

**Public Policy in Industrial Democracies  
POSC 4406-101  
Marquette University**

**Dr. Susan Giaimo  
Fall 2015**

Course time and location:

MWF 12:00-12:50 PM, Wehr Physics 209

Dr. Giaimo:

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Office hours: MWF 1-2 PM, and by appointment

The study of public policy seeks to understand how politics shape 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, values, and histories.

This course examines how politics shape the public policies of advanced capitalist democracies of Europe and North America. We will explore how the countries in this part of the world have approached common problems of poverty and inequality, education and the acquisition of skills, and the flow of immigration. We will examine the advanced industrial societies in general but will employ the United States, Sweden, and Germany as in-depth case studies in specific policy domains. These three nations historically have displayed distinctive philosophies toward markets, equality, and the role of government and private actors. They have also accorded distinctive patterns of power for business, labor, and other interests. Their political system structures also permit different degrees of centralization and fragmentation of power and influence how policies are enacted and implemented in specific ways. We will also whether new challenges are being met within existing political and policy repertoires, or are transforming politics and leading to new policy responses.

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.

### **Course Requirements**

Your grade will be based on the completion of the assignments listed below. Finally, regular attendance and active participation in class discussions will count toward your course grade. Class participation means more than merely attending class meetings or stating opinions without having done any of the readings. You need to do the readings in order to contribute insightful comments and pose interesting questions in class discussions.

The ability to articulate your ideas intelligently and convincingly is essential to any work you will do in the future. Good writing is a skill that you can learn and that improves with practice. This class therefore contains a substantial writing component. I grade written assignments on the content and clarity of the argument, organization and evidence, use of relevant sources, and writing style (grammar rules, punctuation, 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:

Exam 1: 30%

In-class debate and policy paper: 30% (I will distribute detailed instructions later in the semester.)

Final exam: 30%

Participation: 10%

Grading scale:

|    |        |    |             |
|----|--------|----|-------------|
| A  | 93-100 | C  | 73-77       |
| AB | 88-92  | CD | 70-72       |
| B  | 83-87  | D  | 65-69       |
| BC | 78-82  | F  | 64 or below |

**Readings**

The following are **REQUIRED books** available for purchase or rental at BookMarq. I realize that textbooks are expensive, so you may find it cheaper to purchase books on amazon.com or rent them from BookMarq or the publisher. Some of these books will also be available on reserve at Raynor Library. You **MUST** use the current editions of the books listed here:

Jessica R. Adolino and Charles H. Blake, *Comparing Public Policies: Issues and Choices in Industrialized Countries*, 2<sup>nd</sup> ed. Washington DC: CQ Press, 2011

James F. Hollifield, Philip L. Martin, and Pia M. Orrenius, Eds., *Controlling Immigration: A Global Perspective*, 3rd ed., Redwood City: Stanford University Press, 2014

B. Guy Peters, *American Public Policy: Promise and Performance*, 9<sup>th</sup> ed., Washington, DC: Sage/CQ Press, 2013

The following books are **recommended only**. I will place assigned chapters on D2L. You may, however, want to purchase the De Parle book as it provides an excellent analysis of welfare reform politics and policy on the ground and at state and national levels. It is considered a classic in the field.

David P. Conradt and Eric Langenbacher, *The German Polity*, 10<sup>th</sup> ed. Lanham: Rowman and Littlefield, 2013.

Jason De Parle, *American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare*, New York: Viking, 2004.

In addition, many of the **required readings** will be **on reserve** on D2L, ARES electronic reserve at Raynor Library, or on regular library reserve. These readings are noted in the syllabus with an asterisk (\*).

I will require that you upload your writing assignments to turnitin.com. For both **turnitin.com** and **ARES**, the course name is **Public Policy in Industrial Democracies** and the password is **policy**. In some instances, I will announce or distribute additional required readings in class. I will note on D2L the location of all reserve readings. **You must CHECK D2L REGULARLY for any updates on or changes to assignments and their location.**

This class comes with considerable reading requirements, which is the norm for an upper-division undergraduate class in Political Science. If you are not willing or able to fulfill this requirement, I suggest you drop the class now. I expect students 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 your course grade will reflect this deficiency. Exams will draw on both class material and assigned readings. 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.

Please note that some of the topics covered in this course are happening in real time. As a result, I may make substitutions and updates to the assigned readings to reflect this, and may alter some of the syllabus topics. During the course of the semester I may schedule an occasional guest speaker on a current topic in US health policy. I will announce these in class.

Occasionally I will recommend additional readings if you wish to explore a topic in greater depth than this course allows. I will list these in the syllabus or will announce them in class. These readings are not required, but will provide you greater understanding of course topics.

### **Class Participation and Attendance**

Attendance at all classes is a requirement of this course and counts as part of your class participation grade. That said, the class participation grade is more than merely attending class; it also includes that you participate in class discussions. All of you have something important to say and all of us can learn from each other. But this requires you to keep up with the readings so that you can contribute insightful comments and questions to class discussions.

Excessive absences are 7 or more in the semester. At best, excessive absences will pull down your participation grade. At worst, excessive absences may result in a WA withdrawal from the course at my discretion.

Be here now: During class, please turn off your cell phones or set them to silent. If you have an emergency call that cannot wait, please leave the room discreetly to take the call, but only do this as a last resort. Please do not use the web during class unless asked to so as part of a class discussion. Such behavior may be distracting to your colleagues, and it certainly is to me. If I see you texting or surfing, I will count you as absent for that class session and it will affect your participation grade.

### **Policies on Late Assignments and Academic Dishonesty**

I expect you to turn in all assignments on time, unless you are experiencing a genuine illness, individual or family emergency, or unless it is the result of an officially sanctioned, scheduled university activity. In such cases, notify me as soon as possible so that we can make arrangements in a timely fashion for you to complete the coursework for this class. If you turn in

an assignment late without a legitimate excuse, I will downgrade it ½ grade (e.g. B to BC) for each day that it is late.

I do not tolerate academic dishonesty by students (including plagiarism, copying, or cheating). I will follow all University policies on academic dishonesty. Please see the University's Academic Integrity page for more information on such policies:

<http://bulletin.marquette.edu/undergrad/academicregulations/#academicintegrity>.

### **Additional sources and topics of interest**

Regularly consulting a reputable news source is part of informed citizenship. Doing so also helps you to get beyond your immediate world and to develop critical analytical skills that will serve you well throughout your life. For national news on health politics (and especially national level health care reform politics), I recommend that you read the *New York Times*, *Washington Post*, or *Wall Street Journal*. The *Milwaukee Journal Sentinel* provides excellent state and local coverage of health policy issues. *The Economist* and the *Financial Times* provide excellent coverage of international health care policies. Finally, the journals and websites listed below provide a wealth of information on health policy and politics in the US and other countries. Most or all of these publications are in Raynor Library or available online. Student discount subscriptions for these newspapers and magazines are also available.

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 10 pm weekdays. There are other PBS programs dealing with world affairs may be of interest to you. All of these air on channels 10 and 36, and you can also stream these programs on the web. 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).

Literature, film, art, and music provide different perspectives on the world, its people, cultures, and politics. The Milwaukee Film Festival, which runs September 24-October 8, shows an excellent range of foreign films. I encourage you to attend some of these films if you can. Their website is [www.mkefilm.org/festival](http://www.mkefilm.org/festival). You might also want to attend Global Union, a global music festival that Alverno College sponsors on September 19 at Humboldt Park. The event is free and open to the public. During the academic year, Alverno also sponsors a world music series, "Alverno Presents," with discounted tickets for students. Check their website for further information.

## Class Schedule and Assignments

\*denotes required readings on reserve (D2L, ARES, or regular Raynor Library reserve)

### I. INTRODUCTION: COMPARATIVE APPROACH TO POLICY

#### A. Explaining policy outcomes in terms of interests, institutions, and values

Aug. 31: Course introduction. No reading.

Sept. 2: Adolino and Blake, *Comparing Public Policies*, chap. 2.

Sept. 4: Adolino and Blake, chap. 3.

#### Sept. 7: No class; Labor Day

Sept. 9: Adolino and Blake, finish chap. 3.

### II. US, SWEDEN AND GERMANY AS DISTINCTIVE CONFIGURATIONS OF INTERESTS, INSTITUTIONS, AND VALUES

#### A. United States: Market liberalism, business power, hyperpluralism in a fragmented and decentralized state and society

##### Sept. 11: Political institutions

Peters, *American Public Policy*, chap. 2.

Adolino and Blake, pp. 77-80.

##### Sept. 14: Interests and parties

\*Vogel, David, "Why Businessmen Distrust Their State: The Political Consciousness of American Corporate Executives," *British Journal of Political Science*, vol. 8 (Jan. 1978), pp. 45-78.

##### Sept. 16: Ideology and policies

\*Verba, Sidney and Gary R. Orren, *Equality in America*, Cambridge: Harvard University Press, 1985, chap. 1, pp. 1-20.

Additional reading TBA.

#### B. Sweden: Social Democracy, labor power, and corporatist consultation in a centralized state and society

##### Sept. 18: Political institutions; interests

\*Fact Sheets on Sweden: Sweden: An Overview," and "The Swedish System of Government.

\*Heclo, Hugh and Henrik Madsen, *Policy and Politics in Sweden*, Philadelphia: Temple University Press, 1987, pp. 3-22.

##### Sept. 21: Interests and parties

\*Fact Sheet on Sweden: Political Parties in Sweden."

\*R. Milne, "Anti-immigration Sweden Democrats Become Country's Largest Party," *Financial Times*, Aug. 20, 2015.

\*Heclo and Madsen, *Policy and Politics in Sweden*, pp. 23-39.

Sept. 23: Ideology and policy

\*Tim Tilton, *The Political Theory of Swedish Social Democracy*, Oxford: Clarendon Press, 1990, chap. 1 (entire), and pp. 257-269, 276-280.

\*Fact Sheets on Sweden: “Gender Equality” and “Equality between Women and Men.”

Sept. 25: The Social Democratic model in transition

\*“The next supermodel,” “Northern lights,” “The secret of their success,” *The Economist*, Feb. 2, 2013.

**C. Germany: The social market economy, conservatism corporatism, decentralized state and organized society**

Sept. 28: Political institutions

\*David P. Conradt and Eric Langenbacher, *The German Polity*, 10<sup>th</sup> ed. Lanham: Rowman and Littlefield, 2013, chap. 7, pp. 217-239 (up to Chancellor, Parliament, and Military) and pp. 246-256 (Kohl through Federal President).

Sept. 30: Interests and parties

\*Conradt and Langenbacher, chap. 5 (entire), and chap. 6, pp. 183-189 and 195-207.

Oct. 2: Ideology in practice

\*Rimlinger, Gaston V., *Welfare Policy and Industrialization in Europe, America and Russia*, New York: John Wiley, 1971, pp. 138-148.

\*Thomas Geoghegan, “Consider the Germans,” *Harpers*, 320 (1918) (March 2010), pp. 7-9.

Oct. 5: German challenges; summary and review of Part II.

\*“Europe’s reluctant hegemon,” *The Economist*, June 15, 2013.

**Oct. 7: No class**

**Oct. 9: TAKE-HOME EXAM DUE in class and to turnitin.com by noon**

**III. POLICY AREAS**

**A. The welfare state: income maintenance, poverty and family policies**

**Explaining patterns in the scope of social insurance and public assistance. Pressures on contemporary welfare states. Case study: welfare and labor market reforms.**

**1. Issues in social policy**

Oct. 9:

Adolino and Blake, pp. 278-287.

Oct. 12:

\*Paul Pierson, “Post Industrial Pressures on Mature Welfare States,” in Paul Pierson, Ed. *The New Politics of the Welfare State*, Oxford: Oxford University Press, 2000, pp. 80-104.

\*“Men adrift,” *The Economist*, May 30, 2015.

**2. The liberal welfare state in the US**

Oct. 14: Peters, chap. 12, pp. 310-331 (stop at 1996 Reforms and PRWORA)

**3. Case study: US welfare reform**

Oct. 16:

\*Schmid, John, "Hit by a Global Train," *Milwaukee Journal Sentinel* (MJS), Dec. 5, 2004.

Additional reading TBA.

Oct. 19:

\*Jason De Parle, *American Dream: Three Women, Ten Kids, and a Nation's Drive to End Welfare*, New York: Viking, 2004. Read pp. 282-291, 310-322, and 335-338.

Additional reading TBA.

Oct. 21: Peters, pp. 331-345.

Additional reading TBA.

### **Oct. 23: No class; midterm break**

#### **4. The social democratic welfare state in Scandinavia: consolidation and change**

Oct. 26:

\*Fact Sheets on Sweden: Social Insurance in Sweden, Childcare in Sweden, Swedish Family Policy

Additional reading TBA.

#### **5. Germany's conservative corporatist welfare state; labor market and family policy reforms**

Oct. 28:

\*Anke Hassel, "Twenty Years after German Unification: The Restructuring of the German Welfare and Employment Regime," *German Politics and Society*, 28 (2) 2010, pp. 102-115.

\*Stefan Wagstyl, "Help wanted: youth and inexperience required," *Financial Times*, Aug. 25, 2015.

#### **6. Balancing family and work**

Oct. 30:

\*Katrin Bennhold, "In Germany, a tradition falls and women rise," *New York Times*, Jan. 18, 2010.

\*Claire Suddath, "Mother of a problem: Can the US ever untangle its mixed-up maternity leave system?" *Business Week*, Jan. 19, 2015.

### **Nov. 2: IN-CLASS DEBATE**

#### **B. Education policy and skills acquisition in the new economy**

##### **1. Issues in education policy; begin US**

Nov. 4: Adolino and Blake, pp. 321-329, 355-363.

Peters, chap. 13.

##### **2. US education policy**

Nov. 6: Reading TBA.

##### **3. Scandinavian education policies**

Nov. 9: Fact Sheets on Sweden: Higher Education; Education.

\*"More for less," *The Economist*, Feb. 2, 2013.

\*Diane Ravitch, "Schools We Can Envy," *The New York Review of Books*, March 8, 2012.

Nov. 11: \*Jonas Pontusson, "Once Again a Model: Nordic Social Democracy in a Globalized World," in James Cronin, George Ross, and James Shoch, Eds. *What's Left of the Left*, Durham and London: Duke University Press, 2011, pp. 89-115.

#### **4. German education policy**

Nov. 13: \*"Education and Science, *Facts about Germany*, 1996.

Nov. 16:

Adolino and Blake, pp. 338-342 (Germany)

\*"Much to learn," *The Economist*, March 13, 2010.

Additional reading TBA.

### **Nov. 18: IN-CLASS DEBATE**

#### **D. Immigration policy: Whom to admit? How to control the flow?**

##### **1. Issues in immigration policy**

Nov. 20:

Adolino and Blake, pp. 100-111.

*Controlling Immigration*. Hollifield, Martin and Orrenius, pp. 1-9, 25-31, and commentary, pp. 35-39.

##### **2. Europe's migration policy in disarray**

Nov. 23: \**Financial Times*, Aug. 2015: "Germany to receive 800,000 asylum seekers" (8/19/15);  
"EU in fresh push to share out refugees" and "Gangs cash in on migrants' lodging for UK" (8/20/15)

### **Nov. 25 and 27: no class; Thanksgiving break**

##### **2. US immigration policy**

Nov. 30:

*Controlling Immigration*, chap. 1 and commentary, pp. 47-87.

\*"Washington learns a new language," *The Economist*, Aug. 18, 2015.

##### **3. Scandinavian immigration policy**

Dec. 2:

*Controlling Immigration*, Brochmann, chap. 9 and commentary, pp. 281-307.

\*"The ins and outs," *The Economist*, Feb. 2, 2013.

##### **4. Germany's immigration policy**

Dec. 4, 7:

*Controlling Immigration*, Martin, chap. 7 and commentary, pp. 224-255.

\*"Erasmus generation," *The Economist*, June 15, 2013.

### **Dec. 9: IN-CLASS DEBATE**

### **IV. COURSE WRAP-UP**

Dec. 11: Conclusions.

**FINAL EXAM: Thursday, Dec. 17, 10:30 AM-12:30 PM, Wehr Physics 209**