# PUBLIC POLICY THEORY
# & APPLICATION
DEPT OF POLITICAL SCIENCE UNIVERSITY OF UTAH

## COURSE DESCRIPTION & OBJECTIVES

This course provides an introduction to the critical examination public policy making in democratic societies, with an emphasis on the United States. Public policy processes are shaped by their particular historical, cultural, and environmental contexts, and involve any number of actors within and outside of government - all motivated by their own beliefs and interests. To gain traction on this complexity, the course covers several theoretical approaches as "lenses" through which public policy problems and processes can be analyzed and understood. In addition to developing a general theoretical toolkit for understanding policy processes, students examine an empirical policy emphasis of their choosing through course assignments. By the end of the course students should be able to:

- Describe empirical (i.e. real-world) policy processes through the use of theoretical concepts to identify and explain the role of important policy making/implementation elements.
- Analyze empirical policy processes through the use of an appropriate policy theory (or theories) to explain their outcomes, such as policy change or stasis.
- Apply practical insights from policy theories to more effectively navigate empirical policy processes and influence public policy decisions.

## COURSE DETAILS
PUBPL 6320/5320-090
Fall Semester, 2018
Canvas: URL Here

## INSTRUCTOR INFO
Prof. David P. Carter
david.carter@mpa.utah.edu
Skype: carter.d.p
Office: Gardner Commons,
        Rm 3329

## IN THIS SYLLABUS

## REQUIRED MATERIALS

There is no text book for this course. Instead, we'll draw heavily from scholarly journal articles and a handful of book excerpts. Digital content - such as blog posts and videos - will be brought in from time-to-time as well. All

required materials will be provided or linked to through the course Canvas website. This course makes extensive use of Canvas, as discussed in the Expectations & Requirements section of this syllabus.

## COURSE FORMAT

This course is comprised of 16 weeks, organized in 5 Modules. Each week begins on Saturday morning (12:00 a.m.), and the week closes the following Friday (11:59 p.m.). On the course Canvas site, each week features an Overview page, housing content such as readings and digital media, assignments, etc., and a Seminar page, where weekly seminar discussions will take place. Most materials will be accessible before the week starts, however, materials may be added or changed at any point before the week begins.

### CANVAS

The course Canvas site is a virtual classroom and super syllabus all-in-one. There are several aids for addressing any technical difficulties experienced in Canvas, listed below and linked to in the course Canvas site's homepage. Please consult these aids before contacting instructors about technical difficulties.

- ✂ University of Utah Canvas Orientation resources: http://campusguides.lib.utah.edu/canvas
- ✂ Online Canvas Guides: https://community.canvaslms.com/community/answers/guides/
- ✂ University of Utah IT Help Desk: 801-581-4000

### COURSE GROUPS

Groups of 5-9 students will be assigned for the TheoryWiki assignment and seminar discussions. You will be assigned to two TheoryWiki groups (one for each TheoryWiki) at the beginning of class. New Seminar groups will be assigned weekly. You can find your assigned groups under the Canvas "People" section.

## GENERAL COURSE EXPECTATIONS & REQUIREMENTS

### RESPECTFUL & APPROPRIATE CLASS CONDUCT

Public policy processes inherently center on topics and issues on which individuals often hold strong opinions, based on their personal values, beliefs, and interests. As a result this course will challenge students to not only acknowledge and respect perspectives that differ from their own, but may call on students to challenge their own opinions and beliefs, and "step into" another's perspective to consider the strengths and limitations of their own argument. In order to facilitate this process and ensure a socially, emotionally, and psychologically safe environment, respectful behavior is the expectation, norm, and requirement in this class. Arguments and ideas may (and are expected to) be challenged, but personal attacks and disrespectful behavior and/or attitudes towards people or groups of people will not be tolerated.

### POLS 5320 UNDERGRADUATE STUDENTS

Welcome - I am glad that you are here! Be aware that because POLS 5320 is cross-listed with the Masters-level PUBBPL 6320, it is expected that all students enrolled in the course will meet expectations for graduate-level work. All expectations, requirements, and policies outlined for PUBPL 6320 also apply for POLS 5320 students. The one exception to this rule is in the course paper requirements: PUBPL 6320 students will complete a Comparative Policy Theory Application Paper, while POLS 5320 students will complete a Policy Theory Application Paper involving a single policy theory. More details are available in the assignment-specific instructions available on Canvas.

## PROFESSOR FACILITATION

This course calls on students to exercise considerable discipline digesting content and completing assignments. You are encouraged to reach out to me should you encounter roadblocks, find yourself uncertain of a course element or requirement, or simply feel you would benefit from one-on-one communication. In-person office hours or a Skype conversation can be arranged, and questions can be asked via Canvas messages or email: david.carter@mpa.utah.edu.

## COMMUNICATIONS

All communications from the professor will be sent using the Canvas message feature; be sure to set your Canvas settings such that you are notified when messages are sent (see the Canvas Help page for assistance). All communications between students and the professor are to be respectful in content and professional in tone. In the case of emails and Canvas messages, this means:

- ✍ Stating the purpose of the email and including background information to enable the instructor to understand and respond to the email.
- ✍ Using complete sentences.
- ✍ Refraining from using profanity.

## PARTICIPATION & ENGAGEMENT

As this is an online course, your course success and the value you derive from it are highly dependent on course engagement. Effective engagement includes completing all assigned readings, critically processing the covered material, actively engaging in an integration of that material through course assignments, and online seminar postings and responses. A considerable portion of your course grade will be determined by your participation in online seminars, as outlined in the Assignments Overview section of this syllabus.

## ASSIGNMENTS

Unless assignment instructions indicate otherwise, all assignments are to be submitted in 12 point font with one-inch margins. References and citations must follow American Psychological Association style. Written assignments are to be submitted via Canvas in PDF format. Assignments are to be submitted via Canvas by 11:59 p.m. on the Friday of the assigned week.

Late assignment submission policies:
- ✍ Submissions after 11:59 p.m. on Friday of the assigned week are subject to a five percent deduction.
- ✍ An additional five percent may be deducted for each additional 24 hours the assignment is late.
- ✍ Seminar discussions will be closed for comment at the end of the weekly module.

# ASSIGNMENTS OVERVIEW

Assignment overviews are provided here. Detailed assignment instructions are available on Canvas.

## SYLLABUS QUIZ & CANVAS BIOGRAPHY

You will complete a Course Expectations & Syllabus Quiz and fill out your Canvas profile in the first week of class.

## COMPARATIVE POLICY THEORY APPLICATION PAPER

The Comparative Policy Theory Application Paper requires you to apply two policy theories to an empirical policy process or policy decision, to both gain a better understanding of the empirical case and identify strengths and weaknesses of the two policies. The Paper is the central course assignment that you will work on throughout the semester.  You will turn in Paper sections throughout the semester, and will review your colleagues' Paper sections, as discussed below.

## SEMINAR DISCUSSIONS

Fourteen seminars are scheduled throughout the semester which will be carried out in course groups (with the exception of the Week 1 Introductory Seminar). **You can opt out of one seminar week while receiving full credit for participation (*Weeks 1 and 16 are not opt-out options*).** For all other weeks, seminar grades will be assigned on a weekly basis, and will reflect:

- Extent of engagement (Does someone post a single comment, or multiple comments that engage with, critique, or contribute to colleagues' comments?)
- Frequency of engagement (i.e.: Does someone participate once or a few times during the week?)
- The extent to which participation reflects quality dialogue/exchange with group members (i.e.: Does someone just post a stand-alone comment or do they engage something that was previously stated and offer questions/comments for future discussion?)
- Constructive and critical content (i.e.: Does someone critically process what was stated and draw on course materials and real-world examples to further the discussion, contributing to the group's knowledge base?).

## THEORYWIKIS

You will work with your group colleagues to develop a Policy TheoryWiki for two of the eight policy theories covered during the semester, drawing from assigned readings and materials (and possibly including outside resources). The TheoryWiki summarizes the central concepts, logic of policy change, and practical lessons of the theory, and will be accessible to the entire class to facilitate seminar discussion and theory applications.

## PAPER SECTION PEER REVIEW

At three points throughout the semester you will review and provide feedback on one of your colleagues' Comparative Policy Theory Application Paper sections.

# COURSE GRADING

The course grading scheme follows. When a course grade falls between integers, I apply a standard rounding procedure: any point total that ends in .0 to .49 will be rounded down to the nearest whole number, while any point total that ends in .50 to .99 will be rounded up. There is no extra credit in this course.

| Course Points | Letter Grade | Description |
|---|---|---|
| 93-100 | A | Outstanding work in terms of content, quality, and creativity of written and oral expression. |
| 90-92 | A- | Very good work—thorough in content and generally well written, though with minor flaws and/or omissions. |
| 87-89 | B+ | Good work—covers the essentials with adequate depth in substance as well as quality of written/oral expression. |
| 83-86 | B | Acceptable work—covers most of the essentials with adequate quality of written/oral expression, though lacks depth in some explanations of subject matter. |
| 80-82 | 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. |
| 73-79 | C+/C | Below standard—lacks adequate coverage of essential points, written/oral expression is very weak. |
| >72 | C- and below | Inadequate work/performance overall. Fails to answer questions, writing is very confusing, vague, and/or does not cover many essential points. |

| Assignments | Course Points |
|---|---|
| Course Expectations & Syllabus Quiz | 1 |
| Canvas Biography | 1 |
| Seminar Participation (14) | 28 |
| Policy TheoryWiki (2) | 20 |
| Comparative Policy Theory Application Paper | |
| Proposal | 3 |
| Case Description | 3 |
| Theory 1 Application | 3 |
| Theory 2 Application | 3 |
| Comparative Discussion | 3 |
| Final Paper | 23 |
| Paper Peer Reviews (3) | 12 |
| Total | 100 |

# COURSE CALENDAR

The course calendar is a roadmap for the semester. Additional materials may be posted as the semester progresses. Topics, materials, and dates may be altered. Changes to the calendar will be announced on Canvas and reflected in an updated syllabus (posted on Canvas).

## MODULE 1. USING THEORY TO UNDERSTAND PUBLIC POLICY

### WEEK 1, XXX | COURSE INTRODUCTION

**Assignments (due XXX, at 11:59 pm)**

- ❑ Course Expectations & Syllabus Quiz
- ❑ Canvas biography

**Readings & Materials**

1. Course Intro Videocast
2. Course canvas site
3. Syllabus
4. Course expectations & guides (on the Canvas Course Resources page): Course writing expectations, APA citation & referencing tips, Online discussion tips, How to read lots of stuff for grad school

**Introductory Seminar**

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### WEEK 2, XXX | USING THEORY

**Assignments (due Friday at 11:59 pm)**

- ❑ Proposal, Comparative Policy Theory Application Paper

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, Policy Change & Measurement
2. Cairney, "How Can Theory Have an Impact on Policy Making? The Role of Theory-Led Academic-Practitioner Discussions"
3. Weible et al, "Understanding and Influencing the Policy Process"

**Week 2 Seminar**

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### WEEK 3, XXX | POLICY DIFFUSION THEORY

**Assignments (due Friday at 11:59 pm)**

- ❑ n/a

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, Policy Transfer & Learning
2. Karch, "Emerging Issues and Future Directions in State Policy Diffusion Research"
3. Grossback et al, "Ideology and Learning in Policy Diffusion"
4. Shipan & Volden, "Policy Diffusion: Seven Lessons for Scholars and Practitioners"

**Week 3 Seminar**

# WEEK 4, XXX | MODULE 1 APPLICATION & SYNTHESIS

**Assignments (due Friday at 11:59 pm)**

- ❑ Case Description, Comparative Policy Theory Application Paper
- ❑ Group 1A: Multiple Streams Analysis TheoryWiki

**Readings & Materials**

1. Case materials (see Week 4 Overview page in Canvas)

**Week 4 Seminar**

## MODULE 2. MULTIPLE STREAMS & SOCIAL CONSTRUCTIONS

# WEEK 5, XXX | MULTIPLE STREAMS ANALYSIS

**Assignments (due Friday at 11:59 pm)**

- ❑ Group 1B: Social Construction & Policy Design TheoryWiki

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, Multiple Steams Analysis
2. Zahariadis, "Ambiguity and Multiple Streams"
3. Tunstall et al, "Understanding Policy reform in Colorado's Domestic Violence Offender Treatment Standards"
4. Cairney, "Three Habits of Successful Policy Entrepreneurs"

**Week 5 Seminar**

# WEEK 6, XXX | SOCIAL CONSTRUCTION & POLICY DESIGN

**Assignments (due Friday at 11:59 pm)**

- ❑ Theory Application 1, Comparative Policy Theory Application Paper

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, The Social Construction of Target Populations
2. Schneider & Sidney, "What is Next for Policy Design and Social Construction Theory?"
3. Schroedel & Jordan, "Senate Voting and Social Construction of Target Populations: A Study of AIDS Policy Making, 1987–1992"

**Week 6 Seminar**

# WEEK 7, XXX | MODULE 2 APPLICATION & SYNTHESIS

**Assignments (due Friday at 11:59 pm)**

- ❑ Peer Review: Theory Application 1
- ❑ Group 1C: Advocacy Coalition Framework TheoryWiki  (due at the end of Fall Break)

**Readings & Materials**

1. Case materials (see Week 7 Overview page in Canvas)

**Week 7 Seminar**

## MODULE 3. COALITIONS, NARRATIVES, & MOVEMENTS

### WEEK 9, XXX | ADVOCACY COALITION FRAMEWORK

**Assignments (due Friday at 11:59 pm)**

❑ Group 2A: Framing & Narratives TheoryWiki

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, The Advocacy Coalition Framework
2. Weible & Nohrstedt, "The Advocacy Coalition Framework: Coalitions, Learning and Policy Change"
3. Weible, "An Advocacy Coalition Framework Approach to Stakeholder Analysis: Understanding the Political Context of California Marine Protected Area Policy"
4. Weible & Ingold, "Why Advocacy Coalitions Matter and Practical Insights about Them"

**Week 9 Seminar**

### WEEK 10, XXX | ADVOCACY COALITION FRAMEWORK

**Assignments (due Friday at 11:59 pm)**

❑ Group 2B: Social Movement Theory TheoryWiki

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, Framing
2. Rose & Baumgartner, "Framing the Poor: Media Coverage and U.S. Poverty"
3. Shanahan et al, "An Angel on the Wind: How Heroic Policy Narratives Shape Policy Realities"
4. Crow & Jones, "Narratives as Tools for Influencing Policy Change"

**Week 10 Seminar**

### WEEK 11, XXX | SOCIAL MOVEMENT THEORY

**Assignments (due Friday at 11:59 pm)**

❑ Theory Application 2, Comparative Policy Theory Application Paper

**Readings & Materials**

1. Kahn Academy, "Social Movements" [video]
2. Amenta et al, "The Political Consequences of Social Movements"
3. Rochon & Mazmanian, "Social Movements and the Policy Process"

**Week 11 Seminar**

# MODULE 4. PUNCTUATIONS & POLICY FEEDBACK

## WEEK 13, XXX | PUNCTUATED EQUILIBRIUM THEORY

**Assignments (due Friday at 11:59 pm)**

- ❑ n/a

**Readings & Materials**

1. Cairney, Policy Concepts in 1000 Words, "Punctuated Equilibrium Theory"
2. Boushey, "The Punctuated Equilibrium Theory of Agenda-Setting and Policy Change"
3. Wood, "The Dynamics of Incrementalism: Subsystems, Politics, and Public Land"
4. Koski & Workman, "Drawing Practical Lessons from Punctuated Equilibrium Theory"

Week 13 Seminar

## WEEK 14, XXX | POLICY FEEDBACK THEORY

**Assignments (due Friday at 11:59 pm)**

- ❑ Comparative Discussion, Comparative Policy Theory Application Paper

**Readings & Materials**

1. Mettler & Sorelle, "Policy Feedback Theory"
2. Soss & Schram, "A Public Transformed? Welfare Reform as Policy Feedback"

Week 14 Seminar

## WEEK 12, XXX | MODULE 3 APPLICATION & SYNTHESIS

**Assignments (due Friday at 11:59 pm)**

- ❑ Peer Review: Comparative Discussion

**Readings & Materials**

n/a—Working Week

# MODULE 5. COURSE WRAP-UP

## WEEK 16, XXX | COURSE WRAP-UP

**Assignments (due XXXX at 11:59 pm)**

- ❑ Comparative Policy Theory Application Paper

Closing Seminar

# 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 - 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

## 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, 801-585-2677(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 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.

## LGBTQ RESOURCES

I am committed to inclusivity and respect for all students in the classroom, including and not limited to LGBT individuals. Additionally, the University of Utah has a LGBT Resource Center located in the Oplin 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 University 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/).