

**PA 7314 Advanced Policy Analysis, Implementation, and Evaluation
Spring 2017**

Time: Monday 7:00pm - 9:45pm
Location: CB 1.214

Professor Contact Information

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Office hours: At our mutual convenience; make an appointment to see me. I will make every reasonable effort to accommodate your schedule. The most effective way to reach me is by email.

Course Description. In this course we will examine the art and science of governmental policy analysis, policy implementation, and policy evaluation. Deciding what to do is an activity engaged in by all human beings - both individually and as groups and institutions - unremittingly, sometimes thoughtfully, much more often unwittingly and instinctively. A wide variety of academic disciplines examine these human decision making processes – psychiatry, psychology, sociology, economics, medicine, biology and neurobiology, history, anthropology, and pertinent to this course, public policy making. How American democratic governments, at all levels, decide what to do (or not to do) to solve public problems is the background subject of this course; more specifically it will focus on the methods governmental institutions use to decide how to resolve problems that come before them.

Once policy has been decided up, it must be implemented. Policies do not simply spring into being like Athena from the head of Zeus. They must be put into effect, a step in the policy process that is often overlooked and almost always underestimated. When a policy has been decided on and implemented, it must also be evaluated. This aspect of the policy process too is under-rated and often simply ignored. But, it is an essential step in the inevitable need to update and improve existing policies. This course examines these three aspects of the government operation.

Student Learning Objectives. This course will provide students with an overview and understanding of public policy decision making theory and the primary analytic tools used by the public servants to decide, implement, and evaluate government policy. While the subject is treated in the American context, coverage is not exclusively directed to any one level of government; international, national, state, and local issues are included. By the end of the semester, you will have:

1. An understanding of the theories that guide analysis of public policy issues, including the conceptual foundations for both problem and solution analysis.
2. An understanding of how policy analysis is performed, and its role in the unruly process of real world governance.
3. An understanding of the mechanisms of policy implementation and evaluation.

4. The ability to analyze the major issues, processes, and controversies associated with policy making, implementation, and evaluation.
5. An improved ability to write clearly and effectively, and to conduct research and present it cogently in writing.

Required Readings:

Frank Baumgartner and Bryan Jones. 2009. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press.

Paul A. Sabatier and Christopher M. Weible. 2014. *Theories of the Policy Process*. Boulder Colorado: Westview Press. Third Edition (please get the third edition, which has good chapters not found in previous versions of the book).

Deborah Stone. 2012. *Policy Paradox: The Art of Political Decision Making*. New York: Norton.

Course Requirements. Each doctoral student will prepare two papers. One is a research effort (approximately 20-30 double-spaced, typed pages); this paper is worth approximately one half of the final grade. The paper might consist of a careful exploration of a theoretical or methodological issue or set of issues in the field, or it might be a synthetic paper that reaches some conclusions about the state of the field and the most promising directions for further development, or it might involve the application of the literature and theory of the field to a substantive policy or program. The paper is due on the last day of class, November 30. Brief presentations of the main points of the paper will take place during the last class meeting. Late papers are penalized one letter grade per calendar day. The second is a shorter essay (5-10 pages) to be focused on supplementary readings related to one of the topics under discussion during the semester. At the time of the first class meeting assignments for this project will be made. The instructor will provide guidance and further instructions regarding the selected additional readings and their analysis. This latter paper assignment requires the student to examine, interpret, compare and draw conclusions regarding some of the research literature on a topic. Students are to give an oral presentation of this work; schedule and format are to be discussed at the first seminar meeting. The paper and presentation are worth approximately 20 percent of the grade. Doctoral students will also compete an open-book, comprehensive final examination, which counts for approximately 20 percent of the total grade.

Grading. Grading for this course shall be structured as follows: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 70-77=C, Below 70=F. Final grades will be based on

(1) Performance on the first paper.....	50%
(2) Performance on the second paper.....	20%
(3) Performance on final examination.....	20%
(4) Class Attendance and Participation.....	10%

The schedule outlined below will serve as a guide but not a rigid constraint throughout the semester. Some topics will likely take less than the allotted time, while others will require more attention.

Attendance and Participation. Students are expected to attend all class meetings and avoid lateness. These are basic expectations of professional life. Absences will lower semester grades, regardless of the grades received on other assignments. Students are expected to come to class having completed the readings and other assignments prior to the class meeting; all are expected to contribute thoughtful comments to the group's collective consideration of material presented in class and covered in the readings. Students should come to class prepared to engage actively in all aspects of the day's agenda. Class participation will be the determining factor when a student's final grade falls near the borderline between two grades. The class PowerPoint presentations, case studies, and course syllabus are available through eLearning. Note: The course syllabus may be amended at any time by the professor. If necessary, the updated syllabus will be posted on eLearning and its changes discussed in class.

Computers, cell phones, and other electronic devices. Student laptop computers are permitted, but web browsers, email software, and messaging software must remain closed and unused during class meetings. Cell phones and other electronic devices must remain in airplane mode or off and stored out of sight at all times during class.

UT DALLAS SYLLABUS POLICIES AND PROCEDURES

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies-for-these-policies>.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Technical Support. If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: <http://www.utdallas.edu/elearninghelp>.

Field Trip Policies, Off-Campus Instruction and Course Activities. Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to Texas Education Code, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at <http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

Student Conduct and Discipline. The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Discipline and Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <http://www.utdallas.edu/deanofstudents>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

Academic Dishonesty: The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <http://www.utdallas.edu/deanofstudents/maintain/>.

Copyright Notice. It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (Title 17, United States Code), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy at <http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm>.

Email Use. The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

Class Attendance. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade

where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures. Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy. As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services. It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see <http://www.utdallas.edu/studentaccess>). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those

who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days. The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the Texas Tax Code.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of Texas Education Code 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed. The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentssuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The *Math Lab* gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The *Writing Center* offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The *Peer Tutoring* program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The *Peer-Led Team Learning* (PLTL) program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The *Communication Lab* (CommLab) offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Introduction

January 9: What is Public Policy?

Sabatier and Weible. 2014. *Theories of the Policy Process*. Part I.

Jacob Hacker and Paul Pierson. 2014. "After the 'Master Theory': Downs, Schattschneider and the Rebirth of Policy-Focused Analysis." *Perspectives on Politics*. 12, 3. 643-662.

January 16: No Class – Martin Luther King Day

January 23: How Do We Study It I?

Sabatier and Weible. 2014. *Theories of the Policy Process*. Part II

Kathryn Edin and Maureen A. Pirog. 2014. "Special Symposium on Qualitative and Mixed Methods for Policy Analysis." *Journal of Policy Analysis and Management*. 33, 2. 345-494. two chapters—Edin et al. and Henreich et al.

II. Constructing Public Policy and the Policy Agenda

January 30: Framing

Stone. 2012. *Policy Paradox: The Art of Political Decision Making*. Part III: Problems. 3

February 6: Agenda Setting

Baumgartner and Jones. 2009. *Agendas and Instability in American Politics*.

Frank Baumgartner, Christoffer Green-Pederson, and Bryan Jones. 2006. "Comparative Studies of Policy Agendas." *Journal of European Public Policy*, 13: 7 (959-974). (eres)

February 13: Solutions

Stone. 2012. *Policy Paradox: The Art of Political Decision Making*. Part IV: Solutions

III. Change

February 20: Path Dependence, Policy Feedback, and Change

Steffen Ganghof. 2007. "The Political Economy of High Income Taxation: Capital Taxation, Path Dependence, and Political Institutions in Denmark." *Comparative Political Studies*, 40. (1059-1084). (eres)

Eric M. Patashnik and Julian E. Zelizer. 2013. "The Struggle to Remake Politics: Liberal Reform and the Limits of Policy Feedback in the Contemporary American State." *Perspectives on Politics*. 11 (4). 1071-1087.

February 27: Policy Diffusion

Desmarais, Bruce A., Jeffrey J. Harden, and Frederick J. Boehmke. 2015. "Persistent Policy Pathways: Inferring Diffusion Networks in the American States." *American Political Science Review*. 109 (2). 392-406. 4

Sugiyama, Natasha Borges. 2008. "Theories of Diffusion: Social Sector Reform in Brazil." *Comparative Political Studies* 41(2). (eres)

Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. 2006. "Introduction: The Diffusion of Liberalism." *International Organization* 60(4):781-810. (eres)

Shipan, Charles R., and Craig Volden. 2008. "The Mechanisms of Diffusion." *American Journal of Political Science* 52(4):840-857. (eres)

Weyland, Kurt. 2005. "Theories of Policy Diffusion: Lessons from Latin American Pension Reform." *World Politics* 57(2):262-295. (eres)
Recommended

Peters, Pierre, and King. 2005. "The Politics of Path Dependency: Political Conflict in Historical Institutionalism." *Journal of Politics*.

March 6: First Examination

March 13 – 18: No Class Spring Break

IV. Implementation

March 20: Implementation and the Policy Process

Pressman and Wildavsky, Chapter 3 "Trials of Implementation," *Implementation: How Great Expectations in Washington Are Dashed in Oakland; Or, Why It's Amazing that Federal Programs Work at All, This Being a Saga of the Economic Development Administration as Told by Two Sympathetic Observers Who Seek to Build Morals on a Foundation of Ruined Hopes*

Donald F. Kettl, "The Perils -- and Prospects -- of Public Administration," *Public Administration Review* 50, 4 (July/August 1990): 411-19

Donald F. Kettl, *Escaping Jurassic Government: How to Recover America's Lost Commitment to Competence* (Washington, DC: Brookings, 2016): 9-17

Gene A. Brewer, et al., "Designing and Implementing E-Government Systems: Critical Implications for Public Administration and Democracy," *Administration and Society* 38, 4 (September 2006): 472-99

Heather C. Hill, "Understanding Reform: The Street Level Bureaucrats' Resources for Reform," *Journal of Public Administration Research and Theory*. 13(3). pp. 265 – 282.

March 27: Implementation Structures and Processes

Thad E. Hall and Laurence J. O'Toole, Jr., "Structures for Policy Implementation: An Analysis of National Legislation, 1965-66 and 1993-94," *Administration and Society* 31, 6 (January 2000): 667-86

Thad E. Hall and Laurence J. O'Toole, Jr., "Shaping Formal Networks through the Regulatory Process," *Administration and Society* 36, 2 (May 2004): 1-22

Laurence J. O'Toole, Jr., "Networks and Networking: The Public Administrative Agendas," *Public Administration Review* 75, 3 (May-June 2015): 361-371

April 3: Applying Theory to Practice? Prospects?

Pamela A. Mischen and Thomas A. P. Sinclair, "Making Implementation More Democratic through Action Implementation Research," *Journal of Public Administration Research and Theory* 19, 1 (January 2009): 145-64

Laurence J. O'Toole, Jr., "The Theory-Practice Issue in Policy Implementation Research," *Public Administration (UK)* 82, 2 (2004): 309-29

Harald Saetren, "Facts and Myths about Research on Public Policy Implementation: Out-of-Fashion, Allegedly Dead, but Still Very Much Alive and Relevant," *Policy Studies Journal* 33, 4 (November 2005): 559-82

Harald Saetren, "Implementing the Third Generation Research Paradigm in Policy Implementation Research: An Empirical Assessment," *Public Policy and Administration* 29, 2 (2014): 84-105

IV. Conclusion

April 10: Navigating Ethical Dilemmas

PS Symposium: "'Pracademics': Mixing an Academic Career with Practical Politics." *PS* 44:2. (eres)

Andrea Louise Campbell. 2012. "Down the Insurance Rabbit Hole." *New York Times*. April 4.

Michael Desch. 2015. "Technique Trumps Relevance: The Professionalization of Political Science and the Marginalization of Security Studies." *Perspectives*. 13:2. 377-389

April 17:

April 24: Final Paper Due and In-Class Presentations