The study of public policy seeks to understand how and why politics works to produce collective or social choices. In order to illuminate the political factors underlying these choices, it is useful to compare countries with distinctive configurations of political and social power, policymaking institutions, and cultural values.

This course will examine how politics shape the public policies of advanced industrial democracies in Europe and North America. We will explore how these countries have approached common problems of poverty and income maintenance policies, education and the acquisition of skills, the flow of immigration, and access to affordable health care. Complementing our broad overview of advanced industrial societies, we will also use the United States, Sweden, and Germany as in-depth case studies to compare their choices and experiences across the above policy areas. These three nations display distinctive philosophies toward markets, equality, the role of government and private actors. They also exhibit distinctive patterns of power for business, labor, and other interests. Furthermore, their particular configuration of state structures and institutions influence how policies are enacted and implemented in specific ways.

In addition to analyzing the politics behind public policy, we will also consider policy outcomes and evaluate them according to basic criteria (such as effectiveness, efficiency, and equity). In doing so, we will explore how advanced industrial democracies--and the US, Sweden and Germany in particular--are adapting their public policies to meet the contemporary challenges of economic globalization, post-industrial society, and demographic change.

Upon completion of this course, students will have a firm understanding of how politics shape public policies in advanced industrial societies, will possess the analytical tools to engage in cross-national comparisons of politics and policy, and will be aware of a range of alternative approaches to solve common policy problems.
Undergraduates:

Your grade will be based on the completion of the following assignments. The first is a take-home essay exam. The second is a paper (6-7 pages double-spaced) on a policy area covered in the second half of the course, plus an oral presentation of your position in a debate format in class. I will distribute the details of the paper and debate in a separate handout; you will sign up for a debate early in the semester. The third assignment is a comprehensive in-class final exam. Finally, regular attendance and active participation in class discussions will count toward your course grade. Class participation means more than merely attending class meetings; it also entails that you do the readings and contribute insightful comments and questions to class discussions.

Please note that this course fulfills a writing requirement for political science majors. This means that you will be graded on the content and clarity of your argument as well as on your writing style (grammar rules, spelling, punctuation, etc.). I therefore encourage students to seek out advice and help from the Writing Center in completing these assignments. The Writing Center is located in Raynor Library R240; tel. 288-5542 (you need to call them to make an appointment).

The breakdown of the course grade is as follows: take-home essay exam: 25%; paper and debate: 30%; final exam: 30%; participation and attendance: 15%.

I will not accept late assignments unless there is a legitimate medical or family emergency, or unless it is the result of an officially sanctioned scheduled university activity. Students who miss an exam or assignment because of a university-sanctioned activity must arrange a make-up exam or assignment with me in advance of their absence. Please let me know as soon as possible if you are experiencing a medical or family crisis so that we have time to make arrangements for you to complete the coursework for this class.

I do not tolerate academic dishonesty by students. I will follow all University policies in dealing with plagiarism and academic dishonesty.

Graduate students:

Graduate students must complete the same assignments (readings, midterm, debate, and final exam) assigned to undergraduates. In addition, graduate students will write a 15-page research paper on a topic to be approved by the instructor. I will distribute a handout outlining the paper assignment later in the semester. The paper will be due on Friday, December 7. I will also distribute to graduate students a list of additional readings as preparation for your future comps exams.

The breakdown of the course grade is as follows: take-home essay exam: 20%; debate and paper: 25%; research paper: 25%; final exam: 25%; attendance and participation: 5%.

Readings
The following required books are available for purchase at BookMarq or Sweeney’s:


Additional required readings are on electronic reserve at Raynor Library or on D2L. These readings are noted in the syllabus with an asterisk (*). In some instances, I will announce and distribute additional required readings in class. Please check D2L regularly for assignments, updates to the syllabus, and the location of reserve readings.

Attendance at all classes is a requirement of this course. I will take attendance for each class and will follow College of Arts and Sciences policies on attendance. If you have seven (7) or more unexcused absences, your grade will be lowered accordingly. Excessive absences may result in a grade of WA.

Students are expected to read all assigned readings from required books, articles on reserve, and class handouts. It is not sufficient for you to rely only on a few of the assigned readings. If you do, it will be apparent in your written work and class participation and will be reflected accordingly in your course grade. Exams and written assignments will draw on class material and assigned readings. You should complete the readings in advance of class so that you can participate in a meaningful way in class discussions. Class meetings will not simply recapitulate the readings but will often bring in additional material, so it is in your interest to attend class regularly and take notes in class.

I do not accept late assignments unless there is a legitimate medical or family emergency, or unless it is the result of an officially sanctioned, scheduled university activity. Students who miss an exam or assignment because of a university-sanctioned activity must arrange a make-up exam or assignment with me in advance of their absence. Please let me know as soon as possible if you are experiencing a medical or family crisis so that we have time to arrange for you to complete the coursework for this class.

I do not tolerate academic dishonesty by students. I will follow all University policies dealing with plagiarism and academic dishonesty.

**Additional sources and topics of interest**
I encourage you to read a daily newspaper with coverage of comparative and international politics, such as *The New York Times*, *The Economist*, or the *Financial Times*. These are in the library or available online. You can also get a student-discounted rate for subscriptions. If you want to know how to obtain a student-discounted subscription, please talk to me.

If you are interested in getting perspectives on comparative politics and international affairs other than those of American media, you may want to tune to some TV news programs on PBS, channel 36: "The Journal," which is broadcast by the German *Deutsche Welle*, and "BBC World News," which is a British production. "The Journal" airs at 5:30 pm weekdays and "BBC World News" airs at 6 pm weekdays. Other PBS programs dealing with world affairs may be of interest to you, such as “Wide Angle.” These air on channels 10 and 36. In addition, National Public Radio stations (stations 89.7 and 90.7) broadcast news programs on comparative politics and international affairs, such as “BBC World Service” (broadcast daily) and “The World” (broadcast Friday afternoons and other times during the week).

On Sept. 28-30, Milwaukee will be commemorating the 40th anniversary of the open-housing marches. Though we are not examining housing policy in this course, many of the issues surrounding this struggle bear upon the public policy concerns in Milwaukee that we will be examining. Therefore, I encourage students to attend one of these commemorative events. I will provide more information in class.

In early November, Jonathan Kozol will be speaking at Marquette University on race and schools. If you attend Dr. Kozol's talk and write a brief piece summarizing his talk and providing your reaction to it, I will give you extra credit for the course. I will provide more details of his talk as they become available.
Class Schedule and Readings

I. Introduction: Why comparative study? Explaining policy patterns in terms of power, interests, institutions, values, and ideas. External constraints on national politics and policy.

Aug. 27: Course introduction

Aug. 29:
Adolino and Blake, chap. 2.

Aug. 31: No class; instructor at American Political Science Association Annual Meeting.
Reading assignment: Adolino and Blake, chap. 3.

Sept. 3: No class; Labor Day

II. US, Sweden, and Germany as distinctive configurations of power, interests, institutions, values and ideas

A. United States: Market liberalism, business power, fragmented and decentralized state and society

Sept. 5:
Discuss Adolino and Blake, chap. 3.

Sept. 7:

B. Sweden: Social democracy, labor power, centralized state and society

Sept. 10:
*Fact Sheets on Sweden #1: Sweden in Brief; The Swedish System of Government; The Swedish Political Parties.*

Sept. 12:
*Heclo and Madsen, chap. 1, pp. 23-45.*
*Fact Sheets on Sweden #2: Equality between Women and Men.*
*Admire the best, forget the rest,” The Economist*, Sept. 27, 2006.
C. Germany: Social market economy, conservative corporatism, decentralized state and organized society

Sept. 14:
Conradt, chap. 5.

Sept. 17:
Conradt, chap. 7 (skip pp. 207-214 from “Chancellor, Parliament and Military through SPD Chancellors” sections).
Conradt, chap. 9 (read pp. 259-276 only).

Sept. 19:
Conradt, chap. 2 (read pp. 34-46 only).

Sept. 21: Take-home essay exam due in class.

III. Policy Areas

A. The welfare state and income maintenance.
Explaining patterns in the scope of social insurance and public assistance.

Sept. 21: Pressures on welfare states in advanced industrial societies

1. America's liberal welfare state

Sept. 24:
Peters, chap. 11, read pp. 286-292 (stop at “Problems in Social Security”) and pp. 304-325 (start with “Means-Tested Programs”).

Sept. 26: US welfare reform
Jason DeParle, American Dream, Part I.

Sept. 28: No class; instructor at “America, Human Rights and the World” conference at Marquette University.

Oct. 1: US welfare reform
DeParle, Part II.
Oct. 3: US welfare reform
DeParle, Part III (chaps. 10-15).

Oct. 5: US welfare reform
DeParle, Part III (chaps. 16-18), and Epilogue.

2. Sweden's social democratic welfare state

Oct. 8:
*Fact Sheets on Sweden #3: Social Insurance in Sweden; Childcare in Sweden; Swedish Family Policy.

Oct. 10:

3. Germany's conservative corporatist welfare state

Oct. 12:
Adolino and Blake, chap. 9, pp. 243-251.

Oct. 15: Germany's reform of the labor market and unemployment assistance

Oct. 17: Welfare reform debate

Oct. 19: No class. Mid-semester break
B. Education and Skills in the Global Economy
   Case study: school vouchers and education reform.

1. United States

Adolino and Blake, pp. 277-285 (up to "United States").
Peters, chap. 12.

Oct. 24: Milwaukee school choice (voucher) program

Oct. 26: Milwaukee school choice program
*State of Wisconsin Department of Public Instruction letter outlining voucher program’s new rules, March 29, 2006.
*Witte, chap. 8. (Witte, chap. 7 is recommended only).

Additional readings may be announced.

2. Sweden’s education system

Oct. 29:
*Fact Sheets on Sweden #4: Compulsory Schooling in Sweden; Upper Secondary and Adult Education in Sweden; University Education in Sweden.

Additional readings may be announced.

3. Germany’s education system

Oct. 31, Nov. 2
*Facts about Germany: Education and Science.

Adolino and Blake, pp. 294-298.
Nov. 5: Education policy debate


1. Issues in immigration policy; US immigration policies

Nov. 7
Adolino and Blake, chap. 5, pp. 99-115 (stop at "Japan").
US readings TBA.

2. Swedish immigration policy

Nov. 9:

3. Germany

Nov. 12:
Adolino and Blake, pp. 136-143.

Nov. 14: Immigration reform debate.

D. Health Policy

Explaining patterns in organization and financing of health services; issues of access, cost, and quality.
Case study: the quest for universal access in the US.

1. United States: patchwork system of health care

Nov. 16: US health care system
Peters, pp. 246-275 only.
Nov. 19: The managed care revolution
*Graig, Health of Nations, pp. 22-39 (from “Managed Care’s Transformation” to end of chapter).

Nov. 21, 23: No class. Thanksgiving holiday

Nov. 26: Renewed calls for universal coverage: reform in the states
*Boulton “Is Senate’s health bill best for all?” MJS, July 21, 2007, p. 1A.
*_____ and Stacy Forster, “Health plan is market driven,” MJS, Aug. 5, 2007, p. 1A.

2. Sweden's national health service

Nov. 28:
*Fact Sheets on Sweden #6: The Health Care System in Sweden
*Saltman, Richard B. and Sven-Eric Bergman, "Renovating the Commons: Swedish Health Care Reforms in Perspective," Journal of Health Politics, Policy and Law, 30 (1-2) February-April 2005. Read pp. 256-261 and 269-270 only (the rest of the article is recommended, not required).

3. Germany’s national health insurance

Nov. 30, Dec. 3:
*Graig, Health of Nations, chap. 3, "German Health Care: Bismarck's Grand (and Enduring) Design."

Dec. 5: Health policy debate

IV. Conclusions

Dec. 7: Course conclusion. No reading.

Dec. 7: Graduate student research paper due

Final exam: Tues. Dec. 11, 8:00-10:00 AM, in Engineering 125.