Public Policy 510 Syllabus

The Politics of Public Policy
Tuesdays &Thursdays, 8:30-9:50am
Fall 2020

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This semester will be unlikely any we have experienced before, but Safiya and I are committed to teaching you about the politics of public policy while keeping your mental and physical health at the top of mind. I expect that the course will be online, with opportunities to meet me, Safiya, and one another outside of class only if you would like. I expect to use a variety of strategies to keep you engaged and learning, and encourage feedback along the way. At the same time, I expect you to try your best under these circumstances, and please keep us informed along the way about any challenges or relevant changes in circumstances that you face. Together we'll put together a set of best practices to manage the semester. After all, we are all figuring this out together.

The primary objective of this core course in the MPP and STPP curricula is to equip students with the knowledge and skills needed for effective political analysis of public policy issues and decisions. The course covers conceptual and analytic frameworks for understanding political processes, institutions, stakeholders, contexts and policy decisionmaking. In addition, the course builds written and verbal communication skills, emphasizing the ability to convey clear and concise political analyses in a variety of formats, including policy memos.

This section of 510 focuses on political strategy and policy processes in comparative perspective. Students learn how national and regional contexts shape political cultures, governing institutions, stakeholders and strategies, and will develop tools to inform and influence policymaking given these differences. Overall, the course trains students: a) to analyze critically and in-depth the political dimensions of pressing policy issues in comparative perspective; b) to engage in issue advocacy from grassroots mobilization to lobbying across national contexts; c) to develop a nuanced understanding of different, including opposing, interests in the policy process; d) to understand the policymaking environments of countries in Europe, Asia, and Africa, in comparative perspective with the United States; e) to work in teams; and f) to improve written and communication skills in policy contexts.

Much of our discussions will be based on case studies, which range from climate change to immigration policy, in the United States, Europe, Asia, and Africa. With each, we explore and compare the various actors in the political environment: governments, interest groups, social movements, experts, and the corporate sector. This course is required for Ford School students and for the STPP Program (For more information on the STPP Program, please see: http://stpp.fordschool.umich.edu).

Requirements for this course include careful completion of assignments, timely participation in asynchronous and synchronous class sessions, multiple writing assignments of varying lengths and styles, group writing assignments, an oral presentation, and multiple opportunities for self and group reflection and assessment. Grading and information about the assignments is provided in the **Assignment Guide** for the course. **Please read the Assignment Guide VERY carefully (and continue to refer to it over the course of the semester.)** You will need to become familiar with the course's Canvas site. **Make sure that your Canvas announcements are turned on, so that you receive class-related news in a timely fashion.** *All* written assignments must be submitted via Canvas, in the "Assignments" section, in MW Word form. The Canvas "Class and Assignment Schedule" has all of the information about class assignments, readings, and other expectations, and will be updated regularly.

Course policies:

Accommodations for Students with Disabilities:	If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.
Student Mental Health and Wellbeing:	The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as the pandemic, strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: https://uhs.umich.edu/stressresources. If you feel comfortable, you can also speak with me or Safiya.
	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 Jordan Long in the Ford School's Student Services Office. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any other resources that I may have or know about.
	This is an extraordinarily difficult time for all of us. If you are concerned that you may not be able to fulfill class requirements for any reason, please make an appointment to speak with me. I will do my best to help you succeed in the course while also maintaining your mental and physical health.
Ford School Public Health Protection Policy:	In order to participate in any in-person aspects of this course, including meeting with other students to study or work on a team project, you must follow all safety measures mandated by the State of Michigan, the University of Michigan and the Ford School. This includes maintaining physical distancing of six feet from others and properly wearing a face covering at all times while on campus. In addition, it is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any

	symptoms of COVID-19, have been exposed to someone with COVID-19, are awaiting a test result, or have engaged in a higher-exposure activity such a flying or attending an indoor social gathering of more than 10 people. If you are unable or unwilling to adhere to all prescribed safety measures, you will be accommodated through remote access to all aspects of this course. Additional information on public health safety measures is described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19.
Inclusivity:	Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to: • share their unique experiences, values and beliefs • be open to the views of others • honor the uniqueness of their colleagues • appreciate the opportunity that we have to learn from each other in this community • value one another's opinions and communicate in a respectful manner • keep confidential discussions that the community has of a personal (or professional) nature • use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community.
Academic Integrity:	The Ford School academic community, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. We hold all members of our community to high standards of scholarship and integrity. To accomplish its mission of providing an optimal educational environment and developing leaders of society, the Ford School promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty, plagiarism and misconduct. Academic dishonesty may be understood as any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other member or members of the academic community. Plagiarism involves representing the words, ideas, or work of others as one's own in writing or presentations, and failing to give full and proper credit to the original source. Conduct, without regard to motive, that violates the academic integrity and ethical standards will result in serious consequences and disciplinary action. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available at: http://www.rackham.umich.edu/current-students/policies/academic-policies... For *all* papers, I expect proper sourcing and citation. I do not care which method (e.g., APA, MLA, etc.) you use, so long as you are consistent through the paper. Also, when citing a source over the course of multiple sentences, cite after the first sentence. In addition, *do not use Wikipedia as a direct*

	source. It is anonymously produced, with un-vetted contributors from all over the world, so the information you find there should *never* be automatically trusted as legitimate. That said, I understand that **Wikipedia** can be extremely useful to introduce you to a particular topic. My suggestion is that you use it to learn the basics about a particular subject, and then follow the links provided there (or the insights you gain) to find a more credible source.
Paying attention during Zoom class sessions:	We know it's hard to pay attention on Zoom. But synchronous discussion is important (and the class survey suggests you agree). So, to make sure you are fully engaged in class, I strongly encourage you to close or minimize non-Class-related apps and windows. Please put other devices away as well. It's hard to pay attention on Zoom, and these distractions make it harder.
Participation:	As you will note from the Assignment Guide, active participation (not simply attendance) is an important part of this course. It gives you an opportunity to actively engage with course material and with your classmates. It is also required, in order to receive a good grade in the course. Active participation involves: 1) coming to all classes; 2) participating at least once per class; 3) making <u>valuable</u> contributions based on ongoing classroom discussion, the lectures, and readings; and 4) knowing when you've been dominating the conversation and pulling back. We'll be discussing some sensitive topics in class, so please be respectful in your contributions and aware of the variety of perspectives on all issues. In addition, in order to active participation, I reserve the right to "cold call" students (i.e., call on students who have not raised their hand to participate). That said, in order to receive a good participation grade, you will have to both volunteer to participate *and* respond well to cold calls. If you anticipate that you might have trouble participating in class, please come and speak with me. I will be happy to give you strategies to increase and improve your participation.
Response to Emails:	Safiya and I will do our best to respond to your emails in a timely fashion. That said, we are not likely to provide immediate responses. Allow 24 hours for a response, and do not expect responses on weekends.
Grades:	There are multiple assignments in the course, which means that at any given time, there are many moving parts. It is tempting to think that the first few papers are inconsequential, because they seem to be worth relatively little in the grand scheme of the course. However, if you find yourself doing poorly on the early papers, this is a worrisome sign of your comprehension of course concepts and development in writing skills—and foreshadows your performance in the more heavily-weighted assignments due later in the semester. If you are performing poorly on the first papers (e.g., consistently scoring below the mean), please speak with Safiya or I immediately, to see how you can improve your performance. The longer you wait, the more difficult it will become to improve your grade.
Syllabus:	While the syllabus is fairly stable (especially for the first few weeks), I reserve the right to make slight changes to it. I do not expect, however, the themes, assignments, or even the readings to change significantly. If I do make even a slight alteration, I will tell you at least a week in advance.

Assignment/Grade Breakdown: (more information is available in the Assignment Guide):	Class participation (including reading responses): 20% Short Memo #1: 5% Stakeholder Memo: 10% Research Memo: 15% Strategy memo: 15% Group comparative politics presentation: 5% Roundtable oral presentation: 15% Initial writing self-assessment, politics reflection, and final self-critique: 10% Peer questions and critiques: 5%
Office Hours:	I encourage you to meet with me at least once, during office hours or by appointment. Especially because we won't get to meet many of you in person, this is an opportunity to get to know each other better! And of course, these are also important opportunities for you to get help on assignments, go over material covered in class, talk about some connections between class material and your other academic work, employment experiences, and career interests, and so on. To sign up for my office hours, click here. For Safiya's, sign in here. **In the "Where" category of the appointment form, be sure to specify whether you prefer Zoom, phone (provide your number), or in-person. Links to our Zoom meetings are on the Canvas landing page.** If you can't make it to our office hours, we are available by appointment.
Copyright of Course Materials:	Lectures and materials used in this course, including but not limited to videos, visual presentations, assessments, and assignments, are protected by United States copyright laws. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy. Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of all students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the US federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings cannot be circulated outside the course.

Class and Assignment Schedule

Tues., Sept. 1:   **Introduction to the Course**

Thurs., Sept. 3:   **Politics and Civility in the Classroom and Beyond**
Conceptual Tools: To think critically about the benefits and limitations of the online classroom
    environment and best practices for the semester
 • What have your most positive classroom experiences been? What made those experiences so
   positive, and how might that be recreated elsewhere?
 • What steps can we take together that our online classroom is fun, enriching, and inclusive?
 • What questions do you have about the syllabus, assignment guide, Canvas site, and online
   approach to the class?

Brian Arao and Kristi Clemens (2013). "From Safe Spaces to Brave Spaces: A New Way to Frame
    Dialogue around Diversity and Social Justice." *The Art of Effective Facilitation*. Stylus
    Publishing.
Draft 510 Best Practices.

**** Roundtable Group Choices Due Friday, September 4th, 5pm! ****

I. Introduction to Comparative Politics

Tues., Sept. 8:   **Introduction to Political Structure**
Conceptual Tools: To understand the concept of political structure and consider its influence in the
    policy process, distinguishing it from political culture. We will also begin to identify how
    political structure differs across policy environments, and how these structural differences
    influence both the process and substance of policymaking.

 • Can you identify aspects of political structure that seem similar on the surface across
   countries, but actually behave quite differently (e.g., legislatures, courts)? How are they
   different? Why?
 • How has political structure shaped the COVID-19 response?
 • Schrad focuses on the importance of public trust, which is actually an aspect of political
   culture (which we'll discuss in the next class!) What questions do you have about the
   distinction between political structure and political culture?
 • Can you think of other social/policy issues that have been shaped by political structure?
   What, and how?

Yaroslav Shevchenko (2020). "COVID-19 and Authoritarian Regimes: China vs. Russia." *Foreign
    Policy Research Institute*. July 30.
Johannes Saurer (2020). "COVID-19 and Cooperative Administrative Federalism in Germany." *The
    Regulatory Review*. May 13.
Jennifer Selin (2020). "Trump versus the states: What federalism means for the coronavirus
    response." *The Conversation*. April 17.
Mark Lawrence Schrad (2020). "The Secret to Coronavirus Success is Trust." *Foreign Policy*. April
    15.

Thurs., Sept.10:   **Understanding Political Culture**
Conceptual Tools: To introduce the concept of political culture and consider its influence in the
    policy process. We will also identify and compare political culture across national contexts.

- How has France's political culture shaped its approach to race and racism (and related policies)? How does this compare to the United States?
- How do historical, geographic, or other aspects of national *cultural* context shape how an issue is framed?
- Can you think of other durable aspects of political culture—norms and values that consistently shape policymaking—from your home country (or other countries you know well)? How do they shape policymaking on a consistent basis?

Joan Wallach Scott (2010). *The Politics of the Veil.* Chapters 1 and 2.
"George Floyd Effect? Protests in France Against Police Violence." *France 24*. June 3, 2020.

Tues., Sept. 15:   Media Framing and Agenda Setting
Conceptual Tools: To understand the role of the media in shaping how we understand social and policy problems.
- How does the media frame issues? What is the process?
- How has the media framed climate change and other issues to privilege certain voices over others?
- Can you think of other examples of how the media has framed issues, which has ultimately had political and policy impact?

Candis Callison (2017). "Climate Change Communication and Indigenous Publics." *Oxford Research Encylopedia, Climate Science*.
Wesley Lowery (2020). "A Reckoning Over Objectivity, Led by Black Journalists." *The New York Times*. June 23.
Race Forward (2014). *Moving the Race Conversation Forward Part I: How the Media Covers Racism, and Other Barriers to Productive Racial Discourse*.

OPTIONAL: Race Forward (2014). *Moving the Race Conversation Forward Part II: Racial Discourse Change in Practice.*

** Politics Reflection Due Wednesday, September 16th, 5pm! **

Thurs., Sept. 17:   Understanding Stakeholders
Conceptual Tools: To understand what a stakeholder is (and how their roles in the policy process compares to other participants), and to classify them as outsiders (social movements) or insiders (interest groups) in the political process based on their tactics.

Assignment (after doing the reading): Find an example of a non-governmental stakeholder that operates at the national level in any country (a group that you think behaves like an interest group or like a social movement; it could be a group you are considering role-playing for the roundtable project). Look at their website or articles describing their identity, history, mission, and tactics. Then answer the questions below.
- What is the organization's history and mission? How does the organization you have chosen try to influence policymaking (what arguments and tactics does it use)?
- How would you try to understand this organization given the readings for this week? Is it an interest group or a stakeholder? On what basis, for example, does it try to convince people (including the government) to support it?
- How is it different from government institutions at the state or national level?

We won't have a Canvas discussion for this class. Instead, you'll bring your assessment of the organization you have chosen to discuss in class.

Mattina, Liborio (2011). "Interest Groups." *International Encyclopedia of Political Science*.
    Thousand Oaks, CA: Sage Publications.
Introduction to Social Movements (3 short articles from the *Encyclopedia of Social and Political Movements*. 2013. Wiley-Blackwell.
Nancy Tomes (2011). "From Outsiders to Insiders: The Consumer-Survivor Movement and Its Impact on US Mental Health Policy." *Patients as Political Actors*. Edited by Beatrix Hoffman, Nancy Tomes, and Mark Schlesinger. New Brunswick, NJ: Rutgers University Press.

Politics Reflection Due Friday, September 18th, 5pm!!

II. Stakeholder Strategies

Tues., Sept. 22: Stakeholders and Framing

Short Memo Due at 8:30am (before class)!

Guest Speaker: Brian Wesolowski, Giffords
Conceptual Tools: To become more familiar with the concept of framing, and to understand how to develop and deploy successful frames to achieve political objectives (based on the broader policy environment)
- What is framing? How do stakeholders invoke specific frames in their political advocacy?
- How has Giffords tried to frame issues? What does it consider in developing its framing? What alternative framings could it use?
- How do groups try to ensure that their framing becomes the dominant approach to solving the social/policy problem?
- What makes a particular frame more or less successful in a policy debate?

GLAAD and Movement Advancement Project (n.d.) *The Art and Science of Framing*.
Joanna Belanger (2020). "Trump's Opposition to Gun Safety Could Lose Him the Election."
    Giffords: Courage to Fight Gun Violence. July 7.
Global Strategy Group (2020). "New Survey Analysis…." June.
Elizabeth Borland (2004). "Cultural Opportunities and Tactical Choice in the Argentine and Chilean Reproductive Rights Movements." *Mobilization.* 9.3: 327-339.

Thurs., Sept. 24: Outsider Political Strategies
Conceptual Tools: To understand, and be able to predict, how political outsiders (e.g., social movement organizations) might operate—particularly in terms of their attempts to influence the policy process—in different political environment (due to structural and cultural differences).
- Without easy access to the corridors of power, what tactics do outsider stakeholders tend to use? How would you characterize these tactics?
- Why do outsiders tend to use public demonstrations in their political tactics?
- Can you identify (from the readings or your own knowledge) national differences in how outsiders engage in political strategy?

"Lives Worth Living" (2011). *PBS Independent Lens*.
Paul Longmore (2003). *Why I Burned My Book and Other Essays on Disability*. Philadelphia, PA: Temple University Press. Chapter 13.

Madhav Gadgil and Ramachandra Guha (2009). "Ecological Conflicts and the Environmental Movement in India." *Environmental Issues in India: A Reader*. Edited by Mahesh Rangarajan. White Plains, NY: Pearson ELT.

Tim Dickinson (2020). "From the Administration that Brought You Kids-in-Cages, It's Tear-Gassed-Moms." *Rolling Stone*. July 22.

** Group Stakeholder Proposal Due Friday, September 25th, 5pm! **

** Roundtable Group Meetings during the week of September 28th! **

Tues., Sept. 29: Insider Political Strategies

Conceptual Tools: To understand, and be able to predict, how political "insiders" (e.g., traditional, economically-motivated interest groups) try to influence the policy process across political environments.

- What are the main political strategies that insider groups use in the United States?
- What is the difference between insider and outsider tactics?
- Given the financial power of political insiders, how do you think outsider groups can respond to these tactics?
- How do insider political strategies compare across national contexts?

James D. Savage (1999). *Funding Science in America: Congress, Universities, and the Politics of the Academic Pork Barrel*. New York: Cambridge University Press. Chapter 5.

Vineeta Yadav (2008). "Business lobbies and policymaking in developing countries: the contrasting cases of India and China." *Journal of Public Affairs*. 8:67-82.

Nicholas Florko (2019). "How PhRMA finally lost: the inside story of the group's biggest lobbying failure in years." *STAT News*. January 2.

Isaac Arnsdorf (2020). "How Hotel Chains Got a Slice of Government Aid for Small Businesses." *ProPublica*. August 6.

Thurs., Oct. 1: Stakeholders and the Politics of Knowledge

Conceptual Tools: To understand and be able to engage in expertise politics in order to achieve policy goals

- What factors shape how policy domains identify and define relevant knowledge and expertise?
  - And how do policy domains maintain these definitions even when challenged?
- What strategies do stakeholders use to challenge definitions of relevant knowledge and expertise in a policy domain?
- How might calls for "evidence-based" policymaking be political in and of themselves?

Benjamin Pauli (2019). *Flint Fights Back: Environmental Justice and Democracy in the Flint Water Crisis*. Cambridge, MA: MIT Press. Excerpt from the Introduction, Chapter 7.

Dianne Scott and Clive Barnett (2009). "Something in the air--civic science and contentious environmental politics in post-Apartheid South Africa." *Geoforum. 40(3): 373-382.*

Tues., Oct. 6: Session with the Writing Instructors

Harry Guinness (2020). "How to Edit Your Own Writing." *The New York Times.* April 7.

Additional assignments TBA.

Thurs., Oct. 8: **The Politics of Expertise in Comparative Perspective**
<u>Conceptual Tools</u>: To explore how our understandings of relevant knowledge and expertise for policy are shaped by national context.
- What knowledge and expertise were considered relevant to the patent system in the US? In Europe?
- Why did the US and Europe define relevant knowledge and expertise for the patent system differently?
- How should we think about calls for "evidence-based policymaking" in the context of these insights about the politics of knowledge?

Shobita Parthasarathy (2017). *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe*. Chicago: University of Chicago Press. Introduction and Chapter 3.

** Writing Self-Assessment Due Friday, October 9th, 5pm! **

Tues., Oct. 13: **Going Viral**
<u>Conceptual Tools</u>: To understand how stakeholders use social media to advance their political strategies. Students will learn how to think strategically about how to develop a social media campaign.

- How do stakeholders build social media strategies?
- What role does social media play in advocacy?
- What kinds of social media strategies seem more effective among outsiders? Among insiders?
- What are the benefits and problems with social media activism in comparison to more traditional media and advocacy strategies?

Yarimar Bonilla and Jonathan Rosa (2015). "#Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States." *American Ethnologist*. 42.1: 4-17.
Marcia Mundt, Karen Ross, and Charla M. Burnett (2018). "Scaling Social Movements through Social Media: The Case of Black Lives Matter." *Social Media + Society*. 1-14.
Bijan Stephen (2020). "Get Up, Stand Up: Social Media Helps Black Lives Matter Fight the Power."
Sono Shah and Regina Widjaya (2020). "Posts mentioning 'Black Lives Matter' spiked on lawmakers' social media accounts after George Floyd killing." *Pew Research Center: FactTank*. July 16.
Jesse Washington (2020). "Why did Black Lives Matter protests attract unprecedented white support?" *The Undefeated*. June 18.
Travis M. Andrews (2020). "Tinder, Tiktok and more: Online activists are finding creative new ways to say Black Lives Matter." *Washington Post*. June 12.

Thurs., Oct. 15: **Lay Expertise and the Politics of Alternative Facts**
<u>Conceptual Tools</u>: To understand the politics of misinformation and alternative facts.
- Why are people drawn to misinformation?
- What are the politics between characterizing knowledge as "alternative facts"?
- How can and should we distinguish between alternative knowledge systems and misinformation? Are there steps governments and media platforms can take to minimize misinformation while still acknowledging alternative knowledge systems?

Tufekci, Zeynep (2018). "The road from Tahrir to Trump." *MIT Technology Review*. August 14.

Maxime Polleri (2019). "Conflictual collaboration: citizen science and the governance of radioactive contamination after the Fukushima nuclear disaster." *American Ethnologist*. 46(2): 214-226.

Sienna R. Craig, Barbara Gerke, and Jan M.A. van der Valk (2020). "Asian Medicines, COVID-19 and the Politics of Science." *Somatosphere*. August 14.

Sohini Sengupta (2020). "How to Stir Confusion Amidst a Pandemic: COVID-19 and Misinformation on WhatsApp." *EPW Engage*. April 7.

Ritu Priya and V. Sujatha (2020). "Will Traditional Indian Medicine Be Allowed to Contribute to the Fight Against COVID-19?" *The Wire*. April 1.

** Friday October 16th, 5pm, Stakeholder Memo Due! **

Tues., Oct. 20:   New Forms of Labor Activism
Conceptual Tools: To consider advocacy strategy against industry and the capacity for social change.
- What strategies are activists using to challenge company policies? Do these strategies differ across countries?
- How can boycotts produce not only industrial but also government change?
- How do the strategies discussed here compare to the strategies used against governments? What are the similarities and differences?
- Under what circumstances might a stakeholder seek to pressure industry, rather than the government?

Christopher C. Towler, Nyron N. Crawford, and Robert A. Bennett (2020). "Shut Up and Play: Black Athletes, Protest Politics, and Black Political Action." *Perspectives on Politics*. 18.1: 111-127.

Nick Faris (2020). "How these player protests stack up historically and why they matter." *The Score*. August 28.

Christine Andrews and R.K. Upadhya (2019). "Lessons from the Long Sixties for Organizing in Tech." *Science for the People*. 22.1.

Daphne Leprince-Ringuet (2020). "Amid growing employee activism, Google agrees to set up a worker council in Europe." *ZDNet*. March 19.

Hamilton Nolan (2020). "Amazon Labor Activism Goes International as European and US Workers Combine Forces." *In These Times*. May 4.

Ryan Mac (2020). "Facebook Employees are Outraged at Mark Zuckerberg's Explanations of How it Handled the Kenosha Violence." *Buzzfeed News*. August 28.

III.   The Politics of Government Institutions and their Expertise

Thurs., Oct. 22:   Decisionmaking inside the bureaucracy
Conceptual Tools: To understand how bureaucracies work, and in particular, how to analyze their efforts to engage in evidence-based policymaking within the political environment.

- What is the function of the bureaucracy in democratic contexts? (And in non-democratic contexts?)
- How does national context shape bureaucratic decisionmaking?
- How does the role of, and attitudes toward, civil service compare across countries? How does this differ in countries beyond those discussed in the readings?

Wendy Espeland (2000). "Bureaucratizing Democracy, Democratizing Bureaucracy." *Law & Social Inquiry*. 25.4: 1077-1109.

Sheila Jasanoff (1991). "Acceptable Evidence in a Pluralistic Society." In *Acceptable Evidence: Science and Values in Risk Management*. New York: Oxford University Press.

Tues., Oct. 27:   Comparative Risk Regulation
Conceptual Tools: To explore, and be able to predict, how a country's political culture and structure might shape how its bureaucracies identify and use evidence and expertise for policymaking.
*   According to Jasanoff and Wiktorowicz, how do bureaucracies think differently in different countries?
*   Why do these bureaucracies think differently, and what are the consequences?
*   What is the precautionary principle, and how does its use compare in the US and Europe? How is risk regulated in other countries (in the COVID-19 crisis, for example)?

Mary E. Wiktorowicz (2003). "Emergent Patterns in the Regulation of Pharmaceuticals: Institutions and Interests in the United States, Canada, Britain, and France." *Journal of Health Politics, Policy, and Law*. Vol. 28, No. 4. 615-658.

Sheila Jasanoff (2000). "Between Risk and Precaution—Reassessing the Future of GM Crops." *Journal of Risk Research*. 3.3: 277-282.

IV.   Politics in the Courtroom

Thurs., Oct. 29:   The Courts as a Site of Politics
Conceptual Tools: To understand the role of the courts in the policy process, and the challenges and opportunities of using the court system to make policy change.
*   How do stakeholders use the courts in order to conduct political/policy advocacy?
*   What specific constraints shape the use of courts for policymaking in the United States?
*   How might you advise a stakeholder interested in using the courts for creating policy change in the United States? What makes the US courts an effective or ineffective site for policy change? How about in other countries?

Molly Ball (2015). "How Gay Marriage Became a Constitutional Right." *The Atlantic*. July 1.
On the Media (2015). "Plaintiff Shopping." WNYC. October 9.
Bonine, John E. "Standing to Sue: The First Step in Access to Justice." Mercer University Law School lecture, January 1999.

**** Research Memo Due on Monday, November 2nd, 5pm****

Tues., Nov. 3:   US ELECTION DAY: NO CLASS!!

Thurs., Nov. 5:   The Comparative Politics of the Courts
Conceptual Tools: To understand how national context shapes the use and role of the courts in making social and political change, and to assess whether the courts are an appropriate venue for political action in a particular national context.

- How might legal standing rules in different countries affect the use of the courts by political actors?
- How do political culture and structure shape the role of the courts vis-à-vis policymaking?

Rajamani, Lavanya (2007). "Public Interest Environmental Litigation in India: Exploring Issues of Access, Participation, Equity, Effectiveness and Sustainability." *Journal of Environmental Law*. 19(3): 293-321.

Sheila Jasanoff and Dogan Perese (2004). "Welfare State or Welfare Court: Asbestos Litigation in Comparative Perspective." *Journal of Law and Policy*. Vol. 12, No. 2. pp. 619-639.

Tues., Nov. 10:   **Roundtable Group Political Environment Presentations**
Conceptual Tools: To engage in your own case comparison, with the roundtable topics as the focus.

V.   Activism beyond Democracy

Thurs., Nov. 12:   Political Advocacy in Non-Democratic Contexts
Conceptual Tools: To understand the challenges and opportunities that non-democratic contexts pose for political actors seeking to create social and policy change.

- What strategies did activists use in China and Pinochet's Chile? How did they compare?
- How does activism in China and Pinochet's Chile compare to the activism we have discussed in democratic contexts?
- If you provided political strategy advice to activists in a non-democratic context, what would be similar to your advice on a similar issue in a democratic context and what would be different?

H. Christoph Steinhardt and Fengshi Wu (2015). "In the Name of the Public: Environmental Protest and the Changing Landscape of Popular Contention in China." *The China Journal*. 75: 61-82.

Jacqueline Adams (2002). "Art in Social Movements: Shantytown Women's Protest in Pinochet's Chile." *Sociological Forum*. 17.1: 21-56.

VI.   Roundtables

**** Roundtable Press Release is due on Canvas, Monday, Nov. 16th, noon ****

Tuesday, Nov. 17:   Roundtable #1

**** Peer Critiques due at the beginning of the next class period****

Thursday, Nov. 19:   Roundtable #2

Tuesday, Nov. 24:   Roundtable #3

Thursday, Nov. 26:   THANKSGIVING BREAK, NO CLASS!!!

Tuesday, Dec. 1:   Roundtable #4

Thursday, Dec. 3:   Roundtable #5

Tuesday, Dec 8:   Semester wrap-up; Considering Comparative Politics

Roundtable Self/Group Critique due Friday, December 11th at 5pm on Canvas

** Strategy Memo due Wednesday, December 18th at 10am on Canvas **