

PUP 6007 - Policy Process

Spring 2021

Instructor: Cristian Pérez Muñoz

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Office Hours: Mondays (10 am–1 pm) (by appointment)

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Class Hours: Friday 2-4, (8:30 AM – 11:30 AM))

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Course Description

This seminar offers an overview of major approaches and methodologies in the study of models and theories of the public policy process. During the semester, we will examine the specific stages of the policy cycle process (agenda setting, policy formation, decision-making, implementation, policy learning/evaluation). The course will conclude by analyzing three substantive policy issues (welfare, health, and Child Care support policies).

Course Objectives:

Upon completing this course you should be able to:

- Be familiar with the theoretical approaches and debates in the public policy process literature.
- Understand the dynamics and interactions of different institutions and actors during the stages of public policy design, implementation, and evaluation.
- Identify and understand the alternative policy tools to implement public policies.
- Analyze and recognize practical issues related to the different stages of the public policy process

Course Requirements

This course will have four instances of evaluation. Students will be evaluated based on their participation in class, three class presentations, a policy brief proposal and a policy brief. The characteristics of each instance of evaluation are explained below.

1. **Participation:** Students are expected to come to class with the readings completed and prepared for discussion. This is a seminar course in which each student is expected to participate actively. Absence will adversely affect your participation grade. Participation will represent 20% of the final grade.
2. **Class presentations:** Each student is expected to orally present a summary of at least three of the assigned readings for this course. These 20-minute presentations will be distributed and scheduled during the first day of class. Presentations will represent 30 % of the final grade (10 % each)
3. **Policy Brief Prospectus:** The prospectus should be about five pages long and should include the following elements: (1) an introduction describing and explaining a research problem, (2) a literature review about the identified research problem, (3) a working bibliography. Students will give a 25-minute live presentation to the class on the Policy Brief proposal towards his or her final Policy Brief. These presentations will take place during the last two weeks of class. This item will represent the 20 % of the final grade. **The Policy Brief proposal is due on: 03/31.**
4. **Policy Brief:** The policy brief may be written individually or collaboratively in groups of no more than two students. This document will have to be 4000-6000 words long (simple space, times new Roman 12 or equivalent). Students should identify a public policy problem and write a policy report aimed to convince a hypothetical policymaker about a particular course of action. Further details of how to write this assignment will be given to you in class and on the course website. This item will represent the 30 % of the final grade. **Policy Brief is due on Monday 04/23**

Grade Distribution:

Class participation	20%
Class presentations	30%
Policy Brief proposal	20%
Policy Brief	30%

Letter Grade Distribution:

>= 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	61 - 63	D-
77 - 79	C+	<61	F

Important Dates:**Policy Brief prospectus:** 03/31**Policy Brief presentations:** Last two weeks of the course**Policy Brief:** 04/23**Course Policies¹****During Class**

These are challenging times for the whole world. We are a diverse group of people, and every one of us has a different relationship with the pandemic and its consequences. It is crucial to treat your instructor and classmates with respect and kindness during class meetings and activities. For more information on netiquette guidelines, see the [UF Netiquette Guide for Online Courses](#).

Education during COVID-19

“The Department of Political Science is committed to maximizing the quality of education during this time of Covid-19. The Department values social responsibility, public safety, and the best learning environment for our students. To promote a safer campus environment during a forecast increase in COVID cases, UF Health plans to test all undergraduate students who are taking in-person classes by January 10, the day before classes begin and at least biweekly thereafter.

Students and faculty are expected to actively abide by UF and CDC guidelines to ensure the safety of students and faculty alike. This means that faculty will need to be as flexible as possible during to semester, adapting to any pedagogical constraints posed by in-class HyFlex technology as well as the possibility of exposure to Covid. As such, it may be necessary during the semester to make temporary modifications to initial class modalities to conform to UF and CDC guidelines to ensure that every student in the class is afforded the best possible educational experience.

At a minimum, Face-to-Face (F2F) students must strictly follow UF guidelines for student behavior during the Covid pandemic, as outlined [here](#).

Students who do not follow these guidelines at all times will be required to leave the class. In order to accommodate the drop/add period, all students (including F2F) will meet online the first day of class. In-person section(s) will commence meeting in the assigned classroom thereafter unless there are complications during the drop/add period. Please note that students who have signed up for F2F sections must attend classes in person unless given permission from the instructor to move online. Students enrolled in an online section are to attend the

¹The items with an asterisk(*) are textually copied from [UF Policy on Course Syllabi](#).

synchronized course virtually. If you are experiencing difficulties because of the class modality in your section (whether online or F2F) that interferes with your ability to benefit from class meetings, please contact the instructor as soon as possible. It may be possible to implement modifications to ensure that your class experience is not compromised.??

Attendance Policy*

Attendance at all lectures is mandatory and will be registered. A penalty of one point will be subtracted from the final grade for each unexcused absence. Late work is not accepted. Exceptions include documented illness, legal, or civic/university duty situations. If you miss an assignment and have a valid excuse, please email me within the same week to evaluate the situation and eventually arrange a makeup. "The requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies". [Click here to read the university attendance policies.](#)"

CLAS Policy on Zoom Presence

"The participation portion of your grade for this class will be calculated on the basis of your attendance and your participation in class activities. Since the pedagogical approach of this course depends heavily on student engagement and interaction, you are required, at a minimum, to participate in class activities through the audio function of Zoom. Your video presence is invited as well."

Privacy

Unauthorized audio or video recordings of the class are not allowed.

Grading Policy*

This course is consistent with current UF grading policies for assigning grade points. For detailed information, visit this [link](#).

Academic Integrity and Honesty*

"UF students are bound by The Honor Pledge which states, We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: On my honor, I have neither given nor received unauthorized aid in doing this assignment. The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class."

Accommodations for Disabilities*

“Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.”

Online Course Evaluation*

“Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.”

Technical Support*

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Health and Wellness*

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Disclaimer

The syllabus is a statement of intent. Please note that the schedule of activities and procedures in this course are subject to change due to unforeseen circumstances. Any change in the syllabus will be communicated to all students in the class. Changes will be posted on Canvas and announced in class.

Course Outline

Readings: All the required and recommended readings are available in [Canvas](#). The only exceptions are two books available via [e-reserve](#):

- Thomas Birkland. 2019. *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Making*, Routledge.
- Kevin Smith and Christopher W. Larimer. 2016. *The Public Policy Theory Primer*. Westview press.

	Content/Reading assignments
Week 1	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> – Birkland (Chapter 1) – David L. Weimer, Aidan R. Vining. 2011. <i>Policy Analysis: Concepts and Practice</i>. Routledge. (Chapter 2)
Week 2	<ul style="list-style-type: none"> • The study of Policy-Making Process <ul style="list-style-type: none"> – Birkland (Chapter 2 and 10) – Harold D Lasswell. 2003. "The policy orientation", In Sandra Braman (edit) <i>Communication Researchers and Policy-Making</i> MIT Press, pp.85-104 – Deborah Stone. 1997. <i>Policy paradox : the art of political decision making</i> W.W. Norton (Chapter 1) – Michael D. Jones and Mark K. McBeth. "A narrative policy framework: Clear enough to be wrong?" <i>Policy Studies Journal</i> 38.2 (2010): 329–353.
Week 3	<ul style="list-style-type: none"> • Policy theories <ul style="list-style-type: none"> – Thomas R. Dye. 2017. <i>Understanding Public Policy</i>, Longman, 15th Edition (Chapter 2), pp. 9–24 – Nicole Herweg, Nikolaos Zahariadis, and Reimut Zohlnhofer. 2018. "The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications", In <i>Theories of the Policy Process</i>. – Elinor Ostrom. 2007. "Institutional Rational Choice An Assessment of the Institutional Analysis and Development Framework", In Paul Sabatier (edit) <i>Theories of the policy process</i>: pp. 21-64. – Helen Ingram, Anne L. Schneider, and Peter DeLeon. 2007. "Social construction and policy design." In Paul Sabatier (edit) <i>Theories of the policy process</i>: pp. 93–126. – Paul A Sabatier. 1988. "An advocacy coalition framework of policy change and the role of policy-oriented learning therein", <i>Policy Sciences</i> 21(2): 129–168.
Week 4	<ul style="list-style-type: none"> • Informal and formal actors <ul style="list-style-type: none"> – Birkland (Chapter 4 and 5) – Ashley E Jochim and Peter J. May. 2010. "Beyond subsystems: Policy regimes and governance", <i>The Policy Studies Journal</i> 38(2): 303–327. – Robert A. Dahl. 1957. "Decision-Making in a Democracy: The Supreme Court as a National Policy-Maker", <i>Journal of Public Law</i> 6 (Fall 1957): 279–295. – Van Waarden, Frans. 1992. "Dimensions and types of policy networks", <i>European Journal of Political Research</i> 21.1?2: 29–52.

Week 5	<ul style="list-style-type: none"> • Public Opinion <ul style="list-style-type: none"> – Warren Miller and Donald E. Stokes. 1962. “Constituency Influence in Congress.” <i>American Political Science Review</i> 57(1): 45-56. – Page, Benjamin and Robert Shapiro. “The Effects of Public Opinion on Policy.” <i>American Political Science Review</i> 77(1): 175-190. – Gilens, Martin. 2009. “Preference Gaps and Inequality in Representation.” <i>PS: Political Science and Politics</i> 42(2): 335-341.
Week 6	<ul style="list-style-type: none"> • Agenda Setting <ul style="list-style-type: none"> – Birkland (Chapter 6) – Roger Cobb, Jennie-Keith, and Marc Howard Ross. 1976. “Agenda building as a comparative political process”, <i>The American Political Science Review</i> 70(1): 126–138. – Stephen Hilgartner and Charles L. Bosk. 1988. “The rise and fall of social problems: A public arena model”, <i>The American Journal of Sociology</i> 94(1): 53–78. – Peter Bachrach and Morton Baratz. 1962. “The Two Faces of Power”, <i>American Political Science Review</i> 56 (1962): 947–952 – Deborah Stone. 1989. “Causal stories and the formation of policy agendas”, <i>Political Science Quarterly</i> 104.2 (1989): 281–300.
Week 7	<ul style="list-style-type: none"> • Policy Formulation <ul style="list-style-type: none"> – Birkland (Chapter 8) – Anne Schneider and Helen Ingram. 1990. “Behavioral Assumptions of Policy Tools”, <i>Journal of Politics</i> 52 (May 1990): 510–529. – Christopher Howard. 1995. “Testing the Tools Approach: Tax Expenditures versus Direct Expenditures”, <i>Public Administration Review</i> 55, no. 5 (1995): 439–447 – Lester Salamon. 2002. “The New Government and Tools of Public Action: An Introduction”. In <i>The Tools of Government: A Guide to the New Governance</i>. Oxford, Oxford University Press, pp. 1–47. – Michael Howlett. 2011. <i>Designing Public Policies</i>. Routledge. (Chapter 4), pp. 41–58.

Week 8	<ul style="list-style-type: none"> • Decision Making <ul style="list-style-type: none"> – Kevin Smith and Christopher W. Larimer. 2016. <i>The Public Policy Theory Primer</i>. Westview press. (Chapter 3 and 4) – Michael Howlett, M. Ramesh, and Anthony Perl. 2009. <i>Studying Public Policy: Policy Cycles and Policy Subsystems</i>. Oxford University Press. (Chapter 6), pp.176–209 – G.R. Teisman. 2000. “Models for Research into Decision-Making Processes: On Phases, Streams and Decision-Making Rounds”, <i>Public Administration</i> 78, no. 4: 937–956. – M. Cohen, J. March, and J. Olsen. 1972. “A Garbage Can Model of Organizational Choice”, <i>Administrative Science Quarterly</i> 17, no. 1: 1–25.
Week 9	<ul style="list-style-type: none"> • Policy Implementation <ul style="list-style-type: none"> – Michael Howlett, M. Ramesh, and Anthony Perl. 2009. <i>Studying Public Policy: Policy Cycles and Policy Subsystems</i>. Oxford University Press. (Chapter 7), pp.210–240 – Richard E Matland. 1995. “Synthesizing the implementation literature: The ambiguity-conflict model of policy implementation”, <i>Journal of Public Administration Research and Theory</i> 5:145–174. – Evelyn Z Brodtkin. 2003.“Street-Level Research: Policy at the Front Lines”, in Mary Clare Lennon and Thomas Corberth (edit) <i>Policy Into Action: Implementation Research and Welfare Reform</i>, pp. 145–163. – Laurence J. O’Toole. 2000. “Research on Policy Implementation: Assessment and Prospects”, <i>Journal of Public Administration Research and Theory</i> 10, no. 2: 263–288.
Week 10	<ul style="list-style-type: none"> • Policy Evaluation and Policy Learning <ul style="list-style-type: none"> – Paul Spicker. 2006. <i>Policy Analysis for Practice</i>. Policy Press (Chapters 9 and 10), pp. 145–180. – Colin J. Bennett and Michael Howlett. 1992. “The lessons of learning: Reconciling theories of policy learning” <i>Policy Sciences</i> 25(3): 275–294 – Peter J. May. 2015. “Implementation failures revisited: Policy regime perspectives”, <i>Public Policy and Administration</i> 30.3-4 (2015): 277–299.

Week 11	<ul style="list-style-type: none"> ● Welfare <ul style="list-style-type: none"> – Joe Soss, Richard Fording, and Sanford F. Schram. 2011. “The organization of discipline: From performance management to perversity and punishment”, <i>Journal of Public Administration Research and Theory</i> 21.suppl 2 (2011): 203–232. – Martin Gilens. 2005. “Inequality and Democratic Responsiveness”, <i>Public Opinion Quarterly</i>, Volume 69, Issue 5, pp. 778–796. – Evelyn Z. Brodtkin. 2011. “Policy work: Street-level organizations under new managerialism.” <i>Journal of Public Administration Research and Theory</i> 21: 253–277. – Scott W. Allard and Mario L. Small. “Reconsidering the urban disadvantaged: The role of systems, institutions, and organizations.” <i>The ANNALS of the American Academy of Political and Social Science</i>, 69 (5): 6–20.
Week 12	<ul style="list-style-type: none"> ● Health <ul style="list-style-type: none"> – Jacob S.Hacker. 2010. “The Road to Somewhere: Why Health Reform Happened: Or Why Political Scientists Who Write about Public Policy Shouldn’t Assume They Know How to Shape It.” <i>Perspectives on Politics</i> (2010): 861–876. – Simon F. Haeder, and David L. Weimer. 2013. “You can’t make me do it: state implementation of insurance exchanges under the Affordable Care Act.” <i>Public Administration Review</i> 73 (1): 34–47. – Daniel Beland, Philip Rocco, and Alex Waddan. 2014. “Implementing health care reform in the United States: Intergovernmental politics and the dilemmas of institutional design.” <i>Health Policy</i> 116.1: 51–60. – Donald Moynihan, Pamela Herd, and Hope Harvey. 2015. “Administrative burden: Learning, psychological, and compliance costs in citizen-state interactions.” <i>Journal of Public Administration Research and Theory</i> 25 (1): 43–69
Week 13	<ul style="list-style-type: none"> ● Child Support Policies <ul style="list-style-type: none"> – Daniel L. Hatcher. 2007. “Child support harming children: Subordinating the best interests of children to the fiscal interests of the state.” <i>Wake Forest L. Rev.</i> 42 (2007): 1029. – Howard Dubowitz. 2005. et al. “Defining child neglect based on child protective services data.” <i>Child Abuse and Neglect</i> 29 (5): 493–511. – Fred Wulczyn. “Family reunification.” <i>The Future of Children</i>, Vol. 14, No. 1, Children, Families, and Foster Care (Winter, 2004), pp. 94–113. – Tarja Poso, Marit Skivenes, and Anne-Dorthe Hestbæk. 2014. “Child protection systems within the Danish, Finnish and Norwegian welfare states?time for a child centric approach?.” <i>European Journal of Social Work</i> 17.4: 475–490.
Week 14	<ul style="list-style-type: none"> ● Students’ Presentations (I)
Week 15	<ul style="list-style-type: none"> ● Students’ Presentations (II)^{10/10}