

Public Goods in a Global Perspective

Spring 2016

M-W 2:00-3:20

Fisk Hall, 114

Instructor: Natalia Forrat, Ph.D. Candidate, Department of Sociology

Office Hours: Monday, 4:00- 5:30, Café Bergson (Main Library) by appointment

Email: forrat@u.northwestern.edu

Course Description

In this seminar we will examine economic, political, and cultural variations of public goods provision around the world. Who should pay for education and health care? Is social security spending bad for economic development? Is democracy good for the poor? What beliefs lie behind the statist systems of social provision? Addressing these and similar questions in class, students will develop a complex understanding of the issue, which will help them research a real-world problem in their final projects. The course puts a strong emphasis on systematic library research performed by the students and gives them a chance to practice various analytic and communication skills: choosing relevant literature and data sources, putting them in dialog, framing the argument, and effectively presenting it to the audience. Final projects and their presentation contribute about 50% to the final course grade; the rest is divided between class participation, topic presentation, library report, and an annotated bibliography for the final project. The seminar assumes that students have completed a substantial portion of the International Studies core curriculum, including the Thematic and Regional clusters before the seminar begins. Students will draw upon their experiences as an International Studies major to integrate their interdisciplinary training with discussions of current world issues.

Course Goals

- engage with the key debates related to the provision of public goods across the world;
- learn the techniques of putting together a comprehensive bibliography on a topic and create a basic bibliography for the final research project;
- learn to formulate research questions and to engage scholarly sources in answering the research question;
- learn to critique research arguments of other scholars and to put together a good one;
- practice presentation and writing skills.

Course structure

The course's primary purpose is to help students develop an independent research project related to the course theme. This purpose is served by three course components: (1) lectures on the key debates related to the course theme; (2) topic presentation; and (3) final research paper.

The topic presentation will address a broad theme related to public goods and will be followed by a class discussion. This presentation will allow students to practice their skills of library research and address potential difficulties before undertaking the final research projects.

An important part of the course is the final research paper. A series of assignments will assist students with the different stages of final paper preparation. First, students will come up with 2-3 potential paper topics and choose one after peer review. Second, using the techniques of library research discussed in the course, students will put together an annotated bibliography. Third, the draft argument of their paper will be peer-reviewed by other students and the instructor. Finally, students will present their draft papers in a conference format, where an assigned discussant, other students, and the instructor will offer their feedback.

Required books

Mann, Thomas. 2015. *The Oxford Guide to Library Research*. Fourth edition. Oxford; New York: Oxford University Press. (Only the 4th edition will work; available at Norris Bookstore or (much cheaper) Amazon.)

Eco, Umberto. 2015. *How to Write a Thesis*. Translated by Caterina Mongiat Farina and Geoff Farina. Cambridge, Massachusetts: MIT Press. (Available at Norris Bookstore or Amazon (about the same price).)

Assessment

10% *Class attendance and participation*

Many classes in this course involve discussions and peer-review, which requires active student participation. Students should attend all classes. If a student misses five or more classes for any reason, she will fail the course.

15% *Topic presentation*

20% *Annotated bibliography for the final paper and library report*

The grading rubric is provided below.

15% *Conference presentation and serving as discussant*

The presentation should effectively communicate the main points of the final paper, be well-structured, easy to follow, and stay on time. Discussant's role is to provide a quality feedback.

40% *Final paper*

The grading rubric is provided below.

Topic presentation

Topic presentation will give the presenter an opportunity to practice bibliographic search skills and provide the basis for a class discussion on a topic related to public goods provision.

After picking a topic, the presenter should conduct an initial information search in the library concentrating on reference materials. After the initial information search, the presenter should meet with the instructor to discuss the structure of the presentation. Generally, presentations should include the following elements (this is a guideline, not a strict requirement):

- a brief discussion of conducted library search – which tools and strategies were useful and which ones were not;
- general overview of the main research and/or policy issues related to the topic;
- a more in-depth discussion of a particular issue;
- questions for the class discussion.

The presenter can pick a short reading assignment related to the topic of the presentation or find a relevant video to discuss in class.

Possible topics for presentations (students can also pick another topic if it is broad enough for a discussion in class):

- Higher education systems in different countries
- Health care systems in different countries
- Public opinion about the welfare state
- Gender issues in the welfare state
- Citizenship and social policy
- Political regimes and social policy

Conference

At the end of the course all students will present their work in a conference format, where each student will serve both as a presenter and as a discussant for a paper of another student.

Before the conference all students will submit draft versions of their papers (12-15 pages) for the discussant to comment on. Each student will be given 10 minutes for presentation; each discussant will be given 5 minutes, followed by 5 minutes of questions from the audience.

Students are expected to incorporate the feedback from the conference into their final papers.

Final paper

The final research paper should be 15-20 double-spaced pages (excluding bibliography), have an abstract of 150-200 words, contain a bibliography of at least 15 secondary sources (required) and some primary sources (depending on the topic; not required, but encouraged).

Two possible formats of the paper include (1) a research paper and (2) a policy paper. A research paper should pose a research question, show why it is important, engage with the existing literature on the issue, suggest an answer to the question, and back it up with evidence. A policy paper should start with a practical problem, offer a brief description of current solutions and their criticism, and then propose an alternative policy action justified by existing research on the issue.

A good option for the paper may be organizing it around a case of social policy (e.g. one child policy in China or pension privatization in Latin America), or a particular factor that may influence the development of social policy (e.g. religion or country resource endowments), or another phenomenon related to public goods. You can analyze them either in a single country, compare two or more countries, or even look at the issue globally. Generally, the smaller the scale, the more manageable the paper. You are also strongly encouraged to take empirical cases from outside of the US.

The Guetzkow Prize

The Guetzkow prize is a senior prize awarded each spring quarter for an outstanding paper written in the International Studies Integrating Project Seminar (Intl St 395). Each quarter the seminar instructors nominate the top papers in each class for the prize. The paper must demonstrate exceptional interdisciplinary research and dedication to international scholarship (last year: \$300).

Accommodations for Students with Disabilities

Reasonable accommodations will be provided for students with disabilities. Please inform me of your needs on the first day of class. More information on the resources, rights, and responsibilities for students with disabilities can be found at

<http://www.northwestern.edu/disability/students.html>

It is Northwestern University policy to ensure that no qualified student with disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any University program or activity. In response to a request made by a qualified student with a disability, the University will arrange, at no cost to the student, for the provision of educational auxiliary aids, including sign language interpreters, determined by the University to be necessary to afford such student the opportunity for full participation in University programs.

Annotated Bibliography and Library Report Rubric

| Criteria | Points |
|---|--------|
| Following bibliographic style / giving enough bibliographical information Use any style you want but be consistent. | 2 |
| Structure and comprehensiveness of the bibliography The bibliography should show "the shape of the elephant" and be structured as you see fit (by aspects of your topic, by type of sources, etc.). | 6 |
| Quality of annotations The annotations should summarize the main argument of the source and explain how you plan to engage with this source in your final paper. | 6 |
| Quality of library report Engaging different search strategies, explaining encountered issues and choices made to deal with them. | 6 |
| Total | 20 |

Final Paper Rubric

| Criteria | Points |
|--|--------|
| Properly formatted references and citations Use any style you want but be consistent. | 5 |
| Writing and organization Clear paper structure, no repetitiveness, no general phrases to fill the space, no jargon, focused paragraphs, full sentences, no spelling errors. | 10 |
| Justification of your choices Why is this question important? Why did you choose this aspect of the problem? Why these cases / how can these cases inform our understanding of wider problems? Etc. | 7 |
| Engagement with the exiting research Has someone expressed ideas similar or opposite to yours? What was their argument? How is your argument different (new aspect/data/cases)? | 7 |
| Support of your argument with data What kind of data / research supports your argument? You can use your own data or those collected by other organizations or researchers. | 11 |
| Total | 40 |

Class Schedule at a Glance

| Week | Date | Topic | Assignments due |
|-------------|----------------|---|--|
| 1 | March 29 30 | Introduction Lecture: The concept of the welfare state and its typologies | #1: Pick a topic for your topic presentation |
| 2 | April 4 6 | Discussion: Techniques of building a comprehensive bibliography Discussion and practice: Library web-site and Zotero | Required readings #2: Install Zotero and bring your laptop, required readings |
| 3 | 11 13 | Discussion: Choosing a paper topic. Peer-review of final paper topics Lecture: Welfare regimes and non-state actors | #3: 2-3 potential topics for the final paper, required readings |
| 4 | 18 20 | Topic presentation and discussion 1 Topic presentation and discussion 2 | #4: Final paper topic due #5: Presentations |
| 5 | 25 27 | Topic presentation and discussion 3 Topic presentation and discussion 4 | |
| 6 | May 2 4 | Lecture: Globalization and public goods Discussion: The logic of writing a research paper and library reports | #6: Annotated bibliography, library report |
| 7 | 9 11 | Writing, citations, plagiarism Peer-review of progress reports | Required readings #7: Progress reports on the final paper |
| 8 | 16 18 | Movie and discussion: "The End of Poverty?" | Required readings |
| 9 | 23 25 | Conference | #8: Draft paper due #9. Conference presentation and serving as a discussant |
| 10 | 30 June 1 | Memorial Day, no class Individual consultations about finalizing the papers | |
| | June 9 | | Final paper due |

Class Schedule

| Week 1 | |
|----------|--|
| March 29 | Introduction |
| March 30 | Lecture: The concept of the welfare state and its typologies |

(!) Assignment #1. Pick 2-3 potential topics for your topic presentation

Post on Canvas discussion board 2-3 potential topics you would be interested to present on. You can choose from the options suggested in this syllabus (see above) or choose a broad topic related to your own interest.

Recommended readings:

- Arts, Wil, and John Gelissen. 2006. "Three Worlds of Welfare Capitalism or More? A State-of-the-Art Report." In *The Welfare State Reader*, edited by Christopher Pierson and Francis G. Castles, 2nd ed. Cambridge: Polity.
- Castles, Francis G, Stephan Leibfried, Jane Lewis, Herbert Obinger, and Christopher Pierson, eds. 2010. *The Oxford Handbook of the Welfare State*. Oxford: Oxford University Press.
- Esping-Andersen, Gøsta. 1990. *The Three Worlds of Welfare Capitalism*. Princeton, N.J.: Princeton University Press.
- Flora, Peter, and Arnold J Heidenheimer, eds. 1981. *The Development of Welfare States in Europe and America*. New Brunswick, U.S.A.: Transaction Books.
- Haggard, Stephan, and Robert R. Kaufman. 2008. *Development, Democracy, and Welfare States: Latin America, East Asia, and Eastern Europe*. Princeton: Princeton University Press.
- Korpi, Walter. 1983. *The Democratic Class Struggle*. London; Boston: Routledge & K. Paul.
- Piven, Frances Fox, and Richard A Cloward. 1993. *Regulating the Poor: The Functions of Public Welfare*. New York: Vintage Books.
- Rimlinger, Gaston V. 1971. *Welfare Policy and Industrialization in Europe, America, and Russia*. New York: Wiley.

Week 2

April 4 Discussion: Techniques of building a comprehensive bibliography

Required readings:

- *The Oxford Guide to Library Research* – the whole book
- Pp. 79-103 in *How to Write a Thesis* (section “An Experiment in the Library of Alessandria”). Reading Chapter 3 in its entirety is recommended.

During the class we will summarize different strategies of library search, their advantages and disadvantages. It is a good idea to prepare reading notes to help us with this task.

April 6 Discussion and practice: Library web-site and Zotero

Required readings:

- Chapter 4 (pp. 107-144) in *How to Write a Thesis*.

(!) Assignment #2. Install Zotero and bring your laptop

If you don't have Zotero on your laptop, go to <https://www.zotero.org/download/>, and install Zotero 4.0 for Firefox and the plugin for Word. Bring your laptop to class.

Week 3

April 11 Discussion: Choosing a paper topic. Peer-review of final paper topics

Required reading

Chapters 1 and 2 (pp. 1-44) in *How to Write a Thesis*.

(!) Assignment #3. Potential topics for the final paper

Come up with 2 to 3 potential topics or questions for your final paper. Write 1-2 paragraphs about each one and post on Canvas.

April 13 Lecture: Welfare regimes and non-state actors

Recommended readings:

- Cammett, Melani Claire, Lauren M. MacLean, and Ian Gough, eds. 2014. *The Politics of Non-State Social Welfare*. Ithaca: Cornell University Press.
- Gough, Ian, Geoffrey D Wood, Armando Barrientos, Philippa Bevan, Peter Davis, and Graham Room. 2008. *Insecurity and Welfare Regimes in Asia, Africa and Latin America: Social Policy in Development Contexts*. Cambridge: Cambridge University Press.
- Karshenas, Massoud, and Valentine M Moghadam, eds. 2006. *Social Policy in the Middle East: Economic, Political, and Gender Dynamics*. Social Policy in a Development Context. Basingstoke [England] ; New York: United Nations Research Institute for Social Development, Palgrave Macmillan.
- Rudra, Nita. 2008. *Globalization and the Race to the Bottom in Developing Countries: Who Really Gets Hurt?*. Cambridge; New York: Cambridge University Press.
- Walker, Alan, and Chack-kie Wong, eds. 2005. *East Asian Welfare Regimes in Transition: From Confucianism to Globalisation*. Bristol, UK: Policy Press.

Week 4

April 18 Topic presentation and discussion 1

(!) Assignment #4. Final paper topic due.

(!) Assignment #5. Topic presentation

April 20 Topic presentation and discussion 2

Week 5

April 25 Topic presentation and discussion 3

April 27 Topic presentation and discussion 4

Week 6

May 2 Lecture: Globalization and public goods

Recommended readings:

- Cameron, David R. 1978. "The Expansion of the Public Economy: A Comparative Analysis." *The American Political Science Review* 72 (4): pp. 1243–1261.
- Brady, David, Jason Beckfield, and Martin Seeleib-Kaiser. 2005. "Economic Globalization and the Welfare State in Affluent Democracies, 1975-2001." *American Sociological Review* 70 (6): 921–48.
- Brady, David, Jason Beckfield, and Zhao Wei. 2007. "The Consequences of Economic Globalization for Affluent Democracies." *Annual Review of Sociology* 33: 313 – 334.
- Busemeyer, Marius R. 2009. "From Myth to Reality: Globalisation and Public Spending in OECD Countries Revisited." *European Journal of Political Research* 48 (4): 455 – 482.
- Kim, Tae Kuen, and Karen Zurlo. 2009. "How Does Economic Globalisation Affect the Welfare State? Focusing on the Mediating Effect of Welfare Regimes." *International Journal of Social Welfare* 18 (2): 130–41.
- Leibrecht, Markus, Michael Klien, and Oezlem Onaran. 2011. "Globalization, Welfare Regimes and Social Protection Expenditures in Western and Eastern European Countries." *Public Choice* 148 (3-4): 569–94.

May 4 Discussion: The logic of writing a research paper

Recommended readings

- Chapter 5, 6, 10, and 12 in Booth, Wayne C. 2008. *The Craft of Research*. 3rd ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press.

(!) Assignment #6. Annotated bibliography and library report

Using the strategies of library search discussed in the course, compile a bibliography for your final research paper. Rather than being a simple list of sources, the bibliography should be structured as you see fit (by aspects of your topic, by type of sources, etc.). 10-15 most relevant sources should be accompanied by a 1-2 paragraph annotation. The annotation should summarize the main argument of the source and explain how you plan to engage with this source in your final paper.

While compiling your bibliography, write down your steps and put together a library report describing your research strategy and the results it yielded. The reports should be 1-3 single-spaced pages in length and should include the information on which search tools and keywords/subjects you used, what kind of results your search yielded, how and why you adjusted your search, as well as any other information you consider relevant. You don't have to use all the search techniques we discussed, but you must use both keywords and subject headings in some form.

Week 7

May 9 Writing class, citations, plagiarism

Required reading

Chapter 5 (pp. 145-184) in *How to Write a Thesis*.

May 11 Progress reports on final projects and the formulation of the main argument

(!) Assignment #7. Progress reports on paper contents

Prepare a short report (about 2 single-spaced pages) on the most interesting information that you learned so far about your paper topic and the possible the main argument of your paper. We will discuss these reports in class and help improve the arguments.

Week 8

May 16 Movie “The End of Poverty?”

May 18 Discussion of global poverty issues

Required readings (pick one book and selectively skim it to discern the main ideas; you may also search for reviews of these books to help you quickly grasp their main points)

- Sachs, Jeffrey D. 2006. *The End of Poverty: Economic Possibilities for Our Time*. New York, NY: Penguin Books.
- Easterly, William Russell. 2006. *The White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done so Much Ill and so Little Good*. New York, NY: Penguin Press.
- Banerjee, Abhijit V., and Esther Duflo. 2012. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. New York, NY: Public Affairs.

Week 9

May 21

(!) Assignment #8. Draft papers due

Write an 12-15 double-spaced page draft of your final paper (not including notes and bibliography) which a discussant can use to provide feedback during the conference.

May 23 Conference

(!) Assignment #9. Conference presentation and serving as a discussant

May 25 Conference

Week 10

May 30 Memorial Day, no class

June 1 Individual consultations about finalizing the papers

I will provide feedback on draft papers to each of you. During the last two classes each student will have a time slot to go through the feedback with me and plan what should be developed in the final version.

Week 11

(!) Final paper due June 9.