Comparative Public Policy Analysis

Fridays, 11:35 am to 2:25 pm
Please check Carleton Central for location

INSTRUCTOR: Dr. Vandna Bhatia
CONTACT: D685 Loeb Building 520-2600, ext. 1360 vandna_bhatia@carleton.ca
OFFICE HOURS: Fridays, 2:30 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 students 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.

EVALUATION

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DUE DATES</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay 1</td>
<td>November 3, 2017</td>
<td>25%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>December 8, 2017</td>
<td>30%</td>
</tr>
<tr>
<td>Article Précis (5 @ 3%)</td>
<td>Various dates</td>
<td>15%</td>
</tr>
<tr>
<td>Presentations (5 @ 6%)</td>
<td>Various dates</td>
<td>30%</td>
</tr>
</tbody>
</table>
Essays
Students must 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 topics and readings of the course. The objectives of each paper are to:

1. **Describe** policy variation across at least two countries, and
2. **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 11:00 PM on the due date and must be submitted electronically via CULearn as PDF files. All papers should include a cover page, conform to either **Chicago** or **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:


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 zero. Every effort will be made to return papers within two weeks of the due date.

Article Précis
Students are expected to compose 5 précis (~250 words/1 page, double-spaced), each summarizing one required reading article (**not** textbook chapter) from a week in which you are **not presenting**. 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. 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 giving group presentations throughout the term, drawing on assigned readings for a given week. Students will be randomly assigned to a country group, and will be responsible for making a total of 5 presentations over the course of the term that provide an overview of key characteristics/parameters of specific policies in that country. Since presentations are a group endeavor, all group members will be given the same grade. Presentation grades are 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.
ACADEMIC RESOURCES

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

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 some of the 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.
SCHEDULE AND READINGS

Required Texts

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 for required and supplementary reading are available electronically online through the University library system or via the Ares link in CULearn. Those not available electronically are available through the Library’s course reserves.

Supplementary Readings

Supplementary readings, listed in the syllabus, are available electronically or are on reserve at MacOdrum. Students are expected to use and reference these articles in their country profiles on specific policy issues for essays and class presentations.

The following textbooks are recommended for students who have a limited background in public policy, and are available for supplementary reading through MacOdrum Library.


Week 1 (Sep 8): 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)

Supplementary Readings:

Week 2 (Sep 15): 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)

Supplementary Readings:

Week 3 (Sep 22): 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 manage economic policy effectively, 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)

Supplementary Readings:
**Week 4 (Sep 29): 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)

**Supplementary Readings:**

**Week 5 (Oct 6): 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 different types of health financing and regulatory policies across nations affect citizens’ access to health care? Presentations.*

**Required Readings:**
- Dodds, Chapter 5: Health Policy (pp. 113-134)

**Supplementary Readings:**

**Week 6 (Oct 13): 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, specifically for carbon pricing? Presentations.*

**Required Readings:**

- Dodds, Chapter 7: Environmental Policy (pp. 161-188)

**Supplementary Readings:**


**Week 7 (Oct 20): Groups, Social Movements and Same-Sex Marriage Policy**

*How have societal groups and social movements influenced contentious morality-based issues, such as same-sex marriage? How do they mobilize support, legitimize their perspectives, and influence policy? What strategies have groups used to support or inhibit policies to legalize same-sex marriage across nations? Presentations.*

**Required Readings:**

- Dodds, Chapter 8: Interests and public policy (pp. 189-212)
Supplementary Readings:


**Week 8 (Nov 3): 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 childcare 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)

Supplementary Readings:


**Week 9 (Nov 10): 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)

**Supplementary Readings:**

**WEEK 10 (NOV 17): POLICY FRAMING AND CRIMINAL DRUG POLICY REFORM**

How does the framing of an issue influence perceptions of the policy problem and its solution? What is the role of ‘evidence’ in the framing process? How has the framing of supervised injection sites (a.k.a. drug consumption rooms) influenced policies governing their use in different jurisdictions? Presentations.

**Required Readings**


**Supplementary Readings**


**WEEK 11 (NOV 24): 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)
- Dwyer, P. & N. Ellison (2009). ‘We nicked stuff from all over the place’: policy transfer or muddling through? *Policy & Politics 37*(3): 389-407

**Supplementary Readings**


**WEEK 12 (DEC 1): 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 have at their disposal? What has been the impact of the Framework Convention on Tobacco Control (FCTC) on domestic tobacco control policies? Presentations.*

**Required Readings:**

- Dodds, Chapter 12: Policymaking beyond the nation state (pp. 269-296)

**Supplementary Readings:**

• Ross MacKenzie, Jappe Eckhardt & Ade Widyati Prastyani, (2017). Japan Tobacco International: To ‘be the most successful and respected tobacco company in the world’. Global Public Health, 12(3)

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:

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

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 https://www.facebook.com/groups/politicalsciencesociety/ 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.
Please Note: 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 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 may not reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Revised: 29-Aug-17