

POLICY PROCESS
PADP 4650
Fall 2025
Monday/Wednesday/Friday 12:40 PM - 01:30 PM
Baldwin 202
Department of Public Administration & Policy, University of Georgia

Instructor: Heewon Lee

Email: heewon.lee@uga.edu

Office: Baldwin Hall 414

Office hours: Wed 1:30PM - 2:30 PM

Course description

This course offers an introduction to the roles of diverse actors in the policy making process and the theories of policy processes. In the first part of the course, we will learn about key concepts in policy making and policy process. The latter part of the course will focus on different theories to understand the stages of policy processes, applying these theories to real-world policies.

While the core focus is on policymaking in the United States and policy process at federal and state levels, the policy process theories discussed are applicable beyond U.S. policies. By the end of the course, students will have an understanding of the policymaking process and be equipped with theoretical frameworks to analyze policy decisions and changes.

Course objectives

By the end of the course, students will be able to..

1. Understand the policy process in the United States.
2. Perform analysis of identification of public problems, the process of agenda setting, the prospects for policy adoption, and policy implementation.
3. Analyze policy processes using policy process theories.

Course Materials

- All required readings and articles will be posted on eLC.

Assignments and Final Grade

| | |
|---|-------------|
| Participation and attendance | 15% |
| Research article presentation/discussion lead | 15% |
| Midterm exam | 15% |
| Policy process project | |
| -milestone #1: policy proposal | 5% |
| -milestone #2: process analysis | 15% |
| -milestone #3: presentation | 15% |
| -milestone #4: policy theory application | 20% |
| Total: | 100% |

Participation and attendance (15%)

- You are expected to complete all required readings prior to class, actively engage in discussions with critical thinking, creative suggestions, and substantive questions, and link assigned materials to relevant debates in current events.
- Participation grade measures both a) making **at least one meaningful verbal contribution to whole-class discussions** and b) actively and meaningfully engaging in **group activities**.
- It is important to communicate respectfully with each other and refraining from using technologies for things that are not directly relevant to this course.
- How will it be graded? At the end of class sessions, I will ask you to submit an exit ticket (or group activity sheet, etc.) where you also should mark whether you made verbal contributions and evaluate yourself on whether you engaged in group activities. Based on those, I will give participation point between 1 to 0 as below. I reserve the right to change the point if you have not participated in.
- Alternative ways to gain full 1 participation point if you were present but did not participate (this does not apply when you were absent): post an at least 200 words discussion post on discussion board on ELC (maximum of 3 times for each student)
- **The lowest 4 will be dropped** and the rest will be weighted as 15% of your final grade.
- If you were absent (and did not submit the exit ticket) for more than half of class sessions throughout the semester, you will receive a **failing grade** in this course.

| Participation points (will be summed and weighted) | Participation |
|---|---|
| 1 | Student meaningfully contributed to whole-class discussions and actively participated in group activities. |
| 0.8 | Student did not contribute to whole-class discussions but actively participated in group activities, <u>or</u> student meaningfully contributed to whole-class discussions but did not participate in group activities. |
| 0.5 | Student was present but did not participate. |
| 0 | Student was absent. |

Research article presentation / discussion lead – Group assignment

- Students will form groups at the beginning of the semester and pick one week they want to present. On most Thursdays, one group will a) give a 20-25 minutes **presentation** on the assigned paper and the policy case, and b) provide a list of **discussion questions** for group discussions. After the presentation, students will be divided into groups and engage in group discussions based on the provided discussion questions.
- **The presenting group must submit their discussion question list to me by 11:59 PM the night before their presentation.**
- Remember, you should not read aloud from your slides with a lot of text.
- I do not expect you to present the methodology or data of the paper, as it is not covered in class. Rather, **I expect you to focus on the policy context discussed in the paper and conduct additional research on the policy case** so that students can gain a deeper understanding of the policy.

What to include in the presentation:

- 1) Introduction of the paper: research question
- 2) Introduce the policy case: explain the background, development or implementation of the policy, and key actors (10 minutes).
- 3) Summarize findings and conclusion (5 minutes).
- 4) Identify how the paper (or the case) links to course materials (or the theory) for the week: be critical – discuss strengths and weaknesses of the research (5 minutes).
- 5) Brief QnA session (5 minutes).
- 6) Prepare 5 to 7 discussion questions.

Midterm exam

The exam will be an open-book, take-home exam with several questions provided as options, from which you can pick one to answer. Students are expected to write an essay-type answer. The answer should be one page long, Times New Roman, 12 pt, double-spaced, with 1-inch margins.

Policy process project – Group assignment

For the policy process project, students are expected to select one policy and analyze its policy process, stakeholders, and implementation. Each group should also apply one of the policy theories to understand the policy. This is a group project, with 3-5 students in each group.

1. Milestone 1: proposal

For milestone 1, each group is expected to pick one state-level or federal-level policy that was adopted and implemented between 1980 and 2020. The policy of choice should be already implemented and at an advanced stage of the policy process.

Groups are expected to write up to **400 words** describing the policy of choice, based on at least 5 references the reference list does not count toward the word count). Once submitted, I will review and approve your choice of policy. You cannot choose the same policy that you work on for your 'research article presentation/discussion' assignment.

2. Milestone 2: process analysis

For milestone 2, each group is expected to analyze the process from policy formulation to implementation.

This writing assignment should be **4 pages** formatted in Times New Roman, 12 pt, double-spaced, 1-inch margins.

What to include in the assignment:

- 1) Introduce the policy and the public problem or issue that the policy addresses: give background information, and a brief overview of the developments (such as being placed on the agenda, passed, and implemented).
- 2) Analyze the policy environment, background of policy adoption, and agenda-setting.
- 3) Discuss and evaluate the policy implementation and processes, including successes and limitations.
- 4) At least one official stakeholders: goals, political activities, power, resources, any unique strategies
- 5) At least one unofficial stakeholder(s): goals, political activities, power, resources, any unique strategies

- 6) Identify who should have been involved in the decision-making process for this policy but was not.

3. Milestone 3: presentation

For milestone 3, each group is expected to present their work based on the milestone 1 and 2 so that the class can learn about different policies from each other. This presentation will be in the form of a poster conference.

4. Milestone 4: policy theory application

For milestone 4, each group should pick 1 policy process theory from the 7 theories we learned and apply the theory to analyze the policy of choice. This writing assignment should be **4 pages** long, formatted in Times New Roman, 12 pt, double-spaced, with 1-inch margins.

- 1) 0.5 page summary of the policy (you can re-use your sentences from previous milestones)
- 2) 1-page summary of the theory
- 3) 1.5-page application of the theory to the policy, with or without 0.5-page visual application of the theory
- 4) 1-page discussion on the (a) strengths and (b) weaknesses of using the theory of your choice in this context, (c) mention which another theory can complement the theory of your choice

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.

| | | | |
|----|----------|----|-------------|
| 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 |

Course outline and calendar

| Week | Topics | Assignments |
|----------------------------|--|--------------------|
| Week 1 Aug 13 Aug 15 | Aug 13: Syllabus review Aug 15: Syllabus review over zoom | |

| | | |
|---------------------------------------|---|-------------------------|
| Week 2 Aug 18, Aug 20, Aug 22 | Intro to public policy and policy process | |
| Week 3 Aug 25, Aug 27, Aug 29 | Context of policy making | |
| Week 4 (Sep 01), Sep 03, Sep 05 | Policy agenda setting | Sep 7: Milestone #1 due |
| Week 5 Sep 08, Sep 10, Sep 12 | Multiple streams | |
| Week 6 Sep 15, Sep 17, Sep 19 | Punctuated Equilibrium Theory | |
| Week 7 Sep 22, Sep 24, Sep 26 | Policy feedback theory | |
| Week 8 Sep 29, Oct 01, Oct 03 | Policy adoption and diffusion | |
| Week 9 (Oct 06, Oct 08, Oct 10) | Midterm week | Oct 8: Midterm |
| Week 10 Oct 13, Oct 15, Oct 17 | Collaborative governance | |
| Week 11 Oct 20, Oct 22, Oct 24 | Official and unofficial actors in the policy process 1 | |
| Week 12 Oct 27, Oct 29, (Oct 31) | Official and unofficial actors in the policy process 2 Oct 31 - Fall break: no class | |
| Week 13 Nov 03, Nov 05, Nov 07 | IAD | Nov 7: Milestone #2 due |
| Week 14 Nov 10, (Nov 12), (Nov 14) | ACF 1 | |
| Week 15 (Nov 17), Nov 19, Nov 21 | Nov 19: Presentation prep day Nov 21: Presentation | Nov 21: Milestone #3 |
| Week 16 Nov 24, (Nov 26), (Nov 28) | Nov 24: ACF 2, review Nov 26, Nov 28: Thanksgiving, no class | |
| Week 17 (Dec 1), (Dec 3), (Dec 5) | Dec 1, Dec 3 – No class, Group work day Dec 5 – Final paper due | Dec 5: Milestone #4 due |

Detailed Class Schedule and Reading List

Week 1 Course introduction

- Required readings
 - Syllabus

Week 2 Intro to public policy and policy process

-What is public policy; policy typologies; policy process model

- Required readings
 - Krutz - Ch. 16 Sections 1-4. <https://openstax.org/books/american-government-2e/pages/16-introduction>
 - UGA Parking Is in Demand, but There Are Other Ways to Get Around Campus. <https://flagpole.com/news/news-features/2024/01/31/uga-parking-is-in-demand-but-there-are-other-ways-to-get-around-campus/>
 - 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-policyprocesses-ways-to-think-about-them-and-use-them-9368792ecb50>

Week 3 Context of policy making

-Policy system and environment

- Required readings
 - Birkland chapter 2
(<https://ebookcentral.proquest.com/lib/ugalib/detail.action?docID=5793861>)
 - Rigby, E. (2007). Same policy area, different politics: How characteristics of policy tools alter the determinants of early childhood education policy. *Policy Studies Journal*, 35(4), 653-669.

Week 4 Policy agenda setting and policy formulation

-Agenda setting

-Issue framing

- Required readings
 - Birkland Chapter 6
(<https://ebookcentral.proquest.com/lib/ugalib/detail.action?docID=5793861>)
 - Valle-Cruz, D., Criado, J. I., Sandoval-Almazán, R., & Ruvalcaba-Gomez, E. A. (2020). Assessing the public policy-cycle framework in the age of artificial intelligence: From agenda-setting to policy evaluation. *Government Information Quarterly*, 37(4), 101509.

- Pew Research Center - Americans' Top Policy Priority for 2024: Strengthening the Economy
(<https://www.pewresearch.org/politics/2024/02/29/americans-top-policy-priority-for-2024-strengthening-the-economy/>)

Week 5 Multiple streams

- Required readings
 - Policy Concepts in 1000 Words: Multiple Streams Analysis
 - DeLeo, R. A., & Duarte, A. (2022). Does data drive policymaking? A multiple streams perspective on the relationship between indicators and agenda setting. *Policy Studies Journal*, 50(3), 701-724.

Week 6 Punctuated Equilibrium Theory

- Required readings
 - Policy Concepts in 1000 Words: Punctuated Equilibrium Theory
 - Shafi, S., & Mallinson, D. J. (2023). Evaluating punctuated equilibrium dynamics within a crisis context. *Policy & Politics*, 51(4), 647-672.

Week 7 Policy feedback theory

- Required readings
 - Excerpts from Mettler
 - Jacobs, L. R., Mettler, S., & Zhu, L. (2022). The pathways of policy feedback: How health reform influences political efficacy and participation. *Policy Studies Journal*, 50(3), 483-506.

Week 8 Policy adoption and diffusion

- Required readings
 - Policy Diffusion among the U.S. States
 - Colvin, R., & Jansa, J. M. (2024). Athletic competition between the states: The rapid spread of Name, Image, Likeness laws and why it matters for understanding policy diffusion. *Policy Studies Journal*.

Week 9 Midterm

Week 10 Collaborative governance

- Required readings
 - Emerson, Kirk, Tina Nabatchi, and S. Balogh. 2012. “An Integrative Framework for Collaborative Governance.” *Journal of Public Administration Research and Theory* 22 (1): 1–29. doi:10.1093/jopart/mur011.
 - Lee, Heewon, and Yixin Liu. 2024. “All Hands on Deck: The Role of Collaborative Platforms and Lead Organizations in Achieving Environmental Goals.” *Journal of Public Administration Research and Theory*, March, muae006. doi:10.1093/jopart/muae006.

Week 11 Official and unofficial actors in the policy process I: official actors

- Optional readings
 - Familiarize yourself with the institutions from Krutz - Krutz Ch. 11-14, Krutz Ch 9

Week 12 Official and unofficial actors in the policy process II: unofficial actors

- Required readings
 - Krutz Ch 10
 - Krutz Ch 6

Week 13 IAD

- Required readings
 - Policy Concepts in 1000 Words: the Institutional Analysis and Development Framework (IAD) and Governing the Commons
 - Imperial, M. T., & Yandle, T. (2005). Taking institutions seriously: using the IAD framework to analyze fisheries policy. *Society and Natural Resources*, 18(6), 493-509.
- Optional readings
 - Sustainable earth: Nobel laureate, Elinor Ostrom, on how can we manage common-pool resources (<https://youtu.be/D1xwV2UDPAg?feature=shared>)

Week 14 ACF 1

- Required readings
 - Policy Concepts in 1000 Words: The Advocacy Coalition Framework

- Wiley, K. K. (2022, January). Leveraging political resources: Applying the advocacy coalition framework to the national coalition against domestic violence. In Nonprofit Policy Forum (Vol. 13, No. 1, pp. 1-30). De Gruyter.

Week 15 Policy project presentation

No reading

Week 16 ACF 2/ Comparing policy theories

Week 17 Final exam

No reading

Course Statements and Policies

Communication with Instructor

When sending an email, you can expect a response within 48 hours. Note that I may not respond on the weekend or holidays.

Use of Technology

Laptops and other electronic devices are welcome in class for note-taking and reviewing class materials. I ask you to silence your mobile devices so that you do not disrupt other students' learning.

Prohibition on Recording 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 also 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.

Syllabus Policy

I reserve the right to update this syllabus as class needs arise. Be assured that I will communicate to you any changes to our schedule, syllabus, or policies quickly and efficiently through email.

Late work

Late assignments will be accepted up to 14 days after the deadline with a 10% penalty. If you make a late submission, it is your responsibility to inform me. Late submissions of group assignments will not be accepted. Late final papers will not be accepted, and no work will be accepted after the final exam week. Students are encouraged to consult with the instructor if they encounter unexpected or anticipated issues that may delay the submission of assignments, to arrange an alternate submission deadline.

Engagement and participation

Good engagement begins with good preparation (having read assigned readings, watched assigned videos, completed assigned tasks); however, that is only the beginning. Truly good engagement means you contribute to the classroom activities in a meaningful way. Below is an incomplete list of examples of actions that contribute to truly good class engagement:

- Ask a question or make a comment *that shows you are interested* in what another person has said.
- Ask a question or make a comment *that encourages another person to elaborate* on what they have said.
- Make a comment *that expresses and underscores the link between two people's contributions*.
- Use body language *that shows you are actively listening to and interested in* what people are saying.
- Offer a comment *that summarizes the conversation and suggests new questions* to be explored.
- Make a comment *that demonstrates you found another person's ideas interesting or useful*.
- Ask for a moment of silence to *slow the pace of conversation* to give you, and others, time to think.
- Make a comment *that at least partly paraphrases a point* someone has already made.
- Ask a *cause-and-effect* question or an *if-this-then-that* question. for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to *specifically express appreciation* for the enlightenment you gained from a discussion.
- Serve as a small group leader *who effectively encourages all members to contribute*.

Academic Honesty

Students are required to follow the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of

Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, I will follow the procedures laid out in UGA's Academic Honesty Policy. There you can also find more information about what counts as prohibited conduct.

Use of AI for Coursework

At UGA, the default rule for student use of AI on their coursework is that it is not permitted.

Accommodation for disabilities

If you plan to request accommodations for a disability, 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 <http://drc.uga.edu>.

Preferred Names/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 pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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.

UGA Well-being Resources

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity. UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu

- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

University's Religious Holidays Attendance Policy

Student absences due to religious holidays are addressed by the University's Religious Holidays Attendance Policy.

In accordance with that policy, approval of such absences will be granted only if the instructor receives written notice from the student at least one week in advance of the religious holiday.

We will discuss to determine the conditions under which work will be made up when a student misses class or other academic obligations because of a religious holiday.

COVID-19 Protocols

Starting in 2022, UGA began to manage COVID-19 the same way as other infectious diseases. 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, i.e.,

- Isolate for 7 days.
- If you have no symptoms and a negative test at the 7-day mark, you can leave isolation.
- Continue to wear a mask around others for 7 additional days.

If you have been in close contact with someone who is COVID-positive, but you are not sick, GDPH 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."