class Location: Baldwin 102 (Thursday 3:55-6:45 PM)

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

### **COURSE DESCRIPTION**

In this course, we will study the public policy process and how policy changes. While we often are interested in learning how to analyze policies and to choose the “best” policy, public policies are not created in isolation. They exist in a context that is bounded by institutions (rules) as well as social, political, and economic factors. Unanticipated events also help to determine this context. In this class, we want to consider how and when does policy change occur. Moreover, we also want to look at how these policies look. For example, are they new and exciting, or do they look almost the same as they have looked in the past?

### **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
- ✓ Demonstrate knowledge of current policy process theories
- ✓ Evaluate arguments made by policy scholars in academic and applied settings
- ✓ Identify factors that increase/decrease the likelihood of policy change
- ✓ Understand policy issues in the context of policy process theories

### **TEXTS BOOKS**

NOTE: Please start by purchasing the Birkland text. Weible 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. (5<sup>th</sup> edition)
- Weible, C. M. (Ed.). (2023). *Theories of the policy process* (5th ed.). Taylor & Francis. (4th edition is also fine. Some of the chapters might be available on the eLC)
- Extra mandatory readings (available on the eLC)

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

## **GRADING**

Class attendance and discussions: 10% of grade

Writing assignment: 20% of grade

Midterm examination: 30% of grade

Final examination: 25% of grade

Final policy paper & presentation: 15% 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 understanding of policy process. In general, classes will entail case study discussions after a summary lecture on each week's topic and/or critiques on the academic article readings. Students might also be asked to have a short presentation about different policy process theories to facilitate the discussions later in the semester. Additionally, I also tend to pose questions to students in class about the reading materials to facilitate discussions.

## **WRITING ASSIGNMENTS**

There will be four to five short writing assignments. Each exercise is to be typed and submitted through the eLC by the beginning of class on the designated date. Late assignments will not be accepted. The primary purpose of the assignments is to offer students opportunities to critically review the policy process theories and prepare themselves for the final exam. Each assignment will count 4-5% toward your course grade and are graded on a good faith effort basis. If your assignment is largely correct and well-argued, you will receive 5 points. Mostly correct and good enough answer will receive 4.5 points. Answers that do not display a good faith effort will receive less.

## **MIDTEM AND FINAL EXAMINATIONS**

The midterm's format will be TBD, and the final exam will be take-home. 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 consist of longer essay questions. 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 approximately 5 pages long and requires students to critically review the policy process theories. It will provide an in-depth review of recent (2018 – 2023) articles that use a particular theory. **I will initiate a sign-up. There cannot be multiple reviews of the same papers.** 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](mailto: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.*

Week	Date	Readings
1	Jan 11	<b>Course introduction and syllabus overview</b> <b>Introduction to Public Policy</b> Birkland, Chapter 1
2	Jan 18	<b>Policy Process, Environment, and Context</b> Birkland, Chapter 2 and 3 (read p.92-99 and scan the other pages)
3	Jan 25	<b>Policy Actors</b> Birkland, Chapter 4 and 5
4	Feb 1	<b>Policy Types and Decision Makings</b> Birkland, Chapter 7 (p.258-278) and (p.294-301) <ul style="list-style-type: none"> <li>Jones, B.D. 2003. "Bounded Rationality and Political Science: Lessons from Public Administration and Public Policy," Journal of Public Administration Research and Theory, 13, 4, 395-412.</li> <li>Lindblom, Charles. 1959. "The Science of Muddling Through." Public Administration Review 19 (2).</li> </ul>
5	Feb 8	<b>Agenda Setting and Problem Definition</b> Birkland, Chapter 6 <ul style="list-style-type: none"> <li>Eissler, R., Russell, A., &amp; Jones, B. D. (2014). New avenues for the study of agenda setting. Policy Studies Journal, 42, S71-S86</li> </ul>
6	Feb 15	<b>Overview on Policy Process Theories</b> Birkland, Chapter 11 Weible, Chapter 9 <ul style="list-style-type: none"> <li>Cairney, P. (2015). How can policy theory have an impact on policymaking? The role of theory-led academic-practitioner discussions. Teaching Public Administration, 33(1), 22-39.</li> </ul>
7	Feb 22	<b>Multiple Streams Framework and Punctuated Equilibrium Theory</b> Weible, Chapter 1 and 2 <ul style="list-style-type: none"> <li>Weiner, T. (2007). Touching the Third Rail: Explaining the Failure of Bush's Social Security Initiative. <i>Politics &amp; Policy</i>, 35(4), 872-897.</li> <li>Amri, M. M., &amp; Drummond, D. (2021). Punctuating the equilibrium: an application policy theory to COVID-19. Policy Design and Practice, 4(1), 33-43.</li> </ul>
8	Feb 29	<b>Midterm Exam</b>
9	Mar 7	<b>Spring Break</b>
10	Mar 14	<b>Advocacy Coalition Framework</b> Weible, Chapter 4 <ul style="list-style-type: none"> <li>Elgin, Dallas and Weible, Chris. 2013. "A Stakeholder Analysis of Colorado Climate and Energy Issues Using Policy Analytical Capacity and the Advocacy Coalition Framework" Review of Policy Research 30(1): 114-133</li> </ul> <i>Writing Assignment 1 Due</i>
11	Mar 21	<b>Policy Diffusion</b> Weible, Chapter 7 <ul style="list-style-type: none"> <li>Mintrom, M. and S. Vergari. 1998. "Policy Networks and Innovation Diffusion: The Case of State Education Reforms." Journal of Politics 60, 1:126-148.</li> <li>Shipan, Charles and Craig Volden. 2012. "Policy Diffusion: Seven Lessons for Scholars and Practitioners." Public Administration Review.</li> </ul>

12	Mar 28	<b>Narrative Policy Framework</b> Weible, Chapter 5 <ul style="list-style-type: none"> <li>• Merry, M. K. (2022). Trump's tweets as policy narratives: Constructing the immigration issue via social media. <i>Politics &amp; Policy</i>, 50(4), 752-772.</li> <li>• Ertas, N. (2015). Policy narratives and public opinion concerning charter schools. <i>Politics &amp; Policy</i>, 43(3), 426-451.</li> </ul> <i>Writing Assignment 2 Due</i>
13	Apr 4	<b>No Class (Instructor attending conference)</b> <i>Writing Assignment 3 Due</i>
14	Apr 11	<b>Policy Feedback Theory</b> Weible, Chapter 3 <ul style="list-style-type: none"> <li>• Mettler, S. and Welch, E. 2004. "Civic Generation: Policy Feedback Effects of the GI Bill on Political Involvement over the Life Course." <i>British Journal of Political Science</i>, 34, 3, 497-518.</li> <li>• Soss, J. and Schram, S.F. 2007. "A Public Transformed? Welfare Reform as Policy Feedback." <i>American Political Science Review</i>, 101, 1, 111-127.</li> <li>• Wichovsky, A. and Moynihan, D. 2008. "Measuring How Administration Shapes Citizenship: A Policy Feedback Perspective on Performance Management." <i>Public Administration Review</i>, 68, 5, 908-920.</li> </ul> <i>Writing Assignment 4 Due</i>
15	Apr 18	<b>Policy Implementation and Analysis</b> Birkland, Chapter 8, 9, and 10
16	Apr 25	<b>Final Paper Presentation</b> <i>Final paper Due: Apr 27 11:59 PM</i> <b>Taken-Home Final Exam Released</b> <i>Final Exam Due: Apr 30 11:59 PM</i>