

**International Studies 190: Senior Capstone Seminar
Comparative Public Policy: Origins, Processes, Impacts
Winter Quarter 2022 (week 4 revision)**

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Seminar Meetings: Thursdays, 12:30 – 3:20 pm
Seminar Room: GPS Dean’s Conference Room (DCR)
Zoom

Office Hours:

- **Thursdays after seminar** until last question, and
- **Tuesdays, 1:30 – 3:30 pm**, and by appt.
<https://ucsd.zoom.us> (To ensure you have a time reserved, please sign up in advance via this appointment link. Beginning Tues., 8 Feb., you can sign-up for either in-person (SSB #383) or Zoom/remote office hours. You can also try drop-ins, but sometimes slots are booked, so you might need to wait either in the virtual waiting room or outside my office, if someone has confirmed that spot. If you find yourself waiting, double-check the calendar link for openings, and if everything is booked, simply email for an appt.)

Course Description:

This seminar is designed to deepen your knowledge of key public policy areas in advanced industrialized democracies in the 21st century as well as explore how, and why, these policies differentially impact the social, economic, and political standing of their citizens. Specifically, we’ll focus on four main areas of national policymaking: family policies, health care policies, labor market policies, and corporate governance policies. For each policy area, we’ll compare different policy trajectories and outcomes on human development indicators in three advanced industrialized democracies: Sweden, Germany, and the United States. Questions we’ll ask include: What explains central differences in national policy trajectories and outcomes? What role can public policy play in promoting or inhibiting equitable processes and conditions of social, political and/or economic development? Why are some public policies more effective in addressing key indicators of human development than others? What are dominant obstacles that might prevent development and implementation of more effective and equitable policies? Can these obstacles be overcome in specific case studies? If so, how? If not, why not?

The seminar is also designed to support you in further developing your critical reading, thinking, speaking, research, and writing skills, ultimately culminating in the successful completion of your senior capstone thesis in International Studies. For your thesis, you will research a public policy problem of your choice from one of the four policy areas above, in a country case study or case studies of your choice, and critically investigate its social, political, and/or economic impacts. Weeks 2 through week 7, you’ll write a total of four short (2 pg., double-spaced) response papers to deepen your understanding of different policy trajectories and outcomes across the three main course case studies, and lay foundations for your thesis project. In addition, you’ll submit a series of interim writing assignments designed to provide feedback and support on your thesis project throughout the quarter. Although each of your thesis topics will be unique, our approach will be collaborative and supportive, with feedback on your ideas and writing each week. Our goal is that you will each write on a thesis topic that’s of great interest to you (within the parameters of the course), and that you will be highly successful in this endeavor!

By the end of this course, students should be able to:

- (1) provide economic, political, and cultural explanations for why public policy outcomes differ across national case studies within a specific policy area (of the four areas addressed in the course), orally and in writing;
- (2) explain the role of public policy in a specific issue area in promoting or inhibiting equitable human development indicators among differently situated social, economic, or political groups within a case study of choice, orally and in writing;

(3) identify, describe, and critically evaluate the role of relevant national institutions, political actors, and political interests in explaining a public policy problem or puzzle of choice, in a country case study of choice, orally and in writing;

(4) complete a ~18 – 20-page research paper that demonstrates proficiency in identifying high quality sources of evidence relevant to a specific political problem in a country case study of choice (outside the U.S.), and that demonstrates competency in critically evaluating, correctly citing, and effectively using this information, ethically and legally.

Seminar Requirements

(1) Seminar Participation

- 1) Reading response papers (3 x 2 pg. double-spaced ~6.667% each) 20%
 - submit to TII.com on Canvas by 11:59 p.m., Wednesdays
- 2) Discussion leader once (together with 3 classmates): 10%
- 3) General seminar participation 10%
 - **Remote participation:** if you're unable to join in-person weeks 5 – 10, please submit a brief 1-page single-spaced reflection on 3 main takeaways from the seminar discussion relating either to:
 - a) how you will integrate these into your own research, or
 - b) how these change how you think about a specific policy issue areaPlease upload to Canvas ideally by Sat. 11:59 pm (so as not to interfere with Sunday research deadlines), but if you need more time, just let me know.
- 4) Project presentations, weeks 7 - 10 10%

(2) Research and Writing Assignments

- 1) **Week 2: Thurs, 13 Jan.** (no upload) thesis proposal 1st draft print copy for class (ungraded)
- 2) **Week 3: Tues., 18 Jan.,** 11:59 pm, TII.com/Canvas (policy problem + case study) (ungraded)
 - a) Peer review (2 peers), if possible by Wed., 1/19
- 3) **Week 5: Sun., 30 Jan.** 11:59 pm, Canvas: ~3 - 5 pgs + annotated bib, 5 PR sources (ungraded)
- 4) **Week 5: Tues, 1 Feb:** 11:59 pm, Canvas: Feedback to 2 peers (ungraded)
- 5) **Week 5: Thurs., 3 Feb:** bring print copy to class for workshop (ungraded)
- 6) **Week 7: Sun., 13 Feb,** 11: 59 pm, Canvas: ~7- 10 pages, 7 PR sources (ungraded)
- 7) **Week 7: Tues., 15 Feb.,** 11:59 pm, Canvas: Feedback to 2 peers (ungraded)
- 8) **Week 7: Thurs, 17 Feb.,** integrate feedback bring print copy to class for workshop (ungraded)
- 9) **Week 9: Sun., 27 Feb,** 11:59 pm, Canvas: ~12 – 15 pgs, 10 PR sources (ungraded)
- 10) **Week 9: Tues, 1 March,** 11:59 pm, Canvas: Feedback to one peers (ungraded)
- 11) **Week 9: Thurs., 3 March,** bring print copy to class for workshop (ungraded)
- 12) **Final Capstone Thesis, Tues. 15 March, 2:30 pm** ([as per UCSD's finals schedule](#)) 50%
 - Although all drafts of research/writing assignments are ungraded, **on-time submission of these count toward the "general seminar participation" component of your grade (see below).**

Seminar Participation:

As a senior capstone seminar in International Studies, students are expected to complete all assigned readings prior to seminar meetings and come prepared to actively discuss central questions, puzzles, and insights that arise from these readings. Three course requirements are designed to help you succeed as a seminar participant, facilitate high quality discussions, and assist you with your research skills and thesis projects:

- (1) *Reading Response Papers:* To further develop your critical reading and writing skills, and help facilitate seminar discussions, for weeks 2 – 6 you'll write a total of 3 short (2-page double-spaced) reading response papers. Papers should: (1) summarize the chapter's main argument, and (2) provide a reasoned response to this argument, based on evidence from the chapter. Papers will be graded on a 10-point scale: 7 - 8 = still developing; 8 - 9 = meets expectations; 9-10 = exceeds expectations. Please upload your papers to Canvas no later than 11:59 p.m. on Wednesdays before Thurs. seminar meetings. Each paper will count for ~6.667% of your grade (since we lowered the requirement from 4 to 3 papers) for a total of 20%.

- (2) *Discussion Leaders:* Once during the quarter, together with three of your thesis-mates, you'll help lead seminar discussions on issues, themes, questions, and puzzles that you think are particularly interesting and important from that week's assigned reading. For the weeks that you are a designated discussion leader, you should also be able to: (1) summarize the key points of the chapter; (2) facilitate discussion on questions raised at the end of the chapter; (3) critique assumptions that are either stated or implied by the author's arguments; (4) comment on the quality of evidence presented to support arguments; and (5) state whether you find the arguments and/or evidence compelling or not, and why. You'll collaborate with your fellow discussion leaders in meeting these goals and in planning for the week's seminar discussion. I'll also meet with each group prior to our Thurs. meeting to support you and answer any questions you might have. Discussion leader responsibilities will count for a total of 10% of your seminar grade.
- (3) *General Seminar Participation:* This component of your grade will be assessed on a weekly basis. As long as you attend seminar, actively engage in seminar discussions, and complete all ungraded assignments on time, you will receive full points each week (10% of course grade). (If participating remotely, see "general seminar participation" above.)

Written Assignments and Research Projects:

The central written requirement for the senior capstone seminar is an ~18-20-page (double-spaced) research paper. Depending on your personal research interests and goals, you can choose to write either a traditional research paper or a research-based policy paper. See above schedule for draft submissions. Here is a link to the library guide to help you identify strong sources: https://ucsd.libguides.com/intl190_feeley. During weeks 7 - 10, you will also have the opportunity to present your research for feedback. Presentations should be approximately 10 minutes and will count 10% of your final grade. Project presentations serve at least five purposes: (1) they enable us to better understand each other's research interests; (2) we gain practice in presenting our research ideas; (3) they provide an opportunity for feedback prior to turning in final projects (approximately 10 minutes will be allotted to each student for feedback); (4) they advance our understanding of contemporary policy experiments and their differential impacts on well-being and human development; and (5) they help us draw comparisons and insights across case studies and regions of the world.

Late Assignment Policy: To ensure standards of fairness for all students, late assignments without a documented excuse, will be penalized five points for each 24-hour period that they are late. Please don't hesitate to reach out to me if you should have questions or concerns about this.

Work load: As an upper-division course, the UCSD Academic Senate guideline is approximately 3 hours of work outside of class for each 1 hour in class, or approximately 9 hours of work weekly outside of class. For weeks 2 - 6, you will need to balance course readings (one chapter) with independent research on your capstone projects, but readings and research assignments are designed not to exceed 9 hours on any week. If you find you are spending more time than this on your work, please let me know right away so that I can support you in developing more efficient reading, research, and/or writing strategies.

Student Support Resources

UCSD Basic Needs Hub: <https://basicneeds.ucsd.edu/> *Basic Needs* refers to the most essential resources required to thrive as a student, which includes access to nutritious food, stable housing, and financial wellness resources.

Mental Health Services: <https://caps.ucsd.edu>

Library Help, eReserves and research tools: <https://library.ucsd.edu/ask-us/triton-ed.html>

Writing Hub: <https://commons.ucsd.edu/students/writing/index.html>

Supplemental Instruction: [https://commons.ucsd.edu/students/supplemental instruction/index.html](https://commons.ucsd.edu/students/supplemental%20instruction/index.html)

Tutoring: <https://commons.ucsd.edu/students/math-chemistry-tutoring/index.html>

Community Centers: Learn about the different ways UC San Diego explores, supports, and celebrates the many cultures that make up our diverse community. <https://students.ucsd.edu/student->

life/diversity/index.html

Accessibility: Students needing accommodations due to a disability should provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), located in University Center 202 behind Center Hall. Please present AFA letters both to me and the OSD Liaison for Political Science (Joanna Peralta: joperalt@ucsd.edu) as soon as possible so that accommodations may be arranged. OSD contact for further information: <https://disabilities.ucsd.edu/>; osd@ucsd.edu | 858. 534.4382

Inclusive Classroom

I am fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. I urge each of you to contribute your unique perspectives to seminar discussion each week so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know, or you may also submit anonymous written feedback to one of the ISP Intake Advisors. Please simply place your written feedback in an envelope with our course name and number, and bring this to the front desk of the International Studies Department addressed to "ISP Intake Advisor." These comments will then be brought to my attention. Additional resources to support equity, diversity, and inclusion in our classroom, and beyond, may be found here: Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | <https://diversity.ucsd.edu/>

<https://students.ucsd.edu/student-life/diversity/index.html>

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

UCSD Academic Regulations and Policies

Academic Integrity: Each student is expected to abide by UCSD's policy on Integrity of Scholarship (<https://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>) and to excel with integrity in our course. Students are expected to do their own work, as outlined in the UCSD Policy on Academic Integrity and published in the UCSD General Catalog: <https://academicintegrity.ucsd.edu/excel-integrity/index.html>. Violations will be subject to disciplinary measures as outlined by the University. If you have any questions regarding this policy, please let me know, or feel free to reach out to UCSD's Academic Integrity office directly: aio@ucsd.edu.

Finally, please also abide by **UCSD's Principles of Community** <https://ucsd.edu/about/principles.html> and the **Student Code of Conduct**: <https://students.ucsd.edu/files/student-conduct/ucsandiego-student-conduct-code-interim-revisions1-16-18.pdf> to support equity, diversity, and inclusion in our classroom.

Course Texts

There is one required text for the seminar:

- Bowman, John R. 2014. *Capitalisms Compared: Welfare, Work, and Business*, LA: CQ Press, SAGE.

You may purchase a print copy at UCSD Bookstore or elsewhere, but an e-version is freely available to you via Geisel e-books and a print copy is available on Geisel print reserves. Should you encounter any problems locating the book, please just let me know right away.

Three other books are not required, but may be useful to you as resources, and are also either available online (Lipson) or via Geisel print reserves:

1. Graff, Gerald and Cathy Birkenstein. *"They Say/I Say" The Moves That Matter in Academic Writing*. New York: W.W. Norton & Company, 2018. (But, any edition is fine.)
2. Lipson, Charles. *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*, Chicago: University of Chicago Press, 2005. Available (free!) online: <http://www.charleslipson.com/How-to-write-a-thesis.htm>.
3. Strunk, William Jr. and Richard De A'Morelli. *The Elements of Style*, Spectrum Ink Publishing, 2017. (But, any edition is fine.) New and used from \$2.00: <https://www.amazon.com/Elements-Style-William-Strunk-Jr/dp/194564401X>.

Course Schedule:

Week 1: Thursday, 6 January: Introductions

- Introductions
- Seminar goals and assignments
- Discussion leader schedule for quarter
- Small groups: discussion of potential policy interests, topics, and questions
- Sign-up: research presentations
- Discuss week 2 assignments.

Readings:

- None.

Assignments:

- Week 2 discussion leaders meet with me at the end of class. You can also set up time to meet next week, either as a group or individually.

Week 2: Thursday, 13 January: Comparing Political Economies: Market, Politics, and Institutions

We'll run a research workshop/tutorial with Annelise Sklar, Research Librarian, Geisel Library, for the first part of class.

Readings:

1. *Capitalisms Compared: Welfare, Work and Business*, Chapter 1, "Introduction," pp. 1 – 35.
2. Skim chapters 2 – 6 to get a sense of your policy interests.

Assignments:

1. 2 pg. double-spaced reading response paper, TII.com, 11:59 pm, Wed. (*if you're writing for this week – remember you'll submit a total of 3 response papers*)
2. Policy proposal: 1 paragraph that includes:
 - policy area you think you'd like to focus on
 - policy problem within this area you'd like to explore
 - possible case study/case studies
 - (simply have ready to virtually workshop in class – that is, no need to upload to Canvas –ungraded)

Key concepts: comparative institutional advantage, conservative welfare state, coordinated market economy, de-commodification, deserving poor, earnings related benefits, liberal market economy, liberal welfare state, means testing, political economy, social democratic welfare state, subsidiarity, universal eligibility.

Week 3: Thursday, 20 January: Family Policy

Reading: Chapter 4, "Family Policy," pp. 137-169

Assignments:

1. 2 pg. double-spaced reading response paper, TII.com/Canvas, 11:59 pm, Wed., 1/19 (*if you're writing for this week – remember you only need to submit a total of 3 response papers*)
2. Second draft thesis proposal (ungraded): (upload to TII.com/Canvas by 11:59 pm, Tues., 1/18)
 - a. Policy problem of interest and country within which you'd like to investigate this problem, and why this is interesting to you (~1 paragraph)
 - b. Preliminary bibliography: 5 peer-reviewed sources (Please format using an academically recognized bibliographic format. If you don't have a favorite, you can use Chicago:

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

3. Peer feedback to 2 thesis-mates (ideally, if you're able) by 11:59 pm, Wed., 1/19
4. Incorporate feedback and bring revise copy to class on Thursday, 1/20, to workshop.

Key concepts Aid to Families with Dependent Children (AFDC), "daddy leave," "dual earner-dual career" family, Earned Income Tax Credit (EITC), family allowances, individual taxation versus household taxation, male-breadwinner family model, parental leave, refundable tax credit, Temporary Assistance to Needy Families (TANF).

Week 4: Thursday, 27 January: Health Care Policy

Reading: Chapter 2, "Health Policy," pp. 36 – 98.

Assignments:

1. 2 pg. double-spaced reading response paper, TII.com, 11:59 pm, Wed.. 1/26 (*if you're writing for this week – remember you'll submit a total of 3 response papers*)
2. Work on week 5 draft: ~3 - 5 pages, with annotated bib of 5 peer-reviewed sources, for 11:59 pm, Sunday, 1/30.

Key Concepts: adverse selection, Affordable Care Act, ambulatory versus hospital care, community rating versus experience rating, co-payment versus coinsurance, deductible, diagnosis-related group (DRG) payment system, health maintenance organization (HMO), individual versus group insurance, Medicaid, Medicare, preferred provider organization, sickness fund

Week 5: Thursday, 3 February: Labor Market Policy

Reading: Chapter 5, "Labor Markets," pp.170-238.

Assignments:

1. 2 pg. double-spaced reading response paper, TII.com, 11:59 pm, Wed., 2/2 (*if you're writing for this week – remember you'll submit a total of 3 response papers*)
2. ~3 - 5 page draft, with annotated bib of 5 peer-reviewed sources, 11:59 pm, Sunday, 1/30 (same as above)
3. Peer review to 3 peers by 11:59 pm, Tues., 2/1.
4. Bring print copy of revised draft to seminar for workshop and feedback

Key Concepts: at-will employment doctrine; centralized versus decentralized collective bargaining; codetermination; combination in restraint trade; conflicts of right versus conflicts of interest; employers' association; exit, voice, and loyalty in the labor market; labor injunctions; labor unions as monopolies; local-level collective bargaining; National Labor Relations Act (Wagner Act); opening clause; pattern bargaining; peak bargaining; right-to-work laws; sectoral-level collective bargaining; solidaristic wages; strike versus lockout; Taft-Hartley Act; union sector versus nonunion sector; work councils

Week 6: Thursday, 10 February: Corporate Governance and Finance Policies: Comparative Perspectives

Reading: Chapter 6, "Corporate Governance and Finance," pp. 239 - 300.

Assignments:

1. 2 pg. double-spaced reading response paper, TII.com, 11:59 pm, Wed., 2/9 (*if you're writing for this week – remember you'll submit a total of 3 response papers*)
2. Work on week 7 draft - ~5 - 7 pages (double-spaced), or as much as beyond this as you're able, 7 peer-reviewed sources (not annotated, but properly formatted using academically recognized bibliographic format), **upload by 11:59 pm, Sunday, 2/13.**

Key Concepts: block holders; board-level codetermination; capitalism without capitalists; cartels; closed-end investment fund; corporation in the public interest; credit default swap; Dodd-Frank Act; dual-class shares; efficient market hypothesis; horizontal consolidation; hostile merger; insiders versus outsiders; institutional investors; leveraged buyout; limited liability; managerialism; market for corporate control; minority shareholders; mortgage-backed securities; principal-agent problem; proxy voting; proxy voting by banks; pyramids; Sarbanes-Oxley Act; separation of ownership and control; shadow banking system; stake-holding perspective versus shareholding perspective; stock options; supervisory board versus managing board; universal banking

Week 7: Thursday, 17 February: Research Presentations and Feedback

Reading: None (Independent research on projects)

Assignments:

1. ~5 - 7 pages (double-spaced), or as much as beyond this as you're able, 7 peer-reviewed sources (not annotated, but properly formatted using academically recognized bibliographic format), **upload by 11:59 pm, Sunday, 2/13 (same as above)**
2. feedback to two peers **by 11:59 pm, Tues, 2/15**
3. Bring print copy of revised draft to seminar for workshop and feedback

Week 8: Thursday, 24 February: Research Presentations and Feedback

Reading: None (Independent research on projects)

Assignments:

1. Research presentations
2. Work on week 9 draft: : ~12 – 15 pgs + 10 PR sources, citations and bibliography should be properly formatted: upload by 11:59 Sunday, 2/27.

Week 9: Thursday, 3 March: Research Presentations and Feedback

Reading: None (Independent research on projects)

Assignments:

1. Research presentations
2. week 9 draft: : ~12 – 15 pgs + 10 PR sources, citations and bibliography should be properly formatted: upload by 11:59 Sunday, 2/27 (same as above)
3. feedback to one peer **by 11:59 pm, Tues., 3/1**
4. Bring print copy of revised draft to seminar for workshop and feedback

Week 10: Thursday, 10 March: Research Presentations and Feedback

Reading: None (Independent research and writing on projects)

Assignments:

1. Research presentations
2. Work toward final draft (~18 – 20 pages, 12 sources of which 10 are PR, citations and bibliography should be properly formatted) for next **Tues., 15 March, 2:30 pm**

Final Exams Week: Please upload your final capstone paper to TII.com on Canvas by **2:30 pm Tues., 15 March** (as per UCSD's final exam schedule), then celebrate the successful completion of your capstone thesis and the quarter! Congrats!!

Further Reading:

Week 2:

Welfare, Work, and Business: Comparative Political Economies

1. Abernathy, Nell, Mike Konczal and Kathryn Milani, eds. *Untamed: How to Check Corporate, Financial and Monopoly Power*. New York: Roosevelt Institute, June 2016.
2. Acemoglu, Daron, Suresh Naidu, Pascual Restrepo, and James A. Robinson. "Democracy, Public Policy and Inequality." *Comparative Democratization*. Vol. 11. No. 3. Oct. 2013.
3. Alesina, Alberto and Edward L. Glaeser. *Fighting Poverty in the US and Europe: A World of Difference*. Oxford: Oxford University Press, 2013.
4. Amable, Bruno. *The Diversity of Modern Capitalism*. New York: Oxford University Press, 2003.
5. Amat, Francesc and Pablo Bermendi. "Economic and Political Inequality: The Role of Political Mobilization," Unpublished paper, January 29, 2016.
6. Beramendi, Pablo and Christopher J. Anderson, eds. *Democracy, Inequality, and Representation in Comparative Perspective*. Russell Sage Foundation, 2008.
7. Bonica, Adam, Nolan McCarty, Keith T. Poole, and Howard Rosenthal. "Why Hasn't Democracy Slowed Rising Inequality?" *Journal of Economic Perspectives*. Vol. 27. No. 3, Summer, 2013: 103 – 124.
8. Brandonlini, Andrea and Timothy M. Smeeding. "Inequality Patterns in Western Democracies: Cross-Country Differences and Changes over Time," in *Democracy, Inequality, and Representation in Comparative Perspective*. Russell Sage Foundation, 2008: 25 – 61.
9. Brown, Wendy. "American Nightmare: Neoliberalism, Neoconservatism, and De-Democratization." *Political Theory*. Vol 34. No. 6. 2006.
10. Brown, Wendy. *Undoing the Demos: Neoliberalism's Stealth Revolution*. Cambridge: MIT Press, 2015.
11. Castles, Francis G., Stephan Leibfried, Jane Lewis, Herbert Obinger, and Christopher Pierson, eds. *The Oxford Handbook of the Welfare State*. Oxford University Press, 2010.
12. Hall, Peter A., and David Soskice. "An Introduction to Varieties of Capitalism." In *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*, edited by Peter A. Hall and David Soskice, 1 – 68. New York: Oxford University Press, 2001.
13. Lijphart, Arend. "Majority Rule in Theory and Practice: The Tenacity of a Flawed Paradigm." *International Social Science Journal*. Vol. 43. No. 3. August 1991.
14. Milanovic, Branko. *Global Inequality: A New Approach for the Age of Globalization*. Cambridge: The Belknap Press of Harvard University Press, 2016.
15. Oxfam. "Broken at the Top: How America's Dysfunctional Tax System Costs Billions in Corporate Tax Dodging," *Oxfam Media Briefing*, April 14, 2016. www.oxfam.org.
16. Oxfam. "Working for the Few: Political Capture and Economic Inequality." *Oxfam Briefing Paper*, 178. 20 January 2014. www.oxfam.org.
17. Piketty, Thomas. *Capital in the Twenty-First Century*. Cambridge, MA: The Belknap Press of Harvard University Press, 2014. (See especially: "Introduction," Ch. 9 "Inequality of Labor Income," Ch.10 "Inequality of Capital Ownership," Ch. 12 "Global Inequality of Wealth in the Twenty-First Century," "Ch 13 "A Social State for the Twenty-First Century," "Conclusion.")
18. Pontusson, Jonas. *Inequality and Prosperity: Social Europe versus Liberal America*. Ithaca, NY: Cornell University Press, 2005.
19. Rueschemeyer, Dietrich, Evelyn Huber Stephens, and John D. Stephens. *Capitalist Development and Democracy*. Chicago: University of Chicago Press. 1992
20. Schmitter, Philippe C. and Terry Lynn Karl, "What Democracy Is . . . And Is Not," *Journal of Democracy*. Vol. 2. No. 3. Summer 1991: 75 – 88.
21. Stiglitz, Joseph E. *Making Globalization Work*. New York: W.W. Norton & Co., 2006. (See esp. Ch. 7 "The Multinational Corporation.")
22. Stiglitz, Joseph E. *The Price of Inequality: How Today's Divided Society Endangers Our Future*. : W.W. Norton & Co., 2013.

23. U.S. Social Security Administration, Office of Policy, Office of Research, Evaluation, and Statistics. *Social Security Programs throughout the World: Europe, 2012*. Washington, DC: Government Printing Office, 2012.
24. Wallach, Lori and Michelle Sforza. *Whose Trade Organization: Corporate Globalization and the Erosion of Democracy*. Washington DC: Public Citizen Foundation, 1999.
25. Weimer, David L. and Aidan R. Vining. *Policy Analysis: Concepts and Practice*, 5thrd ed. Taylor and Francis. (Earlier editions also fine.)
26. Zuberi, Dan. *Difference That Matter: Social Policy and the Working Poor in the United States and Canada*. Ithaca, NY: Cornell University Press, 2006.

Week 3: Comparative Family Policies

1. Collins, Jane L. and Victoria Mayer. *Both Hands Tied: Welfare Reform and the Race to the Bottom in the Low-Wage Labor Market*. Chicago: University of Chicago Press, 2010.
2. Ellingsaeter, Anne Lise, and Arnaug Leira, eds., *Politicising Parenthood in Scandinavia: Gender Relations in Welfare States*. Bristol: Policy Press, 2006.
3. Gornick, Janet and Marica K. Meyers. *Families That Work: Policies for Reconciling Parenthood and Employment*. New York: Russell Sage Foundation, 2003.
4. Hays, Sharon. *Flat Broke with Children: Women in the Age of Welfare Reform*. New York: Oxford University Press, 2003.
5. Hochschild, Arlie. *The Second Shift*. New York: Viking, 1989.
6. Morgan, Kimberly J. *Working Mothers and the Welfare State: Religion and the Politics of Work-Family Policies in Western Europe and the United States*. Stanford, CA: Stanford University Press, 2006.
7. Organisation for Economic Co-operation and Development. *OECD Family Database*. Paris: OECD: <http://www.oecd.org/social/soc/oecdfamilydatabase.htm>.

Week 4: Comparative Health Care Policies

1. Gordon, Colin. *Dead on Arrival: The Politics of Health Care in Twentieth-Century America*. Princeton, NJ: Princeton University Press, 2003.
2. Jacobs, Lawrence R. and Theda Skocpol. *Health Care Reform and American Politics: What Everyone Needs to Know*. New York: Oxford University Press, 2010.
3. Quadagno, Jill. *One Nation Uninsured: Why the U.S. Has No National Health Insurance*. New York: Oxford University Press, 2005.
4. Starr, Paul. *Remedy and Reaction: The Peculiar American Struggle over Health Care Reform*. New Haven, CT: Yale University Press, 2011.
5. Thomson, Sarah, Robin Osborn, David Squires, and Miraya Jun, eds. *International Profiles of Health Care Systems*. New York: Commonwealth Fund, 2012.
6. World Health Organization Website: <http://www.who.org>.

Week 6: Comparative Labor Market Policies

1. Bamber, Greg J., Russell D. Lansbury, and Nick Wailes, eds. *International and Comparative Employment Relations: Globalisation and the Developed Market Economies*, 4th ed. London: Sage, 2004.
2. Ehrenreich, Barbara. *Nickel and Dimed: On (Not) Getting By in America*. New York: Henry Hold, 2001.
3. European Industrial Relations Observatory Online: http://www.eurofound.europa.edu/eiro/about_index.htm.
4. Freeman, Richard B. *America Works: Critical Thoughts on the Exceptional U.S. Labor Market*. New York: Russel Sage Foundation, 2007.
5. Iversen, Toren, Jonas Pontusson, and David Soskice, eds. *Unions, Employers, and Central Banks: Macroeconomic Coordination and Institutional Change in Social Market Economies*. New York: Cambridge University Press, 2000.
6. Swenson, Peter. *Capitalists Against Markets: The Making of Labor Markets and Welfare States in the United States and Sweden*. New York: Oxford University Press, 2002.

Week 7: Comparative Corporate Governance and Finance Policies

1. Barca, Fabrizio, and Marco Becht, eds. *The Control of Corporate Europe*. New York: Oxford University Press, 2001.
2. Blair, Margaret. *Ownership and Control: Rethinking Corporate Governance for the Twenty-First Century*. Washington DC: Brookings Institution Press, 1995.
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