

**Syllabus for PADM 573-001**  
**Research and Theory in Public Policy and Governance**  
**Fall 2021**  
**Tuesday 6:00 - 9:00 pm, Library 203**

**Professor:** Dr. Daniel J. Mallinson

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## Course Description

PADM 573 is a doctoral seminar designed to introduce students to the history of public policy analysis and the theories of public policy processes. It is one of the five courses that help students prepare for doctoral candidacy examinations. We will examine the issues in and conceptualizations of policy processes and the history and current state of the field. Students will read, discuss, and write about some of the classic works of its founders and current theories of the field. At the conclusion of the semester, students will gain an understanding of the history, evolution, and current issues in public policy analysis and policy processes. They will also be able to apply what they have learned to current policy problems and how to address them in conducting public policy-related research.

## Learning Goals and Objectives

- Goal 1: Students will understand the development of public policy as a field
  - Objective 1: Students will learn the history of the field of public policy
- Goal 2: Students will differentiate prevailing theories of the policy process
  - Objective 2a: Students will identify the origins of each theory
  - Objective 2b: Students will identify major gaps in understanding for each theory
  - Objective 2c: Students will identify how the theories overlap and contrast
- Goal 3: Students will develop research, writing, and presentation skills
  - Objective 3a: Students will help lead discussion of at least two theories

- Objective 3b: Students will write responsive essays on the theories
- Goal 4: Students will gain a better understanding of what to expect from their doctoral studies
  - Objective 4a: Students will learn about the different facets of doctoral studies and academia

**Methods for Learning and Teaching:** This course will be mainly discussion-based with limited lecturing for additional context. It is vital for your own comprehension of the course material that you come to class prepared to discuss assigned readings.

## Reaching Our Goals

**Attendance:** Your attendance in class is always expected. It is easy to fall behind in a doctoral seminar and attending class will go a long way to helping you keep up with the course material. Please contact me via [e-mail](#) if you are unable to attend class. I will follow the University's attendance policy when it comes to excused absences. See <https://handbook.psu.edu/content/class-attendance>.

Students also have an obligation to notify me within the first three weeks of the semester if they will miss any class session due to a religious observance. I am pleased to do this, but will need notification in order to plan make-up work.

**Preparation and Participation:** Reading assigned material before class and be able to discuss what you read is required in a graduate seminar. This is about more than reading and summarizing, though. Doctoral work is about synthesizing and asking new questions based on that synthesis.

**Do Not Suffer in Silence:** Please do not suffer in silence throughout the course if you are struggling. Instead, let me know — as soon as possible — what things are not making sense and we can work it out. If you are having a problem of any kind in the course, please talk to me about it as soon as possible.

**Be Flexible:** While the syllabus represents an agreement between us, I reserve the right to revise and modify it throughout the course, if it is necessary to achieve our goals. Further, the COVID-19 pandemic is not over and we may need to make many adjustments throughout the semester accordingly. Situations beyond either of our control can also emerge that require changes to the course. I will notify you right away when any changes are made.

**E-mail Policy:** I will work to respond to e-mails by the next business day. This means that e-mails sent on the weekends will be responded to by Monday.

# Readings

The following books are required for the course:

Weible, Christopher M. and Paul A. Sabatier. 2018. *Theories of the Policy Process*. Fourth Edition. New York, NY: Routledge. ISBN: 9780813350523.

Calarco, Jessica McCrory. 2020. “A Field Guide to Grad School.” Princeton, NJ: Princeton University Press. ISBN: 9780691201092.

Additional required readings that are not from the Smith book will be made available on Canvas.

## Lecture Slides

I will be using some lecture slides throughout the course. These will be uploaded to the course website (<https://sites.psu.edu/djmallinson/padm-573/>) and Canvas prior to each class period.

## Assessing Your Progress Towards Our Goals

The following types of assessment will be used to track your progress towards meeting our course goals: class papers, class presentation, and class engagement.

We will use specifications grading in this course.<sup>1</sup> Essentially, instead of receiving a grade on each assignment, you will receive one final grade based on which of the band you achieve. The bands are presented in Table 1. Each assignment is graded as either complete, incomplete (requires revisions), or missing. You will be given the opportunity to revise aspects of assignments that are not successful at the first try, which will help you learn far more than just assigning a grade and moving on.

**Class Papers:** Throughout the course you will write three papers. The aim of each is to build skills in synthesizing research and identifying gaps that could serve as the foundation for future research. See Appendix A for more details.

**Class Presentations:** Each class session one or two students will present a paper that addresses the theory of the week. See Appendix B for more details.

**Class Engagement:** Attending class is incredibly important and active participation in class discussion is a must for graduate seminar.

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<sup>1</sup>Nilson, Linda B. 2016. “Yes, Virginia, There’s a Better Way to Grade.” *Inside Higher Ed*. January 19.

Table 1: Grade Specifications

To earn this grade:	
<b>A Grade Bundle</b>	Attendance: No more than 2 unexcused absences Class Papers: Complete on all Class Presentations: Both excellent Class Participation: Engagement in each class attended
<b>B Grade Bundle</b>	Attendance: No more than 3 unexcused absences Class Papers: 2 complete, 1 outstanding revisions Class Presentation: Both satisfactory Class Participation: Engagement in most classes attended
<b>C Grade Bundle</b>	Attendance: No more than 4 unexcused absences Class Papers: 1 complete, 2 outstanding revisions Class Presentation: One satisfactory, one poor Class Participation: Engagement in some classes attended
<b>D Grade Bundle</b>	Attendance: No more than 5 unexcused absences Class Papers: None complete, 3 with outstanding revisions Class Presentation: Both poor Class Participation: Engagement in few classes attended

**Tokens:** Each student will receive 3 “tokens” at the start of the semester. These tokens may be used to “erase” an unexcused absence, submit an unexcused late assignment, or request an additional opportunity to revise an assignment (e.g., make a third presentation). To use a token, you must email me with the request.

**Make-Up Grades:** You are allowed to make-up academic work only in the case of excused absences. These absences may include missing class for a [University-sanctioned activity \(with proper documentation\)](#), [illness](#), [religious observance](#), or [family responsibilities](#). If you know in advance that you are going to miss class, please contact me before the absence to make arrangements for completing the work. If you are absent for an unexpected reason, please check in with me as soon as possible. You will have one week from the day of your return to class to make up a missed assignment.

**Illness:** If you are not feeling well or if you have been in contact with someone who has tested positive for COVID-19, DO NOT COME TO CLASS. I cannot stress this strongly enough. We are counting on you to help contain the spread of the virus (and other illnesses) on campus by self-isolating if you have a fever, feel unwell, or have been in contact with someone who has tested positive or is showing symptoms. Please contact me as soon as possible to determine how best to have you keep up with class.

## Masks

Penn State University requires everyone to wear a face mask in all university buildings, including classrooms, regardless of vaccination status. ALL STUDENTS MUST wear a mask appropriately (i.e., covering both your mouth and nose) while you are indoors on campus. This is to protect your health and safety as well as the health and safety of your classmates, instructor, and the university community. Anyone attending class without a mask will be asked to put one on or leave. Instructors may end class if anyone present refuses to appropriately wear a mask for the duration of class. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. If you feel you cannot wear a mask during class, please speak with your adviser immediately about your options for altering your schedule.

## Academic Integrity

Academic dishonesty is not limited to simply cheating on an exam or assignment. The following is quoted directly from the *PSU Faculty Senate Policies for Students* regarding academic integrity and academic dishonesty: “Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.”

All University and Penn State Harrisburg policies regarding academic integrity/academic dishonesty apply to this course and the students enrolled in this course. Refer to the following URL for further details on the academic integrity policy of Penn State Harrisburg: <http://harrisburg.psu.edu/academics/academic-guidelines-and-policies>. Each student in this course is expected to work entirely on her/his own while taking any exam, to complete assignments on her/his own effort without the assistance of others unless directed otherwise by the instructor, and to abide by University and Penn State Harrisburg policies about academic integrity and academic dishonesty. Academic dishonesty can result in an assignment of “F” or “XF” as the final grade for the student.

## Disability Access

Penn State welcomes students with disabilities into the University’s educational programs. Every Penn State campus has a Student DisAbility Resources office. Student DisAbility Resources at Penn State Harrisburg is located in SEC 205. The Disability Services Coordinator, Alan Babcock, can be reached via email at [aub15@psu.edu](mailto:aub15@psu.edu) or phone 717-948-6025.

To receive consideration for accommodations, you must contact Student DisAbility Resources

(SDR), participate in an intake interview, provide documentation of your disability, and complete a Self-Assessment. Additional information is available on the Disability Services website (<http://harrisburg.psu.edu/disability-services>). If the documentation supports requests for reasonable accommodations, SDR will provide you with an accommodations letter, which you will give to your professors. You will receive accommodations after you give your accommodations letters to your professors. You should share your accommodations letters with your professors as early in the semester as possible. Professors do not provide accommodations retroactively.

## Counseling Services

Success in college depends heavily on your personal health and wellbeing. Please recognize that some stress and anxiety is a normal part of life and the college experience, and it can be compounded by unexpected setbacks or life changes outside the classroom. Penn State Harrisburg has a number of support options listed in this syllabus.

If you are experiencing issues that feel unmanageable, you reach the point that you have difficulty concentrating and/or feeling motivated, or have anxiety or feelings of depression that interfere with your ability to function, you may want to consider talking with someone in CAPS (Counseling and Psychological Services). We have a range of services to help you navigate issues that are impacting your ability to be healthy, well, and productive. You can learn more about the confidential mental health services available on campus by visiting <https://harrisburg.psu.edu/> or by calling (717) 948-6025. CAPS is located on the 2nd floor of the Student Enrichment Center, Suite 205. You can access crisis services 24/7/365 by calling 1-877-229-6400 or by texting “LIONS” to 741741. Find us on Instagram or on Facebook.

## Educational Equity

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, harassment, and/or incivility due to age, ancestry, color, disability, gender, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity at the Report Bias site: <http://equity.psu.edu/reportbias/statement>. Penn State’s Code of Conduct can be found at the following [link](#). Direct all inquiries regarding the nondiscrimination policy to our Penn State Harrisburg Office of Equity and Compliance, 717-948-6180 and in Olmsted E131.

## Mandated Reporting

Penn State University is committed to fostering an environment free of harassment and discrimination. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in public and private educational institutions that receive Federal funds.

The University has dedicated many resources to addressing suspected prohibited conduct under Title IX. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, and stalking, please know that help and supportive resources are available. Supportive resource information, such as access to confidential emotional support, academic, housing or workplace accommodations on our website, [titleix.psu.edu](http://titleix.psu.edu).

Faculty members are not required to disclose information to the Title IX Coordinator. However, Penn State strongly encourages all members of the community to take appropriate action by providing support and encouraging those impacted by such incidents to submit a report to the Title IX Coordinator. You may also submit a report online by using the incident form found here: Office of Sexual Misconduct Prevention & Response Incident Report Form ([maxient.com](http://maxient.com)) If the University Title IX staff receives information about an incident, they will reach out to offer information about resources, rights, and procedural options available to you.

Penn State's Title IX Coordinator is: Chris Harris, Title IX Coordinator 328 Boucke Building University Park, PA 16802 (814) 863-0471 [titleix@psu.edu](mailto:titleix@psu.edu)

At Penn State Harrisburg, your point of contact is:

Penn State Harrisburg Title IX Office E131 Olmsted Building 717-948-6180

Other resources that are available include:

- Penn State Harrisburg Counseling and Psychological Services, SEC 205 - 717-948-6025
- Department of Safety & Police
  - Campus Police: 717-979-7976
  - Local Police: 717-543-2200 or 911
- YWCA Confidential Domestic Violence & Sexual Assault Services: 1-800-654-1221 (available 24/7)
- Contact Helpline: 800-932-4616 (24-hour community crisis hotline)
- Pinnacle Health Harrisburg: 717-782-3131
- Penn State Harrisburg Student Health Services, 220 Capital Union Building: 717-948-61015
- Penn State Hotline: 800-560-1637 (Anonymous reporting)

**In Case of Emergency** In the event of a University-wide emergency, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, and a revised semester calendar and/or grading scheme.

For more general information about the emergency situation, please refer to:

- Penn State Harrisburg's home page at <http://harrisburg.psu.edu/>
- PSUAlert (<http://psualert.psu.edu/psualert/>). This is a service designed to alert the Penn State community via text messages to cell phones when situations arise on campus that affect the ability of the campus - students, faculty and staff - to function normally. Everyone is encouraged to sign up to receive the text alerts.
- Messages will be placed at the 717-948-6000 campus phone number

In the case of a University-wide emergency, please refer to the following about changes in this course:

- Canvas: <https://psu.instructure.com/courses/2116052>
- Instructor's email: [mallinson@psu.edu](mailto:mallinson@psu.edu)

## Basic Needs Statement

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of Student Affairs ([syw10@psu.edu](mailto:syw10@psu.edu), 717-948-6180) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

## The Russell E. Horn Learning Center

For the fall 2021 semester, all Russell E. Horn Sr. Learning Center tutoring will be conducted in-person or via Zoom, whichever the student prefers. The Learning Center may have a tutor who can assist with the content of this course. An appointment is recommended. You can make an appointment in one of the three ways listed below.

Online: [starfish.psu.edu](http://starfish.psu.edu)

Via phone: 717-948-6475

Via email: [PSHLearningCtr@psu.edu](mailto:PSHLearningCtr@psu.edu)



The Learning Center can help you in a variety of ways:

#### Academic Success Coaches

Our professional coaches use individualized tools and learning strategies to help students with: Time management, organization, test-taking, study skills, as well as speech and presentation preparation and delivery.

#### Subject Area Tutoring

Courses including accounting, biological and behavioral science, computer science, economics, finance, mathematics, physical sciences, statistics, and some world languages are supported by peer and professional tutoring.

#### Writing

Our professional writing tutors can help students with the development of essays, argument papers, resumes, cover letters, scholarship applications and much more. We can help at any stage from brainstorming ideas, to citing sources, to polishing your final product.

If you have a request for tutoring help with a subject that is not in Starfish, send an email to [PSHLearningCtr@psu.edu](mailto:PSHLearningCtr@psu.edu) and we will try to find you an option.

Like us at [facebook.com/RussellEHornSrLearningCenter](https://facebook.com/RussellEHornSrLearningCenter), follow us on Twitter @PSUHLC, and on Instagram @russellehornsrlearningcenter

## Course Schedule

We will attempt to follow this schedule as closely as possible, but we may take more time on some concepts and less time on others. For this reason, a digital version of this syllabus can be found on [our course website](#). Slides used in class will also be posted on the online syllabus and Canvas before class. All changes to the schedule will be announced in class or via e-mail and the online syllabus will be constantly up-to-date. Required course readings are listed and due dates for assignments are in bold. Links to some additional readings are included in the syllabus on my website, others will be uploaded to Canvas. If you have trouble, please do not hesitate to [e-mail](#) me.

### **Week 1: Introductions (8/24)**

- Introduction to the course and each other
- Read this syllabus! Be sure to read all of the appendices.

## Week 2: History and Context of Policy Analysis (8/31)

### Required Readings:

- Smith, Kevin B. and Christopher W. Larimer. 2017. "Public Policy as a Concept and a Field (or Fields) of Study." *The Public Policy Theory Primer*. Boulder, CO: Westview Press. 1-22.
- Lasswell, Harold. D. (1951). "The Policy Orientation." In D. Lerner and Harold. D. Laswell (Ed.), *The Policy Sciences*. Stanford, CA: Stanford University Press. pp. 3-15. (See Canvas).
- Turnbull, Nick. 2008. "[Harold Laswell's 'Problem Orientation' for the Policy Sciences.](#)" *Critical Policy Studies* 2(1): 72-91.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton, NJ: Princeton University Press. Introduction.

### Recommended Readings:

- Stone, Deborah. 2012. *Policy Paradox*. New York, NY: W.W. Norton & Company. Third Edition.
- Farr, James, Jacob S. Hacker, and Nicole Kazee. 2006. "[The Policy Scientist of Democracy: The Discipline of Harold D. Laswell.](#)" *American Political Science Review* 100(4): 579-587.
- Brunner, Ronald D. 2008. "[The Policy Scientist of Democracy Revisited.](#)" *Policy Sciences* 41: 3-19.
- Farr, James, Jacob S. Hacker, Nicole Kazee. 2008. "[Revisiting Lasswell.](#)" *Policy Sciences* 41(1): 21-32.
- Radin, Beryl. 2013. *Beyond Machiavelli: Policy Analysis Reaches Midlife*. Washington, DC: Georgetown University Press. Second Edition.
- Radin, Beryl. 2013. "[Policy Analysis Reaches Midlife.](#)" *Central European Journal of Public Policy* 7(1): 8-27.

### Week 3: Theories of the Policy Cycle and an Early Critique (9/7)

#### Required Readings:

- Smith, Kevin B. and Christopher W. Larimer. 2017. “Does Politics Cause Policy? Does Policy Cause Politics?.” *The Public Policy Theory Primer*. Westview Press. 1-22.
- Lindblom, Charles E. (1959). “The Science of ‘Muddling’ Through.” *Public Administration Review* 19(2): 79-88.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton University Press. Chapter 2.
- **Presentation Sign Up Due**

#### Recommended Readings:

- Fischer, Frank and Gerald J. Miller (eds.). 2007. “*Handbook of Public Policy Analysis*.” CRC Press. Read the section on Policy Processes.

### Week 4: The Multiple Streams Framework (9/14)

#### Required Readings:

- Nicole Herweg, Nikolaos Zahariadis, and Reimut Zohlnhöfer. 2018. “The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications.” In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton University Press. Chapter 3.

#### Recommended Readings:

- Kingdon, John W. 2011. *Agendas, Alternatives, and Public Policies*. Pearson.
- Articles from *Journal of Comparative Policy Analysis: Research and Practice* special issue on “The Multiple-Streams Approach in Comparative Policy Research.” 2016.
- Articles from *Policy Studies Journal* special issue on “The Multiple Streams Approach: Contributions and Future Directions.” February 2016.

- Rawat, Pragati and John Charles Morris. 2016. “[Kingdon’s ‘Streams’ Model at Thirty: Still Relevant in the 21st Century?](#)” *Politics & Policy* 44(4): 608-638.
- Zohlnhöfer, Reimut and Friedbert W. Rüb (eds.). 2016. [Decision-Making Under Ambiguity and Time Constraints: Assessing the Multiple-Streams Framework](#). ECPR Press.
- Blavoukos, Spyros. 2019. “[The Multiple Streams Approach in Foreign Policy.](#)” In *Foreign Policy as Public Policy?*, Kaus Brummer, Sebastian Harnisch, Kai Oppermann, and Diana Panke (eds.). Manchester University Press.
- Dolan, Dana A. 2021. “[Multiple Partial Couplings in the Multiple Streams Framework: The Case of Extreme Weather and Climate Change Adaptation.](#)” *Policy Studies Journal* 49(1): 164-189.
- Fowler, Luke. 2021. “[Using the Multiple Streams Framework to Connect Policy Adoption to Implementation.](#)” *Policy Studies Journal*. First View.

## Week 5: Punctuated Equilibrium Theory (9/21)

### Required Reading:

- Baumgartner, Frank R., Bryan D. Jones, and Peter B. Mortensen. 2018. “Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking.” In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. [A Field Guide to Grad School](#). Princeton University Press. Chapter 4.

### Recommended Readings:

- Breunig, Christian and Chris Koski. 2006. “[Punctuated Equilibria and Budgets in the American States.](#)” *Policy Studies Journal* 34(3): 363-379.
- Articles from *Policy Studies Journal* special issue on “[Punctuated Equilibrium Theory.](#)” February 2012.
- Princen, Sebastiaan. 2013. “[Punctuated Equilibrium Theory and the European Union.](#)” *Journal of European Public Policy* 20(6): 854-870.
- Hegelich, Simon, Cornelia Fraune, and David Knollmann. 2015. “[Point Predictions and the Punctuated Equilibrium Theory: A Data Mining Approach.](#)” *Policy Studies Journal* 43(2): 228-256.

- Lam, Wai Fung and Kwan Nok Chan. 2015. “How Authoritarianism Intensifies Punctuated Equilibrium: The Dynamics of Policy Attention in Hong Kong.” *Governance* 28(4): 549-570.
- Mallinson, Daniel J. 2016. “Agenda Instability in Pennsylvania Politics: Lessons for Future Replication.” *Research & Politics* January-March: 1-9.
- Flink, Carla M. 2017. “Rethinking Punctuated Equilibrium Theory: A Public Administration Approach to Budgetary Changes.” *Policy Studies Journal* 45(1): 101-120.
- Hegelich, Simon. 2017. “Deep Learning and Punctuated Equilibrium Theory.” *Cognitive Systems Research* 45: 59-59.
- Kuhlmann, Johanna and Jeroen van der Heijden. 2018. “What Is Known about Punctuated Equilibrium Theory? And What Does That Tell Us about the Construction, Validation, and Replication of Knowledge in the Policy Sciences?” *Review of Policy Research* 35(2): 326-347.
- “Punctuated Equilibrium” collection at *Policy Studies Journal*.
- Koski, Chris and Samuel Workman. 2019. “Drawing Practical Lessons from Punctuated Equilibrium Theory.” *Policy & Politics* 46(2): 293-308.
- Fernandez-i-Marin, Xavier, Steffen Hurka, Christoph Knill, Yves Steinebach. 2019. “Systematic Dynamics of Policy Change; Overcoming Some Blind Spots of Punctuated Equilibrium Theory.” *Policy Studies Journal*. First View.
- Desmarais, Bruce. 2019. “Punctuated Equilibrium or Incrementalism in Policymaking: What We Can and Cannot Learn from the Distribution of Policy Changes.” *Research & Politics* 6(3): 1-6.
- Jennings, Will, Stephen Farrall, Emily Gray, and Colin Hay. 2020. “Moral Panics and Punctuated Equilibrium in Public Policy: An Analysis of the Criminal Justice Policy Agenda in Britain.” *Policy Studies Journal* 48(1): 207-234.
- Jones, Bryan D. and Frank R. Baumgartner. 2005. *The Politics of Attention: How Government Prioritizes Problems*. University of Chicago Press.
- Baumgartner, Frank R. and Bryan D. Jones. 2009. *Agendas and Instability in American Politics*. University of Chicago Press. Second Edition.
- Baumgartner, Frank R., Christian Breunig, and Emiliano Grossman (eds.). 2019. *Comparative Policy Agendas: Theory, Tools, Data*. Oxford University Press.

## Week 6: Policy Feedback Theory (9/28)

### Required Reading:

- Mettler, Suzanne and Mallory SoRelle. 2018. "Policy Feedback Theory." In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton University Press. Chapter 5.
- **Paper 1 Due**

### Recommended Readings:

- Pierson, Paul. 1993. "When Effect Becomes Cause: Policy Feedback and Political Change." *World Politics* 45(4): 595-628.
- Mettler, Suzanne. 2002. "Bringing the State Back In to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans." *American Political Science Review* 96(2): 351-365.
- Mettler, Suzanne and Eric Welch. 2004. "Civic Generation: Policy Feedback Effects of the GI Bill on Political Involvement over the Life Course." *British Journal of Political Science* 34(3): 497-518.
- Wichowsky, Amber and Donald P. Moynihan. 2008. "Measuring How Administration Shapes Citizenship: A Policy Feedback Perspective on Performance Management." *Public Administration Review* 68(5): 908-920.
- Beland, Daniel. 2010. "Reconsidering Policy Feedback: How Policies Affect Politics." *Administration & Society* 42(5): 568-590. Mettler, Suzanne. 2011. *The Submerged State: How Invisible Government Policies Undermine American Democracy*. University of Chicago Press.
- Ewig, Christina and Stephen J. Kay. 2011. "Postretrenchment Politics: Policy Feedback in Chile's Health and Pension Reforms." *Latin American Politics and Society* 53(4): 67-99.
- Jordan, Jason. 2013. "Policy Feedback and Support for the Welfare State." *Journal of European Social Policy* 23(2): 134-148.
- Patashnik, Eric M. and Julian E. Zeilzer. 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.

- Fleming, David J. 2014. “[Learning from Schools: School Choice, Political Learning, and Policy Feedback.](#)” *Policy Studies Journal* 42(1): 55-78.
- Moynihan, Donald P. and Joe Soss. 2014. “[Policy Feedback and the Politics of Administration.](#)” *Public Administration Review* 74(3): 320-332.
- Lerman, Amy E. and Katherine T. McCabe. 2017. “[Personal Experience and Public Opinion: A Theory and Test of Conditional Policy Feedback.](#)” *Journal of Politics* 79(2): 624-641.
- Hertel-Fernandez, Alexander. 2018. “[Policy Feedback as Political Weapon: Conservative Advocacy and the Demobilization of the Public Sector Labor Movement.](#)” *Perspectives on Politics* 16(2): 364-379.
- Hafer, Joseph A. 2018. “[Understanding the Emergence and Persistence of Mandated Collaboration: A Policy Feedback Perspective of the United States’s Model to Address Homelessness.](#)” *American Review of Public Administration* 48(7): 777-788.
- Articles in the *Policy Studies Journal* special issue on “[Policy Feedback in Public Policy Research,](#)” 2019.
- Moore, Brendan and Andrew Jordan. 2020. “[Disaggregating the Dependent Variable in Policy Feedback Research: An Analysis of the EU Emissions Trading System.](#)” *Policy Sciences* 53: 291-307.
- Jordan, Andrew J. and Brendan Moore. 2020. *[Durable by Design? Policy Feedback in a Changing Climate.](#)* Cambridge University Press.

## Week 7: The Advocacy Coalition Framework (10/5)

### Required Reading:

- Jenkins-Smith, Hank C., Daniel Nohrstedt, Christopher M. Weible, and Karin Ingold. 2018. “The Advocacy Coalition Framework: An Overview of the Research Program.” In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *[A Field Guide to Grad School.](#)* Princeton University Press. Chapter 6.

### Recommended Readings:

- Sabatier, Paul A. 1988. “[An Advocacy Coalition Framework of Policy Change and the Role of Policy-Oriented Learning Therein.](#)” *Policy Sciences* 21: 129-168.

- Jenkins-Smith, Hank C. and Paul A. Sabatier. 1993. “[Evaluating the Advocacy Coalition Framework.](#)” *Journal of Public Policy* 14(2): 175-203.
- Schlager, Edella. 1995. “[Policy Making and Collective Action: Defining Coalitions Within the Advocacy Coalition Framework.](#)” *Policy Sciences* 28: 243-270.
- Fenger, Menno and Pieter-Jan Klok. 2001. “[Interdependency, Beliefs, and Coalition Behavior: A Contribution to the Advocacy Coalition Framework.](#)” *Policy Sciences* 34: 157-170.
- Ripberger, Joseph T., Kuhika Gupta, Carol L. Silva, and Hank C. Jenkins-Smith. 2014. “[Cultural Theory and the Measurement of Deep Core Beliefs Within the Advocacy Coalition Framework.](#)” *Policy Studies Journal* 42(4): 509-527.
- Articles in *Journal of Comparative Policy Analysis: Research and Practice* special issue on “[Policy Change in Comparative Contexts: Applying the Advocacy Coalition Framework Outside of Western Europe and North America,](#)” 2017.
- Moyson, Stephane. 2017. “[Cognition and Policy Change: The Consistency of Policy Learning in the Advocacy Coalition Framework.](#)” *Policy and Society* 36(2): 320-344.
- Pierce, Jonathan J., Holly L. Peterson, Michael D. Jones, Samantha P. Garrard, and Theresa Vu. 2017. “[There and Back Again: A Tale of the Advocacy Coalition Framework.](#)” *Policy Studies Journal* 45(S1): S13-S46.
- Howlett, Michael, Allan McConnell, and Anthony Perl. 2017. “[Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalitions Frameworks to Policy Cycle Models of Analysis.](#)” *Australian Journal of Public Administration* 76(1): 65-79.
- Li, Wei and Christopher M. Weible. 2019. “[China’s Policy Processes and the Advocacy Coalition Framework.](#)” *Policy Studies Journal*. First View.
- Koebele, Elizabeth A. 2019. “[Integrating Collaborative Governance Theory with the Advocacy Coalition Framework.](#)” *Journal of Public Policy* 39(1): 35-64.
- Schmid, Nicolas, Sebastian Sewerin, and Tobias S. Schmidt. 2020. “[Explaining Advocacy Coalition Change with Policy Feedback.](#)” *Policy Studies Journal* 48(4): 1109-1134.
- Pierce, Jonathan J., Holly L. Peterson, and Katherine C. Hicks. 2020. “[Policy Change: An Advocacy Coalition Framework Perspective.](#)” *Policy Studies Journal* 48(1): 64-86.



## Week 8: The Narrative Policy Framework (10/12)

### Required Reading:

- Shanahan, Elizabeth A., Michael D. Jones, Mark K. McBeth, and Claudio M. Radaelli. 2018. "The Narrative Policy Framework." In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton University Press. Chapter 7.

### Recommended Readings:

- Jones, Michael D. and Mark K. McBeth. 2010. "[A Narrative Policy Framework: Clear Enough to Be Wrong?](#)" *Policy Studies Journal* 38(2): 329-353.
- Shanahan, Elizabeth A., Mark K. McBeth, and Paul L. Hathaway. 2011. "[Narrative Policy Framework: The Influence of Media Policy Narratives on Public Opinion.](#)" *Politics & Policy* 39(3): 373-400.
- McBeth, Mark K., Elizabeth A. Shanahan, Molly C. Arrandale Anderson, and Barbara Rose. 2012. "[Policy Story or Gory Story? Narrative Policy Framework Analysis of Buffalo Field Campaign's YouTube Videos.](#)" *Policy & Internet* 4(3-4): 159-183.
- Shanahan, Elizabeth A., Michael D. Jones, Mark K. McBeth, and Ross R. Lane. 2013. "[An Angel on the Wind: How Heroic Policy Narratives Shape Policy Realities.](#)" *Policy Studies Journal* 41(3): 453-483.
- Jones, Michael D., Elizabeth A. Shanahan, and Mark K. McBeth. 2014. *The Science of Stories*. Springer.
- Jones, Michael D. and Geoboo Song. 2014. "[Making Sense of Climate Change: How Story Frames Shape Cognition.](#)" *Political Psychology* 35(4): 447-476.
- Jones, Michael D. and Claudio M. Radaelli. 2015. "[The Narrative Policy Framework: Child or Monster?](#)" *Critical Policy Studies* 9(3): 339-355.
  - Several comments on this piece can be found in *Critical Policy Studies* 9(3), 2015.
- Articles in the *Policy Studies Journal* special issue on "[Advances in Narrative Policy Framework.](#)" 2018.
- Shanahan, Elizabeth A., Michael D. Jones, and Mark K. McBeth. 2018. "[How to Conduct a Narrative Policy Framework Study.](#)" *The Social Science Journal* 55(3): 332-345.

- Gupta, Kuhika, Joseph Ripberger, and Wesley Wehde. 2018. “[Advocacy Group Messaging on Social Media: Using the Narrative Policy Framework to Study Twitter Messages about Nuclear Energy Policy in the United States.](#)” *Policy Studies Journal* 46(1): 119-136.
- Jones, Michael D. and Mark K. McBeth. 2020. “[Narrative in the Time of Trump: Is the Narrative Policy Framework Good Enough to be Relevant?](#)” *Administrative Theory & Praxis* 42(2): 91-110.
- Articles in the *European Policy Analysis* special issue on “[The Narrative Policy Framework in the European Context,](#)” 2021.

## Week 9: The IAD Framework and SES Framework (10/19)

### Required Reading:

- Schlager, Edella and Michael Cox. 2018. “The IAD Framework and the SES Framework: An Introduction and Assessment of the Ostrom Workshop Frameworks.” In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *[A Field Guide to Grad School](#)*. Princeton University Press. Chapter 8.

### Recommended Readings:

- Articles in *Policy Studies Journal*’s [cultivated readings on The Institutional Analysis and Development Framework](#).
- Ostrom, Elinor and Vincent Ostrom. 2004. “[The Quest for Meaning in Public Choice.](#)” *The American Journal of Economics and Sociology* 63(1): 105-147.
- Cole, Daniel H. and Epstein, Graham and McGinnis, Michael D. 2014. “[Toward a New Institutional Analysis of Social-Ecological Systems \(NIASES\): Combining Elinor Ostrom’s IAD and SES Frameworks.](#)” Indiana Legal Studies Research Paper No. 299, Indiana University, Bloomington School of Public & Environmental Affairs Research Paper No. 2490999.
- Cumming, G.S. et al. 2020. “[Advancing Understanding of Natural Resource Governance: A Post-Ostrom Research Agenda.](#)” *Current Opinion in Environmental Sustainability* 44(June): 26-44.
- Articles in the *Ecology and Society* special issue on “[A Framework for Analyzing, Comparing, and Diagnosing Social-Ecological Systems,](#)” 2021.

- Sarr, Sait, Bunny Hayes, and Daniel A. DeCaro. 2021. “Applying Ostrom’s Institutional Analysis and Development Framework, and Design Principles for Co-Production to Pollution Management in Louisville’s Rubbertown, Kentucky.” *Land Use Policy* 104(May): 105383.

## Week 10: Innovation and Diffusion Models (10/26)

### Required Reading:

- Berry, Frances Stokes and William D. Berry. 2018. “Innovation and Diffusion Models in Policy Research.” In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton University Press. Chapter 9.
- **Paper 2 Due**

### Recommended Readings:

- Walker, Jack L. 1969. “The Diffusion of Innovations among the American States.” *American Political Science Review* 63(3): 880-899.
- Gray, Virginia. 1973. “Innovation in the States: A Diffusion Study.” *American Political Science Review* 67(4): 1174-1185.
  - Walker, Jack L. 1973. “Comment: Problems in Research on the Diffusion of Policy Innovations.” *American Political Science Review* 67(4): 1186-1191.
  - Gray, Virginia. 1973. “Rejoinder to ‘Comment’ by Jack L. Walker.” *American Political Science Review* 67(4): 1192-1193.
- 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.
- Karch, Andrew. 2007. *Democratic Laboratories: Policy Diffusion among the American States*. University of Michigan Press.
- Shipan, Charles R. and Craig Volden. 2008. “The Mechanisms of Policy Diffusion.” *American Journal of Political Science* 52(4): 840-857.
- Boushey, Graeme. 2010. *Policy Diffusion Dynamics in America*. Cambridge University Press.

- Boushey, Graeme. 2012. “Punctuated Equilibrium Theory and the Diffusion of Innovations.” *Policy Studies Journal* 40(1): 127-146.
- Cao, Xun. 2012. “Global Networks and Domestic Policy Convergence: A Network Explanation of Policy Changes.” *World Politics* 64(3): 375-425.
- 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.
- Butler, Daniel M., Craig Volden, Adam M. Dynes, and Boris Shor. 2017. “Ideology, Learning, and Policy Diffusion: Experimental Evidence.” *American Journal of Political Science* 61(1): 37-49.
- Fording, Richard C. 2020. “The Affordable Care Act and the Diffusion of Policy Feedback: The Case of Medicaid Work Requirements.” *RSF: The Russell Sage Foundation Journal of the Social Sciences* 6(2): 131-153.
- Mallinson, Daniel J. 2021. “Who Are Your Neighbors? The Role of Ideology and Decline of Geographic Proximity in the Diffusion of Policy Innovations.” *Policy Studies Journal* 49(1): 67-88.
- Mallinson, Daniel J. 2021. “Policy Innovation Adoption Across the Diffusion Life Course.” *Policy Studies Journal* 49(2): 335-358.
- Mallinson, Daniel J. 2021. “Growth and Gaps: A Meta-Review of Policy Diffusion Studies in the American States.” *Policy & Politics* 49(3): 369-389.
- Mooney, Christopher Z. 2021. *The Study of US State Policy Diffusion: What Hath Walker Wrought?*. Cambridge University Press.

## Week 11: Social Construction Theory (11/2)

### Required Reading:

- Schneider, Anne L., Helen Ingram, and Peter deLeon. 2014. “Democratic Policy Designs: Social Construction of Target Populations.” In *Theories of the Policy Process*. Third Edition.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton University Press. Chapter 10.

## Recommended Readings:

- Schneider, Anne and Helen Ingram. 1993. “[Social Construction of Target Populations: Implications for Politics and Policy.](#)” *American Political Science Review* 87(2): 334-347.
- Schroedel, Jean Reith and Daniel R. Jordan. 1998. “[Senate voting and Social Construction of Target Populations: A Study of AIDS Policy Making, 1987-1992.](#)” *Journal of Health Politics, Policy and Law* 23(1): 107-132.
- Nicholson-Crotty, Jill and Sean Nicholson-Crotty. 2004. “[Social Construction and Policy Implementation: Inmate Health as a Public Health Issue.](#)” *Social Science Quarterly* 85(2): 240-256.
- Schneider, Anne L. and Helen M. Ingram. 2005. *Deserving and Entitled: Social Construction and Public Policy*. State University of New York Press.
- Dobbin, Frank, Beth Simmons, and Geoffrey Garrett. 2007. “[The Global Diffusion of Public Policies: Social Construction, Coercion, Competition, or Learning?](#)” *Annual Review of Sociology* 33: 449-472.
- McBeth, Mark K., Randy S. Clemons, Maria A. Husmann, Elizabeth Kusko, and Alethea Gaarden. 2013. “[The Social Construction of a Cisis: Policy Narratives and Contemporary U.S. Obesity Policy.](#)” *Risk, Hazards, & Crisis in Public Policy* 4(3): 135-163.
- James, E. Angel and Moira Rashid. 2013. “[‘Welfare Queens’ and ‘Teen Moms’: How the Social Construction of Fertile Women Impacts Unintended Pregnancy Prevention Policy in the United States.](#)” *Policy, Politics, & Nursing Practice* 14(3-4): 125-132.
- Pierce, Jonathan J., Saba Siddiki, Michael D. Jones, Kristin Schumacher, Andrew Pattison, and Holly Peterson. 2014. “[Social Construction and Policy Design: A Review of Past Applications.](#)” *Policy Studies Journal* 42(1): 1-29.
- Stablie, Bonnie. 2016. “[Reproductive Policy and the Social Construction of Motherhood.](#)” *Politics and the Life Sciences* 35(2): 18-29.
- Kreitzer, Rebecca J. and Candis Watts Smith. 2018. “[Reproducible and Replicable: An Empirical Assessment of the Social Construction of Politically Relevant Target Groups.](#)” *PS: Political Science & Politics* 51(4): 768-774.
- Lybecker, Donna L., Mark K. McBeth, Adam M. Brewer, and Carine De Sy. 2018. “[The Social Construction of a Border: The US-Canada Border.](#)” *Journal of Borderlands Studies* 33(4): 529-547.

- Barney, Jamie L. 2020. “Louisiana’s Intentional Exposure to HIV Policy: The Social Construction of Target Populations.” *Social Work and Health* 35(3): 100-113.
- Nicholson-Crotty, Jill, Susan M. Miller, and Lael R. Keiser. 2021. “Administrative Burden, Social Construction, and Public Support for Government Programs.” *Journal of Behavioral Public Administration* 4(1).
- Huang, Yeqing and Shurong Han. 2021. “Explaining Social Insurance Participation: The Importance of the Social Construction of Target Groups in China.” *Policy Studies*. First View.

## Week 12: Comparing Theoretical Approaches (11/9)

Required Reading:

- Haikkila, Tanya and Paul Cairney. 2018. “Comparison of Theories of the Policy Process.” In *Theories of the Policy Process*. Fourth Edition.
- Meier, Kenneth J. 2009. “Policy Theory, Policy Theory Everywhere: Ravings of a Deranged Policy Scholar.” *Policy Studies Journal* 37(1): 5-11.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton, NJ: Princeton University Press. Chapter 11.

## Week 13: Complex Governance Networks (11/16)

Required Reading:

- Blanco, Ismael, Vivien Lowndes, and Lawrence Pratchett. 2011. “Policy Networks and Governance Networks: Towards Greater Conceptual Clarity.” *Political Studies Review* 9(3): 297-308.
- Kiel, Douglas L. 2014. “Complexity Theory and Its Evolution in Public Administration and Policy Studies.” *Complexity, Governance & Networks* 1(1): 71-78.
- Morcol, Goktug. 2014. “Complex Governance Networks: An Assessment of the Advances and Prospects.” *Complexity, Governance & Networks* 1(1): 5-16.
- Sholz, John T., Ramiro Berardo, and Brad Kile. 2008. “Do Networks Solve Collective Action Problems? Credibility, Search, and Collaboration.” *Journal of Politics* 70(2): 393-406.

## Recommended Readings:

- Marsh, David and Martin Smith. 2000. “[Understanding Policy Networks: Towards a Dialectical Approach.](#)” *Political Studies* 48: 4-21.
- Forrest, Joshua. B. 2003. [Networks in the Policy Process: An International Perspective.](#) *International Journal of Public Administration* 26(6): 591-607.
- Rhodes, Mary Lee, 2007. “[Strategic Choice in the Irish Housing System: Taming Complexity.](#)” *Housing Theory & Society* 24(1): 14-31.
- Compston, Hugh. 2009. “[Networks, Resources, Political Strategy and Climate Policy.](#)” *Environmental Politics* 18(5): 727-746.
- Berardo, Ramiro. 2009. “[Processing Complexity in Networks: A Study of Informal Collaboration and Its Effects on Organizational Success.](#)” *Policy Studies Journal* 37(3): 521-539.
- Rapaport, Orit., David Levi-Faur, and Dan Miodownik. 2009. “[The Puzzle of the Diffusion of Central-bank Independence Reforms: Insights from an Agent-based Simulation.](#)” *Policy Studies Journal*, 37(4), 695-716.
- Compston, Hugh. 2009. *Policy Networks and Policy Change: Putting Policy Network Theory to the Test.* New York: Palgrave. Chapters 1-5, 12.
- Berardo, Ramiro and John T. Scholz. 2010. [Self-organizing Policy Networks: Risk, Partner Selection, and Cooperation in Estuaries.](#) *American Journal of Political Science* 54(3): 632-649.
- Koliba, Christopher and Asim Zia. 2011. “[Theory Testing Using Complex Systems Modeling in Public Administration and Policy Studies: Challenges and Opportunities for a Meta-Theoretical Research Program.](#)”
- Lubell, Mark, John Scholz, Ramiro Berardo, and Garry Robins. 2012. “[Testing Policy Theory with Statistical Models of Networks.](#)” *Policy Studies Journal* 40(3): 351-374.
- Morçöl. Goktug. 2012. [A Complexity Theory for Public Policy.](#) Routledge.
- Kapucu, Naim. 2014. “[Complexity, Governance and Networks: Perspectives from Public Administration.](#)” *Complexity, Governance & Networks* 1(1): 29-38.
- Teisman, Geert and Lasse Gerrits. 2014. “[The Emergence of Complexity in the Art and Science of Governance.](#)” *Complexity, Governance & Networks* 1(1): 17-28.
- Morçöl, Goktug, Triparna Vasavada, and Sohee Kim. (2014). “[Business Improvement Districts in Urban Governance: A Longitudinal Case Study.](#)” *Administration & Society* 46(7): 796-824.



- Colander, David and Roland Kupers. 2014. *Complexity and the Art of Public Policy*. Princeton University Press. (particularly chapters 1 & 2)
- Marjin Janssen, Maria. A. Wimmer, and A. Deljoo (Eds.). 2015. *Policy Practice and Digital Science*. Springer.
- Berardo, Ramiro and Mark Lubell. 2016. “Understanding What Shapes a Polycentric Governance System.” *Public Administration Review* 76(5): 738–751.
- Lee, Jeongyoon, R. Karl Rethemeyer, and Hyun Hee Park. 2018. “How Does Policy Funding Context Matter to Networks? Resource Dependence, Advocacy Mobilization, and Network Structures.” *Journal of Public Administration Research & Theory* 28(3): 1-18.

#### **Week 14: Thanksgiving Break (11/23)**

- No class

#### **Week 15: The Comparative Approach (11/30)**

Required Reading:

- Tosun, Jale and Samuel Workman. 2018. “Struggle and Triumph in Fusing Policy Process and Comparative Research.” In *Theories of the Policy Process*. Fourth Edition.
- Brace, Paul and Aubrey Jewett. 1995. “The State of State Politics Research.” *Political Research Quarterly* 48(3): 643-681.

#### **Week 16: Taking Stock (10/7)**

Required Reading:

- Weible, Christopher M. 2018. “Moving Forward and Climbing Upward: Advancing Policy Process Research.” In *Theories of the Policy Process*. Fourth Edition.
- Calarco, Jessica McCrory. *A Field Guide to Grad School*. Princeton, NJ: Princeton University Press. Chapter 12.

#### **Week 17: Finals Week**

- Paper 3 Due by 11:59 pm on December 14



# Appendices

## A Class Papers

### A.1 General Instructions

You will write three papers on the required chapters, recommended readings, and the papers presented in the class during the semester. (See the schedule for specific chapters and articles and the deadlines.) The primary purposes for all three papers are information synthesis and preparation for future research projects. Therefore:

- You should summarize the information in the readings (papers and chapters you have read), but this should be a synthesis of the information you gathered from them, not a list of items mentioned in them.
- Your papers should not be written as lists of questions and answers. They should be coherent essays.
- You may be critical of the theories and concepts used by the authors and/or their arguments, but you do not have the obligation to be critical.
- Think about synthesizing what you have learned from the chapters and papers in a way that you could use it in your future research projects (PhD dissertation or a publishable paper).
  - Think about how you would apply the theory and/or some of its concepts in that research project.
    - \* If you were to apply that theory or its concept in a research project, how would you use the theory and/or its concepts in it?
    - \* How would the theory and/or its concepts guide you in your study?
    - \* How would they help you and others understand or explain the policy process you want to study?

It is essential that you demonstrate in your papers that you have learned the concepts of the theories covered in the course. That is why you should read the assigned book chapters and papers and the papers presented in the class by the instructor, your classmates, and yourself. In each paper you should make references to and discuss the contents of the book chapters and the papers presented in the class by you or your classmates. You do not have to include all the papers you have read in your class paper. Be selective. You may select

the chapters/papers that you find more important or relevant than others. You may cite and discuss papers that were not presented in the class, if you think that they are better illustrations or applications of the theory you discuss in the paper.

All papers should be written clearly, coherently, and concisely. In all class papers, you should apply the editorial and citation styles of the American Psychological Association. Both styles are described in detail in the APA style manual (Publication Manual of the American Psychological Association). See chapters 4, 5, & 6 for the editorial style and 8 & 9 for the citation style. Read the remaining chapters for other aspects of writing papers (elements of papers, reporting standards, tables and figures, etc.). When I read your papers, I will assume that you are familiar with the basic rules of writing and the APA style guidelines. If you have any questions, first look up the “Guidelines for Writing Class Papers” and APA style manual and then ask me. All papers must be paginated properly. All papers should be divided into appropriate sections, with clear section headings. (See the APA style manual, chapter 2, for the appropriate uses of section headings.) Appendices should not be used in the papers.

You must follow these instructions for the paper to be considered complete.

## **A.2 Specific Instructions: Papers 1 and 2**

Select one of the public policy theories that was discussed prior to the paper deadline. The length of the paper should be between 1000 and 1500 words, excluding the title page and references. In your paper, cite the relevant chapter of the book and at least two articles (published papers) that discuss or empirically test one or more aspects of the theory. These papers may be the ones presented in the class by you or your classmates, or you may choose others that you think better represent the aspects of the theory you discuss in your paper.

Once again, the main purpose in writing these papers is information synthesis and preparation for future research projects. With that in mind, do the following in a coherent essay format in the paper.

- Summarize the theory (its concepts, assumptions, arguments) as they were discussed in the book chapter and the relevant papers in an accurate, clear, coherent, and concise manner.
- Discuss the strengths and weaknesses of the theory (its concepts, assumptions, arguments).
- If you were to use the contents of this theory (the chapter and papers) as the bases of a research project in the future:

- What would be the research question(s) that you could extract or formulate from the theory or its concepts?
- How did your readings help formulate these questions?
- Why are your questions important (theoretically and practically)?
- How are the theory, concepts, arguments you read and your research questions relevant to solving (or alleviating) any public policy problems (in an area of your choice)?
- How would you contribute to the academic literature by answering your research questions?

### **A.3 Specific Instructions: Paper 3 (Due December 14)**

Select two public policy theories were discussed in class. At least one must not have been part of Papers 1 and 2. The length of the paper should be between 2000 and 2500 words, excluding the title page and references. In your paper, cite the relevant chapters of the book and at least four articles (published papers) that discuss or empirically test one or more aspects of the theory. These papers may be the ones presented in the class by you or your classmates, or you may choose others that you think better represent the aspects of the theory you discuss in your paper. Once again, the main purpose in writing these papers is information synthesis and preparation for future research projects.

With that in mind, do the following in a coherent essay format in the paper:

- Summarize the two theories (their concepts, assumptions, arguments) as they were discussed in the book chapter and the relevant papers in an accurate, clear, coherent, and concise manner.
- Discuss the strengths and weaknesses of the theories (their concepts, assumptions, arguments) comparatively. Which one is better? Why? Could each theory be used to understand/explain a certain area of policy processes? Could the two theories be complementary (they could be synthesized, or some of each one's parts could be used together)?
- If you were to use the contents of these theories as the bases of your research projects in the future:
  - What would be the research question(s) that you could extract or formulate from them?
  - How did your readings help formulate these questions?

- Why are your questions important (theoretically and practically)?
- How are the theory, concepts, arguments you read and your research questions relevant to solving (or alleviating) any public policy problems (in an area of your choice)?
- How would you contribute to the academic literature by answering your research questions?

## **A.4 Completion Criteria**

### **Complete**

- All required components are included
- Content is explained clearly and thoroughly
- Paper demonstrates good or excellent understanding of the course material
- Paper is well-written and contains few grammatical/spelling errors

### **Incomplete**

- Components of the paper are missing (the assignment is missing specific details that were explicitly asked for in the instructions)
- Demonstrates little to no understanding of the course material
- Is not well-written and contains many grammatical/spelling errors

## B Class Presentations

We will be practicing how to present research in this course. Part of academic research is presenting your work to public audiences (conferences, invited talks, testimony, etc.). In our course, you will be presenting someone else's work, but I want you to structure your presentation like a typical conference presentation. The presentation should be no longer than 15 minutes. It should follow this approximate structure:

1. Brief introduction to the presentation
2. Review of literature (what conversation the paper is contributing to) - please consider how the topic and research question relates to the theory that is described in the textbook
3. Presentation of conceptual framework/theory
4. Description of methods and data
5. Presentation of the results
6. Meaning of the results for the relevant theory and potential future directions
7. Provide a critical assessment of the question(s), methods, and findings of the paper. You may agree or disagree with them. You may find deficiencies in them. State your agreements and disagreements as clearly as you can. If you do not know something, just say so. That's okay.

In your brief review of how the article you chose fits into the relevant literature, you should lean not just on the article you read, but also on the other material we read from the week.

Presentations will be assessed on the following scale:

### **Excellent**

- All required components are included
- Content is explained clearly and thoroughly
- The presentation demonstrates a good or excellent understanding of the theoretical framework

## **Satisfactory**

- All required components are included
- Key information is not fully explained
- The presentation demonstrates a satisfactory, but not complete, understanding of the theoretical framework

## **Incomplete**

- Components of the presentation are missing
- Key information is not fully explained
- The presentation demonstrates little to no understanding of the theoretical framework

I would like you to make two choices by the start of class on September 7. First, which two weeks you will be presenting and, second, which two of the related recommended readings you will present. We will have a signup posted to Canvas. Only two students will be assigned to present on a given week, so please choose an open slot.

If you are not satisfied with the success of your presentation, you can use one of your tokens to present a third paper in the later portion of the course.