

PUBLIC POLICY FORMULATION AND IMPLEMENTATION PADM 6160

Mondays, 6:30 pm to 9:30 pm, Brewster C 101

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COURSE DESCRIPTION

This is the MPA core course in public policy. Its focus is on why and how public policies are developed in the United States. Americans are constantly debating the merits of public policies designed to: improve the well-being of families and children; protect civil rights and liberties; reduce crime; as well as manage a whole range of other pertinent social problems. The question for political scientists is: how do we describe and make sense of the way in which social problems get defined and redefined over time in legislation? Moreover, how do we understand how specific social and economic conditions capture the attention of our policymakers (while others do not) and how public policy “solutions” about these conditions are crafted, negotiated, and enacted? How would one define the success of a policy?

This course addresses these questions by examining several analytic frameworks used by political scientists to help describe and explain government policies. These models are not mutually exclusive but, solely, or in combination, help to highlight different aspects of the policymaking process. Some of them focus more on the actors of public policy (e.g. game theory, group theory, or advocacy coalition), while others emphasize the process of making public policy (e.g. stages model). Students will gain a critical appreciation of how a triangulation of various political science approaches can help us to think clearly about societal problems and alternative responses to them.

A course in American government is strongly recommended as a prerequisite. Those who need a refresher in American government should review an introductory text book that has a policy emphasis, such as the latest edition of George Edwards, Martin Wattenberg and Robert Lineberry, *Government in America*.

You are required to come prepared to class. Class outlines will be posted on the Blackboard after each class. Missing more than one class without instructor’s approval will result in grade reduction.

Continuity of Instruction

In the event that face-to-face classes are suspended due to a pandemic or other catastrophe I will strive to continue instruction to those that are able to participate. If and when face-to-face classes are suspended, you will receive an email from me and a Blackboard Announcement that detail how we will communicate, where you can locate course information and what you can expect during this time period. I realize that some of you may be affected by the event and not able to participate, however I will continue to provide instruction to those that are able to continue.

Disability Statement: East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Department for Disability Support Services located in Slay 138 ((252) 737-1016 (Voice/TTY)).

COURSE OBJECTIVES:

The primary objective of this course is a thorough introduction to policy-making processes in the American system of government. The comparative perspective will be introduced where necessary. After the completion of this course students should be able to

- apply policy frameworks to any selected policy analysis area;
- identify major policy players for a selected policy;

- follow a policy issue from its formulation or appearance on the agenda until evaluation or “sunset”;
- identify and emphasize the role of politics in formulating different public policies;
- recognize public policy consequences, intended and unintended;
- describe implementation process and how it can change the initially formulated policy;
- acknowledge the opportunity costs of policy action and non-action;

REQUIRED READINGS AND COURSE INFORMATION:

The following text is required for the course and can be found in the ECU Bookstore:

- I. Sabatier, Paul A. (ed.) “Theories of the Policy Process,” 2007, Westview, 2nd edition.
You may use any edition of this book, but you are responsible for checking with your classmates or professor on the differences in the editions.

Optional texts:

- II. Dye, Thomas. “Understanding Public Policy,” 12th Edition, 2008, Prentice Hall
The book applies some of the theories to specific policy area.
- III. Theodoulou, Stella Z. and Matthew A. Cahn, 1995 “Public Policy: The Essential Readings,” Longman/ Prentice Hall
As a student of Public Administration, you will find this compilation of materials a very useful reference guide. It contains essays on almost all classical works in Public Policy.
- IV. CQ Researcher. “Issues for Debate in American Public Policy,” 10th Edition, 2009, CQ Press
This is a very interesting and up to date compilation of public policy debates in the US.

In addition to this textbook, a Blackboard account is established for the class where students will find the course syllabus, some readings, class assignments, and grades. You can access the Blackboard (BB) from the ECU main page. **Please check your Blackboard regularly or at least once a week for course updates and in cases of inclement weather.**

COURSE REQUIREMENTS AND GRADING

Student performance will be primarily evaluated based on several activities:

- **QUIZZES (60 points EACH)** – There will be two quizzes given during the semester. The quizzes are not cumulative, and will combine fill-in-the blank, multiple choice, and essay type questions.
- **POLICY BRIEF (150 pts.)** – Students will research and write a policy brief on a particular policy that has already been enacted in any policy area. Topics proposal must be submitted and approved by September 14th. Students will follow that policy from agenda setting to evaluation stage. The policy brief should include: (1) a brief description of the policy, (2) the rationale for its enactment, (3) the coalition formed for and against the policy, (4) the tenor of the debates on the policy, (5) a good discussion on which of the policy models seems to best explain the enactment of the policy, and (6) an update about what has happened since the policy was enacted. The policy brief should be no longer than 10 double-spaced pages, Times New Roman 12 font.
- **POLICY BRIEF PRESENTATION (50 pts.)** – Students will give a presentation on their research and findings. This should be treated as a practice of a professional/conference-type presentation.
- **FINAL EXAMINATION (100 points)** – There will be a final exam given in this course that will draw from the lectures, readings, and class discussions.
- **CLASS PARTICIPATION (80 points)** – Students are expected to participate fully in the class, come on time, and read assignments. There will be some class participation assignments given throughout the class such as short questions (e.g fill-in-the blanks or short T/F tests) on the blackboard.

GRADING SCALE

There are 500 points possible for the course. The following grading scale will be used to calculate final grades.

A	440-500 points
B	380-439 points
C	320-379 points
D	260-319 points
F	259 points or less

COURSE POLICIES

Class Format: Significant student participation will be required and expected.

Exams: A make-up exam will be allowed **only** under exceptional circumstances (such as a documented medical emergency) and with prior consent of the instructor.

Papers: Two copies of all papers are required: a hard-copy and an electronic version. There are many useful resources at the ECU writing center <http://www.ecu.edu/cs-acad/writing/writingcenter/guides.cfm>

LATE OR MISSED ASSIGNMENTS: No late assignments will be accepted, and in-class activities cannot be made up without prior notification and verification of the reason preventing completion of work. If you are unable to attend class when an assignment is due, hand it in early, mail it, have it mailed for you or email it.

CLASS PROTOCOL: Arriving to class late, leaving class early, and carrying on private conversations with neighbors or on cell-phones during class are not acceptable.

ACADEMIC INTEGRITY: Acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify in PADM 6160 will not be tolerated. If the instructor becomes aware of a potential academic integrity violation, the procedures outlined in the Student Code of Conduct will be used http://www.ecu.edu/cs-studentlife/policyhub/academic_integrity.cfm. If it has been determined that an academic integrity violation has taken place, the instructor reserves the right to assign a grade penalty up to and including an F for the course. If a student has a prior academic integrity violation, or if there are other aggravating circumstances, this case will be referred directly to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. The Academic Integrity Board may assign a grade penalty and/or any other sanction allowed under the Student Code of Conduct, up to and including expulsion from the University system.

COURSE OUTLINE

All dates and topics are tentative and may be amended during the course of the semester as deemed appropriate by the professor. Students are responsible for knowing about these changes as they will be posted on the Blackboard and announced in class.

WEEK	CLASS SESSIONS
Week 1) Aug. 31 st	<p>Introduction Pre-test (available through Blackboard, 5 points)</p>
Week 2) Sept. 8 th <i>Notice the date change!</i>	<p>American Federalism and public policy making Sabatier, Paul. 1991. "Toward Better Theories of the Policy Process," <i>Political Science and Politics</i>, Vol. 24, No. 2. pp. 147-156 Sabatier 2007. Ch. 1 and Ch. 11 (ch. 1 and 10 in the old textbook) The Federalist #10 http://www.constitution.org/fed/federa10.htm The Federalist # 51 http://www.constitution.org/fed/federa51.htm Dinan, John, 2008. "The State of American Federalism 2007-2008: Resurgent State Influence in the National Policy Process and Continued State Policy Innovation," <i>Publius: The Journal of Federalism</i>, vol.38, no. 3, pp.381-415 Morgan, David and Sheila Watson. 1991. <i>Publius: The Journal of Political Federalism</i>, vol 21, no.2, pp.31-48</p>
Week 3) Sept. 14 th	<p>Models of public policy: Stages or process model, institutionalism and institutional rational choice. Sabatier, Paul. 1999. (ed.) "Theories of the Policy Process," 1st ed., Chapter 2 (BB) Sabatier 2007. ch. 2 (3), 3(4), and 6 (5), Dye, Thomas, <i>Understanding Public Policy</i>, 9th ed., Chapter 2, "Models of politics: Some help in thinking about public policy" (BB) Koontz, Tomas. 2001. "An Introduction to the Institutional Analysis and Development (IAD). Framework for Forest Management Research," working paper available online at http://www.forestry.ubc.ca/fnconditions/_documents/TomKoontzPaper.pdf Jones, Bryan. 2003 "Bounded Rationality and Political Science: Lessons from Public Administration and Public Policy," <i>Journal of Public Administration Research and Theory</i> Etzioni, Amitai. 1987 "How Rational We?" <i>Sociological Forum</i> Bowman, Ann and Richard Kearney. 1988. "Dimensions of State Government Capability," <i>Political Research Quarterly</i>, vol. 41, pp 341-362.</p> <p>Paper topics are due!</p>
Week 4) Sept. 21 st	<p>Models of public policy: Incrementalism, public choice model, and game theory model. Lowi, Theodore. 1964 "American Business, Public Policy, Case-Studies, and Political Theory," <i>World Politics</i> Lowi, Theodore. 1972. "Four Systems of Policy, Politics, and Choice," <i>Public Administration Review</i>. Vol. 32, No. 4, pp 298-310. Smith, Kevin. 2005. "Typologies, taxonomies, and the benefits of policy classification," <i>Policy Studies Journal</i>. Vol. 30, No. 3, pp. 379-395. Lindblom, Charles. 1959. "The Science of 'Muddling Through'," <i>Public Administration Review</i>, Vol. 19, No. 2, pp. 79-88 (or optional III ch. 14) Schulman, Paul. 1975. "Nonincremental Policy Making: Notes Toward an Alternative Paradigm," <i>The American Political Science Review</i>, Vol. 69, No. 4, pp. 1354-1370 Rabinowitz, George, and Stuart MacDonald. 1986. "The Power of the States in U.S. Presidential Elections," <i>The American Political Science Review</i>, Vol. 80, No. 1, pp.65-87. Optional readings: III ch. 1,2,5</p>

Week 5) Sept. 28 th	<p>Actors in policy making: Group model, elite model, advocacy coalition, and network approach</p> <p>Sabatier 2007. ch. 5, 7 (6)</p> <p>Mancur Olson “<u>The Logic of Collective Action</u>” (BB)</p> <p>Weible, Christopher. 2006. “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>, vol. 17, pp. 95-117</p> <p>Sato, Hajime. 1999. “The Advocacy Coalition Framework and the Policy Process Analysis: The Case of Smoking Control in Japan,” <i>Policy Studies Journal</i>, Vol. 27, No. 1, 1999, pp. 28-44</p> <p>Teske, Paul. 1991. “Interests and Institutions in State Regulation,” <i>American Journal of Political Science</i>, Vol. 35, No. 1 (Feb., 1991), pp. 139-154</p> <p>Bowling, Cynthia, and Margaret Ferguson. 2001. “Divided Government, Interest Representation, and Policy Differences: Competing Explanations of Gridlock in the Fifty States” <i>Journal of Politics</i>, Vol. 63, No. 1, February 2001, pp. 182–206</p> <p>Jacoby, William and Sandra Schneider. 2001. “Variability in State Policy Priorities: An Empirical Analysis,” <i>The Journal of Politics</i>, Vol. 63, No. 2, May 2001, pp. 544–568</p>
Week 6) Oct. 5 th	Quiz 1
Week 7) Oct. 12 th	FALL BREAK! No classes!
Week 8) Oct. 19 th	<p>Policy models at each policy stage: Problem identification and agenda setting</p> <p>Sharp, Elaine. 1994. “The Dynamics of Issue Expansion: Cases from Disability Rights and Fetal Research Controversy,” <i>The Journal of Politics</i>, Vol. 56, No. 4, pp. 919-939</p> <p>Birkland, Thomas. 1998. “Focusing Events, Mobilization, and Agenda Setting,” <i>Journal of Public Policy</i>, 18, 1, pp. 53–74</p> <p>Bachrach, Peter and Morton S. Baratz. 1963. “Decisions and Nondecisions: An Analytical Framework” <i>The American Political Science Review</i>, Vol. 57, No. 3 (Sep., 1963), pp. 632-642</p> <p>Additional Readings on the Blackboard!</p>
Week 9) Oct. 26 th	<p>Policy models at each policy stage: Policy formation</p> <p>Murray Edelman, “Language, Myths, and Rhetoric,” <i>Society</i>, 1998 on course website as “Edelman”</p> <p>Malcolm Gladwell, “The Tipping Point,” <i>The New Yorker</i>, 1996</p> <p>Irene Rubin, “The Great Unraveling: Federal Budgeting, 1998-2006,” <i>Public Administration Review</i>, July/August 2007</p> <p>Aaron Wildavsky, “A Budget for All Seasons? Why the Traditional Budget Lasts,” <i>Public Administration Review</i>, November/December 1978</p> <p>Additional Readings on the Blackboard!</p>
Week 10) Nov. 2 nd	<p>Policy models at each policy stage: Implementation</p> <p>Frattaroli, Shannon and Stephen Teret. 2006. “Understanding and Informing Policy Implementation: A Case Study of the Domestic Violence Provisions of the Maryland Gun Violence Acts,” <i>Evaluation Review</i>,</p> <p>Chustz, Mark and James Larson, “Implementing Change on the Front Lines: A Management Case Study of West Feliciana Parish Hospital,” <i>Public Administration Review</i>, Sept/Oct 2006</p> <p>Woods, Neal, “Primacy Implementation of Environmental Policy in the US States,” <i>Publius</i>, Spring 2006</p> <p>Additional Readings on the Blackboard!</p>

Week 11) Nov. 9 th	<p>Policy models at each policy stage: Policy evaluation</p> <p>Witte, John, et al, "The Performance of Charter Schools in Wisconsin," <i>Journal of Policy Analysis and Management</i>, 2007</p> <p>Koper, Christopher and Jeffrey Roth, "The Impact of the 1994 Federal Assault Weapon Ban on Gun Violence Outcomes: An Assessment of Multiple Outcome Measures and Some Lessons for Policy Evaluation," <i>Journal of Quantitative Criminology</i>, 2001</p> <p>Wildavsky, Aaron, "The Self-Evaluating Organization," <i>Public Administration Review</i>, 1972 on course website as "Wildavsky2"</p> <p>An Evaluability Assessment of Responsible Fatherhood Programs: Final Report available online at http://fatherhood.hhs.gov/evaluaby/intro.htm</p> <p>"The Impacts of Regular Upward Bound on Postsecondary Outcomes 7-9 Years After Scheduled High School Graduation," available online at http://www.mathematica-mpr.com/education/upbound.asp</p> <p>Additional Readings on the Blackboard!</p>
Week 12) Nov. 16 th	Quiz 2
Week 13) Nov. 23 rd	<p>Comparative public policy</p> <p>Readings on the Blackboard!</p> <p>Policy Briefs are due!</p>
Week 14) Nov. 30 th	Policy Brief Presentations
Week 15) Dec. 7 th	***Review for Final Examination***
Week 16) Dec. 14 th	***Final Exam ***