COURSE DESCRIPTION & OBJECTIVES

This course aims to provide an introduction to the theories behind the design of solutions and the theories behind how solutions become public policy. It is expected that by the end of the course students will be able to:

1. Apply a variety of theories and frameworks analyze public policy problems and processes and solutions from a variety of different perspectives.
2. Recognize and articulate the underlying assumptions, strengths, and weaknesses in the various theories and frameworks.
3. Demonstrate a familiarity with one or more policy topics.
4. Effectively communicate, in written and spoken formats, critical examinations and understandings of policy problems and processes, in both general and topic-specific terms.

REQUIRED MATERIALS


Sabatier, P.A. & Weible, C.M. (2014). Theories of the policy process (3rd Ed.). Boulder, CO: Westview Press. (There is a copy available online through the university library, or you can purchase a physical copy. The newest (4th) edition has been released and as additional material on how these theories apply outside of the United States if you feel like that would be a better fit for your area of interest.)

We will also use Paul Cairney’s Politics & Public Policy blog (https://paulcairney.wordpress.com/) and scholarly journal articles which will either be available online or through canvas.
GENERAL COURSE EXPECTATIONS & REQUIREMENTS

Respectful & Appropriate Class Conduct.
This class will likely touch on issues about which you or your colleagues will have strong opinions. Often these opinions will be based on personal values and beliefs. Discussions may challenge your point of view and it will be important for you to consider issues from a different point of view. During the course of this class you should constantly examine the strengths and limitations of your positions on policy issues as well as those who may disagree with you. While it is important that ideas may be challenged, discussion should never devolve into personal attacks. Disrespect towards individuals or groups will not be tolerated.

Canvas.
Canvas will be an excellent reference for you throughout the semester. You will be able to find links to readings, materials and other online resources for each week under the ‘Modules’ section. Canvas also will have assignment instruction and be the primary method for submitting assignments. After submission, you will also be able to review scores for your submitted assignments.

Attendance.
Class attendance is a large portion of your participation grade. You will bear the responsibility to catch up on anything you might miss through absence. If you are unable to attend multiple classes for any reason, please bring this to my attention before, not after.

Participation.
Participation is more than showing up (although showing up is necessary thing). Your participation grade will depend on completing the assigned reading, contributing to the class discussion and completing class assignments. Participation covers 30% of your grade.

Assignments.
These assignments are one of my primary tools of evaluating your understanding. If you don’t feel like your grade reflects your knowledge, feel free to resubmit the assignment at a later date. Paper assignments are to be submitted via the course Canvas site before 6PM on the assignment due date. Assignments received after this time are subject to a 20% deduction. For these assignments, there is no set length or style. Feel free to take as long or as short as you need to demonstrate your mastery of the topics. Citations can be whatever method you prefer. Just make sure that they are consistent, allow me to track down the original source of the information, and quickly evaluate the quality of the source.

ASSIGNMENTS OVERVIEW

Brief assignment overviews are provided here. Detailed assignment instructions and grading rubrics are (or will be) available on the course Canvas site.

Issue Writeup— The written document that explains the background, major actors, prominent problems, prominent solutions etc. of your chosen policy issue area.

Issue Presentation— The class presentation that explains the background, major actors, prominent problems, prominent solutions etc. of your chosen policy issue area to your classmates.

Polis Case Study— An analysis of a policy issue using Deborah Stone’s polis framework as a lens.
Comparison 1 – An analysis comparing how two non-polis theories or frameworks might approach a policy issue
Comparison 2 – An analysis comparing how two (other) non-polis theories or frameworks might approach a policy issue
Simulation Paper – An analysis of how you as an actor would act in the expected simulation
Simulation Participation – Your participation in the simulation

COURSE GRADING

The course grading scheme is as follows.

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;=93</td>
<td>A</td>
<td>Outstanding work in terms of content, quality and creativity of written and oral expression.</td>
</tr>
<tr>
<td>&lt;93,&gt;=90</td>
<td>A-</td>
<td>Very good work – thorough in content and generally well written, though with minor flaws and/or omissions.</td>
</tr>
<tr>
<td>&lt;90,&gt;=87</td>
<td>B+</td>
<td>Good work – covers the essentials with adequate depth in substance as well as quality of written/oral expression.</td>
</tr>
<tr>
<td>&lt;87,&gt;=83</td>
<td>B</td>
<td>Acceptable work – covers most of the essentials with adequate quality of written/oral expression, though lacks depth in some explanations of subject matter.</td>
</tr>
<tr>
<td>&lt;83,&gt;=80</td>
<td>B-</td>
<td>Marginal work – borders on unacceptable – weak written/oral expression, coverage of subject matter lacks attention to some essential points and/or is overly vague about them.</td>
</tr>
<tr>
<td>&lt;80,&gt;=73</td>
<td>C+/C</td>
<td>Below standard – lacks adequate coverage of essential points, written/oral expression is very weak.</td>
</tr>
<tr>
<td>&gt;73 and below</td>
<td>C-</td>
<td>Failing, inadequate work/performance overall. Fails to answer questions, writing is very confusing, vague, does not cover many essential points.</td>
</tr>
</tbody>
</table>

Assignment | Course Points
--- | ---
Participation | 30
Policy Issue
  Written Analysis | 10
  Presentation | 5
Polis Case Study | 15
Comparison 1 Analysis | 10
Comparison 1 Analysis | 10
Simulation
  Paper | 10
  Participation | 10
Total | 100
# COURSE CALENDAR

This calendar provides a rough draft of the semester. There is a good chance it will be updated. Consult canvas for the most up-to-date syllabus or the ‘Modules’ section to see how the course calendar might have changed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/2017</td>
<td>Intro, Syllabus, Etc.</td>
<td>1. Paul Cairney’s Policy concepts in 1000 words: What is policy? [Blog post]:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction:</td>
<td><a href="https://paulcairney.wordpress.com/2014/01/08/defining-policy-shows-how-messed-up-it-seems/">https://paulcairney.wordpress.com/2014/01/08/defining-policy-shows-how-messed-up-it-seems/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Role of Theory in Understanding Public Policy</td>
<td>2. Paul Cairney’s Policy concepts in 1000 words: Policy change and measurement [Blog post]:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="https://paulcairney.wordpress.com/2014/03/18/policy-concepts-in-1000-words-policy-change-and-measurement/">https://paulcairney.wordpress.com/2014/03/18/policy-concepts-in-1000-words-policy-change-and-measurement/</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Sabatier &amp; Weible, Chapter 1: Introducing the scope and focus of policy process research and theory.</td>
</tr>
<tr>
<td>2</td>
<td>8/29/2017</td>
<td>Polis Part I-II</td>
<td>1. Deborah Stone, Chapters 1-6:</td>
</tr>
<tr>
<td>3</td>
<td>9/5/2017</td>
<td>Polis Part III</td>
<td>1. Deborah Stone, Chapters 7-11:</td>
</tr>
<tr>
<td>4</td>
<td>9/12/2017</td>
<td>Polis Part IV</td>
<td>1. Deborah Stone, Chapters 12-16:</td>
</tr>
<tr>
<td>5</td>
<td>9/19/2017</td>
<td>Section 2: Framing &amp; Narratives</td>
<td>[<strong>POLIS CASE STUDY DUE</strong>]</td>
</tr>
</tbody>
</table>

4. Sabatier & Weible, Chapter 7: The Narrative Policy Framework
| 6 | 9/26/2017 | Section 2: Agenda Setting & Multiple Streams | 1. Paul Cairney’s Policy concepts in 1000 words: Multiple streams analysis [Blog post]: [https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/](https://paulcairney.wordpress.com/2013/10/31/policy-concepts-in-1000-words-multiple-streams-analysis/)
2. Sabatier & Weible, Chapter 2: Ambiguity and multiple streams.
| - | 10/10/2017 | Fall Break | |
| 8 | 10/17/2017 | Section 2: Punctuated Equilibrium Theory | ***COMPARISON 1 PAPER DUE***
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Section</th>
<th>References</th>
</tr>
</thead>
</table>
2. Sabatier & Weible, Chapter 4: Democratic policy design: Social construction of target populations.  
| 10| 10/31/2017 | Section 2: Social Movements            | ***COMPARISON 2 PAPER DUE***  
| 12| 11/14/2017 | Section 3: Policy Feedback             | ***SIMULATION PAPER DUE***  
1. Sabatier & Weible, Chapter 5: Policy feedback theory.  
2. Sabatier & Weible, Chapter 5: Innovation and diffusion models in policy research.  
| 14 | 11/28/2017 | Simulation | |

**CODE OF CONDUCT POLICIES, ACCOMMODATIONS, & RESOURCES**

**Academic Honesty.** All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc.

Students should read the Code carefully and know they are responsible for the content. According to the Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

Academic Dishonesty will not be tolerated as public service is a calling that requires students, as future and current administrators, to understand the importance of ethical behavior in all facets of their work, including their academic coursework. The University of Utah and the Program in Public Administration expect students to adhere to generally accepted standards of academic conduct. Academic misconduct is defined in the University’s student code as follows: Academic dishonesty includes, but is not limited to cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information. Cases of academic misconduct will be dealt with immediately and may result in failure of the class. It is expected that you WILL CITE for every assignment—give credit where credit is due!

Please read the entire MPA Academic Honesty Statement at: [www.mpa.utah.edu](http://www.mpa.utah.edu).
**Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801585-2677 (COPS).

**General Wellness Resources.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

**ADA Resources.** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, as well as to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Accommodations Policy.** Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah’s Accommodations Policy.

**LGBT Resources.** I strive for inclusivity and respect for all students in the classroom, including and not limited to LGBT individuals. Additionally, the U of Utah has a LGBT Resource Center located in the Olpin Union Building, Room 409. Their website contains more information about the support they offer, a list of events, and links to additional resources: [http://lgbt.utah.edu/](http://lgbt.utah.edu/).

**Veterans Resources.** The U of Utah has a Veterans Support Center located in the Olpin Union Building, Room 161. Their website contains information about what support they offer, a list of ongoing events, and links to outside resources: [http://veteranscenter.utah.edu/](http://veteranscenter.utah.edu/).

**English Language & Writing Resources.** There are several resources on campus that will support English language learners with language and writing development. These resources include the Writing Center ([http://writingcenter.utah.edu](http://writingcenter.utah.edu)), the Writing Program ([http://writing-program.utah.edu](http://writing-program.utah.edu)), and the English Language Institute ([http://continue.utah.edu/eli](http://continue.utah.edu/eli)).

**ADDITIONAL READING**

Below is a list of additional resources regarding theoretical approaches to understanding public policy. While by no means comprehensive, the list identifies works that should be useful to those who wish to better familiarize themselves with a particular approach.
**General Overviews**


**Advocacy Coalition Framework (ACF)**


**Policy Implementation**


**Institutional Analysis and Development (IAD) Framework**


**Multiple Streams**


**Punctuated Equilibrium Theory (PET)**


CSBS EMERGENCY ACTION PLAN

BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

CAMPUS RESOURCES

U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

- **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911! **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.