

**Supplementary Materials for  
“Mainstreaming Gender in Political Science Courses: The Case of Comparative  
Public Policy” By Amy G. Mazur**

**Course Syllabus (pp. 2-6)  
Detailed Instructions for Comparative Public Policy Research Project (pp. 7-14)**

## COURSE SYLLABUS COMPARATIVE PUBLIC POLICY

Pol S 432 (M), Fall 2015  
Cleveland 30 W, Tu/Th 9:10-10:25

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### INTRODUCTION:

The goal of this course is fourfold: 1) to learn about the processes of public policy formation in the sectors of environmental and feminist policy in western post industrial democracies; 2) to learn how to analyze public policy formation in a comparative perspective in relation to the area of study called Comparative Public Policy; 3) to be introduced to comparative policy research in a group setting; and 4) to develop writing skills within the context of comparative policy analysis.

You will become acquainted with Comparative Public Policy as an area of study within political science by learning about the processes through which western post industrial democracies develop policies. In class, we will use a process-oriented framework, called the **Comparative Policy Formation Model**, to study similarities and differences in the politics of policy formation in two different sectors of public policy – environmental and feminist – in a selection of western post industrial democracies (the USA, Great Britain, Canada, Australia and Germany).

One third of in-class time and two-thirds of course assignments will be spent on designing, conducting research for, discussing, writing about, and presenting the results of a collaborative comparative policy research project. Detailed instructions for the research project will be distributed and policy issue/research group assignments will be made on 9/1. Starting 9/17 until 11/12 the last part of every Thursday session will be devoted to in-class research group meetings. Beginning 11/17, students will spend the last part of the semester presenting their research at an in class research conference. Country group presentations will first be made and the class will then conduct together an aggregate comparative policy analysis across the five countries and two policy sectors based on the research presented by the groups. Reading assignments are relatively light so that students can use class preparation time to work on research and writing projects as well as to master the materials covered in the assigned readings.

It is important to note that this is a writing and research intensive class that will present most students with new challenges in terms of research, writing and applying empirical analysis to larger theoretical questions. To be able to respond to these challenges, students will need to attend ALL classes, do assigned readings and work on research journals and research EVERY week. If you are unable to meet this level of commitment for this class, you will not be able to pass. It is also discouraged for first or second year students to take this class, unless they have

significant background in political science; or for upper division students with no background in political science.

#### REQUIRED READINGS:

All books are available for purchase in the Bookie. Students should feel free to purchase used books on the web. Readings are referred to by the last name of the author and chapter numbers. You will need to buy all of these books for the class. Anderson covers the stages of the policy process and Desai and Mazur cover the two policy sectors AND provide key basic references you will need to consult for your research projects.

Anderson, James E. 2006. Public Policymaking: An Introduction. Sixth Edition. Boston/ New York: Houghton Mifflin. Fifth edition may be bought as well.  
Desai, Uday,ed. 2002. Environmental Politics and Policy in Industrialized Countries. Cambridge: MIT Press.  
Mazur, Amy G. 2002. Theorizing Feminist Policy. Oxford: Oxford University Press.

**Students are expected to complete weekly readings by class on the Tuesday of each week.**

#### REQUIREMENTS AND COURSE POLICIES:

Research Journals (2 x 10%)	20%
Research Paper*	20%
Individual Research Presentation	10%
Research Group Meetings	20%
Comparative Policy Formation Model Essay*	20%
Final Comparative Essay	10%
*Revised Writing Assignments	

**Grading Scale** -- The following grading scale will be used on all assignments as well as for overall course grades; 100 = A+; 94-97 = A; 90-93 = A-; 87-89 = B+; 84-86=B; 80-83 =B-; 77-79 = C+; 74-76 = C; 70-73 = C-; 67-69 = D+; 64-66 = D; 60-63= D-; 59 and below=F.

**Detailed Instructions for Course Project** will be distributed in class on Tuesday, 9/1 for research journals, research paper, weekly research meetings, and final comparative essay. Attendance that day will be required and will be counted in your research group meeting grade.

**Library Orientation** – Students are required to attend the research orientation at the library on 9/8. Attendance will be taken and will be counted in your research group meeting grade.

**Instructions for the Comparative Policy Process Essay** are at the end of this syllabus.

**Class handouts** will only be brought to class on the day they are distributed, typically on Tuesdays. THEY ARE NOT AVAILABLE ONLINE. Missed class handouts will be available

outside of Prof. Mazur's office.

**Late assignments** will not be accepted, under normal circumstances. Assignments must be turned in at the beginning of class by the individuals who did them. If these rules are not respected, students will receive an automatic 0 for that assignment. Any foreseen problems with deadlines should be discussed in advance with Prof. Mazur. *PLEASE NOTE that there is a procedure for making-up missed research group meetings in the instruction packet for the research project.*

**Students with Disabilities** ---Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

**Plagiarism** --If there is evidence of plagiarism on any of the writing assignments, students will receive an F for the course and will be reported to the Office of Student Standards and Accountability. According to the Washington Administrative code, "Plagiarism is knowingly representing the work of another as one's own, without proper acknowledgement of the source. The only exceptions to the requirement that sources be acknowledged occur when information, ideas, etc. are common knowledge. Plagiarism includes, but is not limited to, submitting as one's own work the work of a "Ghost writer" or work obtained from a commercial writing service; quoting directly or paraphrasing closely from a source without giving proper credit; using figures, graphs, charts, or other such material without identifying the sources (WAC 504-25-310 (6))." In order to avoid committing plagiarism you must appropriately cite all sources through a recognized reference system; the in-text reference system used in the social sciences is recommended. A guide to this reference system will be handed out in class during the semester.

**Academic Integrity** -- Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.

**Cell Phones and Internet Access** -- Students are allowed to bring their computers/ cellphones to take notes during lectures and work on the internet during in-class research meetings; any non course related consultation of computers or cellphones is not permitted during class hours and will result in the deduction of one half a grade for the ENTIRE course.

SCHEDULE:

**1. Introduction**

8/25 *Course Introduction*

8/27, 9/1 & 9/8 *Defining Comparative Public Policy*

READING: Anderson: Preface, Chapter 1; Mazur, Preface and Acknowledgements; Chapter 1

\*\*\*9/1 *Presentation of Research Project and Selection of Policy Issues*\*\*\*

\*\*\* **Attendance is Required**\*\*\*

\*\*\*9/3 *Class Canceled*\*\*\*

\*\*\* **RESEARCH JOURNAL WORK BEGINS**\*\*\*

\*\*\*9/8 *Orientation of Research Resources with Lorena O'English (Social Sciences Reference & Instruction Librarian)*

*Terrell Library 20 – Downstairs in the back of the journals room*

\*\*\* **Attendance is Required**\*\*\*

9/10, 9/15 & 9/17 *Our Approach to Comparative Public Policy*

READING: Desai, Forward, Acknowledgements, Chapter 1; Mazur Chapters 2-3

\*\*\***WEEKLY THURSDAY RESEARCH MEETINGS BEGIN 9/17**\*\*\*

**II. Understanding Policy Formation in Post Industrial Democracies**

9/22 & 9/24 *Defining Post Industrial Democracies and the Policy Formation Model*

READING: Anderson, Chapters 2 & 8

9/29 & 10/1 *Pre-Adoption*

READING: Anderson, Chapter 3

10/6 & 10/8 *Adoption*

READING: Anderson, Chapter 4

10/13 & 10/15 *Implementation*

READING: Anderson, Chapter 6

\* \* **Journal 1 Due in Beginning of Class on Tuesday October 13th** \*\*

10/20 & 10/22 *Evaluation and Impact*

READING: Anderson, Chapter 7

**III. Cross-National Comparison of Policy Formation by Sector**

\*\* **Comparative Policy Formation Model Essay Due in Beginning of Class Thursday October 29th** \*\*\*

10/27, 10/29, 11/3 *Environmental Policy Sector*

READING: Desai, Chapters 1 (Reread) and 9, Skim Chapters in Desai on countries covered by class.

11/5, 11/10 & 11/12 *Feminist Policy Sector*

READING: Mazur, Chapter 10 and skim policy cases on countries covered in class

**\*\*\*Research Meeting on 11/5 held in Terrell 20\*\*\***

**\*\*\*Journal 2 and Rough Draft of Individual Research Paper due in the beginning of Class Thursday November 12th\*\*\***

#### **IV. Cross-National Policy Analysis: Comparative Policy Research**

11/17 Introduction to Cross-National Analysis/ Comparative Policy Research Conference

*Group Presentations* 11/19, 12/1, 12/3, 12/8

**\*\*\*11/23-11/27 Thanksgiving Break \*\*\***

12/10 *Comparative Conclusions*

**\*\*\*Due in the PPPA Office on the 8<sup>th</sup> floor of Johnson Tower no later than Tuesday 12/15 at 9:00 am\*\*\***

**Revised Research Paper**

**Final Comparative Essay**

**Revised Comparative Policy Formation Model Essay**

**NOTE: Students may turn in these assignments earlier than the due date, but I will only correct them on 12/15. I only evaluate revised writing assignments one-time.**

# **Instructions for Assignments Related to the Comparative Public Policy Research Project Do Institutions Matter?**

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## GOALS

- 1) To identify cross-national and cross-sectoral trends in policy formation in Western Post Industrial Democracies by determining whether institutions matter in explaining the dynamics of policy formation in feminist and environmental policy in Canada, Great Britain, USA, Germany, and Australia through the lens of the Comparative Policy Formation Model (CPFM).
- 2) To trace how and why one discrete policy in a given sector moved through the major stages of the policy formation process through intensive multi-source research.
- 3) To investigate the dynamics of one stage of the policy formation process for one sector of policy or discrete policy in a specific sector in a single country.
- 4) To learn how to coordinate and to carry out a multi-national comparative research project.

## ASSIGNMENTS (All instructions in this packet.)

- 1) Weekly Thursday Research Meetings for coordinating country/sector group research and class-wide research issues (9 Thursday Sessions)
- 2) Individual Research Journal (2 submissions)
- 3) Individual Policy Process Paper (10-20 pages)
- 4) Country Group Presentations
- 5) Final Comparative Essay

See syllabus for weight of each assignment in overall course grade and specific deadlines. The instructions for all of these assignments are covered below.

## POLICY ON DEADLINES

All project deadlines must be respected. Late assignments will not be accepted, under normal circumstances. Assignments must be turned in at the beginning of class by the individuals who did them. If these rules are not respected, students will receive an automatic 0 for that assignment. This means that if you do not turn in a rough draft of your final paper, you will receive a 0 as your grade. Any foreseen problems with deadlines should be discussed in advance with the instructor. See below for specific project deadlines.

## PROJECT OVERVIEW

On Thursday 1/23, the class will be divided into 10 groups. On that day, each group will randomly select a country/ policy sector assignment for the semester. Groups will meet the last part of class each Thursday beginning on 1/30 until 4/3 to discuss their collective AND individual work. Each group will focus on the formation of a **discrete** policy within the sector and country they chose. A major collective task of the group will be to select which discrete policy will be examined by the group in the country and sector. The only criteria for selection is that the policy has been actually implemented.

The attached **Analytical Table for CPP Research Project: Country/Sector Specific Research** provides a framework for the coordination of the country/sector group research. It



reflects the different components of the **Comparative Policy Formation Model**, which provides the structure and framework for all aspects of this research project. Each group will agree on the assignment of the four policy processes among the members; each member will be responsible for a single policy process in their research. The goal of each researcher will be to first collect information, through an extensive search of primary and secondary sources, on their particular part of the policy process and the political, social, cultural, and economic context of their country. Students will keep a written record of their individual and group work in a journal to be submitted twice during the semester for a grade. Once the research has been conducted, students will write up their findings in an individual paper that analyzes what happened in their stage of the policy process – “the story” --, sub-system dynamics, and the influence of the policy environment (independent variables) in the dynamics of the policy process (dependent variable) to assess to what extent institutions determined the dynamics and outcomes of that stage of policy formation. The first draft of the comparative research paper will be due on 4/3 with your second journal; the rewrite is due no later than 5/6

At the end of the semester, each group will present the results of the findings on the four stages of policy formation in their country and specific policy sector as well as answer the question of do institutions matter? The class will then examine all group findings together to examine similarities and differences in policy formation across countries and across sectors, addressing the question of whether institutions played an important role in policy development.

All students will turn-in a final comparative essay, based on in-class presentations, that analyzes whether institutions are important explanatory factors in policy formation in feminist and environmental policy across the five countries. The third attached table on overall comparisons provides a framework for thinking about the comparative discussion and comparative essay. The instructions for this assignment are also in this packet of instructions.

## RESEARCH MEETINGS

Groups will meet the last part of class on Thursdays from 1/30 to 4/3.

The following is a checklist of collective tasks each group must undertake during these meetings.

- Distribution of specific policy processes between members by 2/13. POSSIBLE TO CHANGE.
- Selection of discrete policy issue the group will study (Must be done by first Journal deadline 2/24). POSSIBLE TO CHANGE IN SECOND HALF.
- Co-ordination of sources and information—potentially with the other groups working on the country.
- Discuss how concepts covered in class and readings apply to the research project.
- Discuss research progress and in-progress findings.
- Discuss how policy process of discrete policy works in general and how to differentiate between the stages.
- Discuss Subsystem actors on policy/policy sector.
- Discuss how to deal with IV's in model, e.g., what are the institutions on this policy.
- Present briefly to the rest of class group progress, problems and questions.
- Discuss key words used for searches
- Discuss strategy for closing presentation.

Grades for the weekly research meetings will be based on attendance and discussion of the research group issues/tasks listed above. One point will be given for attendance, and one point will be given for evidence active participation. To get the second point, students need to be discussing research projects throughout the whole discussion period. There will be 9 research group meetings in all for 18 points. One point will be given for attendance on 1/23 and 1/28 for a total of 20 points for your research group meeting grade.

**Make-up Policies for Missed Research Meetings** --Students may make-up missed research meetings ONLY if they notify me in advance and turn-in a two-page informal essay in class the following Tuesday on group research issues to be discussed the day they missed. Students must have a legitimate conflict and should not miss more than 1 research session.

**\*\*\*STUDENTS WHO MISS RESEARCH MEETINGS ARE RESPONSIBLE TO FIND OUT WHAT THEY MISSED. GROUPS DO NOT HAVE TO WAIT FOR OTHERS TO BE PRESENT TO MAKE GROUP DECISIONS\*\*\***

## RESEARCH JOURNALS

Each student will keep a record of her/his research on the policy process stage they will be studying. The journal should be kept in some type of notebook that can be handed-in and read by the professor. There is no special format for this journal. It must be legible and clearly show that you have put in at least four hours a week on the research for this project outside of class meetings.

Grades will be based on to what degree students have actually invested **four hours per week**, outside of class, on the project, whether they have consulted all areas of sources – newspapers, books, articles and relevant government/interest group documents on the political system of the country, the policy area and the specifics of the policy and the annotated bibliography (see sheet for tracking sources at the end of these instructions). Evidence of time spent includes, for example, notes on books, annotated bibliography (required), list of sources from checklist below, index searches, and notes on research activities. I highly recommend that you keep a regular log of your work on all aspects of this project.

**NOTE THAT IF YOU HAVE NOT SHOWN EVIDENCE OF READING A SINGLE SOURCE FROM THE BIBLIOGRAPHIES IN MAZUR OR DESAI, DEPENDING ON YOUR POLICY SECTOR, YOU WILL RECEIVE A 0 FOR THIS JOURNAL. THESE BOOKS ARE AN ESSENTIAL FIRST STEP IN THE RESEARCH PROCESS.**

### JOURNAL 1 - Due 2/25

Make a list of available sources of information relevant to your policy formation process in the policy sector in your country. Go through the procedures necessary to obtain that information (interlibrary loan, letters, recalls, etc.). You will need to collect background information on policymaking in your country as well as more substantive information on the policy sector. Students may find that information on each stage of policy formation will be located in one source. You may need to share this information with other group members as

well as the other group that is working on your country. Once you obtain documents, books, articles, etc., you need to evaluate how each item will help you in the analysis of your specific policy process. You must include a **separate annotated bibliography** in alphabetical order of each reference which consists of several lines that clearly state how you will use each source item for the project.

#### JOURNAL 2 - Due 4/3

Continue to read through your sources and compile information for your final paper. For students who had gaps on the first journal, they need to be addressed in the second journal, i.e. too few AB entries or certain areas of missing information. The focus of this second journal is more on primary sources than secondary sources with the exception of the German groups. In addition to regularly recording relevant information, you should include an updated annotated bibliography. Journal 2 should be turned in with journal one.

**\*\*\*\*\*STUDENTS MUST CLEARLY INDICATE WHERE JOURNAL 1 ENDS AND JOURNAL 2 BEGINS. THE FILLED IN EVALUATION FORM FOR J1 MUST BE INCLUDED. IF THESE TWO THINGS ARE NOT DONE, THE STUDENT WILL RECEIVE AN AUTOMATIC 0.**

Note that the rough draft of your research paper should be turned in with your journal, but is not evaluated as a part of your second journal

#### TRACKING SOURCES FOR THE JOURNAL

Use the attached TABLE FOR TRACKING/EVALUATING INDIVIDUAL RESEARCH JOURNALS to help you keep track of your coverage of the various sources. I will also use this to grade your journals. Lorena O'English will be providing you with a comprehensive list of library sources at the research orientation as well as **A COURSE WEBSITE**- you are expected to check into all of these.

**NOTE THAT MANY OF THESE SOURCES WILL BE ON THE INTERNET, BUT JUST AS MANY ARE NOT—DO NOT ONLY RELY ON THE INTERNET.**

#### CHECK LIST OF GENERAL SOURCES BY TYPE

Books

Academic Articles

Newspaper Articles

Government Documents/Interest Group Documents

Lecture and Readings

#### CHECKLIST OF SOURCES BY TOPICAL AREA

On country

On general policy area

On policy your group selected

On your individual part of the policy process

#### CHECKLIST OF SPECIFIC SOURCES:

Desai and Mazur – FIRST CHECK THE BIBLIOGRAPHY, THEN READ

## RELEVANT PARTS TO YOUR POLICY AREA/COUNTRY

General Reference Books, e.g. Political Handbook of the World

Academic Books

Magazine Articles in for example The Economist and Us News and World Report

Newspaper Articles for "Newspapers of record"

Academic periodicals: e.g., CPS, CP, APSR, WEP, FA

Academic Indexes e.g., JSTOR, LEXIS NEXIS, WORLD WIDE POLITICAL ABSTRACTS

Data Bases – e.g., CIAO

Information Services of Foreign Embassies

Country Specific Books/ WebPages

Economist Intelligence Unit Country Reports – Accesses in Griffin webpage under

Article Indexes - A Must read.

Policy Experts at WSU

## RESEARCH PAPER

The rough draft and final research paper will consist of a write-up of your research findings, based on filling in the horizontal band of the first analytical table at the end of these instructions for your policy process in the particular policy your group has chosen to analyze. Your final paper must be at least 10 and no longer than 20 pages, double-spaced, 12 CPI, typed, with reasonable margins, excluding title page, notes and references. You must also include a list of all sources consulted for this project and use a recognized reference system, APA in text references are recommended.

The grade for this paper will be based on how well you 1) discuss the unfolding of the policy process you have chosen and map out the policy subsystem; 2) clearly understand the detailed dynamics of your policy process including the outcome of your policy process in terms of symbolic vs. concrete reform; 2) examine the relevant independent variables in the dynamics of your policy process and answer the question do institutions matter in the outcome of your policy process; and 4) communicate your major points. Essays that are strong in all four areas will receive an A; strong in three out of the four will receive a B; strong in two a C; strong in one a D and weak in all four an F. An automatic D will be given when instructions are not followed.

**On the first draft (due 4/3), students will be given a grade according to the above criteria and specific suggestions for revisions. The final version, hard copy only is accepted, is due no later than 5/6 at 9:00 am in the PPPA Office on the 8<sup>th</sup> floor of Johnson Tower. If the grade on the final version has improved this will be the final paper grade. Students may only do one rewrite. If the first draft or the revised essay is not handed in by the deadlines, students will receive a 0 for this assignment. If students fail to follow the instructions on the first version, specific suggestions for revision will not be given. If the first draft is not attached to the revised paper, students will receive a 0 as well.**

## RESEARCH GROUP PRESENTATION

During the last two weeks of the semester, each group will have 25 minutes to present their research findings in terms of the core analytical model used for class, including an overall

assessment of whether institutions matter and whether the policy was symbolic or concrete. Grades will be given to **individuals and not groups**; they will be based on clarity and how well you present the findings of your research paper in terms of the different components of the CPFM.

#### FINAL COMPARATIVE ESSAY

**Goals:** To apply knowledge gained throughout the semester, from class readings and lectures, policy research projects, and student research presentations in a comparative essay on feminist and environmental policy formation.

**Instructions:** For each group research presentation, fill out a note form, available in class. From these notes, answer the following linked questions in a short essay:

Were there any common dynamics in policy formation in each country, sector or time period?

Were there any common outcomes in terms of symbolic vs. concrete reform?

Did institutions matter in determining the dynamics of policy formation of the ten policy cases?

Were the determinants – the independent variables- of policy formation similar within each country, within each policy sector, or in a certain period of time?

If you have attended class regularly, kept on top of readings and the major issues covered in class throughout the semester, and taken notes on all presentations, this essay should not take a great deal of time to write. It is a think piece essay, rather than a research-based essay.

**Format:** Essays should be typed, double-spaced in 12 CPI with reasonable margins. They should be no shorter than three pages. No bibliography is required. Filled-in note forms for each presentation should be attached to the essay.

**Grade:** Half of the grade for this essay is based on presentation note forms. Although I will not grade the content of the forms, in order to get credit for a form you need to have written at least 10 lines of text on each form and the content of the text must reflect the general lines of the actual presentation. Students are expected to include a filled-in form for their own group's presentation. A = forms filled in for all presentations; B= Missing 2 Forms; C=Missing 3 Forms; D= Missing 4 Forms; F= Missing 5 or more forms. The second half of the essay grade will be based on the content of your essay (and hence you should invest the appropriate amount of time in writing the essay). The grade will be based on how well you cover the following elements: 1) dynamics of environmental and feminist policy formation; 2) determinants of environmental and feminist policy; 3) patterns of determinants in countries and sectors; 4) persuasive argument/clarity.

**Deadline:** No later than 9:00 am, 5/6 in the front office of the PPPA Office (JT 801).