

SYLLABUS

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

Fall 2020

Section 12218

Monday and Wednesday 11:30 a.m. – 12:45 p.m.

Instructor

Daniel Preston

preston@indiana.edu

Teaching Assistant (TA)

TBD

tbd@indiana.edu

Administrative Assistant

Devin New

devinew@indiana.edu

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 and Viewing

Required reading and viewing will be available via a custom e-textbook as well as downloadable files and weblinks found 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*

Lectures

Online learning is not a good fit for lecture-oriented courses. Instead, the instructor will post lectures highlighting key elements of the assigned reading and viewing as well as to present other required material. These will be short clips (around 10 minutes each) utilizing PowerPoint slides and images. These are meant to reinforce and complement the reading and viewing, not to serve as a replacement.

Office Hours

The online nature of the course complicates traditional office hours. Therefore, **after the first week of class, the remaining Monday class meetings will be reserved for individual and small group discussions on Zoom**. These will be open to any student enrolled in the course to join, so this would not be the proper time to discuss matters you would like to keep confidential such as discussions about grades, health or family emergencies. As a result, office hours will also be held by appointment via Zoom. The process is simple to schedule these appointments. Please email the instructor or the TA directly (depending on who you would like to schedule a time) with your availability to meet virtually, and a response will be sent with a time and Zoom details for the meeting.

Course Requirements

Quality of Engagement:

Online learning necessitates new ways to remain consistently engaged in the course material throughout the semester. This will be worth **24 percent** of your final grade broken down as follows.

- Attending and contributing to Zoom discussions: 5%
- Responses to individual exercises in preparation for Zoom discussions: 5%
- Quizzes on required reading and viewing as well as recorded lectures: 14%

The score for attendance and contribution to Zoom discussions will be calculated at the instructor's discretion based on your performance. After the first week, **you will only be required to virtually attend class on Wednesdays**. Further, depending on the number of students enrolled, Wednesday's class may be broken into two groups – one that meets for the first half of class and the other for the second half. If this is

the case, your group will be posted on the Canvas class website. The instructor (with the help of the TA) will keep track of your Zoom engagement, so that your score is based on an objective measure. To earn a score of 100 for this requirement, a student must be virtually present (logging in on-time and not leaving early) to all of the required Zoom meetings and participate (provide a verbal contribution to the class when called on by the instructor) in at least half of the discussion sessions. **Students can make-up for missing any Wednesday Zoom discussion by attending two Monday Zoom sessions so long as the student verbally engages in the discussion with a question or comment.** Performance below the standard described above will lead to lower scores based on the degree by which the performance is below the benchmark.

The score for individual exercises for discussion will be straight forward. Short written responses will be required in advance of class meetings. Submissions will be graded as 100, 50 or 0. 100 will be given to responses meeting the minimum requirements such as word count and providing a response that addresses all the questions asked. Submissions failing to meet the minimum standard will get a 50. Failure to submit a response earns 0. The scores will be averaged at the end of the semester.

Quizzes on reading, viewing and recorded lectures will be due regularly. These are open book/video multiple choice or true/false questions designed to keep you engaged and help you prepare for the exams. At the end of the semester, the instructor will throw out your three lowest scores. Therefore, if you did not feel well one day, received a low score on another quiz or simply did not feel like responding another time, you can rest assured those three scores will not be included. The final score will be calculated by taking an average score for the semester.

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 assess all the course material covered during that phase of the course. The first exam will be worth **16 percent** and the second exam will be worth **16 percent** of your final grade. The final exam will be cumulative and worth **20 percent** of your final grade.

Grading Policy

Grades are assigned by employing a curve to ensure the final grades are determined fairly. First, each student will receive a numeric score on each 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 92, 96 and 95 on the three exams, an overall score of 97 on quality of engagement, a score of 91 on the consulting project and scores of 96 and 96 on the policy briefs. The weighted average score for this student would be $92(.16) + 96(.16) + 95(.20) + 97(.24) + 91(.08) + 96(.08) + 96(.08) = 95$. 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 on the day and time identified in the course 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 it 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 an exam. Under IU policy, students are required to request accommodation for religious observance before, not after, it occurs. More details can be found at <https://enrollmentbulletin.indiana.edu/pages/relo.php>.

Students with Disabilities and Accommodation Process

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 and make an appointment with your instructor to discuss and agree to an action plan.

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.

- Exams and Quizzes: Any student who cheats on an exam or 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: 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 Contributing to Zoom Discussions: Attending and/or participating under a false identity 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.

Academic Integrity

It is your responsibility to maintain academic integrity detailed at <http://www.iu.edu/~code/> and adhere to the O'Neill Honor Code found at https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Key Dates for the Semester

Event	Date
First Writing Assignment Due	Wednesday, September 9 th
First Exam	Monday, September 28 th

Event	Date
Second Writing Assignment Due	Wednesday, October 14 th
Second Exam	Monday, November 2 nd
Consulting Project Due	Wednesday, November 18 th
Thanksgiving Break (No Class)	Monday, November 23 rd
Thanksgiving Break (No Class)	Wednesday, November 25 th
Final Examination	Friday, December 18 th

Class Schedule*

Phase & Dates	Topics
<p>Phase I: August 24th – September 27th</p>	<p>Framing the Course</p> <ul style="list-style-type: none"> • Course requirements and expectations • Introduction to some common challenges and facing people and society • Discuss why policy-makers seek solutions beyond their own boundaries <p>Policy-making</p> <ul style="list-style-type: none"> • Define public policy • Study the policy process • Discuss approaches to policy-making • Identify how countries differ <p>Overview of Comparative Public Policy</p> <ul style="list-style-type: none"> • 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 <p>Comparative Healthcare</p> <ul style="list-style-type: none"> • 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 <p>Comparative Education</p> <ul style="list-style-type: none"> • Role of states and local communities in the United States • Charter vs. magnet 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

Phase & Dates	Topics
	<ul style="list-style-type: none"> • Comparative approaches to education in other countries – study approaches in Finland, Germany, South Korea, Japan and others • Study the holistic approach of Iceland • Identify policies or approaches that have demonstrated success in improving educational outcomes
September 28 th	** FIRST EXAM **
<p>Phase II: September 29th – November 1st</p>	<p>Comparative Social Security and Pensions</p> <ul style="list-style-type: none"> • 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 • 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 <p>Comparative Immigration</p> <ul style="list-style-type: none"> • 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 <p>Overview of International Policy</p> <ul style="list-style-type: none"> • Define international policy • Discuss how international policy differs from domestic policy • Realism vs. Liberalism • Actors involved in international policy-making <p>International Organizations</p> <ul style="list-style-type: none"> • Intergovernmental organizations vs. nongovernmental organizations • Discuss why international organizations are created and what roles they serve • Provide an overview of international law • Deep-dive into the United Nations • Introduce prominent organizations involved in international policy <p>International Climate Policy</p> <ul style="list-style-type: none"> • 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

Phase & Dates	Topics
	<ul style="list-style-type: none"> • Impacts of climate change • Climate negotiation simulation • International agreements in Kyoto, Durban, Copenhagen and Paris • Cap and trade vs. carbon tax • Green climate fund
November 2 nd	** SECOND EXAM **
<p>Phase III: November 3rd – December 13th</p>	<p>International Security Policy</p> <ul style="list-style-type: none"> • Role of the military in democracies • Breakdown of military spending in the world • Causes of conflict • Military strategies of Clausewitz and Sun Tzu • Just war theory • Deterrence vs. containment vs. preemption • Hard vs. soft power vs. smart power • Combatting nuclear proliferation • Responding to aggression, terrorism or threats to peace and security • Peacekeeping and humanitarian intervention • Discuss lessons learned <p>International Trade Policy</p> <ul style="list-style-type: none"> • The volume of trade in the world • Comparative advantage • Tariffs and import substitution • Discuss how international trade policy is made • Introduce EU, NAFTA and TPP • In-depth look at GATT and the WTO • Dispute resolution in the WTO • Discuss the future of trade with the rise of protectionist and nationalistic sentiments in many parts of the world <p>International Policy to Combat Poverty</p> <ul style="list-style-type: none"> • Role of development in foreign affairs • International aid and development assistance • Causes of underdevelopment • Success and setbacks in development • International Monetary Fund and World Bank • Sustainable Development Goals • Multilateral initiatives and involvement of NGOs • Discuss innovations in development finance and the international actors involved <p>Concluding Remarks</p>
December 18 th	** FINAL EXAMINATION **

* 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:

- Chapter 1: Adolino, J. R., Blake, C. H. (2010). *Comparing Public Policies: Issues and Choices in Industrialized Countries, 2nd Edition*.

Overview of Comparative Public Policy:

- Pages 1 – 4: Adolino, J. R., Blake, C. H. (2010). *Comparing Public Policies: Issues and Choices in Industrialized Countries, 2nd Edition*.
- Pages 235 – 247: Baker, A. (2014). *Shaping the Developing World: The West, the South, and the Natural World, 1st Edition*.
- Pages 1 – 7: Kelemen, R. D. (2015). *Lessons from Europe?: What Americans Can Learn from European Public Policies, 1st Edition*.

Comparative Healthcare:

- Chapter 2: Bowman, J. R. (2014). *Capitalisms Compared: Welfare, Work, and Business, 1st Edition*.

Comparative Education:

- Chapter 10: Adolino, J. R., Blake, C. H. (2010). *Comparing Public Policies: Issues and Choices in Industrialized Countries, 2nd Edition*.
- Pages 41 – 52: Baker, A. (2014). *Shaping the Developing World: The West, the South, and the Natural World, 1st Edition*.

Comparative Social Security and Pensions:

- Chapter 3: Bowman, J. R. (2014). *Capitalisms Compared: Welfare, Work, and Business, 1st Edition*.

Comparative Immigration:

- Chapter 6: Kelemen, R. D. (2015). *Lessons from Europe?: What Americans Can Learn from European Public Policies, 1st Edition*.

Overview of International Policy:

- Chapters 6 & 7: Haynes, J. (2017). *World Politics, 2nd Edition*.

International Organizations:

- Chapter 10: Chernotsky, H. I., Hobbs, H. H. (2018). *Crossing Borders: International Studies for the 21st Century, 3rd Edition*.

International Climate Policy:

- Chapter 13: Vig, N. J., Kraft, M. E. (2019). *Environmental Policy: New Directions for the Twenty-First Century, 10th Edition*.

International Security Policy:

- Chapter 4: Caballero-Anthony, M. (2016). *An Introduction to Non-Traditional Security Studies, 1st Edition*.
- Chapters 24 & 25: Haynes, J. (2017). *World Politics, 2nd Edition*.

International Trade Policy:

- Chapter 9: Gutner, T. (2017). *International Organizations in World Politics, 1st Edition*.

International Policy to Combat Poverty:

- Chapter 6: Baker, A. (2014). *Shaping the Developing World: The West, the South, and the Natural World, 1st Edition*.