Instructor:	Professor Linda A. White (pronouns she/her)
Email:	linda.white@utoronto.ca
Course Delivery Mode:	In-person
Office Hours:	By appointment in Sidney Smith Hall 3061
Prerequisites:	2.0 credits in POL/ JPA/ JPF/ JPI/ JPR/ JPS/JRA courses

Course Description and Learning Objectives

A growing comparative public policy literature examines the relationship between policy design, policy feedback effects, and policy outcomes, particularly those designed to induce individual and group behavioural change. This course introduces students to theories and approaches to understand policy feedback effects at the mass and elite level. It draws on the insight that, just as politics affects policies, public policies, in turn, affect politics (Schattschneider, 1935). Public policies have distributive consequences, providing benefits and imposing burdens on individuals and groups; they affect individuals' and groups' ability to partake in the political and policy process (what are called "resource effects"); and they affect how different individuals and groups perceive themselves in relation to the state (what are called "interpretive effects"). How one designs public policies, therefore, has real-world policy implications.

Drawing on cases across a number of policy areas including courts, policing, and incarceration, education, environment, health, and social policy, and examining policies across time and space, this course enables students to examine the distributive consequences of public policy and examine those resource and interpretive feedback effects in a number of jurisdictions. In the final part of the course, we get practical, examining how to design policies and choose instruments to create desired policy outcomes. The final part of the course is designed to operate as a "policy solutions lab" where students have the opportunity to examine, assess, and present their findings on how to more deliberately design public policies to achieve their intended results.

Expected Learning Outcomes

By the end of the course, students can expect to:

- Gain theoretical and analytic skills as they read and critically evaluate a range of scholarly material on the factors that shape policy and administration.
- Learn how to formulate research questions grounded in existing theories and empirical evidence.
- Gain a broader and deeper understanding of explanatory factors around policy design and implementation challenges, policy feedback effects, and policy outcomes across jurisdictions and a range of policy sectors.
- Gain an understanding of the methodologies used in political science to understand the relationships between public policies and political outcomes, including causal mechanisms.

- Gain training in applied policy analysis as they learn the craft of effective policy design and grapple with various options to achieve policy goals.
- Learn to communicate their ideas both orally and in writing as they develop and communicate effective arguments.

Communication

Quercus will be used for sharing important information and announcements. It is your responsibility to log on to Quercus regularly and obtain relevant information for the course. I suggest changing your settings to receive emails of any announcements and updates.

Note that other email addresses (e.g. gmail) can end up in spam. It is thus important for all students to use a valid UTOR email address for communication.

I am available for office hours "as needed" by appointment – just email me at linda.white@utoronto.ca and we can set up a mutually convenient time. I check my email regularly during working hours (weekdays from 9 a.m. to 5 p.m. EST) and I will try my best to respond within 24 hours. Response times will be longer on evenings and weekends.

For anything other than straightforward questions which can be answered in a sentence or two via email, I encourage students to speak with me about any of the material covered in the course and the assignments. If the response requires more than one sentence, email is not the appropriate medium for discussion of course materials.

Course Format and Delivery Mode

The course will be delivered in person only in the Fall 2023 semester. In-person classes begin at 10 past the hour and end on the hour. I do not plan to record the seminars. However, unfortunately, we are still experiencing waves of the COVID-19 virus which may at some point in the semester disrupt in-person learning. If circumstances arise where we need to switch to some form of hybrid or remote learning, we will do so. In that instance, the course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course Readings

Students should complete all the required readings *before* class each week as that will better facilitate learning. Undergraduate students are expected to read all the required readings. Graduate students are welcome to also read the additional readings. The course readings have been chosen to stimulate discussion and should be read with a critical and evaluative eye. All the readings and other relevant course information are available on Quercus or as otherwise indicated.

Course materials belong to your instructor, the University, and/or other source depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download materials from Quercus for your own academic use, but you should not copy, share, or use them for any other purpose without the explicit permission of the instructor.

Class Attendance

Class participation and in-class presentations constitute a sizable portion of your final grade and students are expected to attend every class. Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should **report their absence through the online absence declaration**. The declaration is available to students through ACORN under the Profile and Settings menu. Starting in the 2023-2024 school year, students may use the ACORN Absence Declaration Tool to declare an absence once per academic term (e.g., the fall term) for a maximum period of seven (7) consecutive calendar days. The seven-day declaration period can be retroactive for up to six (6) days in the past, or proactive, up to six (6) days in the future.

Students should also advise their instructor of their absence. Instructors will not be automatically alerted when a student declares an absence. It is a student's responsibility to let instructors know that they have used the Absence Declaration so that you can discuss any needed consideration, where appropriate.

Evaluation and Course Grade
The final course grade reflects your level of demonstrated achievement of the course learning objectives listed above. Evaluations provide feedback on your progress towards the final course grade. **Ouriginal *will be used in this course*** and can be used via Quercus. You do not need to sign in to Ouriginal separately.

Your final grade will be determined by your performance in these areas:

Evaluations	Weight	Deadline	Submit via	Ouriginal
Weekly Classroom Engagement	15%	Weekly	In person	No
Reading Engagements	25%	Five between weeks 2-9; at least one completed before week 6; due 11:59 pm the night before the class	Write up via Quercus	Yes
Discussion Lead	5%	Once between weeks 2-9	In person	No

Paper Outline	5%	**Written submission:** Due 18 October 2023 11:59 pm	Write up via Quercus	Yes
Research Paper Presentation	20%	**Presentation dates:** Weeks 10, 11, and 12 (randomly assigned)	In person	Yes
Peer Feedback	5%	**Written submission:** One day after the presentation	Write up via Quercus	Yes
Final Paper	25%	**Written submission:** Week 12 but students will be granted a one-week extension to incorporate feedback from the presentation	Write up via Quercus	Yes

Evaluation Criteria

Weekly Classroom Engagement: (15%)
This is a seminar course and is designed to be inquiry-based and discussion-driven. The seminar method is intended to hone a number of skills: the ability to do close readings of texts, to identify core concepts and insights, to engage in critical analysis and discussion, and to present those ideas to your peers. Significant weight is placed on this core aspect of the course. I expect you to come to each class prepared to participate in class discussions. Failing to attend class will lead to an assignment of zero for a particular session unless prior accommodation is made.

In addition to consistent attendance, engagement will be evaluated based on consistent, constructive, high-quality interventions in seminar discussion. I evaluate engagement based not on the quantity of interventions but rather on the quality of those interventions. High quality engagement means: a) reading the required readings and coming to class prepared; b) making thoughtful and relevant comments and raising questions; c) being courteous to your fellow students and respectful of opposing points of view; and d) not sitting quietly or monopolizing the discussion. Participation may include both small group and full class discussions.

The University encourages behaviour that is welcoming, supportive, and respectful of individual differences at all times both within and outside the classroom. I am committed to creating and fostering a safe, equitable and professional learning environment based on open communication, mutual respect, and inclusion. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students, faculty member(s), and/or guest speakers in your engagement.

Reading Engagements: (5 x 5 = 25%)
Five times during the term between weeks 2-9, you will submit a reading engagement of approximately 300-500 words. For each submission and for EACH reading, you will briefly state: 1) the research question(s) the author is trying to answer/ issue with which the author is grappling; 2) the hypothesis(es) (preliminary answer(s)) to the research question; 3) the main method(s) the author used to answer the question(s); 4) the main findings.

Then, you will write an integration paragraph that identifies common themes or contradictions among the readings, establishes connections with previous discussions in class and other readings, expresses agreement or disagreement with the arguments being presented, or applies concepts and ideas learned to date. You may add any questions for clarification as well. You are encouraged to share the ideas in your engagement during class.

I strongly recommend completing an engagement on the week you are a discussion lead.

Submission dates and process: To receive credit for a reading engagement, you must submit it before class meets (late engagements will not be graded). The engagements for a given week are due 11:59pm the night before that class on Quercus. At least one of your reading engagements should be submitted by week 6 (October 18, 2023).

Grades: Your response to each reading will be graded out of 5: 2 points for the reading summaries (with an average score taken if the summaries are widely varying in quality) and 3 points for the integration paragraph.

Grading criteria: 1) familiarity with *all* the assigned material; 2) engagement with the assigned material at a level of abstraction higher than summarizing, e.g., evaluating arguments, analyzing connections and implications, applying concepts and theories; 3) organization and clarity of presentation.

You are welcome to submit more than 5 engagements if you wish to improve your grade on the engagement component, but it is not necessary.

Discussion Lead (5%)
Students will sign up via Quercus to be the discussion lead once in the semester in weeks 2-9 (go to "Pages" and add your name to the week you'd like; maximum 3 students per week). All students must sign up by 19 September 11:59 pm at the latest).

Discussion leads are expected to provide a short (8-10 minutes) presentation about the week's readings. Do NOT just descriptively summarize the readings. Instead: start by identifying and defining core concepts in the readings and why they are relevant. If there are differences/disagreements in the literature about those concepts, mention them. Then briefly identify the core research questions that the readings raise and their findings. Again, if there are differences/disagreements in the literature about those findings, mention them. Then discuss how the readings speak to one another in their perspectives/findings and/or to other readings in the course. Then talk about the implications of the arguments/findings and what questions/puzzles/issues we should address as a class.

The presentations are meant to launch our engagement with the readings, to offer critical reflections on the weekly topic, and spark discussion and debate. If presenters miss key information, I will intervene with questions for the presenters.

You are not required to use Powerpoint, but you can use it if you think it is helpful in conveying your ideas. If using slides, please use them sparely and only to summarise key aspects or for visual support (illustrations, graphs etc.).

You will be graded on the accuracy of the information you present, your ability to connect readings to one another, the quality of your analysis, and the clarity of your presentation of the material.

Research paper
Students will write and present a research paper that tackles the themes of the course and focuses on one of the policy areas listed at the end of the syllabus. The research paper is comprised of three components: an outline due week 6 (October 18, 2023); an oral presentation of the paper (weeks 10-12); and a final paper (technically due week 12 but students will be granted a one-week extension to incorporate feedback from the presentation.

Research Paper Outline: (5%)
By week 6 (18 October 2023) 11:59 pm, each student will submit a short write up (about one page single spaced with an additional preliminary list of source material (between 10-15 sources)) that outlines the following:

1. Your policy area of interest chosen from among the list of topics at the end of the syllabus
2. Your specific policy topic e.g. within the area of education, are you interested in primary, secondary, or tertiary education, and what aspect of that topic interests you
3. The jurisdiction(s) that will form the case(s)
4. Preliminary data on variation in distributive outcomes you observe; specifically, who benefits and who is burdened by a policy design

Submissions should be made electronically via Quercus. The outline should not exceed one single spaced page (2-2.5 cm margins, 12-point font), not including a cover page. The preliminary list of sources does not count toward the word count.

Students are strongly encouraged to meet with me in advance of submitting the outline in order to discuss topic, case selection, and so on.

Research Paper – 25%
The final paper builds on the outline; that is, it is meant to incorporate points 1-4 from the outline assignment and ADDITIONALLY answer the following questions:

5. **Explicitly applying policy feedback theory and frameworks**, what evidence do you see of policy feedback effects (resource effects; interpretive feedback effects), the role of actors in delivering policies, and the choice of instruments that can explain the distributive outcomes you observe in your case(s)?

6. Reflecting analytically on the relationship between policy feedback effects and the political outcomes you observe, propose one VIABLE policy design to overcome the feedback effect. That is, if you were to propose one policy "tweak" to improve the effectiveness of the policy, what would you recommend? Clearly state the criteria you use to assess the viability of your policy solution, in light of the policy design criteria we discussed in the course (e.g. equity, efficiency, effectiveness, resilience).

Please note that your paper must include a clear, cohesive thesis and analysis that draws together your response to the questions posed. Written submissions are not to exceed 12 double spaced pages for undergraduates and 15 double spaced pages for graduate students (2-2.5 cm margins, 12-point font), not including a cover page or the list of source citations.

Research Paper Presentation – 20%
During the presentation weeks (weeks 10-12), students will each present their findings to the class. The purpose of these presentations is to give students the opportunity to workshop their final paper ideas with their peers. Each will present a 10-minute oral presentation of their paper, with 5 minutes for class engagement. Presentations should follow this format: Slide 1: Title page; Slide 2: Introduction and policy challenge(s); Slide 3: Theoretical underpinnings; Slides 4-5: Cases and findings; Slide 6: Policy recommendation and justification. Your slides are due by 11:59 pm the night before on Quercus so that they may be uploaded and cued for presentation.

Peer Feedback: (5%)
You will be randomly assigned to a classmate to provide feedback (maximum one page double spaced) on the final paper presentation and how you might suggest improving their analysis in preparation for the final paper. Feedback must be submitted via Quercus one day after the presentation to give your colleague time to incorporate the feedback. Providing constructive feedback to colleagues is an essential skill to develop in the workplace. You in turn will benefit from your colleague's feedback. Some things your feedback might address:
1. State up front what you think their topic is and the substantive questions they are examining.
2. State what aspects of policy design and policy feedback you discerned are their focus.

3. State whether these aspects of their presentation were clear. If they were not, state how they might clarify/improve their analysis.
4. Be clear in your feedback.
5. Be kind – think about what you would find helpful and the kinds of comments you would like to receive and provide the same

General Rules for Assignments

Submissions
All assignments will be submitted directly through Quercus. All written work should be submitted in Word format (permitted extensions .doc, .docx, .rtf). Students are strongly advised to keep rough and draft work and hard copies of their assignments. These should be kept until the marked assignments have been returned. All graded assignments are to be kept by students until the grades have been posted on ACORN.

Late Penalties
I expect students to turn in assignments on time and to present on the dates scheduled. No exceptions are made except in the case of an appropriately documented emergency. If you do miss an assignment deadline, your grade for this component will be reduced by **2 per cent per day**, including weekends. Late assignments will not be accepted after 7 days. As mentioned above, late reading engagements will not be graded.

Grading and Assessment
For undergraduate students, final grades in the course are given as a percentage. For graduate students, final grades are given as letter grades but for the purpose of tabulating that final grade I will assign percentages for the in-term assessments. For all, these grades reflect your overall performance in achieving the stated course learning objectives.

Grade Appeals
I am happy to discuss evaluation criteria on any assignment as well as strategies for improvement. If you judge a received grade to be inaccurate (with respect to the grading guidelines outlined by the Faculty of Arts and Science/School of Graduate Studies and the assignment instructions given) and would like your assignment to be re-graded, you may appeal the assigned grade. The process by which to appeal the grade is to submit in writing (via email within one week of receiving the graded assignment) a paragraph explaining the basis of the appeal, as well as the original graded assignment. Please note decisions on appeals are ultimately at the instructor's discretion. Once an appeal is submitted, the entire assignment (and not specific questions/parts) will be examined. Please note that your grade may go down, go up or remain unchanged after this process.

Citations
All written work and presentations must be properly referenced with clear source citations. If you are quoting directly from a source, indicate as such with quotation marks; otherwise, be sure to paraphrase appropriately and **always** provide sources for your information even when paraphrasing. Please use a social science in-text citation system (Author, year of publication,

page number) – please do not use footnote/endnote style for source citations – and provide a works cited page at the end of the assignment.

Please note that Generative Artificial Intelligence (AI) tools such as ChatGPT are proliferating. There are now hundreds of these systems that are readily available that can be used for a variety of purposes including language translation, article summarization, and thematic analysis. Students may choose to use generative artificial tools as they work through course assignments. BUT use must be clearly documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used (e.g. what prompts were used to generate content), and how the results from the AI were incorporated into the submitted work. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).

Academic Integrity
Assignments and all other deliverables must be original work, giving credit to the work of others where appropriate. This applies to individual and group deliverables. You are encouraged to consult the following websites to ensure that you follow the appropriate rules. Ignorance of these rules is not a defense in cases of violations, which can result in very serious academic sanctions. Please visit the University of Toronto Academic Integrity and the UofT Writing Centre Resources websites for further detail and help on the proper use of citations.

It is the responsibility of each student to be able to demonstrate the originality of their work. If you have questions on these matters, please ask me.

Ouriginal
Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (https://uoft.me/pdt-faqLinks to an external site.).

Students may opt out of submitting through Ouriginal. If you choose to do so, you must inform me of your intention to do so. You must also provide electronic copies of all rough notes (typed and/or handwritten), library/Google searches conducted in the course of your research, and day/time stamped electronic versions of previous saved versions of your assignment with track changes enabled.

Code of Behaviour on Academic Matters
Please read the University's Code of Behaviour on Academic Matters. It applies to all your academic activities and courses. The Code prohibits all forms of academic dishonesty including, but not limited to, cheating, plagiarism, and the use of unauthorized aids. Violating the Code may lead to penalties up to and including suspension or expulsion from the University. You are expected to know the Code and inform yourself of acceptable academic practices – ignorance of the Code or the acceptable academic practices is not a valid defense if you are accused of a violation.

Academic Accommodations
Occasionally students will need to apply for an academic accommodation due to disability, illness, religious observance, or personal emergency.

Academic accommodations are provided when you experience disability-related barriers that prohibit demonstration of your knowledge and skills. Accommodations are provided to level the playing field upon which you can establish your success. You are encouraged to inform yourself about options in this regard at the website for Accessibility Services. All requests for an academic accommodation are handled by the University of Toronto's Accessibility Services, not the instructor. For disability-related accommodations, Accessibility Services staff will determine suitable accommodations on a case-by-case basis based on recommendation from health providers and with student input.

Students should be aware of the new divisional policy on academic consideration for non-disability related requests for accommodation. Please review that information here: https://registrar.utoronto.ca/policies-and-guidelines/absence-declaration/.

If a non-disability related accommodation request is made along with an absence declaration on ACORN, a resolution will be determined by the instructor. This may take the form of any alternate deliverable, deadline extension, re-weighted course grade calculation, make-up exam, or another solution deemed appropriate by the instructor. If an accommodation request is not made along with an absence declaration, the missed or late deliverable will be subject to an academic penalty. The extent of the penalty is at the discretion of the instructor.

Mental Health and Wellness
Feeling distressed? Are you in crisis? There's help. You can access **U of T Telus Health Student Support** (formerly U of T My SSP) 24/7 by calling **1-844-451-9700**. Outside of North America, call **001-416-380-6578**. See more information at https://mentalhealth.utoronto.ca/telus-health-student-support/.

Are you in immediate danger? For Personal Safety – Call 911, then Campus Community Police*
UTSG Police: 416-978-2222 | U of T Mississauga Police: 905-569-4333 | U of T Scarborough Police 416-978-2222 |
Centre for International Experience Safety Abroad 416-946-3929.
*24/7/365; Campus Community Police can direct your call to the right service.
You can also contact the Community Safety Office at 416-978-1485.

Class Schedule

Session	Topics and Key Questions	Weekly Readings
Week 1 (13/09/232)	**Introduction** *Why focus on policy feedback effects?*	**Required Readings:** • Moynihan, Don and Joe Soss. 2014. "Policy Feedback and the Politics of Administration." *Public Administration Review* 74, 3: 320-332. • Hoover Green, Amelia. 2023. "How to Read Political Science: A Guide in Four Steps" (4 pages): https://www.ameliahoovergreen.com/teaching.html **Additional Reading:** • Peters, B Guy. 2020. "The Comparative Method and Comparative Policy Analysis." In *Handbook of Research Methods and Applications in Comparative Policy Analysis*. Eds. B. Guy Peters and Guillaume Fontaine. Elgar online.
Week 2 (20/09/23)	**Goals of Policy Design** *What are we trying to achieve? Designing for policy effectiveness, resilience, equity, and so on*	**Required Readings:** • Howlett, Michael, Ishani Mukherjee, and Jun Jie Woo. 2015. "From Tools to Toolkits in Policy Design Studies: The New Design Orientation Towards Policy Formulation Research." *Policy and Politics* 43, 2: 291-311. • Schneider, Anne L. and Helen M. Ingram. 2019. "Social Constructions, Anticipatory Feedback Strategies, and Deceptive Public Policy." Policy Studies Journal 47, 2: 206-236. • Béland, Daniel, Michael Howlett, Philip Rocco, Alex Waddan. 2020. "Designing Policy Resilience: Lessons from the Affordable Care Act." *Policy Sciences* 53: 269-289. **Additional Readings:** • See the special issue of the *Annals of the American Academy of Political and Social Science* 685, 1 (2019) on policy design and feedbacks.

		• See also the special issue of *Policy and Society* 38, 1 (2019) on designing for policy effectivness
Week 3 (27/09/23)	**Theoretical Foundations** *Understanding behavioural theories and historical institutional theories of policy change*	**Required Readings:** • Pierson, Paul. 2000. "Not Just What, but When: Timing and Sequence in Political Processes." Studies in A*merican Political Development* 14: 72-92. • Wilson, Rick. 2011. "The Contribution of Behavioral Economics to Political Science." *Annual Review of Political Science* 14: 201-223. • Hacker, Jacob. 2004. "Privatizing Risk Without Privatizing the Welfare State: The Hidden Politics of Social Policy Retrenchment in the United States." *American Political Science Review* 98, 2: 243-260 **Additional Readings:** • Millar, Heather, Matthew Lesch, and Linda A. White. 2018. "Connecting Models of the Individual and Policy Change Processes: A Research Agenda." *Policy Sciences* 52: 97-118.
Week 4 (04/10/23)	**Bringing Behavioural and HI Approaches Together: Policy Feedback Theory** *What is meant by the resource and interpretive feedback effects of policy? How do we examine policy outcomes over the long term?*	**Required Readings:** • Pierson, Paul. 1993. "When Effect Becomes Cause: Policy Feedback and Political Change" *World Politics* 595-628. • Mettler, Suzanne and Mallory SoRelle. 2018. "Policy Feedback Theory." In *Theories of the Policy Process*. 4th ed. Eds. Paul A. Sabatier and Christopher M. Weible.. Boulder, CO: Westview Press: 103-134. **Additional Readings:** • Mettler, Suzanne. 2016. "The Policyscape and the Challenges of Contemporary Politics to Policy Maintenance." *Perspectives on Politics* 14, 2: 369-390.

Week 5 (11/10/23)	**Policy Feedback Theory II: Self-Reinforcing and Self-Undermining Feedback Effects** *What is meant by negative/positive feedback effects/self-reinforcing/self-undermining feedback effects?*	**Required Readings:** • Jacobs, Alan M. and R. Kent Weaver. 2015. "When Policies Undo Themselves: Self-Undermining Feedback as a Source of Policy Change." *Governance* 28, 4: 441-457. • Patashnik, Eric M., and Julian E. Zelizer. 2013. "The Struggle to Remake Politics: Liberal Reform and the Limits of Policy Feedback in the Contemporary American State." *Perspectives on Politics* 11, 4: 1071-1087. • Busemeyer, Marius, Aurélien Abrassat, and Roula Nezi. 2021. "Beyond Positive and Negative: New Perspectives on Feedback Effects in Public Opinion on the Welfare State." *British Journal of Political Science* 51: 137-162. **Additional Readings:** • Skogstad, Grace. 2017. "Policy Feedback and Self-reinforcing and Self-undermining Processes in EU Biofuels Policy." *Journal of European Public Policy* 24, 1: 21-41. OR • Millar, Heather, Eve Bourgeois, Steven Bernstein and Matthew Hoffmann. 2021. "Self-reinforcing and Self-undermining Feedbacks in Subnational Climate Policy Implementation." *Environmental Politics* 30:5, 791-810.
Week 6 (18/10/23)	**Policy Outcomes I: Distributive Consequences** *Harold Lasswell famously stated that politics is about who gets what, when, and how. What are the distributive consequences of different policy designs?*	**Required Readings:** • Michener, Jamila. 2019. "Policy Feedback in a Racialized Polity." *Policy Studies Journal* 47, 2: 423-450. • Olsen, Asmus Leth, Jonas Hegh Kyhse-Andersen, and Donald Moynihan. 2022. "The Unequal Distribution of Opportunity: A National Audit Study of Bureaucratic Discrimination in Primary School Access." *American Journal of Political Science* 66, 3: 587-603. • Herd, Pamela, Hilary Hoynes, Jamila Michener,

		and Donald Moynihan. 2023. "Introduction: Administrative Burden as a Mechanism of Inequality in Public Administration." *RSF: The Russell Sage Foundation Journal of the Social Sciences* 9, 5: 1-30. **Additional Readings:** • Banting, Keith and Debra Thompson. 2021. "The Puzzling Persistence of Racial Inequality in Canada." *Canadian Journal of Political Science* 1-22. • Note other articles in the special issue of *RSF: The Russell Sage Foundation Journal of the Social Sciences*
Week 7 (25/10/23)	**Policy Outcomes II: Resource and Interpretive Feedback Effects** *What resources do public policies confer (e.g. financial stability, participatory capacity) and how do those benefits affect individuals' and groups political involvement? What messages do specific policy designs confer and how do those messages affect recipients and their views of themselves in relation to the state?*	**Required Readings:** • Mettler, Suzanne. 2002. "Bringing the State Back in to Civic Engagement: Policy Feedback Effects of the GI Bill for World War II Veterans. *American Political Science Review* 96, 2: 351-365. • Nuamah, Sally A. 2021. "The Cost of Participating While Poor and Black: Toward a Theory of Collective Participatory Debt." *Perspectives on Politics* 19, 4: 1115-1130. • Simonsen, Kristina Bakkaer. 2021. "Politics Feeds Back: The Minority/Majority Turnout Gap and Citizenship in Anti-Immigrant Times." *Perspectives on Politics* 19, 2: 406-421. **Additional Readings (there is a wealth of additional literature so I'm just flagging a few review articles):** • Mettler, Suzanne and Joe Soss. 2004. "The Consequences of Public Policy for Democratic Citizenship: Bridging Policy Studies and Mass Politics." *Perspectives on Politics* 2, 1: 55-73. • Larsen, Erik Gahner. 2019. "Policy Feedback Effects on Mass Publics: A Quantitative Review." *Policy Studies Journal* 47, 2: 372-394.

Week 8 (01/11/23)	**Designing for Policy Change 1: Instruments** *How do specific policy designs and choice of policy instruments affect politics?*	**Required Readings:** • Jordan, Andrew and Elah Matt. 2014. "Designing Policies that Intentionally Stick: Policy Feedback in a Changing Climate." *Policy Sciences* 47: 227-247. • Bernstein, Steven and Matthew Hoffmann. 2019. "Climate Politics, Metaphors and the Fractal Carbon Trap." *Nature Climate Change* 9 (December): 919–925. • Rosenthal, Aaron. 2021. "Conflicting Messages: Multiple Policy Experiences and Political Participation." *Policy Studies Journal* 49, 2: 616-639. **Additional Readings:** • Jordan, Andrew and Brendan Moore. 2020. *Durable by Design? Policy Feedback in a Changing Climate*. Cambridge UP (chs 1 and 2) • Schneider, Anne and Helen Ingram. 1990. "Behavioral Assumptions of Policy Tools." *Journal of Politics* 52, 2: 510-529.
No class (8/11/23)		**READING WEEK**
Week 9 (15/11/23)	**Designing for Policy Change 11: Agents** *What are the effects of using different actors in the delivery of public policy? What are the implications of different forms of delegated*	**Required Readings:** • Busemeyer, Marius and Kathleen Thelen. 2020. "Institutional Sources of Business Power." *World Politics* 72, 3: 448-480. • Metter, Suzanne. 2019. "Making What Government Does Apparent to Citizens: Policy Feedback Effects, Their Limitations, and How They Might Be Facilitated." *The Annals of the American Academy of Political and Social Science* 685: 30-46.

	governance on recipients of policy?	• Pue, Kristen. 2021. "Comparing Government Social Welfare Service Acquisition Regimes: Marketisation and Bases for Competition in Canadian and English Homelessness." *Journal of Social Policy,* 1-21. **Additional Readings:** • Rosenthal, Aaron. 2020. "Submerged for Some? Government Visibility, Race, and American Political Trust." *Perspectives on Politics* 19, 4: 1098-1114.
Week 10 (22/11/23)	**Final Paper Presentations** *Mapping policy feedback effects and presenting your policy solutions*	
Week 11 (29/11/23)	**Final Paper Presentations** *Mapping policy feedback effects and presenting your policy solutions*	
Week 12 (06/12/23)	**Final Paper Presentations** *Mapping policy feedback effects and presenting your policy solutions*	

Appendix - Getting started on your final research papers – a preliminary list of sources

This list is NOT exhaustive. It is meant only to get you started on your research and point you to scholars working in the area. Feel free to consult the following review articles/books on policy feedback for other sources:

Béland, Daniel, Andrea Louise Campbell and R. Kent Weaver. 2022. *Policy Feedback: How Policies Shape Politics*. Cambridge Elements Series.

Béland, D. 2010. "Reconsidering Policy Feedback: How Policies Affect Politics." *Administration and Society* 42, 5: 568-590 and Béland, D. and E. Schlager. 2019. "Varieties of Policy Feedback Research: Looking Backward, Moving Forward." *Policy Studies Journal* 47(2), 184–205.

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Courts, Policing, and Incarceration

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