PSCI 3405A
Comparative Public Policy Analysis

Tuesdays, 2:35 pm to 5:25 pm
Please check Carleton Central for location

INSTRUCTOR:                CONTACT:                  OFFICE HOURS:
Dr. Vandna Bhatia          D685 Loeb Building      Tuesdays, 9:30 am to 10:30 am
                            520-2600, ext. 1360  Or by appointment
                            vandna.bhatia@carleton.ca

COURSE DESCRIPTION

Contemporary governments in industrialized democracies around the world are faced with many similar policy problems: migration flows, 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:

- Describe important features of public policies across a range of issue areas and nations;
- Compare and contrast policies between and within nations;
- Identify patterns of policy characteristics across different issue areas and across nations;
- Discuss key theoretical approaches for analyzing and explaining public policy processes across nations, and apply these concepts to the analysis of practical policy problems;

Students should also be able to demonstrate progress in the development of:

- Effective presentation and public speaking skills, which successfully convey main ideas and engage their audience;
- Strong analytic writing skills, which reflect their ability to articulate and support complex ideas, construct and evaluate arguments, and compose coherent critical analysis;
- Metacognition skills, which demonstrate their ability to recognize, plan, and monitor their own learning and thinking processes.
EVALUATION

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DUE DATE</th>
<th>WEIGHT</th>
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<tbody>
<tr>
<td>Essay 1</td>
<td>Monday October 29</td>
<td>25%</td>
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<tr>
<td>Essay 2</td>
<td>Monday December 3</td>
<td>25%</td>
</tr>
<tr>
<td>Article Précis (6 @ 3%)</td>
<td>Various dates</td>
<td>18%</td>
</tr>
<tr>
<td>Presentations (2 @ 6%)</td>
<td>Various dates</td>
<td>12%</td>
</tr>
<tr>
<td>cuPortfolio</td>
<td>Various dates</td>
<td>20%</td>
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Essays
Students must submit two papers (2000-2500 words each) over the course of the term. Each assignment requires students to write a comparative analysis of a specific policy issue drawn from the topics and readings of the course. The objectives of each paper are to:

1. *Describe* variation in the policy issue (and policy instruments used) across at least two countries, and
2. Identify specific key factor(s) that helps *explain* the policy variations you observe, drawing on course readings.

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, including format, grammar and style. You are strongly encouraged to consult the following writing and style guides in preparing papers:


Late essays will be penalized 3% of your final grade per day. 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 prior consultation and approval of the instructor 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 6 *précis* (~200 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 12:00 PM on the day the reading will be addressed in class. Précis submitted after the date and time deadlines will be given a zero.

Presentations
Working in small groups (2-3 members), students are required to make two presentations over the term, drawing on assigned readings for a given week. Students will be able to sign up on-line to their session of choice. Presentations
should provide an overview of key characteristics/parameters of policies in the assigned country for the assigned topic of the week. Presentations are intended to be a group endeavor, and 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.

**cuPortfolio Assignment**

cuPortfolio is Carleton’s electronic portfolio tool. In this course, students will be required to document and reflect on their individual learning and progress in an electronic portfolio using cuPortfolio. Since the topics covered in the course are complex and wide-ranging, cuPortfolio will provide a tool for students to personalize their learning by focusing on nations and policy areas of particular interest to them. The objective of this ongoing assignment is to encourage students to connect consciously their learning across the various course activities: assigned readings, written work, classroom discussions and presentations. By including their assignments and reflecting on their learning, students will document their progress as learners engaging with and understanding public policy issues across nations. Detailed assignment information, including guidelines and technical support for using cuPortfolio, will be provided in class and on cuLearn. For a general introduction and video tutorials, please visit [https://carleton.ca/cuportfoliosupport/help](https://carleton.ca/cuportfoliosupport/help)

**STUDENT CONDUCT & ACADEMIC REGULATIONS**

Students are expected to come to class prepared having read the assigned material and be 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 sparingly 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) and electronic versions through the publisher.


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.


**Class Schedule**

**Week 1 (Sep 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

**Supplementary Readings:**

**Week 2 (Sep 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: How Governments Act
- Dodds, Chapter 3: Doing Comparative Public Policy

**Supplementary Readings:**

**WEEK 3 (SEP 25): INTERESTS, POLITICAL PARTIES, AND IMMIGRATION POLICY**

(How) do nations differ in their approach to immigration? Do political parties and electoral politics influence or reflect public perceptions of a nation’s refugee and immigration policies? What has been the impact of centre-right and/or fringe political parties on mainstream party positions on immigration?

**Required Readings:**

- Dodds, Chapter 4: Interests and Public Policy

**Supplementary Readings:**

**Week 4 (Oct 2): Interest Group Influence and Equal Marriage Rights**

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 positions? What types of collective action and strategies have groups used support or inhibit policies to legalize same-sex marriage across nations? Presentations.

**Required Readings:**

**Supplementary Readings:**

**Week 5 (Oct 9): Feminist Ideas and Familialism in 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 and parental leave policies compare across nations, and in particular with respect to their impact on female labour market participation and outcomes? Presentations.

**Required Readings:**
- Dodds, Chapter 5: Ideas and Public Policy

**Supplementary Readings:**

**Week 6 (Oct 16): Ideas, Institutions and Labour Market Policy**

What policies and tools do nations use to support employment? How are active labour market policies distinct from unemployment insurance programs? What political and economic factors influence how individual nations might approach labour market policies? Presentations.

**Required Readings**
• Dodds, Chapter 6: Institutions and Public Policy

**Supplementary Readings**
• Armingeon K. (2007) Active labour market policy, international organizations and domestic politics. *Journal of European Public Policy, 14*(6), 905-932


**Week 7 (Oct 30): Domestic Governance Challenges and Fiscal Policy**

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

**Required Readings:**

• Dodds, Chapter 8: Economic Policy


**Supplementary Readings:**


**WEEK 8 (NOV 6): 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 9: Welfare policy (pp. 83-112)


**Supplementary Readings:**


**Week 9 (Nov 13): Historical Development of Health Policy Regimes**

*What are the key policy tools that nations use to ensure affordable, high quality and equitable health care for their citizens? How do historical events and institutional factors – i.e., the idea of path dependency – influence the development of modern-day health care systems? How does path dependence affect the prospects for health system reform? Presentations.*

**Required Readings:**

**Supplementary Readings:**
WEEK 10 (NOV 20): INSTITUTIONS AND STATE-BUILDING IN EDUCATION POLICY

What are the historical origins of secular public education in industrialized nations? How do longstanding relationships between religious and political institutions and/or cultural and political identity continue to influence the development of public education policies today? Presentations.

Required Readings:
- Dodds, Chapter 6: Education Policy

Supplementary Readings:

WEEK 11 (NOV 27): 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 12: Environmental Policy (pp. 161-188)
Supplementary Readings:


**WEEK 12 (DEC 4): GLOBALIZATION AND GLOBAL PUBLIC POLICY**

How do international debates and agreements influence domestic policy actions? How did different nations approach the Paris negotiations and what were their objectives? What are the prospects for coordinated global policy action on climate change?

Presentations.

Required Readings


Supplementary Readings

- Höhne, N. et al. (2017) The Paris Agreement: resolving the inconsistency between global goals and national contributions, *Climate Policy, 17*:1, 16-32
## Campus Resources for Students

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<thead>
<tr>
<th>If you need assistance with...</th>
<th>Refer to...</th>
<th>Contact Information</th>
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<tr>
<td>× A disability</td>
<td>Paul Menton Centre</td>
<td>501 University Centre  Tel: 613-520-6608, TTY: 613-520-3937  Hours: 08:30 – 16:30</td>
</tr>
<tr>
<td>× Study skills</td>
<td>Centre for Student Academic Support</td>
<td>4th Floor MacOdrum Library  Phone: 613-520-3822  Hours: Mon, Wed, Fri 10:00-16:30  Tues, Thurs 10:00-19:00</td>
</tr>
<tr>
<td>× Finding a tutor</td>
<td></td>
<td>302 Tory Building  Tel: 613-520-7850  carleton.ca/sasc/advisingcentre</td>
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<td>× Peer-assisted subject coaching</td>
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<td>MacOdrum Library, 4th Floor  Tel: 613-520-6632</td>
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<td>× On-line, in-person workshops</td>
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<td>× Academic support and advice</td>
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<td>× Choosing, changing major</td>
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<td>× Academic planning</td>
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<td>× Hone writing skills</td>
<td>Centre for Student Academic Support – Writing Services</td>
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<td>× Writing tutors – drop-in</td>
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<td>× Academic writing workshops</td>
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<td>× English conversation skills</td>
<td>Centre for Student Academic Support – English Conversation Sessions</td>
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<td>× Drop-in sessions to polish language skills</td>
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<td>× Research assistance</td>
<td>Research Help Desk  MacOdrum Library</td>
<td>MacOdrum Library, Main Floor  Tel: 613-520-2735  Email: <a href="mailto:askthelibrary@carleton.ca">askthelibrary@carleton.ca</a></td>
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<tr>
<td>× Government information collection</td>
<td>Maps, Data, and Government Information Centre, MacOdrum Library</td>
<td>MacOdrum Library, 1st Floor  613-520-2600 x2749  Email: <a href="mailto:GIS@carleton.ca">GIS@carleton.ca</a></td>
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<td>× IT support – email, wireless</td>
<td>Information Technology Services</td>
<td>Online Help Centre  ITS Service Desk: 613-520-3700  Email: <a href="mailto:its.service.desk@carleton.ca">its.service.desk@carleton.ca</a>  Drop-in: IT Help Desk – Discovery Centre, MacOdrum Library</td>
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<td>× On-campus computing issues</td>
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<td>× Coping with stress or crisis</td>
<td>Health and Counseling Services</td>
<td>2600 CTTC Building  Tel: 613-520-6674  Hours: Monday-Friday, 8:30-4:30</td>
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<td>× Health care services</td>
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<td>× Health promotion, wellness</td>
<td>Carleton Sexual Assault Support Centre</td>
<td>Bailey Reid - Coordinator  503 Robertson Hall  Tel: (613) 520-2600 x 8454  Email: <a href="mailto:bailey.reid@carleton.ca">bailey.reid@carleton.ca</a></td>
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<td>× Sexual violence, assault, or harassment</td>
<td>Equity Services</td>
<td>503 Robertson Hall  Tel: (613) 520-5622  Email: <a href="mailto:equity@carleton.ca">equity@carleton.ca</a></td>
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<tr>
<td>× Discrimination or harassment</td>
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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 that 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 is 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 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 is shown by alphabetical grades. The system of grades used, with corresponding grade points is:

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<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>
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<tr>
<td>90-100</td>
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<td>67-69</td>
<td>C+</td>
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<td>77-79</td>
<td>B+</td>
<td>9</td>
<td>57-59</td>
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<tr>
<td>73-76</td>
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<td>8</td>
<td>53-56</td>
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<tr>
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<td>B-</td>
<td>7</td>
<td>50-52</td>
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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 that will complement both academic and social life at Carleton University. To find out more, visit https://www.facebook.com/groups/politicalsciencesociety/ 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.