UST 616/716: Systems and Processes of Policy Development
Spring 2017
Meeting: Monday 6:00-9:50 pm | Room: UR 25
Levin College of Urban Affairs, Cleveland State University

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Twitter: @jw_snyder

Email is the best way to contact me. Please allow 1-2 business days (at minimum) for response.

All items included in this syllabus are subject to change based on how the course evolves. Should something change, announcements will be made to the class.

Important class and university policies are listed after the course schedule and readings. It is your responsibility to be aware of and understand these policies.

Texts
There is no single required text for everyone in this course. Instead, all readings are available on blackboard and/or through CSU electronic course reserves. To access the library’s electronic reserves, go to http://researchguides.csuohio.edu/er.php and search for our course. The password for our class is 7941.

Students will be assigned one of the following books, which will be the basis for your book review and discussed during Week 11. Each student will submit a ranked list of preferences for all six book choices by Saturday January 28th, and I will assign one book to each student by January 30th. I will do my best to respect preferences, but reserve the right to assign you any of these books. This ensures ample time to read the book in addition to other course readings. Students are always encouraged to read the other books as well.


Course Description
This is a graduate-level seminar course aimed at identifying, discussing, and analyzing the processes and systems through which public policy is developed, executed, and assessed. We will focus on prominent theories and frameworks of the policy process so students leave the class with a broad base of knowledge upon which they can further develop their understanding of various policies and political matters.

Working Assumptions for the Course
1. We are here for a positive educational experience. Asking questions and sharing your thoughts are strongly encouraged. Make this class meaningful for yourself.
2. We will challenge our own beliefs, values, and ideas. We can and will discuss things that challenge our own assumptions, prejudices, and interpretations. We need to be comfortable
doing this and discussing those things we may not talk about widely, yet feel strongly about. Feeling uncomfortable is okay.

3. We will respect each other. We all hold different values, beliefs, ideas, and experiences. In this class we will discuss, question, and challenge ideas, but we will not attack individuals or create an unproductive experience.

Course Requirements
Reading: Every student must come prepared to discuss all the required readings. Failure to come prepared is not only obvious, it is detrimental to how you and your classmates understand the material and will negatively influence your grade. Although you all know how to read, considering the following questions will help you read most effectively and prepare efficiently for class.

- What is the piece’s argument?
- What is the evidence/method used to support the argument?
- Who/what is/are the author responding to? Is s/he building on, challenging, and/or elaborating/refining an existing argument?
- How does the piece contribute to an understanding of the issues?
- How effective is the argument? What assumptions are made? What’s missing? Is there counter evidence? Is the piece generalizable?
- What are the real-word implications?
- How does the piece relate to other readings?
- What questions still linger? What do you want to know that needs additional answering?

Your grade will be determined based on the following assignments and weighting scheme.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weightage</th>
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<tbody>
<tr>
<td>Attendance and Discussion Participation</td>
<td>15%</td>
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<tr>
<td>Blackboard Posts</td>
<td>5%</td>
</tr>
<tr>
<td>Reflection Papers (2)</td>
<td>30%</td>
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<tr>
<td>Book Review</td>
<td>15%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>5%</td>
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</table>

Blackboard Posts: By 9pm the Sunday before class, students should post at least one discussion question based on that week’s readings. In order to receive full credit, students must post questions for at least nine of the eleven possible weeks between Week 3 and Week 15. I also encourage you to engage in lively discussion on these posts. Blackboard posts submitted after 9pm will be treated as late, and blackboard posts submitted after the beginning of class on Monday will not receive credit and are not subject to the standard late policy outlined in the “Class Policies” section of the syllabus.

Reflection Papers: Each student is required to write two different 4-to-5 page reflection papers between weeks 4 and 14. The choice of which weeks the student completes these assignments is up to the student, but no one may write a reflection paper for Week 11. This leaves 8 possible weeks to choose from. Papers must be submitted by the beginning of class that week—so if submitting a reflection paper based on week 7’s readings, the paper is due at the beginning of class in week 7.

Successful reflection may take many forms, but the best will utilize that week’s reading to analyze what is discussed in the optional policy application readings or a policy of the student’s choosing. Some issues
you might consider are how the week’s readings are embodied in the optional policy application readings and how the optional readings challenge the theories/ideas presented in that week’s required readings.

**Book Review:** Each student will write an essay reviewing their assigned book. The essay should begin with a short (no more than one page) summary of the book and the main public policy concern(s) it addresses. The majority of the essay should discuss the contributions and implications of the book. Students should conclude with unanswered questions and/or suggestions for further research inspired by the book. Reviews should be 4-5 typed pages.

Doctoral students should model their book review after scholarly book reviews. Masters students may model their book review after either a scholarly review or a style similar to what one would see in a *New York Times* book review.

**Final Paper:** Each student will complete a final research paper. There are two options for the topic of this paper listed below—Option A is specifically designed to assist doctoral students in developing their literature review for their dissertation, although it may also be appropriate for masters students thinking about their thesis, exit project, or capstone. The paper will require significant research done outside the class readings and be 12-16 pages in length (excluding references, tables, figures, appendices, etc.). A one-paragraph description of your project is due no later than the start of class in week 8. I will also provide feedback on one outline of the final paper (no longer than 2 pages) if submitted to me by the start of class in week 12. Submitting an outline is completely optional, and I will not provide comments on outlines submitted after the due date.

- **Option A:** Complete a critical literature review of a policy issue related to your dissertation. This option is designed to assist students preparing to write the literature review section of their dissertation or thesis. The critical literature review should include a discussion of the major issues related to the policy, the key stakeholders, models or frameworks that help explain the issue, an analysis of existing studies and literature on the topic, as well as identification of areas for future research. Discussion of this issue must utilize at least three concepts discussed in this course.
- **Option B:** Analyze a current policy of your choosing. This option is designed for students not yet sure about their dissertation, thesis, or capstone project topic. In analyzing the policy, readings from week 4, including the recommended reading, may be especially helpful. Ensure you give your reader a good sense of the policy’s history, important actors involved in the issue, other alternatives that may have been considered (if applicable), the discourse surrounding the issue, evaluative criteria, and any other relevant issues that aid in understanding why current policy exists as it does. This paper may also include a policy critique and discussion about potential changes that should happen surrounding this policy issue. In your paper, ensure you utilize at least three concepts discussed in this course to help analyze current policy.

**Final Presentation:** Students will present their final papers in weeks 15 and 16. This is before the due date so that students have opportunities to receive peer feedback and strengthen their paper prior to submission. Thus, having a nearly finalized product when presenting will be beneficial. Attendance at all presentations is mandatory, and guidelines for the presentation will be submitted near the end of the term. Presentations will utilize PowerPoint and last 10-12 minutes. Each presenter will then have a few minutes for questions from the class that should help strengthen final papers.

During the term I will ask for volunteers to go on each date, but reserve the right to assign presentation dates. Failure to present on the assigned date will result in a zero for the assignment, unless there is a documented emergency.

**Grading**

Grades are a reflection of both quality and effort. Simply completing assignments and attending class will not earn an “A.” This grade is reserved for work of outstanding quality, not merely satisfactory completion. This course uses the following scale.
A  94-100%
A-  90-93%
B+  87-89%
B    83-86%
B-  80-82%
C    70-79%
F    0-69%

Incomplete ("I") grades will only be given if student and professor have arranged it before grades are due. Students will only receive an I if two conditions are met: 1) they are generally passing the course (C or higher) and 2) they have documentation showing that they are unable to complete the course through no fault of their own. It is the student’s responsibility to contact the professor detailing issues and outlining their request for an I grade. Students receiving an I will sign a plan, developed in conjunction with the professor, regarding what they must do to complete the course and the date by which this work will be completed. If the student fails to complete all agreed upon work by the agreed upon date, I grades will be switched to F grades. According to the Registrar’s Office, the last day to complete a course is the last day of classes in the subsequent term (you can find the incomplete deadline in the CSU academic calendar). Please refer to the CSU Catalogue for more information on I and X grades.

Grades will only be changed after they are submitted to the Registrar in cases of clerical error.

There are no extra credit assignments.

**At-A-Glance Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Description</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/16</td>
<td>No class, Dr. Martin Luther King, Jr. Day</td>
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<tr>
<td>Week 2</td>
<td>1/23</td>
<td>Introductions &amp; policy orientation</td>
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<tr>
<td></td>
<td></td>
<td><strong>Ranked book preferences due by 11:59p on Sat. 1/28</strong></td>
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<tr>
<td>Week 3</td>
<td>1/30</td>
<td>Critiques of rationalism and the stages model, agenda setting</td>
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<td>Week 4</td>
<td>2/6</td>
<td>Policy analysis</td>
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<tr>
<td>Week 5</td>
<td>2/13</td>
<td>Media, actors, and agenda setting continued</td>
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<tr>
<td>Week 6</td>
<td>2/20</td>
<td>No class, Presidents’ Day</td>
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<tr>
<td>Week 7</td>
<td>2/27</td>
<td>Public opinion</td>
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<tr>
<td>Week 8</td>
<td>3/6</td>
<td>Issue networks and the advocacy coalition framework</td>
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<tr>
<td></td>
<td></td>
<td><strong>Final Paper topic description due by the start of class</strong></td>
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<tr>
<td>Week 9</td>
<td>3/13</td>
<td>No class, spring break</td>
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<tr>
<td>Week 10</td>
<td>3/20</td>
<td>Punctuated equilibrium and policy diffusion</td>
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<tr>
<td>Week 11</td>
<td>3/27</td>
<td>Implementation</td>
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<td></td>
<td></td>
<td><strong>Book Review due by start of class</strong></td>
</tr>
<tr>
<td>Week 12</td>
<td>4/3</td>
<td>Policy feedback</td>
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<tr>
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<td><strong>Optional Final Paper outline due by the start of class.</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>4/10</td>
<td>Local policy</td>
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<tr>
<td>Week 14</td>
<td>4/17</td>
<td>Citizen action and civic capacity</td>
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<tr>
<td>Week 15</td>
<td>4/24</td>
<td>Top-down vs. bottom-up and deliberative democracy</td>
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<td></td>
<td><strong>Final Presentations begin</strong></td>
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<tr>
<td>Week 16</td>
<td>5/1</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>Week 17</td>
<td>5/8</td>
<td>No class, final exam week</td>
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<tr>
<td></td>
<td></td>
<td><strong>Final papers due by 11:59p on Monday May 8th</strong></td>
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**Schedule**

*Week 1, Jan. 16*
No class (MLK Jr. Day).

*Week 2, Jan. 23*
Introductions and policy orientation

**Required Reading:**


Optional Recommended Reading:

Week 3, Jan. 30
Critiques of rationalism and the stages model, agenda setting

Required Reading:

Optional Recommended Reading:

Week 4, Feb. 6
Policy analysis

Required Reading:

Optional Recommended Reading:
Optional Policy Application Reading:

**Application:** Minimum wage

- Also search the *Plain Dealer* for additional articles on the $15 minimum wage debate in Cleveland.

Week 5, Feb. 13
Media, actors, and agenda setting continued

Required Reading:


Optional Recommended Reading:


Optional Policy Application Reading:

**Application:** Healthcare


Week 6, Feb. 20
No Class (Presidents’ Day).

Week 7, Feb. 27
Public opinion

Required Reading:


Optional Recommended Reading:

Optional Policy Application Reading:  
Application: Occupy and inequality

Week 8, Mar. 6  
*Final Paper topic description due*

Issue networks and the advocacy coalition framework

Required Reading:

Optional Recommended Reading:

Optional Policy Application Reading:
**Application:** Philanthropies in education

**Week 9, Mar. 13**
No Class (Spring Break).

**Week 10, Mar. 20**
Punctuated equilibrium and policy diffusion

**Required Reading:**

**Optional Recommended Reading:**

Optional Policy Application Reading:
**Application:** Gay marriage

**Week 11, Mar. 27**
*Book Review Due*

**Implementation**

**Required Reading:**

Optional Recommended Reading:

Optional Policy Application Reading:
No Application; Book Club

**Week 12, Apr. 3**
*Optional Final Paper outline due by the start of class*

Policy feedback

Required Reading:

Optional Recommended Reading:

  *Perspectives on Politics*, 2 (1), 55-73.


  *World Politics*, 45 (4), 595-628.


  *Policy design for democracy*. Lawrence, KS: University Press of Kansas.


  *Public Administration Review*, 68 (5), 907-919.

Optional Policy Application Reading:

**Application: Welfare**


  *American Political Science Review*, 93(2), 363-380.


• Dwyer, J. (2014, October 8). I’m the welfare mom with the Coach purse. 

  *Salon*. Retrieved from http://www.salon.com/2014/10/08/im_the_welfare_mom_with_a_coach_purse/


**Week 13, Apr. 10**

Local policy

**Required Reading:**


  *Journal of Urban Affairs*, 36(4), 701-715.


  *American Journal of Education*, 114 (3) 219-245.

Optional Recommended Reading:


  *Urban Affairs Review*.


Optional Policy Application Reading:

**Application: Homelessness policy**


**Week 14, Apr. 17**

Citizen action and civic capacity

**Required Reading:**

**Optional Recommended Reading:**

**Optional Policy Application Reading:**
*Application: #BlackLivesMatter*

**Week 15, Apr. 24**

*Final Presentations begin*

Top-down vs. bottom-up and deliberative democracy

**Required Reading:**

**Optional Recommended Reading:**
Week 16, May 1  
*Final Presentations

Week 17, May 8  
*Final Papers due by 11:59p on Monday, May 8  
No Class (Finals Week).

Classroom Policies

Attendance
This class depends on your active participation, and you cannot actively participate if you are not here. Although I do not take formal attendance, I will take note of who is missing at random times during class. Tardiness also creates a distraction and I will make notes of who is tardy. If absences or tardiness become regular, penalties will be incurred. Missing or being late to class will negatively influence your participation grade.

If you miss class or are late, it is your responsibility to get notes from a classmate. If you hope to receive any materials or missed information from me, you must notify me before class.

Assignments due on days when you are absent must be submitted prior to the start of that day’s class. Otherwise, work will be treated as late.

Except in extreme circumstances, no exceptions will be made to this policy.

Assignment Submission
Unless otherwise specified in the syllabus or arranged with the professor prior to deadline, assignments are due at the start of class on their due date. No exceptions will be made to this policy except for extreme circumstances.

Written work will be submitted via blackboard where the assignment will be run through Turnitin’s anti-plagiarism software. This will generate a report for both the student and the professor and will flag instances of potential plagiarism. Automated software such as this does have limitations, and not everything flagged by the program will be plagiarism. However, this can be a learning tool for the student and help prevent unintentional plagiarism. Students will be able to submit assignments more than once to overwrite their submission and correct any accidental plagiarism prior to final submission. It is the student’s responsibility to make sure their assignments are submitted on blackboard on time, and the most recent submission’s timestamp will be used to determine whether or not the assignment was on time. Any technical difficulties should be discussed with technical support (https://www.csuohio.edu/center-for-elearning/technical-support).

Although I will set up blackboard to turn in assignments, if something happens and you must submit an assignment to me via email, the timestamp in my email inbox serves as its submission time. I will confirm that I have received your assignment, and you should not consider your assignment submitted until you receive a confirmation from me. Because I will be setting up blackboard to receive assignments, you should also not expect me to wait near my computer as a deadline looms.

Late Assignments
Assignments must be turned in on the date they are due unless you made prior arrangements with me. Unless otherwise noted in this syllabus, all assignments are due by the beginning of class. Late assignments will be reduced by ten percentage points for each day (6 pm to 6 pm), or part thereof, it is late. For example, if a 100-point assignment is due at 6pm on Monday, and you send it to me at 1pm on Tuesday, your grade would be reduced by ten points. If that assignment is instead submitted at 6:30 pm on Tuesday, your grade would be reduced by twenty points. I will not accept assignments more than four days late (if due at 6pm on Monday, it will not be accepted if received after 6pm on Friday).

No late work will be accepted for the Final Paper.
Make-Up Assignments
Only in very rare circumstances will make-ups for assignments or other work be possible or considered. This is at the professor’s discretion and will only be considered with documentation of some extenuating circumstance (e.g. doctor’s note, other emergency documentation). Except in absolute emergencies, make-up work will only be considered if the professor is informed prior to the original deadline.

Writing and Citation Format
Unless otherwise specified, all writing should be double spaced, 12-point Times New Roman font and have one-inch margins. No title page or running headers are required, but ensure you put your name on your paper. Reference lists, appendices, tables, figures, or any other information not comprising the body text are not taken into account for assignment page/word ranges. Work is expected to be formatted according to the American Psychological Association (APA) guidelines with citations both in-text and in an end-of-text reference list. This is perhaps the most common style and citation guide you will use, so become familiar with it. There are resources to help you with this listed at the end of this syllabus.

Technology in the Classroom
Be respectful of yourself, your classmates, and the professor when using technology. This means that any usage that distracts you or others from being an active participant in class is unacceptable (e.g. texting, email, facebook, twitter, etc.). Silence or turn off all cell phones before class and refrain from using them during class. I will not hesitate to ask you to leave without warning if I believe your technology usage is distracting to you, your classmates, or myself.

I will often use Power Point in class, but my slides tend to be sparsely worded. This is because Power Point is not a substitute for student note-taking and, in most cases, should only serve as general guide. I will do my best to share my slides, but slides will often not be finalized until near class time. I will share slides by posting on blackboard. I also reserve the right to not disseminate slides for any reason.

Please do not record lectures or class discussion without explicit permission from the professor.

Email Policy
If I need to contact you, I will do so via your CSU email. Please make sure you check that account frequently for any updates. When I email the entire class, I do so through Blackboard, and the system automatically emails your CSU email account.

In the event the content of an email is about issues where a student has a reasonable expectation to privacy (e.g. information pertaining to grades), I will only ever write/respond to your CSU email. This is to protect you and adhere to the Family Educational Rights and Privacy Act (FERPA). Do not ask me to send sensitive information to any email that is not your CSU email.

I encourage you to contact me via email. However, you should remember that this is a formal means of communication; complete sentences, appropriate grammar, and proper punctuation are expected. Emails will be attended to in a reasonable amount of time (1-2 business days) and you should not expect an instant response at all times. This means you should plan ahead with questions or concerns related to assignments.

Expectations
• My expectations for you
  o As a member of this class, you are responsible for the learning that takes place during each class meeting. Your contribution to other students’ learning, clarity of your contribution, and your willingness to assume responsibility for making the discussions and activities work in our learning community are critical to a successful learning experience. I expect you to exhibit high-quality preparation and participation.
  • Examples of high-quality preparation include, but are not limited to: your submitting assignments on time; recording notes and questions about a week’s readings prior to class; bringing texts, notes, and other resources to class as
needed; completing readings and assignments in-depth and completely; developing ideas prior to class.

- Examples of high-quality participation include, but are not limited to: showing your learning (show you understand facts, concepts, theories presented in readings and in class); expressing yourself clearly (ask/answer questions and generally provide comprehensible and valuable contributions to class); working with others (offer constructive criticism, add on to ideas offered by others, assume leadership and maintain active participation in group settings, remain open to other ideas and viewpoints); expanding upon what is given (relate different concepts, draw connections between class outside experiences/materials).

- Things you can expect from me
  - You can expect me to push your thinking and writing skills. To do this, you can expect that I will give you a good deal of constructive feedback on all assignments. If you think my comments are confusing, unclear or seem overly critical, come and talk to me. I intend all comments to push you further and I will try to give you concrete ways to improve your thinking and writing. If you don’t find them helpful, let’s talk about it!
  - You can expect that I will get a bit excited about the ideas in this class. I find these topics and ideas very interesting so you can expect that I will be eager to discuss them with you. I will come prepared to class with ideas and questions and I will be eager to hear what you think.
  - You can also expect that I have opinions (sometimes strong) on these topics. However, I take your opinions and ideas just as seriously, even when we disagree. So you can expect that if we have substantive disagreements (and I hope we do because that makes class even more fun), I will treat them with fairness and respect. I will not penalize you if you do not embrace my point of view, nor will I reward you if we happen to agree on an issue. You can expect that I will grade your work and class contributions according to the quality of the argument you construct.

**University Policies**

**Cancellation of Class Due to Weather**
Class will not be cancelled due to weather unless the university is closed. Check the CSU website for the most up-to-date information.

**Students with Special Needs**
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at 216-687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

**Academic Conduct**
Please note that students are subject to all CSU student policies and academic regulations, including (but not limited to) The Code of Student Conduct and the Policy on Academic Misconduct, which can be found online at: http://www.csuohio.edu/compliance/student-code-conduct.

Except when explicitly permitted, students may not work together on assignments, although discussion of course topics and readings is always encouraged.

Your Code of Student Conduct states that: “Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status.” Although at times graded separately, the assignments in this course are interrelated. A breach of academic integrity in one assignment may infect the entire course, and be considered a major infraction, which will lead to a failing
grade. It also can lead to additional punishments by the university, up to and including expulsion with a permanent notation on your transcript.

The CSU Student Handbook defines plagiarism as: “Stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.” When in doubt, ask the professor, writing center, or librarian for clarification.

Please note that professors may use plagiarism detection services, such as Turnitin, in order to evaluate student work.

Safety Escort
The CSU Policy Department offers a free escort service for students, faculty, and staff to and from their cars. To request an escort, call (216) 687-2020. You may also find use for the phone application “Viking Shield,” which is available for free. For more information, visit http://www.csuohio.edu/welcome/safety-services.

Writing Center
The CSU Writing Center is available to help you develop writing skills and learn how to avoid the problem of plagiarism. The Writing Center offers workshops and is available on an individualized basis to assist you. Be certain to give yourself enough time for the Writing Center to review your material and suggest changes before the due date.

Library Assistance
The CSU librarians are a very helpful resource. The CSU librarian assigned to work with students in our college is Diane Kolosionek. Her email address is d.kolosionek44@csuohio.edu and her phone number is (216) 802-3358. You can make an appointment with her through the library website.

Resources List

CSU Resources
- Writing Center
  - https://www.csuohio.edu/writing-center/writing-center
- Regulations for Student Conduct
  - http://catalog.csuohio.edu/content.php?catoid=1&navoid=586
- Office of Disability Services
  - https://www.csuohio.edu/disability/disability
- Where to find the Publication Manual of the American Psychological Association at CSU
  - Library, 1st floor quick reference (for use in library)
  - Library, 3rd floor multimedia desk (2-hour loan)
  - Call number: BF76.7.P83 2010
- CSU Library Virtual Reference Desk
  - http://library.csuohio.edu/research/vrd/
  - Citation Guides: http://library.csuohio.edu/research/vrd/citations.html

External Resources
- Purdue Online Writing Lab (OWL)
  - Especially useful for citation help.
  - https://owl.english.purdue.edu/owl/section/2/
- UW-Madison Writer’s Handbook
  - Also very useful for citation help, among other resources
- Ohio Library and Information Network (OhioLINK)
  - Allows you to borrow from non-CSU libraries
  - http://library.csuohio.edu/services/ohiolink.html
  - https://www.ohiolink.edu/