

Term Information

Effective Term Spring 2022
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Addition of distance learning/online section of existing course; restrict course to Columbus campus

What is the rationale for the proposed change(s)?

Allows flexibility of instruction; branch campuses lack instructional support

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4285
Course Title The Comparative Politics of the Welfare State
Transcript Abbreviation Comp Pol Welfr Sta
Course Description Analyzes different kinds of welfare capitalism including social, economic, and political considerations shaping welfare policy; and contemporary welfare reform as an exercise in reallocation, reorganization, and budget-cutting.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus
Previous Value Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 578.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1001

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain a deeper knowledge of the scholarly literature on comparative welfare states, including debates about theories, research methods, and substantive issues.

Previous Value

Content Topic List

- Understanding the welfare state
- Politics, economics, and the welfare state
- Does the US have a welfare state?
- Varieties of welfare states
- Veberidgean basics: Britain
- The social democratic welfare state: Sweden
- The conservative-corporatist welfare state: Germany
- Contemporary issues in welfare politics
- Challenges to the welfare state
- Shrinking the welfare state?
- The politics of retrenchment
- The aging welfare state: the politics of pensions
- The comparative politics of health care reform
- Women, work, and welfare

Sought Concurrence

No

Attachments

- PS4285_Online_Syllabus.pdf: PS 4285 DL course syllabus
(Syllabus. Owner: Smith, Charles William)
- PS4285_Syllabus_Fall2021_inperson.pdf: PS 4285 in person syllabus
(Syllabus. Owner: Smith, Charles William)
- asc-distance-approval-cover-sheet-fillable.pdf: ASC Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA Poli Sci.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA World Pol.pdf: Curriculum Map BA World Politics
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BS Poli Sci.pdf: Curriculum Map BS Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- PS4285 Jeremie Smith sign off.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Smith, Charles William)

Comments

- The DL cover sheet does not appear to have been reviewed (signed off) by Jeremie Smith. *(by Vankeerbergen, Bernadette Chantal on 09/15/2021 12:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	08/31/2021 03:03 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	09/03/2021 01:09 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/15/2021 12:12 PM	College Approval
Submitted	Smith, Charles William	09/20/2021 02:23 PM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	09/20/2021 08:34 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/28/2021 04:34 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/28/2021 04:34 PM	ASCCAO Approval

SYLLABUS

PS 4285

Comparative Politics of the Welfare State
Fall 2021– Online

COURSE OVERVIEW

Instructor

Instructor: Dr. Sara Watson

Email address: watson.584@osu.edu

Office hours:

- Most weeks my office hours will be held via live Zoom calls on Thursdays (2:30-3:30). Please sign up using the calendar function on Carmen.

Teaching Assistant: TBA. Office Hours TBA.

Course description

Why have numerous attempts to introduce (truly) universal health insurance in the United States failed? Why does the United States provide public pensions (social security) to all elderly citizens, but lack universal programs for children and young people? Why does the US welfare state look so different from the Swedish, German and British welfare states? Social programs like health care, pensions, unemployment benefits, welfare, and education are at the center of many contemporary political debates. In the past twenty years, proposals to expand health coverage to the uninsured, reform welfare, and introduce more testing and federal regulations in education have been at the center of American political debate.

This course examines these contemporary issues in a comparative perspective, asking why the American welfare state looks different from many European countries, what characterizes the politics of social policy development in the US and abroad, and how we should understand today's debates about policy reform. In so doing, we will look at the history and development of

social policy in the US, Sweden, Germany and the UK, among other countries, comparing both across countries and different types of policies.

The course is divided into four parts. The first two sections will introduce you to the basic structure of the American welfare state and those in Europe, focusing on substantive knowledge about the basic terrain and how to compare across countries. In the third section, we turn to the comparative politics of healthcare. Our goal here is to understand different models for organizing healthcare, as well as their political causes and consequences. The final section analyzes the dynamics of race, class and gender in the contemporary American welfare/carceral state through the lens of housing policy, and the nexus of welfare and policing/incarceration.

Course goals and Expected Learning Outcomes

1. *Course Goal:* Students will gain a deeper knowledge of the scholarly literature on comparative welfare states, including debates about theories, research methods, and substantive issues.
2. *Expected Learning Outcome:* By the end of this course, students will be able to describe key features of the American welfare state; situate the American welfare state within the comparative scholarship on welfare state regime types; describe both the political origins ideologies that inspired different models of welfare states; describe the consequences of welfare state models for social stratification; distinguish between the four major models of health care provision and how they vary in terms of financing and public/private provision; describe the major features of the American healthcare system and the political dynamics affecting current efforts to reform/repeal healthcare.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. All class lectures and discussions will be recorded and posted on Carmen.

Pace of online activities: This course is divided into **weekly modules** that are released at the beginning of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of

homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: TWICE PER WEEK**
You are expected to log in to the course in Carmen at least two times every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an extended period of class, discuss it with me *as soon as possible*.
- **Office hours: OPTIONAL**
My office hours, offered weekly, are optional.

COURSE MATERIALS AND TECHNOLOGIES

Course Materials

REQUIRED

- *Trapped in America's Safety Net* by Andrea Campbell (University of Chicago Press, 2014) should be purchased from Amazon.com or some other book retailer
- All other course readings will be provided through our Carmen website.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested

- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program.
- Full instructions for downloading and installation can be found [at go.osu.edu/office365help](#).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

COURSE ORGANIZATION, GRADING AND FACULTY RESPONSE

How the course is organized

We will have two live zoom classes each week. All other course materials will be posted on zoom. At the beginning of every week, by around 9 am on Monday, I will **post an announcement in Carmen** outlining the course plan and expectations for the week (ie, which readings to do; when the associated quiz deadlines). **All relevant course materials for the coming week will be posted by that time.**¹ You are free to work on these materials for the week at your own pace, but you must finish them by the end of the week—generally, by midnight of the following Sunday. The weekly course materials will include:

Every week:

- Assigned Readings. For most course topics I will also assign an associated reading. This means that, in an average week, you are responsible for approximately 2 readings. Sometimes there may be a little more reading, sometimes a little less.
- Reading Quizzes and/or Reading Reflections. See below for more info.

Some, but not all, weeks

- Audio/Video Supplements. I may also sometimes ask you to watch documentary clips, or listen to a podcast.

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Reading Quizzes	30% (3% each x 10)
Midterm 1	20%
Midterm 2	20%

¹ Unless I myself fall ill... in which case I will let you know that there could be delays!

Final Exam or Paper	20%
Trial/Townhall Reflection Papers	10% (5% each x 2)
Total	100%

See course schedule below for due dates.

Course Assessments

Reading quizzes. Most weeks you will also take a reading quiz, which will be administered via Carmen. Although you may take the reading quiz at any time during the week, I generally encourage you to wait until you have done the readings, listened to the lectures and completed the study questions. I anticipate administering 11-12 reading quizzes over the course of the semester, but I will drop the lowest 1-2 quiz grades so that only ten reading quizzes count toward the final grade.

Reading quizzes will cover assigned reading material and typically will be a mixture of multiple choice, true-false, and fill-in-the-blank. Because the purpose of the online Carmen reading quiz is to help you solidify your understanding of a given set of readings, this type of quiz (reading responses) will be open-book, open-note and will generously timed (I'll give you about 2 hours for 10-12 questions). In order to encourage careful reading, you will see one question at a time and must answer the question on the screen before proceeding to the next question. Do not skip questions; you cannot return to them later.

I will generally post reading quizzes around mid-day on the Monday of a given week. You must complete the reading quiz by the following Sunday at 11:59 pm.

Midterms. There will be two midterms in this course. They will be a combination of multiple choice, short-answer, True/False and fill-in-the-blank. They will be taken online via Carmen. The midterm will open on Carmen at 9 am on the day of the exam and will remain open for 24 hours. You will have 2 hours to complete the exam.

Trial/Townhall Response Papers. We will have two in-class activities, a trial and a townhall. Students who do not actively participate in the trial/townhall will be asked to write response papers which reflect on these activities, as outlined at the end of the syllabus (after the list of course readings and assignments). They are due at 11:59 PM on the days indicated.

These response papers have three purposes. They provide a way for me to give credit for careful attention in class; they give you the opportunity to clarify your thinking by practicing

analytic writing; and they prepare you for the exams. Please note that all submissions will be screened for potential plagiarism.

Final Exam or Final paper. Students will have a choice for their final assignment.

Option 1: Traditional final examination. This will be a Carmen-based examination, similar to the midterms.

Option 2: Final Paper. I will also offer students the opportunity to write a 7-8 page paper in lieu of a Carmen-based final exam. I will provide paper prompts, and a grading rubric, closer to the end of the semester.

Learning in the Midst of a Global Pandemic

Although I encourage you to keep up with the work and scheduled due dates for PS 4285, we are still living in uncertain times. Given current circumstances, it seems very likely that at least some members of our classroom community may end up facing difficult circumstances this semester, be it illness, housing dislocation, or family concerns.

If – for whatever reason—or you find yourself in a difficult place, please do not feel like you need to maintain a stiff upper lip and continue as if nothing has happened. I am happy to work out accommodations. Your health and well-being are the most important thing. If you need to take some time to catch up on course material, that is not a problem. Please reach out and let me know how I can help you succeed!

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70 –72.9: C-
 67 –69.9: D+
 60 –66.9: D
 Below 60: E

How to do well in this course

- **Read.** The required readings for each topic by the date listed on the syllabus.
- **Active Listening.** It may be tempting to listen to the lectures passively, especially because you will not be in an in-person classroom setting. Remember, however, that good note-taking promotes active listening, comprehension of material and retention. As you take notes, ask yourself: What is each lecture about? What are the key points that you think Professor Watson wants you to take home?
- **Take notes on the readings.** Again, you will do better in this course if you take notes on the readings as you proceed through the course. What is each reading about? How is a given reading connected to the lecture? What kind of argument is it making? What kinds of evidence, examples do the authors use? Are you convinced? Why or why not? What surprised you? What bothered you? If you take only one note on a reading, it should be *your reaction* to it, as this has been shown to be the best aid to recalling the content of a reading. (That said, I encourage you both to take notes on content *and* to write a quick sentence or two on your response!)
- **Take Advantage of the Study Questions.** For each academic article assigned, I will provide a set of study questions aimed at helping you identify the main concepts and arguments being presented. I strongly encourage you to work on answering these study questions as you read the article, and *before* you take the reading quizzes.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Weekly Email Update:** At the beginning of every week I will send you an email outlining the course plan and expectations for the week (ie, which readings to do; the associated quiz deadlines). My weekly update will be posted via the Announcements function on Carmen, which should be linked to your email account.
- **Communication via Email:** I will try my best to reply to emails within **24 hours on days when class is in session at the university**. I do not usually respond to email on weekends.
- **Grading and feedback:** For major assignments (midterms, papers), you can generally expect feedback within **10 days**. There are a lot of you this semester, so be patient.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes and exams:** You must complete the weekly lecture and reading quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including writing responses, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course may include a group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and

feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so

through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tool



COURSE SCHEDULE

****The course schedule below is subject to change depending on how the semester unfolds. **** *If I decide to add or delete sessions/readings, I will communicate these changes to you in class and via Carmen Announcements.*

Week	Dates	Lecture Topics	Readings and/or Multimedia	Assignment
1A	8/25 (Wed)	Course Introduction	Syllabus	<u>Reading Quiz 1:</u> Syllabus Quiz (Complete by Sunday, 8/29 at 11:59 PM)
2A	8/30 (Mon)	Why Study the WS Comparatively?	David McHugh (2020). " <u>Pandemic Shows Contrast Between US, European Safety Nets.</u> " <i>US News & World Report.</i>	

Week	Dates	Lecture Topics	Readings and/or Multimedia	Assignment
Part I: Understanding the American Welfare State—Four Views				
2B	9/1	America's Two-Tiered Welfare State	Andrea Campbell (2014). <i>Trapped in America's Safety Net</i> . chapters 1-2	<u>Reading Quiz 2:</u> Campbell, Chapters 1-2 (Complete by Sunday, 8/30 at 11:59 pm)
3A	9/6	LABOR DAY HOLIDAY: No lecture		
3B	9/8	America's Hidden WS	"How the US built a WS for the Wealthy." <u>Interview with Chris Faricy</u> Suzanne Mettler. 2010. "Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era." <i>Perspectives on Politics</i> . Vol. 8, no. 3.	<u>Reading Quiz 3:</u> Mettler 2010 (Complete by Sunday, 9/7 at 11:59 pm)
4A	9/13	The Hidden WS (cont'd)		

Week	Dates	Lecture Topics	Readings and/or Multimedia	Assignment
			Andrea Campbell (2014). <i>Trapped in America's Safety Net</i> . Ch. 3-4	
4B	9/15	America's Private WS	Continue: Campbell (2014). Ch. 3-4	No quiz this week!
5A	9/20	America's Rabbit Hole WS	Campbell (2014). <i>Trapped in America's Safety Net</i> . chapters 5-6. Watson (2020). <u>"In some states, unemployment checks are much smaller than in others. Here's Why."</u>	
5B	9/22	** Catch-Up Day/Review Session		<u>Reading Quiz 4:</u> Campbell, Ch. 3-6. (Complete by Sunday, 9/21 at 11:59 pm)
6A	9/27	Midterm 1	Midterm window will be open for 24 hours starting 9 am on Monday, 2/11.	

Part 2: Different Worlds of Welfare?				
6B	9/29	Introduction to Typologies of the Welfare State	<p>Gosta Esping-Andersen. 2006. "Three Worlds of Welfare Capitalism." In <i>Welfare State Reader</i>. Eds. Chris Pierson and Francis Castles. Oxford University Press.</p> <p>Video Clip (we will watch in class): Welfare State and Social Democracy (Gives a brief overview of the 3 Worlds framework)</p>	<p><u>Reading Quiz 5:</u> Esping-Andersen reading (Due Sunday, 10/3@11:59 pm)</p>
7A	10/4	The Beveridgean Model in Britain: Post-war Origins	<p><u>Reading:</u> Peter Baldwin. 1992. "Beveridge and the longue durée." <i>International Social Security Review</i>. Vol 45(1). Use the Study Questions!</p> <p>Video Clip (we will watch in class): Commanding Heights (PBS Documentary) Watch section on VE-Day 1945 thru the end of Britain 1945 (38:29-45:26)</p>	
7B	10/6	Britain's Shift to a "Liberal" Model		<p><u>Reading Quiz 6:</u></p>

			Continue reading Baldwin. <i>Use the Study Questions!</i>	Baldwin Reading (Due Sunday, 10/10 @11:59 pm)
8A	10/11	The Conservative/Christian Democratic Model: Bismarck's Vision	Carlo Invernizzi Accetti (2019). "Social Capitalism: Principles of Christian Democratic Political Economy." In <i>What is Christian Democracy?</i> <u>In-Class Video Clip:</u> Interview with Carlo Invernizzi Accetti	
8B	10/13	The Conservative/Christian Democratic Model: The Christian Democratic Reimagination	Continue reading Accetti (Be sure to use the study questions!)	<u>Reading Quiz 7:</u> Accetti Reading (Due Sunday, 10/17 @11:59 pm)

9A	10/18	The Social Democratic Model: Decommodifying Welfare?	<p>Sven Steinmo. 2010. "Sweden: The Evolution of a Bumble Bee", chapter 2 in <i>The Evolution of Modern States</i>. Cambridge University Press.</p> <p>In-Class Video Clip: People in Denmark are Much Happier Than People in the United States</p>	
9B	10/20	Social Democracy in Action: Politics and Economics	<p>Continue Steinmo 2010. [This is a long but helpful chapter, so be sure to pace yourself—and again, use the study questions!]</p>	<p><u>Reading Quiz 8:</u> Steinmo (first 50 pages) (Due Sunday, 10/10 @11:59 pm)</p>
10A	10/25	In-Class Trial Prep	Continue Steinmo 2010.	

10B	10/27	In-Class Trial	<p>Proposition:</p> <p>Has Sweden Abandoned Social Democracy?</p> <p>See below (toward end of syllabus) for more details on this activity!</p>	<p>Trial response paper (for jury members) due Sunday 10/31@11:59 pm.</p>
11A	11/1	Midterm 2	<p>Midterm window will be open for 24 hours starting 9 am on Monday 11/1.</p>	
Part 3: Contemporary Issues				
11B	11/3	The Challenge to Class-Based Interpretations of the WS: The Politics of Intersectionality	<p>John Bowman and Alyson Cole. 2009.</p> <p>“Do Working Mothers Oppress Other Women?” <i>Signs</i>. Vol 35, no 1</p>	<p><u>Reading Quiz 9:</u></p> <p>Bowman and Cole (to be completed by Sunday, 11/9)</p>
12A	11/8	Comparative Models of Gendered Social Policy	<p>Arizo Karimi (2019). “How Do Parental Leave Policies Affect Relationship Stability At Home?” <i>American Applied Economic Journal</i>—non-technical version!</p> <p>Alexander Smith and Vladimir Bonic (2019). “An American Dad in Sweden Now Has Plenty of Time.” <i>NBC News</i>.</p>	
12B	11/10	Comparative Models of Health Care	<p>Prof Watson is assigning a Vox podcast for this session, which discusses the nature of healthcare in Taiwan, Australia and the Netherlands:</p>	<p><u>Quiz 10:</u></p> <p>This Quiz is a little different- it asks you to pose 3 thoughtful questions about the</p>

			<u>Three Roads to Universal Coverage</u> . Jan 2020.	comparative health systems we covered in class & in the podcast. As long as your questions show that you engaged with the material, you will receive full credit. (Note: this quiz deadline is Tuesday 11/16 @11:59 pm)
13A	11/15	Comparative HC Systems (Cont'd)	Uwe Reinhardt (2018). "US Health Spending and What Drives It," Chapter 1 from <i>Priced Out: The Economic and Ethical Costs of American Health Care</i> . Princeton: Princeton University Press.	
13B	11/17	Health care in America: Background & Intro to the ACA		<u>Reading Quiz 11:</u> Reinhardt (Due Sunday 11/21 @11:59 pm)
14A	11/22	Politics of the ACA (part 1): SCOTUS and Its Consequences	Kaiser Family Foundation (2012). A Guide to the Supreme Court's Decision on Medicaid Expansion.	

			Vox (2018). "The First Five Years of Medicaid Expansion in Ohio." Vox <u>Video Clip</u> : " Medicaid, Explained "	
14B	11/24	THANKSGIVING BREAK: No Class		No quiz this week, Happy Thanksgiving!
15A	11/29	Politics of the ACA (part 2): Failed Efforts to Repeal the ACA	Jacob Hacker and Paul Pierson (2018). "The Dog That Almost Barked: What the ACA Repeal Fight Says about the Resilience of the American Welfare State." <i>Journal of Health Politics, Policy and Law</i> . Vol 43, No. 4 (August 2018).	
15B	11/29	Townhall Prep	See our Carmen website for relevant articles on Medicare For All	<u>Reading Quiz 12</u> : Hacker and Pierson Due Sunday 11/28 @11:59 pm)
16A	12/6	Townhall Prep		
16B	12/8	Class Townhall on Medicare for All	See below for more details!	Townhall Response Paper (audience members only) due by

				Wed, 12/15 @11:59 pm
<p>Final Exam Option: Will go live Monday, December 13 @10 am, will remain open for 24 hours. You will have two hours to complete the exam.</p> <p>Paper Option: Due Thursday, December 14th @ 12 noon.</p>				



THE OHIO STATE UNIVERSITY

College of Arts and Sciences

Department of Political Science



IN-CLASS ACTIVITY 1

Trial: Has Sweden Abandoned Social Democracy?

Prosecution team: Charges Sweden with having abandoned social democracy.

Defense Team: Defends Sweden against the claim that it has abandoned social democracy.

In this in-class exercise, we will have a prosecution team, a defense team, and jury members. The prosecution and defense teams are comprised of three groups: (1) brief writers; (2) legal team and (3) witnesses. The brief writers help develop the ideas presented by the team, the legal team argues the case in front of the class, and both groups work with the witnesses to develop testimony. Jury members rule on the case.

Organization of the Trial

Opening Statement:

First the prosecutor, then the defendant's attorney, explain what their evidence will be and what they will try to prove.

Prosecution's Case:

Witnesses are called to testify (direct examination). For the purposes of time, you will be limited to two witnesses. (A team may have fewer than two witnesses if they desire). Each witness called is cross-examined by the defense.

- Witnesses can be 'experts', such as one of the authors from PS 4285, or (for example) a prime minister, or representative from a party or a trade union, etc. I encourage you to be creative!

Defendant's Case:

Same as the above except that now the defense calls witnesses for direct examination; cross-examination by prosecution. Again, the defense is limited to two witnesses.

About Witnesses: 24 hours before the trial, each side must give a description of their witnesses to the other side. Here, you must give a brief description of the witness-- ie, "We will call the head of the blue collar trade union." This is to give each side a little bit of a chance to come up with some decent cross-examination questions!

Full Disclosure: If any team does additional research, they are also required to post the articles they used on Carmen by a date (TBD) so that the other side has a chance to at least glance at their opponents' evidence.

Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.

Advice for All Debate Participants. I suggest that brief writers, witnesses and the legal team start with the assigned readings. These provide different perspectives on the trajectory of the Swedish political economy since the 1990s. You can move on from there and do some additional research to bolster your arguments, as you see fit.

The Brief Writers' Task. Your role is to think about the best way to make your side's case, or to anticipate the other side's argument and to come up with ways of refuting their arguments. Remember that the legal team and witnesses will be relying on the lines of argument and defense that you develop as they make their own preparations. You will document this work by handing in a 2-page document outlining your arguments. (The document may be longer, but it must be a minimum of 2 pages).

In order to avoid too much redundancy of effort, I will assign each team's brief writers to one of two roles: (a) brief writers whose goal it is to make a case for their side (ie the prosecution or defense) and (b) brief writers whose job it is to anticipate/refute the other side's argument. Brief writers should coordinate with the other person on their team in the same role to do some initial research and then decide upon how to divide the material. You don't need to have a polished brief ready until the day of class but you should be in contact with your legal team and witnesses ahead of time to help them understand the lines of argument that you are helping to develop for your team.

Legal Team and Witnesses. Your job is to think about the best way to present the case that your fellow brief-writers are making. What are your strongest arguments? How can you present them most effectively to the court? Also think about the kinds of questions you would ask in a cross-examination of your opposition's witnesses, and put some thought into prepping your witnesses. Witnesses are in some sense going to be the 'mouthpiece' of each side, so lawyers need to be able to ask them appropriately leading (or critical) questions.

The Jury. Your job is to have read the assigned readings for this session, to attend the trial, and to listen carefully. At the end of the trial we will hold a vote!

Two final notes. First: since I am not a lawyer, we're not going to get caught up in procedural stuff, so there won't be any "Objection! Hearsay..." or anything like that. 😊 Focus on the arguments!

Also: These debates/trials are meant to be both educational and fun. There are serious intellectual issues at stake but I also want you to have fun with this... so feel free to bring some humor in. 😊

Evaluation:

Trial participants will be evaluated on how well they show understanding of the material, via either written or oral argument.

Trial Response Paper (only for members of the Jury): Members of the jury will write a 1-2 page (single-spaced) document outlining how they voted, and the grounds for their decision. Although jury members may of course refer to the material presented by both sides, please don't make it a "he said, she said" document. Instead, focus on analytic issues: tell me what you think social democracy is, then evaluate each side's case.

IN-CLASS ACTIVITY 2:

PS 4285 Town Hall on “Medicare For All”

Town Hall Meeting

In the US, there are two counties that have voted for the winning candidate in every election since 1960. One of them, Vigo County, Indiana, is on the list of campaign stops for presidential hopefuls. Today, former presidential candidate Senator Bernie Sanders is holding a Town Hall in Vigo County, at which he hopes to discuss his ‘Medicare For All’ health plan—and to pressure President Biden to move leftward on healthcare.

Some Information about Vigo County:

Population is 107, 000 people with a median age of 36 years. One of the major concerns of the residents is the economy. The largest industries are insurance (including health insurance) and manufacturing. The industries that pay the highest wages are utilities and mining. 90% of the county’s residents have health insurance: 46% are covered under plans offered by their employers, 18% by Medicaid, 12% by Medicare, and 1% by military and VA plans.

1. **Stakeholder Groups:** You will be divided into the following groups representing stakeholders in the health care system (you will be assigned to a group at the start of the exercise in class):
 - a. Senator Bernie Sanders campaign [3-4 students]
 - b. The American Medical Association [2 students]
 - c. American Hospital Association [2 students]
 - d. National Nurses United [2 students]
 - e. Anthem Insurance Company [2 students]
 - f. Merck Pharmaceutical Company [2 students]
 - g. Service Employees International Union (SEIU) [2 students]
 - h. Everyone else will be a taxpayer of some sort in the audience, with specific demographic and income profiles to be assigned soon.
 - *Taxpayer type 1:* a 22 y/o college graduate
 - *Taxpayer type 2:* a 66 y/o retired veteran
 - *Taxpayer type 3:* An uninsured, 27 y/o single, non-union member, mother working 2 part-time jobs

Team of Moderators [2 students]

2. Preparation:

BEFORE the townhall meeting, each major stakeholder group should formulate its thoughts on the Medicare For All plan based on which stakeholder you represent. (Taxpayers should also come prepared with 1 question to submit).

- a. Sanders campaign: Prepare a Powerpoint presentation of your proposal and why it is the best solution to fix the problems plaguing American healthcare
- b. Insurance/hospital/pharma/SEIU group stakeholders: Prepare a Powerpoint presentation highlighting your organization's relationship to the current health care system and how Sanders' proposed Medicare For All proposal is likely to affect your members. (You will not present this publicly, it is meant to show me that you prepared). At the end of your powerpoint, you should also *provide two questions to ask of the Sanders campaign that will illustrate your concerns with their proposal*. You should frame your questions comparatively: Why should I support element X of your proposal when I would prefer a health care plan that would do Y?² (Please bring these to class on the townhall day!)

3. **Presentation**: The Sanders campaign will present their proposal (10 mins)

4. **Revise Questions**: Stakeholders may revise your questions in light of the presentation. (3 mins).

5. **Agenda setting**: A team of moderators will collect, select and order the questions that the Sanders campaign will have to respond to (5 mins)

- During this time, the non-moderators will prepare likely rebuttals to the Sanders campaign.

6. **Response and rebuttals**: The Sander campaign will respond to the questions selected by the moderators (2 mins per question).

- a. Some back and forth between the campaign team and stakeholders will ensue

² The group stakeholders' grade will be based on performance in the townhall and the quality of the powerpoint. It remains up to you to determine the allocation of work. (That is, one person on the team could write the presentation while the other could engage in oral argument during the townhall; or both could take on those roles equally)

- b. Moderators must make sure that at least one question from each stakeholder is included, hopefully we will get to all the questions.
7. **Voting:** Each class member will cast a vote for or against the Sanders campaign's proposal based on their stakeholder's interest (2 mins).
8. **Discussion** (15-20 mins).

EVALUATION

Trial participants will be evaluated on how well they show understanding of the material, via either written or oral argument.

Townhall Response Paper (only required of those in the Vigo taxpayer role): A 1-2 page document (single-spaced) laying out your current healthcare situation. What are your major health care concerns? How do you benefit from the current American HC system, and how are you disadvantaged? Then, based on your situation, discuss your views on Sanders' Medicare For All plan. Would you vote for or against the plan? Why or why not? (How would Medicare for All benefit/harm you?) Please ground your analysis in the assigned readings and in the presentation given in class.

SYLLABUS

PS 4285

Comparative Politics of the Welfare State
Fall 2021- In Person

COURSE OVERVIEW

Instructor

Instructor: Dr. Sara Watson

Location: 209 W 18th Ave 160, building info [here](#); classroom info [here](#)

Email address: watson.584@osu.edu

Office hours: TBA (after I do a survey of PS 4285 students)

Teaching Assistant: TBA.

Course description

Why have numerous attempts to introduce (truly) universal health insurance in the United States failed? Why does the United States provide public pensions (social security) to all elderly citizens, but lack universal programs for children and young people? Why does the US welfare state look so different from the Swedish, German and British welfare states? Social programs like health care, pensions, unemployment benefits, welfare, and education are at the center of many contemporary political debates. In the past twenty years, proposals to expand health coverage to the uninsured, reform welfare, and introduce more testing and federal regulations in education have been at the center of American political debate.

This course examines these contemporary issues in a comparative perspective, asking why the American welfare state looks different from many European countries, what characterizes the politics of social policy development in the US and abroad, and how we should understand today's debates about policy reform. In so doing, we will look at the history and development of social policy in the US, Sweden, Germany and the UK, among other countries, comparing both across countries and different types of policies.

The course is divided into four parts. The first two sections will introduce you to the basic structure of the American welfare state and those in Europe, focusing on substantive knowledge about the basic terrain and how to compare across countries. In the third section, we turn to the comparative politics of healthcare. Our goal here is to understand different models for organizing healthcare, as well as their political causes and consequences. The final section analyzes the dynamics of race, class and gender in the contemporary American welfare/carceral state through the lens of housing policy, and the nexus of welfare and policing/incarceration.

Course goals and Expected Learning Outcomes

1. *Course Goal:* Students will gain a deeper knowledge of the scholarly literature on comparative welfare states, including debates about theories, research methods, and substantive issues.
2. *Expected Learning Outcome:* By the end of this course, students will be able to describe key features of the American welfare state; situate the American welfare state within the comparative scholarship on welfare state regime types; describe both the political origins ideologies that inspired different models of welfare states; describe the consequences of welfare state models for social stratification; distinguish between the four major models of health care provision and how they vary in terms of financing and public/private provision; describe the major features of the American healthcare system and the political dynamics affecting current efforts to reform/repeal healthcare.

HOW THIS COURSE WORKS

Mode of delivery: Lectures for this course will be delivered in-person, bar unforeseen circumstances.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

COURSE MATERIALS AND TECHNOLOGIES

Course Materials

REQUIRED

- *Trapped in America's Safety Net* by Andrea Campbell (University of Chicago Press, 2014) should be purchased from Amazon.com or some other book retailer
- All other course readings will be provided through our Carmen website.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program.
- Full instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

COURSE ORGANIZATION, GRADING AND FACULTY RESPONSE

Course Organization

This course is delivered primarily through in-person classes, where we will do a mixture of lecture and small group activities. Most weeks there will also be some sort of reading quiz, which will be administered via Carmen.

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Weekly Reading Quizzes	30% (3% each x 10)
Midterm 1	20%
Midterm 2	20%
Final Exam or Paper	20%
Trial/Townhall Reflection Papers	10% (5% each x 2)
Total	100%

See course schedule below for due dates.

Course Assessments

Reading quizzes. Most weeks you will also take a reading quiz, which will be administered via Carmen. Although you may take the reading quiz at any time during the week, I generally encourage you to wait until you have done the readings, attended lecture *and* completed the study questions. I anticipate administering 11-12 reading quizzes over the course of the semester, but I will drop the lowest 1-2 quiz grades so that only ten reading quizzes count toward the final grade.

Reading quizzes will cover assigned reading material and typically will be a mixture of multiple choice, true-false, and fill-in-the-blank. Because the purpose of the online Carmen reading quiz is to help you solidify your understanding of a given set of readings, this type of quiz (reading

responses) will be open-book, open-note and will generously timed (I'll give you about 2 hours for 10-12 questions). In order to encourage careful reading, you will see one question at a time and must answer the question on the screen before proceeding to the next question. Do not skip questions; you cannot return to them later.

I will generally post reading quizzes around Thursday of a given week. You must complete the reading quiz by the following Sunday at 11:59 pm.

Midterms. There will be two midterms in this course. They will be a combination of multiple choice, short-answer, True/False and fill-in-the-blank. They will be taken IN CLASS. You will have the entire class time to complete the exam.

Trial/Townhall Response Papers. We will have two in-class activities, a trial and a townhall. Students who do not actively participate in the trial/townhall will be asked to write response papers which reflect on these activities, as outlined at the end of the syllabus (after the list of course readings and assignments). They are due at 11:59 PM on the days indicated on the syllabus.

These response papers have three purposes. They provide a way for me to give credit for careful attention in class; they give you the opportunity to clarify your thinking by practicing analytic writing; and they prepare you for the exams. Please note that all submissions will be screened for potential plagiarism.

Final Exam or Final paper. Students will have a choice for their final assignment.

Option 1: Traditional final examination. This will be a Carmen-based examination, similar to the midterms.

Option 2: Final Paper. I will also offer students the opportunity to write a 7-8 page paper in lieu of a Carmen-based final exam. I will provide paper prompts, and a grading rubric, closer to the end of the semester.

Learning in the Midst of a Global Pandemic

Although I encourage you to keep up with the work and scheduled due dates for PS 4285, we are living in uncertain times. Given current circumstances, it seems very likely that at least some members of our classroom community may end up facing difficult circumstances this semester, be it illness, housing dislocation, or family concerns.

If – for whatever reason—or you find yourself in a difficult place, please do not feel like you need to maintain a stiff upper lip and continue as if nothing has happened. I am happy to work out accommodations. Your health and well-being are the most important thing. If you need to

take some time to catch up on course material, that is not a problem. Please reach out and let me know how I can help you succeed!

Grading scale

93–100: A

90–92.9: A-

87–89.9: B+

83–86.9: B

80–82.9: B-

77–79.9: C+

73–76.9: C

70–72.9: C-

67–69.9: D+

60–66.9: D

Below 60: E

How to do well in this course

- **Read.** The required readings for each topic by the date listed on the syllabus.
- **Active Listening.** It may be tempting to listen to my lectures passively. Remember, however, that good note-taking promotes active listening, comprehension of material and retention. As you take notes, ask yourself: What is each lecture about? What are the key points that you think Professor Watson wants you to take home?
- **Take notes on the readings.** Again, you will do better in this course if you take notes on the readings as you proceed through the course. What is each reading about? How is a given reading connected to the lecture? What kind of argument is it making? What kinds of evidence, examples do the authors use? Are you convinced? Why or why not? What surprised you? What bothered you? If you take only one note on a reading, it should be *your reaction* to it, as this has been shown to be the best aid to recalling the content of a reading. (That said, I encourage you both to take notes on content *and* to write a quick sentence or two on your response!)
- **Take Advantage of the Study Questions.** Related to the above, for each academic article assigned, I will provide a set of study questions aimed at helping you identify the main concepts and arguments being presented. I strongly encourage you to work on answering these study questions as you read the article, and *before* you take the reading quizzes.

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Carmen Announcements:** I will generally make announcements in class, but will also communicate with students via Carmen. Electronic updates will be posted via the Announcements function on Carmen, which should be linked to your email account.
- **Communication via Email:** I will try my best to reply to emails within **24 hours on days when class is in session at the university**. I do not usually respond to email on weekends.
- **Grading and feedback:** For major assignments (midterms, papers), you can generally expect feedback within **10-14 days**. There are a lot of you this semester, so be patient.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)

Academic integrity policy

POLICIES FOR THIS COURSE

- **Quizzes and exams:** You must complete the weekly reading quizzes yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including writing responses, should be your own original work. In formal assignments, you should follow APA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course may include a group project (ie, debate), which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I will attempt to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the

University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Your mental health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health

impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Carmen (Canvas) accessibility
-

COURSE SCHEDULE

****The course schedule below is subject to change depending on how the semester unfolds. **** *If I decide to add or delete sessions/readings, I will communicate these changes to you in class and also via Carmen Announcements.*

Week	Dates	Lecture Topics	Readings and/or Multimedia	Assignment
1A	8/25 (Wed)	Course Introduction	Syllabus	<u>Reading Quiz 1:</u> Syllabus Quiz (Complete by Sunday, 8/29 at 11:59 PM)
2A	8/30 (Mon)	Why Study the WS Comparatively?	David McHugh (2020). " Pandemic Shows Contrast Between US, European Safety Nets. " <i>US News & World Report</i> .	

Week	Dates	Lecture Topics	Readings and/or Multimedia	Assignment
Part I: Understanding the American Welfare State—Four Views				
2B	9/1	America's Two-Tiered Welfare State	Andrea Campbell (2014). <i>Trapped in America's Safety Net</i> . chapters 1-2	<u>Reading Quiz 2:</u> Campbell, Chapters 1-2 (Complete by Sunday, 8/30 at 11:59 pm)
3A	9/6	LABOR DAY HOLIDAY: No class		
3B	9/8	America's Hidden WS	"How the US built a WS for the Wealthy." <u>Interview with Chris Faricy</u> Suzanne Mettler. 2010. "Reconstituting the Submerged State: The Challenges of Social Policy Reform in the Obama Era." <i>Perspectives on Politics</i> . Vol. 8, no. 3.	<u>Reading Quiz 3:</u> Mettler 2010 (Complete by Sunday, 9/7 at 11:59 pm)
4A	9/13	The Hidden WS (cont'd)	Andrea Campbell (2014). <i>Trapped in America's Safety Net</i> . Ch. 3-4	

Week	Dates	Lecture Topics	Readings and/or Multimedia	Assignment
4B	9/15	America's Private WS	Continue: Campbell (2014). Ch. 3-4	No quiz this week!
5A	9/20	America's Rabbit Hole WS	Campbell (2014). Trapped in America's Safety Net. chapters 5-6. Watson (2020). "In some states, unemployment checks are much smaller than in others. Here's Why."	
5B	9/22	** Catch-Up Day/Review Session		<u>Reading Quiz 4:</u> Campbell, Ch. 3-6. (Complete by Sunday, 9/21 at 11:59 pm)
6A	9/27	Midterm 1	In-Class Midterm	

Part 2: Different Worlds of Welfare?				
6B	9/29	Introduction to Typologies of the Welfare State	Gosta Esping-Andersen. 2006. "Three Worlds of Welfare Capitalism." In <i>Welfare State Reader</i> . Eds. Chris Pierson and Francis Castles. Oxford University Press.	<u>Reading Quiz 5:</u> Esping-Andersen reading (Due Sunday, 10/3@11:59 pm)
7A	10/4	The Beveridgean Model in Britain: Post-war Origins	<p><u>Reading:</u> Peter Baldwin. 1992. "Beveridge and the longue durée." <i>International Social Security Review</i>. Vol 45(1). Use the Study Questions!</p> <p>Video Clip (we will watch in class): <u>Commanding Heights</u> (PBS Documentary) Watch section on VE-Day 1945 thru the end of Britain 1945 (38:29-45:26)</p>	
7B	10/6	Britain's Shift to a "Liberal" Model	Continue reading Baldwin. <i>Use the Study Questions!</i>	<u>Reading Quiz 6:</u> Baldwin Reading (Due Sunday, 10/10 @11:59 pm)

8A	10/11	The Conservative/Christian Democratic Model: Bismarck's Vision	Carlo Invernizzi Accetti (2019). "Social Capitalism: Principles of Christian Democratic Political Economy." In <i>What is Christian Democracy?</i>	
8B	10/13	The Conservative/Christian Democratic Model: The Christian Democratic Reimagination	Continue reading Accetti (Be sure to use the study questions!)	<u>Reading Quiz 7:</u> Accetti Reading (Due Sunday, 10/17 @11:59 pm)
9A	10/18	The Social Democratic Model: Decommodifying Welfare?	Sven Steinmo. 2010. "Sweden: The Evolution of a Bumble Bee", chapter 2 in <i>The Evolution of Modern States</i> . Cambridge University Press.	

9B	10/20	Social Democracy in Action: Politics and Economics	Continue Steinmo 2010. [This is a long but helpful chapter, so be sure to pace yourself—and again, use the study questions!]	<u>Reading Quiz 8:</u> Steinmo (quiz covers first 50 pages) (Due Sunday, 10/10 @11:59 pm)
10A	10/25	In-Class Trial Prep	Continue Steinmo 2010.	
10B	10/27	In-Class Trial	Proposition: Has Sweden Abandoned Social Democracy? See below (toward end of syllabus) for more details on this activity!	Trial response paper (for jury members) due Wed 11/3 @11:59 pm.
11A	11/1	Midterm 2	In-Class Midterm.	
Part 3: Contemporary Issues				
11B	11/3	The Challenge to Class-Based Interpretations of the WS: The Politics of Intersectionality	John Bowman and Alyson Cole. 2009. “Do Working Mothers Oppress Other Women?” <i>Signs</i> . Vol 35, no 1	<u>Reading Quiz 9:</u> Bowman and Cole (to be completed by Sunday, 11/9)
12A	11/8	Comparative Models of Gendered Social Policy		

			<p>Arizo Karimi (2019). "How Do Parental Leave Policies Affect Relationship Stability At Home?" <i>American Applied Economic Journal</i>—non-technical version!</p> <p>Alexander Smith and Vladimir Bonic (2019). "An American Dad in Sweden Now Has Plenty of Time." <i>NBC News</i>.</p>	
12B	11/10	Comparative Models of Health Care	<p>Prof Watson is assigning a Vox podcast for this session, which discusses the nature of healthcare in Taiwan, Australia and the Netherlands:</p> <p>Three Roads to Universal Coverage. Jan 2020.</p>	<p><u>Quiz 10:</u></p> <p>This Quiz is a little different- it asks you to pose 3 thoughtful questions about the comparative health systems we covered in class & in the podcast. As long as your questions show that you engaged with the material, you will receive full credit. (Note: this quiz deadline is Tuesday 11/16 @11:59 pm)</p>
13A	11/15	Comparative HC Systems (Cont'd)	<p>Uwe Reinhardt (2018). "US Health Spending and What Drives It," Chapter 1 from <i>Priced Out: The Economic and Ethical Costs of American Health Care</i>. Princeton: Princeton University Press.</p>	

13B	11/17	Health care in America: Background & Intro to the ACA		<u>Reading Quiz 11:</u> Reinhardt (Due Sunday 11/21 @11:59 pm)
14A	11/22	Politics of the ACA (part 1): SCOTUS and Its Consequences	Kaiser Family Foundation (2012). A Guide to the Supreme Court’s Decision on Medicaid Expansion. Vox (2018). “The First Five Years of Medicaid Expansion in Ohio.” Vox <u>Video Clip</u> : “ Medicaid, Explained ”	
14B	11/24	THANKSGIVING BREAK: No Class		No quiz this week, Happy Thanksgiving!
15A	11/29	Politics of the ACA (part 2): Failed Efforts to Repeal the ACA	Jacob Hacker and Paul Pierson (2018). “The Dog That Almost Barked: What the ACA Repeal Fight Says about the Resilience of the American Welfare State.” <i>Journal of Health Politics, Policy and Law</i> . Vol 43, No. 4 (August 2018).	
15B	11/29	Townhall Prep	See our Carmen website for relevant articles on Medicare For All	<u>Reading Quiz 12:</u> Hacker and Pierson

				Due Sunday 11/28 @11:59 pm)
16A	12/6	Townhall Prep		
16B	12/8	Class Townhall on Medicare for All	See below for more details!	Townhall Response Paper (audience members only) due by Wed, 12/15 @11:59 pm
Final Exam Option: In Class, Monday, December 13 10-11:45 am				
Paper Option: Due Thursday, December 14 th @ 12 noon.				

IN-CLASS ACTIVITY 1

Trial: Has Sweden Abandoned Social Democracy?

Prosecution team: Charges Sweden with having abandoned social democracy.

Defense Team: Defends Sweden against the claim that it has abandoned social democracy.

In this in-class exercise, we will have a prosecution team, a defense team, and jury members. The prosecution and defense teams are comprised of three groups: (1) brief writers; (2) legal team and (3) witnesses. The brief writers help develop the ideas presented by the team, the legal team argues the case in front of the class, and both groups work with the witnesses to develop testimony. Jury members rule on the case.

Organization of the Trial

Opening Statement:

First the prosecutor, then the defendant's attorney, explain what their evidence will be and what they will try to prove.

Prosecution's Case:

Witnesses are called to testify (direct examination). For the purposes of time, you will be limited to two witnesses. (A team may have fewer than two witnesses if they desire). Each witness called is cross-examined by the defense.

- Witnesses can be 'experts', such as one of the authors from PS 4285, or (for example) a prime minister, or representative from a party or a trade union, etc. I encourage you to be creative!

Defendant's Case:

Same as the above except that now the defense calls witnesses for direct examination; cross-examination by prosecution. Again, the defense is limited to two witnesses.

About Witnesses: 24 hours before the trial, each side must give a description of their witnesses to the other side. Here, you must give a brief description of the witness-- ie, "We will call the head of the blue collar trade union." This is to give each side a little bit of a chance to come up with some decent cross-examination questions!

Full Disclosure: If any team does additional research, they are also required to post the articles they used on Carmen by a date (TBD) so that the other side has a chance to at least glance at their opponents' evidence.

Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.

Advice for All Trial Participants. I suggest everyone—including jury members—do the assigned readings. These provide different perspectives on the trajectory of the Swedish political economy since the 1990s. Then, brief writers, witnesses and the legal team can move on from there and do some additional research to bolster their arguments, as they see fit.

The Brief Writers' Task. Your role is to think about the best way to make your side's case, or to anticipate the other side's argument and to come up with ways of refuting their arguments. Remember that the legal team and witnesses will be relying on the lines of argument and defense that you develop as they make their own preparations. You will document this work by handing in a 2-page document outlining your arguments. (The document may be longer, but it must be a minimum of 2 pages).

In order to avoid too much redundancy of effort, I will assign each team's brief writers to one of two roles: (a) brief writers whose goal it is to make a case for their side (ie the prosecution or defense) and (b) brief writers whose job it is to anticipate/refute the other side's argument. Brief writers should coordinate with the other person on their team in the same role to do some initial research and then decide upon how to divide the material. You don't need to have a polished brief ready until the day of class but you should be in contact with your legal team and witnesses ahead of time to help them understand the lines of argument that you are helping to develop for your team.

Legal Team and Witnesses. Your job is to think about the best way to present the case that your fellow brief-writers are making. What are your strongest arguments? How can you present them most effectively to the court? Also think about the kinds of questions you would ask in a cross-examination of your opposition's witnesses, and put some thought into prepping your witnesses. Witnesses are in some sense going to be the 'mouthpiece' of each side, so lawyers need to be able to ask them appropriately leading (or critical) questions.

The Jury. Your job is to have read the assigned readings for this session, to attend the trial, and to listen carefully. At the end of the trial we will hold a vote!

Two final notes. First: since I am not a lawyer, we're not going to get caught up in procedural stuff, so there won't be any "Objection! Hearsay..." or anything like that. 😊 Focus on the arguments!

Also: These debates/trials are meant to be both educational and fun. There are serious intellectual issues at stake but I also want you to have fun with this... so feel free to bring some humor in. 😊

Evaluation:

Trial participants will be evaluated on how well they show understanding of the material, via either written or oral argument.

Trial Response Paper (only for members of the Jury): Members of the jury will write a 1-2 page (single-spaced) document outlining how they voted, and the grounds for their decision. Although jury members may of course refer to the material presented by both sides, please don't make it a "he said, she said" document. Instead, focus on analytic issues: tell me what you think social democracy is, then evaluate each side's case.

IN-CLASS ACTIVITY 2:

PS 4285 Town Hall on “Medicare For All”

Town Hall Meeting

In the US, there are two counties that have voted for the winning candidate in every election since 1960. One of them, Vigo County, Indiana, is on the list of campaign stops for presidential hopefuls. Today, former presidential candidate Senator Bernie Sanders is holding a Town Hall in Vigo County, at which he hopes to discuss his ‘Medicare For All’ health plan—and to pressure President Biden to move leftward on healthcare.

Some Information about Vigo County:

Population is 107, 000 people with a median age of 36 years. One of the major concerns of the residents is the economy. The largest industries are insurance (including health insurance) and manufacturing. The industries that pay the highest wages are utilities and mining. 90% of the county’s residents have health insurance: 46% are covered under plans offered by their employers, 18% by Medicaid, 12% by Medicare, and 1% by military and VA plans.

1. **Stakeholder Groups:** You will be divided into the following groups representing stakeholders in the health care system (you will be assigned to a group at the start of the exercise in class):
 - a. Senator Bernie Sanders campaign [3-4 students]
 - b. The American Medical Association [2 students]
 - c. American Hospital Association [2 students]
 - d. National Nurses United [2 students]
 - e. Anthem Insurance Company [2 students]
 - f. Merck Pharmaceutical Company [2 students]
 - g. Service Employees International Union (SEIU) [2 students]
 - h. Everyone else will be a taxpayer of some sort in the audience, with specific demographic and income profiles to be assigned soon.
 - *Taxpayer type 1:* a 22 y/o college graduate
 - *Taxpayer type 2:* a 66 y/o retired veteran
 - *Taxpayer type 3:* An uninsured, 27 y/o single, non-union member, mother working 2 part-time jobs

Team of Moderators [2 students]

2. Preparation:

BEFORE the townhall meeting, each major stakeholder group should formulate its thoughts on the Medicare For All plan based on which stakeholder you represent. (Taxpayers should also come prepared with 1 question to submit).

- a. Sanders campaign: Prepare a Powerpoint presentation of your proposal and why it is the best solution to fix the problems plaguing American healthcare
 - b. Insurance/hospital/pharma/SEIU group stakeholders: Prepare a Powerpoint presentation highlighting your organization's relationship to the current health care system and how Sanders' proposed Medicare For All proposal is likely to affect your members. (You will not present this publicly, it is meant to show me that you prepared). At the end of your powerpoint, you should also *provide two questions to ask of the Sanders campaign that will illustrate your concerns with their proposal*. You should frame your questions comparatively: Why should I support element X of your proposal when I would prefer a health care plan that would do Y?¹ (Please bring these to class on the townhall day!)
3. **Presentation**: The Sanders campaign will present their proposal (10 mins)
 4. **Revise Questions**: Stakeholders may revise your questions in light of the presentation. (3 mins).
 5. **Agenda setting**: A team of moderators will collect, select and order the questions that the Sanders campaign will have to respond to (5 mins)
 - During this time, the non-moderators will prepare likely rebuttals to the Sanders campaign.
 6. **Response and rebuttals**: The Sander campaign will respond to the questions selected by the moderators (2 mins per question).

¹ The group stakeholders' grade will be based on performance in the townhall and the quality of the powerpoint. It remains up to you to determine the allocation of work. (That is, one person on the team could write the presentation while the other could engage in oral argument during the townhall; or both could take on those roles equally)

- a. Some back and forth between the campaign team and stakeholders will ensue
 - b. Moderators must make sure that at least one question from each stakeholder is included, hopefully we will get to all the questions.
7. **Voting:** Each class member will cast a vote for or against the Sanders campaign's proposal based on their stakeholder's interest (2 mins).
8. **Discussion** (15-20 mins).

EVALUATION

Trial participants will be evaluated on how well they show understanding of the material, via either written or oral argument.

Townhall Response Paper (only required of those in the Vigo taxpayer role): A 1-2 page document (single-spaced) laying out your current healthcare situation. What are your major health care concerns? How do you benefit from the current American HC system, and how are you disadvantaged? Then, based on your situation, discuss your views on Sanders' Medicare For All plan. Would you vote for or against the plan? Why or why not? (How would Medicare for All benefit/harm you?) Please ground your analysis in the assigned readings and in the presentation given in class.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: _____

Carmen Use

Please use the required [ASC's distance learning course template](#). For more on use of Carmen: [Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: [Academic Integrity](#).

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

Variety of assignment formats to provide students with multiple means of demonstrating learning.

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course.

Context or rationale to explain the purpose and relevance of major tasks and assignments.

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by Jeremie Smith on _____.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.