

Public Policy 510 Syllabus

**The Politics of Public Policy
Tuesdays & Thursdays, 8:30-9:50am
Fall 2023**

Prof. Shobita Parthasarathy
4202 Weill Hall Ph: 764-8075 E-mail: shobita@umich.edu
Office Hours: Tuesdays, 10am-noon (in person/Zoom) ([sign up here](#))

GSI: Ember McCoy
3211 Weill Hall E-mail: embermcc@umich.edu
Office Hours: Tuesdays, 4-5pm and Thursdays, 10-11am (in person/Zoom) ([sign up here](#))

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 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 reproductive rights to technology policy, comparing countries across the world. With each, we explore and compare both political cultures and 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, class participation, multiple writing assignments of varying lengths and styles, group and individual oral presentations, and multiple opportunities for self and group reflection and assessment. Information about the assignments and grading is provided in the **Assignment Guide** for the course. **Please read the Assignment Guide VERY carefully at the beginning of the semester (and when in doubt check there first for answers to your questions.)** You will also 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. The Canvas "Modules" will have all of the information about class assignments, readings, and other expectations, and be updated regularly.

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

Course policies:

Accommodations for Students with Disabilities:	<p>The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities (https://ssd.umich.edu/; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate. If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.</p>
Student Mental Health and Wellbeing:	<p>The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, both those relating to the pandemic and other issues such as strained relationships, increased anxiety, alcohol/drug problems, and depression, can directly impact students' academic performance and overall wellbeing. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available.</p> <p>You may access the Ford School's embedded counselor Paige Ziegler (contact information TBD) and/or counselors and urgent services at <u>Counseling and Psychological Services (CAPS)</u> and/or <u>University Health Service (UHS)</u>. Students may also use the Crisis Text Line (text '4UMICH' to 741741) to be connected to a trained crisis volunteer. You can find additional resources both on and off campus through the <u>University Health Service</u> and through <u>CAPS</u>.</p> <p>This continues to be a 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.</p>
Ford School Public Health Protection Policy:	<p>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 the public health safety measures and policies put in place by the State of Michigan, Washtenaw County, the University of Michigan, and the Ford School. Up to date information on U-M policies can be found <u>here</u>. 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</p>

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

Inclusivity:	<p>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:</p> <ul style="list-style-type: none">• 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:	<p>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. The Ford School's policy of academic integrity can be found in the MPP BA, and PhD Program handbooks. Additional information regarding academic dishonesty, plagiarism and misconduct and their consequences is available here.</p> <p>For <i>all</i> 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, <i>do not use Wikipedia as a direct source</i>. It is anonymously produced, with un-vetted contributors from all over the world, so the information you find there should <i>never</i> 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.</p>
Generative AI:	<p>ChatGPT and other similar technologies have generated enormous excitement worldwide and are increasingly being used for a variety of tasks. While their capabilities are impressive, these technologies have many flaws. First and foremost, they are based on algorithms and therefore are designed to identify the most likely response, rather than the correct or moral one. As a result, they are particularly bad at generating correct citations (they tend to</p>

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

	<p>amalgamate the most common authors and plausible titles into a single citation). They tend to write poorly (e.g., vague statements, equivocation). This means that it will not be useful for writing policy documents, which value linguistic clarity and precision. Furthermore, large language models like ChatGPT are based on datasets that are limited historically, culturally, and linguistically, which increases the likelihood that they will generate inappropriate and inaccurate content. And, by using them, you are also providing data to the companies that are producing these algorithms, without any real privacy protections (and people have already found that generative AI can be hacked to produce personally identifiable information).</p> <p>Meanwhile, this class is designed to help you develop critical thinking skills, which includes learning how to read and understand the materials we'll be discussing, search for and identify relevant sources for assignments, and synthesize materials. We also want you to learn how to communicate to stakeholders and government in a clear and precise way.</p> <p>For all of these reasons, I will not allow you to use generative AI to draft, write, or edit the assignments in this course. Students who are found to have used ChatGPT or the like to complete their assignments will receive a grade of zero for that assignment. You may use the technology to search for sources or better understand concepts we discuss in the course, but I discourage it for the reasons stated above. It's just not a great technology for these purposes! <u>If you do use the technology in these ways, however, you must disclose it in writing along with the assignment.</u></p> <p>Please also note that if you use generative AI to find a source, then you <u>must</u> check the source before citing it. And as discussed above, you are expected to cite sources extensively and properly, unless you are stating something that is common knowledge. Failure to cite sources properly will lead to a reduction in your grade.</p>
Use of Technology:	<p>Students should follow instructions from their instructor as to acceptable use of technology in the classroom, including laptops, in each course. All course materials (including slides, assignments, handouts, pre-recorded lectures or recordings of class) are to be considered confidential material and are not to be shared in full or part with anyone outside of the course participants. Likewise, your own personal recording (audio or video) of your classes or office hour sessions is allowed only with the express written permission of your instructor. If you wish to post course materials or photographs/videos of classmates or your instructor to third-party sites (e.g. social media), you must first have informed consent. <i>Without explicit permission from the instructor and in some cases your classmates, the public distribution or posting of any photos, audio/video recordings or pre-recordings from class, discussion section or office hours, even if you have permission to record, is not allowed and could be considered academic misconduct.</i></p>

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

<p>Participation:</p>	<p>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 class; 2) making <u>valuable</u> contributions based on ongoing classroom discussion, the lectures, and readings; and 3) knowing when you've been dominating the conversation and pulling back. You should also set a goal of participating at least once per class, but don't just participate for the sake of saying something! Remember that participation also involves asking questions, either regarding the readings or discussion. 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 <i>and</i> respond well to cold calls.</p> <p>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.</p>														
<p>Response to Emails:</p>	<p>Ember and I will do our best to respond to your emails in a timely fashion. That said, we will not provide immediate responses. Allow 24 hours for a response, and do not expect responses on weekends.</p>														
<p>Grades:</p>	<p>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 Ember or me immediately, to see how you can improve your performance. The longer you wait, the more difficult it will become to improve your grade.</p>														
<p>Syllabus:</p>	<p>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.</p>														
<p>Assignment/Grade Breakdown: (more information is available in the Assignment Guide):</p>	<table border="0"> <tr> <td>Class participation (including reading responses):</td> <td>15%</td> </tr> <tr> <td>Short Memo:</td> <td>5%</td> </tr> <tr> <td>Stakeholder Memo:</td> <td>15%</td> </tr> <tr> <td>Research Memo:</td> <td>15%</td> </tr> <tr> <td>Strategy memo:</td> <td>15%</td> </tr> <tr> <td>Roundtable oral presentation:</td> <td>15%</td> </tr> <tr> <td>Group Comparative Political Environment Presentation</td> <td>10%</td> </tr> </table>	Class participation (including reading responses):	15%	Short Memo:	5%	Stakeholder Memo:	15%	Research Memo:	15%	Strategy memo:	15%	Roundtable oral presentation:	15%	Group Comparative Political Environment Presentation	10%
Class participation (including reading responses):	15%														
Short Memo:	5%														
Stakeholder Memo:	15%														
Research Memo:	15%														
Strategy memo:	15%														
Roundtable oral presentation:	15%														
Group Comparative Political Environment Presentation	10%														

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

	Initial writing self-assessment and final self-critique: 5% Peer questions and critiques: 5%
Office Hours:	<p>I encourage you to meet with me at least once, during office hours or by appointment, just so we can get to know one another 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.</p> <p>To sign up for my office hours, click here. For Ember's, sign up 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.</p>
Copyright of Course Materials:	<p>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.</p> <p>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 parts of online sessions are to be recorded, and such recordings cannot be circulated outside the course.</p>

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at: <https://intranet.fordschool.umich.edu/academic-expectations>

Class and Assignment Schedule

Tues., Aug. 29: Introduction to the Course

If you don't have must experience reading articles from the social sciences/humanities (or even if you do!) I recommend that you take a look at the following short articles which will help you navigate this semester's readings. And if you are new to the US political system, you may find the "Prep Reading on US Politics" (in Canvas, under Files>Additional Resources>Prep Reading on US Politics) useful.

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

Jessica Calarco (2018). “Beyond the Abstract: Reading for Meaning in Academia.” September 2.
Amelia Hoover Green (2013). “How to Read Political Science: A Guide in Four Steps.”

Thurs., Aug. 31: Politics and Civility in the Classroom and Beyond

Conceptual Tools: To think critically about the benefits and limitations of political civility and develop best practices for the semester

- What have your most positive classroom experiences been (especially for discussion-based courses)? What made those experiences so positive, and how might that be recreated elsewhere?
- Think of a negative classroom experience you have had. What might the instructor, other students, and you have done differently to make it better?
- What worries you most about managing the course this term? Do you have ideas on how we might manage them?
- How did the participants in the Aspen Ideas festival discussion on guns manage dialogue across difference? What strategies were most effective? What was ineffective?
- Are there drawbacks to maintaining political civility?

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.

“[Aspen Ideas Festival: The Role of Guns in America](#).” Podcast episode. *TheIA.org*. July 10.

Carefully Read the Assignment Guide, review the syllabus and Canvas site (especially the Modules and “Additional Resources”). (Take particular note of assignments—especially the roundtables!—and grading criteria, and come to class with questions.)

Brainstorm Best Practices for PubPol 510 this term using the questions above.

RECOMMENDED:

Explore “[America in One Room](#)” website/materials.

Sharon Steele (2019). “[Cranford Resident Participates ‘America in One Room’ Political Experiment](#).”

Liz Mineo with Jane Mansbridge (2021). “[How to get people to talk to one another again? Citizens’ assemblies](#).” *The Harvard Gazette*. May 5.

I. Introduction to Comparative Politics

Tues., Sept. 5: Introduction to Political Structure

**** Roundtable Group Choices Due Thursday, September 5th, 8:30am!**
(SUBMIT HARD COPY)**

Conceptual Tools: To understand the concept of political structure and consider its influence in the policy process. 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. Political structure, as we will discuss in class, are tangible elements of how a country works, usually set forth in law (e.g., federalism, the branches of government and their relationships, common vs civil law countries)

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

- 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 did political structure shape the COVID-19 response?
- Can you think of other social/policy issues that have been shaped by political structure? What, and how?

Frank Langfitt (2022). "[Why did UK's Tories pull the plug on Johnson but Republicans still support Trump?](#)" *NPR Morning Edition*. July 21.

Scott L. Greer, Elizabeth J. King, Elize Massard da Fonseca, and André Peralta-Santos (2021). *Coronavirus Politics: The Comparative Politics and Policy of COVID-19*. University of Michigan Press. Introduction plus at least one chapter on a country case, choose from chapters 4-33 (except for your home country/ies).

Thurs., Sept. 7: Understanding Political Culture

Conceptual Tools: To introduce the concept of political culture, distinguish it from political structure, and consider its influence in the policy process. We will also identify and compare political culture across national contexts. Political culture usually refers to durable cultural norms and values present in a country, which help to shape the kinds of issues that emerge on the political agenda, how they are debated and resolved, and who is involved in the debate. They are usually stable over very long periods of time.

- What is political culture, and how is it different from political structure?
- How has France's political culture shaped its approach to race and racism? What are the implications for public policy? How does this compare to the United States?
- What makes Danish political culture distinct, and how does it affect its political processes?
- 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*. Chapter 2.

"[George Floyd Effect? Protests in France Against Police Violence](#)." *France 24*. June 3, 2020.

Aurelien Breedn (2023). "France to Ban Full-Length Muslim Robes in Public Schools." *The New York Times*. August 28.

Tues., Sept. 12: Framing and the Comparative Politics of Policy Problems

Conceptual Tools: To understand how national political context (both culture and structure) shapes how governments understand policy problems.

- What is a country's sociotechnical imaginary, and how does it affect politics and policy even in technical matters?
- What aspects of political culture and structure led countries to understand energy policy, the patent system, and AI differently?
- What is framing, and how does it shape policy discussion?

Sheila Jasanoff and Sang-Hyun Kim (2013). "Sociotechnical Imaginaries and National Energy Policies." *Science as Culture*. 22(2): 189-196.

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

Yousif Hassan (2022). "Governing algorithms from the South: a case study of AI development in Africa." *AI & Society*. <https://doi.org/10.1007/s00146-022-01527-7>

Nina Tynkkynen (2010). "A great ecological power in global climate policy? Framing climate change as a policy problem in Russian public discussion." *Environmental Politics*. 19(2): 179-195.

II. Stakeholders and their Strategies

Thurs., Sept. 14: 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 primarily 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 and bring your assessment of the organization you have chosen to discuss in class.

- 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 more of 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?

Ondrej Cisar (2013). "Interest groups and social movements." In David A. Snow, Donatella della Porta, Bert Klandermans, and Doug McAdam, eds. *The Wiley-Blackwell Encyclopedia of Social and Political Movements*. Blackwell Publishing.

Aldon Morris (2021). "[From Civil Rights to Black Lives Matter](#)." *Scientific American*. February 3.

Temple Uwalaka (2022). "Social Media as Solidarity Vehicle During the 2020 #EndSARS Protests in Nigeria." *Journal of Asian and African Studies*. 1-16.

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.

Tues., Sept. 19: Stakeholders and Framing

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

Guest Speaker: Brian Wesolowski, Senior Public Affairs Manager, Microsoft

Conceptual Tools: To become more familiar with the concept of framing, and to understand how stakeholders 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 does the tech industry frame issues? Why do you think it has been historically successful?
- How are tech leaders framing AI, and how does this compare to how women in tech are framing it? Why do these frames differ?

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

- GLAAD and Movement Advancement Project (n.d.) *The Art and Science of Framing*.
Pawel Popiel. (2018). The Tech Lobby: Tracing the Contours of New Media Elite Lobbying Power. *Communication, Culture and Critique*. 11(4), 566-585.
Emily M. Bender and Alex Hanna (2023). "[AI Causes Real Harm. Let's Focus on That Over the End-of-Humanity Hype.](#)" *Scientific American*. August 12.
Lorena O'Neil (2023). "[These Women Tried to Warn Us About AI.](#)" *Rolling Stone*. August 12.

Thurs., Sept. 21: Framing Strategies in Comparative Perspective

Conceptual Tools: To develop our understanding of framing further, understand how similar frames might work across policy domains, and explore how different national environments shape framing.

- How do framing strategies differ across national environments, for example in the reproductive rights or in the AIDS movement? (Can you think of other examples of how stakeholders frame issues differently depending on the national environment?)
- How do political culture and structure shape the strategies (framing and otherwise) of stakeholders?

Assignment (after doing the reading): Find an audiovisual example of framing by a political stakeholder. It could be an image, a video, a poster, or a podcast ad put out by an industry organization, company, or civil society group to advocate for or against a particular pending policy. Analyze your example: what is the frame that the stakeholder is using to make its argument? Bring the example (or a link to it) to class, and be ready to explain what frame you think they are using.

- Elizabeth Borland (2004). "[Cultural Opportunities and Tactical Choice in the Argentine and Chilean Reproductive Rights Movements.](#)" *Mobilization*. 9.3: 327-339.
Steven Robins (2004). "'Long Live Zackie, Long Live': AIDS Activism, Science and Citizenship after Apartheid." *Journal of Southern African Studies*. 30(3): 651-672.

**** Group Stakeholder Proposal Due Friday, September 22nd, 11:59am! ****

**** Roundtable Group Meetings during the week of September 25th! ****

Tues., Sept. 26: Outsider Political Strategies

Conceptual Tools: To understand, and be able to predict or recommend, 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?

Watch at least the first 45 minutes of either "Narmada: A Valley Rises" (A-K last names) or "Lives Worth Living" (L-Z last names).

- Paul Longmore (2003). *Why I Burned My Book and Other Essays on Disability*. Philadelphia, PA: Temple University Press. Chapter 13.

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

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.

Thurs., Sept. 28: NO CLASS (WE'LL BE MEETING WITH EACH GROUP FOR AN HOUR THIS WEEK!)

Tues., Oct. 3: Session with the Writing Instructors

NOTE: Like all class sessions, attendance is required for this session (and trust us, it's incredibly helpful!)

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

Read cheat sheets/guidance documents from Ford School writing instructors (in Canvas under. Files>Resources on Policy Writing).

**** Writing Self-Assessment Due Wednesday, October 4th, noon! ****

Thurs., Oct. 5: 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, China, and India? How are they similar and different?
- How do the tactics of political insiders compare to those of outsiders?
- 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.

CNBC (2020). "[How Lobbying Became a \\$3.5 Billion Industry](#)." October 3.

Derrick Gingery (2021). "Patient Support May Have Helped Push Aduhelm Toward Approval." *Pink Sheet*. June 7.

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

Tues., Oct. 10: Labor Activism

Conceptual Tools: To consider advocacy strategies against industry and the capacity for social change.

- How do labor organizing strategies compare across countries?
- How do the strategies discussed here compare to the strategies used against governments? What are the similarities and differences?
- What are the benefits and drawbacks of organizing against government vs. industry?
- Why do scientists and tech workers organize? How have their organizing strategies changed over time?

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

Madhumita Dutta (2021). "Becoming 'active labour protestors': women workers organizing in India's garment export factories." *Globalizations*.

Mary Gray (2022). [Interview on The Received Wisdom podcast](#) (start at 24:30).

Lorenzo Cini, Vincenzo Maccarrone, and Arianna Tassinari (2022). "With or without U(nions)? Understanding the diversity of gig workers' organizing practices in Italy and the UK." *European Journal of Industrial Relations*. 28(3): 341-362.

**** Wednesday, October 11th, noon, Stakeholder Memo Due! ****

Thurs., Oct. 12: 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 is lay knowledge, and why is it crucial for policy domains to consider? What are the barriers to considering lay knowledge and expertise in policy?
- 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.

Benjamin Pauli (2020). Interview on The Received Wisdom podcast.

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.

RECOMMENDED:

Gwen Ottinger (2010). "Buckets of Resistance: Standards and the Effectiveness of Citizen Science." *Science, Technology, and Human Values*. 35(2): 244-270.

Yanna Labrinidou (2016). "On Listening, Science, and Justice: A Call for Exercising Care in What Lessons We Draw from Flint." *Environmental Science & Technology*. 12058-12059.

Tues., Oct. 17: FALL BREAK, NO CLASS!!!

III. The Politics of Government Institutions and their Expertise

Thurs., Oct. 19: The Politics of Expertise in Comparative Perspective

Conceptual Tools: 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?

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

Shobita Parthasarathy (2017). *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe*. Chicago: University of Chicago Press. Chapters 2 and 3.

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

Tues., Oct. 24: Comparing the Politics of Pending Policies

Conceptual Tools: To engage in your own case comparison, with the roundtable topics as the focus.

- What are the systematic aspects of the national political environment (e.g., political culture, structure, history) that shape the debates about nuclear power and genetic engineering?
- How did it shape the debate, in terms of framing, the types of stakeholders represented, etc?
- Reflect on your roundtable debate (using the questions we provide). What makes it distinct to how similar debates are happening elsewhere? You can even start with how and why the particular issue has arisen on the policy agenda.

Thurs., Oct. 26: Research Memo Peer Review

**** Research Memo Due on Friday, Oct. 27, noon on Canvas!****

Tues., Oct. 31: Bureaucratic Politics in Comparative Perspective

Conceptual Tools: To understand how bureaucracies work and how their efforts to engage in evidence-based policymaking within the political environment differ across national contexts.

- How does the role of the bureaucracy compare across contexts?
- How does political culture shape how bureaucracies understand acceptable evidence and expertise?
- Why does the US government tend to value quantitative knowledge over other forms? What are the benefits and drawbacks of this approach (think back to our readings and discussion on October 12th too)?
- 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?

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

Sheila Jasanoff and Dogan Perese (2004). "Welfare State or Welfare Court: Asbestos Litigation in Comparative Perspective." *Journal of Law and Policy*. 12(2): 619-639.

Thurs., Nov. 2: Group Political Environment Presentations

**** Note: Ember & my office hours are front-loaded the week of November 7th ****

Tues., Nov. 7: The Courts in Comparative Perspective

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, and consider how these processes differ across national contexts.

- 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 does this compare across countries?

*This syllabus is subject to change, but will not be updated;
for the most up-to-date reading requirements and due dates please see the Canvas modules*

- 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.

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.

RECOMMENDED-- Bonine, John E. "Standing to Sue: The First Step in Access to Justice." Mercer University Law School lecture, January 1999.

Thurs., Nov. 9 NO CLASS! PREPARE FOR ROUNDTABLES!

**** Roundtable Press Release is due on Canvas, Monday, Nov. 13th, noon ****

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

IV. Roundtables

Tues., Nov. 14: Roundtable #1

Thurs., Nov. 16: Roundtable #2

Tues., Nov. 21: Roundtable #3

Thurs., Nov. 23: THANKSGIVING BREAK, NO CLASS!!!

****OPTIONAL Revised Memo due Monday, November 27th at noon on Canvas****

Tues., Nov. 28: Roundtable #4

Thurs., Nov. 30: Roundtable #5

Tues., Dec 5: Semester wrap-up; Considering Comparative Politics

****Roundtable Self/Group Critique due Friday, December 8th at noon on Canvas****

**** Strategy Memo due Wednesday, December 13th at 11:59pm on Canvas ****