

COMPARATIVE PUBLIC POLICY: SWEDEN AND THE EU

SPRING 2018

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Class hours: Tuesday & Thursday, 11.30–13.00
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During the Cold War, the existence of a trans-Atlantic civilization was more or less given—no one questioned that the countries of Western Europe had more in common with the countries of North America than with their immediate neighbors behind the Iron Curtain. In the past several years, however, there has arisen a small cottage industry devoted to puncturing the post-Marshall Plan consensus. In other words, we are now told that Europe and America not only do not form a common civilization, but that they are fundamentally, irretrievably different.

This course will evaluate these competing claims, investigating the similarities and differences between Europe and America from the perspective of public policy. The course will be divided into two major sections. The first section, *This is Europe*, is an overview of the European Union and its most important policy areas and challenges. The second section, *Multiculturalism and its discontents*, is a discussion of Europe's perhaps greatest challenge: how to deal with a rapidly diversifying population and the resulting conflict between competing sets of values. At the end of the course, students should have a clear grasp of the similarities and differences between Europe and America, as well as an understanding of the perspectives that inform the policies of each.

GOOGLE CLASSROOM: The Swedish Program uses the Google Classroom platform for all its courses. On the course Classroom page, you will find the readings, assignments, and lecture notes, as well as links to useful resources for further study. The course platform is also where you will submit your assignments. It also functions as a discussion forum outside of class: you are highly encouraged to participate in extending class discussions by posting questions and links throughout the semester. I will use the course platform to post links to articles and books that are relevant to the class, as well as reminders of deadlines and questions I have for you as a group outside of class.

READINGS: There will be two books, which will comprise the bulk of the readings. All the additional readings will be available on the course website. The two books are:

Luuk van Middelaar, *The Passage to Europe*
Ian Buruma, *Murder in Amsterdam*

LAPTOPS IN THE CLASSROOM: You are welcome to use a laptop to take notes during lecture. However, please refrain from using the internet while in class: it distracts you and those around you from the classroom discussion, and current research shows that focusing on several tasks at once negatively impacts learning.

GRADING: Your grade will be calculated according to the following breakdown:

<i>Attendance and participation:</i>	10%
<i>Papers:</i>	60%
<i>Policy briefings:</i>	30%

ATTENDANCE & PARTICIPATION (10%): Attendance is mandatory; you have to come to lecture to pass this course. One unexcused absence is permitted; any unexcused absence after that will lower your grade one step (e.g., from A to A-). Even more importantly, your active participation in class discussions is essential. You should also participate by posting to the course Facebook group. Please prepare for seminar by writing down the questions you have about the reading or the topic of that day's class.

LECTURE & POLICY LABS: Each week will be divided into a lecture and a policy lab. The first class session each week will be a lecture, although you are of course encouraged to ask questions and participate then as well. The second class session will be what I have called a policy lab: these are not discussion sections as such, but rather a space to work out and critique specific policies in a number of different policy areas using different methods. It is also during the policy labs that you will have your policy briefing.

PAPERS (60%): There will be **three** formal papers throughout the semester, each worth 20% of your final grade. Each paper will cover only one part of the course; i.e., the papers are not cumulative. I will give you a choice of several topics for each paper. The papers should be about 5-6 pages in length.

POLICY BRIEFINGS (30%): Each student will do two joint policy briefings during the semester. For these briefings, you will pair up with one other student and brief the rest of the class about a particular policy area. You will also have to write up and hand in a joint brief, which should be about 5 pages in length. Both the in-class briefing and the written brief should conform to the following model:

1. Introduction: quick summary of the brief; setting up the problems and issues related to the topic.
2. Background: overview of the topic; what is at stake; who are the stakeholders; what are the potential conflicts; what are the existing policies in this area?
3. Analysis: evaluate the current policy responses to this issue; which is more effective; which is more desirable; what are the long-term effects of these responses?
4. Policy implications: how can the current policies be revised; what consequences would those revisions have; what are the pros and cons of the different policy options?
5. Recommendations: which policy or policies do you recommend, and why?

SCHEDULE:

1/23 *Introduction to the course*

1/25 *Policy lab: Political participation & representation*

Reading: Dahl, "What Political Institutions Does Large-Scale Democracy Require?"

Pitkin, "Representation and Democracy"

Dalton, "Citizenship Norms and the Expansion of Political Participation"

Saunders, "The Democratic Turnout 'Problem'"

1/30 *Why Europe?*

Reading: Middelaar, *The Passage to Europe*, Prologue

2/1 *Policy lab: Health care policy*

Reading: *International Profiles of Health Care Systems, 2014*

- 2/6 *EU institutions*
 Reading: Middelaar, *The Passage to Europe*, chapters 1-3
The European Union Explained
- 2/8 *Policy lab: The welfare state*
 Reading: Esping-Andersen, “The Three Political Economies of the Welfare State”
 Judt, “What Is Living and What Is Dead in Social Democracy?”
 Hacker, “Privatizing Risk without Privatizing the Welfare State”
- 2/13 *The Euro and European economic cooperation*
 Reading: Middelaar, *The Passage to Europe*, chapters 4-6
 Foroohar, “The Brutal Battle over the Euro”
 Hobolt & Tilley, “Fleeing the Center”
- 2/15 *Policy lab: Economic inequality*
 Reading: Alvaredo et. al., “The Top 1% in International and Historical Perspective”
 Gould & Wething, *U.S. Poverty Rates*
 Immervoll & Richardson, *Redistribution Policy and Inequality Reduction in OECD Countries*
- 2/20 *The future of Europe: Brexit and beyond*
 Reading: Middelaar, *The Passage to Europe*, chapters 7-9
 Habermas, “The Crisis of the European Union”
 Freedland, “A Howl of Rage”
 Garton Ash, “Is Europe Disintegrating?”
- 2/22 *Policy lab: Corruption*
 Reading: *Corruption Perceptions Index 2016*
EU Anti-Corruption Report 2014
The State of Corruption: Armenia, Azerbaijan, Georgia, Moldova, and Ukraine
 “Corruption and Inequality”
- Paper 1 due!**
- 2/27 *The future of Europe: migration and security*
 Reading: Ignatieff, “The Refugees & the New War”
 Bollfrass et. al., “Don’t Fear Refugees”
 Heisbourg, “The Strategic Implications of the Syrian refugee crisis”
 Nail, “A Tale of Two Crises”
- 3/1 *Policy lab: Energy and environmental policy*
 Reading: Victor & Yueh, “The New Energy Order”
 McKibben, “Some Like It Hot!”
 Nordhaus, “The Economic Aspects of Global Warming”
 Metcalf, “Market-Based Policy Options to Control U.S. Greenhouse Gas Emissions”
- 3/6 *Enlightenment fundamentalism*
 Reading: Garton Ash, “Islam in Europe”
 Blaut, “The Theory of Cultural Racism”
 Kant, “What Is Enlightenment?”
 Foucault, “What Is Enlightenment?”

- 3/8 *Policy lab: Education policy*
 Reading: Sahlberg, "Education Policies for Raising Student Learning"
 Darling-Hammond, "What PISA Can Tell Us about U.S. Education Policy"
 Delblanco, "The Two Faces of American Education Policy"
 Ravitch, "When Public Goes Private, as Trump Wants: What Happens?"
- 3/13 *Integration and tolerance*
 Reading: Buruma, *Murder in Amsterdam*, chapters 1-2
- 3/15 *Policy lab: Truth and politics*
 Reading: Arendt, "Lying in Politics"
 Orwell, "Politics and the English Language"
 Havel, "The Power of the Powerless"
 Davies, "The Age of Post-Truth Politics"
 Kolbert, "Why Facts Don't Change Our Minds"
- 3/20 *Proxy talk*
 Reading: Buruma, *Murder in Amsterdam*, chapters 3-4
- 3/22 *Policy lab: Social trust*
 Reading: Rothstein & Uslaner, "All for All"
 Herreros & Criado, "Social Trust, Social Capital, and Perceptions of Immigration"
 Rothstein, "Corruption and Social Trust"
- Paper 2 due!**
- 3/27 **Break: no class!**
- 3/29 **Break: no class!**
- 4/3 **Break: no class!**
- 4/5 **Break: no class!**
- 4/10 *Islam in Europe*
 Reading: Buruma, *Murder in Amsterdam*, chapters 5-6
- 4/12 *Policy lab: Gender equality and LGBT rights*
 Reading: England, "Gender Inequality in Labor Markets"
 hooks, "Dig Deep: Beyond Lean In"
 Fassin, "Same Sex, Different Politics"
Injustice at Every Turn, Executive summary
 Wright, "A Court Overturns a Burkini Ban, But Not Its Mindset"
- 4/17 *The rise of the radical right*
 Reading: Buruma, *Murder in Amsterdam*, chapter 7
 Mudde, "Populism in Europe: A Primer"
 "Europe's Rising Far Right: A Guide to the Most Prominent Parties"
 Müller, "Behind the New German Right"
 Müller, "The Problem with Poland"
 Müller, "Hungary: 'Sorry About Our Prime Minister'"

4/19 *Policy lab: Nationalism and separatism*

Reading: Kymlicka, "Multicultural Citizenship within Multination States"

Lineira & Cetra, "The Independence Case in Comparative Perspective"

Anderson, "Indonesian Nationalism"

Beauchamp, "White Riot"

Nussbaum: Patriotism and Cosmopolitanism

4/24 *Choice topic*

Reading: TBA

4/26 *Choice topic*

Reading: TBA

5/3 **Paper 3 due!**