

FRSHWTR650

Foundations of Public Policy and Applications to the Study of Freshwater Topics

Spring 2015

Day and time of meetings: Tuesday 1:00 PM-3:40 PM. GLRF 365

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Office Hours: SFS 2003E, Wednesdays 12:00-1:30 pm, Thursdays 4:00-5:15 pm, or by appointment. Also, if my door is open wide open, it means I'm available. Door half-way open is code for "I may or may not have time right now" but you are welcome to try!

Course Description

This course is designed to achieve a double goal. The first goal is to give students access to basic concepts, models, and theoretical frameworks that have been developed over decades of public policy scholarship to describe and explain the inner functioning of policy-making process. The second goal is to have students apply this knowledge to the study of particular water policy problems that they deem important, focusing on the design and implementation of relevant water policy that may help solve those problems. The course will be divided in three main blocks. The first block will expose students to what we could call "policy fundamentals". Students will learn what a public policy is, what are the different types of policies, and the social and political conditions that increase (or decrease) the likelihood that a policy issue will be enacted. The second block will cover some of the main models and theoretical frameworks that can be used to describe and explain how policy comes to be designed and adopted. We will concentrate in five of them: the Multiple Streams model, the Institutional Analysis and Development framework, the Advocacy Coalition framework, the Punctuated Equilibrium theory, and the Ecology of Games framework. Finally, the third block will be devoted to an individual research project where the students will detect and study ongoing water problems or controversies that are likely to prompt a policy response at either the local, state, national, or international levels.

Course Website. The course's website is anchored in D2L (Desire to Learn). Please check the website regularly for changes and updates of this syllabus and other course material. Most readings (other than the assigned book) are available there.

Books: You have to purchase the following book, which you can find at Amazon.com:

Sabatier, Paul A. and Christopher M. Weible. 2014. *Theories of the Policy Process*. (3rd. Ed.). Boulder, CO: Westview Press. I refer to the book in the remainder of this syllabus as "Sabatier".

You will also notice that there are other books listed in this syllabus, but we'll read only a few chapters from each, and those will be provided to you in electronic format. You don't need to buy them!

Evaluation

Participation. I expect every student taking this class for credit to actively engage in discussion during our meetings. Additionally, **every student will lead discussion one week** (the schedule will be released in the second week, check D2L!). Whenever she/he leads, the student will begin by summarizing the week's reading/s, stating the main ideas of the author/s, the limitations of the work, and the potential applications to water topics. Participation accounts for 20 % of the final grade.

Stakeholder Analysis. Students will complete a stakeholders analysis of a problem of their choosing. The SA will account for 25 % of the final grade.

Research Proposal. The research proposal is due at the end of the semester and it cannot exceed 5000 words. For this activity, you will choose a water-related problem and write a proposal to analyze it. The topic is open (the proposal can be about any problem you want), but you need to discuss it with me! You should pick a topic by mid/late February, so feel free to contact me during office hours or in class to talk about your proposal ideas. The proposal accounts for 35 % of the grade and it is due on May 4th at noon. I will heavily penalized late submissions (one letter grade for each hour of tardiness), so plan accordingly.

Short Presentations. Each student in the class will make two presentations to the rest of the class, one about their stakeholder analysis and one about their final paper (see schedule for more details). More details about these presentations will be provided later in the semester. These presentations will account for 20 % of the final grade).

Grading System

A: 93 or more points

A-: 90 to 92.9 points

B+: 87 to 89.9 points

B: 83 to 86.9 points

B-: 80 to 82.9 points

C+: 77 to 79.9 points

C: 73 to 76.9 points

C-: 70 to 72.9 points

D+: 67 to 69.9 points

D: 63 to 66.9 points

D-: 60 to 62.9 points

E: lower than 60 points

Policy on Class Absences. I will discount 20 points of the final grade for any student that misses more than two meetings throughout the semester.

Time Allocation

To comply with a Higher Learning Commission requirement, this syllabus provides information on the investment of time by an average student to achieve the learning goals of the course.

The amount of time that an average student should expect to spend on this class, in order to achieve the learning goals of the course, is given below.

Time in the classroom (face to face instruction and presentations/workshops): 37 hours

Time taking exams: 0 hours

Time completing assignments: 20 hours

Time completing final project: 40 Time for short presentations: 4 Time for reading (preparation and study): 43 hours

The total number of hours: 144 hours (48 hours/credit)

University Policies

The Secretary of the University web site contains the university policies, the link is:
<http://www4.uwm.edu/secu/SyllabusLinks.pdf>

Students with disabilities. Special accommodations are provided to meet learning and testing needs in a timely manner. <http://www4.uwm.edu/sac/SACltr.pdf>

Religious observances. Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted.

Students: http://www4.uwm.edu/current_students/military_call_up.cfm

Employees: <http://www4.uwm.edu/secu/docs/other/S40.htm>

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. <http://www4.uwm.edu/secu/docs/other/S31.pdf>

Discriminatory conduct. Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. <http://www4.uwm.edu/secu/docs/other/S47.pdf>

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Complaint procedures. To be addressed by the academic unit in which the complaint occurred or the appropriate university office responsible for enforcing the policy.

<http://www4.uwm.edu/secu/docs/other/S49.7.htm>

Grade appeal procedures. Procedures are available in writing from the respective department or the Academic Dean of the College/School.

<http://www4.uwm.edu/secu/docs/other/S28.htm>

Final exam requirements. <http://www4.uwm.edu/secu/docs/other/S22.htm>

Course Schedule

Week 1 - January 27 Introduction

No required reading this week!

We will spend time covering the syllabus, and I'll give a 30-minute lecture covering ongoing water policy problems on which you may want to focus the paper: Water diversions from the Great Lakes to other basins, invasive species, nutrient overload in Lake Erie and Green Bay, water use in Agriculture, fracking, to name a few.

Week 2 - February 3 Defining Public Policy-Typologies-Incrementalism

Required reading:

Birkland, Thomas A. 2005. *An Introduction to the Policy Process. (Second Edition)*. Armonk, NY: M.E. Sharpe. Read chapter 6 (available in D2L).

Lindblom, Charles E. 1959. "The Science of "Muddling Through." *Public Administration Review*.

Smith, Kevin, 2002. "Typologies, Taxonomies and the Benefits of Policy Classification." *Policy Studies Journal*.(available in D2L)

Wood, Robert. 2006. "The Dynamics of Incrementalism." *Policy Studies Journal* 34: 1-16.

Contaminate Candidate List. Visit the EPA's website for Contaminant Candidate List and familiarize yourself as much as possible with the process of designing the CCL. <http://water.epa.gov/scitech/drinkingwater/dws/ccl/>

Suggested reading:

Heckathorn and Maser. 1990. "The Contractual Architecture of Public Policy: A Critical Reconstruction of Lowi's Typology." *Journal of Politics*.

Laswell, Harold. 1971. *A preview of policy sciences*. Policy sciences book series. New York: American Elsevier Pub. Co.

Lowi, Theodore. 1964. "American Business, Public Policy, Case Studies and Political Theory." *World Politics* July 1964: 677-715.

Simon, Herbert. A. 1956. "Rational Choice and the Structure of the Environment". *Psychological Review* 63(2): 129-138.

Jones, Bryan D., James L. True, and Frank R. Baumgartner. 1997. "Does incrementalism stem from political consensus or from institutional gridlock?." *American Journal of Political Science*: 1319-1339.

Kiefer, John J., and Robert S. Montjoy. 2006. "Incrementalism before the storm: Network performance for the evacuation of New Orleans." *Public Administration Review* 66(s1): 122-130.

Week 3 - February 10 Multiple Streams Theory

Required reading:

Sabatier (chapter 2).

Brouwer, Stijn, and Frank Biermann. 2011. "Towards adaptive management: examining the strategies of policy entrepreneurs in Dutch water management." *Ecology and Society* 16(4): 5.

Meijerink, Sander, and Dave Huitema. 2010. "Policy entrepreneurs and change strategies: lessons from sixteen case studies of water transitions around the globe." *Ecology and society* 15(2): 21.

Suggested readings:

Birkland, Thomas A. 1998. "Focusing events, mobilization, and agenda setting." *Journal of public policy* 18(1): 53-74.

Boin, Arjen. 2009. "The new world of crises and crisis management: Implications for policymaking and research." *Review of Policy Research* 26(4): 367-377.

Johnson, Clare L., Sylvia M. Tunstall, and Edmund C. Penning-Rowsell. 2005. "Floods as catalysts for policy change: historical lessons from England and Wales." *Water resources development* 21(4): 561-575.

Kingdon, John W. 1995. *Agendas, Alternatives, and Public Policies*. Harper Collins Publishers.

Week 4 - February 17

Advocacy Coalition Framework

Required reading:

Sabatier (chapter 6).

Weible, Christopher M., Andrew Pattison, Paul A. Sabatier. 2010. "Harnessing expert-based information for learning and the sustainable management of complex socio-ecological systems." *Environmental Science & Policy* 13:522-534.

Weible, Christopher M. 2007. "An advocacy coalition framework approach to stakeholder analysis: Understanding the political context of California marine protected area policy." *Journal of public administration research and theory* 17(1): 95-117.

Suggested readings:

Albright, Elizabeth A. 2011. "Policy Change and Learning in Response to Extreme Flood Events in Hungary: An Advocacy Coalition Approach." *Policy Studies Journal* 39(3):485-511.

Ellison, Brian A. 1998. "Intergovernmental relations and the advocacy coalition framework: The operation of federalism in Denver water politics." *Publius* 28(4): 35-54.

Heikkila, Tanya, Pierce, J. J., Gallaher, S., Kagan, J., Crow, D. A., and Weible, C. M. 2014. "Understanding a Period of Policy Change: The Case of Hydraulic Fracturing Disclosure Policy in Colorado." *Review of Policy Research* 31(2): 65-87.

Nohrstedt, Daniel, and Christopher M. Weible. 2010. "The logic of policy change after crisis: Proximity and subsystem interaction." *Risk, Hazards & Crisis in Public Policy* 1(2): 1-32.

Week 5 - February 24

The Narrative Policy Framework

Required reading:

Sabatier (chapter 7).

Jones, Michael D. 2014. "Communicating Climate Change: Are Stories Better than "Just the Facts"?" *Policy Studies Journal* 42(4): 644-673.

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.

Suggested readings:

Crow, Deserai Anderson, and Olga Baysha. 2013. "Conservation as a Catalyst for Conflict: Considering Stakeholder Understanding in Policy Making." *Review of Policy Research* 30(3): 302-320.

Jones, Michael, and Geoboo Song. 2014. "Making Sense of Climate Change: How Story Frames Shape Cognition." *Political Psychology* 35(4): 447-476.

Lybecker, Donna L., Mark K. McBeth, and Elizabeth Kusko. 2013. "Trash or treasure: recycling narratives and reducing political polarisation." *Environmental Politics* 22(2): 312-332.

McBeth, Mark K., and Elizabeth A. Shanahan. 2004. "Public opinion for sale: The role of policy marketers in Greater Yellowstone policy conflict." *Policy Sciences* 37(3-4): 319-338.

McBeth, Mark K., Elizabeth A. Shanahan, and Michael D. Jones. 2005. "The science of storytelling: Measuring policy beliefs in Greater Yellowstone." *Society and Natural Resources* 18(5): 413-429.

Week 6 - March 3
Institutional Analysis and Development Framework

Required reading:

Sabatier (chapter 8).

Basurto, Xavier, Abigail Bennett, Amy Hudson Weaver, Salvador Rodriguez-Van Dyck, and Juan-Salvador Aceves-Bueno. 2013. "Cooperative and Noncooperative Strategies for Small-Scale Fisheries Self-Governance in the Globalization Era: Implications for Conservation." *Ecology and Society* 18(4): 38.

Epstein, Graham, Mateja Nenadovic, and Andr Boustany. 2014. "Into the Deep Blue Sea: Commons Theory and International Governance of Atlantic Bluefin Tuna." *International Journal of the Commons* 8(2): 277303.

Suggested reading:

Basurto, Xavier, Stefan Gelcich, and Elinor Ostrom. 2013. "The Social-Ecological System Framework as a Knowledge Classificatory System for Benthic Small-Scale Fisheries." *Global Environmental Change* 23(6): 136680.

Basurto, Xavier, and Mateja Nenadovic. 2012. "A Systematic Approach to Studying Fisheries Governance." *Global Policy* 3(2): 22230.

Coward, E. Walter. 1979. "Principles of Social Organization in an Indigenous Irrigation System." *Human Organization* 38(1):28-36.

Cox, Michael. 2014. "Applying a Social-Ecological System Framework to the Study of the Taos Valley Irrigation System." *Human Ecology* 42(2): 31124.

Dietz, Thomas, Elinor Ostrom, and Paul Stern. 2003. "The Struggle to Govern the Commons." *Science* 302 (5652):1907-12.

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162: 1243-1248.

Ostrom, Elinor. 2005. *Understanding Institutional Diversity*. Princeton University Press.

Ostrom, Elinor. 2009. "A General Framework for Analyzing Sustainability of Social-Ecological Systems." *Science* (325, 24 July): 419-422.

Ostrom, Elinor. 2010. "Polycentric systems for coping with collective action and global environmental change." *Global Environmental Change* 20(4): 550-557.

DellAngelo, Jampel, Paul F. McCord, Elizabeth Baldwin, Michael E. Cox, Drew Gower, Kelly Caylor, and Tom P. Evans. 2014. "Multilevel Governance of Irrigation Systems and Adaptation to Climate Change in Kenya." In *The Global Water System in the Anthropocene: Challenges for Science and Governance*, edited by Anik Bhaduri, et al., 323-41. New York: Springer.

Week 7 - March 10
Tanya Heikkila's Visit

Required reading:

Heikkila, Tanya, and Andrea K. Gerlak. 2013. "Building a conceptual approach to collective learning: lessons for public policy scholars." *Policy Studies Journal* 41(3): 484-512.

Gerlak, Andrea K., and Tanya Heikkila. 2011. "Building a theory of learning in collaboratives: Evidence from the Everglades Restoration Program." *Journal of Public Administration Research and Theory* muq089.

Dr. Heikkila will visit the class for about an hour. All students are expected to attend her research talk later in the day at SFS.

Week 8 - March 17
Spring Recess - No class!

Week 9 - March 24
Collaborative Management and Natural Resources

Required reading:

Hoornbeek, John, Evan Hansen, Evan Ringquist, and Robert Carlson. 2013. "Implementing Water Pollution Policy in the United States: Total Maximum Daily Loads and Collaborative Watershed Management." *Society & Natural Resources* 26 (4): 420-436.

Koontz, Tomas M., and Craig W. Thomas. 2006. "What do we know and need to know about the environmental outcomes of collaborative management?." *Public administration review* 66(S1): 111-121.

Lubell, Mark, and Allan Fulton. 2008. "Local policy networks and agricultural watershed management." *Journal of Public Administration Research and Theory* 18(4): 673-696.

Margerum, Richard D. 2008. "A typology of collaboration efforts in environmental management." *Environmental management* 41(4): 487-500.

Suggested reading:

Berardo, Ramiro, Tanya Heikkila, and Andrea K. Gerlak. 2014. "Interorganizational Engagement in Collaborative Environmental Management: Evidence from the South Florida Ecosystem Restoration Task Force." *Journal of Public Administration Research and Theory*.

Bonnell, Joseph E., and Tomas M. Koontz. 2007. "Stumbling forward: the organizational challenges of building and sustaining collaborative watershed management." *Society & Natural Resources* 20(2): 153-167.

Koehler, Brandi, and Tomas M. Koontz. 2008. "Citizen participation in collaborative watershed partnerships." *Environmental management* 41(2): 143-154.

Lubell, Mark, Adam D. Henry, and Michael McCoy. 2010. "Collaborative Institutions in an Ecology of Games." *American Journal of Political Science*.

Lubell, Mark, Mark Schneider, John T. Scholz, and Mihriye Mete. 2002. "Watershed partnerships and the emergence of collective action institutions." *American Journal of Political Science*: 148-163.

Margerum, Richard D., and Debra Whitall. 2004. "The challenges and implications of collaborative management on a river basin scale." *Journal of environmental planning and management* 47(3): 409-429.

Week 10 - March 31 Stakeholders Analysis

Required reading:

Prell, Christina, Klaus Hubacek, and Mark Reed. 2009. "Stakeholder analysis and social network analysis in natural resource management." *Society and Natural Resources* 22(6): 501-518.

Reed, Mark S., Anil Graves, Norman Dandy, Helena Posthumus, Klaus Hubacek, Joe Morris, Christina Prell, Claire H. Quinn, and Lindsay C. Stringer. 2009. "Who's in and why? A typology of stakeholder analysis methods for natural resource management." *Journal of environmental management* 90(5): 1933-1949.

Week 11 - April 7
Research Proposal - Workshop I

Required reading:

Babbie, Earl. 2007. *The Practice of Social Research*. Belmont, CA: Thomson Wadsworth. Read chapter 4 (available in D2L).

Week 12 - April 14
Research Proposal - Workshop II

Week 13 - April 21
Presentation of Stakeholder Analysis

Presenters will have 15 to 20 minutes to present their stakeholder analysis. Further instructions will be available in D2L.

Week 14 - April 28
Discussion on Research Proposals

Each student will make a short presentation about their research proposals (10 minutes), which will include:

- Problem to analyze (including research question if it has been made explicit)
- Main theoretical framework to be utilized in the analysis (explaining why it has been chosen)
- Subjects for study
- Measurement
- data-collection methods

The goal for the day will be to discuss the research proposals, and provide useful guidance on how to improve the final product.

Week 15 - May 5
Presentation Research Proposals

Presenters will have 15 to 20 minutes to present their proposals. Further instructions will be available in D2L.