



## SYLLABUS

**[PPPM 360] International Public Policy**

**Instructor: Dyana Mason**

**Professor, School of Planning, Public Policy and Management**

**University of Oregon**

**Language of Instruction: English**

**UO Credits: 4**

**Core Education Course that is approved for Social Sciences and Global Perspectives**

**Contact Hours\*: 3 hours per week**

**Total Hours of Student Engagement (THSE) in all course activities\*: 120 hours per term**

## **LONDON, ENGLAND**

### **COURSE DESCRIPTION AND OBJECTIVES**

Public policy is concerned with the outcomes of the political process. Public policies everywhere are shaped by ideology, institutions, political culture, participation by citizens, and the influence of the media, political parties, and interest groups. This course introduces international dimensions of public policy making by comparing national systems of governance, public policy making processes, and public policy decisions. You will explore the world's diverse institutions of government and politics. You will investigate concepts, theories, and approaches to comparative public policy by using the cases of economic policy, welfare policy, educational policy, health care policy, and environmental policy.

### **COURSE LEARNING OUTCOMES**

Students who successfully complete this course will:

- 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.

### **INSTRUCTIONAL METHODOLOGY**

This course will meet once weekly in a three-hour seminar format in the London GEO Center classroom. This course consists of three modules. There will be an exam at the conclusion of each module, which includes 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

with lectures (both in-person and recorded on Canvas), class discussion of the assigned readings, various in-class activities and assignments, field trips, guest speakers, 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. This course will include a field trip visit to the UK Houses of Parliament at a TBA date and time. We expect to schedule additional guest speakers in several class sessions throughout spring term.

## METHOD OF EVALUATION (GRADING)

### General Requirements and Information

The general weekly format of the course will be assigned readings, assignments, and one in-class course sessions comprised of lecture, various learning activities, and discussion. You will complete three exams throughout the term. It is expected that you complete the assigned readings prior to the class session that covers the material. Please carefully review all the information on Canvas about course logistics and assignment guidelines for this course.

### 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 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. |            |            |

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.” See <https://registrar.uoregon.edu/current-students/incomplete-policy>

### **Attendance and Participation Policy**

I follow UO policies about attendance and participation. Successful participation in this course comprises completion and submission of all course requirements (see below), including Class Participation.

## **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, assignments, or exams 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.

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. **There will not be any opportunities in this course for extra credit points.**

### **Your Exams – 65% of your total course grade**

At the conclusion of each of the three modules, you will take an exam in class. The test will consist of multiple choice, T/F, fill-in-the-blank and short essay questions).

|               |            |
|---------------|------------|
| <b>Exam 1</b> | <b>20%</b> |
| <b>Exam 2</b> | <b>20%</b> |
| <b>Exam 3</b> | <b>20%</b> |

### **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.

These assignments will often build on your in-class discussions and activities. Graded P/NP.

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. If you need to miss class for a university-excused reason, please contact me by email BEFORE the class session, or I will mark you as “unexcused” for that class session. Each week is worth 1% of your total class participation grade. I will keep track of your attendance, your demonstrated preparation of required readings, and your active and meaningful engagement in all class discussions and in-class activities. Any in-class work that you submit that counts toward class participation will be graded P/NP.

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## **COURSE READINGS**

**Required Textbooks** (*preferred in print format, but e-books are acceptable for students to use*)

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

Hague, R., Harrop, M., & McCormick, J. (2019). *Comparative Government and Politics*, 11<sup>th</sup> edition. London: Red Globe Press (Macmillan International Higher Education).

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## **COURSE OUTLINE:**

### **Course Schedule of Topics, Required Readings, and Assignments**

*Please note that this syllabus will be modified  
as field trips and guest speakers are confirmed for spring term 2023.*

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

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### **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 welcome/introductory information on Canvas. Complete the assigned readings for this week and participate in the first class session.

### **Assigned Readings:**

*Comparative Government and Politics*

Chapter 1: Key Concepts (pp. 1-17)  
Chapter 2: Theoretical Approaches (pp. 18-34)  
Chapter 3: Comparative Methods (pp. 35-51)

**Class 1** – Introduction to the Course; Introduction to Comparative Government and Politics

**To do for Week 2:** Read assigned readings for week 2.

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## **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 the class session.

### **Assigned Readings:**

*Comparative Government and Politics*  
Chapter 4: The State (pp. 52-69)  
Chapter 5: Democratic Rule (pp. 70-88)  
Chapter 6: Authoritarian Rule (pp. 89-105)

**Class 2** – The State and Diverse Forms of Governing Regimes; Diverse Forms and Features of Democracies

**To do for Week 3:** Read assigned readings for week 3.

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## **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 the class session. Submit Assignment 1. Prepare and study for Exam 1.

### **Assigned Readings:**

*Comparative Government and Politics*  
Chapter 7: Constitutions and Courts (pp. 106-123)  
Chapter 8: Executives (pp. 124-140)  
Chapter 9: Legislatures (pp. 141-159)

**Class 3** – Constitutions, Courts, and Executives; Legislatures

**DUE: Assignment 1** (Worksheet on Democratic Governance)

Exam 1 study guidelines provided in class.

**To do for Week 4:** Study for and take Exam 1. Complete Essay 1. Read assigned readings for week 4.

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

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## **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 the class session.  
**Complete Module 1 Exam.**

### **Assigned Readings:**

*Comparative Government and Politics*  
Chapter 12: Political Culture (pp. 199-215)  
Chapter 13: Political Participation (pp. 216-233)  
Chapter 14: Political Communication (pp. 234-251)

**Class 4** – Political Culture, Political Participation, and Political Communication  
**DUE: Exam Essay 1** (submit in class)

**To do for Week 5:** Read assigned readings for week 5.

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## **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:** Complete assigned readings and participate in the class session. Submit Assignment 2.

### **Assigned Readings:**

*Comparative Government and Politics*  
Chapter 15: Elections (pp. 252-269)  
Chapter 16: Political Parties (pp. 270-286)  
Chapter 17: Voters (pp. 287-305)

**Class 5** – Diverse Democratic Electoral Systems; Political Parties and Voters  
**DUE: Assignment 2** (Worksheet on Democratic Citizens' Political Participation)

**To do for Week 6:** Read assigned readings for week 6.

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## **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.*

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

### **Assigned Readings:**

*Comparative Government and Politics*  
Chapter 10: Bureaucracies (pp. 160-178)  
Chapter 11: Sub-National Governments (pp. 179-198)  
Chapter 18: Interest Groups (pp. 306-323)  
**Class 6** – Bureaucracies, Sub-National Governments, and Interest Groups  
Exam 2 study guidelines provided in class.

### **Module 2 Exam Information**

**To do for Week 7:** Study for and take Exam 2. Complete Essay 2. Read assigned readings for week 7.

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## ***Module 3: Understanding and Analyzing Countries' Diverse Public Policies***

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### **Week 7: Introduction to Comparative Public Policy**

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

**To do this week:** Complete assigned readings and participate in class sessions. Scan through the assigned chapters for Week 10 to identify the public policy domains that interest you. Begin to meet outside of class sessions with your assigned presentation group as you develop your presentation according to the assignment guidelines.

**Complete Module 2 Exam on Canvas.**

#### **Assigned Readings:**

*Comparative Government and Politics*

Chapter 19: Public Policy (pp. 324-341)

*Comparative Public Policy*

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

**Class 7 – Introducing Comparative Public Policy**

**DUE: Exam Essay 2** (submit in class)

Also, submit **questionnaire** for final group public policy presentation assignments.

Team assignments for final policy analysis presentations made in class.

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

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### **Week 8: Comparing Public Policy Instruments, Interests, and Ideas**

*Learning Objective: A very useful analytical tool for comparing public policies is that of the "Five I's." In Week 8, we look at Instruments, Interests, and Ideas.*

**To do this week:** Complete assigned readings and participate in the class session. Meet with your assigned presentation group to work on your final presentation. Submit Assignment 3.

#### **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 8 – Policy Instruments, Interests, and Ideas**

**DUE: Assignment 3** (Individual Policy Analysis Form)

**To do for Week 9:** Read assigned readings for week 9. Work on your team final presentation for Week 10.

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### **Week 9: The Role of Institutions and International Influences**

*Learning Objective: A very useful analytical tool for comparing public policies is that of the "Five I's." In Week 9, we look at Institutions and International Influences.*

**To do this week:** Complete assigned readings 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 9** – Institutions and International Influences

**Module 3 Exam Information**

**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 final group presentation for Week 10.

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**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. Take Exam 3.

**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 20: Political Economy (pp. 342-358)

Course wrap-up. Exam 3 study guidelines provided in class.

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**COURSE POLICIES****Course Website and Email**

The course website is located on the University of Oregon's Learning Management System (LMS), Canvas. You can find it at <https://canvas.uoregon.edu>. The class syllabus, announcements and other materials will be posted there. Please check it frequently for updates.

Canvas and Technology Support is also available to you by phone or live chat:  
541-346-4357 | [livehelp.uoregon.edu](https://livehelp.uoregon.edu)

I try to keep everyone well informed and I post assignment reminders for this course on the Canvas site set up for this course. 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.



## **Classroom Environment**

In order to create a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students please approach the readings and others' contributions with both an open mind and a willingness to question one's own assumptions and biases.

## **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.
- I expect all course assignments to be typewritten.

## **Use of Artificial Intelligence (AI)**

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 (outside of group memo), including artificial intelligence systems (e.g., ChatGPT). Work you've completed for previous courses or are developing for other courses this term should not be submitted for this course without prior approval of the instructor. Please note that your work may be submitted to AI or plagiarism detection tools to ensure all work is human-created and original. Please also carefully read the academic integrity policy concerning plagiarism below.

## **Documented Disabilities**

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 barriers to your participation. You are also encouraged to contact the Accessible Education Center in 360 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

## **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](http://safe.uoregon.edu).

## **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](mailto:brt@uoregon.edu)

### **Reporting Obligations**

I am a student-directed 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 any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](http://respect.uoregon.edu), or [investigations.uoregon.edu](http://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#).”