

## PADMN 6320/POLS 5320

### PUBLIC POLICY THEORY & APPLICATION

UNIVERSITY OF UTAH

DEPARTMENT OF POLITICAL SCIENCE

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Professor: Christopher Collard

Email: c.collard@utah.edu

Hours: By Appointment

Fall 2017 (August 21 – December 7)

Tuesdays 6PM – 9PM

Location: Bldg. 72, Room 117

\*\*\*SYLLABUS VERSION 8/18/2017 – The syllabus will continue to be updated over the course of the semester\*\*\*

### 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

Stone, Deborah. (2012). *Policy Paradox: The Art of Political Decision Making* (3<sup>rd</sup> Ed.). New York, NY: W. W. Norton & Company.

Sabatier, P.A. & Weible, C.M. (2014). *Theories of the policy process* (3<sup>rd</sup> Ed.). Boulder, CO: Westview Press. (There is a copy available online through the university library, or you can purchase a physical copy. The newest (4<sup>th</sup>) 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

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### ***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

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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.

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

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.

Week	Date	Topic	Readings and Assignments
1	8/22/2017	Intro, Syllabus, Etc. Introduction: The Role of Theory in Understanding Public Policy	1. Paul Cairney's Policy concepts in 1000 words: What is policy? [Blog post]: <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> 2. Paul Cairney's Policy concepts in 1000 words: Policy change and measurement [Blog post]: <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> 3. Sabatier & Weible, Chapter 1: Introducing the scope and focus of policy process research and theory.
2	8/29/2017	Polis Part I-II	1. Deborah Stone, Chapters 1-6:
3	9/5/2017	Polis Part III	1. Deborah Stone, Chapters 7-11:
4	9/12/2017	Polis Part IV	1. Deborah Stone, Chapters 12-16:
5	9/19/2017	Section 2: Framing & Narratives	<b>***POLIS CASE STUDY DUE***</b>  1. Paul Cairney's Policy concepts in 1000 words: Framing [Blog post]: <a href="https://paulcairney.wordpress.com/2015/11/02/policy-concepts-in-1000-words-framing/">https://paulcairney.wordpress.com/2015/11/02/policy-concepts-in-1000-words-framing/</a> 2. Rose, M. & Baumgartner, F.R. (2013). Framing the poor: Media coverage and U.S. poverty. <i>Policy Studies Journal</i> , 41(4), 22-53. 3. Paul Cairney's Policy concepts in 1000 words: Critical policy studies and the narrative policy framework [Blog post]: <a href="https://paulcairney.wordpress.com/2015/03/06/policy-concepts-in-1000-words-critical-policy-studies-and-the-narrative-policy-framework/">https://paulcairney.wordpress.com/2015/03/06/policy-concepts-in-1000-words-critical-policy-studies-and-the-narrative-policy-framework/</a> 4. Sabatier & Weible, Chapter 7: The Narrative Policy Framework

6	9/26/2017	Section 2: Agenda Setting & Multiple Streams	<ol style="list-style-type: none"> <li>1. Paul Cairney's Policy concepts in 1000 words: Multiple streams analysis [Blog post]: <a href="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/</a></li> <li>2. Sabatier &amp; Weible, Chapter 2: Ambiguity and multiple streams.</li> <li>3. Tunstall, A.M., Weible, C.M., Tomsich, E.A., &amp; Gover, A.R. (2015). Understanding policy reform in Colorado's domestic violence offender treatment standards. <i>Social Policy &amp; Administration</i>. [Available online ahead of print publication]. DIO: 10.1111/spol.12136.</li> </ol>
7	10/3/2017	Section 2: The Advocacy Coalition Framework	<ol style="list-style-type: none"> <li>1. Paul Cairney's Policy concepts in 1000 words: The advocacy coalition framework [Blog post]: <a href="https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/">https://paulcairney.wordpress.com/2013/10/30/policy-concepts-in-1000-words-the-advocacy-coalition-framework/</a></li> <li>2. Sabatier &amp; Weible, Chapter 6: The advocacy coalition framework: Foundations, evolution, and ongoing research.</li> <li>3. Weible, C.M. (2007). An advocacy coalition framework approach to stakeholder analysis: Understanding the political context of California marine protected area policy. <i>Journal of Public Administration Research and Theory</i>, 17(1), 95-117.</li> </ol>
-	10/10/2017	Fall Break	
8	10/17/2017	Section 2: Punctuated Equilibrium Theory	<p>***<b>COMPARISON 1 PAPER DUE</b>***</p> <ol style="list-style-type: none"> <li>1. Paul Cairney's Policy concepts in 1000 words: Punctuated equilibrium theory [Blog post]: <a href="https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/">https://paulcairney.wordpress.com/2013/10/29/policy-concepts-in-1000-words-punctuated-equilibrium-theory/</a></li> <li>2. Sabatier &amp; Weible, Chapter 3: Punctuated equilibrium theory: Explaining stability and change in public policymaking.</li> <li>3. Flink, C.A. (2015). Rethinking punctuated equilibrium theory: A public administration approach to budgetary changes. <i>Policy Studies Journal</i> [Article published online ahead of print publication]. DOI: 10.1111/psj.12114.</li> </ol>

9	10/24/2017	Section 2: Policy Design & Social Constructions	<p>1. Paul Cairney's Policy concepts in 1000 words: The social construction of target populations [Blog post]:<a href="https://paulcairney.wordpress.com/2016/01/08/policy-concepts-in-1000-words-the-social-construction-of-target-populations/">https://paulcairney.wordpress.com/2016/01/08/policy-concepts-in-1000-words-the-social-construction-of-target-populations/</a></p> <p>2. Sabatier &amp; Weible, Chapter 4: Democratic policy design: Social construction of target populations.</p> <p>3. Schroedel, J. R., &amp; Jordan, D. R. (1998). Senate voting and social construction of target populations: A study of AIDS policy making, 1987–1992. <i>Journal of Health Politics, Policy and Law</i>, 23(1), 107-132</p>
10	10/31/2017	Section 2: Social Movements	<p>***<b>COMPARISON 2 PAPER DUE</b>***</p> <p>1. Amenta, E., Caren, N., Chiarello, E., &amp; Su, Y. (2010). The political consequences of social movements. <i>Annual Review of Sociology</i>, 36, 287-307.</p> <p>2. Rochon, T.R. &amp; Mazmanian, D.A. (1993). Social movements and the policy process. <i>The Annals of the American Academy of Political and Social Sciences</i>, 528, 75-87.</p>
11	11/7/2017	Section 3: Policy Implementation	<p>1. Hill, M. &amp; Hupe, P. (2014). The topdown/bottom-up debate. In <i>Implementing Public Policy</i> (pp. 44-58). London, UK: SAGE.</p> <p>2. Mazmanian, D.A. &amp; Sabatier, P.A. (1989). A framework for implementation analysis. In <i>Implementation and Public Policy</i> (pp. 18-47). New York, NY: University Press of America.</p>
12	11/14/2017	Section 3: Policy Feedback	<p>***<b>SIMULATION PAPER DUE</b>***</p> <p>1. Sabatier &amp; Weible, Chapter 5: Policy feedback theory.</p> <p>2. Soss, J. (1999). Lessons of welfare: Policy design, political learning, and political action. <i>The American Political Science Review</i>, 93(2), 363-380.</p>

13	11/21/2017	Section 3: The Diffusion of Policy Innovations	<ol style="list-style-type: none"> <li>1. Paul Cairney's Policy concepts in 1000 words: Policy transfer and learning [Blog post]: <a href="https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-policy-transfer-and-learning/">https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-policy-transfer-and-learning/</a></li> <li>2. Sabatier &amp; Weible, Chapter 5: Innovation and diffusion models in policy research.</li> <li>3. Shipan, C.R. &amp; Volden, C. (2012). Policy diffusion: Seven lessons for scholars and practitioners. <i>Public Administration Review</i>, 72(6), 788-796.</li> </ol>
14	11/28/2017	Simulation	
15	12/5/2017	Course Recap, Feedback, & Evaluation	<ol style="list-style-type: none"> <li>1. Cairney, P. (2015). How can policy theory have an impact on policymaking? The role of theory-led academic-practitioner discussions. <i>Teaching Public Administration</i>, 33(1), 22-39.</li> <li>2. Weible, C. M., Heikkila, T., &amp; Sabatier, P. A. (2012). Understanding and influencing the policy process. <i>Policy Sciences</i>, 45(1), 1-21.</li> </ol>

## 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/>.

**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/>.

**English Language & Writing Resources.** There 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/>), the Writing Program (<http://writing-program.utah.edu/>), and the English Language Institute (<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***

Birkland, T.A. (2014). *An introduction to the policy process: Theories, concepts, and models of public policy making* (4<sup>th</sup> Ed.). New York, NY: Routledge.

Cairney, P. (2012). *Understanding public policy: Theories and issues*. New York, NY: Palgrave Macmillan.

Cairney, P. (2016). *Politics & Public Policy* [Blog]: <https://paulcairney.wordpress.com/>

*Policy Studies Journal* “New Theories of the Policy Process” special issue:

<http://onlinelibrary.wiley.com/doi/10.1111/psj.2013.41.issue-3/issuetoc>

### ***Advocacy Coalition Framework (ACF)***

Sabatier, P.A. & Jenkins-Smith, H. (1993). *Policy change and learning: An advocacy coalition approach*. Boulder, CO: Westview Press.

*Policy Studies Journal* ACF virtual issue, available at:

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1541-0072/homepage/advocacy.htm](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1541-0072/homepage/advocacy.htm)

### ***Policy Implementation***

Hill, M. & Hupe, P. (2014). *Implementing public policy* (3<sup>rd</sup> Ed.). Thousand Oaks, CA: SAGE.

Hupe, P., Hill, M., & Buffat, A. (Eds.). (2015). *Understanding street-level bureaucracy*. Bristol, UK: Policy Press.

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

Ostrom, E. (2005). *Understanding institutional diversity*. Princeton, NJ: University of Princeton Press.

*Policy Studies Journal* IAD framework virtual issue, available at:

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1541-0072/homepage/framework.htm](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1541-0072/homepage/framework.htm)

### ***Multiple Streams***

Kingdon, J.W. (1984). *Agendas, alternatives, and public policies*. New York, NY: HarperCollins.

*Policy Studies Journal* multiple streams virtual issue, available at:

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1541-0072/homepage/the\\_multiple\\_streams\\_approach.htm](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1541-0072/homepage/the_multiple_streams_approach.htm)

### ***Punctuated Equilibrium Theory (PET)***

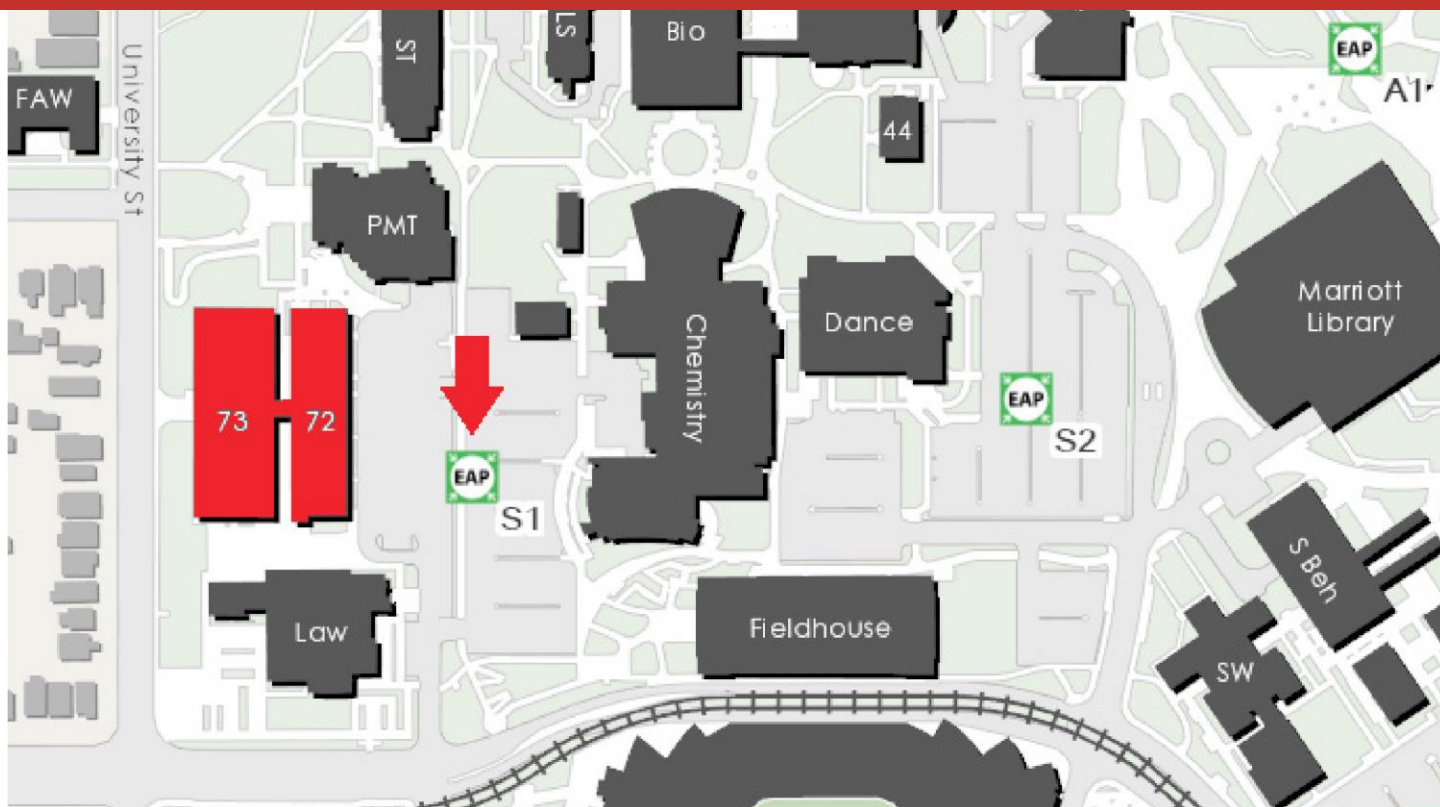
Baumgartner, F. R., & Jones, B. D. (2010). *Agendas and instability in American politics*. Chicago, IL: University of Chicago Press.

Jones, B. D., & Baumgartner, F. R. (2005). *The politics of attention: How government prioritizes problems*. Chicago, IL: University of Chicago Press.

*Policy Studies Journal* PET virtual issue, available at:

[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1541-0072/homepage/equilibrium.htm](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1541-0072/homepage/equilibrium.htm)

# 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](http://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.