



**Course Name:** Advanced Policy Theory I (version: January 17, 2020)  
**Course Number:** PPOL 613  
**Credits:** 4  
**Term:** Winter  
**Instructors:** Brent S. Steel  
**Contact:** [bsteel@oregonstate.edu](mailto:bsteel@oregonstate.edu)  
**Class Dates:** Tuesdays, 9:00-12:50, Gilkey Hall 100  
**Office Hours:** Tuesdays 1:00-2:00 1:00-2:00 (318 Bexell); open door policy

### Course Objectives

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

### Course Details

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

### Learning Outcomes

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

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

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

### Course Readings

The following books are available at the bookstore and two are available online; they are a few years old, so you may be able find used copies at Amazon. I have placed a copy of available books on reserve at the OSU library. There will be additional readings from time to time to augment (or disrupt) discussions.

- Collins, Randall. 1994. *Four Sociological Traditions: Selected Readings*. NY: Oxford University Press.
- Flyvberg, Bent. 1988. *Rationality and Power: Democracy in Practice*. Chicago: University of Chicago Press.
- Jessop, Bob. 2002. *The Future of the Capitalist State*. Cambridge, Polity Press. (available online: <http://www.proglocode.unam.mx/sites/proglocode.unam.mx/files/TheFutureOfTheCapitalistState.pdf>).
- Mitchell, Timothy. 2002. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley, CA: University of California Press.
- Polanyi, Karl. 1994 (2001). *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press. (available online: [https://inctpped.ie.ufrj.br/spiderweb/pdf\\_4/Great\\_Transformation.pdf](https://inctpped.ie.ufrj.br/spiderweb/pdf_4/Great_Transformation.pdf))

### Course Structure

The discussion agenda for each class will be set by the questions or issues that arise from the reading (see course requirements below). After a brief review and introduction to the topic by the Professor(s), a participant will lead a discussion regarding one or more of the agenda items. Leaders may also bring in additional information from articles, books, videos, etc. that address the issues raised by the weekly topic to be used in the discussion. *In addition, we will evaluate and critique the relevance each week's readings as they pertain in the international context and from the perspectives of disadvantaged populations.* Each class will conclude with a short writing exercise that summarizes the main points of the topic under discussion (see requirements below). The last class session will be a summary of what we've covered this term and a look forward to the second part of the class.

### Course Requirements and Evaluation

- 40%: Reading and active participation in seminar discussions. All assigned readings must be completed prior to class. At the beginning of each weekly session, you will provide in a typed/printed document (a) question(s) or issue(s) pertaining to the week's readings. These will become the discussion agenda for the week. At the end of each session, there will be a short writing exercise summarizing the main points, issues to be continued, and questions about the topic.
- 40%: Completion of four written essays (6-10 pages each) discussing and evaluating the weekly readings. You may select readings for any four weeks during the term as the subject of your review essays, but you must submit four essays prior to the last class session. Your essays should not merely summarize the readings; they should offer a critical assessment of and engagement with ideas or issues in the readings. Essays should be typed, double-spaced, and must conform to acceptable standards of grammar, punctuation, and citation format. Assignments may be submitted any

time during the day they are due before the close of business (5:00 pm) as either an e-mail file or hard copy delivered to the Dr. Steel's mailbox in Bexell Hall.

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

### Schedule

Date/Week	Topic/Reading
<p>1</p> <p>STEEL</p>	<p><b>Introduction and Overview</b>  <i>Aims, definitions, ground rules, essay guidelines, reading theory, knowledge and power, critiquing theory, theory and method, theory or Theory?</i></p> <ul style="list-style-type: none"> <li>• Bracey, Glenn E. 2015. Toward a critical race theory of the state. <i>Critical Sociology</i> 41: 553-572.</li> <li>• Fonow, Mary M., Judith Cook. 2005. Feminist methodology: New applications in the academy and public policy. <i>Signs: Journal of Women in Culture and Society</i> 30: 2211-2236.</li> <li>• Brewer, Rose. 1999. "Theorizing Race, Class and Gender: The new scholarship of Black feminist intellectuals and Black women's labor. <i>Race, Gender and Class</i> 6: 29-47.</li> </ul>
<p>2</p> <p>STEEL</p>	<p><b>Theoretical Foundations of Social Science</b>  <i>Grand theory and theorists, what makes the world go round?</i></p> <ul style="list-style-type: none"> <li>• Conflict: Collins: 17-57, 81-108</li> <li>• Rational/Utilitarian: Collins: 145-151, 162-189</li> <li>• Interactionist: Collins: 304-321, 341-357</li> </ul>
<p>3</p> <p>RAFI</p>	<p><b>Knowledge, Technology, Power, and Policy</b>  <i>Abstraction and generalization, case studies, complexity, human and non-human actors, agency, expertise, operationalization and quantification, law and order</i></p> <ul style="list-style-type: none"> <li>• Mitchell, Timothy, <i>Rule of Experts</i>, pages 1-119.</li> <li>• Foucault, Michel. 1978. Governmentality. In Burchell, et al., <i>The Foucault Effect</i>. Chicago: University of Chicago Press: 87-104.</li> <li>• Mitchell, Timothy. 2006. Rethinking economy. <i>Geoforum</i> 39: 1116-1121.</li> </ul>
<p>4</p> <p>MAHMOOD</p>	<p><b>Constructing the Subject</b>  <i>Defining the subject of policy, relation to subject, positionality, types of knowledge, nationhood, development, capitalism, markets</i></p> <ul style="list-style-type: none"> <li>• Mitchell, Timothy. <i>Rule of Experts</i>, pages 123-303.</li> </ul>
<p>5</p> <p>AATIR</p>	<p><b>Power, Politics, and Policy</b>  <i>Power, rationality vs rationalization, politics, democracy, interests, resistance, knowledge, expertise</i></p> <ul style="list-style-type: none"> <li>• Flyvbjerg, Bent. <i>Rationality and Power</i></li> </ul>

6	<p><b>States and Markets</b>  <i>Self-regulating markets, market and society, fictitious commodities, wealth and poverty, welfare, class</i></p> <p>GREG</p> <ul style="list-style-type: none"> <li>• Polanyi, Karl. <i>The Great Transformation</i>, pages vii-xxxviii, 3-135</li> <li>• Haila, Anne. 2007. The market as new emperor. <i>International Journal of Urban and Regional Research</i> 31: 3-20.</li> <li>• Mitchell, Timothy. The work of economics: How a discipline makes it world. <i>European Journal of Sociology</i> 45: 297-320</li> </ul>
7	<p><b>State Regulation</b>  <i>Laissez-faire, liberalism, regulation, planning, nationhood, freedom</i></p> <p>BRANDON</p> <ul style="list-style-type: none"> <li>• Polanyi, Karl. <i>The Great Transformation</i>, pages 136-268.</li> <li>• Booth, William. 1994. On the idea of the moral economy. <i>American Political Science Review</i> 88:653-667.</li> <li>• Sternberg, Ernest. 1993. Justifying public intervention without market externalities; Karl Polanyi's Theory of Planning in Capitalism. <i>Public Administration Review</i> 53: 100-109.</li> </ul>
8	<p><b>The State 1</b>  <i>State as social relation, the capitalist state, state crisis, governance and metagovernance, welfare state to competition state, globalization</i></p> <ul style="list-style-type: none"> <li>• Jessop, Bob. <i>The Future of the Capitalist State</i>, pages 1-139.</li> <li>• Hay, Colin. 1999. Crisis and the structural transformation of the state: Interrogating the process of change. <i>British Journal of Politics and International Relations</i> 1: 317-344.</li> </ul>
9	<p><b>The State 2</b>  <i>Social welfare policy, spatial scale and globalization, future form(s) of the state, state and capital</i></p> <p>RAFAEL</p> <ul style="list-style-type: none"> <li>• Jessop, Bob, <i>The Future of the Capitalist State</i>, pages 140-276.</li> <li>• Lake, Robert and Kathe Newman. 2002. Differential citizenship in the shadow state. <i>GeoJournal</i> 58: 109-120.</li> </ul>
10	<p><b>Summary</b>  <i>Recap - debrief - preview of next term</i></p>

### Additional Readings

As you'll learn throughout this term and next, there are many relevant books that you should become familiar with as you become a policy professional and practitioner. These courses are designed to give you a sense of some of the most pressing issues in policy theory as well as help you learn how to read and use theory in your own research. Below is the beginning of a list of additional readings in policy theory; you might want to keep your own list of readings as you prepare for your preliminary exams – those might focus more specifically on your area of interest, but these books lay the groundwork for policy scholarship.

Week 1 :

Pryke, Michael, Gillian Rose, and Sarah Whatmore. 2003. *Using Social Theory: Thinking Through Research*. London: Sage Publications.

Sears, Alan. 2005. *A Good Book, in Theory: A Guide to Theoretical Thinking*. Ontario, CAN: Broadview Press.

Week 2:

Alford, Robert and Roger Friedland. 1985. *Powers of Theory: Capitalism, the State, and Democracy*. Cambridge, UK: Cambridge University Press.

Collins, Randall, Editor. 1994. *Four Sociological Traditions: Selected Readings*. Oxford, UK: Oxford University Press.

Week 3:

Fischer, Frank. 2009. *Democracy and Expertise: Reorienting Policy Inquiry*. NY: Oxford University Press.

Scott, James. 1988. *Seeing Like a State*. New Haven, CT: Yale University Press.

Week 4:

Auyero, Javier. 2003. *Contentious Lives: Two Argentine Women, Two Protests, and the Quest for Recognition*. Durham, NC: Duke University Press.

Blaut, James. 1993. *The Colonizer's Model of the World*. NY: Guilford.

Sen, Amartya. 1999. *Development as Freedom*. NY: Alfred A. Knopf.

Week 5:

Dahl, Robert. 1961. *Who Governs? Democracy and Power in an American City*. Berkeley, CA: University of California Press.

Lukes, Steven. 1974. *Power*. London: Macmillan.

Week 6:

Callon, M., Editor. 1988. *The Laws of the Markets*. Oxford: Blackwell.

Week 7:

MacKenzie, Donald. 2006. *An Engine, Not a Camera: How Financial Models Shape Markets*. Cambridge, MA: MIT Press.

Week 8:

Barrow, Clyde. 1993. *Critical Theories of the State*. Madison, WI: University of Wisconsin Press.

Week 9:

Offe, Claus. 1984. *Contradictions of the Welfare State*. London: Hutchinson.

### **Students with Disabilities**

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

### **Student Conduct**

You are expected to conduct yourself in compliance with the university's guidelines regarding civility and comply with all regulations pertaining to academic honesty. For more

information, visit the university's comprehensive website at:  
<http://oregonstate.edu/studentconduct/regulations/index.php>.

### **Etiquette and Electronics**

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

### **Student Evaluation of Courses**

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

### **Basic Needs**

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

### **Getting Help**

We all go through times in life when we need help. Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255). There are additional resources if you are located near campus: Access counseling through [OSU Counseling and Psychological Services \(CAPS\)](#), where you can get group counseling, individual therapy, or relational counseling. Website: <https://studentlife.oregonstate.edu/hsrc>