

PBPL 22300: Policy Implementation

Winter 2020, Tuesday & Thursday, 2:00-3:20, Stuart 105

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Office Hours: Tuesday 12:30-1:50, Stuart lounge

Teaching Assistants

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Course Description

Good public policy has the potential to advance justice in society. However, once a policy or program is put in place, policymakers often face challenges in getting it carried out in the ways it was intended. This course explores some of the structural and cultural challenges that government and organizations face as they attempt to put policies into effect. Focusing on the United States, we will draw on organizational theory as well as case studies from education, policing, healthcare, and the corporate world in order to investigate the broader context of policy implementation.

Grading:

20% Attendance/participation/case presentations

30% Implementation Exercises

10% Case study prospectus

40% Case study research paper

Attendance/Participation: Students are required to attend all class meetings and to arrive on time. An absence can only be excused if it is brought to your TA's attention before class. This is an interactive class and I expect you to participate in discussion and to engage with your TA.

Screen policy: In this course we'll debate theory and case studies. In order to assure that the class remains interactive, I am instituting a ban on laptops, phones, tablets, etc.

Implementation Exercises (IEs): These are short weekly assignments (~3 paragraphs) in which you will debate the merits of the readings. You must submit your IEs to Canvas by Monday at midnight. Your IE responses should demonstrate that you have done all the reading. Any extensions must be negotiated with your TA in advance, and should only be requested in extenuating circumstances.

Case study prospectus (600-900 words): For this assignment, you will submit a description of your research paper and the themes from the course you will use to evaluate your topic. Include 6 sources (books, journal articles, policy briefs, etc.) in a brief literature review. The purpose of this assignment is to assure that you have a feasible topic/plan for the final paper.

Case study research paper (18-25 pages, double-spaced, excluding Bibliography and Appendices): In this paper, you will apply theoretical concepts from this course to a policy or program of your choice. The topic is up to you! In previous semesters, students have written on international and domestic policies, big government programs, small nonprofits, and everything in between. This paper topic will be developed in consultation with

your TA. You must meet with your TA during office hours regarding your paper topic at least once.

TA sections: You will meet with your TA in a group twice:

1. During week 3 (The Era of Continual School Reform)
2. During week 6 (Solutions for a Flawed System)

All of the TA section meetings are required. The TAs will track your attendance and participation and assign grades. The TAs will also hold regular office hours.

Required course books

1. Michael Lipsky. 2010. *Street-Level Bureaucracy: Dilemmas of the Individual in Public Service* (30th Anniversary Expanded Edition).
2. Frederick M. Hess. 1999. *Spinning Wheels: The Politics of Urban School Reform*. Brookings Institution Press.
3. Stefan Timmermans and Marc Berg. 2003. *The Gold Standard: The Challenge of Evidence-Based Medicine and Standardization in Health Care*. Temple University Press.
4. Ellen Berrey. 2015. *The Enigma of Diversity: The Language of Race and the Limits of Racial Justice*. The University of Chicago Press.

The additional readings on the syllabus are required, and will be available on Canvas

SCHEDULE

Part 1: Theorizing Implementation

January 7 + 9

Theorizing Organizational Settings

Scott. "The Subject is Organizations." *Organizations: Rational, Natural, and Open Systems* 1-34

DiMaggio & Powell. "The Iron Cage Revisited." *American Sociological Review* 147-160

January 9

First IE due at noon.

January 14 + 16

Governance in Practice

Lipsky. *Street-Level Bureaucracy*, Preface + Chapters 1-5

Salomon. "The New Governance and the Tools of Public Action." 1611-1674

Part 2: Policy Churn and The Politics of Reform Education in America

January 21 + 23

The Era of Continual School Reform

Hess. *Spinning Wheels: The Politics of Urban School Reform*, p. 1-123; 177-192.

January 28 + 30

The Challenge of Evaluation

Watch: [The Oprah Winfrey Show announcement \(2010\)](#)

Listen to: [NPR, "Assessing the \\$100 Million Upheaval of Newark's Public Schools"](#)

Rusakoff. "Schooled." *The New Yorker* 1-40
Bryk et al. *Organizing Schools for Improvement*, 1-41; 197-222

Part 3: One Size Fits ??? Adjusting Healthcare

February 4 + 6 **Standardization in Healthcare**
Timmermans and Berg. *The Gold Standard* 1-54; 117-165
Gawande. "Big Med." *The New Yorker* 1-26.

February 11 + 13 **Solutions for A Flawed System**
VA Interim Report – Phoenix Health Care System
Listen to: NPR, ["Despite \\$10B 'Fix,' Veterans Are Waiting Even Longer To See Doctors"](#)
Berman. "How VA Reform Turned Into a Fight Over Privatization," *The Atlantic*
Arieff. "Designs on the VA," *New York Times*

Part 4: Where Is the Root of the Problem? Crime and the Police

February 18 + 20 **Perspectives in Conflict**
Moskos, *Cop in the Hood*, Ch. 1, 5
Meares et al. "Lawful or Fair? How Cops and Laypeople Perceive Good Policing"
101-150.
Listen to: [This American Life, "Cops See It Differently, Part 1"](#) (Episode 547, 60 min.)

February 18 *Case Study Prospectus Due (11:59 PM)*

February 25 + 27 **The Broader Context of Police Action**
Lipsky. *Street Level Bureaucracy*, ch 6, 14.
Meares. "Rightful Policing." *New Perspectives in Policing*, 1-17.
Watson et al. "Improving police response to persons with mental illness." *International Journal of Law and Psychiatry*, 359-368
Listen to: ["My Damn Mind," This American Life, Act 1 \(Prologue + Act 1, Episode 579\)](#).

Part 5: Instituting Values

March 3 + 5 **Managing Values in Organizational Settings**
Berrey. *The Enigma of Diversity*
Besharov. 2014. "The Relational Ecology of Identification," *Academy of Management Journal* (condensed).

Part 6: Lessons of Implementation

March 8 *Case Study Presentations due on Canvas at 11:59 PM.*

March 10 + 12 **Presentation Days**
Case study presentations in groups (rooms TBD)

** If you are graduating this quarter, the case study paper and any outstanding assignments are due on December 3 (be sure to notify the TA ASAP if you intend to graduate this quarter).*

March 12 Last day to turn in any late assignments for half credit

March 16 Case study research papers due at 11:59 p.m. (on Canvas).