SYLLABUS

V182 Policy-making around the World: Comparative and International Approaches
Fall 2018

Course Time
Monday and Wednesday 9:30 a.m. – 10:45 a.m.
SPEA 167

Instructor
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Secretary
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Instructor Office Hours:
SPEA 217
Tuesday 2:00 - 4:00 p.m.
or by appointment

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1st Floor O’Neill Lounge
Monday 11:00 a.m. - 12:30 p.m.
or by appointment

Course Overview

What is the policy-making process? And why study it in an international context? All governments around the world face challenges, and all of them address these challenges by making policy. In this course, we will begin by exploring how and why different governments make different policy choices. We will also explore how these different policy choices affect citizens. The first part of the course will introduce you to the study of comparative policy, which can help you better understand other nations as well as your own. For example, we will study how different countries make policy on healthcare, education, social security and immigration. In the second half of the course, you will learn about international policy-making, or policy that is made by groups of national governments working together with other actors to solve global problems. Here, we will examine global problems like poverty, climate change, security and trade.

Learning Objectives

Students who successfully complete the requirements of this course will be able to:

1. Compare the national-level policy-making process in the U.S. to several other countries with different governmental systems, political philosophies, political cultures and/or policy actors, including various forms of democratic and authoritarian governments.
2. Explain how these different systems produce different policy outputs, considering issues such as accountability, transparency and corruption.
3. Explain why government is needed to make policy.
4. Illustrate one or more policy challenges that transcend national boundaries, including at least one global policy problem, as well as propose solutions.
5. Identify major bodies, regimes and/or mechanisms for making, implementing and enforcing international policy.
6. Illustrate how public, private and nonprofit sector organizations engage and interact in international policy-making and implementation.
7. Illustrate major differences in the policy problems facing the developed and developing world; explain the significance of these different challenges for national and international policy-making.
8. Demonstrate familiarity with software tools used in academic and professional settings, such as Microsoft Office tools.
9. Use evidence to support a position in writing about a policy topic.
10. Demonstrate understanding of how to use sources of information appropriately to support an argument.

**Reading**

Required reading and viewing will be available via a custom e-textbook as well as via downloadable files and weblinks found under ‘Files’ on the Canvas class website. The instructor will clearly indicate when reading or viewing must be completed on Canvas. The course also requires students to be informed about international news, trends and events. This can be accomplished by following a reputable news source on a daily basis. The following are some suggested sources for your current events reading:

- Associated Press
- NPR News
- New York Times
- Financial Times
- Wall Street Journal
- Reuters
- Bloomberg
- BBC News
- Washington Post
- Agence France-Presse

**Course Requirements**

**Attendance and Participation:**

Attendance is taken at the beginning of each class period. Being present requires you to be in the classroom for the entire class period without distraction. As a result, any use of a mobile device (laptop, tablet, mobile phone, watch with internet connectivity, etc.) without the express permission of the instructor or leaving class early without informing the instructor in advance (this includes leaving and returning to class) will be counted as an absence for the class period. Further, an interactive class contributes to your learning and encourages better preparation. The instructor expects a reasonable amount of participation given size of the classroom and will provide ample opportunities each class to participate. In the event of inadequate voluntary participation, the instructor will cold-call on students.

Name cards will be handed out at the beginning of the semester and required to be placed in front of each person in the classroom. In the event you may forget or lose it, it is your responsibility to make an adequate replacement. The instructor (with the help of the TA) will keep track of your attendance, participation and absences related to mobile device, leaving early, etc. for each class period relying on the name cards for accuracy. This tracking spreadsheet will be instrumental in determining your score for this requirement.

Attendance and participation will count for 8 percent of your final grade. The score will be calculated at the instructor’s discretion based on your in-class performance. To earn a score of 100 for this requirement, a student must be absent four or fewer times (absences could also include mobile phone use, leaving early, etc.), participate (called on by the professor and provide a response to the class) in at least 9 different class periods and pay attention in all class periods when present (avoid sleeping, working on material unrelated to class, talking to your neighbor at inappropriate times, etc.).

There is one automatic point deduction for this score. **After 4 absences, each additional absence will result in losing 10% of this part of your grade.** For example, if you miss 6 class periods and have documented mobile phone use in an additional 3 class periods, your score for Attendance and Participation
can be no better than 50. Why are so many absences allowed before instituting a mandatory point penalty? I have found that I don’t have the investigatory resources to fairly determine what a legitimate situation is or is not. As a result, **I do not excuse absences unless a student misses 2 or more consecutive classes due to a major illness or family emergency.**

**Prepared for Class:**

Learning starts before entering the classroom. Each student is required to respond to a brief set of short answer, multiple choice or true/false questions posted before most classes covering the assigned reading and viewing. These questions can be found under Quizzes on the Canvas class website.

At the end of the semester, the instructor will throw out your three lowest scores. Therefore, if you forgot to turn one in, did not feel well another day or simply did not feel like responding another time, you can rest assured that three of your scores will not be included in the grade. Due to this flexibility, **the instructor will not grant extensions or excuse you from turning in your answers unless you miss 2 or more consecutive classes due to a major illness or family emergency.** The final score will be calculated by taking an average score for the semester. This will be worth **8 percent** of your final grade.

**Writing Assignments:**

Each student is required to write two (2) policy briefs. A memo will be posted describing each assignment in greater detail. Due dates for the briefs are found in the syllabus. Each policy brief is worth **8 percent** of your final grade.

**Consulting Project:**

Each student is required to prepare a consulting deliverable concerning a topic assigned by the instructor. A memo will be posted describing the assignment in greater detail. The due date for the consulting project is found in the syllabus. The consulting project is worth **8 percent** of your final grade.

**Exams:**

There will be three exams in this course consisting of multiple choice questions. The first and second exams will be in-class and cover all material covered in class and in the assigned reading and viewing during that phase of the course. The first exam will be worth **16 percent** and the second exam will be worth **20 percent** of your final grade. The final exam will be cumulative and worth **24 percent** of your final grade.

**Grading Policy**

Grades are assigned by employing a curve to ensure students are graded fairly. First, each student will receive a numeric score on each assignment/requirement ranging from 0 – 100. Second, a weighted average score is calculated for each student based on the weights assigned in the syllabus (see above). Third, grade ranges are pegged to the highest performing student in the class. The process works as follows. The instructor will take the highest weighted average score in the class and multiply it by .9 to determine a cut-off for the A-range and multiply it by .8 for the B-range. Cut-offs for grades in the C-range and D-range are done in a similar fashion using .7 and .6, respectively.

An example might better illustrate the process. Assume that the top scoring person in the class received scores of 94, 95, and 92 on the three exams, scores of 100 and 100 on participation and attendance and prepared for class, a score of 94 on the consulting project and scores of 96 and 96 on the policy briefs. The weighted average score for this student would be 94(.16) + 95(.20) + 92(.24) + 100(.08) + 100(.08) + 94(.08) + 96(.08) + 96(.08) = 95. The cut off for As, Bs, Cs, and Ds would then be 85.5, 76, 66.5, and 57, respectively. While letter grades are not assigned to individual assignments or exams, students can convert these numeric scores to an approximate letter grade using this system.
Exam Policy

All students are expected to take the exams at the day and time identified in the class schedule. Make-up exams will only be given if (a) the student informs the professor s/he will be absent prior to the exam time, and (b) the student provides adequate documentation of illness or family emergency. Missing an exam for reasons other than illness or family emergency must be discussed with and approved by the instructor in advance of the exam. If these conditions are not satisfied, no make-up exam will be given.

Submission of Writing Assignments and the Consulting Project

The two writing assignments and consulting project must be submitted via Canvas. It is not permitted to submit them via email. The due date and time will be made clear on Canvas. The two writing assignments and consulting project can be submitted late. Submissions up to two hours late will receive a 5 point penalty. Thereafter, a 10 point penalty will be assessed for each day or part of a day the paper is late. Exceptions to these guidelines must be approved by the instructor ahead of time.

Religious Observances

Please contact the instructor if a religious observance requires you to miss class or an exam. Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs. (Source: http://www.indiana.edu/~deanfac/holidays.html)

Students with Disabilities

Students with a learning disability, hearing impairment, speech impairment or any other disability that may affect their ability to fulfill a course requirement should contact the Disability Services for Students (DSS) in the Wells Library (https://studentaffairs.indiana.edu/disability-services-students/). You must contact your instructor right away if you have documents from Disability Services that indicate a need for accommodation. This should not be discussed in the classroom. Please make an appointment by sending an e-mail to your instructor or stop by office hours.

Accommodation for Mobile Device Use In-class

As stated earlier in the syllabus, using a mobile device (laptop, tablet, mobile phone, watch with internet connectivity, etc.) in class without the permission of the instructor will result in being marked absent for that day of class. It is possible to be exempted from this policy if you provide the instructor documentation from DSS indicating a learning impairment without the use of a mobile device (or for other appropriate reasons accepted at the discretion of the instructor) and sit in the front of the classroom. You must contact your instructor right away for this accommodation. This should not be discussed in the classroom. Please make an appointment by sending an e-mail to your instructor or stop by office hours.

Policies on Plagiarism

A definition of plagiarism, along with definitions of other forms of academic misconduct, is found in the Indiana University Code of Student Rights, Responsibilities, and Conduct. The policy on academic
misconduct is also published each semester in the IUB Schedule of Classes. All instances of academic misconduct will be handled according to IUB policies.

**Academic Dishonesty**

It is rare for there to be a problem of academic dishonesty in this course. On occasion, however, a student may be tempted to take a shortcut or to cheat in some way. For anyone who cheats, the policies for this course are clear.

- **Exam and Prepared for Class Policy:** Any student who cheats on an exam or a prepared for class quiz will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.
- **Written Assignments and Consulting Project Policy:** Any student who cheats or plagiarizes on any written assignment or the consulting project will be given a failing grade in the course in addition to any other sanctions imposed by the School or the University.
- **Attendance and Participation:** Attending and/or participating under a false name is considered cheating and will result in a failing grade in the course in addition to any other sanctions imposed by the School or the University.

**Key Dates for the Semester**

<table>
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<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Labor Day (No Class)</td>
<td>Monday, September 3rd</td>
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<tr>
<td>First Writing Assignment Due</td>
<td>Wednesday, September 5th</td>
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<tr>
<td>First In-Class Exam</td>
<td>Monday, September 24th</td>
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<tr>
<td>Second Writing Assignment Due</td>
<td>Wednesday, October 10th</td>
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<tr>
<td>Second In-Class Exam</td>
<td>Monday, October 29th</td>
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<tr>
<td>Consulting Project Due</td>
<td>Wednesday, November 14th</td>
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<tr>
<td>Thanksgiving Break (No Class)</td>
<td>Monday, November 19th</td>
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<tr>
<td>Thanksgiving Break (No Class)</td>
<td>Wednesday, November 21st</td>
</tr>
<tr>
<td>Final Examination</td>
<td>Monday, December 10th, 8:00 - 10:00 a.m.</td>
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**Class Schedule**

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<thead>
<tr>
<th>Phase &amp; Dates</th>
<th>Topics</th>
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</table>
| **Phase I:** August 20\(^{th}\) – September 19\(^{th}\) | Framing the Course  
  - Course requirements and expectations  
  - Introduction to some common challenges and facing people and society  
  - Discuss why policy-makers seek solutions beyond their own boundaries  
  Policy-making  
  - What is public policy?  
  - Study the policy process  
  - Discuss approaches to policy-making  
  - Identify how countries differ  
  Overview of Comparative Public Policy  
  - Introduce the concept of comparative public policy  
  - Discuss the merits of studying other countries and comparing public policy and outcomes across countries  
  - Introduce the OECD  
  - Provide an overview of policy analysis  
  Comparative Healthcare  
  - Current healthcare model employed in the United States  
  - Reasons for a predominately employer based system in the United States  
  - Medicare, Medicaid and the VA  
  - Challenges facing the US system  
  - Recent legislation reforming healthcare in the US  
  - How quality of care and costs compare to other nations  
  - Single-payer versus a national health system  
  - Study healthcare systems in the UK, France, Germany, Sweden, Switzerland, Japan, Taiwan and others  
  - Identify attributes of healthcare systems that have yielded positive outcomes  
  Comparative Education  
  - Role of states and local communities in the United States  
  - Charter vs. magnate vs. traditional public schools  
  - Vouchers in education  
  - US higher education system  
  - Challenges facing the US educational system  
  - US academic performance versus the rest of the world  
  - Comparative approaches to education in other countries – study approaches in Finland, Germany, South Korea, Japan and others  
  - Study the holistic approach of Iceland  
  - Identify polices or approaches that have demonstrated success in improving educational outcomes  |
| September 24\(^{th}\)        | **FIRST IN-CLASS EXAM** **
Phase II:** September 26\(^{th}\) – October 24\(^{th}\) | Comparative Social Security and Pensions  
  - Origins of social security systems in the world  
  - History of the social safety net in the United States  
  - Models to provide income in old age  
  - Defined benefit vs. defined contribution  |
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| **Phase I:**        | **How the US Social Security system works**  
|                     | **Challenges facing the US system**  
|                     | **Aging societies in the rest of the world**  
|                     | **Comparative study of other systems including Sweden, Denmark, Chile, the Netherlands, Australia and others.**  
|                     | **Identify best practices**  
| **Comparative Immigration** | **The movement of people**  
|                     | **Why people move and challenges they face**  
|                     | **Historical context of immigration in the US**  
|                     | **Primary laws that direct US immigration policy**  
|                     | **Permanent resident vs. non-immigrant visitors**  
|                     | **Temporary work programs and issues related to undocumented immigrants**  
|                     | **Immigration in the context of international competitiveness**  
|                     | **Comparative study of immigration policies of the EU, Canada, UK, Sweden, New Zealand and others**  
|                     | **Discuss approaches to immigration and their effectiveness**  
| **Overview of International Policy** | **What is international policy?**  
|                     | **How does international policy differ from domestic policy?**  
|                     | **Realism vs. Liberalism**  
|                     | **Actors involved in international policy-making**  
| **International Organizations** | **What are intergovernmental organizations and nongovernmental organizations?**  
|                     | **Why are they created and what roles do they serve?**  
|                     | **What is international law?**  
|                     | **Deep-dive into the United Nations**  
|                     | **Introduce prominent organizations involved in international policy**  
| **International Climate Policy** | **General overview of the science behind climate change**  
|                     | **Sources of GHGs**  
|                     | **Role of energy**  
|                     | **Provide a closer look at electricity generation and transportation**  
|                     | **Countries with the highest emissions**  
|                     | **Impacts of climate change**  
|                     | **Climate negotiation simulation**  
|                     | **International agreements in Kyoto, Durban, Copenhagen and Paris**  
|                     | **Cap and trade vs. carbon tax**  
|                     | **Green climate fund**  
| **October 29th**    | **SECOND IN-CLASS EXAM**  
| **Phase III:**      | **International Security Policy**  
| **October 31st – December 5th** | **Role of the military in democracies**  
|                     | **Breakdown of military spending in the world**  
|                     | **Causes of conflict**  
|                     | **Military strategies of Clausewitz and Sun Tzu**  

### Phase & Dates

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<tr>
<td>December 10th</td>
<td><strong>FINAL EXAMINATION: 8:00 a.m. – 10:00 a.m.</strong></td>
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* This represents an outline. All topics may not be covered, topics might be added and the order might change depending on the discretion of the instructor and unexpected current events that may require class time to discuss their implications. This outline only serves as a guide and does not determine what will be covered on the exams.

### Custom E-Textbook Readings by Topic

**Policy-making:**

**Overview of Comparative Public Policy:**

Comparative Healthcare:

Comparative Education:

Comparative Social Security and Pensions:

Comparative Immigration:

Overview of International Policy:

International Organizations:

International Climate Policy:

International Security Policy:

International Trade Policy:

International Policy to Combat Poverty:

** As described earlier, additional reading and viewing will be posted on the Canvas class website in addition to the required reading found in the custom e-textbook.