Course Description

This course provides a comprehensive overview of comparative and international public policy. It examines major theories and approaches to public policy design and implementation in several major areas: international political economy (including the study of international trade and monetary policy, financial regulation, and comparative welfare policy), global public health and comparative healthcare policy, human rights, institutional development (including democratic governance, accountability systems, and judicial reform), and environmental public policy. This course serves as the gateway for the Public Policy Minor and it provides a good basis for more advanced work in comparative and international public policy in the Political Science and Economics Majors.

What Is Expected of Students

Students will be expected to read, think, criticize, and form arguments. Outside of the classroom, this means that students must engage with the reading assignments and required audiovisual materials. Inside the classroom, the work in this class is highly interactive, involving much debate and discussion, sometimes in formal, timed settings, and sometimes in less formal formats. The best students will be critical but balanced in their assessments, and they will develop coherent arguments that they can defend in their writing and in their classroom discussions and debates. Although students’ own life experiences and opinions are welcome and valued in this class, more frequently students will be asked to defend or analyze perspectives quite different from their own. The effectiveness of their arguments will be judged as rigorously as if they were personally held. Any student who believes that they will have difficulty taking on a particular position or listening to a certain point of view, ought to communicate their concerns to the professor before class or during office hours.

Materials

This course uses a variety of written and audiovisual materials that will be available on Dropbox and Google Drive in most cases. The professor will be using a blog for this course that will deliver other materials.

Grading

Assessment of students in this course will be based on their performance on two light research papers, a group data analysis project with an oral presentation component, and classroom participation. The grade breakdown is as follows:
First writing assignment (25%)
Second writing assignment (35%)
Group data analysis assignment (25%, the sum of a group dynamics score (10%) and the oral presentation of findings (15%))
Class participation (15%)

The Writing Assignments

Paper assignments in this course are of varying lengths. Yet all must be typed, paginated, and double-spaced with Times New Roman or Garamond font type, 12cpi font size, and one-inch margins. Failure to follow these basis style requirements will result in points deductions.

The writing assignments must be turned in as PDF files on Dropbox by 5 p.m. Late work will receive no credit. Students anticipating missing the deadline must contact the professor no fewer than 48 hours before. Since the ability to edit your own work and produce concise argument is a touchstone for assessing and developing your critical skills, students will not be allowed to surpass the required number of pages. A handout for each of these assignments will specify the parameters of each of these papers well before the due date.

Paper #1 Hypothesis-testing Project

Students will develop or select a hypothesis discussed during the first sections of the course. Using a mix of quantitative and qualitative empirical evidence, they will compose a 6-7-page analytical paper testing the selected hypothesis. Completing this assignment will require a light amount of independent research.

Paper #2 Policy-Position Paper

Based on their study of policy areas during section 3 of the course, students research a problem area of their choosing and develop a policy prescription to address this problem. This paper will follow the conventions of policy-position papers that define the problem, discuss the failures of extant policy responses, and then develop a prescriptive approach that unpacks a specific policy. The final section of the paper anticipates some of the problems with the proposed policy and suggests possible remedies or forbearances. This paper will be 8-10 pages and will require a longer period of research than is the case for paper #1. The work in this paper must not be closely related to the focus of the first paper or the group data analysis project.

Group Data Analysis Project

Students will be assigned to groups during the first sections of the course. In these groups, they will be given a policy profile and a research mission that crosses several areas of public policy. In most cases, the focus of the mission will be cross-national in its comparative scope, but focused primarily on a contemporary context. Each group will work with the professor to determine the focus of each mission and what the group will specifically do. Then they will organize to gather both qualitative and quantitative data on the subject and organize a presentation that follows the policy-position approach modeled in Paper #2. Quantitative work can be done in Excel, but more advanced work
will require the use of a statistical package such as Stata or R. A detailed handout will describe the format and other aspects of this project during the first weeks of the course.

The “group dynamics” score will be determined based on confidential peer evaluations, professor’s observations or preliminary work handed in, and demonstrated work on the blog space of the group. Emphasis will be placed on the demonstration of consistent effort by all group members. The group dynamics score will be based on a mean group score adjusted for varying levels of individual effort. In most cases, collective responsibility tends to cause all individual scores to mirror the group score, which is the goal.

Class Participation

It is not possible to be a consistently quiet observer in this course. The classroom work in this course requires constant communication of students’ insights into the subjects and materials of the class. In no way is class participation some kind of residual category. It is an integral part of the way in which students prepare for graded assignments and are evaluated. Student participation will be assessed in both formal, structured exercises and more informal and open-ended assignments in class. In most cases, the parameters of participation assignments will be explained in handouts and during prior classes.

Assessment of student participation provides some data to measure student learning. This course will use other tools, including occasional “diagnostics” that will ask students to respond to a small number of questions on the readings and presentations. These diagnostics will compose up to one-half of the total participation score. The professor will follow up with students whose scores suggest some challenges with the materials or the schedule.

Attendance

Consistent attendance in this course is required. Students who know that they will be absent due to a scheduling conflict involving athletic events, Model U.N., forensics, job interviews, or any other activity, must communicate their intentions with the professor via email as soon as possible. Given the unique nature of classroom interactions, absences cannot be “made up” in most cases.

The Grading Scale

I will be using the following grading scale in this course:

- 98-100 A+
- 94-97 A
- 91-93 A-
- 88-90 B+
- 83-87 B
- 79-82 B-
- 76-78 C+
- 72-75 C
- 68-71 C-
- 67/below D/F
**Academic Misconduct**

Given the fact that academe relies upon the ethical conduct of scholars, students are held to the same standards in their own work. Any act of academic dishonesty or misconduct will be referred to the Office of the Dean of Students. For further information, see the useful handout on “Avoiding Academic Misconduct” on the course webpage.

**Special Needs**

Carleton College is committed to providing equitable access to learning opportunities for all students. The Disability Services office (Burton Hall 03) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, autism spectrum disorders, chronic health, traumatic brain injury and concussions, sensory, or physical), please contact Chris Dallager, Director of Disability Services, by calling 507-222-5250 or sending an email to cdallager@carleton.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

**NOTE: Readings must be completed for the dates assigned below.**

**SECTION ONE**

**THE INTERNATIONAL CONTEXT OF PUBLIC POLICY GOVERNANCE**

**Session 1: Anarchy, International Institutions, and Globalization**

Anarchy and the Problem of Cooperation (Monday, March 26)

*Video:* “Cooperation under Anarchy” (Google drive)


International Regimes and Embedded Liberalism (Wednesday, March 28)


State Power and International Order(s) (Friday, March 30)


**Session 2: Global Capitalism and Transnational Networks**

**Global Flows and Macroeconomic Policy-making (Monday, April 2)**

*Videos:* “Money and Its Management” and “Exchange Rate Regimes” (Google drive)


**Transnational Production, Trade, and Labor (Wednesday, April 4)**

*Videos:* “Global Trade,” “Tariffs,” and “World Trade Organization” (Google Drive)


*Recommended Video:* “Regional Trade Agreements” (Google Drive)

**Transnational and “Glocal” Movements and Networks (Friday, April 6)**


*Recommended Convocation Address:* Matteson Ellis, Miller & Chevalier, Washington, D.C.
Human Rights, Basic Needs, and Human Security Regimes (Monday, April 9)


SECTION TWO

VARIETIES OF STATES AND CAPITALISMS

Session 3: Types of States and Varieties of Capitalism

Liberal and Developmental States (Wednesday, April 11)

Videos: “Developmentalism and Import-Substitution Industrialization (ISI)” and “The Decline of Developmentalism” (Google drive)


Social Democracy and the Social Market Economy (Friday, April 13)

Video: “Liberal versus Social Market Economies” (to be recorded)


Hierarchical Capitalism and Developing Countries (Monday, April 16)


**Session 4: Social Welfare, Poverty and Inequality**

**Social Welfare Regimes (Wednesday, April 18)**


**Poverty and Inequality in Comparative Perspective (Friday, April 20)**


**Recommended Event:** The *Foro Latinoamericano* (Friday, April 20-Saturday, April 21) – Populism and Democracy in Latin America (see brochure information for speakers)

**SECTION THREE**

**POLICY AREAS**

**Session 5: Regulating Human Capital**

**Labor Market Reform (Monday, April 23)**

work/what-the-future-of-work-will-mean-for-jobs-skills-and-wages (skim full report accessible on page)


**Education and Healthcare Reform (Wednesday, April 25)**


**Foreign Aid and Global Public Health (Friday, April 27)**


**MIDTERM BREAK (Monday, April 30)**
Session 6: Regulating Natural Resources and the Environment

Conservation and Natural Resource Governance (Wednesday, May 2)


Energy Policy and Renewables (Friday, May 4)


International Environmental Regimes and Transnational Networks (Monday, May 7)


Session 7: Democratic Governance

Securing Political Freedoms (Wednesday, May 9)


The Rights of Minorities, Women, LGBTQ, and Indigenous Peoples (Friday, May 11)


**Corruption and Accountability Networks (Monday, May 14)**


**Session 8: Security and Foreign Policy**

**New Power Dynamics (Wednesday, May 16)**


**Counter-Terrorism and Intelligence (Friday, May 18)**


**Non-conventional Threats to Security: Natural Disasters, Plagues, Human Displacement (Monday, May 21)**


NO CLASS – LASA in Barcelona (Wednesday, May 23 and Friday, May 25)

SECTION FOUR

STUDENT GROUP PROJECTS

Data Analysis Group Project Presentations (Monday, May 28 and Wednesday, May 30)