

Comparative Public Policy: Sweden and the EU

Spring 2022

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Class hours: Tuesday & Thursday, 13.00–14.30
Office hours: By appointment

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 decade or so, 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 three major sections. The first section is an overview of some of the most influential and important approaches that inform public policy. The second section is an overview of the European Union, looking at its history, institutional structure, and integration process. The third section looks at the various major that threaten the European project: the bumpy road of economic integration; Brexit; and the rise of anti-democratic far-right movements. 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 are three required books, which will comprise a large share of the readings. All the additional readings are linked in the syllabus as well as available through Classroom. The three books are:

Michael Sandel, *Justice: What's the Right Thing to Do?* (ISBN: 9780374532505)

Luuk van Middelaar, *The Passage to Europe* (ISBN: 9780300255126)

Ian Buruma, *Murder in Amsterdam* (ISBN: 9781843543206)

Laptops & phones: I *strongly discourage* the use of laptops in the classroom, even for note-taking. [Current research](#) indicates that we are better able to pay attention and retain what we learn if we take notes by hand rather than typing. If you have an accommodation that allows you to take notes on your laptop, you are of course excepted: you should be able to use the note-taking method that best helps you learn. I will post all graphs and tables I put up on the board during class to Classroom so that you will have access to them. However, phone use is *strictly prohibited* during class time (unless I explicitly state otherwise). *If I see you using a phone during class, I will mark you as absent.*

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

<i>Attendance and participation:</i>	20%
<i>Analytical paper:</i>	20%
<i>Policy brief:</i>	20%
<i>Final policy report:</i>	25%
<i>Policy colloquium:</i>	15%

Attendance & Participation (20%): Regular attendance is mandatory. An unexcused absence may negatively affect your final grade. Your grade will not be affected if you miss a class due to illness or in the case of a (documented) emergency situation. If you have a personal or family event that conflicts with a class, and cannot be rescheduled, you may ask your instructor for an excused absence. Such a request should be made at least one week prior to the class in question. In addition to attendance, your active participation in class discussions is essential. You should also participate by posting to the course stream in Google Classroom. 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. Monday classes will be lectures, although you are of course encouraged to ask questions and participate then as well. Wednesday classes will be what I have called policy labs: 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.

Analytical paper (20%): Following the first section, on approaches to public policy, you will write a short (around 5-6 pages) analytical paper, in which you will analyze

an ethical thought experiment through the lens of two of the approaches we have discussed in class. I will post guidelines for the paper on Classroom. The analytical paper is due one week after we finish the section on approaches, i.e., on 2/22.

Policy brief (20%): The next written assignment is a policy brief. This is a structured paper organized according to a specific format. For the policy brief, you will analyze one of the topics or case studies we have discussed either in lecture or in the policy labs, using one of the approaches we examined in the first section of the course. I will post guidelines for the policy brief on Classroom. The policy brief is due on 3/24.

Final policy report (25%): Instead of a final analytical paper, at the end of the semester you will hand in a joint policy on a topic of your choosing. For the report, you will pair up with one other student. Together, you will research your chosen topic throughout the semester, so that you can produce an authoritative introductory report on that topic. You should also expect to be called on as the class expert on your topic during class discussions. The final policy report should be about 10-15 pages in length. It is due the Tuesday after our last class meeting, i.e., on 5/3.

Policy colloquium (15%): Rather than present the findings of your joint research report to the rest of the class, you will present it during the policy colloquia, on one of the class sessions during the last two weeks of the semester. I will meet with three or four of the groups each time for the colloquium, which will consist of a focused conversation on each of the groups' chosen topics. During the colloquium, the groups that do not participate that class session will have time to work on their final policy reports.

Late assignments: Assignments that are submitted after the deadline and without prior agreement will be marked down. The late penalty will be progressively more severe the later the assignment is submitted.

Course learning outcomes: At the end of this course, students should be able to:

- Define and apply several fundamental approaches informing public policy
- Demonstrate in-depth knowledge about the European Union, its structure and workings, and the crises currently facing it
- Acquire knowledge about a policy area of their choosing
- Compare, analyze, and critique policy options for a range of policy areas
- Draw out policy implications and come up with recommendations from empirical data
- Produce a well-structured and compelling policy brief
- Prepare for and participate in a panel discussion on a specific policy topic
- Produce a research-based policy report

Schedule:

1/25	<i>Introduction: What is the purpose of public policy?</i>	542
	Reading: Sandel, <i>Justice</i> , chapter 1	
1/27	<i>Policy lab: Participation & representation</i>	542
	Reading: Dahl, " What Political Institutions Does Large-Scale Democracy Require? " Achen & Bartels, " Democracy for Realists " Levitsky & Ziblatt, " This Is How Democracies Die " Dalton, " Citizenship Norms and the Expansion of Political Participation " Saunders, " The Democratic Turnout 'Problem' "	
2/1	<i>Approaches 1: Utilitarianism, libertarianism, & neoliberalism</i>	342
	Reading: Sandel, <i>Justice</i> , chapters 2-3	
2/3	<i>Approaches 2: Liberalism</i>	TBA
	Reading: Sandel, <i>Justice</i> , chapter 6	
2/8	<i>Approaches 3: Socialism</i>	342
	Reading: Marx & Engels, Manifesto of the Communist Party , preamble + sections I & II Graeber, " On the Phenomenon of Bullshit Jobs "	
2/10	<i>Approaches 4: Capabilities</i>	550
	Reading: Nussbaum, " Capabilities and Human Rights "	
2/15	<i>Intro to EU 1: The idea of Europe</i>	342
	Reading: Middelaar, <i>The Passage to Europe</i> , Prologue	
2/17	<i>Policy lab: Defining citizenship</i>	342
	Reading: Bolzendahl & Coffé, " Are 'Good' Citizens 'Good' Participants? " Bauböck, " The Three Levels of Citizenship within the European Union "	

	Kymlicka, " Multicultural Citizenship within Multination States "	
	Esping-Andersen, " The Social Citizenship State "	
2/22	<i>Intro to EU 2: How is the EU governed?</i>	342
	Reading: Middelaar, <i>The Passage to Europe</i> , chapters 1-3 How the European Union Works	
	Analytical paper due!	
2/24	<i>Policy lab: Corruption</i>	350
	Reading: Corruption Perceptions Index 2019 EU Anti-Corruption Report 2014 Zúñiga, " Correlation between Corruption and Inequality " Persson et. al., " Why Anticorruption Reforms Fail " Heinrich, " Corruption and Inequality "	
3/1	<i>Intro to EU 3: Theories of European integration</i>	342
	Reading: Pollack, " Theorizing the European Union " Bickerton et. al., " The New Intergovernmentalism " Scipioni, " Failing Forward in EU Migration Policy? "	
3/3	<i>Policy lab: Foreign policy</i>	342
	Reading: Wallace, " European Foreign Policy Since the Cold War " Missiroli, <i>The EU and the World</i> , chapters I & II Juncos, " Resilience as the New EU Foreign Policy Paradigm " Howorth, " EU-NATO cooperation " Dempsey, " Why the European Union Cannot Do Foreign Policy "	
3/8	<i>EU integration case study: The Eurovision Song Contest</i>	550
	Reading: " What Is Eurovision? " (video) Lane, " Only Mr. God Knows Why " Beauchamp, " The Eurovision Song Contest, Explained " Jackson, " The Politics of Belonging at the Eurovision Song Contest "	

- Yair, "[Douze point: Eurovisions and Euro-Divisions in the Eurovision Song Contest](#)"
- 3/10 *Policy lab: Education policy* 350
- 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](#)"
 Butrymowicz, "[Is Sweden Proof That School Choice Doesn't Improve Education?](#)"
- 3/15 *EU in crisis 1: Economic cooperation* 320
- Reading: Middelaar, *The Passage to Europe*, chapters 4-6
 Foroohar, "[The Brutal Battle over the Euro](#)"
 Crum, "[Saving the Euro at the Cost of Democracy?](#)"
 Hobolt & Tilley, "[Fleeing the Center](#)"
- 3/17 *Policy lab: Food safety* 320
- Reading: Holm & Halkier, "[EU Food Safety Policy](#)"
 Bánáti, "[European Perspectives of Food Safety](#)"
 Anglin Treat, "[There's Nothing "Mini" about the U.S. Plan to Unravel Europe's Precautionary Principle](#)"
 Drexler, "[Why Your Food Isn't Safe](#)"
- 3/22 *EU in crisis 2: Brexit* 320
- Reading: Middelaar, *The Passage to Europe*, chapters 7-9
 Ford & Goodwin, "[A Nation Divided](#)"
 "[Brexit and Beyond: Economy](#)"
 Philippon, "[Brexit and the End of the Great Policy Moderation](#)"

3/24	<i>Policy lab: Securitization</i>	550
	Reading: Williams " Securitization and the Liberalism of Fear " Huysmans, The Politics of Insecurity , chapter 4 Baker-Beall, " The Threat of the 'Returning Foreign Fighter' " Petty, " The London Spikes Controversy "	
	Policy brief due!	
3/28 -4/10	Spring break: no class!	
4/12	<i>EU in crisis 3: Migration & populism in Europe</i>	342
	Reading: Buruma, <i>Murder in Amsterdam</i> , chapters 1-7 Nail, " A Tale of Two Crises " Mudde, " Populism in Europe: A Primer " Müller, " The Attractions of Populism for Politicians, the Dangers for Democracy "	
4/14	<i>Policy lab: EU in crisis 4: COVID-19 vs. open borders</i>	336
	Reading: Owen, " Open Borders and the COVID-19 Pandemic " Goldner Lang, " The Precautionary Principle and Public Health Restrictions to Free Movement of Persons in the Time of COVID-19 " Bieber, " Global Nationalism in Times of the COVID-19 Pandemic " Radil, Pinos, & Ptak, " Borders Resurgent: Towards a Post-Covid-19 Global Border Regime? " Gettleman & Pronczuk, " Two Refugees, Both on Poland's Border. But Worlds Apart. "	
4/19	<i>Policy colloquium I</i>	350
4/21	<i>Policy colloquium II</i>	550
4/26	<i>Policy colloquium III</i>	550
4/28	<i>Policy colloquium IV</i>	350
5/3	Exam week: Final policy report due!	

