

Policy Paradox: The Art of Political Decision Making
By Deborah Stone

Chapter 1: The Market and the Polis

Market is the individual Polis is the community

| | Market | Polis |
|--|--|---|
| 1. Unit of Analysis: individual | The Edison Schools | Public Districts |
| 2. Motivation: Self-interest | Owners want own money; Stockholders and parents | Community education of the entire district. City interest = real estate values, Scores Children have opportunity for good education |
| 3. Conflict | Self interest with these three. We really need to offer a good education, but we need to make money. | My child vs. the rest of the children Resource allocation: AP vs. after school help programs |
| 4. Source of Ideas and Preferences (Civic Capacity) | Parents what child to go to the best schools, self set standards and freedom of choice | Federal and State Guidelines and Mandates, NCLB, Private sector demands |
| 5. Nature of Collective Activity | Public School VS. Edison | Community Works with the board for the budget. Competition between schools in the same district, tenure, jobs |
| 6. Criteria for individual decision-making | Making more money than we are spending, profit /cost driven | PTA promotes the interest of the school, the BOE and who makes it up |
| 7. Building blocks of social action | Politicians direct this election of the school system. Edison owners influencing them | PTA, Fiscal Equity group, Teachers Associations, Community business owners |
| 8. Nature of Information | Stockholder reports, Students success reports, Websites | Ambiguous: Highly Qualified teachers, School report card once a year, NYS Standards of reporting is set forth by legislators, How BOE present data in terms of improvement rather than raw numbers. |
| 9. How things work Laws of Passion – the more they have a group the more interdependence there is | No enrollment no tuition CEO – Chris Whittle Only competition drives society. | PTA, more cooperation creates more social well being. |
| 10. Sources of change PARADOX: both are perusing their own welfare, not really for the cause rather my child’s education | Money | School budget persuasion by the BOE. Increase scores |

Chapter 4

Chart on page 99

Concepts of needs.

Definition of need is a political question rather than a biological one.

“In conflicts over security, the central issues are what kind of security government should attempt to provide; what kinds of needs it should attempt to meet; and how the burdens of making security a collective responsibility should be distributed.”

Five dimensions:

Absolute vs. relative

Direct vs. instrumental

Present vs. future

Physical vs. communal

Simple definition used by Stone of need
Minimum requirements for biological survival

1. Valuation of resources: Example – food has a symbolic meaning that transcends the basic need for energy. Psychological needs – needs of different cultures, rituals. Thanksgiving Material vs. symbolic
2. Standard of comparison – fixed standards vs. relative ones – compared to the community. Food stamps – should people be regulated in what they purchase?
3. Purposes of resources – immediate vs. broader goals? Soup kitchen vs. food stamps
4. Time immediate vs. future needs “fish supply “
5. Unit of analysis – buying “designer sneakers with assistance money”
Status to food – Atkins diet can’t afford it, left out of the “trend”
Psychologically – weight issues – greater need to belong

Security- Efficiency Tradeoff

People will argue that security and efficiency is incompatible.
Stone argues that productivity does not decline when sense security increase
How is productivity measured?
Progress argument – call center jobs – jobs overseas

Chapter 5 Liberty

Definition of Liberty as believed by Mills: Liberty is the deliberation and the exercise of choice are the essence of what it means to be human and that therefore government should interfere with individual choice as little as possible.

Government is justified in restricting only behavior that concerns or affects other people.

What counts as “harm to others?”

1. Bodily harm – physical, material
2. Harm involving amenity effects – activities causing aesthetic harms
3. Emotional and psychological harms: psychological harm spills over into the area of spiritual and moral harms

In the polis, the sphere of compulsion based on the interests of society (as distinct from harm to individuals) is actually quite large.

If community is the starting point of analysis, then there are several kinds of harms that cannot be accounted for in Mill’s framework of individually calculated harms.

1. Structural harms – effects on the ability of a community to function as a community.
2. Accumulative harms – can be devastating if a lot of people do particular actions, such as, dumping sewage in a river, allow smoking in public places. Policy makers need to take into account this harm in order to protect the things people use in common, such as natural resources and cooperative institutions.
3. Nonindividual harm – affirmative action; harm to a group that results from harm to individuals.

Stone’s view:

Chapter 6 – Symbols

| | Redefinition | Example |
|------------|--|--|
| Stories | Description the problem translated into parable or tale so people have a reference to relate to. This is used as a tool to appeal to the audience. There are two types Stories of decline and stories of control. | A long time ago this school graduated 400 students a year, now there is less than half that, what has happened to the students? |
| Synecdoche | Taking a small part of the problem to represent the whole in an effort to represent the scope to make it more manageable. | Little Johnny from the South Bronx, walks past 4 drug dealers and 6 prostitutes on his way to school. We need to help all the Johnny's of America. |
| Metaphor | Likeness to something else | Amityville High school was a place of pride, honor and success; today it is the Amityville horror. |
| Ambiguity | Have more than one meaning | “Edison partners with school districts and charter boards to raise student achievement through its research-based school design... and other proven program features” Edisonschools.com |

Chapter 9 Interests:

P210 Sides in politics are said to interests.
Groups that have a stake in an issue or are affected by it. Someone must articulate it.
Objective and subjective

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White Castle and “Fast Food Alley”

Creating interest

Essential idea of this analytical scheme is that the distribution of costs and benefits of any program – whether they fall in a concentrated or diffused way determines the type of political contest it engenders. – more often than not, a political issue seems to fit into more than one box.

What matters is whether the losers or gainers on an issue are more concentrated than other losers or gainers on the same issue.

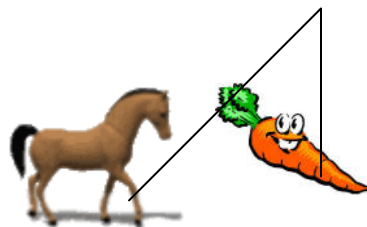
Good Weak interests vs. Strong Bad Interests

- Rhetorical characteristics Special Interests vs. public interests

Market vs. polis

Market believes that some interests are stronger than others - ones that satisfy the most important needs of the most consumers

Chapter 11 – Inducements



Inducements try to get individual motives and community goals on the same page.

| | Rationality Model Zero Tolerance | Polis Model Student By Student |
|-------------|---|---|
| Giver | Hierarchal School Leadership will dictate absolute policy. | Resolution determined by case-by-case basis, decisions differ from student to student. |
| Target | School Administrator and the student, Change current behavior for rewards | Just the student, Investing now for payoff in the student's future. |
| Inducements | Clearly defined | Giver sees it as a punishment, but receiver may see it as a reward (community service). |

| | Rationality Model | Polis Model |
|-----------|-----------------------------------|---|
| Rewards | More rewards more behavior change | Behavior will become peer driven and may create alliances with administrators. |
| Sanctions | Administrators in the hot seat. | Principal can sabotage the system by arbitrary decisions and create resentment among students and faculty since punishment differs. |

Rational says if we do things good things will happen.
Comer says we need to gather people.

Chap 14 Rights

Rights are yet another way of governing relationships.

Positive - backed by the power of the state
 Normative have a right to something they do not actively claim;
 -come from some source other than the power of enforcement – Declaration of Independence.
 Applying different rights to political policy
 The thread running through chapter - Positive or legal rights are energized, constrained and constantly challenged by normative rights.
 Rationality Model vs. Polis Model pg 352
 IN THE END RIGHTS ARE NOT TOOLS OR INSTRUMENTS they are dependent on and subject to larger politics. Reaffirm or redefine society's internal rules and its categories of membership