

PSCI 3405B

COMPARATIVE PUBLIC POLICY ANALYSIS¹

Mondays, 11:35 am to 2:25 pm

Please check Carleton Central for location

INSTRUCTOR:

Dr. Vandna Bhatia

CONTACT:

A625 Loeb Building
520-2600, ext. 1360
vandna_bhatia@carleton.ca

OFFICE HOURS:

Mondays
3:00 pm to 4:00 pm

COURSE DESCRIPTION

Contemporary governments in industrialized democracies around the world are faced with many similar policy problems: environmental sustainability, economic growth and employment, accessible health services, quality education and reliable income support programs – to name just a few. Despite generally similar issues and resources, national governments often respond with very different policy solutions to address these problems. In this course, we will examine how and why policies dealing with a range of contemporary issues differ across nations. In comparing nations, we will examine, compare, and contrast the influence of such factors as political ideas and ideologies, institutional arrangements, and organized interests in shaping the process and substance of public policy.

The primary objective of this course is to introduce students to the cross-national study of public policies in the industrialized democracies. We will examine and compare specific policy issues across several nations, as well as the impact of globalization and global public policy on domestic policy dynamics. The course will familiarize you with key theoretical frameworks and concepts for understanding, analyzing and comparing public policies and their development across nations.

At the end of the course, students should:

- Be able to compare and contrast the policies of industrialized nations in a number of issue areas;
- Be familiar with broad theoretical concepts in analyzing and explaining policy content and processes across nations;
- Be able to apply these concepts to the analysis of practical policy problems;
- Be able to identify patterns of policy development across different issue areas and across nations.

¹ Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in this course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

EVALUATION

Item	Due Dates	Weight
Essay 1	February 22	25%
Essay 2	April 4	30%
Article Précis (8 @ 3%)	4 by February 8 4 by March 28	24%
Presentations (3 @ 7%)		21%

ESSAYS

Students are expected to submit two papers over the course of the term. Each paper should provide an in-depth (2,500-3,000 words) comparative analysis of a policy issue area drawn from the preceding section of the course. Specific topics/questions to choose from will be provided by the instructor. The objective of each paper is to *describe* policy variation across at least two countries, and explain *why* the policies vary. Detailed instructions will be available on CULearn. **You must submit both essays to receive a passing grade in the course.** All written assignments are due by 9:00 AM on the due date and must be submitted electronically via CULearn as PDF files.

All papers should include a cover page, conform to APA citation format and meet minimum standards of essay writing for third year students. You are strongly encouraged to consult the following style guides in preparing papers:

- William Strunk, E.B. White, and Roger Angell (2000). *The Elements of Style*, 4th Ed., Boston: Allyn and Bacon. Available online at <http://www.bartleby.com/141/>.
- Schmidt, Diane E. (2005). *Writing in Political Science: A Practical Guide*. New York: Pearson Longman.

Late essays will be penalized. Late penalties will have an *appreciable* impact on your final grade, so please weigh carefully your decision to submit a late paper. Papers submitted after 5 days (including weekends) past the due date without official (medical) documentation of illness or incapacity are assigned a grade of 0. Every effort will be made to return papers within two weeks of the due date.

ARTICLE PRÉCIS

Students are expected to compose 8 précis (~250 words/1 page, double-spaced), each summarizing one required reading article (not textbook chapter) from a given week. The objectives of these short assignments are to hone your writing skills and encourage you to become a 'deep reader', that is, able to focus on the *meaning* of what you read and not just its surface content. Deep reading skills are essential for comprehending complex, academic texts and thinking critically about the issues, themes, concepts, and questions they raise. Guidelines for composing précis will be provided. Four précis are due **prior** to the reading week break (i.e., by February 8) and four are due before the end of term (i.e., by March 28). Each précis must be submitted by 10:00 AM on the day the reading will be addressed in class. Précis submitted after the date and time deadlines will be given a zero.

PRESENTATIONS

Each student will be required to participate in group presentations throughout the term, drawing on assigned readings for a given week. Each group will focus on one country, assigned by the instructor, and will make regular presentations which provide an overview of key characteristics/parameters of a particular policy issue in that country. Since presentations are a group endeavor, the same grade will be awarded to all group members. Presentation grades will be based on a combination of peer and instructor evaluations. Additional instructions and details about presentations will be discussed in class and made available on CULearn.

STUDENT CONDUCT & ACADEMIC REGULATIONS

Students should come to class prepared having read the assigned material, and ready to engage in discussion of questions and issues arising from it. Disagreement and debate are important and expected – they are a reflection of the often contentious issues we confront in public policy. Discussion also engages critical thinking and encourages exchange of ideas. It is expected that you will be respectful and civil at all times in these discussions.

Students are expected to silence and put away cell phones once class starts. Computers and tablets may be used in class to take notes, but are not to be used during class to check email, news sites, Facebook, etc.

Students are expected to be familiar with and abide by academic and conduct regulations of Carleton University. Undergraduate students should consult the [Academic Regulations](#) listed in the Undergraduate Calendar, in particular those dealing with Academic Integrity and Offenses of Conduct (sections 14 and 15). Additional information regarding academic conduct and accommodations is appended to this syllabus.

ACADEMIC RESOURCES

If you need assistance with...	Refer to...	Contact Information
Finding a tutor One-on-one study skills support Group study skills workshops Reserving group study rooms	Student Academic Success Centre – Learning Support Services	302 Tory Building, 613-520-7850 http://www2.carleton.ca/sasc/ No appointments necessary.
Academic support and advice Choosing, changing major Academic planning	Student Academic Success Centre – Academic Advising	302 Tory Building, 613-520-7850 http://www2.carleton.ca/sasc/ No appointments necessary.
A learning disability	Paul Menton Centre	501 University Centre, 520-6608 http://www2.carleton.ca/pmc/
Developing writing skills	Writing Tutorial Service	4 th Floor MacOdrum Library, 613-520-6632 http://www2.carleton.ca/sasc/writing-tutorial-service/
Polishing English conversation skills	International Student Services Office, Conversation Groups	128 University Centre, 613-520-6600 http://www1.carleton.ca/isso/
Research assistance	Research Help Desk, MacOdrum Library	MacOdrum Library, 520-2735 http://www.library.carleton.ca/
Statistics/SPSS assistance (by appointment only)	Data Centre, MacOdrum Library	Statistical Consultant, 520-2600 x 2619 http://www.library.carleton.ca/contact/service-points/data-centre
Coping with stress or crisis	Office of Student Affairs	613-520-2600, x 2573 http://www.carleton.ca/studentaffairs
	Health and Counseling Services	613-520-6674 www.carleton.ca/health

REQUIRED TEXTS & READINGS

There is one required textbook for the course, in addition to assigned journal articles. Copies of the book are available through [Haven Books](#) (43 Seneca Street, at Sunnyside)

- Anneliese Dodds (2013). *Comparative Public Policy*. Palgrave Macmillan

Journal articles and selected book chapters:

- Most required readings are available electronically (unless otherwise indicated) online through the University library system or via the Ares link in CULearn.
- Those not available electronically are marked with an asterix (*) and are available through the Library's course reserves.

Supplementary Readings:

- Supplementary readings, as noted in the list of weekly readings, are available electronically or are kept on reserve at MacOdrum. These readings are provided as a reference point for students to begin in preparing their country profiles on specific issues, for papers and presentations.
- The following textbooks are suggested for supplementary reading. They are recommended particularly for students who have a limited background in public policy. They are available at MacOdrum Library.
 1. Adolino, J.R. and C.H. Blake (2010). *Comparing Public Policies*. C.Q. Press
 2. Castles, F.G. (1998). *Comparative Public Policy: Patterns of Post-war Transformation*. Cheltenham: Edward Elgar.
 3. Clasen J. (1999). *Comparative Social Policy: Concepts, Theories and Methods*. Oxford: Blackwell Publishers.
 4. Howlett, M., M. Ramesh, and A. Perl (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems*. 3rd Edition. Toronto: Oxford University Press.
 5. Heidenheimer, A.J., H. Hecllo and C.T. Adams (1990). *Comparative Public Policy. Third Edition*. New York: St. Martins Press.
 6. Stone D.A. (2012). *Policy Paradox: The Art of Political Decision-Making, Third Edition*. New York: WW Norton.

WEEKLY TOPICS AND READINGS

WEEK 1 (JAN 11): INTRODUCTION TO THEORIES OF PUBLIC POLICY

Introductions and orientation to course. Why study the politics of public policy? Why compare across nations? How are the politics of policy making analyzed? What is the policy process?

Required Readings:

- Dodds, Chapter 1: Why Compare Public Policies (pp. 1-20)
- Hassel A. (2015). Public Policy. *International Encyclopedia of the Social & Behavioral Sciences* (Second Edition), 19: 569–575 [on-line resource]

Supplementary Readings:

- Feldman E.J. (1978). Comparative public policy: Field or method? *Comparative Politics*, 10(2): 287-305
- Gupta, K. (2012). Comparative public policy: Using the comparative method to advance our understanding of the policy process. *Policy Studies Journal*, 40: 11–26.
- Lodge, M. (2006). Comparative public policy. In Fischer, F., & Miller, G. J. (Eds.). *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. CRC Press.

WEEK 2 (JAN 18): POLICY AND THE INSTRUMENTS OF GOVERNANCE

What tools are available to governments in developing policy? How does the study of policy instruments advance the comparative study of public policy? What is the relationship between policy instruments and governance?

Required Readings:

- Dodds, Chapter 2: Differences Between Public Policies (pp. 21-48)
- Lascombes, P. and Le Gales, P. (2007). Introduction: Understanding public policy through its instruments—from the nature of instruments to the sociology of public policy instrumentation. *Governance*, 20: 1–21

Supplementary Readings:

- Elmore, RF (1987). Instruments and strategy in public policy. *Policy Studies Review*, 7(1):174-186.
- Hood, C. (2007) Intellectual obsolescence and intellectual makeovers: Reflections on the tools of government after two decades. *Governance*, 20(1): 127–44.
- Schneider A. and Ingram H. (1990). Behavioural assumptions of policy tools. *Journal of Politics* 52(2): 510-529.
- Woodside, K. (1986). Policy instruments and the study of public policy. *Canadian Journal of Political Science* 19: 775-93.

WEEK 3 (JAN 25): DOMESTIC GOVERNANCE CHALLENGES AND ECONOMIC POLICY

How do states differ with respect to their approaches to managing the economy? What factors contribute to the capacity of states to effectively manage economic policy, such as during fiscal crisis? (How) do partisan political factors influence government decisions? Presentations begin.

Required Readings:

- Dodds, Chapter 3: Economic policy (pp. 49-82)
- Armingeon, K. (2012). The politics of fiscal responses to the crisis of 2008–2009. *Governance*, 25(4), 543-565.
- Kickert W.J.M. (2012). State responses to the fiscal crisis in Britain, Germany and the Netherlands, *Public Management Review*, 14(3): 299-309

Supplementary Readings:

- Blyth, M. (2013). Paradigms and paradox: The politics of economic ideas in two moments of crisis. *Governance*, 26(2), 197-215.
- Bernard Jr, P. M. (2014). Canadian political economy and the Great Recession of 2008–9: The politics of coping with economic crisis. *American Review of Canadian Studies*, 44(1), 28-48.
- Blais, A., J. Kim & M. Foucault (2010). Public spending, public deficits and government coalitions. *Political Studies*, 58(5): 829-846.
- Cusack, T.R. (1999). Partisan politics and fiscal policy. *Comparative Political Studies*, 32, 464-468.
- Raess, D. and Pontusson, J. (2015). The politics of fiscal policy during economic downturns, 1981–2010. *European Journal of Political Research*, 54(1): 1–22.
- Starke, P., A. Kaasch and F. Van Hooren (2014). Political parties and social policy responses to global economic crises: Constrained partisanship in mature welfare states. *Journal of Social Policy*, 43, pp 225-246

WEEK 4 (FEB 1): POLICY REGIMES AND PENSION REFORM

How do states differ in their policies to support retirement? In what ways do past policies influence the prospects for reforming social policy? How have nations attempted to or succeeded in reforming their pension systems in recent years? Presentations.

Required Readings:

- Dodds, Chapter 4: Welfare policy (pp. 83-112)
- Ebbinghaus, B. (2015). The privatization and marketization of pensions in Europe: A double transformation facing the crisis. *European Policy Analysis*, 1(1): 56-73.
- Lain, D., S. Vickerstaff and W. Loretto (2013). Reforming state pension provision in 'Liberal' Anglo-Saxon countries: Re-commodification, cost-containment or recalibration? *Social Policy and Society*, 12(1): 77-90.

Supplementary Readings:

- Aysan, M. F. and Beaujot, R. (2009). Welfare regimes for aging populations: No single path for reform. *Population and Development Review*, 35: 701–720.
- Béland, D. and Shinkawa, T. (2007). Public and private policy change: Pension reform in four countries. *Policy Studies Journal* 35(3): 349-371.
- Bonoli, G. & B. Palier (2007). When past reforms open new opportunities: Comparing old-age insurance reforms in Bismarckian welfare systems. *Social Policy and Administration*, 41(6): 555–573
- Kangas, O., Lundberg, U. and Ploug, N. (2010). Three routes to pension reform: Politics and institutions in reforming pensions in Denmark, Finland and Sweden. *Social Policy & Administration*, 44: 265–284.
- Leisering, L. (2012). Pension privatization in a welfare state environment: Socializing private pensions in Germany and the United Kingdom. *Journal of Comparative Social Welfare*, 28(2), 139-151.
- Orenstein, M. A. (2013). Pension privatization: Evolution of a paradigm. *Governance*, 26: 259–281.

WEEK 5 (FEB 8): POLICY REGIMES AND HEALTH CARE SYSTEMS

What are the key policy tools that nations use to ensure affordable, high quality and equitable health care for their citizens? How do existing policy regimes affect the prospects for adapting and/or reforming health systems in the face of new developments and demands? Presentations.

Required Readings:

- Dodds, Chapter 5: Health Policy (pp. 113-134)
- Béland, D., & Waddan, A. (2014). Conservatives, partisan dynamics and the politics of universality: Reforming universal social programmes in the UK and Canada. *Journal of Poverty and Social Justice*, 22(2), 83-97.
- Tenbensel, T., Eagle, S., & Ashton, T. (2012). Comparing health policy agendas across eleven high income countries: Islands of difference in a sea of similarity. *Health Policy*, 106(1), 29-36.

Supplementary Readings:

- Burau, V. & Blank, R. H. (2006). Comparing health policy: an assessment of typologies of health systems. *Journal of Comparative Policy Analysis*, 8(1): 63–76.
- Cacace, M. & A. Schmid (2008). The healthcare systems of the USA and Canada: Forever on divergent paths? *Social Policy & Administration*, 42(4): 396-417.
- Frisina, L. (2008). Policy values and policy change in different healthcare systems: A comparative analysis of the British NHS and US private insurance system, *Harvard Health Policy Review*, 9(1):88–99.
- Hacker, J. (2004). Dismantling the health care state? Political institutions, public policies and comparative politics of health reform. *British Journal of Political Science*, 34: 693–724
- Hassenteufel, P. and Palier, B. (2007). Towards neo-Bismarckian health care states? Comparing health insurance reforms in Bismarckian welfare systems, *Social Policy & Administration*, 41(6): 574–96.

- Jordan, J. (2010). Institutional feedback and support for the welfare state: The case of national health care. *Comparative Political Studies* 43(7): 862-885.
- Schmid, A., Cacace, M., Götze, R., & Rothgang, H. (2010). Explaining health care system change: Problem pressure and the emergence of “hybrid” health care systems. *Journal of Health Politics, Policy and Law*, 35(4): 455-486.
- Tuohy, C. H. (2012). Reform and the politics of hybridization in mature health care states. *Journal of Health Politics, Policy and Law*, 37(4), 611-632.

WEEK 6 (FEB 22): FEDERAL INSTITUTIONS AND EDUCATION POLICY

How do institutional structures influence the policy process? What is the impact of multi-level governance on development of national standards for education policy? Presentations.

Required Readings:

- Dodds, Chapter 6: Education Policy (pp. 135-160)
- Capano, G. (2015). Federal dynamics of changing governance arrangements in education: A comparative perspective on Australia, Canada and Germany. *Journal of Comparative Policy Analysis*, 17(4): 322-41

Supplementary Readings:

- Alexiadou, N. and Lange B. (2013). Deflecting European Union influence on national education policy-making: The case of the United Kingdom. *Journal of European Integration*, 35(1): 37-52
- Bache, I. (2003). Governing through governance: Education policy control under New Labour. *Political Studies*, 51: 300–314
- Grek, S., & Ozga, J. (2009). Governing education through data: Scotland, England and the European education policy space. *British Educational Research Journal*, 36(6), 937-952.
- John, P., & Cole, A. (2000). When do institutions, policy sectors, and cities matter? Comparing networks of local policy makers in Britain and France. *Comparative Political Studies*, 33(2), 248-268.
- Pierson, P. (1995). Fragmented welfare states: Federal institutions and the development of social policy. *Governance*, 8, 449-478.
- Vergari, S. (2012). The limits of federal activism in education policy. *Educational Policy*, 26(1), 15-34.
- Wallner, J. (2012). Political structures, social diversity, and public policy: Comparing mandatory education in Canada and the United States. *Comparative Political Studies* 45: 850-75.

WEEK 7 (FEB 29): POLICY NETWORKS AND THE POLITICS OF CARBON MARKETS

How do policy actors organize to influence public policy decisions, both domestically and cross-nationally? How have business and industry groups shaped the selection of policy tools in dealing with climate change mitigation policies, particularly with regard to the development of carbon pricing? Presentations.

Required Readings:

- Dodds, Chapter 7: Environmental Policy (pp. 161-188)
- Paterson, M. (2012). Whom and what are carbon markets for? Politics and the development of climate policy. *Climate Policy*, 12(1): 82-97
- Braun, M. (2009). The evolution of emissions trading in the European Union – the role of policy networks, knowledge and policy entrepreneurs. *Accounting, Organizations and Society*, 34(3), 469-487.

Supplementary Readings:

- Burke, B., & Ferguson, M. (2010) Going alone or moving together: Canadian and American middle tier strategies on climate change. *Publius*, 40(3), 436-459.
- Fisher, D. R., Leifeld, P., & Iwaki, Y. (2013) Mapping the ideological networks of American climate politics. *Climatic Change*, 116(3-4), 523-545.

- Heinmiller, B. T. (2007). The politics of cap and trade policies. *Natural Resources Journal*, 47: 445.
- Markussen, P. and G.T. Svendsen (2005). Industry lobbying and the political economy of GHG trade in the European Union. *Energy Policy* 33: 245-255.
- Meckling, J. (2011) The globalization of carbon trading: Transnational business coalitions in climate politics. *Global Environmental Politics*, 11(2): 26–50.
- Nye, M., & Owens, S. (2008). Creating the UK emission trading scheme: motives and symbolic politics. *European Environment*, 18(1): 1-15.
- Olive, A. (2015). Assessing intergovernmental institutions and transnational policy networks in North American resource management: Concluding remarks. *Review of Policy Research*, 32: 163–169.
- Rabe, B.G. (2010). The aversion to direct cost imposition: Selecting climate policy tools in the United States. *Governance*, 23(4): 583-608.
- Rudolph, S., & Schneider, F. (2013). Political barriers of implementing carbon markets in Japan: A Public Choice analysis and the empirical evidence before and after the Fukushima nuclear disaster. *Environmental Economics and Policy Studies*, 15(2), 211-235.
- Selin H. & S.D. Vandever (2005) Canadian-U.S. environmental cooperation: Climate change networks and regional action. *American Review of Canadian Studies*, 35(2): 353-378

WEEK 8 (MAR 7): GROUPS, SOCIAL MOVEMENTS AND SAME-SEX MARRIAGE POLICY

How do social movements and societal groups influence perceptions of morality issues like same-sex marriage? How do groups mobilize support for and legitimize their perspectives and seek policy change? What types of collective action and strategies have groups used support or inhibit policies to legalize same-sex marriage across nations?

Presentations.

Required Readings:

- Dodds, Chapter 8: Interests and public policy (pp. 189-212)
- Dorf, M. C., & Tarrow, S. (2014). Strange bedfellows: How an anticipatory countermovement brought same-sex marriage into the public arena. *Law & Social Inquiry*, 39(2), 449-473.

Supplementary Readings:

- Adler, G., Hoegeman, C. and West, A. J. (2014). Congregational political activity and same-sex marriage: Social movement theory and evidence for contextual influence. *The Sociological Quarterly*, 55: 555–586.
- Eekelaar, J. (2014). Perceptions of equality: The road to same-sex marriage in England and Wales. *International Journal of Law Policy Family* 28 (1): 1-25.
- Knill, C., & Preidel, C. (2015). Institutional opportunity structures and the Catholic Church: explaining variation in the regulation of same-sex partnerships in Ireland and Italy. *Journal of European Public Policy*, 22(3), 374-390.
- Kollman, K. (2009). European institutions, transnational networks and national same-sex unions policy: When soft law hits harder. *Contemporary Politics*, 15(1):37-53.
- Lewis, D. C. (2011). Direct democracy and minority rights: Same-sex marriage bans in the US states. *Social Science Quarterly*, 92(2), 364-383.
- Lunsig, W. (2005). LGBT rights in Japan. *Peace Review: A Journal of Social Justice*, 17:143–148
- Olsen, K. A. (2014). Telling our stories: Narrative and framing in the movement for same-sex marriage. *Social Movement Studies*, 13(2), 248-266.
- Overby L.M., C. Raymond & Z. Taydas (2011) Free votes, MPs, and constituents: The case of same-sex marriage in Canada. *American Review of Canadian Studies*, 41(4): 465-478
- Richards, C. (2002). The legal recognition of same-sex couples: The French perspective. *International and Comparative Law Quarterly*, 51:305-324.

- Smith, M. (2007). Framing same-sex marriage in Canada and the United States: Goodridge, Halpern and the national boundaries of political discourse. *Social & Legal Studies*, 16(1): 5-26
- Tobin, B. (2009). Same-sex couples and the law: Recent developments in the British Isles. *International Journal of Law, Policy and the Family*, 23: 309–330

WEEK 9 (MAR 14): FAMILIALISM, FEMINISM AND FAMILY POLICY

How do ideas and social norms about gender roles and families influence the type of policies nations develop to support families with young children? How do child care and parental leave policies compare across nations with respect to their impact on gender roles and female labour market participation? Presentations.

Required Readings:

- Dodds, Chapter 9: Ideas and public policy (pp. 213-230)
- White, L. A. (2009). Explaining differences in child care policy development in France and the USA: Norms, frames, programmatic ideas. *International Political Science Review*, 30(4), 385-405.
- Fleckenstein, T. (2011). The politics of ideas in welfare state transformation: Christian democracy and the reform of family policy in Germany. *Social Politics: International Studies in Gender, State & Society*, 18(4), 543-571.

Supplementary Readings:

- Daly, M. (2010). Shifts in family policy in the UK under New Labour. *Journal of European Social Policy*, 20 (5):433–43.
- Fleckenstein, T. & Lee (2014).The politics of postindustrial social policy: Family policy reforms in Britain, Germany, South Korea, and Sweden *Comparative Political Studies*, 47 (4): 601-630
- Geva, D. (2011). Not just maternalism: Marriage and fatherhood in American welfare policy. *Social Politics: International Studies in Gender, State & Society*, 18(1), 24-51.
- Lewis, J., T. Knijn, C. Martin, and I. Ostner (2008). Policy perspectives: Patterns of development in work/family reconciliation policies for parents in France, Germany, the Netherlands, and the UK in the 2000s. *Social Politics*, 15(3): 261-286
- Milner, S. (2010). 'Choice' and 'flexibility' in reconciling work and family: towards a convergence in policy discourse on work and family in France and the UK? *Policy & Politics*, 38(1): 3-21
- Revillard, A. (2006). Work/family policy in France: From state familialism to state feminism? *International Journal of Law, Policy and the Family*, 20, 133-150.
- Schoppa, L. (2010). Exit, voice, and family policy in Japan: Limited changes despite broad recognition of the declining fertility problem. *Journal of European Social Policy* 20(5): 422-432.
- Seeleib-Kaiser, M., & Toivonen, T. (2011). Between reforms and birth rates: Germany, Japan, and family policy discourse. *Social Politics: International Studies in Gender, State & Society*, 18(3), 331-360.

WEEK 10 (MAR 21): POLITICAL INSTITUTIONS AND IMMIGRATION POLICY

How do political parties and electoral politics influence public perceptions of a nation's immigration policies? In particular, what has been the impact of centre-right and/or fringe political parties on mainstream party positions? Presentations.

Required Readings:

- Dodds, Chapter 10: Institutions and Public Policy (pp. 231-248)
- Akkerman, T. (2015). Immigration policy and electoral competition in Western Europe. A fine-grained analysis of party positions over the past two decades. *Party Politics*, 21(1): 54-67.
- Van Spanje, J. (2010). Contagious parties: Anti-immigration parties and their impact on other parties' immigration stances in contemporary Western Europe. *Party Politics* 16(5): 563–86.

Supplementary Readings:

- Bale, T. (2008). Turning round the telescope. Centre-right parties and immigration and integration policy in Europe. *Journal of European Public Policy*, 15(3), 315-330.
- Black, J.H & B.M. Hicks (2008). Electoral politics and immigration in Canada: How does immigration matter? *International Migration & Integration*, 9:241–267
- Frederking L.C. (2012) A comparative study of framing immigration policy after 11 September 2001. *Policy Studies*, 33(4): 283-296
- Helbling, M., Reeskens, T., & Stolle, D. (2015). Political mobilisation, ethnic diversity and social cohesion: The conditional effect of political parties. *Political Studies*. 63(1):101–122.
- Kashiwazaki, C. (2013). Incorporating immigrants as foreigners: Multicultural politics in Japan. *Citizenship Studies*, 17(1), 31-47.
- Lefkofridi, Z., & Horvath, K. (2012). Migration issues and representation in European liberal democracies. *Representation*, 48(1), 29-46.
- Marthaler S. (2008) Nicolas Sarkozy and the politics of French immigration policy, *Journal of European Public Policy*, 15:3, 382-397
- Odmalm, P., & Bale, T. (2015). Immigration into the mainstream: Conflicting ideological streams, strategic reasoning and party competition. *Acta Politica*, 50(4), 365-378
- Schmidtke, O. (2015). Between populist rhetoric and pragmatic policymaking: The normalization of migration as an electoral issue in German politics. *Acta Politica*, 50(4), 379-398
- Triadafilopoulos, T. (2010). Global norms, domestic institutions and the transformation of immigration policy in Canada and the US. *Review of International Studies*, 36(01), 169-193.
- Van Spanje, J. (2010). Contagious parties: Anti-immigration parties and their impact on other parties' immigration stances in contemporary Western Europe. *Party Politics* 16(5): 563–86.
- Wagner, M. (2012). When do parties emphasize extreme positions? How strategic incentives for policy differentiation influence issue importance. *European Journal of Political Research*, 51(1), 64-88.

WEEK 11 (MAR 28): POLICY TRANSFER AND LEARNING IN LABOUR MARKET POLICIES

(What) can states learn from each other when it comes to public policy? Under what conditions is policy learning – the transfer of information across boundaries – likely to occur? To be successful? Has policy learning contributed to a convergence in approaches to labour market policy across nations? Presentations.

Required Readings

- Dodds, Chapter 11: Policy Transfer and Learning (pp. 249-268)
- Olsen, G. M. (2008). Labour market policy in the United States, Canada and Sweden: Addressing the issue of convergence. *Social Policy & Administration*. 42(4), 323-341.

Supplementary Readings

- Armingeon K. (2007) Active labour market policy, international organizations and domestic politics. *Journal of European Public Policy*, 14:6, 905-932,
- Casey, B.H. & M. Gold (2005) Peer review of labour market programmes in the European Union: What can countries really learn from one another? *Journal of European Public Policy*, 12(1): 23-43
- Dingeldey, I. (2007). Between workfare and enablement – The different paths to transformation of the welfare state: A comparative analysis of activating labour market policies. *European Journal of Political Research* 46: 823–851
- Dwyer, P. & N. Ellison (2009). 'We nicked stuff from all over the place': policy transfer or muddling through? *Policy & Politics* 37(3): 389-407

- Erhel, C. & H. Zajdela (2004). The dynamics of social and labour market policies in France and the United Kingdom: between path dependence and convergence *Journal of European Social Policy*, 14(2):125–142
- Hinrichs, K. (2002). What can be learned from whom? Germany's employment problem in comparative perspective. *Innovation: The European Journal of Social Sciences*, 15(2), 77-97.
- Klassen T.R.. & S. Schneider (2002). Similar challenges, different solutions: Reforming labour market policies in Germany and Canada during the 1990s. *Canadian Public Policy*, 28(1): 51-69.
- Kamimura Y. & N. Soma (2013) Active labour market policies in Japan: A shift away from the company-centred model? *Journal of Asian Public Policy*, 6(1): 42-59
- LeGrand, T. (2015). Trans-governmental policy networks in the Anglosphere. *Public Administration*. doi: 10.1111/padm.12198
- Majone G. (2014) Policy harmonization: Limits and alternatives. *Journal of Comparative Policy Analysis: Research and Practice*, 16:1, 4-21
- Van Vliet, O. (2010). Divergence within convergence: Europeanization of social and labour market policies. *European Integration*, 32(3), 269-290.

WEEK 12 (APR 4): GLOBALIZATION AND GLOBAL PUBLIC POLICY

How do states and the international community address global policy issues? What types of policy tools do transnational governing institutions, such as the WHO, have at their disposal? What has been the impact of the WHO on domestic responses to communicable disease preparedness? Presentations.

Required Readings:

- Dodds, Chapter 12: Policymaking beyond the nation state (pp. 269-296)
- Chien, Y. J. (2013). How did international agencies perceive the avian influenza problem? The adoption and manufacture of 'One World, One Health' framework. *Sociology of Health & Illness*, 35(2), 213-226.
- Solomon S.A. (2013). Instruments of global health governance at the World Health Organization. In I. Kickbusch (ed.), *Global Health Diplomacy: Concepts, Issues, Actors, Instruments, Fora and Cases*. New York: Springer. Pp. 87-98 (e-book)

Supplementary Readings:

- Brown G.W. and S. Harman (2011). Risk, perceptions of risk and global health governance. *Political Studies*: 59, 773–778
- Eckl, J. (2014). The power of private foundations: Rockefeller and Gates in the struggle against malaria. *Global Social Policy*, 14(1), 91-116.
- Elbe, S. (2011). Pandemics on the radar screen: Health security, infectious disease and the medicalisation of insecurity, *Political Studies*, 59(4): 848-68
- Fidler DP, Gostin LO. (2011). The WHO pandemic influenza preparedness framework: A milestone in global governance for health. *JAMA*. 306(2):200-201.
- Hanrieder T. and Kreuder-Sonnen C. (2014). WHO decides on the exception? Securitization and emergency governance in global health. *Security Dialogue* 45(4): 331-48
- Kamradt-Scott A. and McInnes, C. (2012) The securitisation of pandemic influenza: Framing, security and public policy. *Global Public Health* 7(S2): S95–S110.
- Kickbusch, I. and Kökény, M. (2013). Global health diplomacy: Five years on. *Bulletin of the World Health Organization*, 91:159-159a.
- Michaud J, Kates J. (2013). Global health diplomacy: Advancing foreign policy and global health interests. *Global Health: Science and Practice*, 1(1):24-28
- Smith III, F. L. (2012). Insights into surveillance from the influenza virus and benefit sharing controversy. *Global Change, Peace & Security*, 24(1), 71-81.
- Walt, G., Lush, L. and Ogden, J. (2004). International organizations in transfer of infectious diseases: Iterative loops of adoption, adaptation, and marketing. *Governance*, 17: 189–210.

ACADEMIC ACCOMMODATIONS

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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

Grades: Final grades are derived from the completion of course assignments. Failure to write the final exam will result in the grade ABS. Deferred final exams are available ONLY if the student is in good standing in the course.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit <http://facebook.com/CarletonPoliticalScienceSociety> or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.