

## **COLLEGE OF CHARLESTON**

### **POLI 319.01 ST: COMPARATIVE PUBLIC POLICY**

**Dr. Guoli Liu**

**Fall 2015**

**Maybank Hall 220, Wednesday, 5:30-8:15 pm**

Office: 114 Wentworth Street, Room 103

Office Hours: Monday and Wednesday 2-3:30 pm, and Friday 8:30-9:30 am, and by appointment

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### **COURSE DESCRIPTION**

This course examines public policy making and implementation in a comparative perspective. The course focuses on public policies with examples coming primarily from China, Japan, Britain, Germany, and the United States. We study how public policies in other nations differ from our own while simultaneously challenging you to think about why they differ in the ways they do. Key questions include: Why do we compare different public policies? Why do policies on issues like social welfare, education, and immigration differ markedly from nation to nation? Can we find the answers in contrasting cultures, state institutions, societal organizations, or some mix of all of these explanations? What are the major theoretical and methodological approaches in our comparative analysis?

### **LEARNING OBJECTIVES AND SKILLS THIS COURSE WILL SEEK TO IMPROVE**

This course seeks to introduce you to key concepts, theories and dynamics of comparative public policy and familiarize you with a number of pressing issues that dominate public policy today. By the end of the semester, you should have obtained a working understanding of many essential concepts of comparative public policy and at the conclusion of the course, you will be expected to demonstrate an ability to independently employ a subset of these concepts to describe, analyze and assess the essence of a pressing policy issue. You will also acquire and refine a capacity to identify and employ these concepts to ongoing policy issues that you discover on your own. Working together, we will achieve the following learning objectives: 1.) To develop a comprehensive understanding of the main policy issues in comparative perspective; 2.) To understand the relationship between theory and policymaking or problem solving in China, Japan, Germany, Britain, and the United States; 3.) To appreciate the diversity of worldviews and theoretical assumptions that might inform policy debate and policymaking; and 4.) To demonstrate knowledge of the policy process in comparative perspectives.

This course also aims to develop your skills of critical reading and critical writing. As you develop and refine these abilities, you should be able to: 1.) propose an interpretation of the texts you read; 2.) identify central issues, concepts or conflicts that appear in the texts; 3.) evaluate an author's "tactics" or ways of communicating knowledge; 4.) investigate and articulate the implications of the arguments you encounter; and 5.) relate your ideas to ideas presented by other students and the world around you. You will also come to readily appreciate the difference between espousing opinions and developing arguments as the course progresses.

In this vein, the course will seek to challenge and improve a number of skills that are considered vital for students of the Liberal Arts and Sciences to master. These include: 1.) critical reading and comprehension (through required reading and review assignments); 2.) oral communication, listening and presentation abilities (through class discussions and paper presentation); 3.) effective writing and development of arguments (through case study papers and exams); 4.) critical thinking and analytical capacities (through seminar discussion and exams); 5.) comprehension of other's views and capacity to formulate, defend one's own position (through reading, class discussions and exercises); 6.) library research and locating relevant sources (through case study papers and special sessions with library staff); 7.) cooperative work and active learning (through in-class exercises and out-of-class activities, exam preparation); and 8.) time management and personal responsibility (through set-up of the entire course, specific exercises in class).

## **COURSE REQUIREMENT AND GRADING POLICY**

You are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues, (3) write a case study paper on public policy and present your paper to the class, (4) take two quizzes based on the required readings, and (5) complete two exams. You should come to every class well prepared, and participate actively and constructively in the discussion. Because of the substantial amount of reading for this seminar, I strongly encourage everyone to start reading the required texts today and move ahead as quickly as possible. Please make notes of your comments and questions about the reading. We will refer to the required reading frequently in our seminar.

You will be evaluated on the basis of your performance of one case study paper (10%) and presentation (10%), class participation including two written participation reports (10%), a mid term exam (30%), two quizzes (20%), and a final exam (30%). The lowest ten percent of the grade will be dropped from your final grade. Careful preparation and active class participation are essential for the success of this seminar.

Due to the intensive nature of this seminar, regular attendance and participation in class is required. A class sign-up sheet will be distributed at the beginning of each class. You must come to every class on time and remain active until the end of the class. You are allowed a maximum of **two unexcused absences** during the semester; additional absences, unless you can clearly prove personal emergencies or illnesses, will result in the loss of 2 points each additional time. This course will only work successfully if

everyone attends class regularly, comes prepared, and participates in discussion. The readings are designed to provoke, and discussion will focus on the readings and the issues they raise. Contributions to class discussion should be informed by the assigned material, although you are of course encouraged to bring to discussion knowledge, ideas, and opinions you have acquired outside the class. It is also essential that students tolerate competing views and treat each other with respect.

<u>Grading Scale:</u>	A	93-100	A-	90-92
	B+	88-89	B	83-87
	B-	80-82	C+	78-79
	C	73-77	C-	70-72
	D+	68-69	D	63-67
	D-	60-62	F:	Below 60

Academic honesty is very important! When you enrolled in the College of Charleston, you signed the Honor Code. I expect you to abide to the code and it is the only way to maintain the integrity and value of your degree. You will fail this course if you have found to have cheated on an exam or plagiarized any portion of your paper. I will turn the case of Honor Code violation to the Honor Board and vigorously pursue further disciplinary action. Everyone must highly value academic integrity and abide to the Honor Code.

## REQUIRED TEXTS

Students will be expected to discuss the assigned materials in sections in the week indicated by the dates below. Readings are assigned from the books listed below. You can purchase the books designated with an asterisk (\*) from the College of Charleston Bookstore; additional readings will be online or on reserve in the library.

1. \* Jessica Adolino and Charles Blake, *Comparing Public Policies: Issues and Choices in Industrialized Countries*. Washington, DC: CQ Press, 2011.
2. \* Michel E. Kraft and Scott R. Furlong, *Public Policy: Politics, Analysis, and Alternatives*. 5th edition. Washington, DC: CQ Press, 2015.
3. *Public Administration Review* Supplement to Volume 69, December 2009, Sepcial Issue on Comparative Chinese/American Public Administration.
4. *The Economist*.
5. *The New York Times*.

## COURSE OUTLINE AND READING ASSIGNMENTS

1. Introduction and Course Objectives (August 26, 2015)

Adolino and Blake, Introduction.

Kraft and Furlong, Preface and Ch. 1.

2. Comparative Study of the Policy Process (September 2)  
  
Adolino and Blake, Ch. 1.  
  
Kraft and Furlong, Ch. 2-3.  
  
Inglehart, Ronald, and Marita Carballo. 1997. Does Latin America Exist? (And Is There a Confucian Culture?): A Global Analysis of Cross-Cultural Differences. *PS: Political Science and Politics* 30, no. 1 (March 1): 34-47.
4. The Political and Economic Dynamics (September 9)  
  
Adolino and Blake, Ch. 3.  
  
Mahoney, James. 2007. Qualitative Methodology and Comparative Politics. *Comparative Political Studies* 40, no. 2 (February): 122-144.  
  
Munck, Gerardo L., and Richard Snyder. 2007. Debating the Direction of Comparative Politics. *Comparative Political Studies* 40, no. 1 (January 1): 5-31.
5. Analyzing Public Policy (September 16)  
  
Kraft and Furlong, Ch. 4-6.  
  
Adolino and Blake, Ch. 4.
6. Immigration Policy (September 23)  
  
Adolino and Blake, Ch. 5.  
  
Joppke, Christian. 2007. Transformation of Immigrant Integration in Western Europe: Civic Integration and Antidiscrimination Policies in the Netherlands, France, and Germany. *World Politics* 59, no. 2: 243-273.  
  
Suvin, Darko. 2008. Immigration: Immigration in Europe today: apartheid or civil cohabitation? *Critical Quarterly* 50, no. 1-2: 206-233.
7. Economic and Budgetary Policy (September 30)  
  
Kraft and Furlong, Ch. 7.  
  
Adolino and Blake, Ch. 6-7.  
  
Peters, B. Guy. 2011. Governance responses to the fiscal crisis - comparative perspectives. *Public Money & Management* 31, no. 1: 75-80.

**Midterm Exam, Wednesday, October 7.**

8. Health Care Policy (October 9)

Adolino and Blake, Ch. 8.

Kraft and Furlong, Ch. 8.

Marmor, Ted, Richard Freeman, and Kieke Okma. 2005. Comparative Perspectives and Policy Learning in the World of Health Care. *Journal of Comparative Policy Analysis* 7, no. 4 (December): 331- 348.

Hacker, Jacob S. 2004. Review Article: Dismantling the Health Care State? Political Institutions, Public Policies and the Comparative Politics of Health Reform. *British Journal of Political Science* 34, no. 04: 693- 724.

9. Welfare and Social Security Policy (October 14)

Kraft and Furlong, Ch. 9.

Adolino and Blake, Ch. 9.

10. Education Policy (October 21)

Kraft and Furlong, Ch. 10.

Adolino and Blake, Ch. 10.

11. Environmental and Energy Policy (October 28)

Kraft and Furlong, Ch. 11.

Adolino and Blake, Ch. 11.

12. Chinese and American Public Policy in Comparative Perspective (November 4)

*Public Administration Review* Supplement to Volume 69, Special Issue.

13. Research Presentation and Discussion (November 11 and 18)

Presentation and discussion of final research papers.

14. Learning Lessons by Comparing Policies (December 2)

Adolino and Blake, Ch. 12.

Kraft and Furlong, Ch. 12-13.

**Final Exam, Wednesday, December 9.**

## Participation Report Assignment

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Active class participation by everyone is very important for the success of our class. The participation report is designed to encourage you to actively and constructively contribute to our joint academic endeavor. You are required to submit two written reports. The first report is due in class on Wednesday, October 14, 2015. The second report is due on Wednesday, November 18, 2015. Please limit each report to 3 pages. The participation report is a summary of your contribution to the class. Please include the following in your report:

1. Comments and questions about the required readings;
2. A summary of your comments and questions in class;
3. Concise discussion of relevant academic issues and current events;
4. Additional readings that you have done for the class;
5. Additional comments and suggestions about the class;
6. Anything else that is significant for the progress of our class.
7. Do you have perfect attendance? If not, why?
8. **What are the strengths and weaknesses of our textbooks?** Please comment on all main textbooks that you have read. Please answer this question in details in your second participation report.