Syllabus for PADM 573-001
Research and Theory in Public Policy and Governance
Fall 2026
Monday 6:00 pm – 9:00 pm, Olmsted W-209/W-131

Professor: Dr. Daniel J. Mallinson

Office: Olmsted W-131D

Office Hours: TTh 1:30 – 3pm and by appointment

Office Phone: 717-948-6503

Email: djm466@psu.edu

Webpage: https://sites.psu.edu/djmallinson/padm-573/

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 discipline. 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. Situations beyond either of our control can also emerge that require course changes. 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. (ed.). 2023. *Theories of the Policy Process*. Fifth Edition. Rout- ledge. ISBN: 9781032311241.

Weible, Christopher M. and Samuel Workman. 2022. *Methods of the Policy Process*. Rout- ledge. ISBN: 9781003269083.

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

Additional required readings will be made available on Canvas.

Lecture Slides

I will be using limited lecture slides throughout the course. They will not be made available on Canvas, so you will need to meet with a classmate to get the notes if you miss a class session.

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.[1] 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.

[1] Nilson, Linda B. 2016. "Yes, Virginia, There's a Better Way to Grade." *Inside Higher Ed*. January 19.

Class Presentations

Each class session one student will present a paper that addresses the theory of the week. See Appendix B for more details.

Table 1: Grade Specifications

To earn this grade:	
A Grade Bundle	Attendance: No more than 2 unexcused absences Class Papers: Complete on all Class Presentations: Both excellent Class Participation: Engagement in each class attended
B Grade Bundle	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
C Grade Bundle	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
D Grade Bundle	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

Class Engagement

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

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.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State

University, and all members of the University community are expected to act in accordance with this principle.

According to Penn State policy G-9: Academic Integrity, an academic integrity violation is "an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically." Academic integrity violations include, but are not limited to, unauthorized collaboration or use of prohibited materials, electronic devices, cell phones, or artificial intelligence tools; presenting another person's or generative technology's work as your own; providing false or fabricated information; reusing academic work without the current instructor's permission; and recording or sharing instructional content without authorization. You may not use or submit ideas, images, language, solutions, or other content obtained from another person, from services such as Course Hero or Chegg, or generated by artificial intelligence tools such as Gemini, ChatGPT, or Claude unless your instructor clearly and directly permits such use; when permission is granted, you must follow all requirements for attribution, citation, and disclosure. You may not allow another person to complete academic work or participate in an academic requirement on your behalf, provide prohibited assistance to another student, alter graded work to obtain a favorable grade or regrade, or provide false information to gain an academic advantage or a makeup opportunity. Please be aware that Turnitin may be utilized as a plagiarism detection tool in this course. Students with questions about academic integrity should ask their instructor before submitting work.

Students facing allegations of academic misconduct may not drop/withdraw from the affected course unless they are cleared of wrongdoing (see G-9: Academic Integrity). Attempted drops will be prevented or reversed, and students will be expected to complete course work and meet course deadlines. Students who are found responsible for academic integrity violations face academic outcomes, which can be severe, and put themselves at jeopardy for other outcomes which may include ineligibility for Dean's List, pass/fail elections, and grade forgiveness. Students may also face consequences from their home/major program and/or The Schreyer Honors College.

See also the Penn State academic integrity resources at https://integrity.psu.edu/academic-integrity and the academic integrity policy of Penn State Harrisburg: https://harrisburg.psu.edu/policy/academic-integrity-policy.

Policy on the Use of Artificial Intelligence

Students may use generative AI tools for other assignments but must indicate which generative AI tool they've used and how they've used it. To do that, students must include an in-text citation directly after any sentence containing information that has been re-worded, paraphrased, copied, or created by a generative AI tool. Students must put copied text within quotation marks and must indicate when other media (e.g., images, graphics, etc.) has been copied or generated. Students must

also list the AI tools they've used as a "Sourced Tool" at the end of the paper or project. This policy applies to the use of all generative AI tools, including Grammarly, Copilot, and other artificially intelligent tools provided by the university.

Disability Access

Penn State welcomes students with disabilities into the University's educational programs. Penn State values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create environments that are usable, equitable, inclusive, and welcoming. Every Penn State campus has a Student Disability Resources (SDR) office. SDR at Penn State Harrisburg is located in the Student Enrichment Center (SEC) Suite 205.
To receive consideration for academic accommodations, auxiliary aids, and/or services, please contact SDR. SDR will engage students in an individualized, interactive, and confidential process to review requests on a case-by-case basis. For more information, please visit the SDR website at https://harrisburg.psu.edu/student-disability-resources.

Please contact the SDR Office at Penn State Harrisburg if you have any questions or would like to discuss accommodations. You can call 717-948-6025, email hbgsdr@psu.edu, or visit the office Monday to Friday between the hours of 8 a.m. and 5 p.m.

Counseling & Psychological Services

Success in college depends heavily on your personal health and wellbeing. Please recognize that some stress and anxiety is an expected part of life and the college experience, which 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 experience anxiety or depression that interferes with your ability to take care of yourself or your daily responsibilities, or thoughts of harming yourself or dying, please consider talking with someone in our CAPS (Counseling and Psychological Services) office. CAPS provides a range of services to help you navigate issues that are impacting your ability to be healthy, well, and productive at college.

You can learn more about the confidential mental health services available on campus at CAPS by visiting the https://harrisburg.psu.edu/caps or by calling (717) 948-6025 Monday through Friday 8am to 5pm. CAPS is located on the 2nd floor of the Student Enrichment Center (SEC), in Suite 205. You can speak to an available counselor 24/7/365 any time by calling 1-877-229-6400 or by texting "LIONS" to 741741. If you or someone you know are struggling with mental health or thoughts of suicide, please reach out, you don't have to struggle alone. Confidential counseling is available and free for students.

Penn State Non-Discrimination Statement

The University is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated.

Concerns about bias directed toward students can be reported through Educational Equity at the Report Bias site: https://equity.psu.edu/reportbias. Penn State's Code of Conduct can be found at the following link: https://studentaffairs.psu.edu/support-safety/conduct. For additional resources and information, please contact the Inclusive Excellence Center at clj15@psu.edu or (717) 948-6256.

Direct all inquiries regarding Penn State's nondiscrimination policy to the Office of Equal Opportunity and Access at oeoa@psu.edu or (814) 863-0471.

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 (https://sites.psu.edu/djmallinson/padm-573/). 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. If you have trouble, please do not hesitate to e-mail me.

Week 1: Introductions (8/24)

- Introduction to the class and each other
    - Read this syllabus! Be sure to read all of the appendices.
- August 29: **Regular Drop Deadline**

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: Standford 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 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.
- Cairney, Paul. 2023. "The Politics of Policy Analysis: Theoretical Insights on Real World Problems." *Journal of European Public Policy* 30(9): 1820-1838.

Week 3: Labor Day (9/7)

- No Class

Week 4: Theories of the Policy Cycle and an Early Critique (9/14)

DUE: Presentation Sign Up

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.
- Weible Introduction
- Weible and Workman Chapter 1
- Calarco Chapter 2

Recommended Readings:

- Fischer, Frank and Gerald J. Miller (eds.). 2007. "*Handbook of Public Policy Analysis*." CRC Press. Read the section on Policy Processes.
- Lindblom, Charles E. (1959). "The Science of 'Muddling' Through." *Public Administration Review* 19(2): 79-88.

Week 5: The Multiple Streams Framework (9/21)

Required Readings:

- Weible Chapter 1
- Weible and Workman Chapter 2
- Calarco 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.
- Zohlnhofer, Reimut and Friedbert W. Rub (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.
- Goyal, Nihit. 2022. "Policy Diffusion Through Multiple Streams: The (Non-)Adoption of Energy Conservation Building Code in India." *Policy Studies Journal* 50(3): 641- 669.
- Fowler, Luke. 2023. "Using the Multiple Streams Framework to Connect Policy Adoption to Implementation." *Policy Studies Journal* 50(3): 615-639.
- van den Dool, Annemieke. 2023. "The Multiple Streams Framework in a Nondemocracy: the Infeasibility of a National Ban on Live Poultry Sales in China." *Policy Studies Journal* 51(2): 327-349.
- Chen, Wenjin, Naubahar Sharif, and Xinyi Wang. 2025. "Advancing Problem Framing in the Multiple Streams Framework: A Refined Model of the Problem Stream and Its Key Settings." *Politics & Policy* 53(5): e70083.

- Ruvalcaba-Gomez, Edgar A. and Victor H. Garcia-Benitez. 2025. "The Multiple Streams Framework: A Lens for Understanding Artificial Intelligence Adoption in the Public Sector." *Policy & Internet* 17(4): e70021.
- Hemesath, Sebastian and Georg Wenzelburger. 2026. "The Role of Uncertainty in the Policy Process: An Extension to the Multiple Streams Framework." *Review of Policy Research* 43(1): e70074.

Week 6: Punctuated Equilibrium Theory (9/28)

Required Reading:

- Weible Chapter 2
- Weible and Workman Chapter 3
- Calarco 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 Ameri- can 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.
- Kaplaner, Constantin and Yves Steinebach. 2022. "Why Should We Use the Gini Coefficient to Assess Punctuated Equilibrium Theory." *Political Analysis* 30(3): 450- 455.
- Fagan, E. J. 2023. "Political Institutions, Punctuated Equilibrium Theory, and Policy Disasters." *Policy Studies Journal* 51(2): 243-263.
- van den Dool, Annemieke and Jialin Li. 2023. "What Do We Know about the Punctuated Equilibrium Theory in China? A Systematic Review and Research Priorities." *Policy Studies Journal* 51(2): 283-305.
- Brock, Clare and Daniel J. Mallinson. 2024. "Measuring the Stasis: Punctuated Equilibrium Theory and Partisan Polarization." *Policy Studies Journal* 52(1): 31-46.
- Stauffer, Bettina. 2026. "Implementation Punctuation: The Role of Feedback, Narratives, and Implementation in Punctuated Equilibrium Theory." *Policy Studies Journal* 54(2): e70095.

Week 7: Policy Feedback Theory (10/5)

DUE: Paper 1

Required Reading:

- Weible Chapter 3
- Weible and Workman Chapter 4
- Calarco Chapter 5

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 into 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 Feed- back 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 Ad- ministration." *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.

- Eikeland, Per Ove, Karianne Krohn Taranger, Tor Hakon Jackson Inderberg, and Lars
- H. Gulbrandsen. 2023. "A Wind of Change in Norway: Explaining Shifts in Municipal Stances on Wind Power by Policy Feedback and Energy Justice." *Energy Research & Social Science* 104: 103231.
- Wang, Hongbo, Xi Gong, and Kairan Zhang. 2026. "How Does Social Insurance Policy Affect Citizens' Political Participation? An Empirical Research Based on Policy Feedback Theory." *Review of Policy Research* 43(1): e70012.
- Perera, Isabel M. 2026. "Supply-Side Policy Feedback." *Policy Studies Journal* 54(3): e70147.
- Hong, Jingshi and Ciqi Mei. 2026. "Revisiting the Core of Policy Feedback Theory: A Systematic Review." *Review of Policy Research* 43(3): e70095.

Week 8: The Advocacy Coalition Framework (10/12)

Required Reading:

- Weible Chapter 4
- Weible and Workman Chapter 5
- Calarco 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 Frame- work." *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.
- Hornung, Johanna and Nils C. Bandelow. 2021. "Party Identification and Cultural Theory in Europe: Methodologically Advancing Comparative Studies of the Advocacy Coalition Framework." *Journal of Comparative Public Policy* 24(2): 117-137.
- Satoh, Keiichi, Antti Gronow, and Tuomas Yla-Antilla. 2023. "The Advocacy Coalition Index: A New Approach for Identifying Advocacy Coalitions." *Policy Studies Journal* 51(1): 187-207.
- Maor, Moshe. 2026. "Emotion and the Advocacy Coalition Framework: An Affective Dynamics Perspective." *Policy Studies Journal* 54(3): e70104.
- Ikpebe, Ene, Emily Boykin, Alex Osei-Kojo, and Bukola Usidame Peters. 2026. "An Advocacy Coalition Framework Analysis of Local Government Autonomy in Nigeria." *Policy Sciences* 59: 417-437.
- Nam, Aerang. In Press. "Extending the Advocacy Coalition Framework: Measuring Within-coalition Belief Variation in Offshore Wind Policy Conflicts." *Policy & Politics*.
- Osei-Kojo, Alex, Karin Ingold, and Martin Ike Nwalie. 2026. "Advancing Major Policy Change Analysis in the Advocacy Coalition Framework." *Politics & Policy* 54(4): e70162.
- Osei-Kojo, Alex and Christopher M. Weible (eds.). 2026. *Advocacy Coalitions and Policy Change in Africa*. Oxford University Press.

Week 9: The Narrative Policy Framework (10/19)

Required Reading:

- Weible Chapter 5
- Weible and Workman Chapter 6
- Calarco 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.
- Peterson, Holly L. 2023. "Narrative Policy Images: Intersecting Narrative & Attention in Presidential Stories about the Environment." *Policy Studies Journal* 51(1): 53-77.
- Schlaufer, Caroline, Dilyara Gafurova, Ekaterina Zhiryakocva, Marina Shikhova, and Nina Belyaeva. 2023. "Narrative Strategies in a Nondemocratic Setting: Moscow's Urban Policy Debates." *Policy Studies Journal* 51(1): 79-100.
- Nagel, Melanie and Melanie Schafer. 2023. "Powerful Stories of Local Climate Action: Comparing the Evolution of Narratives Using the 'Narrative Rate' Index." *Review of Policy Research* 46(6): 1093-1119.
- Kuenzler, Johanna, Bettina Stauffer, Caroline Schlaufer, Geoboo Song, Aaron Smith-Walter, and Michael D. Jones. 2025. "A Systematic Review of the Narrative Policy Framework: A Future Research Agenda." *Policy & Politics* 53(1): 129-151.

- Shanahan, Elizabeth A. et al. 2026. "Narrative Power in the Narrative Policy Framework." *Policy Studies Journal* 54(3): e70038.
- Kammerer, Edward F. 2026. "Courts, Stories, and the Narrative Policy Framework." *Policy Studies Journal* 54(2): e70062.
- Anglin, Kylie L., Ariell Bertrand, Jessica Gottlieb, and Joseph Elefante. 2026. "Scaling Up with Integrity: Valid and Efficient Narrative Policy Framework Analyses Using Large Language Models." *Policy Studies Journal* 54(2): e70045.

Week 10: The IAD and SES Frameworks (10/26)

Required Reading:

- Weible Chapter 6
- Weible and Workman Chapter 8
- Calarco 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 Gover- nance: 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.
- Nyaupane, Gyan P., Surya Poudel, and Abigail York. 2022. "Governance of Protected Areas: An Institutional Analysis of Conservation, Community Livelihood, and Tourism Outcomes." *Journal of Sustainable Tourism* 30(11): 2686-2705.
- Montes, Nieves, Nardine Osman, and Carles Sierra. 2022. "A Computational Model of Ostrom's Institutional Analysis and Development Framework." *Artificial Intelligence* 311: 103756.

- Lai, Chee Hui and Jianshi Zhao. 2023. "Decomposing the Institutional Structure of Interstate River Basins Using the Institutional Grammar and Institutional Analysis and Development Framework." *Journal of Water Resources Planning and Management* 149(7).
- Su, Yiqing, Qiaoyuan Huang, Quanfeng Shu, Yahua Wang, and Xiaoxing Qi. 2025. "Mechanism of Land Trusteeship Promoting Farmers' Collective Action: A Study Based on Social-Ecological Systems Framework." *Journal of Rural Studies* 116.
- Gari, Sirak R., Alice Newton, and John D. Icely. 2026. "Building an Integrated Analytical Framework: A New Methodology to Analysing Social-Ecological Systems." *Journal of Environmental Planning and Management* 69(5): 1317-1345.
- Adebayo, Abimbola, Kris Lulofs, and Michiel Adriaan Heldeweg. 2026. "Rule Settings Focusing on Sustainability of Public-Private Partnership Infrastructure Projects in Nigeria: An IAD-Framework Based Gap Analysis." *Public Works Management & Policy* 31(3): 370-410.

Week 11: Innovation and Diffusion Models (11/2)

DUE: Paper 2

Required Reading:

- Weible Chapter 7
- Weible and Workman Chapter 7
- Calarco Chapter 9

Recommended Readings:

- Walker, Jack L. 1969. "The Diffusion of Innovations among the American States." *American Political Science Review* 63(3): 880-899.
- Gray, Virigina. 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 Willam 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 Univer- sity Press.
- Boushey, Graeme. 2012. "Punctuated Equilibrium Theory and the Diffusion of Inno- vations." *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. "Ideol- ogy, 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 Feed- back: 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.
- Blatter, Joachim, Lea Portmann, and Frowin Rausis. 2022. "Theorizing Policy Diffusion: From a Patchy Set of Mechanisms to a Paradigmatic Typology." *Journal of European Public Policy* 29(6): 805-825.
- Harden, Jeffrey J., Bruce A. Desmarais, Mark Brockway, Frederick J. Boehmke, Scott J. LaCombe, Fridolin Linder, and Hanna Wallach. 2023. "A Diffusion Network Event History Estimator." *The Journal of Politics* 85(2): 436-452.
- Liu, Weixing, Liang Ma, Xuan Wang, and Hongtao Yi. 2025. "Interlocal Learning Mechanisms and Policy Diffusion: The Case of New Energy Vehicles Finance in Chinese Cities." *Policy Studies Journal* 53(1): 49-68.
- Makse, Todd. 2025. "Exposure to Neighbor Adoptions, Agenda-Setting Behavior, and Policy Diffusion." *The Journal of Politics* 87(4): 1634-1638.
- Chen, Xiangning and Yahua Wang. 2026. "How Different Patterns of Policy Attention Drive Policy Diffusion: Evidence from China's River Chief System." *Policy Studies Journal* 54(3): e70087.

- Mallinson, Daniel J. and Joshua M. Jansa. 2026. "When is the Right Time to Do a Policy Diffusion Study?" *State Politics & Policy Quarterly* 26(1): 83-102.
- Matthews, Abigail A. and Frederick J. Boehmke. 2026. "Researchers in the Laboratories of Democracy: A Quarter Century of Innovations in Studying Policy Diffusion in State Politics & Policy Quarterly." *State Politics & Policy Quarterly* 26(2): 185-205.

Week 12: Social Construction Theory (11/9)

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.
- Li, Danyao and Austin M. McCrea. In Press. "Identity and Intersectionality in Public Administration: A Layered and Integrated Framework." *Administration & Society*.
- Calarco 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 Pol- icy 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 Crisis: 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 Mother- hood." *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 Border- lands 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* 43(3): 578-598.
- Kreitzer, Rebecca J., Elizabeth A. Matlby, and Candis Watts Smith. 2022. "Fifty Shades of Deservingness: An Analysis of State-Level Variation and Effect of Social Constructions on Policy Outcomes." *Journal of Public Policy* 42(3): 436-464.
- Candis Watts Smith and Rebecca J. Kreitzer. 2023. "Where's the Party in Social Construction Theory? Partisan Mappings of Politically Relevant Target Groups." *Journal of Politics* 86(2).
- Sawler, Dot. In Press. "Who Benefits? How Gender Shapes the Perceived Deservingness of Welfare Claimants." *The Journal of Politics*.

Week 13: Comparing Theoretical Approaches (11/16)

Required Reading:

- Weible Chapter 9
- Meier, Kenneth J. 2009. "Policy Theory, Policy Theory Everywhere: Ravings of a Deranged Policy Scholar." *Policy Studies Journal* 37(1): 5-11.
- Calarco Chapter 11

Week 14: Thanksgiving Week

- November 23: No class

Week 15: The Comparative Approach (11/30)

Required Reading:

- Weible Chapter 10
- Beland, Daniel, Patrik Marier, and Mireille Paquet. 2024. "Subnational Comparative Policy Analysis: Institutions, Methodology, and Research Agenda." *Journal of Comparative Policy Analysis: Research and Practice* 26(6): 553-566.

- Guenduez, Ali A., Saskia Fuchs, and Mehmet Akif Demircioglu. 2025. "AI in a Comparative Perspective: Linking Policy Formulation and Implementation." *Journal of Comparative Policy Analysis: Research and Practice* 27(5-6): 647-670.

Week 16: Taking Stock (12/7)

Required Reading:

- Weible Chapter 11
- Weible and Workman Chapter 10
- Calarco Chapter 12

Week 17: Finals Week

DUE: Paper 3 by 11:59 pm on December 14

Appendices

A. Class Papers

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. 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 a consistent citation style (APA, Chicago, etc.). You must follow these instructions for the paper to be considered complete.

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 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?

Specific Instructions: Paper 3 (Due December 12)

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 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:

- BRIEFLY 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?

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 14. 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. No more than two students will be assigned to present on a given week, so please choose an open slot.