

PLCP 4150: COMPARATIVE PUBLIC POLICY (Spring 2021)
Tuesdays 3:30-6:00 (Online Synchronous)

Prof. Len Schoppa

Online Office Hrs: Mon and Thurs 10-11 am

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Why do policies on issues like social welfare, education, and immigration differ markedly from nation to nation? Can we find the answers in contrasting cultures, state institutions, societal organizations, or some mix of all of these explanations? This course provides you with an opportunity to learn more about how public policies in other nations differ from our own while simultaneously challenging you to think about why they differ in the ways they do. The course focuses on policies in areas including those listed above with examples coming primarily from advanced industrialized nations like Britain, the U.S., Japan, and Sweden. Prior course work in American and/or comparative politics is required.

Format:

This course will start the semester **online synchronous**. This means you should be prepared to join 2.5-hour weekly class sessions LIVE at the official class time, with a good wireless connection via Zoom so that you can fully participate with your camera on for the entire class session. I will not be recording class discussions, so I want to be sure students who may be joining the class from distant time zones are aware of this structure so that they can make an informed decision about whether the class makes sense for them. If the virus situation improves during the term (due to vaccines or mitigation measures), I am open to holding some in-person sessions later in the term. If this happens, we will be sure that those who have opted to take the class from distant locations will still be able to join online.

Requirements:

The grade in this seminar will be based on four components: participation in weekly discussions; four short papers reacting to assigned readings; an oral presentation on a specific public policy topic; and a final research paper on the same topic. All students are required to do all of the assigned reading and come to all seminar sessions ready to participate actively in discussions. Students' **participation** grades (20% of the semester grade) will be based on the degree to which their participation on a weekly basis is active and informed. Students will also be required to write a total of **four 3-4 page short papers** (20%) reacting to assigned readings. These short papers will be due at 10 a.m. on the morning of class (submitted via the Collab site). Papers turned in after 10 a.m. will be docked one letter grade for being late. No papers will be accepted after the class meets and discusses the week's reading. The short papers are due about every other week during the middle 8 weeks of the term, with each of these weeks assigned to the first or second half of

the alphabet of student names (see weekly schedule for slight adjustments). If you are assigned to do a short paper on a week when you are scheduled to do an oral presentation, you are asked to do a paper instead on the week before or after this date.

In addition to participating in these ways on a weekly basis, students will be asked to choose one of the policy topics from the syllabus and make a 15-minute **oral presentation** (20%) and write a 15-20 page **final paper** (40%) on this topic. Presenters (typically two each week, total of 30 minutes) will be responsible for doing extra reading on the topic, presenting information on the policies in place in several nations in the issue area, and raising questions for discussion. Policy areas for weeks 5 to 12 have been set. In each of these weeks, all students are required to read the core readings while the presenters are required, in addition, to read many of the supplemental readings along with other books and articles they find on their own in the library. No policy areas have been penciled in for the final week, which is set aside for topics other than those I chose that are of interest to specific students. If no one volunteers for this week, we will compare the response to COVID across several countries. Students should plan on committing to a topic by week 2 of the class. The final paper, on a narrower aspect of the topic covered in the oral presentation, must compare policy in a specific area across at least two countries with reference to theoretical arguments covered in the course. The paper should be organized around a “puzzle” (why do two countries with similar problems address them in different ways?) and should advance a coherent argument explaining the puzzle with reference to the theoretical literature covered in the class.

Pairs of students presenting on each topic are invited to visit me during online office hours early in the semester to talk about approaches to their topic and outline ideas. A complete first draft of the paper (not a rough draft, but your best shot at a complete and polished paper!) is due on **Sunday April 25**. This version of the paper will be graded as if it is the final version, and the grade you get at this point will count for half of the final paper grade. Students who do not earn an “A” or “A-” on this draft will then be required to turn in a second and final draft by **May 7**, with this version accounting for the other half of the final paper grade. Those who earn high grades on the “first draft” will not have to submit new versions and can simply keep the grade earned on the first draft as the final grade. Late papers will be accepted, if permission has been given prior to the due date based on a very good reason. Unexcused delays will result in a deduction of one letter for each day the paper is late.

Readings:

Assigned readings are a very important part of the course, but there is only one assigned book (Iversen’s *Capitalism, Democracy, and Welfare*). I encourage you to order it from your favorite online book seller immediately so that it is in hand by the time it is assigned.

In addition to this book, we will be reading each week three or four somewhat dense (with political science theory) articles and/or book chapters. These readings are available in PDF format on the Collab site under “resources.” I encourage you to download them to an **e-reader** such as “Notability” and learn how to highlight and make notes on them with an e-pencil (to save

on paper and printing costs). In addition, students will be expected to read several books and additional articles on their topic area. I have listed suggested readings for the assigned topics. I suggest you check out the suggested books at the library early in the term and/or order key books online. Don't wait until too close to your deadline!! Most of the suggested journal articles can be found by going to Google Scholar and finding the article title, clicking on the title and then on "download PDF."

Remote Access to Library Resources:

The access from your laptop to journal articles, via Google Scholar, will work automatically if you are accessing the internet from On Grounds. If you are **OFF Grounds** and want this kind of access, you will need to use the **Cisco Anyconnect VPN** (virtual private network) to access these materials. First, check to see if your computer already has Cisco Anyconnect VPN software (under applications). If you do, just click on this (and via Netbadge or a Digital Certificate) you should be connected to "UVA Anywhere". Once that is done, you can surf Google Scholar, find articles, and access them as if you were on grounds.

If you do not have this software on your computer, you can download it from ITS by following these steps:

1. Go to <https://virginia.service-now.com/its>
2. Click on "Software."
3. Click on "Connectivity and Remote Access."
4. Scroll to the bottom and click on "Cisco VPN Client" and download for your computer (or tablet or phone).

Once it is downloaded, open the app and click on "AnyConnect VPN". Once it is turned on, open up your browser and do a Google Scholar search for articles, and you should be able to access articles that are normally only available On Grounds. Hopefully you can figure this out and it will help you not only with our class but with homework for other classes.

SCHEDULE AND ASSIGNMENTS:

I. GENERAL INTRODUCTION: WHAT EXPLAINS POLICY CHOICE? (2/2)

II. SOCIAL COALITIONS AS EXPLANATIONS (2/9)

*Gosta Esping-Andersen and Roger Friedland, "Class Coalitions in the Making of Western European Economies," in Esping-Andersen and Friedland, eds., *Political Power and Social Theory*, Vol. III (Greenwich, CT: Jai Press, 1982): 1-52.

*Thomas Paster, "Business and Welfare State Development: Why Did Employers Accept Social Reforms?" *World Politics* 65:3 (July 2013): 416-451.

Supplemental Reading: Gosta Esping-Andersen and John Myles, "Economic Inequality and the Welfare State," in Weimer Salverda, Brian Nolan, and Timothy Smeeding, eds., *The Oxford Handbook of Economic Inequality* (Oxford: Oxford University Press, 2009), pp. 639-664; Peter Gourevitch, *Politics in Hard Times: Comparative Responses to International Economic Crises* (Cornell: Cornell University Press, 1986): 17-68, 221-240; Ronald Rogowski, *Commerce and Coalitions: How Trade Affects Domestic Political Alignments* (Princeton: Princeton University Press, 1989); Gosta Esping-Anderson, *The Three Worlds of Welfare Capitalism* (UK: Polity Press, 1990); Gosta Esping-Andersen, *Social Foundations of Postindustrial Economics* (Oxford: Oxford University Press, 1999).

III. INSTITUTIONS AS EXPLANATIONS / HEALTH CARE POLICY (2/16)

*Jacob Hacker, "The Historical Logic of National Health Insurance: Structure and Sequence in the Development of British, Canadian, and U.S. Medical Policy," *Studies in American Political Development* 12 (Spring 1998): 57-130.

*Sven Steinmo and Jon Watts, "It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America," *The Journal of Health Politics, Policy and Law* 20:2 (Summer 1995): 329-372.

*Jacob Hacker, "The Road to Somewhere: Why Health Reform Happened," *Perspectives on Politics* 8:3 (September 2010): 861-876.

Supplemental Reading on Institutions: Sven Steinmo, "Political Institutions and Tax Policy in the United States, Sweden, and Britain," *World Politics* 41 (July 1989): 500-535; Paul Pierson, "The New Politics of the Welfare State," *World Politics* 48 (January 1996): 143-79; Paul Pierson, "Three Worlds of Welfare State Research," *Comparative Political Studies* 33:6/7 (August/September 2000): 791-821; Sven Steinmo, Kathleen Thelen and Frank Longstreth, eds., *Structuring Politics: Historical Institutionalism in Comparative Analysis* (Cambridge: Cambridge University Press, 1992); Terry Moe, "The Politics of Structural Choice: Toward a Theory of Bureaucracy," in Oliver Williamson, ed., *Organization Theory* (New York: Oxford University Press, 1990): 116-153.

Supplemental Reading on Health Care Policy: Monika Steffen, "The French Health Care System: Liberal Universalism," *Journal of Health Politics, Policy and Law*, 35:3 (2010): 353-387; Viola Bura and Robert H. Blank, "Comparing Health Policy: An Assessment of Typologies of Health Systems," *Journal of Comparative Policy Analysis* 8:1 (2006): pp. 63-76; T.R. Reid, *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care* (Penguin Press, 2009); Carolyn Hughes Tuohy, *Accidental Logics: The Dynamics of Change in the Health Care Arena in the United States, Britain, and Canada* (Oxford: Oxford University Press, 1999); Ellen Immergut, "The Rules of the Game: The Logic of Health Policymaking in France, Switzerland, and Sweden," in Sven Steinmo, Kathleen Thelen, and Frank Longstreth, eds., *Structuring Politics: Historical Institutionalism in Comparative Analysis* (Cambridge: Cambridge University Press, 1992): 57-89; Richard Freeman, *The Politics of Health in Europe* (Manchester: Manchester University Press, 2000); John Campbell and Naoki Ikegami, *The Art of Balance in Health Policy* (Cambridge: Cambridge University Press,

1998); Laurene Graig, *Health of Nations: International Perspectives on U.S. Health Care Reform* (Washington, DC: CQ Press, 1999); and Susan Giaino, "Who Pays for Health Care Reform," in Paul Pierson, ed., *The New Politics of the Welfare State* (Oxford: Oxford University Press, 2001): 334-367.

IV. IDEAS AS EXPLANATIONS (2/23)

*Vivien Schmidt, "Does Discourse Matter in the Politics of Welfare State Adjustment?" *Comparative Political Studies* 35:2 (March 2002): 168-193.

*Paul Cairney and Mikine Yamazaki, "A Comparison of Tobacco Policy in the UK and Japan: If the Scientific Evidence is Identical, Why is There a Major Difference in Policy?" *Journal of Comparative Policy Analysis: Research and Practice* 20:3 (2018): 253-268.

*Leonard Schoppa, "The Policy Response to Declining Fertility Rates in Japan: Relying on Logic and Hope over Evidence," *Social Science Japan Journal* 23:1 (Winter 2020): 3-21.

Short Paper Topic: What are the "ideas" that each of these authors sees playing a role in shaping policy outcomes, and how do the authors see these ideas influencing policy? Which of the three accounts of how ideas influence policy do you find more persuasive and why? **(first half of the alphabet)**

Additional Sources: Vivien Schmidt, "Discursive Institutionalism: The Explanatory Power of Ideas and Discourse," *Annual Review of Political Science* 11 (2008): 303-326 ; Mark Blyth, *Great Transformations: Economic Ideas and Institutional Change in the Twentieth Century* (Cambridge: University of Cambridge Press, 2002); Sabina Stiller, *Ideational Leadership in German Welfare State Reform: How Politicians and Policy Ideas Transform Resilient Institutions* (Amsterdam: University of Amsterdam Press, 2010); John L. Campbell, "Institutional Analysis and the Role of Ideas in Political Economy," *Theory and Society* 27:3 (1998): 377-409; Alan M. Jacobs, "How Do Ideas Matter?: Mental Models and Attention in German Pension Politics," *Comparative Political Studies* 42:2 (2009): 252-279; Seymour Martin Lipset, *American Exceptionalism* (New York: W.W. Norton, 1996); Robert Lieberman, "Ideas, Institutions, and Political Order: Explaining Political Change," *American Political Science Review* 96:4 (Dec 2002): 697-706; Peter Hall, *The Political Power of Economic Ideas: Keynesianism Across Nations* (Princeton: Princeton University Press, 1989); John Kingdon, *Agendas, Alternatives, and Public Policies* (Glenview, Ill: Scott, Foresman, 1984); Anthony King, "Ideas, Institutions and the Policies of Governments: A Comparative Analysis," *British Journal of Political Science* 3:3-4 (July - October 1973): 291-313 & 409-423.

V. TOPIC: WORK / ANTIPOVERTY POLICY (3/2)

Torben Iversen, *Capitalism, Democracy and Welfare* (Cambridge: Cambridge University Press, 2005), all.

Short Paper Topic: Why, according to Iversen, have the general-skill countries and specific-skill countries adopted such different approaches to labor markets and social protection? In view of their explanations, is there any room for the United States to move toward the European model? **(entire alphabet)**

Supplemental Reading: Margarita Estevez-Abe, *Welfare Capitalism in Postwar Japan* (Cambridge: Cambridge University Press, 2008); Robert Lieberman, "Race, Institutions, and the Administration of Social Policy," *Social Science History* 19 (Winter 1995): 511-542; R. Kent Weaver, *Ending Welfare as We Know It* (Washington, D.C.: Brookings, 2000); Martin Gilens, *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy* (Chicago: University of Chicago Press, 2000); Peter Hall and David Soskice, eds., *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage* (Oxford: Oxford University Press, 2001); Jonas Pontusson, *Inequality and Prosperity: Social Europe Versus Liberal America* (Ithaca: Cornell University Press, 2005); Leonard Schoppa, *Race for the Exits: The Unraveling of Japan's System of Social Protection* (Ithaca: Cornell University Press, 2006).

VI. TOPIC: FAMILY POLICY (3/16)

*Kimberly Morgan, "The Politics of Mothers' Employment: France in Comparative Perspective," *World Politics* 55 (January 2003): 259-289.

*Timo Fleckenstein and Soohyun Christine Lee, "The Politics of Postindustrial Social Policy: Family Policy Reforms in Britain, Germany, South Korea, and Sweden," *Comparative Political Studies* 47:4 (2014): 601-630.

*Sonya Michel, "Care and Work-Family Policies," in Daniel Beland, Kimberly Morgan and Christopher Howard, eds., *Oxford Handbook of U.S. Social Policy* (Oxford: Oxford University Press, 2014): 510-529.

Short Paper Topic: Why have France, Germany, and South Korea adopted policies that offer significant support for dual-career families with children, whereas the United States has been slow to expand support for these families? **(second half of the alphabet)**

Supplemental Reading: Mary C. Brinton and Eunsil Oh. "Babies, Work, or Both? Highly-Educated Women's Employment and Fertility in East Asia," *American Journal of Sociology* 125:1 (2019): 105-140; Margitta Mätzke and Ilona Ostner, "Introduction: Change and Continuity in Recent Family Policies," *Journal of European Social Policy* 20:5 (2010): 387-398; Linda White, "Ideas and the Welfare State: Explaining Child Care Policy Development in Canada and the United States," *Comparative Political Studies*, 35 (2002): 713-743; Patricia Boling, *The Politics of Work-Family Policies* (Cambridge: Cambridge University Press, 2015); Kimberly Morgan, *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States* (Stanford: Stanford University Press, 2006); Janet Gornick and Marcia Meyers, *Families That Work: Policies for Reconciling Parenthood and Employment* (New York: Russell Sage, 2005); Leonard Schoppa, "Exit, Voice, and Family Policy in Japan: Limited Changes Despite Broad Recognition of the Declining Fertility

Problem,” *Journal of European Social Policy* 20:5 (2010): 422-432; OECD series titled *Babies and Bosses: Reconciling Work and Family Life*, with four volumes covering 13 countries, 2002-2006.

VII. TOPIC: SOCIAL SECURITY / PENSION POLICY (3/23)

*John Myles and Paul Pierson, "The Comparative Political Economy of Pension Reform," in Paul Pierson, ed., *The New Politics of the Welfare State* (Oxford: Oxford University Press, 2001): 305-333.

*Ian Schurr, "On the Split in Social Security Policy Between Germany and Sweden," *Research Paper Submitted for PLCP 4150*, November 2019, 20 pages.

Short Paper Topic: Why were Britain and Sweden able to “retrench” their pension systems to deal with the impending baby boomer retirement wave, while most other nations with mature PAYG pension systems were slower to adopt reforms? Based on their analysis, what are the chances the United States will introduce far-reaching reforms to the social security system? **(first half of the alphabet)**

Supplemental Reading: Karen M. Anderson, "The Politics of Retrenchment in a Social Democratic Welfare State: Reform of Swedish Pensions and Unemployment Insurance," *Comparative Political Studies* 34:9 (November 2001): 1063-1091; Bernhard Ebbinghaus, "The Privatization and Marketization of Pensions in Europe: A Double Transformation Facing the Crisis," *European Policy Analysis* 1:1 (Spring 2015): 56-73; Giuliano Bonoli, *The Politics of Pension Reform: Institutions and Policy Change in Western Europe* (Cambridge: Cambridge University Press, 2000); OECD, *Reforms for an Aging Society* (Paris, OECD, 2001); Emmanuel Reynaud, ed., *Social Dialogue and Pension Reform* (Washington, D.C.: Brookings, 2000); Daniel Beland, *Social Security: History and Politics From the New Deal to the Privatization Debate* (Lawrence, KS: University Press of Kansas, 2005); Jacob Hacker, *The Great Risk Shift: The Assault on American Jobs, Families, Health Care, and Retirement* (Oxford: Oxford University Press, 2006); S.M. Brooks, "Social Protection and Economic Integration: The Politics of Pension Reform in an Era of Capital Mobility," *Comparative Political Studies* 35:5 (June 2002): 491-523.

VIII. TOPIC: URBAN PLANNING / HOUSING POLICY (3/30)

*Sonia Hirt, "Home, Sweet Home: American Residential Zoning in Comparative Perspective," *Journal of Planning Education and Research* 33:3 (2013): 292-309.

*John Pucher and Ralph Buehler, "Cycling for Everyone: Lessons from Europe," *Transportation Research Record*, Vol 2074 (2008): 2074-3008.

*Peter Dreier and Alex Schwartz, "Homeownership Policy," in Daniel Beland, Kimberly Morgan and Christopher Howard, eds., *Oxford Handbook of U.S. Social Policy* (Oxford: Oxford University Press, 2014): 510-529.

Short Paper Topic: How do the policies discussed by each author explain why Americans live in sprawling auto-dependent suburbs while Europeans live in compact walkable cities? What policy changes in the US would do the most to shift Americans toward living more like Europeans? **(second half of the alphabet)**

Supplemental Reading: Brian J. McCabe, *No Place Like Home: Wealth, Community & the Politics of Homeownership* (New York: Oxford University Press, 2016); C. Bae and H.W. Richardson, eds., *Sprawl in Western Europe and the United States* (Aldershot: Ashgate, 2004); Stephan Schmidt and Ralph Buehler, "The Planning Process in the US and Germany: A Comparative Analysis," *International Planning Studies* 12:1 (Feb 2007), pp. 55-75; John Pucher and Christian Lefevre, *The Urban Transport Crises in Europe and North America* (Macmillan, 1996); Pietro S. Nivola, *Laws of the Landscape: How Policies Shape Cities in Europe and America* (Washington, DC: Brookings, 1999); Peter Newman and Jeffrey Kenworthy, *Sustainability and Cities: Overcoming Automobile Dependence* (Island Press, 1999); Myron Orfield, *American Metropolitcs: The New Suburban Reality* (Washington, D.C.: Brookings, 2002); Leonard Schoppa, "Residential Mobility and Local Civic Engagement in Japan and the United States: Divergent Paths to School," *Comparative Political Studies* 46:9 (September 2013): 1058-1081.

IX. TOPIC: ENERGY / ENVIRONMENT POLICY (4/6)

*Frank N. Laird and Christoph Stefes, "The Diverging Paths of German and United States Policies for Renewable Energy: Sources of Difference," *Energy Policy* 37 (2009): 2619-2629.

*Matthew Lockwood, "The Political Dynamics of Green Transformations: Feedback Effects and Institutional Context," in Ian Scoones, Melissa Leach and Peter Newell, eds., *The Politics of Green Transformations* (London: Routledge, 2015): 86-101.

Short Paper Topic: Summarize the ways in which past energy policy produces positive feedback effects that reinforce a policy direction once it is set. If feedback effects are this strong, how do some countries manage to bring about a green transformation, and do you see any possibilities for this to happen in the United States? **(first half of the alphabet)**

Supplemental Readings: Ashley Esarey et al, eds. *Greening East Asia: The Rise of the Eco-Developmental State* (Seattle: University of Washington Press, 2020); Aleh Cherp, et al, "Comparing Electricity Transitions: A Historical Analysis of Nuclear, Wind, and Solar Power in Germany and Japan," *Energy Policy* 101 (Feb 2017): 612-628; Kathryn Harrison and Lisa McIntosh Sundstrom, eds., *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change* (Cambridge, MA: MIT Press, 2010); Jonas Meckling and Steffen Jenner, "Varieties of Market-Based Policy: Instrument Choice in Climate Policy," *Environmental Politics* 25:5 (2016): 853-874; Hugh Ward and Xun Cao, "Domestic and International Influences on Green Taxation," *Comparative Political Studies* 45:9 (2012): 1075-1103; Llewelyn Hughes and Johannes Urpelainen, "Interests, Institutions, and Climate Policy: Explaining the Choice of Policy Instruments for the Energy Sector," *Environmental Science & Policy* 54 (2015): 52-63; Miranda Schreurs, *Environmental Politics in Japan, Germany, and the United States* (Cambridge: Cambridge University Press, 2003).

X. TOPIC: EDUCATION POLICY (4/13)

*Paola Mattei, "Market Accountability in Schools: Policy Reforms in England, Germany, France and Italy," *Oxford Review of Education* 38:3 (2012): 247-266.

*David Hursh, "Neo-liberalism, Markets and Accountability: Transforming Education and Undermining Democracy in the United States and England," *Policy Futures in Education* 3:1 (2005): 3-15.

Short Essay Question: What problem is "market accountability" in education supposed to fix? Describe how the United States and England have introduced this structure in the years since 1988. Why have they gone furthest to emphasize this approach while others (Germany, Italy, France) have not? **(second half of the alphabet)**

Supplemental Reading: Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education*, 3rd edition (New York: Basic Books, 2016); Kathleen Thelen and Ikuo Kume, "The Rise of Nonmarket Training Regimes: Germany and Japan Compared," *Journal of Japanese Studies* 25:1 (Winter 1999): 33-64; Kathleen Thelen, *How Institutions Evolve: The Political Economy of Skills in Germany, Britain, and Japan* (Cambridge: Cambridge University Press, 2004); Helen F. Ladd, "School Vouchers: A Critical View," *Journal of Economic Perspectives* 16:4 (Autumn 2002), pp. 3-24; John E. Chubb and Terry Moe, *Politics, Markets & America's Schools* (Washington, D.C.: Brookings, 1990); Martin Carnoy, et al, *The Charter School Dust-up: Examining Evidence on Enrollment and Achievement* (Teachers' College Press, 2005); William G. Howell and Paul E. Peterson, *The Education Gap: Vouchers and Urban Schools* (Brookings Institution Press, 2002); Ian Finlay, *Changing Vocational Education and Training* (London: Routledge, 1998); Leonard Schoppa, *Education Reform in Japan* (London: Routledge, 1991).

XI. TOPIC: IMMIGRATION POLICY (4/20)

*Margaret E. Peters, "Open Trade, Closed Borders: Immigration in the Era of Globalization," *World Politics* 67:1 (January 2015): pp. 114-154.

*Erica Owen and Stefanie Walter, "Open Economy Politics and Brexit: Insights, Puzzles, and Ways Forward," *Review of International Political Economy* 24:2 (2017), pp. 179-202.

Short Essay Question: Discuss the full range of policies states sometimes use to limit or discourage immigration. Pick a nation that (at a point in its history) employed many of these policies, and another that employed few of them. Drawing on the two essays discuss why the countries chose such different paths. **(make-up essay if you missed a week)**

Supplemental Reading: Margaret E. Peters, *Trading Barriers: Immigration and the Remaking of Globalization* (Princeton: Princeton University Press, 2017); Deborah Milly, *New Politics for New Residents: Immigrants, Advocacy, and Governance in Japan and Beyond* (Ithaca: Cornell University Press, 2014); Christian Joppke, "Why Liberal States Accept Unwanted Immigration," *World Politics* 50:2 (January 1998): 266-293; Christian Joppke,

Immigration and the Nation-State: The United States, Germany, and Great Britain (Oxford: Oxford University Press, 1999); Amy Gurowitz, "Mobilizing International Norms: Domestic Actors, Immigrants, and the Japanese State," *World Politics* 51: 3 (1999): 413-445; Wayne Cornelius, Takeyuki Tsuda, Philip Martin, and James Hollifield, eds., *Controlling Immigration: A Global Perspective*, 2nd edition (Stanford: Stanford University Press, 2004); Alejandro Portes and Josh DeWind, eds., *Rethinking Migration: New Theoretical Perspectives* (New York: Berghahn Books, 2007); Gary Freeman, "Modes of Immigration Politics in Liberal Democratic States," *International Migration Review* 29 (1995): pp. 881-902; Rogers Brubaker, *Citizenship and Nationhood in France and Germany* (Cambridge: Harvard University Press, 1992).

"FIRST DRAFTS" OF RESEARCH PAPERS DUE SUNDAY, APRIL 25, via Collab site

XII. TOPIC: CRIMINAL JUSTICE POLICY (4/27)

*Nicholas D. Kristof and Sheryl WuDunn, *Tightrope: Americans Reaching for Hope* (New York: Alfred A. Knoff, 2020): pp. 175-188.

Supplemental Reading: David T. Johnson, *The Japanese Way of Justice: Prosecuting Crime in Japan* (Oxford: Oxford University Press, 2002); John O. Haley, "Apology and Pardon: Learning from Japan," *American Behavioral Scientist* 41:6 (March 1998): 842-867; Jeremy Travis, Bruce Western, and F. Stevens Redburn, *The Growth of Incarceration in the United States: Exploring Causes and Consequences* (Washington, DC: The National Academies Press, 2014); Peter K. Enns, *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World* (Cambridge: Cambridge University Press, 2016); Special issue of *Crime and Justice* on "Sentencing Policies and Practices in Western Countries" (includes chapters on Nordic countries; Germany; Italy; Poland; France; Belgium; Canada; Australia; and the UK).

XIII. STUDENT TOPIC OR COMPARATIVE COVID RESPONSE (5/4)

Abstracts of student papers.

FINAL PAPERS DUE FRIDAY, MAY 7, via Collab site (if required)

ADDITIONAL IDEAS FOR STUDENT TOPICS:

Comparative Policy on Abortion
Comparative Policy on Capital Punishment
Comparative Gun Control Policy
Comparative "Political Reform" (how nations try to keep politics 'clean')
Comparative Higher Education Policy
Comparative Tax Policy
Comparative Regulatory Policy (e.g. of Telecommunications, Electric Utility)
Comparative Narcotics Regulation (Drug Policy)
Comparative Anti-Discrimination Policy (Gender, Sexuality, Race)
Comparative Food / Water / Consumer Product Safety Regulation

PROF. SCHOPPA'S CLASS RULES

1. LATE PAPERS: The final grade on the paper/project will be docked one letter grade (a paper worthy of a "B-" will be marked down to "C-") for every day it is late unless the delay has been approved by me (based on a very good reason) prior to the due date. Last minute computer problems are not an excuse!!! Back-up your work to avoid losing it, and leave time for you to deal with last minute hitches by aiming to finish well before the deadline.

2. PLAGIARISM: Using someone else's words or ideas without attribution constitutes an offense of "plagiarism" that is grounds for expulsion under the University's Honor System. If you are using more than four words in a row that are identical to those in another source, you should put them in quotation marks and cite the source of the quotation. If you refer to a fact (e.g. statistical data; historical details) or idea that is not "general knowledge," you should identify the source, including the page number, from which this fact or idea is drawn. I consider something to be "general knowledge" if I could easily find this "fact" in three different published sources. For example, many sources tell us Columbus sailed to the Americas in 1492, so you would not need to cite this date.