



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLI 447 – L01
Comparative Public Policy
Winter 2020

INSTRUCTOR: Benjamin Adu Gyamfi
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OFFICE HOURS: Monday, 12:00noon – 1:00pm
COURSE DAY/TIME: MWF 14:00 - 14:50
COURSE LOCATION: EDC 386
COURSE PRE-REQUISITES: Political Science 357 or 359

COURSE DESCRIPTION:

This course serves as an introduction to themes and methods in comparative public policy studies. It introduces students to the theories, concepts, and institutions of comparative public policy analysis. It provides an overview of a range of approaches to comparative public policy and examines public policies in comparative perspective, seeking to explain why they differ so much from country to country. Accordingly, it analyses a range of public policy issues from a comparative perspective. The aim is to enable students to critically discuss the merits of the different approaches used in explaining public policies in different countries and regions, and to situate their own research within this field of competing theories of comparative public policy. Topics including social policy (social assistance, unemployment assistance, child care, and parental leave), health care policy, and education policy across the advanced industrialized democracies will be discussed in an effort to have students better understand the practical application of what they have learned. While the primary focus of the course is comparative public policy in general, examples will be drawn mainly from Europe and North America and that of other "emerging" democracies.

The course is divided into two relatively distinct sections. The first section deals with the notion of "comparative public policy" as it relates to the prospects and challenges of comparing public policies across countries and regions. It examines various frameworks of comparative policy analysis, and raises critical questions about the contextual factors that shape similarities and differences in policy processes and outcomes among countries. This section also covers major research traditions in comparative public policy, including institutionalism, multi-level governance, policy transfer and change, the emergent trends of global governance, and their implications for public policy issues in industrialized and developing countries. The second section of the course draws upon concepts and frameworks introduced in the first part to analyse specific

policy issues in various countries. Some of the issues covered in this section include the increasingly contentious questions about the sustainability of social policies, publicly funded health care, and education policies, among others and the changing contours of identity politics and their impact on immigration and multicultural policies. The examples covered in the course will illustrate how students can apply analytical frameworks and concepts of comparative public policy to investigate a wide range of policy issues across countries and regions.

COURSE OBJECTIVES & LEARNING OUTCOMES:

Throughout this course, students will deepen their understanding of how and why certain issues become public “problems” to be addressed by governments, and then how policy responses are formulated and implemented in different institutional contexts and in societies with different political cultures and historical legacies. Because the course adopts a comparative approach, students will learn more about politics, policy, and political systems outside of Canada, while also deepening their understanding of how and why Canada differs from other wealthy democracies in many policy areas. Students will learn how to think and write critically about politics and public policy. At the end of the course, students will:

- Develop a working knowledge of the public policy process from a comparative perspective.
- Demonstrate an in-depth knowledge of the major concepts, theoretical approaches and issues in comparative public policy.
- Be acquainted with the appropriateness of different analytical frameworks and methodologies for understanding comparative public policy issues.
- Be capable of applying the knowledge gained in class to develop lines of argument and make sound judgment about solving problems in comparative public policy.
- Be able to communicate clearly, both orally and in writing, the argumentation and debates in comparative public policy.
- Be able to cultivate independent inquiry and original thinking in addressing issues and problems in comparative public policy.

REQUIRED TEXTBOOK(S):

1. Adolino, Jessica R., and Charles H. Blake. 2001. *Comparing Public Policies: Issues and Choices in Industrialized Countries*. 2nd Edition. Washington, D.C.: CQ Press.
[Available for purchase in the University Bookstore]
2. Additional readings made available through D2L

REVISED COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
Class Participation, Top Hat & Attendance	15%	Throughout the term
Quiz 1 (In-Class Tests)	15%	February 10
Weekly Summary	20%	March 23 – April 15
Written Assignment	30%	April 6
Take-Home Exam	30%	April 25 – 28
Total	100%	

COURSE DELIVERY FORMAT

For the remainder of the term, the course will be delivered online through recorded lectures and online virtual office hours. Lectures for each class will be recorded and uploaded on D2L. Then I will schedule virtual “office hours” for anyone with questions through Zoom, a University of Calgary campus online class platform. I will host a live online office hours using Zoom during which I would respond to students’ questions and concerns. Students will be given prior instructions on how to join. An account is not required for simply joining the meeting, details will be provided later on D2L.

COURSE SCHEDULE & TOPICS:

The schedule is tentative and may change as the need arises.

TOPIC	TITLE	READINGS
1	Introduction and Course Overview: <i>What is comparative public policy and how is it done?</i>	Adolino and Blake Introduction and Ch. 12 D2L Reading
2	Questions of Ontology, Epistemology and Method	D2L Reading
3	The Policy Process	Adolino and Blake Ch. 1 D2L Reading
4	Theories of Policy Making	Adolino and Blake Ch. 2 D2L Reading
5	Political and Economic Dynamics in Industrialized Countries	Adolino and Blake Ch. 3 D2L Reading
6	The Policy Context: <i>Contextual Factors of Comparative Public Policy</i>	Adolino and Blake Ch. 4 D2L Reading
7	Explaining Policy Transfer, Diffusion and Change: <i>Potentials and Pitfalls</i>	D2L Reading
8	Social, Health Care, & Education Policy	Adolino and Blake Chapters 8, 9, and 10 D2L Reading
Review: Summaries, Reflections, and Conclusions		

CLASS PARTICIPATION (15%)

There will be regular opportunities to earn class participation points through Top Hat as well as other in-class exercises designed to deepen your knowledge and skills in comparative public

policy. A total of **15%** of your final grade will be determined from your participation in class. Your prior preparation before each class will be important to your ability to generate class participation marks. Participation may include answering questions posed to the class and asking the course instructor questions during class. Sample activities include participation in Top Hat, case-study oriented activities, group activities, etc. Some activities are either complete/incomplete, others are incrementally graded.

Please note that Top Hat is designed to help me assess how well students are processing information presented in class. As a result, I encourage you to bring your cellular phone, smart phone, laptop computer or tablet to provide feedback during sanctioned times in class. If you do not possess a cell phone, smart phone, tablet or laptop computer, come see me immediately. Students are responsible for ensuring they are registered on the Top Hat system, and that their responses/presence is properly recorded by the system.

Most of your Top Hat grade will be determined by simply being present (i.e. each question asked in class = 1 point; simply providing an answer = 0.5 point). However, depending on the type and number of questions, I will manually weight and adjust the Top Hat participation marks for each class. As a result, Top Hat will be set up to take attendance at the start of each class; in the case of disputes over Top Hat participation, this attendance record will be used as the ultimate course record of attendance.

WEEKLY SUMMARY OF REQUIRED READINGS (20%)

Our time in class will be best spent if you take the time to read the material in the textbook and additional D2L readings before each class. To help encourage you to do that, you will be required to submit no more than a half-page summary of the key themes of the readings (in about 400-500 words) for Topics 6, 7, and 8. Doing these summaries helps ensure that students are well prepared for each week's class. Weekly summaries must be submitted via the **D2L Dropbox by 1:00pm** on the Monday of the week the topic will be treated.

WRITTEN ASSIGNMENT/ESSAYS/RESEARCH PAPER (20%)

One theoretical, conceptual or thematic analytical essay of approximately 6-8 pages (excluding citations and bibliography) will be required during the course. The paper should consider policy variation in time and/or space. The paper might try to explain why policies are the same or different across two polities, or why they change or stay the same across time. The final paper should include an introduction, a literature review, an explanatory framework, substantive arguments using the empirical evidence, and a conclusion. That is, the paper should engage existing accounts about how the outcome in question came to be. It should carefully describe the various claims of causality in the existing accounts, set out points of disagreement within them and evaluate the persuasiveness of the arguments in contention.

You can choose to write on any topic that most interests you provided it critically engages with one (or more) of the theoretical approaches, conceptual frameworks, models, or themes that will be covered in the course. The only restriction is that it must be an analytical treatment of some topic related to the material covered within the scope of the course. **The schedule of broad essay topics/themes will be provided in the first week of class, along with the grading rubric.** Though not required, students are strongly advised to discuss the topics they would like to write on with the instructor. Students should draw together key course readings, discussions, and concepts.

Students should choose a standard system of referencing and use it consistently. While newspapers, magazines, and websites, may certainly be used, they must go beyond this and include a minimum of five (5) academic sources (i.e. books and/or journal articles). **This essay is due in class in hard copy on Monday, April 6, 2020.**

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

MID-TERM EXAMINATION (15%)

The quiz will test students' knowledge of the course material covered in the assigned readings and lecture material. It will be a closed book and will be written in class on **Monday, February 10th 2020.**

TAKE HOME EXAMINATION (SHORT-ESSAY FORMAT) (30%)

A 72-hour "open-book" Take-Home exam will be scheduled for **April 25 - 28, 2020.** The take-home exam gives you an opportunity to demonstrate your understanding of the major themes and issues in the readings. The exam questions will be available in **D2L Assignment Dropbox** at 10:30am on April 25th. Your exam should be submitted as a Microsoft Word attachment in the **Dropbox Assignment Submission Folder** by 10:30am on April 28.

GRADE SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

LATE PENALTIES

Deadlines are treated seriously. It is unfair to students who have met deadlines if those who have taken extra time are treated equally. Extensions will be granted for reasons that are extenuating and supported by appropriate documentation. Papers that are submitted late *without an extension granted by the instructor* will be docked **5 percent per day (including weekends).** **Papers more than 7 calendar days late will not be marked and will receive a grade of 0.**

Note: computer or internet failure *is not grounds* for an extension. Always back-up your work to avoid any potential last-minute catastrophes.

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student's advantage to keep such appointments.

Email is a common form of communication but it is not always the most effective way of answering student questions. You could also reach me on phone or via zoom during my office hours, if you are unavailable during my office hours, please email me to schedule a time outside my office hours.

Emails should contain a salutation and a signature. I will do my best to respond to students' emails promptly, including weekends. **Questions related to course material should cite the lecture, textbook/reading, and page/slide number(s) reviewed prior to sending an email seeking clarification.** Questions that might be helpful to others in the class will be added to the course website on D2L.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit [ucalgary.ca/registrar](https://www.ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an **academic** appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that

can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students’ Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower Room116.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students’ Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students’ Union URL: www.su.ucalgary.ca

Graduate Students' Association

Phone: 403-220-5997

Email: askgsa@ucalgary.ca

URL: www.ucalgary.ca/gsa

Student Ombudsman

Phone: 403-220-6420

Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/n>