**Public Policy Process**

**PSC 721**

|  |  |
| --- | --- |
| **Professor:** Elizabeth Maltby | **Place:** WRI B224 |
| **Email**: elizabeth.maltby@unlv.edu | **Time**: Th. 2:30-5:15  |
| **Office Hours**: W 10-12, Th 1-2, and by appointment  |  |
| **Office**: WRI A212 |  |
| **Office Phone:** 702-895-5232 |  |

**Course Overview & Learning Objectives:**

This course examines theories of public policy formation in the United States. We will ask why policies are considered and adopted. We will move beyond the naïve idea that policy is the product of politics and explain how policies, in fact, create politics.

By the end of the course, students will be able to explain various theories of public policymaking, critique applications of these theoretical approaches, propose new research questions, and conduct their own research project related to public policy.

**Required Materials:**

* Baumgartner, Frank R. and Bryan D. Jones. 2009. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press.
* Mettler, Suzanne. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago: University of Chicago Press.

Other readings listed on the syllabus will be available for you to download via the university website. You are expected to find and download the required journal readings on your own. If you have trouble accessing some of the readings, please contact me. Book excerpts that are outside of the required texts will be provided on the course’s webcampus page.

**Requirements & Evaluation:**

Your grade will be determined by weekly response papers, participation in class discussions, and a semester-long research project.

|  |  |
| --- | --- |
| Participation/Discussion | 20% |
| Weekly Response Papers | 20% |
| Research Project |  |
|  | Paper Proposal | 5% |
|  | First Draft | 10% |
|  | Review of classmates’ draft | 5% |
|  | Presentation | 15% |
|  | Final Paper | 25% |

*Participation/Discussion*

You are expected to attend every class and be actively engaged in discussion of the readings/concepts every week. However, good attendance is necessary but not sufficient for getting a good participation grade. Class discussions will be a central part of this course and will account for 20% of your grade. The assessment will be based on the quantity and quality of your participation throughout the semester.

Productive class discussion requires that you come to class prepared. This means reading all assigned materials before class and being ready to discuss the week’s readings, raise questions and engage in the material; and make connections between readings and concepts. If you do not do the reading, do not show up to class and free ride on the efforts of others. Repeated instances of failure to complete assigned reading will result in significant reductions to the participation component of the course grade.

*Weekly Response Papers*

Each week you are expected to write a short paper in response to the week’s readings. These should be roughly 1-page single-spaced. These *should not* exceed 1 ½ single-spaced pages. Weekly response papers should be submitted to our course’s webcampus page by **10AM on Wednesdays**.

The goal of these response papers is not simply to summarize the week’s readings. (You may briefly summarize the readings if you like, but these summaries should be *no more than 1-3 sentences*.) Instead, the focus of these response papers is to make connections between readings (both from that week as well as connections to past weeks readings), to provide critical commentary on the readings. You are not required to discuss *every* reading in great detail, but the best response papers will incorporate as many of the week’s readings as possible. Papers that mention only one or two readings will not receive high grades.

*Research Project*

Students will work on a semester-long research project that will simulate the full manuscript-producing process. This will begin with submitting research proposals, writing the manuscript, reviewing others’ work, revising your paper, and presenting the final results. The final product should be a fully completed research paper that could go to a conference.

**Paper Proposal(s):**

You are required to turn in a brief description (a paragraph or two) of the research question, what relevant literature you will look to, your argument, and how you plan to test your research question (this includes having an idea about the data sources and methodologies you will use). In class, students will present their research proposal. You are not required to stick with this topic, but having a paper proposal early on will help you later.

**First Draft:**

You are required to turn in a *completed* first draft of your paper. By completed, I mean that the paper is fully written, the methods are completed, and the paper is properly formatted. This is similar to a first draft of a paper that you would submit to a conference or a journal. You cannot write a good first draft overnight. You will need to work on this paper throughout the semester, so plan on budgeting your time accordingly.

\*A note on data collection and presentation. Finding and recoding data will take longer than you think it should. Do not wait until the last minute to start this process. When you present the data/models in your paper, it needs to be nicely formatted as if you were submitting the paper to a conference or journal. In other words, do not include Stata (or R or other statistical packages) output as part of your drafts or presentations.

**Review of Classmates’ Draft:**

Students will review two classmates’ first drafts. Your reviews should briefly summarize the argument and findings of your classmates’ drafts and provide constructive criticism of how the project can be improved and/or questions about your classmates’ projects. The reviews will be due at the same time as the weekly response papers would normally be due. We will discuss these drafts and your reviews in class that week.

**Presentation:**

Students will give a 12-15 minute presentation on their research projects to the class. This is a conference-style presentation similar to what you would do at APSA or MPSA. In class, we will discuss your presentation, both the substance and the style including organization, clarity, visualizations, etc.

**Final Research Paper:**

During finals week, students will turn in a final draft of the research paper which incorporates the revisions suggested earlier in the semester.

**Contacting Me:**

*Email*: I check my email frequently, and you can expect me to respond within 24 hours during the week and within 48 hours over the weekend or holiday. If I haven’t responded to you within those time frames, please send me another email as I may have overlooked your initial email.

*Office Hours*: My office hours and office location are listed above. If these hours do not work with your schedule and you would like to meet, email me to arrange an alternate time to meet. Please try to email me in advance so I know to expect you.

**Late Assignments:**

Outside of exceptional circumstances that students have arranged in advance, I am unwilling to accept late assignments. If students have a valid reason to submit things late, students should get in touch with me prior to the due date.

*Make sure that you have actually uploaded all assignments to blackboard and receive a confirmation email that the upload was successful.* Sometimes students have issues with uploading assignments to blackboard. This will not be an excuse for late assignments.

**Electronic Devices:**

Students are required to turn off all cell phones and other electronic devices during class. The use of laptops or iPads/etc. is allowed provided that they are used exclusively for class activity. If any student abuses this privilege, then all laptops and other devices will be prohibited from that point forward. Students are not allowed to tape record, photograph, videotape, or otherwise electronically record any of the class.

**Collaboration:**

Collaboration amongst students on exams and other assignments in this course is prohibited. Each exam and assignment must be completed individually. Collaboration will be treated as plagiarism.

*Plagiarism in any form is not tolerated, so be sure that you cite all of your sources in exams and papers.*

**Disabilities or Language Problems:** If you have a learning disability or language problem that may impact your success in this class, please let me know at the beginning of the semester.

**Schedule (The schedule is subject to change based on the needs of the class):**

**Week 1 (1/18): Introduction**

**Week 2 (1/25): Policy Stages and the Need for Better Theories**

* Nakamura, Robert T. 1987. “The Textbook Policy Process and Implementation Research.” *Policy Studies Review* 7:1:142-154.
* Meier, Kenneth J. 2009. “Policy Theory, Policy Theory Everywhere: Ravings of a Deranged Policy Scholar.” *Policy Studies Journal* 37:1:5-11.
* DeLeon, Peter. 1999. “The Stages Approach to the Policy Process: What Has It Done? Where Is It Going?” In *Theories of the Policy Process*, 1st ed. Eds. Paul A. Sabatier.
* Sabatier, Paul A. 1991. “Toward Better Theories of the Policy Process.” *PS: Political Science & Politics* 24:2:147-156.

**Week 3 (2/1): Advocacy Coalitions**

* Sabatier, Paul A. 1988. “An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein.” *Policy Sciences* 21:2/3:129-168.
* Weible, Christopher M. and Paul A. Sabatier. 2009. “Coalitions, Science, and Belief Change: Comparing Adversarial and Collaborative Policy Subsystems.” *Policy Studies Journal* 37:2:195-211.
* Nohrstedt, Daniel. 2009. “Do Advocacy Coalitions Matter? Crisis and Change in Swedish Nuclear Energy Policy.” *Journal of Public Administration Research and Theory* 20:2:309-333.
* Joslyn, Mark R. and Donald P. Haider-Markel. 2013. “The Politics of Causes: Mass Shootings and the Cases of the Virginia Tech and Tucson Tragedies.” *Social Science Quarterly*, 94:410-423.
* Sabatier, Paul, Susan Hunter, and Susan McLaughlin. 1987. “The Devil Shift: Perceptions and Misperceptions of Opponents.” *The Western Political Quarterly* 40:3:449-476.

**Week 4 (2/8): Multiple Streams Theory**

* Zahariadis, Nikolaos. 2007. “The Multiple Streams Framework.” *Theories of the Policy Process* 2nd ed. Editor Paul A. Sabatier. Westview Press.
* Robinson, Scott E. and Warren S. Eller. 2010. “Testing the Separation of Problems and Solutions in Subnational Policy Systems.” *Policy Studies Journal* 38:2:199-216.
* Crow, Deserai Anderson. 2010. “Policy Entrepreneurs, Issue Experts, and Water Rights Policy Change in Colorado.” *Review of Policy Research* 27(3):299-315.
* Abiola, Sara E., James Colgrove, and Michelle M. Mello. 2013. “The Politics of HPV Vaccination Policy Formation in the United States.” *Journal of Health Politics, Policy and Law* 38:4:645-681.

**Week 5 (2/15): Punctuated Equilibrium Theory**

* Baumgartner, Frank R. and Bryan D. Jones. 2009. *Agendas and Instability in American Politics*. Chicago: University of Chicago Press.
* Breunig, Christian and Chris Koski. 2012. “The Tortoise or the Hare? Incrementalism, Punctuations, and Their Consequences.” *Policy Studies Journal* 40:1:45-67.
* Baumgartner, Frank R., Suzanna Linn, and Amber E. Boydstun. 2009. “The Decline of the Death Penalty: How Media Framing Changed Capital Punishment in America.” In *Winning with Words: The Origins and Impact of Framing*, eds. Brian F. Schaffner and Patrick Sellers. Routledge: New York, NY.

**Week 6 (2/22): Social Construction Theory**

* Schneider, Anne and Helen Ingram. 1993. “Social Construction of Target Populations: Implications for Politics and Policy.” *American Political Science Review* 87:334-347.
* Soss, Joe. 1999. “Lessons of Welfare: Policy Design, Political Learning, and Political Action.” *American Political Science Review* 93:363-380.
* Bruch, Sarah K., Myra Ferree, and Joe Soss. 2010. “From Policy to Polity: Democracy, Paternalism, and the Incorporation of Disadvantaged Citizens.” *American Sociological Review* 75:2:205-226.
* Newton, Lina. 2005. ““It Is Not a Question of Being Anti-immigration”: Categories of Deservedness in Immigration Policy Making.” In *Deserving and Entitled: Social Constructions and Public Policy*. Eds. Anne Schneider and Helen Ingram. Albany, NY: State University of New York Press.
* Nicholson-Crotty, Sean and Kenneth J. Meier. 2005. “From Perception to Public Policy: Translating Social Constructions into Policy Designs.” In *Deserving and Entitled: Social Constructions and Public Policy*. Eds. Anne Schneider and Helen Ingram. Albany, NY: State University of New York Press.

**Week 7 (3/1): Policy Feedback Theory – The Individual Level**

* Pierson, Paul. 1993. “When Effect Becomes Cause: Policy Feedback and Political Change.” *World Politics* 45:4:595-628.
* Mettler, Suzanne and Mallory SoRelle. 2014. “Policy Feedback Theory.” In *Theories of the Policy Process*, 3rd ed. Eds. Paul A. Sabatier and Christopher M. Weible.
* Campbell, Andrea Louise. 2002. “Self-Interest, Social Security, and the Distinctive Participation Patterns of Senior Citizens.” *American Political Science Review* 96:3:565-574.
* Mettler, Suzanne. 2002. “Bringing the State Back into Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans.” *American Political Science Review* 96:2:353.
* Weaver, Vesla M. and Amy E. Lerman 2010. “Political Consequences of the Carceral State.” *American Political Science Review* 104:4:817-833.

**Week 8 (3/8): Policy Feedback Theory – Mass Feedback Effects**

* Mettler, Suzanne and Joe Soss. 2004. “The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics.” *Perspectives on Politics* 2:1:55-73.
* Soss, Joe and Sanford Schram. 2007. “A Public Transformed? Welfare Reform as Policy Feedback.” *American Political Science Review* 101:1:111-127.
* Burch, Traci R. 2014. “Effects of Imprisonment and Community Supervision on Neighborhood Political Participation in North Carolina.” *The Annals of the American Academy of Political and Social Science*. 651:1:184-201.
* Pacheco, Julianna. 2013. “Attitudinal Policy Feedback and Public Opinion: The Impact of Smoking Bans on Attitudes towards Smokers, Secondhand Smoke, and Antismoking Policies.” *Public Opinion Quarterly*. 77:3:714-734.
* Maltby, Elizabeth. 2017. “The Political Origins of Racial Inequality.” *Political Research Quarterly* 70:3:535-548.

**PAPER PROPOSAL DUE SUNDAY, MARCH 11 AT MIDNIGHT**

**Week 9 (3/15): The Submerged State**

* Mettler, Suzanne. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. Chicago: University of Chicago Press.
* Hacker, Jacob. 2004. “Privatizing Risk without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States.” *American Political Science Review*. 98:2:243-260.
* Hackett, Ursula. 2016. “Theorizing the Submerged State: The Politics of Private Schools in the United States.” *Policy Studies Journal* 45:3:464-489.

**Week 10 (3/22): Policy Diffusion**

* Walker, Jack L. 1969. “The Diffusion of Innovations among the American States.” *American Political Science Review* 63:3:880-899.
* Berry, Frances Stokes and William D. Berry. 1990. “State Lottery Adoptions as Policy Innovations: An Event History Analysis.” *American Political Science Review* 84:2:395-415.
* Pacheco, Julianna. “The Social Contagion Model: Exploring the Role of Public Opinion on the Diffusion of Anti-Smoking Legislation across the American States.” *Journal of Politics* 74:1:187-202.
* Shipan, Charles and Craig Volden. 2008. “The Mechanisms of Policy Diffusion.” *American Journal of Political Science* 50:4:840-857.
* Boehmke, Frederick J. and Paul Skinner. 2012. “State Policy Innovativeness Revisited.” *State Politics and Policy Quarterly* 12:3:304-330.

**Week 11 (3/29): Spring Break (No Class)**

**Week 12 (4/5): MPSA (No Class)**

**Week 13 (4/12): Race and Policy**

* Hero, Rodney E. and Caroline J. Tolbert. 1996. “A Racial/Ethnic Diversity Interpretation of Politics and Policy in the States of the US.” *American Journal of Political Science* 40:851-871.
* Yates, Jeff and Richard C. Fording. 2005. “Politics and State Punitiveness in Black and White.” *Journal of Politics* 67:1099-1121.
* Ybarra, Vickie D., Lisa M. Sanchez, and Gabriel R. Sanchez. 2016. “Anti-Immigrant Anxieties in State Policy: The Great Recession and Punitive Immigration Policy in the American States, 2005-2012.” *State Politics and Policy Quarterly* 16:3:313-339.
* Farris, Emily M. and Mirya R. Holman. 2016. “All Politics Is Local? County Sheriffs and Localized Policies of Immigration Enforcement.” *Political Research Quarterly* 70:1:142-154.

**FIRST DRAFTS DUE SUNDAY, APRIL 14 AT MIDNIGHT**

**Week 14 (4/19): Review of First Drafts**

**Week 15 (4/26): Morality Policy**

* Meier, Kenneth J. 1999. “Drugs, Sex, Rock, and Roll: A Theory of Morality Politics.” *Policy Studies Journal* 27:4:681-695.
* Mooney, Christopher Z. and Richard G. Schuldt. 2008. “Does Morality Policy Exist? Testing a Basic Assumption.” *Policy Studies Journal* 36:2:199-218.
* Kreitzer, Rebecca. 2015. “Politics and Morality in State Abortion Policy.” *State Politics and Policy Quarterly* 15:1:41-66.
* Hurka, Steffen, Christian Adam, and Christoph Knill. 2017. “Is Morality Policy Different? Testing Sectoral and Institutional Explanations of Policy Change.” *Policy Studies Journal* 45:4:688-712.
* Mucciaroni, Gary. 2011. “Are Debates about “Morality Policy” Really about Morality? Framing Opposition to Gay and Lesbian Rights.” *Policy Studies Journal* 39:2:187-216.

**Week 16 (5/3): Presentations**

**Week 17 (5/10): Finals Week – Final Papers Due Wednesday (5/9) at midnight**

**University Policies:**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here: <https://www.library.unlv.edu/contact/librarians_by_subject>. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching—**The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.