



**PADM 7385: Seminar in Public Policy**  
**Spring 2018**

**Professor:** Dr. Derek Slagle  
**Class Time:** Thursday; 6:00-8:40pm  
**Classroom:** Ross Hall #313

**Office Hours:** By appointment before class  
**Office:** Ross Hall, 631  
**Email:** [drslagle@ualr.edu](mailto:drslagle@ualr.edu)

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**Catalog Description:**

Public sector theories; techniques for analyzing policies; various substantive fields that may include health, energy, environment, other policy-making areas.

**Required Textbooks/ Materials:**

***Required:***

1. Stella Z. Theodoulou and Matthew A. Cahn (2013) *Public Policy: The Essential Readings* (2<sup>nd</sup> edition); Publisher: Pearson
2. Deborah Stone (2002) *Policy Paradox: The Art of Political Decision Making* (Revised Edition); Publisher: Norton and Company
3. Frank Fischer (2009) *Democracy & Expertise: Reorienting Policy Inquiry*; Publisher: Oxford University Press
4. *In addition to textbooks there are scholarly articles required (Refer to weekly schedule).*

***Recommended:***

1. B. Guy Peters (2016) *American Public Policy: Promise & Performance* (10<sup>th</sup> edition); Publisher: Sage

**Course Overview:**

The course is structured as a graduate level seminar in public policy. As such, the focus, and subsequent discussion, will be on the scholarly literature around relevant topics and issues. Emphasis are on both broad and specific elements of the public policy process and further importance are given to current, substantive issues in public policy.

**Objectives:**

The seminar format of the course is intended to encourage students to engage in an intellectual conversation about public policy. By the end of the course, students are expected to:

1. Be able to discuss and write about concepts and ideas of public policy at a high level
2. Be able to take a stand for or against theoretical proposals and explanations
3. Appreciate the practical dynamics entailed in designing and implementing public policy
4. Understand and argue complex issues surrounding substantive policy debates current in the political process

**Course Structure:**

<b>Assignment</b>	<b>Due Date</b>	<b>%</b>
1. Situating Public Policy	<b>1/25</b>	5
2. Interest Groups	<b>2/1</b>	5
3. Networks	<b>2/8</b>	5
4. John Kingdon – Overview of Agenda, Alternatives, & Public Policies	<b>2/15</b>	5
5. Policy Action	<b>2/22</b>	5
6. Common Pool Resources	<b>3/1</b>	5
7. Policy Change	<b>3/8</b>	5
8. Policy Inquiry	<b>3/15</b>	5
9. Frank Fischer book (Chapters 1-7) – Democracy & Expertise: Reorienting Policy Inquiry	<b>3/29</b>	10
10. Design & Construction	<b>4/5</b>	5
11. Deborah Stone book - Policy Paradox: Art of Political Decision Making	<b>4/19</b>	10
12. Narratives	<b>4/26</b>	5
13. Final	<b>5/3</b>	10
14. Participation	<b>1/16 – 5/8</b>	10
15. Current Policy Issue Presentation	<b>TBD</b>	10
		100%

## Assignments:

### 1. Concept Matrices:

- a. A significant portion of the assignments will be in the form of submissions of concept matrices for weekly topic and readings. Much of the knowledge production from this class will take place through discussion of the concept matrices. The concept matrices are due nearly every week. We will go over preferred format of concept matrices in class but the matrices should link various weekly assignments based on overlapping or shared concepts. The concept matrices should demonstrate an understanding of the larger weekly topics and the overlap of the various readings for the week. The final exam questions will be given out at the beginning of the semester and the concept matrices assignment will aid in completion of all final exam questions. The matrices are intended to improve the intellectual value of our classroom discussions and to get you to think about the concepts present in the articles/books.

### 2. Substantive Policy Issue Assignment:

- a. Each student will choose and present a substantive policy issue for presentation and debate for class. The schedule for presentation will depend upon enrollment numbers – but there will only be one student presentation per week. Student presenters will serve as moderator and policy expert of the policy issue.
- b. The format of the policy issue presentation should be as follows:
  - i. Overview of Issue; Facts/ Figures; Relevant Information; Actors; etc.
  - ii. Competing arguments in policy debate
  - iii. Reconciliation of competing arguments possible? Future directions?
  - iv. Discussion questions for class

### 3. Final Exam:

- a. The final exam questions will be distributed at the beginning of the semester and will be cumulative. The final exam will be broad and focus on the theoretical understandings of the policy process rather than specific or narrow policy debates/ issues.

### 4. Preparedness, Attendance, and Participation:

- a. Reading assigned readings in advance of class sessions will make for improved class discussions. Weekly attendance and participation are essential and required. The intention here is that every student be prepared and capable to volunteer for an informal presentation of their thoughts on the session's topics. Concept matrices and documented attendance will be used to determine student's attendance and participation points for the semester. Obviously, students must attend class in order to participate. Completion of weekly concept matrices/ outlines and in-class discussion of materials/ concepts are requisite for the course.
- b. Anything less than full participation reduces the grade one would otherwise receive. Missing more than two class sessions, for example, would impact the student's grade in a negative direction. Tardiness – for class or in turning in assignments – would contribute to a lower grade. Inattentiveness, lack of preparation, failure to contribute to class discussion, leaving class early and failure to keep up with assignments would also have this effect.

**Tentative Weekly Schedule:**

*Jan 16. Classes begin:*

1. **January 18<sup>th</sup>: Course Overview**

- a. Introduction
- b. Syllabus Overview
- c. Concept Matrix

2. **January 25<sup>th</sup>: Situating Public Policy**

- Clarke, J. N., & Ingram, H. M. (2010). A Founder: Aaron Wildavsky and the Study of Public Policy. *Policy Studies Journal*, 38(3), 565-579.
- Lasswell, H. D. (1970). The Emerging Conception of the Policy Sciences. *Policy Sciences*, 1(1), 3-14.
- Sabatier, P. A. (1991). Political Science and Public Policy. *PS: Political Science and Politics*, 24(2), 144-147.
- Theodoulou, S. Z. (2013). The Nature of the What, Who, and Why of Public Policy. In S. Z. Theodoulou, & M. A. Cahn, *Public Policy: The Essential Readings* (2nd ed., pp. 1-11). Upper Saddle River, New Jersey: Pearson.

3. **February 1<sup>st</sup>: Interest Groups**

- Anderson, C. W. (1977). Political Design and the Representation of Interests. *Comparative Political Studies*, 10(1), 127-152.
- Browne, W. P. (1990). Organized Interests and Their Issue Niches: A Search for Pluralism in a Polic Domain. *Journal of Politics*, 52(2), 477-509.
- Lowi, T. J. (1964). Review: American Business, Public Policy, Case-Studies, and Political Theory. *World Politics*, 16(4), 677-715.
- Miller, H. T. (1990). Weber's Action Theory and Lowi's Policy Types in Formulation, Enactment, and Implementation. *Policy Studies Journal*, 18(4), 887-905.

4. **February 8<sup>th</sup>: Networks**

- Borzal, T. (2011). Networks: Reified Metaphor or Governance Panacea? *Public Administration*, 89(1), 49-63.
- Jones, C., Hesterly, W. S., & Borgatti, S. P. (1997). A General Theory of Network Governance. *Academy of Management Review*, 22(4), 911-945.
- Miller, H. T. (1994). Post-Progressive Public Administration: Lessons from Policy Networks. *Public Administration Review*, 54(4), 378-386.
- Sabatier, P. A. (1988). An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein. *Policy Sciences*, 129-168, 129-168.

5. **February 15<sup>th</sup>: Kingdon: Agendas, Alternatives, & Public Policies**

- Kingdon, J. (2013). Why Some Issues Rise and Others Are Negated. In S. Z. Theodolou, & M. A. Cahn, *Public Policy: The Essential Readings* (pp. 221-229). Upper Saddle River, New jersey: Pearson.
- a. Additional Instructor Summary of Book – Posted on BlackBoard

6. **February 22<sup>nd</sup>: Policy Action**

Nalbandian, J. (1994). Reflections of a 'Pracademic' on the Logic of Politics and Administration. *Public Administration Review*, 54(6), 531-536.

Sabatier, P., & Mazmanian, D. (1980). The Implementation of Public Policy: A Framework for Analysis. *Policy Studies Journal*, 8(4), 538-560.

Saetren, H. (2005). 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), 559-582.

Weimer, D. L. (2008). Theories of and in the Policy Process. *Policy Studies Journal*, 36(4), 489-495.
7. **March 1<sup>st</sup>: Common Pool Resources**

Acheson, J. (2000). Clearcutting Maine: Implications for the Theory of Common Property Resources. *Human Ecology*, 28(2), 145-169.

Acheson, J. M. (1975). The Lobster Fiefs: Economic and Ecological Effects of Territoriality in the Maine Lobster Industry. *Human Ecology*, 3(3), 183-207.

Harden, G. (1968). Tragedy of the Commons. *Science*, 162, 1243-1248.

Toonen, T. (2010). Resilience in Public Administration: The Work of Elinor and Vincent Ostrom from a Public Administration Perspective. *Public Administration Review*, 70(2), 193-202.
8. **March 8<sup>th</sup>: Policy Change**

Baumgartner, F., & Jones, B. (1991). Agenda dynamics and policy subsystems. *Journal of Politics*, 53, 1044-1074.

John, P. (2003). Is There Life after Policy Streams, Advocacy Coalitions, and Punctuations: Using Evolutionary Theory to Explain Policy Change? *Policy Studies Journal*, 31(4), 481-498.

Mintrom, M., & Norman, P. (2009). Policy Entrepreneurship and Policy Change. *Policy Studies Journal*, 37(4), 649-667.

Zahariadis, N. (1998). Comparing Three Lenses of Policy Choice. *Policy Studies Journal*, 26(3), 434-448.
9. **March 15<sup>th</sup>: Policy Inquiry**

Fischer, F. (1998). Beyond Empiricism: Policy Inquiry in Postpositivist Perspective. *Policy Studies Journal*, 26(1), 129-146.

Howlett, M., & Ramesh, M. (1998). Policy Subsystem Configurations and Policy Change: Operationalizing the Postpositivist Analysis of the Politics of the Policy Process. *Policy Studies Journal*, 26(3), 466-481.

Miller, H. T. (2002). Policy Inquiry. In H. T. Miller, *Postmodern Public Policy* (pp. 65-85). Albany: State University of New York Press.

March 19-25 Spring Break

10. **March 29<sup>th</sup>:** Fischer: Democracy & Expertise: Reorienting Policy Inquiry  
Frank Fischer (2009) Democracy & Expertise: Reorienting Policy Inquiry; Publisher: Oxford University Press
  
11. **April 5<sup>th</sup>:** Design & Construction  
Dryzek, J. S., & Ripley, B. (1988). The Ambitions of Policy Design. *Policy Studies Review*, 7(4), 705-719.  
Schneider, A., & Ingram, H. (1993). Social Construction of Target Populations. *American Political Science Review*, 87(2), 334-347.
  
12. **April 12<sup>th</sup>:** Start - Stone: Policy Paradox: Art of Political Decision Making
13. **April 19<sup>th</sup>:** In Class Discussion- Stone: Policy Paradox: Art of Political Decision Making  
Deborah Stone (2002) Policy Paradox: The Art of Political Decision Making (Revised Edition); Publisher: Norton and Company.
  
14. **April 26<sup>th</sup>:** Narrative  
Jones, M. D., & McBeth, M. W. (2010). A Narrative Policy Framework: Clear Enough to be Wrong? *Policy Studies Journal*, 38(2), 329-353.  
Rocheftort, D. A., & Cobb, R. W. (1993). Problem Definition. Agenda, Access. and Policy Choice. *Policy Studies Journal*, 21(1), 56-71.  
Tzafadia, E., & Oren, A. (2010). Symbolic Meanings and the Feasibility of Policy Images: Relocating Military Bases to the Periphery in Israel. *Policy Studies Journal*, 38(4), 723-744.

*April 30<sup>th</sup> Last Day of Classes*  
*Final Exams: May 1-8*

**15. May 3<sup>rd</sup>: Final Exam Submission**

**Grading:**

Grade Scale	
Range	Grade
90% - 100%	<b>A</b>
80% - 89%	<b>B</b>
70% - 79%	<b>C</b>
60% - 69%	<b>D</b>
0% - 59%	<b>F</b>
University Grading Policies: <a href="http://ualr.edu/policy/home/student/grades-and-grading-grad/">http://ualr.edu/policy/home/student/grades-and-grading-grad/</a>	

### **General Policies:**

- **Skills:** Students are expected to possess basic computer skills. If you are not comfortable in a technology environment, you must meet with me ASAP.
- **Assignment Submission:** Assignments MUST be submitted by the assigned time.
- **Late Work:** I expect assignments to be handed in on time. When this is not possible, you must make arrangements with me **prior to the due date**. Make Up work will only be given in the case of a legitimate, documented emergency.
- **Classroom Etiquette:** I ask that you attend class on time and ready to participate. Entering the class more than a few minutes late can be very distracting and should be avoided whenever possible. Please refrain from talking, reading outside materials, and eating meals in class. You are not available to take phone calls or text messages during this class. There will usually be an intermission where phone usage is permitted.
- **Plagiarism Policy** Anyone caught plagiarizing will be disciplined according the UALR Student Handbook regulations. A slideshow on academic integrity (of which plagiarism is a part) is available at <http://www.ualr.edu/copyright/articles/?ID=4>
- **Students with Disabilities:**  
It is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at [www.ualr.edu/disability](http://www.ualr.edu/disability).

### **Students with Disabilities:**

- Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at <http://ualr.edu/disability/>.

### **UALR Non-Discrimination Policy:**

- UALR adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran's status, or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action. Any person who believes they have been discriminated against should contact the Human Resources Office to obtain assistance and information concerning the filing of complaints, (501) 569-3180. Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment. It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

**A Note on Incompletes:**

- Be aware that I will only grant Incompletes to students who a) have completed (and passed!) a majority of the required work b) have legitimate reasons for requesting an extension, and c) have arranged a reasonable plan for completion of the required work

**Syllabus Changes:**

- Although every effort has been made to present accurate, complete information, this syllabus is subject to change. If a change is necessary, the instructor will notify the class in advance.



**Final Exam Questions:**

1. Select and critically analyze four theories seeking to explain the public policy process.
2. Which theories are the weakest in their explanations of policy learning? What would you offer to these theories to strengthen their limitations?
3. Discuss the main contributions of communication theory, political science, sociology, economics, and public administration to the study of the public policy process. Which of these disciplinary perspectives provides the more important theoretical insights into the public policy process and why?
4. Write an essay on scholarly understandings of policy change.
5. What has been the influence of rational-choice ideas regarding how interest groups, elites, parties, legislatures, executives, and/or bureaucrats promote or avoid policy change?
6. What is the influence of normative beliefs, bottom-up and horizontal communication, and technical information on the policy process?
7. How do media, such as newspapers, television, and Internet, promote or inhibit policy change? Do public opinion, research organizations, or citizen groups have any effect on policy change?
8. Have you detected any paradigm shifts in the policy change literature?
9. What is a policy entrepreneur?
10. What are policy networks and how are they implicated in the policy process?