

## Topics in Comparative Politics: Comparative Public Policy

Dr. de Vries-Jordan

Gettysburg College

Fall 2012

POL 304.A Class: MWF 10-10:50 am  
Class Location: Glatfelter Hall 402  
Office Hours: MWF 8:50-9:50 am  
MWF by appointment  
Office Location: Glatfelter Hall 315  
Office Phone: (717)337-6053 \*  
Contact E-mail: [hdevries@gettysburg.edu](mailto:hdevries@gettysburg.edu) (\*Please send messages via e-mail.)  
Course Website: [https://www.gettysburg.edu/current\\_students/learning\\_management/](https://www.gettysburg.edu/current_students/learning_management/)

### Course Content:

Welcome to Comparative Public Policy. In this course, we will compare how and why national governments in industrialized democracies as well as supranational institutions like the European Union enact particular policy choices. The countries we will focus on are the United States, Japan, Germany, France, the United Kingdom, and Italy. To begin, we will analyze cultural, economic, political, and institutional theoretical frameworks which suggest different causal factors that may impact policy-making in these countries. Next, we explore political and economic dynamics and the domestic policy-making context. Subsequent weeks will use comparative case studies to focus on the following policy domains: immigration policy, fiscal policy, taxation policy, health care policy, social policy, education policy, and environmental policy. On several Fridays, we will have “applied policy discussion” dates in which students will discuss specific research articles on various policy issues and will submit their notes to the instructor. Students will select a particular issue area to focus on in a semester-long research project. They will write a policy brief concerning a proposed policy and a comparative research paper focused on reviewing cross-national research about the policy. The class will culminate with a roundtable discussion of policy briefs and in-class presentations of the research paper.

### Gettysburg College curriculum:

This course meets the “Social Science” requirement under the “Multiple Inquiries” goal.

Multiple Inquiries: Gettysburg College defines this goal as:

*Gettysburg College students are required to engage in multiple forms of inquiry -- in the humanities, the arts, the social sciences, and natural sciences -- in a self-conscious and intentional way. We expect students to learn a variety of approaches, to apply them aptly, and to understand their value and their limitations.*

Social Science: Gettysburg College defines this requirement as:

“One course in the division of the social sciences” which will help students in the “development of an understanding of multiple frameworks of analysis and of proficiency in reading texts that span the breadth of human expression” as well as in gaining

exposure to “the perspectives and modes of inquiry and analysis that characterize academic disciplines, an encounter that continues in greater depth in the major field of study.”

### **Political Science major:**

POL 304 can be used to satisfy the 300 level subfield specialization requirement in the Political Science major and can also be used as an elective. The learning goals of a 300 level course in political science are described as follows:

*Students take two courses at this level; these courses must be in the same two subfields in which students did their coursework at the 200 level. Courses at this level engage the students in a critical examination of the core set of themes they explore as well as of the manner in which Political Science has sought to address these themes. Students taking courses at this level are regularly involved in the practice of finding, reading and critically dissecting sophisticated material published in peer-reviewed political science journals and scholarly books, searching for databases, using primary resources, and constructing original analyses.*

Communications conventions in the discipline that students will learn about and gain experience applying are described as follows:

*At this level students will be engaged in more in-depth analyses of scholarship and literatures on specific topics. Additionally, students at this level will regularly take part in acquiring, reading and critically evaluating peer-reviewed research and, in many cases, producing research papers and other relevant writing following the model developed in POL 215 and other courses.*

### **Course Objectives:**

In light of the aforementioned goals, there are several course objectives that students should aim to achieve by the end of the course. Students will be able to:

1. Compare different theoretical approaches researchers have used to study policy-making and apply them in understanding policy-making trends in industrialized democracies
2. Conduct a literature review of peer-reviewed research concerning a particular domain of policy-making, examining scholarship concerning several different countries
3. Present their research findings to the class, describing policy-making trends in advanced industrialized democracies and analyzing the impact of various causal factors
4. Write a high quality research paper, critically analyzing empirical work, developing an argument regarding how competing theoretical perspectives perform in accounting for the dynamics in policy outcomes, and using appropriate citation style
5. Write a policy brief targeted to a professional audience analyzing a proposed policy

## **Required Textbooks:**

1. Blake, Charles H., and Jessica R. Adolino. 2011. "Comparing Public Policies: Issues and Choices in Industrialized Countries, 2nd edition." CQ Press. ISBN-13: 9781933116785.

## **Readings:**

The assigned materials should be read before class on the date they are listed in the schedule at the end of the syllabus. Some of the readings are research articles available via the college library's databases. They will be available via hyperlinks on the course website.

## **Grading Distribution:**

- Participation and Engagement in Class Activities, Debates, and Discussions (20 points)
- Policy Brief (10 points)
- Research Paper (25 points)
- Research Paper Presentation (5 points)
- Exam 1 (20 points)
- Exam 2 (20 points)

## **Participation and Engagement in Class Activities, Debates, and Discussions:**

Students can earn a maximum of 20 points toward the final grade via participation and engagement in class. Students are expected to attend all course sessions punctually and actively participate in the course activities, debates, and discussions. Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. Please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment (either a chapter in the textbook or a research article linked to the course website).

On eleven Fridays listed in the course schedule as "Applied Policy Discussion" dates, we will have intensive in-class discussions about research articles. Students will be expected to participate in at least 10 of these discussions and bring a page of written comments and discussion questions about the article to class to submit to the instructor for review. The instructor will post links to the research articles on the course website in advance of the session, using the stable URL provided by the library databases which students have access to. Students are expected to devote 1.5 hours to reading each of the research articles. Students' insightful participation in the classroom discussion and their notes (a page of comments and discussion questions) are expected to demonstrate how they are applying their own ideas, other examples, and critical thinking in response to the readings and properly citing them parenthetically. The instructor will ask students to turn in their notes at the end of the class for review.

It is also expected that students follow international news coverage on a weekly basis and tie policy examples from that news coverage into class discussions. Students are particularly encouraged to search for recent news coverage concerning the policy issue that they are

concentrating on in their semester-long research project. This background research will help students to select a proposed policy and begin writing the policy brief assignment.

### **Policy Brief, Research Paper, and Research Paper Presentation:**

Please note that on October 15th, we will discuss these written assignments in detail and the instructor will provide additional assignment handouts. Students should begin brainstorming and doing some investigative research in September and early October, to assess which policy issue they are interested in focusing on in these assignments. The in-class discussions of research articles and news coverage regarding current policy-making are meant to help students explore possible choices and select a policy domain which has interesting trends to account for.

#### **Policy Brief:**

The Policy Brief which is due on November 19<sup>th</sup> is worth 10 points. In this assignment, students will select a proposed policy related to their semester-long research project. They will write a policy brief targeted to a professional audience, in which they outline goals, summarize the scope of the policy problem, past policy, and current policy, and analyze the proposed policy. Students are expected to participate in a roundtable discussion about the assignment on the day that it is due. The length of the paper will be about 4 pages double-spaced. (Please refer to specifications regarding papers further below).

#### **Research Paper:**

The Research Paper which is due on November 30<sup>th</sup> is worth 25 points. Students will select one domain of policy and conduct a literature review of peer-reviewed research concerning that issue in several industrialized democracies. Although students are expected to review research concerning the cases we focus on in this class, they may also examine research concerning Canada and other industrialized democracies in Western Europe. Students will compare theoretical approaches that researchers have used to study policy-making concerning this issue area and analyze the most important policy-making trends concerning this issue area, in light of these theories. Students are expected to develop an argument evaluating how these competing explanations of policy-making perform in accounting for the trends we see over time and across the cases. The length of the paper will be about 15 pages, double-spaced.

#### **Research Paper Presentation:**

Students will sign up for presentation dates between November 30 and December 7. The presentation is worth up to 5 points. Students will present their findings to the class, describing policy-making trends in advanced industrialized democracies and examining what role, if any, various causal mechanisms played in accounting for dynamics in policy choices over time and space. Students are expected to take time to respond to questions from their colleagues in the course (and take their turn serving as an engaged audience member when not presenting). The presentation grade will account for performance both as a presenter and audience member.

## Exams:

Exam 1 is scheduled for October 17<sup>th</sup> during the class session, and Exam 2 is scheduled December 11, from 1:30-4:30 pm. Each exam is worth 20 points. These exams cover all the material read and presented in the lectures prior to the date of the exam. The exams will also cover material that students are reading as they prepare their semester-long research project focused on a particular policy issue. Exams will often involve a combination of multiple choice questions, short answer questions, and an essay. The exam format will be discussed in class, several sessions in advance of the actual exam session, and the instructor will provide students with a review sheet which contains study questions. Please note: if students are not participating in class or keeping up with the readings, the instructor may announce a quiz for the next class, which will count as part of the exam score.

## Grading Policy:

When students receive grades, the raw score is listed (the points received for that assignment). A raw score can be converted into a percentage by dividing the grade achieved by the number of points an assignment was worth and then multiplying by 100. For example, if a student received a grade of 8.4 points on an assignment worth 10 points, then the student received a grade of 84%. At the end of the semester, all the raw scores are added together. The maximum number of points a student can receive in the class is 100 points. Listed below is the scale that is used to determine how the total sum of grades (which is also a percentage) is converted to a final letter grade. There is no curve.

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00% = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60.0-62.99% = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

## Late Assignment Policy:

Our reading and homework schedule must be adhered to in a timely matter. Assignments must be printed and turned in on time at the beginning of class on the date they are due.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

## Tips Regarding Your Papers:

### Tips Concerning Submitting Assignments:

- Paper copies of assignments are due in person at the start of the class session.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and attached a properly formatted list of references.

### Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Double-Spaced, 1 inch margins
- No Title Page, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify sections
- Inclusion of parenthetical citations and a list of references – please use the following link to format parenthetical citations and references:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

### Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name, the title of the paper in quotes, the Gettysburg College honor pledge, and your handwritten signature.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at Gettysburg College's Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) should be included. These sources should be sorted alphabetically by first authors' surnames. Any source cited parenthetically should be included in the list of references.

## Academic Honesty and Integrity:

On the first day of class, we (the instructor and students) will renew our support for the Gettysburg College Honor Code and its principles regarding academic integrity. We will determine which practices will be observed in the classroom and during exams and assignment preparation, in order to promote academic honesty. The syllabus describes a number of classroom practices outlined by the instructor. We will discuss and collaboratively determine any additional practices to be adopted in class, during exams, or while preparing assignments, on an ongoing basis. Students are expected to ask questions well ahead of assignment deadlines, if they need clarifications regarding what resources may be used, how they should be attributed, and whether collaborative work with their peers is permitted. In accordance with the Honor Code, students are expected to write (or type) the following version of the Gettysburg College pledge at the top of all assignments and exams and to sign their signature following the pledge.

Name of Student (printed): \_\_\_\_\_

*I affirm that I have upheld the highest principles of honesty and integrity in my academic work and have not witnessed a violation of the Honor Code.*

Signature of Student: \_\_\_\_\_

The Honor Code is available for you to review at:

[http://www.gettysburg.edu/about/offices/provost/advising/honor\\_code/](http://www.gettysburg.edu/about/offices/provost/advising/honor_code/)

Academic dishonesty includes:

*cheating, plagiarism, unauthorized collaboration, unauthorized aid, fabrication of data or documents, forgery on academic forms and documents, lying to gain academic advantage, failure to report actions which clearly indicate violations of the Honor Code, stealing or destroying library materials.*

Punishment for academic dishonesty can include:

*reduction of the assignment grade (including to 0), reduction of the course grade (including to F), suspension for 1 or 2 semesters, and expulsion.*

The instructor will review students' assignments to ensure that your writing is original and that you are properly citing others' work. Please properly cite and list references using the Chicago Manual of Style. Any quotations should be accompanied by both quotation marks ("...") and a parenthetical citation. Any ideas not originally your own but which are paraphrased in your own words, should be accompanied by a parenthetical citation. Information which is not general knowledge should also be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **PLEASE NOTE: You should be paraphrasing ideas in your own words and use quotations only when necessary. I expect to see citations and references which are correctly formatted.**

- Please refer to this link for help on citation:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

- Be sure to pair an in-text parenthetical citation such as (Clark and Schwedler 2003, 295) with a reference list entry at the end of a paper. Here is an example of a reference entry for a journal article:  
Clark, Janine Astrid, and Jillian Schwedler. "Who Opened the Window? Women's Activism in Islamist Parties." *Comparative Politics* 35 (2003): 293-312.
- Important Notes regarding citation and references:
  - All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
  - Wikipedia is NOT an acceptable source because it is an open source website, but you may use it to access hyperlinks to primary source documents, if applicable.
  - It is not appropriate to merely "paste" quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance.
  - You should be very careful in your notes to distinguish quotes by using "" marks around them, to avoid accidentally plagiarizing from someone else's materials.
  - Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.

After reviewing these materials, please let me know if you have any questions.

### **Tips for Finding Useful Research Articles:**

Research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To access any of the databases listed below where you can search for articles:

<http://www.gettysburg.edu/library/resources/db/index.dot>

To access any of the journals listed below and search for articles:

<http://l13ep3kc7k.search.serialssolutions.com/>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.gettysburg.edu/library/services/student/>

#### Databases I recommend include:

Academic Search Premier (Ebscohost)

Project Muse

JSTOR

PAIS International

Columbia International Affairs Online

Worldwide Political Science Abstracts

Ingenta



Blackwell Publishing  
Sage Journals Online

Key journals in International Relations and Comparative Politics

*American Journal of International Law*  
*Comparative Politics*  
*Comparative Political Studies*  
*Democratization*  
*European Journal of International Law*  
*Global Governance*  
*International Affairs*  
*International Studies Quarterly*  
*International Organization*  
*Journal of Democracy*  
*Journal of International Affairs*  
*Journal of International Law and International Relations*  
*The Journal of Politics*  
*Political Science Quarterly*  
*Political Studies*  
*Politics and Society*  
*Political Research Quarterly*  
*PS, Political Science & Politics*  
*Review of International Studies*

Journals dealing with different regions of the world

*African & Asian Studies*  
*African Studies Review*  
*American Journal of Political Science*  
*American Political Science Review*  
*Asian Affairs*  
*Asian Journal of Political Science*  
*Asian Studies Review*  
*British Journal of Political Science*  
*British Journal of Politics and International Relations*  
*Canadian Journal of Political Science*  
*Comparative Studies of South Asia, Africa and the Middle East*  
*European Journal of International Relations*  
*European Journal of Political Research*  
*European Review of Latin American & Caribbean Studies*  
*European Union Politics*  
*International Journal of Asian Studies*  
*International Journal of Middle East Studies*  
*Journal of Asian and African Studies*  
*The Journal of Asian Studies*  
*Journal of Contemporary African Studies*  
*Journal of Contemporary Asia*

*Journal of Latin American Studies*  
*Journal of Southern African Studies*  
*Latin American Politics and Society*  
*The Middle East Journal*  
*Third World Quarterly*  
*Middle East Policy*  
*Middle East Quarterly* (useful but often not empirical)  
*Middle Eastern Studies*  
*West European Politics*

Journals focused on Development and Developing Countries

*European Journal of Development Research*  
*Gender and Development*  
*Gender, Technology and Development*  
*Journal of Development Studies*  
*Journal of International Development*  
*Journal of International Relations and Development*  
*Journal of Third World Studies*  
*Progress in Development Studies*  
*Third World Quarterly*

Journals focused on Gender

*Asian Journal of Women's Studies*  
*European Journal of Women's Studies*  
*Gender and Society*  
*Journal of International Women's Studies*  
*Journal of Middle East Women's Studies*  
*Middle East Women's Studies Review*  
*Politics & Gender*

Journals focused on Human Rights

*Human Rights Quarterly*  
*International Journal of Human Rights*  
*Law and Practice of International Courts and Tribunals*

Journals focused on Civil Society

*Mobilization*  
*Nonprofit and Voluntary Sector Quarterly*  
*Nonprofit Management & Leadership*  
*Voluntas*

Journals focused on the Media

*European Journal of Communication*  
*Global Media and Communication*  
*International Journal of Communication*  
*International Journal of Press/Politics*

*International Journal of Media & Cultural Politics*  
*New Media & Society*  
*Media, Culture & Society*  
*Political Communication*

Journals focused on the Environment

*African Journal of Ecology*  
*Environment, Development and Sustainability*  
*Environmental Politics* (articles can be requested via inter-library loan)  
*Global Environmental Politics*  
*International Environmental Agreements: Politics, Law and Economics*  
*International Journal of Sustainable Development and World Ecology*  
*The Journal of Environment and Development*  
*Review of European Community & International Environmental Law*

Journals focused on Social Policy

*Global Social Policy*  
*Journal of European Social Policy*  
*Journal of Policy Reform*  
*Journal of Poverty*  
*Social Policy* (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

*Citizenship Studies*  
*European Journal of Migration and Law*  
*Immigrants & Minorities*  
*International Journal of Migration, Health & Social Care*  
*International Migration*  
*Journal of Immigrant & Refugee Services*  
*Journal of Immigrant & Refugee Studies*

Journals focused on Public Health

*African Journal of Reproductive Health* (useful but often not empirical)  
*American Journal of Public Health*  
*European Journal of Public Health*  
*Health Expectations* (useful but often not empirical)  
*Journal of Health and Social Policy*  
*Journal of HIV/AIDS & Social Services*  
*Journal of Public Health Policy*  
*Journal of Social Development in Africa*

Journals focused on Peace, Conflict, and Conflict Resolution

*Cooperation and Conflict*  
*Conflict Management and Peace Science*  
*International Journal of Conflict Management*  
*International Journal of Peace Studies*

*International Negotiation*  
*Journal of Conflict Resolution*  
*Journal of Peace Research*  
*Mobilization*  
*Peace and Conflict*

Journals focused on Defense, Foreign and Security Policy

*Defence & Peace Economics*  
*Defence Studies*  
*Diplomacy and Statecraft*  
*European Foreign Affairs Review*  
*Foreign Affairs* (useful but often not empirical)  
*Foreign Policy* (useful but often not empirical)  
*Global Governance*  
*International Negotiation*  
*International Security*  
*Journal of Human Security*  
*Studies in Conflict and Terrorism*

Journals focused on Criminal Justice

*British Journal of Criminology*  
*Canadian Journal of Criminology*  
*European Journal of Crime, Crime Law, and Criminal Justice*  
*European Journal of Criminology*  
*Global Crime*  
*International Criminal Law Review*

Journals focused on Political Economy

*International Journal of Political Economy*  
*Journal of Political Economy*  
*Oxford review of Economic Policy*  
*Review of International Political Economy*  
*Review of Political Economy*

**Questions to Consider in Evaluating Research Articles:**

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, or the conclusions drawn in the article.

6. Are there new developments that this article may or may not apply to? How?

### **Ramifications of Your Professionalism:**

Please realize that your professionalism is something that I will gauge on several fronts, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding what type of student you want to be in this course. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request.

- Enthusiasm and initiative
- Demonstrated punctuality and reliability (e.g., showing up on time to class and to meetings, turning work in on time). These are very important indicators of your maturity and your readiness to be dependable in the workplace or in graduate school.
- Professional behavioral conduct and your demeanor in your interactions with the instructor and with your peers, in class, meetings, e-mails, and discussion board postings
- Quality of work and work ethic (originality of ideas, critical analysis, completeness of work, and quality of revision of final drafts)
- Academic honesty and integrity
- Active learning: having a positive attitude, taking initiative to seek new challenges outside of your comfort zone
- Your understanding of important concepts and theoretical arguments, reflecting your reading of the class materials and participation in class sessions
- Your efforts to keep up with current political events internationally, especially in reading and discussing recent news coverage
- Ability to consider divergent perspectives and engage in respectful debate
- Teamwork and quality of cooperation with other students
- Quality of participation in discussions
- Ability to communicate clearly both verbally and in writing, as well as listening skills
- Ability to follow directions

### **Attendance:**

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations or activities are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. I urge students to be careful not to miss class sessions, because it is very easy to get lost if you do.

When students have accumulated three or more unexcused absences, the instructor may decide to give the student a failing grade in the course. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary

documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

### **Electronic Devices:**

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a laptop or an i-pad to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Students should take heed that the instructor will take note of any misuse of such devices for other purposes.

### **Caveat Concerning the Flexibility of the Course Syllabus:**

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Major changes will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students' learning.

### **Accommodations for Students with Disabilities:**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must contact the Office of Academic Advising at Gettysburg College. Please feel free to come and talk with me about such accommodations early on in the semester, bringing along the IEAP documentation that the Office of Academic Advising has provided for you to share with me.

### **Writing Assistance:**

The Writing Center is a useful place to get some feedback on your writing:  
<http://www.gettysburg.edu/academics/english/student/writing-center.dot>

## Comparative Public Policy Tentative Course Schedule:

Class	Date	Topics and Assignments	Readings
1	Monday, August 27, 2012	Introduction to the Course	
2	Wednesday, August 29, 2012	Introduction to Comparative Public Policy	Introduction, Syllabus
	Friday, August 31, 2012	No Class: Students are researching paper topics and can meet with instructor between 8:50-12:50.	
3	Monday, September 03, 2012	The Policy Process	Chapter 1
4	Wednesday, September 05, 2012	The Policy Process	Chapter 1
5	Friday, September 07, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
6	Monday, September 10, 2012	Theories of Policy Making	Chapter 2
7	Wednesday, September 12, 2012	Theories of Policy Making	Chapter 2
8	Friday, September 14, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
9	Monday, September 17, 2012	Political and Economic Dynamics in Industrialized Countries	Chapter 3
10	Wednesday, September 19, 2012	Political and Economic Dynamics in Industrialized Countries	Chapter 3
11	Friday, September 21, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
12	Monday, September 24, 2012	The Policy-Making Context	Chapter 4
13	Wednesday, September 26, 2012	The Policy-Making Context	Chapter 4
14	Friday, September 28, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
15	Monday, October 01, 2012	Immigration Policy	Chapter 5
16	Wednesday, October 03, 2012	Immigration Policy	Chapter 5
17	Friday, October 05, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
	Monday, October 08, 2012	No Class (Reading Day)	
18	Wednesday, October 10, 2012	Fiscal Policy	Chapter 6
19	Friday, October 12, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
20	Monday, October 15, 2012	Fiscal Policy, Preparing the Policy Brief and Research Paper	Chapter 6
21	Wednesday, October 17, 2012	<b>Exam 1</b>	
22	Friday, October 19, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
23	Monday, October 22, 2012	Taxation Policy	Chapter 7
24	Wednesday, October 24, 2012	Taxation Policy	Chapter 7
25	Friday, October 26, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
26	Monday, October 29, 2012	Health Care Policy	Chapter 8
27	Wednesday, October 31, 2012	Health Care Policy	Chapter 8

28	Friday, November 02, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
29	Monday, November 05, 2012	Social Policy	Chapter 9
30	Wednesday, November 07, 2012	Social Policy	Chapter 9
31	Friday, November 09, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
32	Monday, November 12, 2012	Education Policy	Chapter 10
33	Wednesday, November 14, 2012	Education Policy	Chapter 10
34	Friday, November 16, 2012	Applied Policy Discussion <b>(Submit notes)</b>	See research article on website
35	Monday, November 19, 2012	<b>Policy Brief Due, Policy Brief Roundtable</b>	
	Wednesday, November 21, 2012	No Class: Thanksgiving Recess	
	Friday, November 23, 2012	No Class: Thanksgiving Recess	
36	Monday, November 26, 2012	Environmental Policy	Chapter 11
37	Wednesday, November 28, 2012	Environmental Policy	Chapter 11
38	Friday, November 30, 2012	<b>Research Paper Due, Research Paper Presentations</b>	
39	Monday, December 03, 2012	<b>Research Paper Presentations</b>	
40	Wednesday, December 05, 2012	<b>Research Paper Presentations</b>	
41	Friday, December 07, 2012	<b>Research Paper Presentations</b>	
42	Tuesday, December 11, 2012	1:30-4:30 pm <b>Exam 2</b>	