Course Name: Advanced Policy Theory II (version: February 11, 2020)
Course Number: PPOL 614
Credits: 4
Term: Spring 2020
Instructors: Hilary Boudet and Brent S. Steel
Contact: hiliary.boudet@oregonstate.edu; bsteel@oregonstate.edu
Class Dates: Thursdays, 9:00-12:50
Office Hours:

Course Objectives

This is the second of a two-course sequence introducing the foundations of Public Policy Theory. Our focus continues to be on examining theoretical approaches to understanding the complex and contentious assumptions and premises that pose challenges to the way we conduct public policy. The goal is to deconstruct the theoretical building-blocks underlying the ideas and practice of policy: How does theory affect our understanding of reality and our vision of what reality ought to be? Is there a universally recognizable reality or does reality depend on individual perspectives? If the latter, whose reality are we to address through public policy? How do technology and expertise alter our perceptions, intentions, and methods? How do power relations affect the policy process? Through what institutions, including the state, is policy accomplished, and with what consequences? Who is the "we" that decides? How are class, race, ethnicity, gender and other forms of difference accommodated in decision making? Are these processes compatible with the democratic ideal? How do ethics, morality, and values enter the policy-making process? We will draw from a wide variety of social theory in exploring these questions. This work is social because it views public policy as a collective act and it's theoretical because it offers frameworks to guide the exploration.

Course Details

This class is a 4-credit course with a prerequisite of PhD standing and completion of PPOL 613. Advanced Master's students may be enrolled in the course with approval by the instructor. The class will meet on a once-weekly basis for four hours, with all reading to be done prior to the start of class. Assignments may be submitted to the Professor any time during the day they are due before the close of business (5:00 pm) as either an e-mail file or hard copy delivered to the Professor's mailbox in Gilkey Hall.

Learning Outcomes

As a result of actively participating in this course you will be able to:

1. Read and synthesize multiple sources of material related to public policy theory in order to advance your own theorizing regarding your research. This will be assessed through participation in weekly seminars, completion of written essays on selected topics, and application of theory to your ongoing research.
2. Evaluate the appropriate use of theoretical concepts in research design and implementation. This will be assessed through weekly seminar writings and completion of written essays on selected topics.

3. Create a theoretical foundation for your own research. This will be assessed through a presentation and writing related to the theoretical concepts in your own research.
4. Communicate complex ideas about the role of theory in public policy research. This will be assessed through your participation in the weekly seminar and in seminar discussion leadership.

Course Readings

The books for the course are a few years old, so you may be able find used copies at Amazon or online. Other required readings will be on Blackboard. There may be additional readings from time to time to augment (or disrupt) discussions.

Cruikshank, Barbara. 1999. *The Will to Empower: Democratic Citizens and Other Subjects*. Ithaca, NY: Cornell University Press. ISBN: 0-8014-8599-1

Dewey, John. (2016 edition). *The Public and Its Problems.* Athens, OH: Ohio University Press (available as an ebook with Google, Apple and Barnes and Noble). ISBN: 9780804011662

Flyvberg, Bent. 2001. *Making Social Science Matter: Why Social Inquiry Fails and How it Can Succeed Again.* Cambridge UK: Cambridge University Press. ISBN: 978-0521775687

Machiavelli, Niccolo. *The Prince* available online at https://www.gutenberg.org/files/1232/1232-h/1232-h.htm).

Piven, Frances and Richard Cloward. 1993. *Regulating the Poor: The Functions of Public Welfare* (updated version). NY: Vintage Books. ISBN: 9780679745167

Wildavsky, Aaron. 1987. *Speaking Truth to Power, 2nd ed.*Taylor and Francis. ISBN: 978-0887386978

Young, Iris. 2002. *Inclusion and Democracy.* NY: Oxford University Press. ISBN: 978-0198297550

Course Structure

The discussion agenda for each class will be set by the questions or issues that rise from the reading (see course requirements below). After a brief review and introduction to the topic by the Professor, a participant will lead a discussion regarding one or more of the agenda items. Leaders may also bring in additional information from articles, books, videos, etc. that address the issues raised by the weekly topic to be used in the discussion. Each class will conclude with a short writing exercise that summarizes the main points of the topic under discussion (see requirements below). The last class session will include both a summary of the two terms as well as a short presentation by all participants as to how they envision theory informing their dissertation research.

Course Requirements and Evaluation

40%   Reading and active participation in seminar discussions. All assigned readings must be completed prior to class. At the beginning of each weekly session, you will provide in a typed/printed document (a) question(s) or issue(s) pertaining to the week's readings. These will become the discussion agenda for the week. At the end of each session, there will be a short writing exercise summarizing the main points, issues to be continued, and questions about the topic. Five participation points are available for each class except Week 10 and the week you lead the discussion; assessment will be based on participation and weekly summary.

30%:   Completion of two written essays (6-10 pages each) addressing the assigned topic. You may select readings from any course assignments to answer the question.   Your essays should not merely summarize the readings; they should offer a critical assessment of and engagement with ideas or issues in the readings. Papers are due by 5:00 on the day when due (see note above). Essays should be typed, double-spaced, and must conform to acceptable standards of grammar, punctuation, and citation format. Fifteen essay points are available for each essay.

20%   Leadership. Each participant will introduce and lead at least one discussion. You will be responsible for introducing a reading and leading a discussion on one or more of the questions/issues brought by others in the class. You must be very familiar with the readings during your week as you won't know until class what questions are being posed by colleagues. You might also want to consider looking at some of the additional readings so you can bring different insights to the conversation. Assessment will include the preparation for the discussion as reflected in your summary and discussion, as well as leading the discussion with thoughtful questions and observations.

10%   Application of theory to own research. At the final class period, you will have 15 minutes to describe how you intend to use theory to inform your dissertation work. Application points will be based on both the presentation and a short written description.

Schedule	
Week/Date	**Topic/Reading**
1	**The Public Interest** *Pragmatism - private and public – democracy – media – education – public relations - community* Dewey, John: *The Public and Its Problems*
2	**Identity, Difference, and Democracy** *Deliberative democracy – structural inequality – representation – participation – civil society – public sphere – democracy and geographic scale* Young, Iris: Inclusion and Democracy
3	**Politics, Policy-Making, and the Policy Process** *Politics of knowledge – agenda setting – traditions and paradigms – poverty knowledge and social policy – the knowledge industry* Piven, Frances and Richard Cloward. *Regulating the Poor: The Functions of Public Welfare*
4	**Democratizing Policy Making** *Democratic practice – citizenship – governmentality – authority & autonomy – political contestation – resistance and protest* Cruikshank, Barbara: *The Will to Empower* Arnstein, Sheery, *Ladder of Citizen Participation* (online)
5	**Institutionalisms 1: Economics and Beyond** *Governance – regulations – principle agent models – bureaucracy – incentives v cognition* Carrigan, Christopher and Cary Coglianese. 2011. The Politics of Regulation: From New Institutionalism to New Governance. *Annual Review of Political Science* 14: 107-129. Jackee, Keith and Stephen Turner. 2002. The Welfare State as a Fiscal Commons: Problems of Incentives versus Problems of Cognition. *Public Finance Review* 30(6): 481-508 Williamson, Oliver, 1999. Public and Private Bureaucracies: A Transaction Cost Economics Perspective. *Journal of Law, Economics and Organization* 15(1): 306-342

	First Essay Due: Compare and contrast at least theories about the roles of the public in public policy.
6	**Institutionalisms 2: Sociology and Beyond** *Organizations – discourse – social construction of meaning – institutional origin and change* Hall, Peter and Rosemary Taylor. 1996. Political Science and the Three New Institutionalisms. *Political Studies* 44: 936-957. Peters, B. Guy, Jon Pierre, and Desmond King. 2005. The Politics of Path Dependency: Political Conflict in Historical Institutionalism. *Journal of Politics* 67(4): 1275-1300. Schmidt, Vivien. 2008*.* Discursive Institutionalism: The Explanatory Power of Ideas and Discourse. *Annual Review of Political Science* 11: 303-326. DiMaggio, Paul and Walter Powell, The Iron Cage Revisted: Institutional Isomophism and Collective Rationality in Organizational Fields. *American Sociological Review* 48: 147-160.
7	**Networks and Cross-sector Governance** *Policy networks – networks and bureaucracies – collaboration – NGOs* Agranoff, Robert and Michael McGuire. 2010. Networking in the Shadow of Bureaucracy. Pp 372-394 in Durant, Robert, Editor. *The Oxford Handbook of American Bureaucracy*. Duit, Andreas and Victor Galaz. 2008. Governance and Complexity – Emerging Issues for Governance Theory. *Governance* 21(3): 311-335. Rhodes, R.A. 2008. Network Analysis. in Moran, Rein, and Goodin, Editors. *The Oxford Handbook of Public Policy.*
8	**Theory, Thinking, and Knowing** *Forms of inquiry – expertise, again – science and ethics, again – common sense – voice – theory and method – "social" science* Flybverg, Bent. *Making Social Science Matter*
9	**Ethics of Policy Analysis** *Pragmatism – truth and power – normative policy analysis – constructing expertise* Machiavelli, Niccolo. *The Prince* Wildavsky, Aaron. 1987. *Speaking Truth to Power*. New Brunswick, NJ: Transaction Publishers.
	Second essay due: Select one of the variables (except for role of the public) on the typology you began last term and compare and contrast at least three different theoretical understandings and approaches to defining/framing that variable.
10	**Summary and Presentations** *Debrief and review – applying theory to own work*
	Presentation of application of theory to own work

Additional Readings

As you're learning, there are an almost infinite number of relevant books, articles, and ideas you should become familiar with as you become a policy professional and practitioner. These courses are designed

to give you a sense of some of the most pressing issues in policy theory as well as help you learn how to read and use theory in your own research. Below is the beginning of a list of additional readings in policy theory; you might want to keep you own list of readings as you prepare for your preliminary exams – those might focus more specifically on your area of interest, but these books lay the groundwork for policy scholarship. Also, begin developing your annotated bibliography of things you've read – you want to keep track of the citations and topics so you can reference them as you move forward.

Week 1:
Dryzek, John. 1990. *Discursive Democracy*. NY: Cambridge University Press.
Etzioni, Amitai. 1998. *The Moral Dimension: Toward a New Economics*. NY: The Free Press.

Week 2:
Fischer, Frank. 2003. *Reframing Public Policy: Discursive Politics and Deliberative Practices*. NY: Oxford University Press.
Marone, James. 1990. *The Democratic Wish: Popular Participation and the Limits of American Government*. NY: Basic Books.

Week 3:
Hill, Michael and Peter Hupe. 2009. *Implementing Public Policy: An Introduction to the Study of Operational Governance, 2nd Edition.* Los Angeles, CA: Sage Publications.
Sen, Amartya. 1992. *Inequality Reexamined*. Oxford: Clarendon Press.

Week 4:
Mouffe, Chantal. 2005. *On the Political: Thinking in Action*. NY: Routledge.
Piven, Frances Fox. 2006. Challenging Authority: How Ordinary People Change America. Oxford: Rowman and Littlefield.
Purcell, Mark. 2008. *Recapturing Democracy: Neoliberalization and the Struggle for Alternative Urban Future*. NY: Routledge.

Week 5:
Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge, UK: Cambridge University Press.
Williamson, Oliver. 1995. *The Economic Institutions of Capitalism*. NY: Free Press.

Week 6:
Douglas, Mary. 1986. *How Institutions Think*. Syracuse, NY: Syracuse University Press.
Scott, James. 1998. *Seeing Like a State.* New Haven, CT: Yale University Press.

Week 7:
Cropper, Steve, Mark Ebers, Chris Huxman, and Peter Smith, Editors. 2008. *The Oxford Handbook of Inter-Organizational Relation*s. Oxford, UK: Oxford University Press.
Goldsmith, Stephen and Donald Kettl, Editors. 2009. *Unlocking the Power of Networks: Keys to High-Performance Government.*

Week 8:
Wulff, Jonathon. 2011. *Ethics and Public Policy: A Philosophical Inquiry*. NY: Routledge

Week 9:

Fischer, Frank. 2003. *Reframing Public Policy: Discursive Politics and Deliberative Practices*. Oxford, UK: Oxford University Press.

Kuhn, Thomas. 1962. *The Structure of Scientific Revolutions*. Chicago, IL: University of Chicago Press.

Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098. See the website for more information: http://ds.oregonstate.edu/home/.

Student Conduct

You are expected to conduct yourself in compliance with the university's guidelines regarding civility and comply with all regulations pertaining to academic honesty. For more information, visit the university's comprehensive website at: http://oregonstate.edu/studentconduct/regulations/index.php.

Etiquette and Electronics

Out of respect for everyone in class, please turn off your electronic devices (cell phones, iPods, pads, computers, etc.) before you come into the classroom. Students using laptop computers to take notes should sit in the back or to the side. If the use of the computer distracts other, including the teacher, you will be asked to move or to desist from using your laptops. Above all, be courteous.

Student Evaluation of Courses

The online Student Evaluation of Teaching system opens to students the Monday of dead week and closes the Monday following the end of finals. Students receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the online learning experience for future students. Responses are anonymous (unless a student chooses to "sign" their comments, agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

Basic Needs

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Human Services Resource Center (HSRC) for support (hsrc@oregonstate.edu, 541-737-3747). The HSRC has a food pantry, a textbook lending program and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Getting Help

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through OSU Counseling and

Psychological Services (CAPS), where you can get group counseling, individual therapy, or relational counseling.

Website: https://studentlife.oregonstate.edu/hsrc