INTRODUCTION:

Scholars of public policy seek to understand and improve our collective responses to public problems, such as economic development, poverty, globalization, racial discrimination, violence against women, acid rain, or deforestation (to name a few). Collectively recognizing and responding to such problems is thoroughly political. Policy scholars must consider how (and whether!) public power and authority can be used to yield just and effective results. Since policy analysts are by their very nature at once both participants in and analysts of political processes, the field of public policy also raises philosophical and methodological questions at the heart of social science inquiry: How can we study policy processes as "scientists" when our very analyses become enmeshed in those processes?

Public policy refers to government response (or non-response) to political issues or problems. Government response can include statements by government officials, legislation, executive orders, and other activities of government and its representatives, or the lack of these activities. The field of public policy includes the study of both how government should respond to particular problems and why government responds the way it does. Often, policy scholars study how governments respond to particular problems, such as unemployment, violence against women, environmental degradation, or national defense. Such an application of social scientific methods to particular political settings is called policy analysis. In this class, students will gain experience in policy analysis through an examination of a policy issue of their choice.

The class aims to acquaint the student with the main concepts and themes in the field of public policy. The course is organized around normative concepts and conceptual categories in social theory of public policy. The first part of the course focuses on actors or agents in the policy process, the people or groups that we can see proposing ideas, making decisions, exerting influence. Political actors include individual leaders, intellectuals, activists, interest groups, and social movements. The second section concerns structures that broadly circumscribe and condition everyday policymaking, structures that may not be immediately apparent to policy participants. Such broad social and material structures include: democratic norms and procedures; socio-economic structures of gender, race and class; cultural contexts; and institutional structures. Actors and structures combine in processes of policymaking. By applying these theoretical categories to particular policy issues, we will see how actors and structures work together to constitute policy processes and outcomes.

REQUIREMENTS/ASSIGNMENT STRUCTURE:

Prerequisites: No previous knowledge of policy is required to participate in this seminar. A willingness to read, think hard, and work through the class material in group discussions is the only requirement.

Readings presentation: In a brief presentation, the student will introduce the readings, briefly summarize the main points, themes and points of (dis)agreement among the readings, and raise
some issues for discussion. The presenting student must present a handout to the other students briefly summarizing the main argument or key points of each reading, and then pointing to some unifying themes, issues or questions, and showing how each reading relates to these questions. Each student will make a readings presentation once in the semester. Depending on the number of students, it may be necessary for some students to present with a partner. Students should sign up for a week of their choice as soon as possible in order to get their first preference. This presentation should be between ten and fifteen minutes, not counting discussion generated by questions.

**Weekly reading comments/questions:** Every student in the class will also be responsible for preparing a thoughtful comment or discussion question relating to the readings each week. These comments or questions must be handed in at the beginning of class. They should be at least a paragraph and no more than one page double-spaced. They can be handwritten or typed. **The specific connection to the main arguments or themes of the reading should be apparent.** No weekly question is due the week the student does the readings presentation.

**Weekly attendance, readings and participation:** Participation grades will be based on your attentiveness to, preparedness for, and engagement in class discussion. Attendance, it need hardly be said, is mandatory. If for some reason you are unable to attend a class or classes, please let me know. Students are responsible for coming to class prepared to discuss assigned readings.

**Papers:** Students will also be required to write a paper proposal, two shorter papers and one long paper. The proposal and short papers will ultimately be revised and combined into the long policy analysis paper. The short papers will develop the main parts of a policy analysis, which the students will then combine into a final policy analysis paper. These papers can be about any policy issue of interest to the students and approved by the professor. Papers can be handed in by leaving them in the Professor’s mailbox in the department on or before the end of business on the day indicated (5pm), or they can be turned in early in class. In some circumstances electronic submission or submission on black board may also be permitted, but be sure to have the prior permission of the instructor before undertaking an electronic submission.

- Paper proposal and problem description (max 2 pages) due **Jan 29**
- Paper 1: Problem Definition and Policy Alternatives: Analytic Literature Review (max 10 pages) due **Feb 15**
- Paper 2: Model the Political System: Identify Relevant Actors, Structures and Processes (max 10 pages) **Mar 19**
- Paper 3: Final Policy Analysis Paper (Combining papers 1 and 2, analyzing the alternatives and drawing out implications for theory and policy 20-25 pages). Due **April 26**

**More information about the papers will be provided in a separate handout.**

**Paper presentation:** A few weeks before the final paper is due, each student will make a brief (5-7 minute) presentation on their paper, which will be followed by discussion and critique. Students will revise their final papers in light of these comments. Students who are not presenting are expected to be listening carefully and providing critical, constructive feedback. Such feedback will be evaluated as part of the overall seminar participation grade. (Paper presentations will take place **April 2, 9 and 16**.)
Assignment Structure and weighting:
Seminar Participation: 20%
Weekly Comments/Reading Questions: 10%
Readings Presentation: 10%
Paper proposal: 5%
Paper 1: 10%
Paper 2: 15%
Paper 3 (Final Paper): 25%
Paper Presentation (5-7 minutes): 5%

Books:
The books I have ordered for this class are:

These books are available at the usual University bookstores and have been put on reserve at HSSE. Additional readings are available on the Blackboard page and through the library’s web page. Readings available on blackboard are indicated by BB; Readings available on-line through the library are indicated by jstor (if they are available through that database) or otherwise as Libraries. Readings readily available on the web can be accessed using the web address provided. If you have any trouble with finding the reading, please let me know as soon as possible so that I can devise a remedy.

Contacting the Professor: I can be contacted directly at the e-mail address and telephone number listed on the first page of this syllabus. You may also drop by my office hours or email or call to make an appointment. Dropping by my office uninvited just before class begins (i.e. in this case, between 2 and 230) is usually the worst time to try to have a discussion.

Policy Regarding Academic Integrity:
You are expected to adhere to University standards concerning academic integrity. Note that violations include (among other things) presenting the work of others as your own and failing to credit those whose ideas you use. Be sure to learn proper methods for crediting work you use in your research paper, and never try to turn in work that is not your own, in whole or in part. Be aware that punishments for violations can be quite severe, and can include expulsion.

Policy regarding extensions and late assignments:
If you have a documented illness, death in the family, or other legitimate reason for needing one, I may provide an extension. Such extensions are not guaranteed and generally must be secured in advance of the deadline. Assignments handed in after the deadline without prior permission are considered late. I reserve the right not to accept late assignments. If I accept a late assignment, it may be given a penalty as severe as a whole grade off for each day late. If you anticipate being
unable to meet a deadline, it is best to see me in advance and as soon as possible rather than wait until the last minute to seek an extension.

**Emergencies and Unforeseen Problems:** In the event of a major campus emergency or other unforeseen problems, these course requirements, deadlines and grading structure are subject to change. Any such changes will be described on the Blackboard page for this class.

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**WEEKLY SCHEDULE OF READING & DISCUSSION TOPICS**

**INTRODUCTION TO PUBLIC POLICY AND POLICY ANALYSIS**

*Jan 8: Introduction to the course*
*Review of syllabus, assignments, etc.*

*Jan 15 Introduction to Public Policy and Policy Analysis*
What is public policy? (Recognizing policies, types of policies)
What is policy analysis? A policy issue? A policy problem?
The politics of policymaking and analysis

*Required Reading:*
Stone, 2003 *Introduction and Part I Politics*, pages 1-34
Kingdon, 2010, “Chapter 1: How does an idea’s time come?” 1-20
Mazur *Theorizing Feminist Policy* Ch 2 pgs 25-46
Graham, 2002 “Public Policy and Politics” *New Directions in Comparative Politics* 103-118 (BB)
Dryzek, Policy Analysis as Critique, *OUP Handbook on Public Policy* (BB)

*Recommended Reading:*
Stone *Policy Paradox* pages 34-108 (“GOALS”)

**PART I: POLITICAL ACTORS AND PUBLIC POLICY**

Agents are the catalysts for policy change. An account of the dynamics of the policy process must give an account of action. Here we focus on different types of political actors and how, when and why they influence public policy.

*Jan 22 Insiders in Policymaking*

*Topics:* What role do government bureaucrats and elected officials play in policymaking? How does the background and identity of policymakers affect their decisions? What about political parties and partisanship? How do elected functionaries make decisions? What explains their behavior? What does it mean for policymakers to *represent* particular constituencies?

*Reading:*
Kingdon, Chapter 2. (and pages 61-65, on elections-related participants)
Mazur Chapter 4 “Political Representation Policy” *Theorizing Feminist Policy*
Bartels, “Unequal democracy and political representation” cha. 9. In Unequal Democracy. (BB)

Recommended:

Stone chapters 9 and 10

Jan 22 cntd

***Policy Proposals will be discussed in class- come prepared to tell us your topic

Reading in Preparation for Problem Definition Papers:
Kingdon, Cha 5 Problems
Stone Part 3 Problems

Jan 29 Outsiders in Policymaking: Interest Groups, Advocacy and Business
Topics: How do organized groups of citizens affect policy and politics? Consideration of different conceptualizations of organized group impact on policymaking, such as interest groups, corporatism and pluralism, “iron triangles”, issue networks and social movements. Do social movements affect policy processes? Exactly how does this occur? Does this influence improve or detract from democratic policymaking?

Readings:
Kingdon, Chapter 3.
Meyer, “Introduction: Social Movements and Public Policy” cha. 1 (BB)
Khagram, Riker and Sikkink. 20002. From Santiago to Seattle Cha. 1 Restructuring World Politics U of Minnesota Press. BB

Recommended:
Review: Jacobs and Page
Moghadam 2009. Globalization and Social Movements, Chapters 1 and 2. BB
Stone Chapter 13

***Policy Proposals Due Jan 29 (will be workshopped in class- come prepared)

PART II: POLITICAL STRUCTURES AND PUBLIC POLICY:
This section introduces the idea of social structure and discusses various structural elements of the political context and how they shape public policy.

Feb 5: Social structure, Globalization and the State.
Topics: What is social structure? What is the relation between structure and agency? What are some basic categories of social-structural analysis? What is the State? Is the idea of the state still relevant in an era of globalization and multilevel governance?

Readings:
Feb 12 Social Structures and Public Policy: Gender, Race and Intersectionality

Topics: What is Gender? What is Race? What is Intersectionality? How might these concepts be used in policy analysis?

Readings:
- Hawkesworth “Sex, Sexuality and Gender.” OUP Handbook on Politics and Gender. (BB)
- Marx, Anthony. Making Race and Nation (excerpt) (BB)
- George Frederickson. “Reflections on the Comparative History and Sociology of Racism” (BB).

Recommended:
- (Review Risman and Mazur readings from previous weeks.)
- Mazur Chapters 9 and 10
- Lombardo and Verloo. Policy Processes. OUP Handbook on Politics and Gender. (BB)
- Colin Brown, 1995 “Poverty, Immigration and Minority Groups: Policies Towards Minorities in Great Britain”

**Paper 1 Due Feb 15**

Feb 19 Social Structures: Culture and Civil Society

Topics: What makes government or policy authoritative? How do we handle competing authorities? What are the different sources of legitimacy for government and policy? How can these sources be thought of as sources of continuity or change in policy? How do we incorporate
intuitively important if broadly defined and difficult to study phenomena into policy analysis? Should civil society be thought of as a structure or a collection of actors? What about culture?

**Readings:**
Htun and Weldon. “Civic Origins of Progressive Policy Change” *APSR* (BB)

**Recommended:**
Inglehart and Welzel. “Political Culture and Democracy” from *New Directions in Comparative Politics* BB

**Reading for Paper 2:**

**Feb 26 Political Economy and Social Structure: Class, Markets and Development**

**Readings:**
Karshenas and Moghadam Chapter 1. In *Social Policy in the Middle East: Economic, Political and Gender Dynamics*. Jan 2006, pages 1-30. (BB)
Rudra “Globalization and the Welfare State” *IO* (Jstor)

**Recommended:**
Mazur, “Reconciliation Policy” and “Equal Employment”
Stone Cha 10,11,12

**Mar 5 Social Structures: Institutions**
Topics: What are institutions? Different kinds of institutionalism and the implications for thinking about policy

**Readings:**
Ostrom “Institutional Rational Choice” Sabatier ed. *Theories of Policy Process*
Theda Skocpol 1992, Protecting Mothers and Soldiers Introduction. (BB)
Vivien Schmidt “Discursive Institutionalism” (BB)

**Recommended:**
Mazur Theorizing Feminist Policy
Htun Sex and the State.
Weldon. Protest, Policy and the Problem of VAW (especially chas 5 and 6)
Krook et al Feminist Institutionalism
Helmke and Levitsky on informal institutions
(Review Graham)

**Mar 12 Spring Break**

**PART III: PROCESSES**
In this section we consider how different conceptualizations of actors and structures and the relations between them produce different models of the policy process.

**Mar 19 Rationality, Incrementalism and Garbage Cans: Models of Policy Making**
Topics: Incrementalism as a model of the policy process (both descriptive and prescriptive). Rational Choice models of political action and dynamics. Garbage can and multiple stream models.
*Readings:*
Kingdon, chas 4, 5, 8, 9, 10
Stone Cha. 9

*Recommended:
Andrew Weiss and Edward Woodhouse “Reframing Incrementalism: A Constructive Response to the Critics” Policy Science (jstor)
Review Stone 10,11,12
*****Paper 2 Due *****

**Mar 26 Changing, Combining, Competing and Conflicting Structures: Norm, Law, Market**
Topics: How do different structures combine, change, compete with one another and conflict, and what are the consequences for policy? How is policy part of this process? For example, how do norms and markets interact? Competing norms or institutions? Do our models of the policy process take these phenomena into account?

*Readings:*

*Recommended:*
April 2  Ideas: Social Construction, Learning, Diffusion and Deliberation
Topics: What role do ideas play in policy processes? Where do they come from, and how do they exert their effects? What are ideas, and what different kinds of ideational phenomena are there? What sorts of processes and models of the policy process give primacy to ideas and ideational variables? Is it possible to study the role of ideas in the policy process? If so how?

Readings:
Freeman, “Learning in Public Policy.” OUP Handbook on Public Policy (BB)

Recommended:
Stone 14 “Facts”
Berry and Berry. “Innovation and Diffusion” in Sabatier Theories of the Policy Process

***Paper presentations begin**** (5 students)

April 9. Paper Presentations and Discussion (10 students)

PART IV: POLICY ANALYSIS

April 16 Policy Analysis for Democracy: Normativity and Policy Science
Bacchi, Carol. “Foucault, Policy and Rule: Challenging the Problem-Solving Paradigm.”
http://vbn.aau.dk/files/33190050/FREIA_wp_74.pdf
Frank Fischer “Beyond Empiricism” BB
Dallmayr. “Critical Theory and Public Policy” BB

****Bring newspaper articles for last week****

***Paper presentations wrap up**** (5 students)

Recommended:
Ingram and Schneider. Policy Analysis for Democracy
John Forester. Planning in the Face of Power

April 23. Week XV Evaluating Policy Analysis and Conclusion
What should policy research be doing? What is it doing? Where is it going? Where should policy research be going? (Additional student selected topics or readings)

Readings:
Sabatier “The Need for Better Theories” 3-20 and “Fostering the Development” 321-326
Stone. Conclusion and Policy Paradox in Action
Newspaper articles from previous week.

Discussion of newspaper articles and wrap up

***Final Paper Due April 26***