

Syllabus PA 392C
Theories and Philosophy of Public Policy I
Fall 2012
(unique #)

Monday 9-12 pm

Instructor:

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Course Objective

This is the first part in a two-course series designed to provide an overview of philosophical and theoretical foundations of academic policy analysis and research. Part I will introduce students to theoretical foundations for social science and policy research. We will focus on broad frameworks for policy research to help students understand modern perspectives on social science research, academic policy research, and the role of policy analysis in a democratic society. This course is designed to serve as a foundation for understanding the broad theories that have influenced academic policy research. It is not an exhaustive review of literature.

Public policy is an interdisciplinary field. Students will explore the influence of a variety of disciplines on an integrated approach to policy research. Public policy is also an applied field. Students will discuss the role of academic policy analysis in a democratic society and the relationship between the researcher and the state and its citizens.

Course Requirements

Students are required to complete all assigned readings, actively participate in and lead class discussions, complete all written assignments, and complete a written in-class final exam. Required readings represent only a sample of the important readings in the field. Students are expected to explore further readings on topics for class presentations and written assignments. In addition to required readings, students are expected to come to class prepared to discuss current policy issues in relationship to classroom topics.

Grading is based on each student's contribution to the course and quality work in the following areas:

Class Participation

Many classroom discussions will be student-led. Students are expected to provide an accurate and relevant overview of readings, as well as to prepare questions to stimulate discussion. Students are expected to participate in discussions each week and to conduct discussion in a way that is engaged, respectful, and courteous.

Weekly Reflection Papers

1-page (max!) paper reflecting on a philosophical or theoretical tension in the readings for that week. Papers are due at the beginning of each class. No late papers will be accepted. Papers over one page will not be accepted. Use 12-point font and 1” margins.

Journal Article Review

2-3 page paper describing the theoretical approach of a published, peer-reviewed policy evaluation.

Term Paper

Up to 20-page paper defining a policy problem, discussing the theoretical basis for calling this a public problem, and proposing a theoretical framework for research.

Final Exam

In-class, closed book written final exam. The exam is modeled on the written portion of the PhD comprehensive exams at the LBJ School.

Policy on Scholastic Dishonesty

Students are expected to respect the LBJ School's standards regarding academic dishonesty. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and ethical behavior. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the Dean of Students web page.

(http://deanofstudents.utexas.edu/sjs/acint_student.php) and the Office of Graduate Studies (<http://www.utexas.edu/ogs/ethics/transcripts/academic.html>). The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

For further information, please visit the Student Judicial Services website at:
www.utexas.edu/depts/dos/sjs/

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-6441 TTY.

Schedule of Topics

I. INTRODUCTION TO THE FIELD OF PUBLIC POLICY

Week 1, Aug. 30 The Field of Public Policy

II. THEORIES OF SOCIAL SCIENCE AND POLICY RESEARCH

Week 2, Sept. 6 Theoretical Foundations of Social Science Research

Week 3, Sept. 13 Pragmatism in Social Science Research

III. FOUNDATIONS OF PUBLIC POLICY RESEARCH AND METHODS

Week 4, Sept. 20 What to Study? Definitions of Public Problems

Week 5, Sept. 27 What to Measure? Foundations of Policy Analytic Methods

Week 6, Oct. 4 What is Good Policy? Conceptions of the Public Good

Week 7, Oct. 11 Science and Pragmatism in Policy Evaluation

Week 8, Oct. 18 Applying Frameworks to Policy Research

IV. FOUNDATIONS OF ETHICAL POLICY ANALYSIS

Week 9, Oct. 25 Classical Theories of Democracy in a Contemporary Policy Setting

Week 10, Nov. 1 Contemporary Theories of Democracy

Week 11, Nov. 8 APPAM Conference – NO CLASS

Week 12, Nov. 15 The Role of the Policy Researcher

Week 13, Nov. 22 Thanksgiving – NO CLASS

Week 14, Nov. 29 The Role of Government in Democratic Policy

Week 15, Dec. 6 The Role of the Individual in Democratic Policy

Books on Reserve at Benson Library (Sid Richardson Hall)

DeLeon, Peter (1997). *Democracy and the Policy Sciences*. Albany, NY: SUNY Press.

Deising, Paul (1991). *How Does Social Science Work?* Pittsburgh, PA: Pittsburgh University Press.

Ellis, Ralph D. (1998). *Just Results: Ethical Foundations for Policy Analysis*. Washington, DC: Georgetown University Press.

Etzioni, Amitai (1988). *The Moral Dimension: Toward a New Economics*. New York: The Free Press.

Machievelli, Niccolo. *The Prince* (any edition is okay)

Olson, Mancur (1965). *The Logic of Collective Action*. Cambridge: Harvard University Press.

Shafritz, J & Hyde, A. (eds) (1997). *Classics of Public Administration*. Boston, Massachusetts: Thomson Wadsworth.

Stevens, Joe B. (1993). *The Economics of Collective Choice*. Boulder, CO: Westview Press.

Terchek, R.J. & Conte, T.C. (eds) (2001). *Theories of Democracy: A Reader*. Lanham, MD: Rowan & Littlefield Publishers, Inc.

Weimer, David L. & Vining, Aidan R. (1999). *Policy Analysis: Concepts and Practices*. Upper Saddle Ridge, NJ: Pearson/Prentice Hall.

Wildavsky, Aaron (1987). *Speaking Truth to Power*. New Brunswick, NJ: Transaction Publishers.

On Reserve at PCL

Stone, Deborah (2002). *Policy Paradox: The Art of Political Decision Making*. New York: W.W. Norton & Company, Inc.

Additional readings available on ERES – password “Monday”

Reading Assignments

Week 1 (August 30). The Field of Public Policy

Theory or Lack of Theory in Policy Studies

McCool, Daniel C. (1995). *Public Policy Theories, Models, and Concepts*. Upper Saddle River, NJ: Prentice Hall. Section 1: The theoretical foundation of policy studies, pp. 1-27.

Smith, Kevin B. & Larimer, Christopher W. (2009). *The Public Policy Theory Primer*. Boulder, CO: Westview Press. Chapter 1: Public policy as a concept and a field (or fields) of study, pp. 1-26.

Perspectives on the Field

Lasswell, Harold (1951). The immediate future of research policy and method in political science. *American Political Science Review*, 45 (1), 133-142.

Hitch, Charles J. & McKean, Roland N. (1967). *The Economics of Defense in the Nuclear Age*. Cambridge, MA: Harvard University Press. Chapter 7: Efficiency in military decisions, pp. 105-133.

Enthoven, Alain C. & Smith, K. Wayne (1971). *How Much is Enough? Shaping the Defense Program 1961—1969*. Santa Monica, CA: RAND. Chapter 2: New concepts and new tools to shape the defense program, pp. 31-72.

Lynn, Laurence E. (1987). Public Management: What Do We Know? What Should We Know? And How Will We Know It? *Journal of Policy Analysis and Management*, 7 (1), 178-187.

Radin, Beryl (2000). *Beyond Machiavelli: Policy Analysis Comes of Age*. Washington, DC: Georgetown University Press. Chapter 1: A Portrait of the Past, pp. 9-54.

Myers, Samuel J. (2002). Presidential address: Analysis of race as policy analysis. *Journal of Policy Analysis and Management*, 21(2), 169-190.

Maynard, Rebecca A. (2006). Presidential address: Evidence-based decision making: What will it take for the decision makers to care? *Journal of Policy Analysis and Management*, 25(2), 249-265.

Besharov, Douglas J. (2009). Presidential address: From the Great Society to Continuous Improvement Government: Shifting from “does it work?” to “what would make it better?” *Journal of Policy Analysis and Management*, 28(20), 199-220.

Week 2 (September 6). Theoretical Foundations of Social Science Research

Deising, Paul (1991). *How Does Social Science Work?* Pittsburgh, PA: Pittsburgh University Press. Chapters 1-6.

Recommended reading:

Coleman, James S. (1990). *Foundation of Social Theory*. Cambridge: The Belknap Press of Harvard University.

Hempel, Carl G. (1966) *Philosophy of Natural Science*. Englewood Cliffs, NJ: Prentice Hall, Inc.

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

Popper, K. (1994). *The Myth of the Framework: In Defense of Science and Rationality*. M.A. Notturmo (ed). London: Routledge.

Week 3 (September 13). Pragmatism and the Design of Social Science Research

Deising, Paul (1991). *How Does Social Science Work?* Pittsburgh, PA: Pittsburgh University Press. Chapters 7-12.

Bradley, W. J., & Schaefer, K. C. (1998). *The uses and misuses of data and models: The mathematization of the human sciences*. Thousand Oaks, CA: Sage.

Week 4 (September 20). Definitions of Public Problems

Olson, Mancur (1965). *The Logic of Collective Action*. Cambridge: Harvard University Press. Chapters I-II, pp. 5-65.

Stevenson, Joe B. (1993). *The Economics of Collective Choice*. Boulder, CO: Westview Press. Chapters 6-11.

Weimer, David L. & Vining, Aidan R. (2005). *Policy Analysis: Concepts and Practices*. Upper Saddle River, NJ: Pearson Prentice Hall. Chapters 4-9.

Week 5 (September 27): Foundations of Policy Analytic Methods

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin.

Weimer, David L. & Vining, Aidan R. (2005). *Policy Analysis: Concepts and Practices*. Upper Saddle River, NJ: Pearson Prentice Hall. Chapters 9-12

Brent, Robert J. (2006). *Applied Cost-Benefit Analysis*. Cheltenham, UK: Edward Elgar.

Week 6 (October 4). Conceptions of the Public Good

Ellis, Ralph D. (1998). *Just Results: Ethical Foundations for Policy Analysis*. Washington, DC: Georgetown University Press. Focus on chapters 3-6, pp. 57-172.

Stone, Deborah (1997). *Policy Paradox: The Art of Political Decision Making*. New York: W.W. Norton & Company. Focus on chapters 1-10, p. 15-256.

Etzioni, Amitai (1988). *The Moral Dimension: Toward a New Economics*. New York: The Free Press. Focus on chapters 1-5 (pp. 1-87) & 11-14 (pp. 181-252).

Miller, Hugh T. (2002) *Postmodern Public Policy*. Albany, NY: SUNY Press.

Week 7 (October 11). Science and Pragmatism in Policy Evaluation

Reviews of Evaluation Theory

Alkin, M.C. & Christie, C.A. (2004). An evaluation theory tree. In *Evaluation Roots*, M.C. Alkin (ed). Thousand Oaks, CA: Sage Publications.

Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (1999). *Evaluation: A Systemic Approach*, 6th edition. Thousand Oaks, CA: Sage Publications. Chapter 1: Programs, Policies, and Evaluations.

Theoretical Perspectives

Campbell (1969). Reforms as experiments. *American Psychologist*, , 409-429.

Scriven, M. (1973). Goal-free evaluation. In *School Evaluation: The Politics & Process*. E.R. House (ed). Berkeley, CA: McCutchan Publishing Corporation.

Wholey, J.S. (1979). Using evaluation to improve program performance. In *Evaluation Research and Practice: Comparative and International Perspectives*, R.A. Levine et al. (eds). Beverly Hills, CA: Sage Publications.

Weiss, C.H. (1983). The stakeholder approach to evaluation: Origins and promise. In *New Directions for Program Evaluation Volume 17*. San Francisco, CA: Josey-Bass.

Cronbach, L.J. (1986). Social inquiry by and for earthlings. In *Metatheory in Social Science*. Chicago, IL: The University of Chicago Press.

Rossi, P.H., Freeman, H.E., & Lipsey, M.W. (1999). *Evaluation: A Systemic Approach*, 6th edition. Thousand Oaks, CA: Sage Publications. Chapter 12: The Social Context of Evaluation.

Week 8 (October 18). Applying Research Frameworks

Banerjee, A.V. et al. (2010). Pitfalls of participatory programs: Evidence from a randomized evaluation in education in India. *American Economic Journal: Economic Policy*, 2(1), 1-30.

Dei, G (2005). The challenge of inclusive schooling in Africa: A Ghanaian Case Study. *Comparative Education*, 41(3), 267-289.

McEwan, Patrick J. & Carnoy, Martin (2000). The effectiveness and efficiency of private schools in Chile's voucher system. *Educational Evaluation and Policy Analysis*, 22(3), 213-239.

Cousins, B.J., Ross, J.A., & Maynes, F.J. (1994). The reported nature and consequences of teachers' joint work in three exemplary schools. *The Elementary School Journal*, 94(4), 441-465.

Borman, G.D. et al. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of Educational Research*, 73(2), 125-230. **NOTE: article has 100 pages of appendices that you do not need to print.**

Buzhardt, Jay et al. (2006). Research on scaling up evidence-based instructional practice: Developing a sensitive measure of the rate of implementation. *Educational Technology Research and Development*, 54(5), pp. 467- 492.

Belfield, Clive R. et al. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 followup. *The Journal of Human Resources*, 41(1), 162-190.

Week 9 (October 25). Classical Theories of Democracy Applied to Contemporary Policy Theory

Terchek, R.J. & Conte, T.C. (eds) (2001). *Theories of Democracy: A Reader*. Lanham, MD: Rowan & Littlefield Publishers, Inc. Part I

Recommended:

Full text of readings excerpted in Terchek & Conte.

Dryzek, John S., Honig, Bonnie, & Phillips, Anne (eds) (2006). *The Oxford Handbook of Political Theory*. Oxford: Oxford University Press.

Dahl, Robert. *On Democracy* (2000), *Democracy and its Critics* (1989), *A Preface to Democratic Theory* (1956)

Ebenstein, William & Ebenstein, Alan O (1999). *Great Political Thinkers: Plato to the Present*. Orlando, FL: Harcourt, Inc.

Evans, Peter, Rueschemeyer, Dietrich, & Skopcol, Theda (eds) (1985). *Bringing the State Back In*. Cambridge: Cambridge University Press.

Week 10 (November 1). Contemporary Theories of Democracy in Policy Theory

Terchek, R.J. & Conte, T.C. (eds) (2001). *Theories of Democracy: A Reader*. Lanham, MD: Rowan & Littlefield Publishers, Inc. Part II.

DeLeon, Peter (1997). *Democracy and the Policy Studies*. Albany, NY: SUNY Press.

Week 11 (November 8). APPAM CONFERENCE - NO CLASS

Week 12 (November 15). Ethics of Policy Analysis

Machiavelli, Niccolo. *The Prince* – any edition or translation

Dror, Yehezkel (1967). Policy analysts: A new professional role in government service. *Public Administration Review*, 27(30), 197-203.

Enthoven, Alain C. & Smith, K. Wayne (1971). *How Much is Enough? Shaping the Defense Program 1961-1969*. Santa Monica, CA: RAND. Chapter 3: Why independent analysts? pp. 73-116.

Wildavsky, Aaron (1987). *Speaking Truth to Power*. New Brunswick, NJ: Transaction Publishers. Focus on Chapter 5 (pp. 114-141), Chapter 9 (pp. 212-237), Chapter 11 (pp. 252-280), and Chapter 16 (pp. 385-406).

Weimer, David L. (1992). Claiming Races, Broiler Contracts, Heresthetics, and Habits: Ten Concepts for Policy Design. *Policy Sciences*, 25(2), 135–59.

Forester, John (1993). *Critical Theory, Public Policy, and Planning Practice*. Albany, NY: SUNY Press. Chapter 7: Toward a critical sociology of public policy, pp. 135-161.

Robert, Christopher & Zeckhauser, Richard (2011). The methodology of normative policy analysis. *Journal of Policy Analysis and Management*, 30(3), 613-643.

Week 13 (November 22) – THANKSGIVING – NO CLASS

Week 14 (November 29). Perspectives on the Role of Government in Democratic Policy

Shafritz, J & Hyde, A. (eds) (2007). *Classics of Public Administration*, 6th edition. Boston, Massachusetts: Thomson Wadsworth. Read excerpts from:

Woodrow Wilson, pp. 16-27

Frank Goodnow, pp. 28-30

Louis Brownlow *et al.*, pp. 88-92

Dwight Waldo, pp. 138-142

Hoover Commission, pp. 150-157

H. George Frederickson, pp. 296-307

Samuel Krislov, pp. 323-329

Camilla Stivers, pp. 470-478

The National Performance Review, pp. 551-559

Donald F. Kettl, pp. 577-588

Recommended

Rohr, John A. (1986). *To Run a Constitution: The Legitimacy of the Administrative State*. Lawrence, KS: University of Kansas Press.

Frederickson, H. George & Smith, Kevin B. (2003). *Public Administration Theory Primer*. Oxford: Westview Press.

Week 15 (December 6). Perspectives on the Role of the Individual in Democratic Policy

Toqueville, Alexis de (1957). *Democracy in America*. Translated by Henry Reeve. New York: Vintage.

Pateman, Carole (1970). *Participation and Democratic Theory*. Cambridge, UK: Cambridge University Press. Chapters I-III, pp. 1-66.

Coleman, James S. (1988). Social capital in the creation of human capital. *The American Journal of Sociology*, 94 (Supplement), S95-S120.

Putnam, Robert D. (1993). Bowling alone: America's declining social capital. *Journal of Democracy*, 6 (1), 65-78. *Access on-line through UT Libraries*.

Tarrow, Sidney (1996). Making social science work: A critical reflection on Robert Putnam's *Making Democracy Work*. *American Political Science Review*, 90(3), 389-397.

Bellah, Robert N. *et al.* (2007). *Habits of the Heart: Individualism and Commitment in American Life*, 3rd edition. Berkeley, CA: University of California Press.

Recommended

Putnam, Robert (2000). *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon and Schuster.

Putnam, Robert, Leonardi, Robert, & Nanetti, Raffaella (1993). *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton: Princeton University Press.