REVISED August 27, 2019

Public Policy 510 Syllabus

The Politics of Public Policy
Tuesdays &Thursdays, 8:30-9:50am
Fall 2019

Prof. Shobita Parthasarathy
4202 Weill Hall Ph: 764-8075 E-mail: shobita@umich.edu
Office Hours: Tuesdays, 10:20-12:00 or by appointment (sign up here)

GSI: Teresa Wisner
Office 3207 Weill Hall E-mail: tkwisner@umich.edu
Office Hours: Mondays and Wednesdays, 10-11am or by appointment

The primary objective of this core course in the MPP curriculum 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.

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 of these contexts and case studies, 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 reading of assignments **before** class sessions, mandatory attendance **and** participation in class, 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. All assignments must be submitted via Canvas, in the "Assignments" section, in PDF form. Many of the course readings will be posted in the Canvas "Resources" section.

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 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: http://umich.edu/~mhealth/. 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 Corey Sampsel (storkc@umich.edu) in the Ford School's Student Services Office. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any other resources that I may possess. University of Michigan does not have a formal policy on children in the classroom, but I am happy to discuss it on a case-by-case basis. In general, all exclusively breastfeeding babies are welcome in class as often as necessary. For older babies and children, I understand that unforeseen disruptions in childcare often place parents in the position of having to miss class to stay home. You are welcome to bring your child to class in order to cover gaps in class. This is not meant to be a long-term solution. We ask that all students work with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. In all cases when your children come to class, please sit close to one of the doors. This will allow you to step outside in case your child needs special attention. We maintain the same standards and expectations for all students. However, please contact us if you are having difficulty with school-parenting balance.
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.
Laptops:	I will permit the use of laptops (and other electronic devices) in the classroom, on an honor system. Electronic devices can be helpful for easy access to the readings and note-taking, but they should be used only for PubPol 510-related activities. If Teresa or I discover *anyone* doing non-510-related activities on the laptop during classtime, then that person will get a zero for class participation for that day. I reserve the right to ban laptops in the classroom, but I hope I won't have to!
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 valuable 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:	Teresa 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.

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 Teresa 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): 15% Short Memo #1: 5% Stakeholder Memo: 10% Research Memo: 15% Group Comparative Political Environment Assessment: 15% Strategy memo: 15% Roundtable oral presentation: 10% Initial writing self-assessment, politics reflection, and final self-critique: 10% Peer questions and critiques: 5%
Office Hours:	I encourage you to stop by my and Teresa's office hours at least once. These are 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. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. To sign up for my office hours, click here. Teresa's are drop in. If you can't make it to our office hours, both Teresa and I are available by appointment.

Class and Assignment Schedule

Tues., Sept. 3: Introduction to the Course

Thurs., Sept. 5: Politics and Civility in the Classroom and Beyond

Conceptual Tools: To think critically about the benefits and limitations of civility in the classroom and beyond.

- What have your most positive classroom experiences been? What made those experiences so positive, and how might that be recreated elsewhere?
- What are the benefits of promoting civility in the classroom? Should the rules of the classroom be applied to political conversation more generally?
- What kinds of voices, themes, and perspectives might a civil approach to politics exclude?

Read the Assignment Guide for 510 and come prepared with questions and requests for clarification.

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.
Christopher F. Zurn (2013). "Political Civility: Another Illusionistic Ideal." *Public Affairs Quarterly*. 27.4: 341-368.
Michel Martin (2018). "Politics, Facts and Civility: A Lesson in Engaging in Discourse." *NPR All Things Considered*. October 27.
Ibram X. Kendi (2018). "More Devoted to Order Than to Justice." *The Atlantic*. June 28.

I. Introduction to Comparative Politics

Tues., Sept. 10: Introduction to Political Structure

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.

- What is unique about the political process in the US context? What are the roles of the different branches of government?
- What are the similarities and differences among the political structures (institutions and laws) among the countries discussed in the two articles?
- Can you identify political institutions that seem similar on the surface across countries, but actually behave quite differently (e.g., legislatures, courts)? How are they different? Why?

Kathryn Harrison (2010). "The Comparative Politics of Carbon Taxation." *Annual Review of Law and Social Science*. 6: 507-529.
Katherine Boothe and Kathryn Harrison (2009). "The Influence of Institutions on Issue Definition: Children's Environmental Health Policy in the United States and Canada." *Journal of Comparative Policy Analysis: Research and Practice*. 11.3: 287-307.

Thurs., Sept.12: NO CLASS!!

Tues., Sept. 17: 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.

- What is issue framing? Who frames an issue? How does issue framing shape its political outcome?
- How do historical, geographic, or other aspects of national *cultural* context shape how an issue is framed?
- Can you think of durable aspects of political culture—norms and values that consistently shape policymaking—from your home country? How do they shape policymaking on a consistent basis?

Shobita Parthasarathy (2017). *Patent Politics: Life Forms, Markets, and the Public Interest in the United States and Europe*. University of Chicago Press, Introduction.
Martin Shain (2008). *The Politics of Immigration in France, Britain, and the United States: A Comparative Study*. New York: Palgrave Macmillan. Chapter 1 (Introduction).

Thurs., Sept. 19: 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). Look at their website or articles describing their identity, history, mission, and tactics. Using the readings, assess whether this organization seems more like an interest group or a social movement. Why do you think this?

- 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? 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?

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.

II. Stakeholder Strategies

Tues., Sept. 24: Stakeholders and Framing

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

Conceptual Tools: To become 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 do they 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?

Assignment (after doing the reading): Think of one example of how a stakeholder has framed its political arguments in order to gain supporters for its position. How does the stakeholder use language and images to support this frame? What makes this frame particularly historically or culturally resonant? What are the competing frames—deployed by opposing stakeholders—in this debate?

GLAAD and Movement Advancement Project (n.d.) *The Art and Science of Framing*.

Emily S. Kolker (2004). "Framing as a cultural resource in health social movements: funding activism and the breast cancer movement in the US 1990-1993." *Sociology of Health and Illness*. 26.6: 820-844.

Elizabeth Borland (2004). "Cultural Opportunities and Tactical Choice in the Argentine and Chilean Reproductive Rights Movements." *Mobilization*. 9.3: 327-339.

Thurs., Sept. 26: Identity, Diversity, and Politics

Conceptual Tools: To understand how an individual's social and political position shapes their approach to and understanding of the world, including their approaches to politics and policy, and to consider how policymakers should incorporate diverse perspectives into policy.

- How does someone's social and political circumstances shape their approach to politics and policy?
- How might a person's social and political circumstances affect the facts that they deem relevant and important? How might it lead them to dismiss other facts?
- What facts and interpretations do you dismiss because of your values and background?

Shannon Elizabeth Bell and Richard York (2010). "Community Economic Identity: The Coal Industry and Ideology Construction in West Virginia." *Rural Sociology*. 75.1: 111-143.
Paul Longmore (2003). *Why I Burned My Book and Other Essays on Disability*. Philadelphia, PA: Temple University Press. Chapter 13.
Ta-Nehisi Coates (2014). "The Case for Reparations." *The Atlantic*. June.
ARTICLE AND VIDEO: "Pools in France close after women defy burkini ban." *Al-Jazeera*. June 27, 2019.
Recommended: Take the "Race Test", one of the Implicit Association Tests available at UnderstandingPrejudice.org.

**** Politics Reflection Due Friday, September 27th, 5pm! ****

**** Group Stakeholder Proposal Due Sunday, September 29th, 5pm! ****

**** Roundtable Group Meetings during the week of September 30th! ****

Tues., Oct. 1: 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?
- Given the financial power of political insiders, how do you think outsider groups might respond to these tactics?
- How do insider political strategies compare across national contexts?

Gerstein, Josh (2015). "How Obama failed to shut Washington's revolving door." *Politico*. December 31.
Sean McMinn and Kate Ackley (2018). "Lobbying Hits $3.9 Billion in Trump's First Year." *Roll Call*. January 23.
Nicholas Florko (2019). "How PhRMA finally lost: the inside story of the group's biggest lobbying failure in years." *STAT News*. January 2.
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.

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

Preparatory Assignment TBD.

**** Writing Self-Assessment Due Friday, October 4th, 5pm! ****

Tues., Oct. 8: 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 might protestors use violence to ensure their voices are heard?
- How does national context shape the choice of tactics by outsiders?

Steven Epstein (1995). "The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials." *Science, Technology, and Human Values*. 20.4: 408-437.

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.

Austin Ramzy (2019). "Hong Kong March: Vast Protest of Extradition Bill Shows Fear of Eroding Freedoms." *The New York Times*. June 9.

Fred Chan Ho-fai (2019). "A Hong Kong Protester's Tactic: Get the Police to Hit You." *The New York Times*. June 30.

Reuters (2019). "Hong Kong Mothers March in Support of Anti-Extradition Students." July 5.

Tues., Oct. 10: 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 to 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. 15: FALL STUDY BREAK, NO CLASS!

Thurs., Oct. 17: 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?

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 4.

**** Sunday October 20th, midnight, Stakeholder Memo Due! ****

Tues., Oct. 22: Stakeholders Going Viral
Conceptual Tools: 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 kinds of social media strategies tend to work? And what doesn't?
- What are the benefits and problems with social media activism in comparison to more traditional media 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.
Tufekci, Zeynep (2018). "The road from Tahrir to Trump." *MIT Technology Review*. August 14.
Postill, John (2014). "Democracy in an age of viral reality: A media epidemiography of Spain's indignados movement." *Ethnography*. 15.1: 51-69.

III. The Politics of Government Institutions and their Expertise

Tues., Oct. 24: 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?

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. 29: 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?

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. 31: 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 (particularly in comparative perspective)?

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.
John H. Cushman Jr. (2018). "Reshaping the Supreme Court: What 2 Dissents on Climate Rules Tell Us." *Inside Climate News*. July 10.

**** Research Memo Due on Sunday, November 3rd, midnight ****

Tues., Nov. 5: Group Memo Discussion; Reflecting on How National Context Shapes Policymaking

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

- Why have these countries adopted such different approaches to biotechnology?
- What does Jasanoff's analysis tell us about the national structural and cultural factors that shape politics and policy?
- What uniquely national factors do you think have shaped the political debate on your roundtable topic?

Assignment: Come to class having spent time reflecting on what you think makes the debate over your pending policy unique. Read the assignment description in the Assignment Guide, and try to answer the questions yourself. How is the framing of the debate unique? How about the stakeholder involved (and their relative power and influence)? How about the institutions where the decisions are being made? How might these be shaped by political structures, culture, ideology, or history in the country where the debate is taking place?

Recommended: Jasanoff, Sheila (2005). "In the democracies of DNA: ontological uncertainty and political order in three states." *New Genetics and Society*. 24(2): 139-156.

Thurs., Nov. 7: 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 does 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.

****Group Comparative Political Envt Assessment Memo due Sunday, Nov. 10th, midnight****

V. Activism beyond Democracy

Tues., Nov. 12: Activism and the Private Sector

Conceptual Tools: To consider advocacy strategy against industry and compare it to activism against the state.

- What strategies are activists using to challenge company policies (and products)? Do these strategies differ across countries?
- How do these strategies 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, over particular policies?

Rachel Schurman and William Munro (2009). "Targeting Capital: A Cultural Economy Approach to Understanding the Efficacy of Two Anti-Genetic Engineering Movements." *American Journal of Sociology*. 115.1: 155-202.
Supriya RoyChowdhury (2005). "Labour Activism and Women in the Unorganised Sector: Garment Export Industry in Bangalore. *Economic and Political Weekly*. 40.22/23: 2250-2255.
Avi Asher-Schapiro (2019). "Move Fast and Build Solidarity." *The Nation*. March 6.

Thurs., Nov. 14: 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. 18th, noon ****

Tuesday, Nov. 19: Roundtable #1

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

Thursday, Nov. 21: Roundtable #2

Tuesday, Nov. 26: Roundtable #3

Thursday, Nov. 28: THANKSGIVING BREAK, NO CLASS!!!

Tuesday, Dec. 3: Roundtable #4

Thursday, Dec. 5: Roundtable #5

Tuesday, Dec 10: Semester wrap-up; Considering Comparative Politics

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

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