

# PSCI 490-003/PSCI 635

## Comparative Public Policy

Winter 2013

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Tuesdays 9:30 am – 12:20 pm, EV1 Rm350

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**Instructor:** Dr. Chansoo Cho (Visiting Scholar from Kangnam University, South Korea)

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**Office Location:** Hagey Hall 356

**Office Hours:** Tuesdays 2:30 – 4:30 pm, or by appointment

**Contact Policy:** The best way to contact me is via email, though you can meet me during office hours.

**Course Description:** This course provides students with an opportunity to get an overview of the literature on comparative public policy and to design their own research by means of a balanced treatment of theoretical and substantial topics. Central questions related to the subfield include: What is the nature of public policy process? What are the determinants of public policy? In what ways are policy and politics intertwined? What is the source of national variations on public policy? To answer these questions, students need to be familiar with (1) independent variables commonly cited by political scientists and scholars in related subfields, (2) major policy issue areas addressed (and not addressed properly) in the existing literature, and (3) political environments varying from country to country and over time. The organizing principle of this course is that our understanding of public policy can be improved when problem-oriented research and theory-driven research are taken into account at the same time. Students are expected to bring their own real-life policy concerns and harness them to a variety of theoretical perspectives.

### **Course Objectives:**

By the end of this course, students should:

- Be able to identify strengths and weaknesses of each theoretical approach to comparative public policy.
- Be able to understand the distinct nature of the political science literature on public policymaking.
- Be able to put national variations in comparative perspective and assess the extent to which those variations are captured by general theories.

- Be able to analyze current policy issues using theoretical or conceptual frameworks covered in the existing literature.

## **University Regulations:**

### **Cross-listed courses:**

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, <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, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult <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, <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

*Academic Integrity website (Arts): [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)*

*Academic Integrity Office (uWaterloo): <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:**

All *required* readings are journal articles available through electronic course reserves at the LEARN website.

In addition, the following book will be used as an *optional* textbook, which is available at the campus bookstore and also placed on 3-hour loan reserve in the Dana Porter Library. The first edition (2001) of this book can be also used for your work on this course and is on reserve at the Porter Library.

Jessica R. Adolino and Charles H. Blake, *Comparing Public Policies: Issues and Choices in Industrialized Countries*, 2d ed. (Washington, D.C.: CQ Press, 2010). Hereafter referred to as *CPP*.

Students are strongly advised to use this book both as a guide to their understanding of the subfield of comparative public policy and as a background reading for journal articles assigned for weekly topics.

## **Course Requirements, Expectations, and Standards:**

### **Assignments:**

#### *Assignment #1: Class Participation (20%)*

As this is a seminar course for final year undergraduate students and graduate students, active participation in class discussion is crucial. Please note that regular attendance alone does not constitute participation. Be prepared to respond to reading questions and discussion among your colleagues and the instructor.

#### *Assignment #2: Review Essays (20%)*

Students will be asked to choose journal articles (which should not be from the same week) from this course outline and required to write a critical review essay for each. The essay should be 2 single-spaced 8.5" x 11" pages in length (excluding a list of references, if any) and based on the assigned readings, while students can draw on other relevant sources. The essay must be submitted to the dropbox on the course LEARN site by the Tuesday morning before the class for which you will make an oral presentation on the same topic.

#### *Assignment #3: Seminar Presentations (20%)*

Students will be required to make oral presentations on the assigned readings. Your presentation can be based on your review essay but should include focal points—theoretical, empirical, or methodological—to facilitate class discussion. Please make sure your presentation does not exceed 15 minutes. Presentations missed due to unexcused absences will result in a zero grade.

#### *Assignment #4: Research Proposal (10%)*

One research paper on a topic of your choice is required for this course, and your work on the paper must proceed in two stages: a research proposal and a final paper. Your one-page (single-spaced

and excluding a bibliography) research proposal should include a clear statement of your overall argument and working hypotheses. The due date for the proposal is Tuesday, February 26. Please send it to the dropbox on the course LEARN site.

#### *Assignment #5: Term Paper (30%)*

The final paper should include an introduction, a literature review, an explanatory framework, substantive arguments using the empirical evidence, and a conclusion. It should be about 15-20 double-spaced 8.5" x 11" pages in length (including a list of references) for undergraduates and about 20-25 pages for graduate students. The due date for the paper is Tuesday, April 16. Please send it to the dropbox on the course LEARN site.

#### **Note on the Citation of Sources:**

In order to make sure you adhere to standard citation practices in your written work, please use the following links.

<http://www.lib.uwaterloo.ca/ait/knowhowtocitesources.html>

#### **Late Policy:**

Review essays, research proposals and term papers submitted after the deadline will be subject to a penalty of 1% per day of the final course grade, up to three days (including weekend days), after which they will not be accepted.

#### **Schedule:**

##### **Week 1: Introduction and Course Overview (Jan. 8)**

Reading 1: *CPP*, Introduction and chap. 1.

Reading 2: Gary P. Freeman, "National Styles and Policy Sectors: Explaining Structured Variation," *Journal of Public Policy* 5, 4 (October 1985): 467-96.

Reading 3: R. Kent Weaver, "The Politics of Blame Avoidance," *Journal of Public Policy* 6, 4 (October 1986): 371-98.

**Note:** No readings for this week will be assigned for either review essays or student presentations, but students are encouraged to do the readings suggested above before the first class.

##### **Week 2: Societal Approaches to Comparative Public Policy (Jan. 15)**

Reading 1: Thomas Ferguson, "From Normalcy to New Deal: Industrial Structure, Party Competition, and American Public Policy in the Great Depression," *International Organization* 38, 1 (Winter 1984): 41-94.

Reading 2: Jacob S. Hacker and Paul Pierson, "Business Power and Social Policy: Employers and the Formation of the American Welfare State," *Politics & Society* 30, 2 (June 2002): 277-325.

Reading 3: Michael Goldfield, "Worker Insurgency, Radical Organization, and New Deal Labor Legislation," *American Political Science Review* 83, 4 (December 1989): 1257-82.

Reading 4: Barbara Hobson and Marika Lindholm, "Collective Identities, Women's Power Resources, and the Making of Welfare States," *Theory and Society* 26, 4 (August 1997): 457-508.

**Note:** Please also read *CPP*, chaps. 2 and 3.

### **Week 3: Partisan Politics and Public Policy (Jan. 22)**

Reading 1: Paul Burstein and April Linton, "The Impact of Political Parties, Interest Groups, and Social Movement Organizations on Public Policy," *Social Forces* 81, 2 (December 2002): 380-408.

Reading 2: Richard L. McCormick, "The Party Period and Public Policy: An Exploratory Hypothesis," *Journal of American History* 66, 2 (September 1979): 279-98.

Reading 3: Peter G. Bruce, "Political Parties and Labour Legislation in Canada and the U.S.," *Industrial Relations: A Journal of Economy and Society* 28, 2 (March 1989): 115-41.

Reading 4: Tim Bale, "Turning Round the Telescope: Centre-Right Parties and Immigration and Integration Policy in Europe," *Journal of European Public Policy* 15, 3 (April 2008): 315-30.

**Note:** Please also read *CPP*, chaps. 2 and 3.

### **Week 4: Institutional Approaches to Comparative Public Policy (Jan. 29)**

Reading 1: Jonas Pontusson, "From Comparative Public Policy to Political Economy: Putting Political Institutions in their Place and Taking Interests Seriously," *Comparative Political Studies* 28, 1 (April 1995): 117-47.

Reading 2: Paul Pierson, "When Effect Becomes Cause: Policy Feedback and Political Change," *World Politics* 45, 4 (July 1993): 595-628.

Reading 3: Simon Reich, "The Four Faces of Institutionalism: Public Policy and a Pluralistic Perspective," *Governance* 13, 4 (October 2000): 501-22.

Reading 4: Fritz W. Scharpf, "Institutions in Comparative Policy Research," *Comparative Political Studies* 33, 6-7 (September 2000): 762-90.

**Note:** Please also read *CPP*, chaps. 2 and 3.

### **Week 5: Ideational Approaches to Comparative Public Policy (Feb. 5)**

Reading 1: John L. Campbell, "Ideas, Politics, and Public Policy," *Annual Review of Sociology* 28 (2002): 21-38.

Reading 2: Yael Yishai, "Public Ideas and Public Policy: Abortion in Four Countries," *Comparative Politics* 25, 2 (January 1993): 207-28.

Reading 3: Daniel Béland, "Ideas and Institutional Change in Social Security: Conversion, Layering, and Policy Drift," *Social Science Quarterly* 88, 1 (March 2007): 20-38.

Reading 4: Erik Bleich, "Integrating Ideas into Policy-Making Analysis: Frames and Race Policies in Britain and France," *Comparative Political Studies* 35, 9 (November 2002): 1054-76.

**Note:** N/A

### **Week 6: Fiscal Policy (Feb. 12)**

Reading 1: Paul E. Peterson, "The New Politics of Deficits," *Political Science Quarterly* 100, 4 (Winter 1985-1986): 575-601.

Reading 2: Peter A. Hall, "Policy Paradigms, Social Learning, and the State: The Case of Economic Policymaking in Britain," *Comparative Politics* 25, 3 (April 1993): 275-96.

Reading 3: Patrick Impero Wilson, "Deficit Reduction as Causal Story: Strategic Politics and Welfare State Retrenchment," *Social Science Journal* 37, 1 (2000): 97-112.

Reading 4: Reimut Zohlnhöfer, "The Politics of Budget Consolidation in Britain and Germany: The Impact of Blame Avoidance Opportunities," *West European Politics* 30, 5 (November 2007): 1120-38.

**Note:** Please also read *CPP*, chap. 6.

### **Feb. 19: Reading Week**

### **Week 7: Taxation Policy (Feb. 26)**

Reading 1: Sven Steinmo, "Political Institutions and Tax Policy in the United States, Sweden, and Britain," *World Politics* 41, 4 (July 1989): 500-35.

Reading 2: Jacob S. Hacker and Paul Pierson, "Abandoning the Middle: The Bush Tax Cuts and the Limits of Democratic Control," *Perspectives on Politics* 3, 1 (March 2005): 33-53.

Reading 3: Johan Christensen, "Bringing the Bureaucrats Back In: Neo-Liberal Tax Reform in New Zealand," *Journal of Public Policy* 32, 2 (August 2012): 141-68.

Reading 4: Susan A. MacManus, "Taxing and Spending Politics: A Generational Perspective," *Journal of Politics* 57, 3 (August 1995): 607-29.

**Note:** Please also read *CPP*, chap. 7.

### **Week 8: Social Policy (Mar. 5)**

Reading 1: Paul Pierson, "The New Politics of the Welfare State," *World Politics* 48, 2 (January 1996): 143-79.

Reading 2: Giuliano Bonoli, "Social Policy through Labor Markets: Understanding National Differences in the Provision of Economic Security to Wage Earners," *Comparative Political Studies* 36, 9 (November 2003): 1007-30.

Reading 3: Isabela Mares, "Is Unemployment Insurable? Employers and the Development of Unemployment Insurance," *Journal of Public Policy* 17, 3 (September-December 1997): 299-327.

Reading 4: Janet C. Gornick, Marcia K. Meyers, and Katherine E. Ross, "Supporting the Employment of Mothers: Policy Variation across Fourteen Welfare States," *Journal of European Social Policy* 7, 1 (February 1997): 45-70.

**Note:** Please also read *CPP*, chap. 9.

### **Week 9: Health Care Policy (Mar. 12)**

Reading 1: Ellen M. Immergut, "Institutions, Veto Points, and Policy Results: A Comparative Analysis of Health Care," *Journal of Public Policy* 10, 4 (October 1990): 391-416.

Reading 2: Jacob S. Hacker, "The Historical Logic of National Health Insurance: Structure and Sequence in the Development of British, Canadian, and U.S. Medical Policy," *Studies in American Political Development* 12, 1 (Spring 1998): 57-130.

Reading 3: Jill Quadagno, "Why the United States Has No National Health Insurance: Stakeholder Mobilization Against the Welfare State, 1945-1996," *Journal of Health and Social Behavior* 45, Extra Issue (2004): 25-44.

Reading 4: Barbara Da Roit, Blanche Le Bihan, and August Österle, "Long-Term Care Policies in Italy, Austria and France: Variations in Cash-for-Care Schemes," *Social Policy & Administration* 41, 6 (December 2007): 653-71.

**Note:** Please also read *CPP*, chap. 8.

### **Week 10: Immigration Policy (Mar. 19)**

Reading 1: William Rogers Brubaker, "Immigration, Citizenship, and the Nation-State in France and Germany: A Comparative Historical Analysis," *International Sociology* 5, 4 (December 1990): 379-407.

Reading 2: Christian Joppke, "Why Liberal States Accept Unwanted Immigration," *World Politics* 50, 2 (January 1998): 266-93.

Reading 3: Amy Gurowitz, "Mobilizing International Norms: Domestic Actors, Immigrants, and the Japanese State," *World Politics* 51, 3 (April 1999): 413-45.

Reading 4: Gary P. Freeman, "National Models, Policy Types, and the Politics of Immigration in Liberal Democracies," *West European Politics* 29, 2 (March 2006): 227-47.

**Note:** Please also read *CPP*, chap. 5.

### **Week 11: Education Policy (Mar. 26)**

Reading 1: Jutta Allmendinger, "Educational Systems and Labor Market Outcomes," *European Sociological Review* 5, 3 (December 1989): 231-50.

Readings 2: Kathleen Thelen and Ikuo Kume, "The Rise of Nonmarket Training Regimes: Germany and Japan Compared," *Journal of Japanese Studies* 25, 1 (Winter 1999): 33-64.

Reading 3: David Karen, "The Politics of Class, Race, and Gender: Access to Higher-Education in the United-States, 1960-1986," *American Journal of Education* 99, 2 (February 1991): 208-37.

Reading 4: Dorothy Shipps, Joseph Kahne, and Mark A. Smylie, "The Politics of Urban School Reform: Legitimacy, City Growth, and School Improvement in Chicago," *Educational Policy* 13, 4 (September 1999): 518-45.

**Note:** Please also read *CPP*, chap. 10.

### **Week 12: Environmental Policy (Apr. 2)**

Reading 1: Michael R. Reich, "Mobilizing for Environmental Policy in Italy and Japan," *Comparative Politics* 16, 4 (July 1984): 379-402.

Reading 2: Andrew Jordan, Rüdiger K. W. Wurzel, and Anthony Zito, "The Rise of 'New' Policy Instruments in Comparative Perspective: Has Governance Eclipsed Government?" *Political Studies* 53, 3 (October 2005): 477-96.

Reading 3: Kathryn Harrison, "Is Cooperation the Answer? Canadian Environmental Enforcement in Comparative Context," *Journal of Policy Analysis and Management* 14, 2 (Spring 1995): 221-44.



Reading 4: Anders Blok, "Contesting Global Norms: Politics of Identity in Japanese Pro-Whaling Countermobilization," *Global Environmental Politics* 8, 2 (May 2008): 39-66.

**Note:** Please also read *CPP*, chap. 11.