

PSCI 490: COMPARATIVE PUBLIC POLICY

Fall, 2013

AL 210, Mondays 9:30 am – 12:20 pm

Instructor: Rebecca Nabert

Email Address: r2nabert@uwaterloo.ca

Office Location: Hagey Hall 340

Office Hours: Mondays 12:30 pm -1:30 pm or by appointment

Contact Policy: Please feel free to **email me** if you are missing a class due to health reasons or in case of emergency. You may also email me if you encounter a persistent problem that affects your work in this class. Please **refer to this syllabus** for questions regarding the course readings, requirements and due dates. If you are having trouble accessing a course reading on LEARN, you can use the **U of W Library** website to locate any articles. Finally, if you have questions concerning course material and discussions for a class you have missed, please: 1) ask a fellow student about what material you have missed; 2) consult the notes and/or presentations that are posted on LEARN; and 3) visit my office hours for further clarifications.

Course Description: This course introduces students to foundational theories, concepts and studies in comparative public policy with the two-fold aim of evaluating theoretical contributions to explain cross-national differences, while gaining insight into particular policy fields. We will accomplish this goal by reading a textbook that situates Canadian experiences in selected policy fields within a comparative context, and supplementing this base with in-depth journal articles to extend the comparative context and theoretical analysis. Articles addressing feminist policy theories and gender issues in particular policy fields are also suggested but not required for students to pursue according to their interests. Throughout the term, we will focus on the utility of contemporary policy concepts and theories to explain diverse policy outcomes.

Pre-Requisites: A minimum of 0.50 unit of PSCI; Level at least 4A

Course Objectives:

By the end of this course, students should:

- Gain a better understanding of the policy context in Canada including dominant economic paradigms, institutional characteristics and the role of global influences on the policy-making process;
- Learn various policy concepts such as the policy mix, policy windows, etc., and be able to identify particular stages of the policy cycle within comparative cases;
- Be familiar with various cultural, political and economic-based theories to explain comparative policy processes and outcomes;
- Gain insight into how and why various policies (macroeconomic, social, health, immigration, urban, family, and environmental) differ in a comparative context that includes Canada, the US, the UK, Europe, Hong Kong, and Australia (although not all of these national or regional contexts will be covered in each policy field);
- Have the opportunity to improve their analytical, written and oral communication skills through critical analysis of peer-reviewed journal readings, leading and participating in class discussions, and conducting a comparative policy research report on a policy topic of their choice.

University Regulations:

Cross-listed course:

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [Student Discipline](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, Student Petitions <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult Student Grievances <http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes> for the Faculty of Arts' grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, Student Appeals <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

Academic Integrity website (Arts): Academic Integrity http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): Academic Integrity Office <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Texts:

Required: Miljan, Lydia, *Public Policy in Canada: An Introduction Sixth Edition*, Oxford University Press, 2012.

Recommended: Adolino, Jessica R. and Charles H. Blake, *Comparing Public Policies: Issues and Choices in Industrialized Countries*, CQ Press A Division of SAGE, 2011.

Please note that this text does not include Canada.

Texts are available for purchase at the University of Waterloo bookstore as well as 3-hour reserve at the Dana Porter Library.

Course Requirements, Expectations, and Standards:

Attendance, Participation and Synopses: 10%

Midterm Exam: 30%

Paper Proposal and Outline: 10%
Final Research Paper: 50%

Leading & Participating in Seminars and Preparing Reading Synopses: 10%

As a fourth year seminar course, we will read an average of 3 to 4 chapters or journal articles per week. Your achievements in this course will depend on completing the readings before class and attending each class prepared to critically discuss the material. Our first three weeks will consist of lecture with small group discussions to layout the basis of policy concepts and theories. After that point, and particularly in the second half of the course (after the midterm), our weekly meetings will be structured so that students have a chance to lead and participate in discussions of the assigned readings. We will highlight key findings and critical theoretical and policy contributions and/or limitations of the readings at the end of class discussions.

Students will sign up to lead class discussions in the third week of the term. Starting Week 5, all students are expected to complete a synopsis of the readings (see details below); however, seminar leaders are also expected to:

1. critically assess the readings;
2. make connections between the required readings; and
3. present discussion questions for the class.

As a class participant, all students are expected to bring the following items to each class:

1. Pens and paper for taking notes
2. The required textbook
3. Copies (electronic or paper) of the required readings
4. **Starting Week 5: A synopsis of the required readings, which includes:**
 - a. The main topic, research questions or hypotheses found in the readings
 - b. Identification and definitions of the main analytical concepts (e.g. “policy regimes”; “incrementalism”; “strategic framing”; etc.)
 - c. The stage of the policy cycle addressed in the articles (agenda-setting, formulation, decision-making, implementation, or evaluation)
 - d. Major findings and conclusions (did they find evidence to support or refute their research question?)
 - e. Identification of the theoretical debates and contributions to the literature

The synopses will be printed from a computer and handed into the instructor during class time. Hand-written synopses will not be accepted. A synopsis must be completed to receive the full five points for the participation grade on the required week.

Participation grades are based on the quantity and quality of comments made during class discussions. It will be graded as follows:

- 5 points: student leads discussions, offering original comments, questions and insights that directly address the main concepts and theories being tested in the readings, and participates in a timely manner that allows others to comment as well
- 4 points: student frequently adds thoughtful comments and questions to discussion topics and demonstrates knowledge of the main points of the readings
- 3 points: student participates when prompted with accurate knowledge of the readings
- 2 points: student participates in discussions in random fashion with comments or questions that reflect a cursory reading of the required articles
- 1 point: student attends class and listens respectfully to classmates without contributing to

discussions with comments or questions that reflect the readings. Student may have not done the readings but asks questions that further class discussions.

0 points: student does not attend class; student attends class and then leaves the room for more than 15 minutes; or student attends class but is engaged in other activities on their electronic devices. In other words, if you bring a laptop or tablet to class, the only screen that should be displayed during class is an electronic copy of the articles we are discussing.

We will be courteous and respectful of our peers and their contributions to class discussions, keeping our comments focused on the assigned topic and succinct so that everyone will have a chance to contribute to class discussions. Students are not expected to “know everything” in advance; thoughtful questions and making meaningful clarifications and connections among policy topics also count towards class participation.

Assignments:

Paper Proposal and Outline: 10%

Students will hand in a printed 3 page research paper proposal that details:

1. The policy field
2. Specific policy research questions
3. Thesis statement
4. Policy concepts, theories and models that will be investigated
5. At least 3 journal articles that they will be using

The paper proposal is **due at the start of class on MONDAY NOVEMBER 11th 2013**. Papers handed in after the first 10 minutes of class will receive a 2 point late penalty. Papers handed in after November 11th will receive an additional 2 point late penalty per day (i.e. 4 point late penalty on November 12th; 6 point late penalty on November 13th, etc.).

Students may elaborate on the policy fields or topics we discuss in class or choose a different policy field or topic of their choice. Students are required to use at least 5 to 6 journal articles or book chapters (not including the articles included in our weekly readings) to complete their research papers. In other words, students who decide to focus on a policy topic that we discuss in class must find 5 to 6 additional journal articles to complete the final research paper.

Tests & Examinations:

Midterm Test: 30%

Students will complete a written test on, **MONDAY OCTOBER 7, 2013**, during class time. The purpose of the test is to ensure that students understand the fundamental concepts and theories of comparative policy studies, the contemporary Canadian policy context, and the policy cycle as a theoretical model for analyzing the policy process so that we can apply and further develop theories, models and concepts in our analysis of various policy fields throughout the rest of the term. The test will include:

1. Basic concepts in comparative public policy (Miljan Ch. 1, required journal readings, & lecture)
2. Theoretical approaches to policy analysis (Miljan Ch. 2, required journal readings & lecture)
3. The context of policy-making in Canada (Miljan Ch. 3, required journal readings & lecture)
4. Stages of the policy cycle (Miljan Chs. 4-5, required journal readings, & lecture –LECTURE ATTENDANCE WILL BE REQUIRED TO UNDERSTAND THE POLICY CYCLE AS THE FIRST 3 STAGES ARE NOT COVERED IN THE REQUIRED TEXT BY MILJAN)

Final Examination: N/A

Final Research Paper: 50%

There is no final examination for this course. Instead, students will apply the policy concepts and theories learned during this course in their final research paper that focuses on a policy field of their choice and is due during the final examination period (1 week after our last class) on **MONDAY DECEMBER 9TH AT 1:00 PM in the Political Science Drop Box.**

Students will select their own topic and focus of the paper; HOWEVER, students are expected to **extensively employ the theoretical concepts and models learned throughout the term** to analyze their topic of choice.

Late Policy:

Printed research papers are due in the **Political Science Drop Box** on **MONDAY DECEMBER 9TH AT 1:00 PM. Five percent per day including weekends** will be deducted from a research paper that is submitted late. Papers that are not handed in by 1:00 pm are considered late and must be emailed to the instructor ASAP as a word document. Extensions will not be granted except for in the case of a medical emergency accompanied by a doctor's note since: 1) this assignment is in place of final exam; and 2) the due date is known well in advance. **Students are strongly encouraged** to print their papers at least a day before to avoid last minute printer problems and to hand in the paper before 12:00 pm on the due date in case of inclement weather or transportation conditions.

Policy About Collaborative Work:

Students will engage in small group discussions during class time to review and analyze the required readings. All students are expected to contribute to these small group discussions. Students may be randomly selected to present their small group findings to the rest of the class. At this point, it is expected that all students in the group have read the required readings, are able to contribute to class discussions, and present the small group findings to the rest of the class.

Other Course Policies:

Please bring pens and paper to take notes during class. Laptops are optional for referring to journal article readings or for looking up additional information during class discussions. Reading the news or surfing the web during class is discouraged and often a distraction that will hurt your participation and overall grade for this course.

Schedule:

Week 1 Mon. Sept. 2: Labour Day. No class

Week 2 Mon. Sept. 9: Introduction to Comparative Public Policy

Required Reading: Miljan, 2012. Ch. 1: Basic Concepts in the Study of Public Policy

Optional Reading: Gupta, Kuhika 2012. "Comparative Public Policy: Using the Comparative Method to Advance Our Understanding of the Policy Process." *The Policy Studies Journal*, 40(S1): 11-26.

Week 3 Mon. Sept. 16: Theories of Comparative Public Policy

Required Reading 1: Miljan 2012. Ch. 2: Theories of Public Policy

Required Reading 2: Hall, Peter A. and R. C. R. Taylor. 1996. "Political Science and the Three New Institutionalisms." *Political Studies*, 44:936-957. doi: 10.1111/j.1467-9248.1996.tb00343.x

Required Reading 3: Schmidt Vivien A. 2010. "Taking ideas and discourse seriously: explaining change through discursive institutionalism as the fourth 'new institutionalism'." *European Political Science Review*, 2(1):1-25. doi:10.1017/S175577390999021X

Note: Please read weekly readings in the order presented to follow debates.

Week 4 Mon. Sept. 23: The Policy Cycle

Required Reading 1: Miljan 2012. Ch. 4: Policy Implementation

Required Reading 2: Miljan 2012. Ch. 5: Policy Evaluation

Note: Class lecture will cover the entire policy cycle including the first three stages of agenda-setting, formulation, and decision-making.

Week 5 Mon. Sept. 30: Policy Context; Ideas, Institutions & Structures

Required Reading 1: Miljan 2012. Ch. 3: The Context of Policy-Making in Canada

Required Reading 2: Skogstad, Grace 2000. "Public Policy and Globalization: Situating Canadian Analyses." *Canadian Journal of Political Science*, 33(4): 805-828.

OR Gender studies selections:

Required Reading 2: Lai, Jayati, Kristin McGuire, Abigail J. Stewart, Magdalena Zaborowska, and Justine M. Pas 2010. "Recasting Global Feminisms: Toward a Comparative Historical Approach to Women's Activism and Feminist Scholarship." *Feminist Studies*, 36(1):13-39.

AND Brennan, Deborah and Rianne Mahon, 2011. "State Structures and the Politics of Child Care," *Politics & Gender*, 7(2):286-293. doi:10.1017/S1743923X11000134

Week 6 Mon. Oct. 7: MID-TERM IN CLASS

Note: IF YOU MISSED CLASS LAST WEEK, BE SURE TO USE THE NOTES POSTED ON LEARN TO REVIEW POLICY CONCEPTS, THEORIES, CONTEXT, AND THE POLICY CYCLE.

Week 7 Mon. Oct. 14: THANKSGIVING. NO CLASS

Note: The following week covers both fiscal and tax policies so start the readings early.

Week 8 Mon. Oct.21: Macroeconomic Policies: Fiscal and Tax

Required Reading 1: Miljan 2012. Ch. 6: Macroeconomic Policy

Required Reading 2: Good, David A. 2011. "Still budgeting by muddling through: Why disjointed incrementalism lasts." *Policy and Society*, 30:41-51.

Required Reading 3: Steinmo, Sven. 2003. "The Evolution of Policy Ideas: Tax Policy in the 20th Century." *The British Journal of Politics & International Relations*, 5(2): 206–36.

Optional Reading 4: Pump, Barry 2012. "A new normal? American Economic Policy Making after the Great Recession." *The Policy Studies Journal*, 40(S1): 27-40.

Optional Reading 5: Breunig, Christian. 2011. "Reduction, Stasis, and Expansion of Budgets in Advanced Democracies." *Comparative Political Studies* 44(8): 1060–88.

Optional Gender studies selection: Woolley, Frances 2004. "Why Pay child Benefits to Mothers?" *Canadian Public Policy*, 30(1):47-69.

Week 9 Mon. Oct. 28: Social Policy: The Welfare State & Neoliberalism

Required Reading 1: Miljan 2012. Ch. 7: Social Policy

Required Reading 2: Paul Pierson, 1996. "The New Politics of the Welfare State." *World Politics*, 48(2):143-179.

Required Reading 3: Jan Van Der Veen, Robert and W. Van Der Brug 2012. "Three Worlds of Social Insurance: On the validity of Esping-Andersen's Welfare Regime Dimensions." *British Journal of Political Studies*, 43:323-343.

Required Reading 4: Mahon, Rianne 2010. "After Neoliberalism? The OECD, the World Bank and the Child." *Global Social Policy*, 10(2):172-192.

Optional Reading 5: Dobrowolsky, A. and J. Jenson 2004. "Shifting Representations of Citizenship: Canadian Politics of 'Women' and 'Children'." *Social Politics*, 11(2):154-180.

Optional Reading 6: Esping-Andersen, Gosta 2003. "Women in the new welfare equilibrium," *The European Legacy: Toward New Paradigms*, 8(5): 599-610.

Week 10: Mon. Nov. 4: Immigration Policy

Required Reading 1: Freeman, Gary P. 2011. "Comparative Analysis of Immigration Politics: A Retrospective." *American Behavioral Scientist*, 55(12): 1541-1560.

Required Reading 2: Freeman, Gary P. 2006. "National models, policy types, and the politics of immigration in liberal democracies." *West European Politics*, 29(2) Special Issue: Immigration Policy in Europe: The Politics of Control: 227-247. DOI: 10.1080/01402380500512585

Required Reading 3: Banting, Keith G. 2010. "Is There a Progressive's Dilemma in Canada? Immigration, Multiculturalism and the Welfare State Presidential Address to the Canadian Political Science Association, Montreal, June 2, 2010 *Canadian Journal of Political Science* 43(4): 797-820. doi:10.1017/S0008423910000983xxx

Optional Reading 4: Van Der Waal, Jeroen, De Koster, Willem & Wim Van Oorschot 2013. "Three Worlds of Welfare Chauvinism? How Welfare Regimes Affect Support for Distributing Welfare to Immigrants in Europe." *Journal of Comparative Policy Analysis*, 15(2):164-181.

Week 11 Mon. Nov. 11: Urban Comparative Policy: The Local-Global Nexus

Required Reading 1: Wolfe, David A., Canadian Electronic Library (Firm), Mowat Centre for Policy Innovation, 2010. "From Entanglement to Alignment: A Review of International Practice in Regional Economic Development" *Mowat Centre for Policy Innovation*, School of Public Policy & Governance, University of Toronto (Toronto, Ont.): 1-26. [Required Reading 1 http://books.scholarsportal.info/viewdoc.html?id=398968](http://books.scholarsportal.info/viewdoc.html?id=398968)

Required Reading 2: Peck, Jamie 2012. "Austerity urbanism: American cities under extreme economy" *City*, 16(6): 627-655.

Required Reading 3: Boudreau, J.A., Hamel, P., Jouve, B., and Roger Keil 2007. "New State Spaces in Canada: Metropolitanization in Montreal and Toronto Compared." *Urban Geography*, 28(1): 30-53.

Optional Reading 4: Atkinson, Rowland and Hazel Easthope 2009. "The Consequences of the Creative Class: The Pursuit of Creativity Strategies in Australia's Cities." *International Journal of Urban and Regional Research*, 33(1): 64-79. DOI:10.1111/j.1468-2427.2009.00837.xxxx

Week 11 Mon. Nov. 18: Health Policy

Required Reading 1: Miljan 2012. Ch.8: Health Policy

Required Reading 2: Sven Steinmo and Jon Watts, 1995. "It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America." *Journal of Health Politics, Policy and Law*, 20(2): 329-372.

Required Reading 3: Toth, Federico 2013. "The choice of healthcare models: How much does politics matter?" *International Political Science Review*, 34(2):159-172. DOI: 10.1177/0192512112453749

Optional Reading 4: Beaussier, Anne- Laure 2012. "The Patient Protection and Affordable Care Act: The Victory of Unorthodox Lawmaking." *Journal of Health Politics, Policy and Law*, 37(5): 741-776. DOI 10.1215/03616878- 1672709

Week 12 Mon. Nov. 25: Family Policy

Required Reading 1: Miljan 2012: Ch. 9: Family Policy

Reading 2: Rose, Hilary A. 2012. "Canada's Same-Sex Marriage Law: Exception to or Exemplar of Canada's Family Policy?" *Journal of Child and Family Studies*, 21:88-94

Reading 3: Leung Lai-ching and Chan Kam-wah 2012. "A family-friendly policy for Hong Kong: lessons from three international experiences." *International Journal of Sociology and Social Policy*, 32(1/2): 82-95.

Optional Reading: Woolley, Frances, Vermaeten, Arndt and Judith Madill 1996. "Ending Universality: The Case of Child Benefits." *Canadian Public Policy*, 22(1):24-39.

Week 13 Mon. Dec. 2: Environmental Policy

Required Reading 1: Miljan 2012: Ch. 11: Environmental Policy

Required Reading 2: Campbell, Heather E. 2010. "A Comparative Framework for Analyzing Urban Environmental Policy." *Journal of Comparative Policy Analysis: Research and Practice* 12(4): 373-94.

Required Reading 3: Huque, Ahmed Shafiqul & Nathan Watton 2010." Federalism and the Implementation of Environmental Policy: Changing Trends in Canada and the United States." *Public Organization Review*, 10:71-88. DOI 10.1007/s11115-009-0089-4

Optional Reading 3: Harrison, Kathryn. 2012. "A Tale of Two Taxes: The Fate of Environmental Tax Reform in Canada." *Review of Policy Research*, 29(3): 383-407. 10.1111/j.1541-1338.2012.00565.x