

School of Planning, Public Policy and Management



University of Oregon School of Planning, Public Policy and Management

PPPM 360 International Public Policy Winter Term 2024 (CRN 24428)

Professor Patricia Dewey Lambert, Ph.D.

Office: 108 Hendricks Hall

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Office Hours: Tuesdays and Thursdays 9:30 – 10:30 am and by appointment.

Course Information

This is a four (4) credit course.

Class location: Gerlinger Hall Room 301 (301 GER)

Class time: Tuesdays and Thursdays from 12:00 noon to 1:20 pm

Office Hours

My regular open office hours in winter term 2024 are Tuesdays and Thursdays from 9:30 to 10:30 am. See the detailed information about office hours on Canvas. You can come to your office hours appointment either in person (Hendricks Hall 108) or via Zoom. You can schedule an office hours appointment at <https://patriciadeweylambert.as.me> If you'd like to schedule an alternate time to meet, please email me. My regular Zoom link that we'll use for all individual meetings is <https://uoregon.zoom.us/j/5413462050>

Instructor

Dr. Patricia Dewey Lambert, professor in the UO School of Planning, Public Policy and Management, has academic degrees and professional experience in the United States and Europe in classical music, international business, arts management, and cultural policy. Her doctoral work emphasized coursework in comparative politics and comparative public policy. Internationally, her public policy research has focused on the European Union and on the transborder Pacific Northwest Economic Region. Prof. Lambert's bio is available here: <https://pppm.uoregon.edu/pppm/patricia-lambert>

Course Syllabus

Course Description

Public policy is concerned with the outcomes of the political process. If the core purpose of government is to manage and address the needs of society, then the approaches that it adopts and the actions it takes (or avoids) collectively constitute its policies.

Around the world, public policy is shaped by ideology, institutions, political culture, participation by citizens, and the influence of the media, political parties, and interest groups. Comparing the public policies of different nations can help us understand policy making and its consequences in foreign nations, moving us beyond national stereotypes and prejudices and toward a genuine awareness of the impact of local context on policy decision-makers and implementers. Studying public policies of other nations can also provide important lessons about policy processes in our own country. And, increasingly, comparative public policy is revealing how international processes are influencing public policy making across different countries and different sectors (Dodds, 2018, p. xix; Hague et al., 2019, p. 324).

Studying public policy involves understanding what governments do, as well as the institutional framework within which they do it. This course introduces international dimensions of public policy making by comparing national systems of governance, public policy making processes, and public policy decisions. The first half of the course explores diverse institutions of government and politics that exist around the world. The second half of the course investigates concepts, theories, and approaches to comparative public policy, and uses the cases of economic policy, welfare policy, educational policy, health care policy, and environmental policy to illustrate comparative public policy in practice.

This course consists of three modules. There will be an open-book exam on Canvas at the conclusion of each module, and you will also have a separate long essay question response. Any content from course readings, lectures, and in-class discussions is “fair game” for the exams. Throughout the term, you will engage in interactive course lectures, as well as class discussions, in-class activities and assignments, and a group presentation at the end of the term. Special attention will be focused on developing your critical thinking and analytical capacities. You will be expected to complete all reading assignments prior to each class session and to actively participate in class discussions. Written assignments and class presentations should be prepared with attention to descriptive/faculty content as well as to analytical clarity and careful presentation.

Class size is limited to 45.

Course Modality

This is an in-person course; we will meet during scheduled class meeting times. Participating in class session by Zoom is not an option, and I will not record our in-class class sessions for you. Students who miss class are responsible for making sure that they keep up with the course material. I’d urge you all to identify one or more people with whom you can share notes. Detailed course lecture slides and detailed assignment guidelines will always be available to you on Canvas. I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

Learning Outcomes

By completing this course, you will be able to:

- Demonstrate broad understanding of how and why different systems of governance exist around the world;
- Articulate how people in the world's democracies can engage in political processes that result in diverse public policy decisions;
- Display the ability to analyze diverse nations' public policies by the "five I's" of instruments, interests, ideas, institutions, and international influences;
- Exhibit in-depth comparative analysis of a public policy domain of interest through a final group presentation that involves additional research and scholarly readings;
- Demonstrate the ability to critically think, ethically reason, and effectively write analyses of diverse global perspectives on the role of public policies that support societies.

Information about this Course for Your Own UO Curricular Plan

PPPM 360 International Public Policy provides a strong foundation for numerous 400-level courses in public policy, political science, and international studies. It is most closely aligned with advising for the "Global Connections" and "Public Policy, Society, and Identity" Flight Paths. This course is approved as a Core Education Course that satisfies the Social Science Area of Inquiry and the Global Perspectives group within Cultural Literacy. It is an approved elective for majors/minors in Global Studies, Political Science, and Legal Studies.

Recommended (but not required) prior to taking this course:

PPPM 201 Introduction to Public Policy

PS 201 United States Politics

PS 205 Introduction to International Relations

PS 304 Democracy, Dictators, and Development

Technical Requirements

Canvas is the place to go for course information and engagement outside of class time. Announcements are archived there, automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.

To access our course Canvas site, log into canvas.uoregon.edu using your DuckID. If you have questions about using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or by [live chat on the Live Help webpage](#).

Course Policies

Canvas and Email

I try to keep everyone well informed and I post assignment reminders for this course on the Canvas site set up for this course. You will receive weekly Monday morning announcements from me on Canvas to summarize that week's course activities. When giving feedback on assignments, I do so either in Canvas or on papers that I return to you in class. Turnaround time for feedback is generally one week.

When I need to get in touch with individual students, I do so through your UO email address.

I will respond to your email questions and correspondence as quickly as I am able (usually within 24 hours) during the workweek. I generally do not respond to email messages on the weekend. Please be mindful that email is business correspondence, and please respect my time by not sending me a question that you could easily find an answer to by yourself or by asking a classmate.

How to Communicate with Me

The best way to reach me with your specific questions is by email: pdewey@uoregon.edu

I enjoy talking with students about our course material. Are you confused or excited about something? Wondering how what we're learning relates to current events, career choices, or other class you can take at UO? Please be in touch! Please also let me know how you're doing in this course. If you're having trouble with some aspect of it, I would like to strategize with you. I believe that every student can succeed in this course, and I care about your success.

I host office hours each week on Tuesdays from 9:30 to 11:30 am in my office: Hendricks Hall room 108. You can sign up for a specific time to meet during this two-hour period of time, or you can stop in to see me on a first-come, first-served basis. I recommend scheduling a time. Once you've scheduled a time you can either see me in person or you can join me for office hours via Zoom – either option is fine! You can also schedule alternate dates and times to meet with me – just send me an email message to request an appointment.

Classroom Community Expectations

All members of the class (both students and instructor) can expect to:

- *Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. While all students should participate, participation is not just talking, and a range of participation activities support learning.
- *Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect.

- *Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Active Class Participation

In this course, students are expected to actively participate in every class session, which entails:

- Coming to class prepared with questions and comments on each assigned reading.
- Offering relevant, insightful, and thoughtful comments during class discussion.
- Contributing a steady flow of comments or questions that advance the class or group discussion during most class meetings, but not dominating discussion.
- Listening attentively, responding respectfully, and not talking while others are talking.
- Ensuring understanding by asking questions (as needed) in class or outside class.

Professional Practice

Students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- The classroom is a place of focused learning, whether in a live classroom or a remote learning situation.

Course Workload

A general rule of thumb for the expected workload for an undergraduate level course is approximately 3 hours per week per credit hour. Thus, a four-credit course will require approximately 12 hours of your time and effort per week, although this amount of time will flex a little throughout the term as your assignments and exams are due.

Absences: Missed Class Policy

I take attendance in each class session, usually on a sign-in sheet, beginning in Week 2 of the term.

The UO has rigid policies regarding course attendance and engagement, and here's how these will work for this particular course. Please take careful note of these attendance rules because there is the potential for a significant impact on your final course grade!

In this course, students may miss three (3) classes during the term, regardless of the reason. This means we do not have "excused" or "unexcused" absences. You do not need to contact me if you're taking one of these reason-neutral class absences.

Please do stay home and use one (or more) of your three absences if you are sick. We know our UO community is still navigating COVID and an array of other illnesses, and some students will need to use

some of their absences to isolate and rest if they get sick. I made my absence policy with this in mind, so please use your absences with care so they're there for you if you need them.

Your in-class presence and participation is central to meeting our learning objectives. Because of this, students who miss class more than three times will begin to see their final course grade reduced at the end of the term by the following formula:

- After the fourth class absence, the final grade is reduced by 5%
- After the fifth class absence, the final grade is reduced by an additional 5%
- Each additional absence will result in an additional final grade reduction of 5%

All that said, please remember that your professors are reasonable, rational, and caring people. Your success in this course is genuinely important to me. If challenges come up for you this term around attendance, please contact me as soon as you can. Together we can identify what resources or strategies might be available to support you and your learning.

If you miss class for any reason, you are responsible for making sure that you are caught up on course content. Powerpoint slides and handouts will be available to you on Canvas. I do not record my class sessions. And, I do not have the bandwidth to repeat for you the course lecture during an individual office hours meeting. I recommend that you arrange for note-sharing in the event of missing class.

Late/Missing Assignment Policy

The date and time that an assignment is due is a fixed deadline. Late assignments are not accepted except for extremely unusual situation (severe illness, death in the family, etc.). If you are unable to make it to class on the day an assignment is due, you may email it to me as an attached document prior to the class time and date that assignment is due. If you have a printer problem, you can send your paper to me as an email attachment. If you need to make alternate arrangements because of an unusual situation going on in your life, please contact me to make arrangements BEFORE the assignment is due. Your failure to do so will likely result in your receiving zero points for that assignment.

No late submissions will be accepted in Week 10 and Exam Week of the term.

Writing Lab

If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: please see <https://engage.uoregon.edu>

Artificial Intelligence Use Policy

Students may not use GenAI tools in this course to produce course materials or assignments in whole or in part. All work you submit for this course toward completion of course requirements must be your own original work done specifically for this course and without substantive assistance from others, including GenAI. Work you've completed for previous courses or are developing for other courses this term also should not be submitted for this course. In accordance with UO policy, if I believe you've handed in work created all or in part by GenAI, I will submit a report of suspected academic misconduct to the Office of Student Conduct and Community Standards for that office to make a determination of responsibility and, if warranted, assess a grade penalty. If you have any questions or doubts, please ask!

Grading Policy

If you are concerned about something pertaining to the course in general (or anything else), feel free to visit me during office hours or make an appointment to speak with me. If you have a specific concern about the way a paper or a particular answer on an exam was graded, here is the policy on how to respond: (1) You must wait 24 hours before responding; then (2) briefly outline your concerns in writing (i.e., explain why you think the grade is incorrect), and submit this and your exam to me for reconsideration. I will get back to you with my response, also in writing, as soon as possible. Please do not hesitate to do this; you have every right to look out for your own interests!

A general grading rubric is available to you on Canvas. Please also see the detailed assignment guidelines that you receive for this course for information about grading. Please remember that it is easy to keep track of your grades, assignments, and other important information on the Canvas site set up for this class.

Grading Scale

A	A = 94-100	A- = 90-93	
B	B+ = 87-89	B = 84-86	B- = 80-83
C	C+ = 77-79	C = 74-76	C- = 70-73
D	D+ = 67-69	D = 64-66	D- = 60-63
F	F = 59 and below.		

The A+ grade is not given in this course.

I “round up” at the 0.5 (for example, a 93.4 = an A- grade, but a 93.5 = an A grade).

For P/NP students: Please note undergraduate students must achieve 70% to receive a “P” for this course.

- **A grade:** signifies an exceptional level of achievement. The student shows a superb command of the material and the ability to apply it at many different levels. A+ grades are not given in this course.
- **B grade:** signifies a good but not exceptional level of achievement. The student shows a grasp of the material and the ability to apply it at several but not all levels.
- **C grade:** signifies a modest level of achievement. The student shows some mastery of the material and a narrow range of application.
- **D grade:** signifies inadequate understanding of the material. This is a non-passing grade. Students will earn university credit, but course credit will not satisfy major or minor core requirements.
- **F grade:** signifies that major parts of the coursework were not completed or, if completed, show very little mastery of course material and learning objectives. Student does not earn course credit.
- **Y grade:** signifies no basis for grade.
- **I grade:** signifies that a small, but important part of the course was unfinished.
- **P grade:** indicates a passing grade, when a student has earned a letter grade of C- or better.
- **N grade:** indicates a non-passing grade, when a student has earned a letter grade of D or lower.

Incomplete Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.” Nothing about receiving an “I” grade is automatic; there is a lot of paperwork involved. See <https://registrar.uoregon.edu/current-students/incomplete-policy>

University Policies

Accessible Education

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or uoac@uoregon.edu.

Accommodations for Religious Observances

The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

Campus Resources to Support Your Well-Being

The University of Oregon offers many services to help students successfully resolve problems and reach their professional and personal goals. Some of these services include the UO Career Center, Conflict Resolution Services, Counseling and Testing Center, Accessible Education Center, Diversity Education and Support, Health Center, LGBT Education and Support Services; Men's Center, Nontraditional Student Programs, Office of Multicultural Academic Success, Office of the Dean of Students, Teaching and Learning Center, and Women's Center. Please take advantage of these services if they might be useful to you.

Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the [UO Basic Needs Resource page](#) for information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the [Community Care and Support form](#), or by [scheduling an appointment](#) with an advocate.

University Health Services help students cope with difficult emotions and life stressors (mental health and wellness). If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor; see health.uoregon.edu/ducknest) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at counseling.uoregon.edu or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

Respect for Diversity

You can expect to be treated with respect in this course. Both students and your instructor(s) enter with many identities, backgrounds, and beliefs. Students of all racial identities, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, citizenship statuses, ability and other visible and non-visible differences belong in and contribute to this class and this discipline. All students are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Class rosters are provided to instructors with students' legal names. Please let me know if the name or pronouns I have for you are not accurate. It is important to me to address you properly.

Please let me know if aspects of the instruction, course design, or class activities undermine these principles in any way. For additional assistance and resources, you may also consider contacting the [Division of Equity and Inclusion through their website](#) or by phone (at 541-346-3175), or the [Center for Multicultural Academic Excellence through their website](#) or by phone (at 541-346-3479).

Inclusion Statement

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, gender identity or expression and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at <http://bias.uoregon.edu> or brt@uoregon.edu

Academic Integrity

The University Student Conduct Code (available on the [Student Conduct Code and Procedures webpage](#)) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional

information about a common form of academic misconduct, plagiarism, is available at the Libraries' [Citation and Plagiarism page](#).

Academic Integrity for Remote Exams

To keep this course as accessible as possible to everyone, the exams that you complete for this course at the end of each module will be completed remotely, on Canvas. I will ask you to certify that your exams and assignments are your own work. Exams (Canvas quizzes) are timed. I will adjust times to support students with accommodations through the Accessible Education Center. If a technological glitch disrupts your exam, don't panic. Take a photo to document the error message you're receiving and then email or me. Detailed information and guidelines regarding each remote exam will be given in a timely manner throughout the term.

Student Experience Surveys

The midway and end-of-term Student Experience Surveys will be conducted during Week 4 and Week 10. These are important opportunities to provide feedback about your learning experiences. I value this feedback and am continually improving the course with students' responses in mind. The key parts of the survey are the open-ended questions where you share concrete, actionable feedback and about the teaching practices that stand out to you. Thank you for your thoughtful reflections!

Sexual Violence, Harassment and Survivor Support

The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.

Mandatory Reporter Status

With regard to Mandatory Reporter Status, I am officially an "assisting employee." For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit safe.uoregon.edu for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at [UO's How to Get Support webpage](#). I am a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).

Academic Disruption due to Campus Emergency

In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to-face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas.

Inclement Weather

It is generally expected that class will meet unless the University is officially closed for inclement weather. If it becomes necessary to cancel class while the University remains open, this will be announced on Canvas and by email. Updates on inclement weather and closure are also communicated as described on the Inclement Weather webpage.

Important University Dates for Winter Term 2024

- January 13 – last day to drop classes without a W
- January 15 – last day to register/add classes
- January 15 – Martin Luther King Jr. holiday (no classes)
- February 25 – last day to withdraw from classes

General Course Information

General Requirements and Information

The general weekly format of the course will be assigned readings, lectures, and in-class activities and discussions. This course is structured in three modules; each concludes with an exam and a substantial essay question. It is expected that you complete the assigned readings prior to the lecture that covers the material. Please carefully review all the information on Canvas about course logistics and assignment guidelines for this course. I will provide weekly announcements for everything you need do to successfully complete this course throughout the term.

Course Requirements

The final grade will be determined by successful completion of course requirements as indicated below. Further details and guidelines for all requirements will be provided in class and will be made available on *Canvas*. **Please note that no late papers will be accepted**, except for university-approved extenuating circumstances.

Unless otherwise specified, all papers should be submitted in 12-point Times New Roman font, double spaced, and with 1-inch margins. Please adhere to page length specifications.

When assignments are due, please submit them as document uploads to Canvas (please use Microsoft Word) unless otherwise indicated in the assignment guidelines.

Your submitted work for this course will consist of an exam and essay question at the end of each of the three course modules, three assignments throughout the term (often developed as in-class activities), a team comparative policy analysis powerpoint presentation, and class participation. You will receive detailed written assignment guidelines for all assignments and exams.

Your Exams = 65% of your total course grade

At the conclusion of each of the three modules, you will take an (timed, open-book) online Canvas exam (multiple choice, T/F, fill-in-the-blank, short answer) worth 15% of your total course grade, and you will also submit a long-response essay question worth 5 or 10% of your total course grade.

Exam 1 (includes Essay 1 – 5%)	20%
Exam 2 (includes Essay 2 – 5%)	20%
Exam 3 (includes Essay 3 – 10%)	25%

Your Assignments and Class Engagement – 35% of your total course grade

Assignments 1, 2, and 3 (5% each) 15%

Throughout the term, you will complete and submit three written assignments that will be graded P/NP. These assignments will often come from your in-class discussions and activities. The first two worksheets also function as great study guides for your Canvas Quiz 1 and Canvas Quiz 2.

Assignment 1: Worksheet on Democratic Governance

Assignment 2: Worksheet on Democratic Citizens' Political Participation

Assignment 3: Individual Policy Analysis Form

Group Comparative Public Policy Analysis Presentation 10%

You will be assigned to a public policy interest area group for Module 3. These groups will focus on understanding comparative economic policy, welfare policy, health policy, education policy, or environmental policy. In week 10 of the term, your group will give a formal powerpoint presentation to the full class, followed by questions and discussion for each policy domain.

Class Participation 10%

Attendance at all class sessions is expected, is taken, and will count toward your final class grade. Please refer to the detailed class absences policy for this course. Missing four (4) or more class sessions will result in a significant penalty on your final, total course grade. This 10% of your total class grade tracks the nature of your active, professional participation in this course. If you're in class, obviously prepared with readings and course content, engaged in in-class learning activities, asking good questions, and supporting your classmates' learning, you'll receive what averages out to 1% per week of class participation points.

Course Materials

Required Textbooks (available online or at the UO Bookstore, the “Duckstore”)

Dodds, A. (2018). *Comparative Public Policy*, 2nd edition. London: Palgrave.

McCormick, J., Hague, R., & Harrop, M. (2022). *Comparative Government and Politics*, 12th edition. London: Bloomsbury Academic.

Course Schedule of Topics, Required Readings, and Assignments

Module 1: Understanding the World’s Diverse Systems of Governance

Week 1: Introduction to Comparative Government and Politics

Learning Objective: In this first week of the term, you will be introduced to this course and to each other. You will learn some foundational concepts and terms that clarify the relationship between comparative politics and public policy, and that emphasize the neo-institutionalist theoretical approach that we will use throughout this course.

To do this week: read and view all introductory information on Canvas. Complete the assigned readings for this week and participate in the class sessions.

Assigned Readings:

Comparative Government and Politics

Chapter 1: Government and Politics (pp. 2-28)

Chapter 2: Making Comparisons (pp. 29-53)

Class 1 on January 9

Welcome and Introduction to the Course

Lecture/Discussion Topic: **Introduction to Comparative Government and Politics**

Class 2 on January 11

Lecture/Discussion Topic: **Introduction to Comparative Government and Politics**

To do for Week 2: read assigned readings for week 2.

Week 2: Comparing Democratic and Authoritarian Regimes

Learning Objective: We now turn to developing a foundational understanding on the political concept of the state in our era of globalization. We also compare basic elements of authoritarian rule with those of democratic rule, on which we will focus our exploration of comparative public policy throughout this course.

To do this week: complete assigned readings and participate in class sessions.

Assigned Readings:

Comparative Government and Politics

Chapter 3: States and Nations (pp. 54-78)

Chapter 5: Democratic Rule (pp. 104-129)

Chapter 6: Authoritarian Rule (pp. 130-155)

Class 3 on January 16

Lecture/Discussion Topic: **The State and Diverse Forms of Governing Regimes**

Class 4 on January 18

Lecture/Discussion Topic: **Diverse Forms and Features of Democracies**

To do for Week 3: read assigned readings for week 3. Work on Assignment 1.

Week 3: Comparing Institutions of Government

Learning Objective: This week, we will investigate the basic structure and function of diverse democratic forms found among government institutions: constitutions, courts, executives, and legislatures.

To do this week: complete assigned readings and participate in class sessions. Prepare and study for Exam 1.

DUE: Thursday, January 25 by 12:00 noon - Assignment 1 (Worksheet on Democratic Governance)

Assigned Readings:

Comparative Government and Politics

Chapter 7: Constitutions and Courts (pp. 156-180)

Chapter 8: Executives (pp. 181-206)

Chapter 9: Legislatures (pp. 207-226)

Class 5 on January 23

Module 1 Exam Guidelines are provided in class and on Canvas at 12:00 noon.

Lecture/Discussion Topic: **Constitutions, Courts, and Executives**

Class 6 on January 25

DUE: Submit Assignment 1 on Canvas.

Lecture/Discussion Topic: **Legislatures**

Friday, January 26 at 8:00 am – Canvas Quiz 1 opens.

DUE: Monday, January 29 at 12:00 noon
Module 1 Exam: Canvas Quiz 1 and Exam Essay 1

Module 2: Understanding How People Around the World Participate in Governance and Influence Public Policy-Making

Week 4: Comparing Systems of Political Participation

Learning Objective: Module 2 of this course turns to understanding how citizens of democracies around the world have their voices heard in the political decisions that result in the public policies that affect their daily lives. In week 4, we look at diverse forms of political culture, political participation, and political communication.

To do this week: read assigned readings for Week 4 and participate in class sessions.

Assigned Readings:

Comparative Government and Politics

Chapter 4: Political Culture (pp. 79-98)

Chapter 12: The Media (pp. 285-311)

Chapter 13: Political Participation (pp. 312-335)

Class 7 on January 30

Lecture/Discussion Topic: **Comparing Systems of Political Participation: Political Culture**

Class 8 on February 1

Lecture/Discussion Topic: **Comparing Systems of Political Participation: Political Participation and Political Communication (The Media)**

To do for Week 5: read assigned readings for week 5. Work on Assignment 2.

Week 5: Comparing How People Elect Government Representatives

Learning Objective: Because decisions about public policies are made by elected government officials, the importance of electoral systems and processes cannot be overstated. Week 5 explains diverse ways that government representatives and political parties come into positions of decision-making power and authority.

To do this week: read assigned readings for Week 5 and participate in class sessions.

Assigned Readings:

Comparative Government and Politics

Chapter 14: Elections (pp. 336-362)

Chapter 15: Political Parties (pp. 363-387)

Class 9 on February 6

Lecture/Discussion Topic: **Comparing How People Elect Government Representatives: Democratic Electoral Systems and the Legislature**

Class 10 on February 8

Lecture/Discussion Topic: **Comparing How People Elect Government Representatives: Political Parties and Voters**

To do for Week 6: read assigned readings for week 6. Work on Assignment 2.

Week 6: Comparing Bureaucracies, Sub-National Governments, and Interest Groups

Learning Objective: To wrap up Module 2, we look at specific institutional structures (bureaucracies) in which public policies are implemented by governments, and we also look at the levels of government and interest groups through which citizens can influence public policy making.

DUE: Tuesday, February 13 by 12:00 noon – Assignment 2 (Worksheet on Political Participation)

To do this week: Complete assigned readings and participate in class sessions. Prepare and study for Exam 2.

Assigned Readings:

Comparative Government and Politics

Chapter 10: Bureaucracies (pp. 232-257)

Chapter 11: Sub-National Governments (pp. 258-284)

Chapter 16: Interest Groups (pp. 388-413)

Class 11 on February 13

DUE: Submit Assignment 2 on Canvas

Module 2 Exam Guidelines are provided in class and on Canvas at 12:00 noon.

Lecture/Discussion Topic: **Comparing Bureaucracies and Sub-National Governments**

Class 12 on February 16

Lecture/Discussion Topic: **Interest Groups**

Friday, February 16 at 8:00 am – Canvas Quiz 2 opens.

DUE: Monday, February 19 at 12:00 noon
Module 2 Exam: Canvas Quiz 2 and Exam Essay 2

Module 3: Understanding and Analyzing Nations' Diverse Public Policies

Week 7: Introduction to Comparative Public Policy

Learning Objective: In Module 3, we turn our attention to understanding diverse nations' public policies as the outcome of very different structures and systems of governance.

To do this week: Complete assigned readings for week 7 and participate in class sessions. Begin to meet remotely outside of class sessions with your assigned presentation group as you develop your presentation according to the assignment guidelines.

DUE: Wednesday, February 21 by 12:00 noon – please submit your **questionnaire** on Canvas for your final group public policy presentation assignment.

Assigned Readings:

Comparative Government and Politics

Chapter 17: Public Policy (pp. 414-438)

Comparative Public Policy

Chapter 1: Why Compare Public Policies? (pp. 1-14)

Class 13 on February 20

Lecture/Discussion Topic: **Introducing Comparative Public Policy**

Reminder – Canvas Questionnaire is due on Wednesday, February 21 at 12 noon.

Class 14 on February 22

Group assignments for Week 10 presentation are made in class.

Lecture/Discussion Topic: **Introducing Our “5-I’s” Conceptual Model for Analyzing Comparative Public Policy**

To do for Week 8: read assigned readings for week 8. Work on Assignment 3.

Week 8: Analyzing Public Policy Design and Instruments

Learning Objective: A very useful analytical tool for comparing public policies is that of the “Five I’s.” In Week 8, we look at Policy Design and Policy Instruments.

To do this week: read assigned readings for Week 8 and participate in class sessions. Meet with your assigned presentation group to work on your final presentation.

DUE: Thursday, February 29 at 12:00 noon – Assignment 3 (Individual Policy Analysis Form)

Assigned Readings:

Comparative Public Policy

Chapter 2: How Governments Act: Policy Instruments and Their Use (pp. 15-38)

Chapter 4: Interests and Public Policy (pp. 65-86)

Chapter 5: Ideas and Public Policy (pp. 87-102)

Optional additional reading: Chapter 3: Doing Comparative Public Policy (pp. 39-64)

Class 15 on February 27

Lecture/Discussion Topic: **Introducing Policy Design and Policy Instruments**

Class 16 on February 29

DUE: Submit Assignment 3 on Canvas and have a copy of it available to you in class for discussion.

Lecture/Discussion Topic: **Analyzing Public Policy Instruments**

To do for Week 9: read assigned readings for week 9. Work on your group’s final presentation for Week 10.

Week 9: Analyzing the Role of Interests, Ideas, Institutions, and International Influences on Public Policy-Making

Learning Objective: A very useful analytical tool for comparing public policies is that of the “Five I’s.” In Week 9, we look at Interests, Ideas, Institutions and International Influences.

To do this week: read assigned readings for Week 9 and participate in class sessions. Meet with your assigned presentation group to prepare for your final presentation.

Assigned Readings:

Comparative Public Policy

Chapter 6: Institutions and Public Policies (pp. 103-117)

Chapter 7: International Influences on Public Policy (pp. 118-147)

Chapter 13: Conclusion (pp. 294-301)

Class 17 on March 5

Module 3 Exam Guidelines are provided in class and on Canvas at 12:00 noon.

Lecture/Discussion Topic: **Analyzing Influences of Ideas and Interests on Public Policy-Making in Developed Democracies**

Class 18 on March 7

Lecture/Discussion Topic: **Analyzing Influences of International Entities and Institutions on Public Policy-Making in Developed Democracies**

To do for Week 10: Familiarize yourself with the additional public policy domains that will comprise the Week 10 presentations (see the list of chapters for Week 10). Finalize your group's presentation for Week 10.

Week 10: Comparing Economic Policy, Welfare Policy, and Health Policy, Educational Policy, and Environmental Policy

Learning Objective: In your assigned comparative policy analysis groups, you will synthesize across all the content of this course to provide a well-structured, well-argued, and compelling presentation on your policy domain of interest.

To do this week: Participate in the groups' final presentations in the class sessions this week. Work on your Exam 3 Essay. Prepare and study for Exam 3 Canvas Quiz.

Assigned Readings:

Comparative Public Policy – student presentation teams will focus on one of the following chapters:

Chapter 8: Economic Policy (pp. 148-180)

Chapter 9: Welfare Policy (pp. 181-215)

Chapter 10: Health Policy (pp. 216-239)

Chapter 11: Education Policy (pp. 240-263)

Chapter 12: Environmental Policy (pp. 264-293)

Optional Additional Reading:

Comparative Government and Politics

Chapter 18: Political Economy (pp. 439-462)

Class 19 on March 12

Group presentations and discussion.

Class 20 on March 14

Group presentations and discussion.

Course wrap-up.

Friday, March 17 at 12:00 noon – Canvas Quiz 3 opens.

EXAM WEEK

See detailed exam guidelines on Canvas.

Please note that our “official” final exam period for this course in winter term 2024 is Tuesday, March 19 at 8:00 am, but I’m extending the deadline for your exam work to be submitted to Tuesday, March 19 at 12:00 noon.

Late submissions will NOT be accepted during Exam Week.

DUE: Tuesday, March 19 by 12:00 noon -- submit (upload) on Canvas
Module 3 Exam: Exam Essay 3

At this same time, your Module 3 Exam Canvas Quiz 3 closes.

DUE: Tuesday, March 19 by 12:00 noon
Module 3 Exam: Canvas Quiz 3
