

THE NEW SCHOOL
Milano School of International Affairs, Management, and Urban Policy

**Political Economy and Public Policy Analysis II:
Theories of the Policy Process**

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Office Hours: Tuesdays 3:00-5:00 PM

Fall 2016
Tuesdays 6:00-7:50 PM

Course Description

This is the second course of a two-course sequence in Political Economy and Public Policy Analysis (PEPPA). The readings and concepts that are covered in the PEPPA courses comprise the core material that will be covered in the doctoral qualifying exam. For those not in the Milano doctoral program, each course can be taken independently and both are open to 2nd year Masters students.

PEPPA II is designed to introduce historical, theoretical and disciplinary perspectives essential for critical thinking about the policymaking process. The course begins with the economic paradigm and the standard rational model. We then explore various responses to and critiques of this paradigm through different conceptual lenses, drawing on ideas from the political science, sociology, public and social policy, urban studies and economics fields. The readings are organized to reflect a dialogue across the various scholars; the theories and models covered in this course should not be considered in isolation, but rather as a part of a larger exchange of perspectives and ideas. The frameworks covered in the course are but a subset of the universe of lenses through which to critically assess policymaking processes; students are encouraged to use the material covered here as a jumping-off point for their own, broader analytical toolbox. The primary intention of the course is to provide the tools necessary to successfully execute the doctoral comprehensive exams and to better establish scholarly expertise in the field of policy analysis. In addition, the readings and student contributions will introduce the class to a range of seminal policy topics and problems. The course concludes with student presentations of their own policy analyses of major policy issues using material from the course.

Course Requirements

PEPPA II will be conducted as a doctoral seminar. My job is to conceive the course and identify the key readings in each session (this syllabus), to serve as the discussion leader and moderator to ensure that we critically engage the material, and to evaluate and provide feedback on student performance. Students must come to class prepared to actively participate in the discussions, which means having carefully read the assigned readings for each class session. *Class participation is crucial to the success of this class; please come prepared to engage in a meaningful dialogue every week.*

In addition to class participation, grades for the course will be based on two deliverables and one midterm exam. The first deliverable is a discussion paper (or “précis”) due each week prior to the start

of class. For each class, a student will be assigned to write and post (details on posting are below) a critical discussion or reflection on an actual policy issue, using the theoretical models and concepts from the assigned readings for that week. This initial, or “lead,” post will be due by Saturday at 5pm prior to the class meeting that same week on Tuesday. The other students in the class will then write and post their précis in response to the “lead” critique, again drawing on material from the class readings. These are *critical* and *analytical* discussion pieces (they are NOT simply summaries of the particular policy or readings), and their lengths *should not exceed 2 pages*. The response précis should be posted by Tuesday at 10am (prior to our class meeting that evening). Keeping to these posting schedules is essential, as it provides time for others to respond to the “lead” piece and for me to read and incorporate the topic and analyses into our class discussion. Everyone should take the time to read through the posted responses and be prepared to discuss all of the précis in class. You are allowed one “miss”, where you can opt to not submit a summary without penalty (you are still expected to read and be prepared to discuss the posted ones, however), but otherwise there will be substantial penalties for late submissions.

You will submit your précis online, on a course-specific *blog*. The address is <http://peppaii-milano-2016.weebly.com> and you will be provided with information on how to post and contribute to the site. The intention of this website and these posting requirements is twofold. First, the site provides a dynamic, common space for sharing ideas (in written, visual or aural form) that pertain to themes or topics that come out of the course curriculum and/or in-class discussion. Second, it is an exercise in public engagement, in that every item posted on the site will exist in the public domain. This setting should encourage you to not only engage with the material and your peers, but a broader policy/political dialogue as well.

The second deliverable is a critical assessment of a policy problem or change of your choosing (15 pages, 1.5-2 line spacing, maximum). The paper should focus in on a particular moment or process of change or identify a provocative or poorly understood tension that could benefit from a thorough critical analysis. Ideally, your précis will provide opportunities to hone these analytical skills, and your focus on the particular policy topic should start in earnest after the midterm exam. You will be required to meet with me two times (your grade will be partially dependent on fulfilling these meeting obligations): first, to consult on your chosen policy issue and, second, to show me your paper outline. You are of course encouraged and welcome to meet with me in addition to these instances. I will not, however, read drafts of the papers. I will be looking for good, professional writing – aim for what is often termed “publishable quality.” You will also be required to present your analysis in a poster during one of the last two class sessions. The final version of your paper will be due the day after our final poster session.

The midterm will be an in-class written exam and more information about it will be provided during class.

Grading

Summary précis, blog contributions and class participation	35%
Midterm Exam	25%
Final paper and poster	40%

Books and Readings

All books are available in paperback and can be purchased online (the required books are also available for purchase at Barnes and Noble on Union Square North). Any additional readings will be listed in the syllabus for each class meeting and available on Canvas.

Required:

- Allison, Graham and Philip Zelikow. *Essence of Decision: Explaining the Cuban Missile Crisis*, Longman, 1999 (2nd Edition).
- Howlett, Michael, M. Ramesh and Anthony Perl. *Studying Public Policy: Policy Cycles and Policy Subsystems*, Oxford University Press, 2009 (3rd Edition).
- Sabatier, Paul A. and Christopher M. Weible (Eds.), *Theories of the Policy Process*, Westview Press, 2014 (3rd Edition).
- Schram, Sanford F. *Praxis for the Poor: Piven and Cloward and the Future of Social Science in Social Welfare*, New York University Press, 2002
- Stone, Deborah, *Policy Paradox: The Art of Political Decision Making*, 3rd Edition, WW Norton, 2012.

Recommended:

- Anderson, James E., *Public Policymaking*, Houghton Mifflin Co., 2011.
- Baumgartner, Frank R. and Bryan D. Jones. *Agendas and Instability in American Politics*, University of Chicago Press, 2009 (2nd Edition).
- Baumgartner, Frank R. and Bryan D. Jones. *The Politics of Attention: How Government Prioritizes Problems*, University of Chicago Press, 2005.
- Hill, Michael. *Studying Public Policy: An International Approach*, Bristol, UK: Policy Press, 2014.
- Kingdon, John W. *Agendas, Alternatives and Public Policies*, Longman, 2003 (2nd Edition).
- Logan, John R. and Harvey L. Molotch. *Urban Fortunes: The Political Economy of Place*, University of California Press, 1987.
- Osbourne, David and Ted Gaebler. *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Penguin Publishers, 1992.
- Pressman, Jeffrey L. and Aaron Wildavsky. *Implementation*, University of California Press, 1984 (3rd Edition).
- Schneider, Anne Larason and Helen Ingram. *Policy Design for Democracy*, University Press of Kansas, 1997.

Resources

The university provides many resources to help students achieve academic and artistic excellence. These resources include:

- The University (and associated) Libraries: <http://library.newschool.edu>
- The University Learning Center: <http://www.newschool.edu/learning-center>
- University Disabilities Services: <http://www.newschool.edu/student-services/student-disability-services>.

In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately.

All conversations will be kept confidential. Students requesting any accommodations will also need to contact Student Disability Service (SDS). SDS will conduct an intake and, if appropriate, the Director will provide an academic accommodation notification letter for you to bring to me. At that point, I will review the letter with you and discuss these accommodations in relation to this course.

Academic Honesty and Integrity

Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university.

Students are responsible for understanding the University's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. The full text of the policy, including adjudication procedures, is found at <http://www.newschool.edu/policies/#>

Resources regarding what plagiarism is and how to avoid it can be found on the Learning Center's website: <http://www.newschool.edu/university-learning-center/student-resources/>

Conduct

This is a professional school. As such, you are expected to conduct yourselves in a professional manner. Please respect the following policies:

- **Mobile devices:** **You must silence all mobile devices before coming to class.** If you are experiencing an emergency, and need to be reachable, please let me know before class and set your device to silent.
 - **Attendance and lateness:** Class will begin and end promptly. If you are going to miss a class, are going to be late or need to leave early, please let me know ahead of time. Students who come in late and leave early disrupt the class and miss important information. If chronic lateness is an issue, it will be reflected poorly in your final grade.
 - **Email:** Your New School email address will operate as your point of contact for this course, so please make sure you check this account regularly. I will conduct all communication through the New School email.
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Class Schedule and Readings

Asterisked readings are recommended. For the required books, I suggest that you read the entire book; however, you will only be responsible for knowing the assigned chapters. "C" denotes that the reading is available on Canvas.

Session 1 (8/30): "Public Policy" introduced.

- Howlett, Ramesh and Perl, Chapter 1: "Introduction: Why Study Public Policy?"
Sabatier and Weible, Chapter 1: "Introducing the Scope and Focus of Policy Process Research and Theory," by Christopher Weible.
Ostrom, Elinor, "Policy Analysis in the Future of Good Societies," *The Good Society*, 11(1), 2002. (C)
White, Louise G., "Policy Analysis as Discourse," *Journal of Policy Analysis and Management*, 13(3), 1994. (C)
Hoffman, Andrew J., "Isolated Scholars: Making Bricks, Not Shaping Policy," *The Chronicle of Higher Education*, Feb. 9, 2015. (C)
- **Anderson, James, *Public Policymaking*, Chapter 1: "The Study of Public Policy." (C)
**Kelman, Steven, "Why Public Ideas Matter", Chapter 2, In *The Power of Public Ideas*, Harvard University Press, 1988. (C)
**Laswell, Harold D., *A Pre-View of Policy Sciences*, Elsevier Publishing, 1971.
**Majone, Giandomenico, "Policy Analysis and Public Deliberation", Chapter 7, In *The Power of Public Ideas*, Harvard University Press, 1988. (C)

Session 2 (9/6): The Economic Paradigm and the rationale for intervention.

- Howlett, Ramesh and Perl, Chapter 2: "Understanding Public Policy: Theoretical Approaches."
Stiglitz, Joseph, "The Private Uses of Public Interests: Incentives and Institutions", *Journal of Economic Perspectives*, 12(2), 1998. (C)
Zerbe Jr., Richard O. and Howard E. McCurdy, "The Failure of Market Failure," *Journal of Policy Analysis and Management*, 18(4), 1999. (C)
Ostrom, Elinor, "Collective Action and the Evolution of Social Norms," *Journal of Economic Perspectives*, 14(3), 2000. (C)
Kaplan, Robert D. and Dafna H. Rand, "The Postmodern Autocrat's Handbook," *Bloomberg View*, Feb. 1, 2015. (C)

Session 3 (9/13): The stage model of policymaking and (some) criticisms of it.

- Howlett, Ramesh and Perl, Chapter 6: "Public Policy Decision-Making."
DeLeon, Peter, Chapter 2: "The Stages Approach to the Policy process: What Has It Done? Where Is It Going?" In Paul A. Sabatier Ed. *Theories of the Policy Process*, Westview Press, 1999. (C)
Lindblom, Charles E., "The Science of 'Muddling Through'," *Public Administration Review*, 19(2), 1959. (C)
Forester, John, "Bounded Rationality and the Politics of Muddling Through," *Public Administration Review*, 44(1), 1984. (C)
Sabatier and Weible, Chapter 6: "The Advocacy Coalition Framework: Foundation, Evolution,

and Ongoing Research,” by Hank C. Jenkins-Smith, Daniel Nohrstedt, Christopher M. Weible and Paul A. Sabatier.

**Etzioni, Amitai, “Mixed-Scanning: A ‘Third’ Approach to Decision-Making,” *Public Administration Review*, 27(5), 1967. (C)

**Simon, Herbert, “Rationality in Psychology and Economics,” *The Journal of Business*, 59(4), 1986. (C)

Session 4 (9/20): Policy formulation and agenda setting.

Howlett, Ramesh and Perl, Chapters 4 (“Agenda-Setting”), and 5 (“Policy Formulation: Policy Instruments and Policy Design”).

Sabatier and Weible, Chapters 2 (“Ambiguity and Multiple Streams,” by Nikolaos Zahariadis) and 6 (“Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking” by Frank R. Baumgartner, Bryan D. Jones and Peter B. Mortensen).

Keeler, John T.S. 1993. “Opening the Window for Reform: Mandates, Crises, and Extraordinary Policy-Making,” *Comparative Political Studies*, 25(4): 433–486. (C)

Skocpol, Theda, “Targeting within Universalism: Politically viable Policies to Combat Poverty in the United States,” In Christopher Jencks and Paul E. Peterson Eds. *The Urban Underclass*, Washington, D.C.: The Brookings Institution, 1991. (C)

Listen to: “Why America Hates Maternity Leave”, *Stuff Mom Never Told You, The Podcast*, available at:

<http://www.stuffmomnevertoldyou.com/podcasts/why-america-hates-maternity-leave/>.

**Baumgartner, Frank R. and Bryan D. Jones. *Agendas and Instability in American Politics*, University of Chicago Press, 2009 (2nd Edition).

**Kingdon, John W. *Agendas, Alternatives and Public Policies*, Longman, 2003 (2nd Edition).

** Baumgartner, Frank R. and Bryan D. Jones. *The Politics of Attention: How Government Prioritizes Problems*, University of Chicago Press, 2005.

** Cobb, Roger W. and Charles D. Elder. 1971. “The Politics of Agenda-Building: An Alternative Perspective for Modern Democratic Theory,” *The Journal of Politics*, 33(4): 892-915. (C)

**Nohrstedt, Daniel. “Understanding the Political Context of Nuclear Energy Policy Change in Sweden.” In *Studying Public Policy: An International Approach*, Ed. Michael Hill, Bristol, UK: Policy Press, 2014. (C) *This is a nice application of the Baumgartner and Jones model.*

**Sabatier and Weible, Chapter 7: “The Narrative Policy Framework,” by Mark K. McBeth, Michael D. Jones and Elizabeth A. Shanahan.

**Hammond, Daniel R, "Policy entrepreneurship in China's response to urban poverty," *Policy Studies Journal*, 41(1), 2013. (C)

**Chan, Kwan Nok, and Shuang Zhao, "Punctuated Equilibrium and the Information Disadvantage of Authoritarianism: Evidence from the People's Republic of China," *Policy Studies Journal*, 44(2), 2016. (C)

Session 5 (9/27): Pluralism and related models.

Schneider, Anne Larason and Helen Ingram, Chapter 2: “A Pluralist View of Public Policy” in

Policy Design for Democracy, University Press of Kansas, 1997. (C)
Stone, Chapters 1-16.
Wilson, James Q., Chapter 5: “Interests” in *Bureaucracy: What Government Agencies Do and Why They Do It*, BasicBooks, 1989. (C)
Bachrach, Peter and Morton S. Baratz, “Two Faces of Power,” *The American Political Science Review*, 56(4), 1962. (C)

**Leight, Jessica. 2010. “Public Choice: A Critical Reassessment.” In *Government and Markets: Toward a New Theory of Regulation*, Eds. Edward J. Balleisen and David A. Moss. Cambridge: Cambridge University Press. (C)
**Lowi, Theodore J., “Four Systems of Policy, Politics, and Choice,” *Public Administration Review*, 32(4), 1972. (C)
**Lowi, Theodore J., “American Business, Public Policy, Case-Studies, and Political Theory,” *World Politics*, 16(4), 1964. (C)

Session 6 (10/4): Politics and policymaking.

Munger, Chapter 5: “Experts and ‘Advocacy’: The Limits of Policy Analysis.” (C)
Sabatier and Weible, Chapter 5: “Policy Feedback Theory,” by Suzanne Mettler and Mallory Sorelle.
Pierson, Paul, “Increasing Returns, Path Dependence, and the Study of Politics,” *The American Political Science Review*, 94(2), 2000. (C)
Hirschman, Albert O., Chapter 4: “An Expanding Sphere of Influence” in *Rival Views of Market Society and Other Recent Essays*, Harvard University Press, 1992. (C)

**Mettler, Suzanne, “Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the G.I. Bill for World War II Veterans,” *The American Political Science Review*, 96(2): 351-65, 2002. (C)
** Pierson, Paul, “When Effect Becomes Cause: Policy Feedback and Political Change,” *World Politics*, 45(4): 595-628, 1993. (C)
**Oberlander, Jonathan. *The Political Life of Medicare*, University of Chicago Press, 2003.
**Shleifer, Andrei and Daniel Treisman, *Without a Map: Political Tactics and Economic Reform in Russia*, The MIT Press, 2001.

Session 7 (10/11): NO CLASS—YOM KIPPUR

Session 8 (10/18): Urban politics

Oliver, J. Eric, Chapter 6: “Rethinking Local Democracy” in *Local elections and the Politics of Small-Scale Democracy*, Princeton University Press, 2012. (C)
Harvey, David, “The Right to the City,” *The New Left Review*, 53: 23-40, 2008. (C)
Logan, John R. and Harvey L. Molotch, Chapter 3: “The City as a Growth Machine” in *Urban Fortunes: The Political Economy of Place*, University of California Press, 1987. (C)
Arnstein, Sherry, “A Ladder of Citizen Participation”, *Journal of the American Planning Association*, 8(3): 216-224, 1969. (C)
Raco, Mike, Emma Street and Sonia Freire-Trigo, “The New Localism, Anti-Political Development Machines, and the Role of Planning Consultants: Lessons from London’s South Bank,” *Territory, Politics, Governance*, 4(2): 216-240, 2016. (C)

**Elkin, Stephen L, *City and regime in American Public*, University of Chicago Press, 1987.

- **Stone, Clarence, *Regime Politics: Governing Atlanta, 1946-1988*, University Press of Kansas, 1989.
- **Sassen, Saskia, "Local Actors in Global Politics", *Current Sociology*, 52(4): 649-670, 2004. (C)

Session 9 (10/25): Institutions and bureaucracy.

- Howlett, Ramesh and Perl, Chapter 3: "The Policy Context."
- Allison and Zelikow, Introduction, Chapters 3 & 4. (**Recommended: Chapters 1, 2, 5-7**)
- Sabatier and Weible, Chapter 4: "Democratic Policy Design: Social Construction of Target Populations" by Anne L. Schneider, Helen Ingram and Peter DeLeon.
- Romer, Paul, *Technologies, Rules, and Progress: The Case for Charter Cities*, Center for Global Development Essay, Washington, D.C., 2010. (C)
- Roy, Ananya, "Civic Governmentality: The Politics of Inclusion in Beirut and Mumbai," *Antipode*, 41(1):159-179. (C)
- ** Sabatier and Weible, Chapter 8: "As Assessment of the Institutional Analysis and Development Framework and Introduction of the Social-Ecological Systems Framework" by Elinor Ostrom, Michael Cox and Edella Schlager.
- **Cohen, Michael D., James G. March, and Johan P. Olsen, "A Garbage Can Model of Organizational Choice," *Administrative Science Quarterly*, 17(1), 1972. (C)
- **Bendor, Jonathan and Thomas H. Hammond, "Rethinking Allison's Models," *The American Political Science Review*, 86(2), 1992. (C)
- **Moe, Terry M., "The New Economics of Organization," *American Journal of Political Science*, 28(4), 1984. (C)
- **Sabatier, Chapter 10: "A Comparison of Frameworks, Theories, and Models of Policy Processes" by Edella Schlager. (C)

Session 10 (11/1): IN-CLASS MIDTERM EXAM

Session 11 (11/8): Policy Diffusion and Learning

- Weyland, Kurt, "Theories of Policy Diffusion: Lessons for Latin American Pension Reform," *World Politics*, 57(2), 2005. (C)
- Drezner, Daniel W., "Globalization and Policy Convergence," *International Studies Review*, 3(1), 2001. (C)
- Shipan, Charles R. and Craig Volden, "The Mechanisms of Policy Diffusion," *American Journal of Political Science*, 52(4), 2008. (C)
- Grossback, Lawrence J., Sean Nicholson-Crotty, and David A.M. Peterson, "Ideology and Learning in Policy Diffusion," *American Politics Research*, 32(5), 2004. (C)
- Zeng, Douglas Zhihua, *Global Experiences with Special Economic Zones—With a Focus on China and Africa*, The World Bank, 2015. (C)
- **Sabatier and Weible, Chapter 9: "Innovation and Diffusion Models in Policy Research," by Frances Stokes Berry and William D. Berry.
- **Gilardi, Fabrizio, "Who Learns from What in Policy Diffusion Processes?," *American Journal of Political Science*, 54(3), 2010. (C)
- **Mintrom, Michael, "Policy Entrepreneurs and the Diffusion of Innovation," *American Journal of Political Science*, 41(3), 1997. (C)

- **Meseguer, Covadonga, “Rational Learning and Bounded Learning in the Diffusion of Policy Innovations,” *Rationality and Society*, 18(1), 2006. (C)
- **Volden, Craig, Michael M. Ting, and Daniel P. Carpenter, “A Formal Model of Learning and Policy Diffusion,” *The American Political Science Review*, 102(3), 2008. (C)
- **Weyland, Kurt. *Bounded Rationality and Policy Diffusion*, Princeton University Press, 2007.

Session 12 (11/15): Implementation and policy “on the ground”.

- Howlett, Ramesh and Perl, Chapter 7: “Policy Implementation.”
- Lipsky, Michael, Chapters 1, 2, 3, 5, and 8, in *Street Level Bureaucracy*, Russell Sage Foundation, 1980. (C)
- Koontz, Tomas M., and Jens Newig, "From Planning to Implementation: Top-Down and Bottom-Up Approaches for Collaborative Watershed Management," *Policy Studies Journal*, 42(3), 2014. (C)
- Duflo, Esther. “Human values and the design of the fight against poverty,” pg. 1-27, notes from the Tanner Lectures on Human Values, Harvard University, May 2012. (C)
- **Osbourne, David and Ted Gaebler, *Reinventing Government: How the Entrepreneurial Spirit is Transforming the Public Sector*, Introduction and Chapter 11, Addison-Welsey, 1992. (C)
- **Pressman and Wildavsky, Chapters 1, 2, 3, 5, and 7, in *Implementation*, University of California Press, 1984. (C)
- **May, Peter J., and Ashley E. Jochim, "Policy regime perspectives: Policies, politics, and governing," *Policy Studies Journal*, 41(3), 2013. (C)
- **Larrue, Corinne and Marie Fournier. “The Role of Local Actors in Water and Flood Management in France: Between Policy Formulation and Policy Implementation.” In *Studying Public Policy: An International Approach*, Ed. Michael Hill, Bristol, UK: Policy Press, 2014. (C)

Session 13 (11/22): NO CLASS—WEDNESDAY SCHEDULE

Session 14 (11/29): Social movements and policymaking

- Olson, Mancur, *The Logic of Collective Action: Goods and the Theory of Groups*, Chapters I(A)-I(F) and II(A)-II(B), Harvard University Press, 1971. (C)
- Andrews, Kenneth T., “Social Movements and Policy Implementation: The Mississippi Civil Rights Movement and the War on Poverty, 1965 to 1971,” *American Sociological Review*, 66(1), 2001. (C)
- Burstein, Paul and April Linton, “The Impact of Political Parties, Interest Groups, and Social Movement Organizations on Public Policy: Some Recent Evidence and Theoretical Concerns,” *Social Forces*, 81(2), 2002. (C)
- Keck, Margaret E. and Kathryn Sikkink, “Transnational Advocacy Networks in International and Regional Politics,” *International Social Science Journal*, 51(159), 1999. (C)
- Sassen, Saskia, *Occupying is not the Same as Demonstrating*, Committee on Global Thought, 2012. (C)
- Fuller, Thomas, “A Plan to Flood San Francisco with News on Homelessness,” *The New York Times*, May 15, 2016. (C)
- **Piven, Frances Fox and Richard A. Cloward. 1977. *Poor People’s Movements: Why They Succeed, How They Fail*. New York: Vintage Books.

- **Morrow, Raymond A. and Carlos Alberto Torres, “The State, Social Movements, and Educational Reform,” In *Comparative Education: The Dialectic of the Global and the Local*, Eds. Robert F. Arnove and Carlos Alberto Torres, Rowman & Littlefield Publishers, 2007. (C)
- **Benkler, Yochai. 2010. “Law, Policy and Cooperation.” In *Government and Markets: Toward a New Theory of Regulation*, Eds. Edward J. Balleisen and David A. Moss. Cambridge: Cambridge University Press. (C)

Session 15 (12/6): The role of policy research and ethics.

Schram, Introduction and Chapters 1, 3, 4, 6, and 7.

Greenwood, Davydd J. “Theoretical Research, Applied Research, and Action Research: The Deinstitutionalization of Activist Research,” In Charles R. Hale Ed., *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*, University of California Press, 2008. (C)

Warwick, Donald P. and Thomas F. Pettigrew, “Toward Ethical Guidelines for Social Science Research in Public Policy,” In Daniel Callahan and Bruce Jennings Eds., *Ethics, The Social Sciences and Policy Analysis*, Plenum Press, 1983. (C)

**Amy, Douglas J., “Why Policy Analysis and Ethics are Incompatible,” *Journal of Policy Analysis and Management*, 3(4), 1984. (C)

** Shulock, Nancy, “The Paradox of Policy Analysis: If It Is Not Used, Why Do We Produce So Much of It?” *Journal of Policy Analysis and Management*, 18(2), 1999. (C)

** Gormley, William, “Institutional Policy analysis: A Critical Review,” *Journal of Policy Analysis and Management*, 6(2), 1987. (C)

** Weimer, David Leo, “Enriching Public Discourse: Policy Analysis in Representative Democracies,” *The Good Society*, 11(1), 2002. (C)

**Mead, Lawrence M., “The Interaction Problem in Policy Analysis,” *Policy Sciences*, 16(1), 1983. (C)

Session 16 (12/13): Student Presentations.

Session 17 (12/20): Student Presentations and wrap-up.

****FINAL PAPER DUE BY 8PM ON TUESDAY DECEMBER 21ST****