



PA 888: COMPARATIVE AND NATIONAL SOCIAL POLICY, Fall 2022

CREDITS: 3

CANVAS COURSE URL: <https://canvas.wisc.edu/courses/321976>

COURSE DESIGNATIONS AND ATTRIBUTES: General

MEETING TIME AND LOCATION: Monday 13:20-15:15, Education L155.

INSTRUCTIONAL MODE: in-person

The credit standard for this course is met by an expectation of a total of 180 hours of student engagement with the course learning activities (at least 45 hours per credit), which include regularly scheduled instructor - student meeting times (150 minutes per week), reading, writing, problem sets, and other student work as described in the syllabus.

INSTRUCTOR: Héctor Pifarré i Arolas

OFFICE HOURS: Wednesday 13:00 – 14:00 (Social Sciences 4432) and by appointment

INSTRUCTOR EMAIL: hparolas@lafollette.wisc.edu

COURSE DESCRIPTION

This 3.0 course credit class is designed to provide an overview of comparative cross-national social policy. The course will focus on three major components of social welfare policy: health, education, and old-age pensions. We will explore the role of government in the provision and regulation of each component both from a normative and positive perspective. Then, we will review current evidence and analytical approaches to contemporary issues in social policy, and study and debate recent policy reforms. The goal of the course is to provide students with the theoretical and practical knowledge to undertake independent social policy analysis.

PREREQUISITES: None.

COURSE LEARNING OUTCOMES

This class will accomplish the following learning goals:

- 1) Students will demonstrate understanding of how social policy is designed, evaluated, and implemented
- 2) Students will gain knowledge and demonstrate application of methodological tools utilized

- in the social policy arena in two written policy memos
- 3) Students will demonstrate understanding and application of knowledge regarding given social policies, being able to apply basic policy concepts to practical cases drawn from the real- world.
 - 4) Students will be able to engage in knowledgeable discussions about policy with researchers, policymakers, and policy experts.
 - 5) Students will be able to assess and interpret empirical analyses of policies, and understand the effect of policy changes by means of a professional policy analysis by means of a policy brief.
 - 6) Students will understand how polices are implemented and the way that implementation affects outcomes and effectiveness of policy.
 - 7) Students will have a chance to present policy options for addressing key public policy issues in class presentations.

TEXTBOOK AND OTHER RESOURCES

We will use instructor-provided materials and readings. All the readings and materials are available online or will be made available on CANVAS.

Required readings should be completed **before** we meet each week.

COURSE ASSIGNMENTS

Course grades will be based on the following components and descriptions of some of these components will be given separately:

Class attendance and participation: 25%

Attendance is required for this class. Please email me if you cannot make it to class for any reason. Class participation is also an essential component of the course and is critical to your learning and that of your peers. You will be expected to read assigned materials prior to class and

come prepared to discuss the material and ask questions about ideas and information you find interesting, important, or confusing.

Policy debates: 25%

We will research and debate options for current debates around the reform of the major policy areas covered in the course.

Final health policy memo: 50%

The final paper is a policy memo on a health-policy related topic. The goal is for you to survey the current literature on the topic and prepare a critical literature review. *Grading for the assignment will be broken down as follows:*

- 1) **Final paper (25%)**
- 2) **Final presentation (25%)**

GRADING STRUCTURE

A \geq 93%, AB \geq 89%, B \geq 80%, BC \geq 75%, C \geq 65%, D \geq 55%, F $<$ 55%

COURSE WEBPAGE

We have a CANVAS webpage for this course. You can find most course materials there, including the syllabus, readings, and so forth. You will also submit your assignments through CANVAS. You are responsible for accessing the course webpage on a regular basis.

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURES STATEMENT

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to

commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

ILLNESS POLICY

If you are sick, please stay at home and rest. Email me or check with classmates to get the material you have missed. If you believe that your illness or anything else may result in a long absence from class, please contact me immediately so that we can work out a plan to make sure that you do not fall too far behind.

CLASS MANNERS

- Please come to class on time. If you know that you will be late, please let me know in advance.
- Please do not leave class early. If you must leave early, please let me know in advance.
- Please mute your phone prior to class.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience at midterms and at the end of the course. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

USEFUL RESOURCES

- [University Health Services](#)
- [Students' Rules, Rights & Responsibilities](#)
- [Academic Calendar & Religious Observances](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the

integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

ACCOMODATIONS FOR STUDENTS WITH DISABILITIES STATEMENT

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#).)

COURSE READINGS

Listed readings will be adjusted and updated to accommodate new materials, class needs, and student interests and experience. A detailed course schedule with dates and readings will be posted on CANVAS. Changes to the readings will be communicated in class and/or by e-mail and will be posted and updated in the detailed course reading schedule. All readings and class materials (pdf files) will be posted on CANVAS.

Week 1 (Sept. 12): Introduction and overview

Week 2 (Sept. 19): The role of government – Historical development & theory & explanations

Historical overview

- [Chapter 2] Stiglitz, J.E. and Rosengard, J.K., 2015. Economics of the public sector: Fourth international student edition. WW Norton & Company.
- [Chapter 2-5] Tanzi, V., 2011. Government versus markets: The changing economic role of the state. Cambridge University Press.
- [Chapter 1-2] Tanzi, V. and Schuknecht, L., 2000. Public spending in the 20th century: A global perspective. Cambridge University Press.
- [Chapter 3-7] Lindert, P.H., 2004. Growing public: Volume 1, the story: Social spending and economic growth since the eighteenth century (Vol. 1). Cambridge University Press.

Normative

- [Chapters 4-7] Weimer, D.L. and Vining, A.R., 2017. Policy analysis: Concepts and practice. Routledge.
- [Chapters 3-7] Stiglitz, J.E. and Rosengard, J.K., 2015. Economics of the public sector: Fourth international student edition. WW Norton & Company.

Government growth theories

- Holsey, C.M., 1996. Why does governments share of national income grow? An assessment of the recent literature on the US experience.
- Shelton, C.A., 2007. The size and composition of government expenditure. *Journal of Public Economics*, 91(11-12), pp.2230-2260.
- Kau, J.B. and Rubin, P.H., 2002. The growth of government: sources and limits. *Public Choice*, 113(3), pp.389-402.

Week 3 (Sept. 26): Policy briefs and class assignments

- [Chapters 14-16] Weimer, D.L. and Vining, A.R., 2017. *Policy analysis: Concepts and practice*. Routledge.

Week 4 (Oct. 3): Health I – Government intervention, theory & practice.

Theory

- [Chapter 8] McPake, B., Normand, C., Smith, S., & Nolan, A. (2020). *Health economics: an international perspective*. Routledge.
- [Chapter 8] Zweifel, P., Breyer, F., & Kifmann, M. (2009). *Health economics*. Springer Science & Business Media.
- [Chapter 19] Folland, S., Goodman, A. C., & Stano, M. (2016). *The economics of health and health care: Pearson new international edition*. Routledge.
- [Chapter 13] Stiglitz, J. E., & Rosengard, J. K. (2015). *Economics of the public sector: Fourth international student edition*. WW Norton & Company.

Health systems

- [Chapter 16] McPake, B., Normand, C., Smith, S., & Nolan, A. (2020). *Health economics: an international perspective*. Routledge.
- Böhm, K., Schmid, A., Götze, R., Landwehr, C. and Rothgang, H., 2013. Five types of OECD healthcare systems: empirical results of a deductive classification. *Health policy*, 113(3), pp.258-269.
- Jost, TS. (2014) “Health Insurance in the United States, History of”. *Encyclopedia of Health Economics 1*: 388-395

Week 5 (Oct. 10): Health II – Racial & social inequalities in health.

Unequal prevalence of disease

- Banks, J., Marmot, M., Oldfield, Z., & Smith, J. P. (2006). Disease and disadvantage in the United States and in England. *Jama*, 295(17), 2037-2045.

Life expectancy

- Murin, F., Mackenbach, J. P., Jasilionis, D., & d'Ercole, M. M. (2022). Educational inequalities in longevity in 18 OECD countries. *Journal of Demographic Economics*, 88(1), 1-29.
- Wrigley-Field, E. (2020). US racial inequality may be as deadly as COVID-19. *Proceedings of the National Academy of Sciences*, 117(36), 21854-21856.

- Harper, S., MacLehose, R. F., & Kaufman, J. S. (2014). Trends in the black-white life expectancy gap among US states, 1990–2009. *Health affairs*, 33(8), 1375-1382.

Healthy life expectancy

- Hayward, M. D., Hummer, R. A., Chiu, C. T., González-González, C., & Wong, R. (2014). Does the Hispanic paradox in US adult mortality extend to disability?. *Population Research and Policy Review*, 33(1), 81-96.
- Fouweather, T., Gillies, C., Wohland, P., Van Oyen, H., Nusselder, W., Robine, J. M., ... & JA: EHLEIS Team. (2015). Comparison of socio-economic indicators explaining inequalities in Healthy Life Years at age 50 in Europe: 2005 and 2010. *The European Journal of Public Health*, 25(6), 978-983.

Self reported health

- Thompson, O. (2017). Black–white differences in self-rated health, 1972–2015. *Economics Letters*, 154, 69-73.
- Woo, H., & Zajacova, A. (2017). Predictive strength of self-rated health for mortality risk among older adults in the United States: does it differ by race and ethnicity?. *Research on aging*, 39(7), 879-905.

Mortality rates

- Mackenbach, J. P., Valverde, J. R., Artnik, B., Bopp, M., Brønnum-Hansen, H., Deboosere, P., ... & Nusselder, W. J. (2018). Trends in health inequalities in 27 European countries. *Proceedings of the National Academy of Sciences*, 115(25), 6440-6445.

Week 6 (Oct. 17): Health III – Causes of health inequalities & policy.

Waiting times

- Landi, S., Ivaldi, E., & Testi, A. (2018). Socioeconomic status and waiting times for health services: An international literature review and evidence from the Italian National Health System. *Health Policy*, 122(4), 334-351.
- Ray, K. N., Chari, A. V., Engberg, J., Bertolet, M., & Mehrotra, A. (2015). Disparities in time spent seeking medical care in the United States. *JAMA internal medicine*, 175(12), 1983-1986.

Racial bias in care

- Greenwood, B. N., Hardeman, R. R., Huang, L., & Sojourner, A. (2020). Physician–patient racial concordance and disparities in birthing mortality for newborns. *Proceedings of the National Academy of Sciences*, 117(35), 21194-21200.
- Hall, W. J., Chapman, M. V., Lee, K. M., Merino, Y. M., Thomas, T. W., Payne, B. K., ... & Coyne-Beasley, T. (2015). Implicit racial/ethnic bias among health care professionals and its influence on health care outcomes: a systematic review. *American journal of public health*, 105(12), e60-e76.

Week 7 (Oct. 24): Education I – Government intervention, theory & practice.

- [Chapter 14] Stiglitz, J. E., & Rosengard, J. K. (2015). Economics of the public sector: Fourth international student edition. WW Norton & Company.
- de Gayardon, A. (2019). There is no such thing as free higher education: A global perspective on the (many) realities of free systems. Higher Education Policy, 32(3), 485-505.
- [Chapter 2] Garritzmann, J. L. (2016). The political economy of higher education finance: The politics of tuition fees and subsidies in OECD countries, 1945–2015. Springer.
- [Pg.268-281] OECD Education at a Glance 2015.

Week 8 (Oct. 31): Education II – Education & social mobility.

- Gregg, Paul, Jan O. Jonsson, Lindsey Macmillan, and Carina Mood. 2017. “ The Role of Education for Intergenerational Income Mobility: A comparison of the United States, Great Britain, and Sweden” Social Forces 96(1): 121–152.
- Michelman, V., Price, J., & Zimmerman, S. D. (2022). Old boys’ clubs and upward mobility among the educational elite. The Quarterly Journal of Economics, 137(2), 845-909.
- Heckman, J., & Landersø, R. (2022). Lessons for Americans from Denmark about inequality and social mobility. Labour Economics, 77, 101999.
- Haveman, R., & Smeeding, T. (2006). The role of higher education in social mobility. The Future of children, 125-150.

Week 9 (Nov. 7): Education III – Higher education reform.

- Harris, D. N. (2022, March 9). Is free college a good idea? increasingly, evidence says yes. Brookings. Retrieved August 11, 2022, from <https://www.brookings.edu/blog/brown-center-chalkboard/2021/05/10/is-free-college-a-good-idea-increasingly-evidence-says-yes/>
- Sanders, B. (2015, October 22). Make college free for all. The Washington Post. Retrieved August 11, 2022, from https://www.washingtonpost.com/opinions/bernie-sanders-america-needs-free-college-now/2015/10/22/a3d05512-7685-11e5-bc80-9091021aeb69_story.html
- Horn, M. B. (2019, July 17). Five reasons why free college doesn't make the grade. Forbes. Retrieved August 11, 2022, from <https://www.forbes.com/sites/michaelhorn/2019/07/16/five-reasons-why-free-college-doesnt-make-the-grade/?sh=b78ea14a6c1e>
- Amselem, M. C. (n.d.). Free college would be a disaster-just ask Europe. The Heritage Foundation. Retrieved August 11, 2022, from <https://www.heritage.org/education/commentary/free-college-would-be-disaster-just-ask-europe>

Week 10 (Sept. 3): Pensions I – Government intervention, theory & practice.

- [Chapter 16] Stiglitz, J. E., & Rosengard, J. K. (2015). Economics of the public sector: Fourth international student edition. WW Norton & Company.
- [Chapters 1-3] Barr, N., & Diamond, P. (2008). Reforming pensions: Principles and policy choices. Oxford University Press.

- Robinson, M. H. (1911). Report of the Massachusetts Commission on Old Age Pensions, Annuities and Insurance. (You can find the full report online on google books)
- Booth, C. (1899). Old Age pensions and the aged poor: a proposal. Macmillan and Company, Limited.
- Grünewald, A. (2021). The historical origins of old-age pension schemes: Mapping global patterns. *Journal of International and Comparative Social Policy*, 37(2), 93-111.

Week 11 (Nov. 21): Pensions II – Longevity & social inequality in old-age pensions.

- Lee, R., & Miguel Sánchez-Romero. (2019). Overview on heterogeneity in longevity and pension schemes (pp. 259-279). World Bank.
- Auerbach, A. J., Charles, K. K., Coile, C. C., Gale, W., Goldman, D., Lee, R., ... & Wong, R. (2017). How the growing gap in life expectancy may affect retirement benefits and reforms. *The Geneva Papers on Risk and Insurance-Issues and Practice*, 42(3), 475-499.
- Brønnum-Hansen, H., Foverskov, E., & Andersen, I. (2020). Occupational inequality in health expectancy in Denmark. *Scandinavian journal of public health*, 48(3), 338-345.
- Brønnum-Hansen, H., Eriksen, M. L., Andersen-Ranberg, K., & Jeune, B. (2017). Persistent social inequality in life expectancy and disability-free life expectancy: outlook for a differential pension age in Denmark?. *Scandinavian journal of public health*, 45(4), 459-462.
- Belles, C., Jiménez, S., & Ye, H. (2022). The Effect of Removing Early Retirement on Mortality. *Documento de Trabajo*, 06.

Week 12 (Nov. 28): Pensions III – Old-age pension reform.

- Börsch-Supan, A. (2007). Rational pension reform. *The Geneva Papers on Risk and Insurance-Issues and Practice*, 32(4), 430-446.
- Bosworth, B., & Weaver, R. K. (2011). Social security on auto-pilot: international experience with automatic stabilizer mechanisms. Center for Retirement Research at Boston College Working Paper, (2011-18).
- Greszler, R. (n.d.). Social Security's unfunded obligations getting worse. The Heritage Foundation. Retrieved August 19, 2022, from <https://www.heritage.org/social-security/commentary/social-securitys-unfunded-obligations-getting-worse>
- Greszler, R. (n.d.). How heritage's budget blueprint would make Social Security Solvent, better deal for workers. The Heritage Foundation. Retrieved August 19, 2022, from <https://www.heritage.org/social-security/commentary/how-heritages-budget-blueprint-would-make-social-security-solvent-better>
- Greszler, R. (n.d.). Seven hard truths americans should know about Social Security in 2021- and five ways to strengthen Social Security. The Heritage Foundation. Retrieved August 19, 2022, from <https://www.heritage.org/social-security/report/seven-hard-truths-americans-should-know-about-social-security-2021-and-five>
- Gonzalez-Miranda, M., & Izvorski, I. (2022, March 9). Social Insurance in the time of Robots. Brookings. Retrieved August 19, 2022, from <https://www.brookings.edu/blog/future-development/2018/04/04/social-insurance-in-the-time-of-robots/>

- Koettl, J., & Fengler, W. (2016, July 29). Should we work forever? Brookings. Retrieved August 19, 2022, from <https://www.brookings.edu/blog/future-development/2015/04/09/should-we-work-forever/>
- Shapiro, R. (2016, July 29). Life expectancy and the Republican Candidates' Social Security proposals. Brookings. Retrieved August 19, 2022, from <https://www.brookings.edu/blog/fixgov/2016/01/29/life-expectancy-and-the-republican-candidates-social-security-proposals/>