

ESP 160: The Policy Process
 Art 204
 Lecture T TR, 9:00–10:20 a.m.
 Sections W, 1:10, 2:10, and 3:10 p.m.
 Spring 2014

THE POLICY PROCESS

Instructor

Dr. Gwen Arnold
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Office Hours

Mondays, 2:00–4:00 p.m., or
 by appointment

Sections and Teaching Assistants

Section A01, Wednesday, 1:10–2:00, Wellman 105

Angee Doerr, andoerr@ucdavis.edu
 Office hours: Tuesdays 11:00–12:00,
 Wickson 2141

Section A02, Wednesday, 2:10-3:00, Olson 261

Susie Pike, scpike@ucdavis.edu
 Office hours: Mondays 1:00–2:00,
 Wickson 2125A

Section A03, Wednesday, 3:10-4:00, Wellman 115

Chantelise Pells, cmpells@ucdavis.edu
 Office hours: Tuesdays 10:30–11:30,
 Wickson 2125A

KEY COURSE DETAILS

Overview

This class introduces students to leading theories of the policy process used in political science and public administration. Students will use these theories to analyze case studies of real environmental policy issues.

Grading

You can earn up to 100 points in this course, divided as follows:

Graded Element	Points
Three group case presentations (10 points each)	30
Three group case memos (10 points each)	30
Three individual quizzes (10 points each)	30
Peer assessment (3 rounds, 3.33 points each)	10
TOTAL	100

The grade distribution will be as follows. A+ grades will be awarded at the discretion of the instructor in conjunction with the TAs, and only for truly exceptional work:

Letter grade and associated point range							
A	94–100 points	B	84–86 points	C	74–76 points	D-	60–64 points
A-	90–93 points	B-	80–83 points	C-	70–73 points	F	<60 points
B+	87–89 points	C+	77–79 points	D+	65–69 points		

Assignments

You will receive additional details about the assignments on the first day of class or at a reasonable interval before the assignment is due.

Cases

You will work in the same group of 4–5 students throughout the quarter. In the first week, you will be randomly assigned to your group. Together, you will brainstorm options for an environmental policy problem, controversy, or issue (hereafter your “case”) that your group will study for the rest of the term. You will describe three potential cases options in a short proposal which must be submitted by midnight on Friday of Week 1. The instructor will respond with feedback which will allow you to begin working on your case in Week 2. You will subsequently examine your case through the lens of the policy theory discussed in each week.

Case presentations

Your group will give three 10–15 minute in-class presentations wherein you explain how the policy theory discussed in your presentation week can help explain the dynamics of your case.

Presentations will occur during class on Thursdays. You should use your Wednesday section meeting to brainstorm and prepare for this presentation, taking advantage of your TA’s guidance.

You should use PowerPoint or other multi-media presentation tools. Grades will be assigned according to a rubric detailed in a separate document.

Case memos

There will be six weeks during the quarter when your group is not assigned to give a presentation. During three of those weeks, your group will write and submit a short (5 DS pages) case memo wherein you explain how the policy theory discussed that week can help explain the dynamics of your case. Some cases will be a better match for some policy theories than others. In Week 1, your TA will help you decide which three weeks (and associated policy theories) will be the best fit for your case. You should use your Wednesday section meeting to brainstorm and write these memos, taking advantage of your TA’s guidance.

Case memos are due to SmartSite by Friday at midnight. Grades will be assigned according to a rubric detailed in a separate document.

Individual quizzes

Three short quizzes will take the place of exams in this course. They will occur first thing on Thursdays in Weeks 4, 7, and 11. The quizzes will contain 1–4 short answer or multiple choice questions. Each quiz will take roughly 15 minutes.

Peer assessment

Each group member will evaluate the contribution of other members to group work three times during the quarter, in Weeks 4, 7, and 11. The instructions and template for the peer assessment will be available on SmartSite. You will complete your evaluations independently and submit them to your TA via email. Your group performance score (maximum 3.33 points in each of 3 rounds) will be the average of group members' evaluations of your performance.

Your peer assessments will be due on Friday at midnight in Weeks 4, 7, and 11.

Calendar

The calendar below summarizes important dates in this course. Because you will determine with your TA the three weeks in which your group will write a case memo, the deadlines for those memos are not on the calendar. Please use the lines below the calendar to write those deadlines.

Day and date	Event
Tuesday, April 1	First day of class
Friday, April 4	Case proposals due at midnight
Tuesday, April 15	Last day to drop the course
Thursday, April 24	Quiz 1
Friday, April 25	Peer Assessment 1 due at midnight
Thursday, May 8	Quiz 2
Friday, May 9	Peer Assessment 2 due at midnight
Thursday, June 5	Quiz 3 Last day of class
Friday, June 6	Peer Assessment 3 due at midnight

Case Memo 1 deadline: Friday, _____

Case Memo 2 deadline: Friday, _____

Case Memo 3 deadline: Friday, _____

OTHER COURSE DETAILS (ALPHABETICAL ORDER)

Academic integrity

It is your responsibility to understand and comply with the University of California, Davis Code of Academic Conduct, as well as any other documented policies of the department, college, and university related to academic integrity. The code describes behavior expected of all UC Davis students and defines behavior considered misconduct, including cheating, plagiarism, and classroom disruption. The potential sanctions and penalties for misconduct are outlined in the code and will be determined on an individual basis according to the severity of the misconduct. The code can be reviewed online at <http://sja.ucdavis.edu/cac.html>.

All of the work you submit in this course must be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated.

Here are some tips on how to avoid inadvertent plagiarism. They were developed by Dr. Ralph Brower at Florida State University and provided to me by Dr. Ashlyn Nelson of Indiana University:

- 1) If you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide an in-text citation and associated reference list entry indicating the source of the material.
- 2) Any material that quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule 1 above.
- 3) Material not taken verbatim from a text but paraphrased must also be attributed.

If you are uncertain about what constitutes plagiarism or about how to avoid it, please talk with me.

Classroom civility

I expect you to respect your fellow students and myself and to behave in a professional manner. Failure to meet these standards will be considered classroom disruption and treated as such pursuant to the University of California, Davis Code of Academic Conduct. Examples of violations of classroom civility include but are not limited to:

- Arriving late for class
- Using electronic devices for purposes other than note-taking during class
- Sleeping in class
- Working on material for another course during class
- Failing to silence your phone during class
- Listening to music during class
- Talking when the instructor or another student is speaking
- Engaging in disruptive behavior such as being excessively noisy

If you engage in such behavior, you may be asked to leave the class.

Disclaimer

This syllabus is subject to change at the instructor's discretion.

Grading and grade adjustments

The TA for your Wednesday section will grade your quizzes and memos, applying grading rubrics developed collaboratively by the TAs and the instructor. I (the instructor) will grade your course presentations,* applying a rubric developed similarly. You will be given all rubrics in advance and they will be available on SmartSite. The TA will collect and calculate your peer assessment grades. TA' grade decisions are final in all cases.

*Case presentations given on Thursday, April 10, will be graded by the TAs because the instructor will be at conference.

Instructor and TA communication

I am always happy to talk with you about course materials, as are the TAs. Please do not hesitate to contact us if you are having difficulty with the course. The sooner you let us know about challenges you are encountering, the sooner we can help you address those challenges. You can visit us during our respective office hours, or you can set up an appointment.

Email is a good way to get in touch with me or the TAs, albeit with some important caveats:

- 1) I do not answer student emails after 9:00 p.m.
- 2) I will respond to your email within 48 hours unless there is a holiday or I am traveling, in which case I will respond within a reasonable time period.
- 3) Put the course title and number in the subject line of your email (ESP 160) or after your name at the bottom of the email.
- 4) Use a personal salutation in your email, such as "Dear Dr. Arnold" or "Dear Chantelise."
- 5) Use a capital letter to start the first word of each sentence and every proper noun.
- 6) Use complete sentences, correct spelling, and correct punctuation.
- 7) At the end of the email, use an appropriate sign-off, such as "Sincerely" or "Best." Below the sign-off, write your first and last name (if this is your first communication with myself or the TA) and your first name in subsequent email communication.

If you do not follow these instructions, your email may not be answered. Please craft emails that you would be comfortable sending to an employer or workplace colleague.

Late assignments

Late group case memos will be accepted only if they are submitted within 24 hours of the deadline, with a 50 percent penalty on the grade you would otherwise have received. Case memos submitted more than 24 hours late will not be accepted.

Quizzes are administrated at the start of class. If you miss or come late to class, you miss the quiz and the associated grade you would earn, with exceptions possible in only two situations:

- 1) If you provide authoritative documentation indicating that you were sick or otherwise unable to attend class due to a family emergency/crisis, you may be allowed to complete a make-up quiz.

2) If you provide authoritative documentation indicating that you had a religious or cultural obligation that directly conflicted with class attendance, you may be allowed to complete a make-up quiz.

Late peer assessments will not be accepted. If you do not submit a peer assessment by the deadline, the grades of others in your group will be calculated under the assumption that you gave them maximum points. Your own grade will be calculated under the assumption that you gave yourself zero points.

Required text

Sabatier, P. 2007. *Theories of the Policy Process*, 2nd ed. Boulder, CO: Westview Press.

You will usually be assigned 1–2 additional articles that will be posted on SmartSite. These articles are generally good examples of how the theory being discussed in a given week can be applied to a real-life policy situation. You should read these materials before class on Tuesday. You may be asked quiz questions based on these materials.

SmartSite

Some course readings are posted on SmartSite (<http://smartsite.ucdavis.edu>). Course updates and announcements may also be posted on SmartSite. It is your responsibility to check SmartSite regularly. Failure to do so is not an excuse for being unaware of material posted there.

Special needs

If you have a disability which may affect your performance in the course, please let me know when the course begins (or as soon as possible if the disability begins during the quarter) so that I can work with you to develop appropriate accommodations. Some accommodations may require prior approval from the UC Davis Student Disability Center (<http://sdc.ucdavis.edu/>).

If unexpected events that may require special accommodations arise during the quarter (e.g., personal or family emergencies or health problems), please notify me as soon as possible. You will be required to provide authoritative documentation (e.g., a signed, dated doctor's note on the doctor's letterhead) which may be subject to verification.

Technical issues

It is your responsibility to resolve technical difficulties (e.g., problems with SmartSite). Technical difficulties are not an excuse for late work. Complete your assignments well before their deadlines so that you have time to address problems that may arise.

TOPICS AND READINGS

The schedule below notes the topic and readings associated with each week of the course.

Week 1 (March 31 – April 4)

T: Syllabus and course overview; meet your groups

W: Discussion of case project and preparation of case proposals

TR: Lecture 1: Why study policy?

Readings:

Sabatier Chapters 1 and 11

Week 2 (April 7–11)

T: Lecture 2: Policy stages

W: Group work applying policy stages to your case

TR: Group presentations (Groups 1, 2, 3, 4, and 5)

Readings:

Cochran, C. E., L. Meyer, T. R. Carr, and N. J. Cayer. 2009. Chapter 1. In *American Public Policy: An Introduction*, 9th ed., eds. Cochran et al., 2–15. Boston: Wadsworth Cengage.

Nakamura, R. T. 1987. The textbook policy process and implementation research. *Review of Policy Research* 7 (1): 142–154.

Week 3 (April 14–18)

T: Institutional rational choice and the Institutional Analysis and Design framework

W: Group work applying IRC/IAD to your case

TR: Group presentations (Groups 6, 7, 8, 9, and 10)

Readings:

Sabatier Chapter 2

Andersson K. 2006. Understanding decentralized forest governance: An application of the institutional analysis and development framework. *Sustainability: Science, Practice, & Policy* 2 (1): 25–35.

Week 4 (April 21–25)

T: Multiple streams framework

W: Group work applying the multiple streams framework to your case

TR: Quiz 1; group presentations (Groups 11, 12, 13, and 14)

Readings:

Sabatier Chapter 3

Brunner, S. 2018. Understanding policy change: Multiple streams and emissions trading in Germany. *Global Environmental Change* 18 (3): 501–507.

Week 5 (April 28 – May 2)

T: Social construction and policy design

W: Group work applying social constructionism to your case

TR: Group presentations (Groups 1, 2, 3, 4, and 5)

Readings:

Sabatier Chapter 4

Czech, B., P. R. Krausman, and R. Borkhataria. 1998. Social construction, political power, and the allocation of benefits to endangered species. *Conservation Biology* 12 (5): 1103–1112.

Week 6 (May 5–9)

T: Policy process and large-n comparative studies

W: Group work envisioning your case in a large-n comparative study of the policy process

TR: Group presentations (Groups 6, 7, 8, 9, and 10)

Readings:

Sabatier Chapter 9

Hays, S. P., M. Esler, and C. E. Hays. 1996. Environmental commitments among states: Integrating alternative approaches to state environmental policy. *Publius* 25 (2): 41–58.

Week 7 (May 12–16)

T: Punctuated equilibrium theory

W: Group work applying punctuated equilibrium theory to your case

TR: Quiz 2; group presentations (Groups 11, 12, 13, and 14)

Readings:

Sabatier Chapter 6

Ingram, H., and L. Fraser. 2006. Path dependency and adroit innovation: The case of California water. In *Punctuated Equilibrium and the Dynamics of U.S. Environmental Policy*, ed. R. C. Repetto. 78–109. New Haven: Yale University Press.

Week 8 (May 19–23)

T: Advocacy coalition framework (ACF)

W: Group work applying ACF to your case

TR: Group presentations (Groups 1, 2, 3, 4, and 5)

Readings:

Sabatier Chapter 7

Weible, C. M. 2007. An advocacy coalition framework approach to stakeholder analysis: Understanding the political context of California marine protected areas policy. *Journal of Public Administration Research and Theory* 17 (1): 95–117.

Week 9 (May 26–30)

T: Policy networks

W: Group work applying policy network theory to your case

TR: Group presentations (Groups 6, 7, 8, 9, and 10)

Readings:

Sabatier Chapter 5

Bodin, O., B. Crona, and H. Ernston. 2006. Social networks in natural resource management: What is there to learn from a structuralist perspective? *Ecology and Society* 11 (2): r2.

Week 10 (June 2–6)

T: Policy innovation and diffusion

W: Group work applying policy innovation and diffusion theory to your case

TR: Quiz 3; group presentations (Groups 11, 12, 13, and 14)

Readings:

Sabatier Chapter 8

Sharp, E. B., D. M. Daley, and M. S. Lynch. 2011. Understanding local adoption and implementation of climate change mitigation policy. *Urban Affairs Review* 47 (3): 433–457.