American citizens and policy-makers are looking for change. In policy areas ranging from healthcare, to climate change, to education, to social policy, to foreign policy, to financial market regulation, the US is looking for new approaches to meet our 21st Century policy challenges. To understand which policies are likely to work and which are not, we can look to our own history and to the wealth of ideas circulating in our own public sphere – among political parties, think tanks, academics, state and local governments and everyday citizens. But we can – and we should – also look abroad. In particular, the varied experiences of European democracies can provide us with great insight. Like the US, the member states of the European Union (EU) are advanced, liberal democracies. Our European allies face many of the same 21st century policy challenges that we do. They too must address issues surrounding increasing international economic competition, rising economic inequality, rising health care and pension costs, school reform, climate change, large scale immigration, financial market regulation, and work-life balance, to name but a few common challenges. We can benefit greatly from studying European experiences, learning lessons both from policies that have proved successful and from approaches that have failed.

While it might seem obvious that we should look to these external ‘laboratories of democracy’ for lessons that might be applicable in the US, too often public policy debates and even scholarly research on public policy in the US fails to take into account European experiences. And where public discussions do invoke images of European policy, these are often inaccurate caricatures. On the right, critics equate proposals for universal health insurance coverage in the US with the specter of an ill-defined European-style ‘socialized medicine’ and an overweening state-run health bureaucracy. On the left, there is too often a naïve view that we can and should simply emulate the policies of countries like Sweden, which are seen as social democratic nirvanas.

To draw useful Lessons from Europe, we must move beyond caricatures to develop a deep understanding of the successes and failures of European democracies in meeting 21st century policy challenges. Of course, not all successes of European policymaking can simply be transplanted to the US, and approaches that fail in Europe may succeed in the US. One of the crucial tasks of comparative public policy analysis is to determine – given cross-national
differences in political culture, political institutions and existing constellations of power and interests – which policy lessons from one country may be applied in another. Thus a central question for this course is: “In confronting major contemporary policy challenges, what can US policy makers learn from European experiences? Might successful policies adopted in European countries be applied in the US? Can the US avoid the pitfalls that unsuccessful policies in European cases have encountered?” This focus addresses two of the 21st Century learning goals of the SAS core curriculum: a) Analyzing a contemporary global issue from a multidisciplinary perspective, and b) Analyze issues of social justice across local and global contexts.

Course Summary
Before turning to specific policy challenges, the course begins with two weeks exploring lessons from the operation of European democracies. In particular we will explore how the institutions prevalent across European democracies – such as Parliamentary government and proportional representation voting systems – operate and how they set the political framework for policy-making. Next we will spend four weeks examining the European social model, focusing on issues including health care, social welfare policies, childcare, education and policies concerning gender equality in the workplace. Next we dedicate two weeks to European approaches to environmental policy – linking European approaches to global issues such as climate change with seemingly local issues such as patterns of transport and urban development. We then examine European approaches to foreign policy – examining the process of European integration and how the EU is attempting to chart out a position on the world stage as a ‘civilian power’ committed to multilateralism. Next, we will examine how European democracies are addressing challenges to various aspects of the European model – challenges associated with economic globalization, ageing populations and increasing immigration and multiculturalism in countries unaccustomed to incorporating immigrants. Finally, we will conclude by taking stock of the Lessons from Europe for the US.

Recitations
Recitations will provide students with an opportunity to discuss the readings and questions concerning lectures. Also, TAs will organize a variety of group activities (debates, etc.) during recitations over course of the semester. Attendance is required and participation in recitations will form part of your overall grade (see below).

Course Requirements:

<table>
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<tr>
<th>Requirement</th>
<th>% of grade</th>
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<tr>
<td>Mid Term Exam I</td>
<td>20%</td>
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<tr>
<td>Short Essay Assignment</td>
<td>20%</td>
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<tr>
<td>Participation in Recitations</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
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Make up policy for mid-term exam: Students who miss a mid-term for a legitimate and documented reason (e.g. severe illness documented by doctor) will be permitted to take a make-up exam. We will adhere to the Rutgers policy for documenting absences which states, “Students may obtain a note from the Dean of Students to authenticate an absence that is supported by appropriate documentation. Faculty notified of authenticated absences should make reasonable accommodations to allow students to make up work that counts toward their semester grade.” See http://deanofstudents.rutgers.edu/
Short Essay Assignment: Guidelines for the short essay assignment will be distributed separately. Participation in recitations: Students participation grade will be based both on their attendance at recitation sections and in their active participation in discussions and other activities during the recitations.

Reading Materials:
The three books assigned for the course are available at New Jersey Books.

- Other assigned readings will be available on the course’s Sakai site.

Course Outline

I. Introduction
   Lecture 1. January 20 – Why study Europe?

II. European Democracies
   Readings:
   - Hill, Chapters 13 & 14
   - Selections from Gallagher, Laver and Mair (pp.24-47, 57-74, 230-255) (on Sakai)
   - Selections from Lijphart (pp.1-20, 31-41) (on Sakai)
   Lecture 2. January 25 – Parliamentary Democracy
   - Recitation 1 (Week of 25-29 January)
   Lecture 3. February 1 – European Models of Democracy
   Lecture 4. February 3 – European Parties and Interest Groups

III. The European Social Model
   Lecture 5. February 10 – Steven Hill Guest Lecture – Europe’s Promise
   - Recitation 2 (Week of 8-12 February)
   Lecture 6. February 15 – The European Social Market Economy
   Lecture 7. February 17 – Social Policy and Economic Growth

   Readings:
   - Hill, Chapters 1-6
   - Pontusson, Whither Social Europe? (on Sakai)
   - Other material on Sakai
  - Recitation 3 (Week of 22-26 February)

Readings:
  - TR Reid, *The Healing of America*
  - Commonwealth Fund (on Sakai)
  - Uwe Reinhardt articles (on Sakai)
  - Other health care articles TBA (on Sakai)
  - Hill, Chapter 7, 8
  - Recitation 4 (Week of 1-5 March)

Lecture 10. March 3 – Gender Equality and the European Social Model
Readings:
  - Kimberly J. Morgan and Kathrin Zippel “Paid to Care”, on Sakai.
  - Other readings posted on Sakai

Lecture 11. March 8 – The regulation of ‘sin’ and vice
Readings:
  - Darroch et al, Differences in Teenage Pregnancy Rates (on Sakai)
  - Advocates for Youth (on Sakai)
  - MacCoun and Reuter, Dutch Cannabis Policy (on Sakai)

**************MIDTERM: MARCH 10 ***************

Spring Break - March 13-21

IV. Environmental Policy
Readings:
  - Hill Chapter 9, 10
  - Kelemen and Vogel (on Sakai)

Readings:
  - Buehler, Pucher and Kunert, Making Transport Sustainable (on Sakai)
  - Other readings on Sakai

V. Global Europe
Readings:
  - Sbragia chapter (on Sakai)
  - Recitation 5 (Week of 29 March-Apr 2)
Lecture 15. April 5, The Uniting of Europe – part 2.  
**Readings:**
- Hill, Chapters 11-12
- Other materials (on Sakai)

Lecture 16. April 7, Europe as a global power?  
**Readings:**
- Moravcsik, on Sakai.
- Robert Kagan, on Sakai
- Other readings posted on Sakai

- **Recitation 6 (Week of 12-16 April)**

**VI. Challenges to the European Model**

Lecture 17. April 12 – Globalization and the European Model  
**Readings:**
- Maurizio Ferrera, Anton Hemerijck and Martin Rhodes, The future of the European “Social Model” in the Global Economy. On Sakai

Lecture 18. April 19 – Immigration, multiculturalism and the integration of immigrants, part 1  
Lecture 19. April 21 - Immigration, multiculturalism and the integration of immigrants, part 2  
******Short essay assignment due in class******

**Readings:**
- Mollenkopf and Hochschild (on Sakai)
- Articles on the Danish Cartoon Controversy (on Sakai)
- Articles on the French Veil controversy (on Sakai)
- Hill Chapters 16, 17

- **Recitation 7 (Week of 26-30 April) – Review**

Lecture 20. April 28 – Aging populations and entitlement reform  
**Readings:**
- Hill, Chapter 18
- Weaver on pension reform (on Sakai)

Lecture 21. May 3 – Conclusions: What can we learn from Europe?  
**Readings:**
- TBA (on Sakai)

****** Final Exam - May 11, 12:00 - 3:00 PM ******