

P SC 3223-001
Making Public Policy

Instructor: Cheyenne Black

Office: DHT Second Floor

Email: cheyenne.alise.black@ou.edu

Time & Location:

Office Hours: By Appointment

Final exam time/date:

COURSE DESCRIPTION:

This course introduces the essential components, relevant concepts, and dominant theories of the policymaking process in the United States. The course will focus primarily on the federal level, but policymaking at the state and local levels will also be discussed when appropriate.

Along with promoting a theoretical and conceptual understanding of the policymaking process, the course will require students to apply the theories and concepts to a specific policy domain of their choosing, such as education, health care, or tax policy. These applications will promote critical thinking skills and a deeper understanding of the relevant theories, concepts, and policy domain.

The format of the course will be a combination of lecture and discussion. In each class, I will begin by introducing the relevant concepts and theories, and then we will discuss their important features and consider interesting applications. Consequently, students are expected to come to class having completed all readings listed on the syllabus for the relevant date and be ready to contribute to a class discussion.

Texts and Materials:

- **UPP:** Understanding Public Policy
- **TPP:** Theories of the Policy Process
- **Other readings and materials will be posted to Canvas or linked in the syllabus**

Not Required, But Great Resources:

- David Weimer and Adrian Vining (2017) Policy Analysis: Concepts and Practice 6th Edition (Routledge)

Course Requirements and Basis of Course Grading:

A: 90+

B: 80-89.9

C: 70-79.9

D: 60-69.9

F: 0-60

I generally do not round grades up (e.g., rounding an 89.5 to an A) but I reserve the right to round up grades or not at my discretion. However, students will have opportunities for extra credit throughout the semester. If a student has not completed every assignment on time or attempted extra credit assignments, it is extremely unlikely that I will round up their final grade.

- **Participation and Attendance (30 pts.)** - *2 excused absences*
- **Policy Memo (30 pts.)**
- **Policy Roundtables (10 pts.)**
- **Final exam (30 pts.)**

Attendance and Participation (30 Points):

You are allowed 2 absences for the semester. Any absences after that will require some kind of documentation and justification for the absence. These will be considered on a case by case basis. There will also be in-class exercises you will need to complete throughout the semester by the end of that meeting. These exercises will not be conducted at every meeting but at random based on time availability and fit for the topic that day. These exercises will consist of but are not limited to simulations, discussions, and mini-presentations. You must be in attendance and participate in your assigned group to receive credit for the exercises. Makeup assignments will only be given to those with a university-approved excuse.

Policy Memo (30 points):

The major writing component of this course is a term paper, completed in three stages over the semester. By the fourth class meeting, each of you will be assigned a topic for the policy memo that you will work on throughout the semester.

The memo will be submitted in separate assignments over the course of the semester. This style is to make sure you stay on the correct path with the assignment. If you take each portion seriously and make edits based on feedback throughout the semester, by the end you will have a paper that requires very little work before final submission. The assignment is broken up as follows:

Assignment 1 – Policy Introduction (5 points)

o This 1.5 to 2-page assignment will introduce your policy topic. You should provide a clear statement of the issue being examined and describe why the issue is essential and why a policy should be created (or an existing policy changed). The description of the issue's importance can take various forms, but it should include a description of the societal problem(s) to which the policy may be relevant.

- You should also include a preliminary bibliography containing at least five sources. These should be in full Chicago citation style.

Assignment 2 – Policy Background and Context (10 points)

o This 3 to 5-page assignment will provide background and context on the policy issue. Specifically, it should give a brief history of the policy topic, identify important groups and actors in the policy debate, and describe the policy positions of these groups and actors. Completion of this assignment will require the citation of academic and professional sources. These citations should be in Chicago style. Visit the OU Writing Center or look online if you need to learn the format of Chicago-style citations. There is no formal rule on the number of sources you must cite, but you should consult enough sources to ensure that the assignment is well done. Practically, at a minimum, this means you should consult at least five references. (Twitter, Reddit, and blogs could be acceptable sources for research, depending on the question, but I will not count them toward the recommended five references). Talk to me if your topic will require extensive use of such non-academic sources.

Assignment 3 – Final Memo (15 points)

o The final form of the memo should introduce the policy topic, provide background and context on that topic, provide an analysis of that topic, and discuss how your recommendation would be implemented and evaluated. This should be 7-10 pages double spaced with citations. Use the policy memo format style provided on Canvas (title page, table of contents, references, appendices, Chicago Style). It should also address, briefly, how at least one of the theoretical frameworks we covered during the semester can analyze your policy from the agenda-setting stage to the implementation stage.

o The final memo should consist of the topics of the assignments that have been turned in previously, a section including recommendations for implementation and evaluation, and a section demonstrating your mastery of at least one of the theoretical frameworks for policy analysis.

§ In terms of the analysis section, you should describe each side of the policy issue and provide an analysis of that issue; it should present the arguments in support of and in opposition to that issue. This assignment is not designed as a forum for you to give your opinions on the topic. Instead, it is intended to be an exercise that allows you to demonstrate your analytical and research skills.

§ As you draft the final paper, do not simply copy and paste the three assignments. Instead, revise the assignments in response to comments on them. In addition, you need to make sure that the paper smoothly transitions from one section to another and that it contains a proper introduction and conclusion. In short, the essay needs to have all the components of a high-quality research paper.

Policy Memo Roundtables (10 points):

o These roundtables will be a 3 minute thesis presentation (<https://threeminutethesis.uq.edu.au/watch-3mt>) about your project. You will be assigned a day to complete this assignment as we get closer to the end of the semester. We will hold a discussion of papers after the presentations.

Final Exam (30 Points):

The final exam will cover concepts and applications covered over the entire semester.

Tentative Course Schedule (Subject to Change)

[Link to OU Fall 2024 Academic Calendar](#)

Week	Module	Date	Readings/Preparation for Class	Assignments Due
1	<i>Syllabus Review and Introduction to Public Policy as a Discipline</i>	8/19; 8/21; 8/23	8/19 - Course Syllabus 8/21, 8/23 - What is Policy? Paul Cairney: Politics & Public Policy - The Emerging Conception of the Policy Sciences	
2	<i>Introduction to Public Policy</i>	8/26; 8/28; 8/30	8/26 - Policy Cycle and Stages Paul Cairney TPP. Sabatier and Weible, Introduction pg 1-16 8/28 - Theories of Policy Processes: Ways to Think about Them and Use Them by Christopher M. Weible Inquiry of the Public Sort Medium 8/30 - NO CLASS - Friday Home Game	<i>Policy topics assigned (nothing due - just telling you)</i>

3	Theoretical Approaches to the Study of Public Policy - The Policy Process Cont. (MSF, PET, ACF)	9/2; 9/4; 9/6	<p>9/2 - NO CLASS - Labor Day Holiday</p> <p>9/4 - TPP. Sabatier and Weible, Chp 1</p> <p>9/6 - TPP. Sabatier and Weible, Chp 2 & 4</p>	
4	Theoretical Approaches to the Study of Public Policy - The Policy Process Cont. (Policy Feedback, NPF, IAD)	9/9; 9/11; 9/13	<p>9/9 - TPP. Sabatier and Weible, Chp 3</p> <p>9/11 - TPP. Sabatier and Weible, Chp 5</p> <p>9/13 - TPP. Sabatier and Weible, Chp 6</p>	
5	Writing Policy	9/16; 9/18; 9/20	<p>9/16 - Writing Public Policy, Smith pg 206-224 (On Canvas)</p> <p>9/18 - Writing Public Policy, Smith pg 206-224 (On Canvas)</p> <p>9/20 - Writing Public Policy, Smith pg 206-224 (On Canvas)</p>	9/22: Policy Intro Due 11:59PM
6	Individuals and Policy - Policy Actors	9/23; 9/25; 9/27	<p>9/23 - UPP pg 9-11 and chp 7</p> <p>9/15 - UPP 24, 63, 236-7</p> <p>9/27 - Above readings</p>	
7	Groups, Institutions, and Collective Action in Policy	9/30; 10/2; 10/4	<p>9/30 - Pg 7-27 GOVERNING the COMMONS</p> <p>10/2 - UPP pg 9-11 and 18, 69-93, 114, 268, 273</p> <p>10/4 - UPP pg 11-15, 42, 72, 179, 280-282</p>	
8	Agenda Setting: The Media and Institutions	10/7; 10/9; 10/11	<p>10/7 - UPP pg 7-8, 33,</p>	

			<p>182-190, 273, 262</p> <p>10/9</p> <p>- UPP pg 7-8, 33, 182-190, 273, 262</p> <p>10/11</p> <p>- <i>NO CLASS</i> - OU TX</p>	
9	Agenda Setting/ Networks and Subsystems	10/14; 10/16; 10/18	<p>10/14</p> <p>- UPP pg 200, 202, 203-4, 210, 218</p> <p>10/16</p> <p>- Oxford Public Policy Handbook pg 425-448 (On Canvas)</p> <p>10/18</p> <p>- Oxford Public Policy Handbook pg 425-448 (On Canvas)</p>	Policy Context Due 10/20: 11:59pm
10	Networks and Subsystems/ Policy Design	10/21; 10/23; 10/25	<p>10/21</p> <p>-UPP pg 200, 202, 203-4, 210, 218</p> <p>10/23</p> <p>-Oxford Public Policy Handbook pg 425-448 (On Canvas)</p>	
11	Policy Design	10/28; 10/30; 11/1	<p>10/28; 10/30; 11/1</p> <p>- The politics of policy design - ScienceDirect</p> <p>- Policy in 750 Words: Implementation science and policy implementation studies Paul Cairney</p>	
12	Policy Implementation, Outcomes, and Learning	11/4; 11/6; 11/8	<p>11/4; 11/6; 11/8;</p> <p>- Traceable Tasks and Complex Policies: When Politics Matter for Policy Implementation - Manna - 2021</p>	
13	Case Studies - Let's apply the concepts above!	11/11; 11/13; 11/15	<p>11/11;11/13;11/15</p> <p>- Review guest speaker resources</p>	

14	Policy Analysis and Evaluation	11/18; 11/20; 11/22	11/18;11/20;11/22 - Weimer Policy Analysis in the US - Maynard The practice and promise of policy analysis and program evaluation to improve decision making within the U.S. federal government - Policy Analysis (usually) in 750 words: David Weimer and Adrian Vining (2017) Policy Analysis Paul Cairney: Politics & Public Policy	
15	Policy Roundtable/ Final Paper Prep	11/25; 11/27; 11/29	11/25 - Finalize policy memo roundtables 11/27 - NO CLASS - Thanksgiving Break 11/29 - NO CLASS - Thanksgiving Break	Policy Memo Roundtables Prep
16	Exam Preparation Period/Policy Memo Roundtables	12/2; 12/4; 12/6	12/2 - Policy Memo Roundtables 12/4 - Policy Memo Roundtables 12/6 - Policy Memo Roundtables/ Exam Review	Final Memo Due 12/1: 11:59pm Policy Memo Roundtables Due Submit exam questions for extra credit 12/3 11:59pm
Final		12/12	FINAL EXAM	

HOW TO SUCCEED IN AND GET THE MOST OUT OF THIS CLASS:

Here are a few suggestions for how to get the most out of this course:

1. Give yourself ample time to do the readings and writing assignments and come to class prepared.
2. Read actively and take good notes in class and on readings. Engaging the material

critically will help you to understand the subject better.

3. Participate in class discussions and activities.
4. Ask questions. If there's something you don't understand, don't hesitate to ask for clarification.
5. Ask for help. Stop by during my office hours and chat with me!
6. The Number One Rule in the Course:

- a. If you have a problem of any kind, tell me immediately. It's much easier for us to solve problems if you tell me as soon as possible.

Also, remember to take advantage of the resources the University offers you. Services are available for students, particularly regarding questions about writing assignments. Visit the

OU Learning Resource Center on the second floor of Lissa and Cy Wagner Hall in Room 280 (At the top of the main staircase), or online at

http://www.ou.edu/univcoll/home/Departments/learning_center.html

For the Writing Center, visit: <http://www.ou.edu/content/writingcenter/Students.html>.

PROFESSIONAL OBLIGATIONS:

As an instructor, my primary obligation is always to my students. However, working at research institutions such as the University of Oklahoma, we are expected (and at OU are required) to engage in scholarly research in our fields of expertise and engage in the academic exchange of ideas by sharing this research with other scholars. This is an important obligation that the University takes very seriously and which will occasionally require me to grade assignments slower than you'd probably prefer to work on my research and attend academic conferences. I have tried to plan the class schedule around these obligations, but my absence will be inevitable at times. Therefore, I ask for your understanding during times I'm devoted to fulfilling these obligations.

Mental Health Support Services:

Support is available for any student experiencing mental health issues that are impacting their academic success. Students can either be seen at the University Counseling Center (UCC) located on the second floor of Goddard Health Center or receive 24/7/365 crisis support from

a licensed mental health provider through [TELUS](#) Health. To schedule an appointment or receive more information about mental health resources at OU please call the UCC at 405-325-2911 or visit [University Counseling Center](#). The UCC is located at 620 Elm Ave., Room 201, Norman, OK 73019.

Title IX Resources and Reporting:

The University of Oklahoma faculty are committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance

with Title IX. There are resources available to those impacted, including: speaking with someone confidentially about your options, medical attention, counseling, reporting, academic support, and safety plans. If you have (or someone you know has) experienced any form of sex or gender-based discrimination or violence and wish to speak with someone confidentially, please contact [OU Advocates](#) (available 24/7 at 405-615-0013) or [University Counseling Center](#) (M-F 8 a.m. to 5 p.m. at 405-325-2911)

Because the University of Oklahoma is committed to the safety of you and other students, and because of our Title IX obligations, I, as well as other faculty, Graduate Assistants, and Teaching Assistants, are mandatory reporters. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This means that we are obligated to report gender-based violence that has been disclosed to us to the Institutional Equity Office. This includes disclosures that occur in: class discussion, writing assignments, discussion boards, emails and during Student/Office Hours. You may also choose to report directly to the Institutional Equity Office. After a report is filed, the Title IX Coordinator will reach out to provide resources, support, and information and the reported information will remain private. For more information regarding the University's Title IX Grievance procedures, reporting, or support measures, please visit [Institutional Equity Office](#) at 405-325-3546.

Reasonable Accommodation Policy:

The University of Oklahoma (OU) is committed to the goal of achieving equal educational opportunity and full educational participation for students with disabilities. If you have already established reasonable accommodations with the Accessibility and Disability Resource Center (ADRC), please [submit your semester accommodation request through the ADRC](#) as soon as possible and contact me privately, so that we have adequate time to arrange your approved academic accommodations.

If you have not yet established services through ADRC, but have a documented disability and require accommodations, please complete [ADRC's pre-registration form](#) to begin the registration process. ADRC facilitates the interactive process that establishes reasonable accommodations for students at OU. For more information on ADRC registration procedures, please review their [Register with the ADRC](#) web page. You may also contact them at (405)325-3852 or adrc@ou.edu, or visit www.ou.edu/adrc for more information.

Note: disabilities may include, but are not limited to, mental health, chronic health, physical, vision, hearing, learning and attention disabilities, pregnancy-related. ADRC can also support students experiencing temporary medical conditions.

Religious Observance:

It is the policy of the University to excuse the absences of students that result from religious observances and to reschedule examinations and additional required classwork that may fall on religious holidays, without penalty.

[\[See Faculty Handbook 3.15.2\]](#)

Adjustments for Pregnancy/Childbirth Related Issues:

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the Accessibility and Disability Resource Center at 405/325-3852 and/or the Institutional Equity Office at 405/325-3546 as soon as possible. Also, see the Institutional Equity Office [FAQ on Pregnant and Parenting Students' Rights](#) for answers to commonly asked questions.

Final Exam Preparation Period

Pre-finals week will be defined as the seven calendar days before the first day of finals. Faculty may cover new course material throughout this week. For specific provisions of the policy please refer to OU's [Final Exam Preparation Period policy](#).

Emergency Protocol:

During an emergency, there are official university [procedures](#) that will maximize your safety. Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather.

1. Look for severe weather refuge location maps located inside most OU buildings near the entrances.
2. Seek refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building.
3. Go to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows.
4. Get in, Get Down, Cover Up
5. Wait for official notice to resume normal activities.

Additional [Weather Safety Information](#) is available through the Department of Campus Safety.

Armed Subject/Campus Intruder:

If you receive an OU Alert to shelter-in-place due to an active shooter or armed intruder situation or you hear what you perceive to be gunshots:

1. *Run*: If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911.
2. *Hide*: If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room.
3. *Fight*: As a last resort fight to defend yourself.

For more information, visit [OU's Active Shooter page](#).

[Shots Fired on Campus Procedure – Video](#)

Fire Alarm/General Emergency:

If you receive an OU Alert that there is danger inside or near the building, or the fire alarm inside the building activates:

1. *LEAVE* the building. Do not use the elevators.
2. *KNOW* at least two building exits
3. *ASSIST* those that may need help
4. *PROCEED* to the emergency assembly area
5. *ONCE safely outside, NOTIFY first responders of anyone that may still be inside building due to mobility issues.*
6. *WAIT* for official notice before attempting to re-enter the building.

[OU Fire Safety on Campus](#)

Office of Access and Opportunity’s Belonging Statement:

Why You Belong at the University of Oklahoma: The University of Oklahoma fosters an inclusive culture of respect and civility, belonging, and access, which are essential to our collective pursuit of excellence and our determination to change lives. The unique talents, perspectives, and experiences of our community enrich the learning, and working environment at OU, inspiring us to harness our innovation, creativity, and collaboration for the advancement of people everywhere.

Course Reflection Survey:

You’ll receive a Course Reflection Survey at the end of each semester for each course that you are enrolled in. I strongly encourage you to complete this survey. Your feedback can help me adjust my class for future semesters to help other students be successful. Your feedback is confidential and I will only receive it after final grades are due. Course Reflection Survey results may also factor into teaching evaluations and annual performance reviews and are shared with department and program chairs.

Copyright Statement, for in-person or online courses:

Sessions of this course may be recorded or live-streamed. These recordings are the intellectual property of the individual faculty member and may not be shared or reproduced without the explicit, written consent of the faculty member. In addition, privacy rights of others such as students, guest lecturers, and providers of copyrighted material displayed in the recording may be of concern. Students may not share any course recordings with individuals not enrolled in the class or upload them to any other online environment.