

PECO 5502 (Winter 2019)

Public Policy: Exclusion, Redistribution and Representation

Dr. Mustafa Kemal Bayırbağ

I - Course Objective

The aim of this course is to introduce students to the debates in the public policy literature that revolve around the questions of social justice. By the end of the term, the students are expected to have developed a refined understanding of how political demands for social justice are translated into the policy agendas of public authorities, and to what extent the policy measures implemented by those authorities are able to address the problems leading to such demands and/or make those problems worse. The course, first, establishes the theoretical links between the notions of ‘social justice’ and ‘public policy’ (Weeks 2-3). Next, the relationship the processes of public policymaking/implementation and the question of social exclusion (as an access problem, to sites of decisionmaking and benefit distribution) is discussed (Weeks 4-6). Then, the transformation of the relationship between ‘public policy’ and ‘social justice’ under neoliberal capitalism is covered (Weeks 7-8) to prepare the grounds for the coming weeks, when the following policy issues/fields will be examined: Education and social justice; Youth unemployment and child poverty; Gender questions; Urban services and housing (Weeks 9-12). The last two weeks are dedicated to presentations and evaluation of your research progress. Students are expected to produce one reflection paper on course readings and one end-of-the-term project that will investigate a concrete policy problem, falling into one of the policy issues/fields covered during the Weeks 9-12.

II - Teaching Policy

A friendly and positive teaching environment is preferred. I like to promote an atmosphere of mutual trust and vivid intellectual engagement. Cheating is not welcome and in no way accepted. Please try your best to add to the class with your own intellectual capacity. If you need any extra equipment or measure that will facilitate and ease your learning process, please let me know in advance. If you have health problems that will not let you attend the class or any exam, contact me as soon as possible. Please also note that I personally do not sympathise with giving extensions or make-ups unless there is a very good excuse.

III- Student Responsibilities and the Marking Scheme

The course will help you operationalise the above mentioned insights a) by asking you to write one reflection paper that will concentrate on the course readings and in-class discussions, b) and to prepare a final report, which will blend the theoretical insights from the course with empirical research, as well as a certain amount of extra literature survey pertinent to the policy issue/field you will have chosen; c) And, your active contribution to the classroom discussions, and thus attendance is crucial. Students are expected to come to the class prepared, meaning that you will have read the assigned materials to be able to follow the lectures and discussions. You are encouraged to participate in the class discussions.

And below is the evaluation scheme:

a) Participation – 20%

- Attendance, preparedness to the classroom discussions, the quality of your engagement.

b) Reflection paper – 40%

- Submitted: Week 7
- 5-6 pages long, double spaced
- Will cover the course readings/discussions covered thus far (critical evaluation).

c) Final Paper - 40%

- Details to be explained in the classroom (13-15 pages, double spaced)
- You will inform the instructor about the topic chosen, during (Week 3).
- Involves submission of a one-page research project outline (Week 9)

IV – Examination/Presentation Evaluation Policy:

(the average of three evaluation criteria)

- a) Knowledge of the Literature : Breadth and Scope of your discussion. Allusion to reading materials, proper citations from the authors.
- b) Insight or In Depth Analysis : Awareness of main issues, tensions, concepts, and efficiency in their operationalisation.
- c) Engagement : Well researched / presented, good examples, innovative thinking and original contributions.

V - Topics and Readings

WEEK 1 (Jan 7 - 11)

Introduction: Course outline, main problematic and the concepts introduced.

WEEK 2 (Jan 14 - 18)

Social Justice and Public Policy: Ideational dimensions to the policy debates revolving around demands for social justice. The notion of ‘social exclusion’ as a broader, cross-cutting theme constitutes the centre of attention. Two key axes of discussion are: political representation and (re)distribution.

- Reimer, B. (2004) “Social Exclusion in a Comparative Context”, *Sociologia Ruralis* 44: 76–94.
- Mitlin, D. (2005) “Understanding Chronic Poverty in Urban Areas”, *International Planning Studies* 10(1): 3–19.
- Brodie, J. (2018) “Inequalities and Social Justice in Crisis Times”. In J. Brodie (ed.) *Contemporary Inequalities and Social Justice in Canada*. Toronto: University of Toronto Press: 3- 25.

WEEK 3 (Jan 21 - 25)

Public Policy and Social Justice: A comparative analysis of different policy schemes/orientations addressing demands for social justice. The role and place of public policies in meeting those demands and/or in worsening the problems leading to those demands.

FINAL PAPER TOPICS SELECTED (One of the topics discussed during Weeks 9-12)

- Arriagada, I. (2005) "Dimensions of poverty and gender policies", *Cepal Review* 85 (April 2005): 99-110.
- Hamnett, C. (1996) "Social Polarisation, Economic Restructuring and Welfare State Regimes", *Urban Studies* 33(8): 1407-1430.
- Eizaguirre, S. et al (2012) "Multilevel Governance and Social Cohesion: Bringing Back Conflict in Citizenship Practices", *Urban Studies* 49(9): 1999–2016.

WEEK 4 (Jan 28 – Feb 1)

Policymaking and the question of political representation: The relationship between institutional design of the policymaking process and political representation of different social classes/groups is discussed as a key factor that shapes the content of public policies.

- Hickey, S. and S. Bracking (2005) "Exploring the Politics of Chronic Poverty: From Representation to a Politics of Justice?", *World Development* 33(6): 851–865.
- Bracking, S. (2005) "Guided Miscreants: Liberalism, Myopias, and the Politics of Representation", *World Development* 33(6): 1011–1024.
- Wilson, D. (1999) "Exploring the Limits of Public Participation in Local Government", *Parliamentary Affairs* 52 (2): 246-259.

WEEK 5 (Feb 4 - 8)

Policy implementation and the question of (re)distribution 1: The role and place of different policy instruments (Direct Interventions) in determining the degree of access of different social classes/groups to welfare collectively produced by society, and to the benefits distributed by public authorities.

- Sefton, T. (2006) "Distributive and Redistributive Policy". In M. Moran, M. Rein and R.E. Goodin (eds) *The Oxford Handbook of Public Policy*. Oxford U.P.: 607-623.
- Saint-Martin, D. (2007) "From the Welfare State to the Social Investment State: A new paradigm for Canadian social policy". In M. Orsini and M. Smith *Critical Policy Studies*. Vancouver: UBC Press: 279 - 298.
- Prior, D. and M. Barnes (2011) "Subverting Social Policy on the Front Line: Agencies of Resistance in the Delivery of Services", *Social Policy & Administration* 45(3): 264–279.

WEEK 6 (Feb 11- 15)

Policy implementation and the question of (re)distribution 2: The role and place of different policy instruments (Indirect Interventions) in determining the degree of access of different social classes/groups to welfare collectively produced by society, and to the benefits distributed by public authorities.

- Prince, M.J. (2010) “Self-regulation, Exhortation and Symbolic Politics: Gently coercive governing?” In G. Toner, L.A. Pal and M.J. Prince (eds) *Policy: from Ideas to Implementation*. Montreal and Kingston: McGill-Queen’s UP: 77-108.
- Minogue, M. (?) “What Connects Regulatory Governance to Poverty?” *Working Paper* CRC, University of Manchester.
- Fangmeng, T. (2015) “Evolution and Reform of China’s Hukou System”. In K. Göymen and R. Lewis (eds) *Public Policymaking in a Globalized World*. İstanbul: İPM, Sabancı University: 185-201.

WINTER BREAK – NO CLASS MEETING (Feb 18 - 22)**WEEK 7** (Feb 25 – March 1)

Inequalities under neoliberal capitalism: Inequalities in neoliberal societies. How older forms of inequality take new shappes, and what sort of new forms of inequality are born. Impacts of neoliberal urbanisation, new geographies of injustice, identitites, socio-economic polarisation, insecurity, indebtedness, etc.

REFLECTION PAPER SUBMISSION

- Mohan, J. (2000) “Geographies of welfare and social exclusion”, *Progress in Human Geography* 24(2): 291–300.
- Holston, J. (2009) “Insurgent Citizenship in an Era of Global Urban Peripheries”, *City & Society* 21(2): 245–267.
- Bush, R. (2004) “Poverty and Neo-Liberal Bias in the Middle East and North Africa”, *Development and Change* 35(4): 673–695.

WEEK 8 (March 4 - 8)

Policymaking under neoliberal capitalism: How the policymaking and implementation schemes have been transformed under neoliberal capitalism. How these changes have shaped the policy responses to the demands raised by neoliberal (urban) societies. What sort of tensions arise.

- Stoker, G. (1998) "Governance as Theory: Five propositions", *International Social Science Journal* 50:17-28.
- Rose, N. (1996) "The death of the social? Re-figuring the territory of government", *Economy and Society* 25(3): 327-356.
- Myles, J. (2015) "Canadian Sociological Association Outstanding Contribution Lecture: The Fading of Redistributive Politics in Canada", *Canadian Review of Sociology*: <https://doi.org/10.1111/cars.12058>

WEEK 9 (March 11 - 15)

Education and social justice

THE RESEARCH PROJECT OUTLINE SUBMISSION (1 PAGE)

- Carnoy, M. (1985) "The political economy of education", *International Social Science Journal* 37(2): 157-173.
- Bayırbağ, M.K. (2015) "Dynamics of Post-crisis Reform in Public Policy: The Case of Education Policy in Turkey". In A.R. Dawoody (ed) *Public Administration and Policy in the Middle East*. New York: Springer: 61-81.
- Rezai- Rashti, G. et al (2017) "The new articulation of equity education in neoliberal times: the changing conception of social justice in Ontario", *Globalisation, Societies and Education* 15(2): 160 – 174.

WEEK 10 (March 18 - 22)

Youth unemployment and child poverty

- Jeffrey, C. and L. McDowell (2004) "Youth in a Comparative Perspective: Global change, local lives", *Youth & Society* 36(2): 131-142.
- Ruddick, S. (2003) "The Politics of Aging: Globalization and the Restructuring of Youth and Childhood", *Antipode* 35(2): 334-362.
- Minujin, A., et al (2006) "The definition of child poverty: a discussion of concepts and measurements", *Environment and Urbanization* 18(2): 481-500.

WEEK 11 (March 25 - 29)*Gender questions*

- Pavlovskaya, M. (2004) "Other Transitions: Multiple Economies of Moscow Households in the 1990s", *Annals of the Association of American Geographers* 94(2): 329–351.
- Clegg, S. and R. Gough (2000) "The Struggle for Abortion Rights". In M. Lavalatter and G. Mooney (eds) *Class Struggle and Social Welfare*. London and New York, Routledge: 155-172.
- Pateman, C. (2000[1989]) "The Patriarchal Welfare State". In C. Pierson and F.G. Castles (eds) *The Welfare State Reader*. Polity Press: 133-150.

WEEK 12 (April 1 - 5)*Urban (social) policy, housing*

- Elander, I. and T. Strömberg (2001) "From local welfare regimes to fragmented urban coalitions", *Paper presented at the conference Area-based initiatives in contemporary urban policy*, Danish Building and Urban Research and European Urban Research Association. Copenhagen, 17-19 May 2001.
- Mahon, R. (2005) "Rescaling Social Reproduction: Childcare in Toronto/Canada and Stockholm/Sweden", *International Journal of Urban and Regional Research* 29(2): 341–357.
- Bhan, G. (2014) "The impoverishment of poverty: reflections on urban citizenship and inequality in contemporary Delhi", *Environment and Urbanization* 26(2): 547–560

WEEK 13 (April 8 - 9)*Review***FINAL PAPER SUBMISSION** (April 12 - 27)

Academic Accommodations

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course. Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton E-mail Accounts

All email communication to students from the Department of Political Science will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.