

**PLS4823: Comparative Public Policy**  
**Department of Political Science, Eastern Illinois University**  
**Spring 2025, Asynchronous Online**

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### **I. Overview**

In the subfield of comparative politics, we utilize the comparative method to better understand the differences between institutions. One of the consistent differences that you will see in the world is differences in public policy between countries. For example, despite being labeled “democracies” the USA, the United Kingdom, and Germany all have different approaches to how elections are conducted, the way that health care is operated in the country, and different welfare programs. The purpose of this course is to explore that difference in more detail.

PLS 4823: Comparative Public Policy examines why different nations formulate and implement different public policies for similar problems. Systematic and critical approach to understanding the effect of ideological orientations, political institutions and governmental processes on the public policies of modern states.

While this course is designed to compare the differences between states and take a more “global” view of politics, it should be noted that those that are more focused on the United States politics and policy will find utility in comparing and contrasting other state decision making to help improve US policy making decisions domestically.

By the end of this class, students should understand public policy construction through the use of the comparative method. Students will be able to assess what policy looks like, how it can change based on the institutions that it is created in, and have a better appreciation for policy creation both locally and abroad.

### **II. Learning Objectives**

By the end of this course, students will:

- Apply the comparative method to cases of involving differences in public policy
- Gain the ability to evaluate different policy structures
- Conduct research on the topics of comparative politics and public policy
- Utilize these methods to explain differences in political institutions

### **III. Student Assistance**

I want my students to be able to engage in this class to the fullest of their abilities with as few distractions or conflicts as possible. It is currently a stressful time in this world with the aftermath of the pandemic on top of the rigor and challenges of academic life. In addition, those who are neurodivergent may have a difficult time in the academic setting and I want to be able to mitigate those problems as much as possible so that you can feel confident leaving the class with the best grade possible.

As such, if you or somebody you know is struggling with anxiety or completing coursework due to neurodivergent issues, do not hesitate to reach out. EIU has a number of resources available that can help:

- EIU Office of Accessibility & Accommodations: <https://www.eiu.edu/accommodations/> Tel. 217-581-7208
- Student Counseling Clinic: <https://www.eiu.edu/counsctr/> Tel. 217-581-3413
- EIU has several other general support services that are listed here: <https://www.eiu.edu/advising/support.php>
- As always, in the event of a crisis and for immediate help call 911

### **IV: Course Structure & Course Components**

#### Course Outline

This class has two important aspects that will be relevant to you as students. First, this is an online asynchronous course. This means that we will not be meeting in person and instead will be handling all assignments, discussions, and assessments online. As such, it is important to keep up with the course and make sure that you have a good understanding of the material. Since we are not meeting in person, some students can oftentimes lose track of time and the expectations the course sets out. Do be sure to set aside time each week for this class to ensure you are keeping up with your engagement.

Second, this is a graduate-level hybrid course. As such, there are two types of students in the course: undergraduate/post-baccalaureate students and graduate students. While your reading material and expectation of material completion do not change, your assessment will. It is expected that graduate students will achieve a higher standard than that of their undergraduate peers and will be much more highly scrutinized when it comes to assignments.

To assess your completion of the course, four (4) types of assessment will be calculated. First, there is a participation grade in which you are expected to actively engage with your colleagues on the discussion board. This will test your ability to debate the material and understand it in a collaborative setting. Second, you will have a final exam due at the end of the semester that will assess the knowledge that you accumulated over the semester, and third you will have two assignments related to a final research paper: the prospectus and the final paper. Both of which give you the opportunity to create a paper that could be utilized in your career as well as assess your abilities to engage in Comparative Public Policy.

## Course Components

**Class Participation and Discussion Board:** Since this is a graduate-level course and a seminar format, participation is mandatory for the class which means critically engaging with the reading material and debating it among your peers. Unfortunately, because this is an online asynchronous format, we do not meet in person. As such, participation will be graded in the form of a weekly discussion board where the professor and students can critically engage in the material.

Grading for this assignment is relatively straightforward. As long as you participate with at least four (4) messages on the forum for that week and there is evidence that you have read the material and are critically engaging with the material, you will receive full credit for that week. At the end of the semester, the tallies will be collected and that will serve as the participation grade for the semester. (Exceptions will be noted at the top of the discussion board)

Note: Students will NOT receive credit for posting a response after the end of the week that it was discussed. In other words, if I see a student did not engage on week 4 and on week 15 I see two messages suddenly appear for that week, it will not count and the non-optimal will still stand. Also, a short and curt response (i.e. "I agree with this") that does not engage in the material will not count as participation. It must be four substantive messages and responses.

**Midterm Exam:** The midterm exam will be distributed on **Monday, March 3rd** and will consist of four questions each worth five points. Each question should be roughly 500-1000 words in length and include citations from the course material. Failure to utilize the work from class or have a work cited page for each question will result in a zero for that question. The midterm exam has to be submitted by **Friday, March 7<sup>th</sup> @ 11:59 PM.**

**Research Project Prospectus:** The major assignment for this class is the final research paper or a policy analysis report that is due at the end of the semester. However, partway through the semester, you will be expected to submit a research proposal to be approved by me before you continue working on the paper. The Research Prospectus should be around 5 pages double-spaced (excluding the work cited page which is expected with a minimum of five (5) citations).

The purpose of this prospectus is to get you thinking about your final research paper and to ensure that your topic sufficiently connects to comparative public policy. This assignment is meant more as a dialogue between you the student and me the professor. As long as the work is of sufficient quality and the subject is related to the course material, it will be accepted.

**Final Research Paper:** The major assignment for this class is the final research paper. This final research paper is meant to demonstrate your knowledge of the information obtained in this class concentrated on a specific topic that is relevant to your career and work. The topic of the paper should tie back to one of the themes we have covered in this course and be of sufficient advanced

undergraduate or graduate-level quality. The topic is up to you as long as it relates to comparative public policy. There are no “minimums” or “maximums” in terms of page numbers or word count. However, a satisfactory paper should be around 4000-6000 words and 15-20 pages double-spaced. Anything below that number is risking a subpar paper that did not adequately address the topic and anything above is risking being meandering and unfocused.

NOTE: The Final Research Paper is expected to have at minimum 10 citations though the recommendation would be around 20-30. If you utilize one of the course’s reading material, you will be required to cite it. Any paper that fails to cite anything will receive an automatic failing grade. Any paper that does not properly cite will receive a significant point reduction of at minimum one letter grade and potentially more.

**Final Exam:** The final exam will be distributed two weeks before the due date and will consist of six questions each worth five points. Each question should be roughly 1000 words in length and include citations from the course material. Failure to utilize the work from class or have a work cited page for each question will result in a zero for that question. The final exam has to be submitted by **Monday, May 5<sup>th</sup> @ 11:59 PM**

NOTE: It is expected that you utilize the course material and other material to answer your question thus each question should have its own independent work cited page. Failure to cite material from class will result in a zero for that answer.

## V: Grading Distribution

Assessment	Course Points
Research Proposal	5
Research Paper	30
Midterm Exam	20
Participation	15
Final Exam	30
<b>TOTAL</b>	<b>100</b>

## **Final Course Grading Scale**

### Undergraduate & Post Bacc Scale

A = 90 to 100  
B = 80 to 89  
C = 70 to 79  
D = 60 to 69  
F = 0 to 59

### Graduate Student Scale Scale

A = 90 to 100  
B = 80 to 89  
F = 0 to 79

## **VI: Course Policies**

**Email Policy:** I am available via email when you have questions or concerns about the course. These are professional communications: Please be respectful, formal, and proof-read your correspondence. A 24-hour turnaround time during the week should be anticipated. Please consult this syllabus before emailing, as your questions may be answered here.

All email communication must be done from your **EIU email address** and must include the course code **PLS 4823 in the subject line**. Those two requirements help me combat phishers and scammers as well as ensure they are received and read in a timely manner. If you ignore this, it is likely your email may be missed.

**Academic Integrity:** Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct

<https://www.eiu.edu/deanofstudents/conductcode.php>. Violations will be reported to the Dean of Students. <https://www.eiu.edu/deanofstudents/>.

**Academic Dishonesty & Plagiarism:** This course takes academic misconduct and plagiarism seriously. Do not risk a failing grade. Do not consult with others while writing exams or preparing your course material. Do NOT copy and paste preexisting work to pass it off as your own. Evidence of such behavior will lead to a zero on the assignment and, dependent upon the severity, a zero in the course (and further sanctions as appropriate). I will be looking for evidence of such behavior and will treat any as serious academic dishonesty.

**Generative AI Writing Tools:** The use of AI writing tools for final papers is forbidden. While writing aids such as Grammarly can assist with grammatical errors and phrasing, any AI service that generates text is not allowed. Any evidence of AI writing tools being used to write the final paper will be considered plagiarism and punished accordingly.

**Submissions:** All written versions of the course assignments must be submitted using Blackboard. Assignments are **not accepted via email** (unless requested with cause).

**Lates & Make-Ups:** This course has a rather rigid course assignment schedule. However, some leeway can be provided for students that need it. Final exams must have some form of official documentation to have them become rescheduled. However, research and group project elements are more flexible. In order to ensure you do not receive a late penalty, a student must request an extension from me **before** the deadline. Extensions requested after the deadline will frequently be denied without good cause. Any assignment that is late will receive a 5% grade deduction for each day after the submission deadline. Once the fifth day is reached, the grade will be marked as a zero.

**Preferred Name & Pronouns:** If your name is different than that which is found on the university roster, please let me know either by marking it on the sheet or letting me know in person. As an EIU student, you are able to change how your name shows up on the class roster. This is helpful for a variety of students that include but are not limited to: transgender students, gender nonconforming individuals, students who abbreviate their first name, students who use their middle name, international students, and so forth. If your name is also difficult to pronounce or often mispronounced, I encourage you to write it phonetically on the sheet as well so I do not say it incorrectly.

**Class Participation & Respecting Classmates:** This is a graduate-level course which means that the course will rely heavily on debates and discussions among classmates on the topic for that week. In these situations, it is expected that you behave in a professional, academic, and respectful manner. Topics including hate speech or verbiage used to belittle or harass will not be tolerated and will result in a student being dismissed from the course if it occurs.

**Technical Requirements:** This course uses Direct to Learn (D2L). Students should familiarize themselves with Direct to Learn (D2L) and all technical requirements as soon as possible. If you have technical concerns, EIU's IT services may be able to assist.

Make sure you have access to a reliable computer for this class to submit your writing assignments, join in discussions, and access the reading material/lecture material for the course. If you do not have a reliable computer, please let me know as soon as possible and we can find a means on campus for you to access Direct to Learn (D2L).

**Accessibility & Accommodations:** Times are tough, and extensions and accommodations are possible in this class. If you have any issue that impacts your ability to learn or succeed in this course you are strongly encouraged to contact the EIU Accessibility & Accommodations at EIU as soon as possible (<https://www.eiu.edu/accommodations/>) and to make formal arrangements for accommodations. Note that if you would rather not speak to your instructors, they can assist you in making appropriate accommodation with your instructors discreetly.

**Speak to Me:** In addition, you should feel welcome speaking to your instructor and requesting an extension or accommodation for any medical, emotional, professional, or familial reason – or any other issue that impacts on your ability to succeed in our course. I'll be understanding! But I ask that you be in contact with me before you miss a deadline rather than after it has passed

**Final Appeal Date:** Note that no accommodation or extension is possible after May 12<sup>th</sup>. That is the last day to make requests for accommodations or appeal to submit any late assignments. After that, there is nothing I can do, and you will have to go through the university.

**Incomplete:** Requests for an “Incomplete” designation in this course are only accepted under extenuating circumstances and at the discretion of the instructor. Requests **must** be made to your instructor before the final appeal date. When the course is closed the grade is finalized and there is nothing I can do.

## **VII: Course Materials**

### **Required Books (3)**

- Dodds, Anneliese. 2018. *Comparative Public Policy 2<sup>nd</sup> Edition*. Palgrave Macmillian. London, UK.
- Gao, Jianguo, Rajendra Baikady, Lakshmana Govindappa, & Sheng-Li Cheng. 2020. *Social Welfare in India and China: A Comparative Perspective*. Palgrave Macmillan. London, UK. **(NO NEED TO PURCHASE OR RENT!!! PDF Made Available on D2L)**

- King, Gary, Robert Keohane, & Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. Princeton, NJ. (**NO NEED TO PURCHASE OR RENT!!! PDF Made Available on D2L**)

### **VIII. Class Schedule**

<b><u>Week</u></b>	<b><u>Dates</u></b>	<b><u>Topic</u></b>	<b><u>Notes</u></b>
1	1/13 to 1/17	Introduction to the Course	<b>Discussion Board 1</b>
2	1/20 to 1/24	The Policy Process in Comparative Perspective	<b>Discussion Board 2</b>
3	1/27 to 1/31	The Influences of Public Policy	<b>Discussion Board 3</b>
4	2/3 to 2/7	The International Element of Public Policy	<b>Discussion Board 4</b>
5	2/10 to 2/14	Health Care Policy	<b>Discussion Board 5</b>
6	2/17 to 2/21	Social Policy	<b>Discussion Board 6</b>
7	2/24 to 2/28	Labor & Immigration Policy	<b>Discussion Board 7</b>
8	3/3 to 3/7	Education Policy	<b>Discussion Board 8 &amp; Midterm Exam</b>
9	3/17 to 3/21	Environmental Policy	<b>Discussion Board 9</b>
10	3/24 to 3/28	Development Policy	<b>Discussion Board 10 Research Proposal Due</b>
11	31/31 to 4/4	Welfare Policy	<b>Discussion Board 11</b>
12	4/7 to 4/11	Election Policy	<b>Discussion Board 12</b>

13	4/14 to 4/18	Civil Rights and Civil Society	<b>Discussion Board 13</b>
14	4/21 to 4/25	Economic Policy	<b>Discussion Board 14</b>
15	4/28 to 5/2	Contemporary Comparative Public Policy Debates	<b>Discussion Board 15 &amp; Final Research Paper Due</b>
FINAL	5/5	FINAL EXAM SUBMISSION DUE	<b>Final Exam Due</b>

## IX: Detailed Course Schedule & Readings

### Week 1: Syllabus and the Introduction to Comparative Public Policy

- Syllabus
- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 1: Why Compare Public Policy?: 1-15.

### Week 2: The Policy Process in Comparative Perspective

- King, Gary, Robert Keohane, & Sidney Verba. 1994. *Designing Social Inquiry: Scientific Inference in Qualitative Research*. Princeton University Press. Princeton, NJ.
- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 2: How Governments Act: Policy Instruments and their Use: 15-38.
- Mahoney, James. 2010. "After KKV: The New Methodology of Qualitative Research." *World Politics*. 62(1): 120-147.

### Week 3: The Influences of Public Policy

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 3-6: Doing Comparative Public Policy; Interests and Public Policy; Ideas and Public Policy; Institutions and Public Policy. 39-117.
- Cornwell, James F.M. & David H. Krantz. 2014. "Public Policy for Thee, but Not for Me: Varying the Grammatical Persona of Public Policy Justifications Influences their Support." *Judgement & Decision Making*. 9(5): 433-444.
- Crow, Deserai A. & Andrea Lawlor. 2016. "Media in the Policy Process: Using Framing and Narratives to Understand Policy Influences." *Review of Policy Research*. 33(5): 472-491.
- Shanahan, Elizabeth A., Mark K. McBeth, & Paul L. Hathaway. 2011. "Narrative Policy Framework: The Influence of Media Policy Narratives on Public Opinion." *Politics & Policy*. 39(3): 373-400.

## **Week 4: The International Element of Public Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 7: International Influences on Public Policy. 118-147.
- Cortell, Andrew P. & James W. Davis Jr. 1996. "How do International Institutions Matter? The Domestic Impact of International Rules and Norms." *International Studies Quarterly*. 40: 451-478.
- Eckhard, Steffan & Jörn Ege. 2016. "International Bureaucracies and their Influence on Policy-Making: A Review of Empirical Evidence." *Journal of European Public Policy*. 23(7): 960-978.
- Lentner, Howard H. 2006. "Public Policy and Foreign Policy: Divergences, Intersections, Exchange." *Review of Policy Research*. 23(1): 169-181.

## **Week 5: Health Care Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 10: Health Policy: 216-239.
- Friedel, Anna Lena, Sonja Siegel, Cedric Fabian Kirstein, Monja Gerigk, Ulrike Bingel, Anke Diehl, Oliver Steidle, Steffen Haupeltshofer, Bernard Andemahr, Witold Chmielewski, and Ilonka Kreitschmann-Andemahr. 2023. "Measuring Patient Experience and Patient Satisfaction – How Are We Doing It and Why Does it Matter? A Comparison of European and U.S. American Approaches." *Healthcare*. 11(797): 1-15.
- Mackenbach, Johan P & Martin McKee. 2013. "A Comparative Analysis of Health Policy Performance in 43 European Countries." *European Journal of Public Health*. 23(2): 195-344.
- Marmor, Ted, Richard Freeman, & Kieke Okma. 2005. "Comparative Perspectives and Policy Learning in the World of Health Care." *Journal of Comparative Policy Analysis*. 7(4): 331-348.

## **Week 6: Social Policy**

- Skocpol, Theda & Edwin Amenta. 1986. "States and Social Policies." *Annual Review of Sociology*. 12: 131-157.
- Mares, Isabela & Matthew E. Carnes. 2009. "Social Policy in Developing Countries." *Annual Review of Political Science*. 93-113.
- Fischer, Johanna. 2022. "The Long-Term Care Insurance Model: Comparing Actor Configurations Across Countries and Time." *Journal of International and Comparative Social Policy*. 38(2): 93-110.
- Wood, Geof & Ian Gough. 2006. "A Comparative Welfare Regime Approach to Global Social Policy." *World Development*. 34(10): 1696-1712.

## **Week 7: Labor & Immigration Policy**

- Bjerre, Liv, Marc Helbling, Friederike Romer, and Malisa Zobel. 2015. "Conceptualizing and Measuring Immigration Policies: A Comparative Perspective." *The International Migration Review*. 49(3): 555-600
- Gest, Justin, Anna Boucher, Suzanna Challen, Brian Burgoon, Eiko Thielemann, Michel Beine, Patrick McGovern, Mary Crock, Hillel Rapoport, & Michael Hiscox. 2014. "Measuring and Comparing Immigration, Asylum, and Naturalization Policies Across Countries: Challenges and Solutions." *Global Policy Journal*. 5(3): 261-274.
- Anderson, Gordon, Peter Gahan, Richard Mitchell, and Andrew Stewart. 2011. "The Evolution of Labor Law in New Zealand: Comparative Study of New Zealand, Australia, and Five Other Countries." *Comparative Labor Law & Policy Journal*. 33(1): 137-170.
- Djankov, Simeon & Rita Ramalho. 2008. "Employment Laws in Developing Countries." *Journal of Comparative Economics*. 37: 3-13.

## **Week 8: Education Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 11: Education Policy: 240-263.
- Sherman, Joel D. & Jeffrey M. Poirier. 2007. "Education Equity and Public Policy: Comparing Results from 16 Countries." *UNESCO Institute for Statistics*.
- Gao, Jianguo, Rajendra Baikady, Lakshmana Govindappa, & Sheng-Li Cheng. 2020. *Social Welfare in India and China: A Comparative Perspective*. Palgrave Macmillan. READ CHAPTERS 6 & 17.

## **Week 9: Environmental Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 12: Environmental Policy: 264-293.
- Ouedraogo, Nadia S. 2017. "Africa Energy Future: Alternative Scenarios and their Implications for Sustainable Development Strategies." *Energy Policy*. 106: 457-471.
- Aust, Viktoria, Ana Isabel Morais, & Inês Pinto. 2020. "How does Foreign Direct Investment Contribute to Sustainable Development Goals? Evidence from African Countries." *Journal of Cleaner Production*. 1-10.
- Fay, John, Farai Kapfudzaruwa, Lin Na, & Shirley Matheson. 2012. "A Comparative Policy Analysis of the Clean Development Mechanism in South Africa and China." *Climate & Development*. 4(1): 40-53.

## **Week 10: Development Policy**

- Carral, Maria Adele. 2018. "It is Not the End of History: The Financing Institutions of the Belt and Road Initiative and the Bretton Woods System." In J. Chaisse & J. Gorski's *The Belt and Road Initiative*. Brill Publishing. Leiden, ND. 107-145.

- Shen, Simon and Wilson Chan. 2018. “A Comparative Study of the Belt and Road Initiative and the Marshall Plan.” *Palgrave Communications*. 4(32): 1-11.
- Grinberg, Nicolas & Guido Starosta. 2009. “The Limits of Studies in Comparative Development of East Asia and Latin America: The Case of Land Reform and Agrarian Policies.” *Third World Quarterly*. 30(4): 761-777.
- Giller, Ken E., Thomas Delaune, João Vasco Silva, Mark van Wijk, James Hammond, Katrien Descheemaeker, Gerrie van de Ven, Antonius G.T. Schut, Godfrey Taulya, Regis Chikowo, Jens A. Andersson. 2021. “Small Farms and Development in sub-Saharan Africa: Farming for Food, for Income, or for Lack of Better Options?” *Food Security*. 13(1): 1431-1454.

### **Week 11: Welfare Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 9: Welfare Policy: 181-215.
- Gao, Jianguo, Rajendra Baikady, Lakshmana Govindappa, & Sheng-Li Cheng. 2020. *Social Welfare in India and China: A Comparative Perspective*. Palgrave Macmillan. READ CHAPTERS 1 through 5.

### **Week 12: Election Policy**

- Horowitz, Donald L. 1990. “Presidents vs. Parliaments: Comparing Democratic Systems.” *Journal of Democracy*. 1(4): 73-79.
- Mainwaring, Scott. 1991. “Politicians, Parties, and Electoral Systems: Brazil in Comparative Perspective.” *Comparative Politics*. 24(1): 21-43.
- Moser, Robert G. & Ethan Scheiner. 2004. “Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-National Analysis.” *Electoral Studies*. 23: 575-599.
- Fernandes, Jorge M., Miguel Won, & Bruno Martins. 2020. “Speechmaking and the Selectorate: Persuasion in Nonpreferential Electoral Systems.” *Comparative Political Studies*. 53(5): 667-699.

### **Week 13: Civil Rights & Civil Society**

- Gupta, Kuhika. 2012. “Comparative Public Policy: Using the Comparative Method to Advance Our Understanding of the Policy Process.” *The Policy Studies Journal*. 40(1): 11-26.
- Heinrich, Volkhart F. 2005. “Studying Civil Society Across the World: Exploring the Thorny Issues of Conceptualization and Measurement.” *Journal of Civil Society*. 1(3): 211-228.
- Richter, James & Walter F. Hatch. 2013. “Organizing Civil Society in Russia and China: A Comparative Approach.” *International Journal of Politics, Culture, & Society*. 26: 323-347.
- Green, Andrew T. 2002. “Comparative Development of Post-Communist Civil Societies.” *Europe-Asia Studies*. 54(3): 455-471.

### **Week 14: Economic Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 8: Economic Policy: 148-180.
- Rodrik, Dani. 1996. "Understanding Economic Policy Reform." *Journal of Economic Literature*. 34(1): 9-41.
- Ahlquist, John S. 2006. "Economic Policy, Institutions, and Capital Flows: Portfolio and Direct Investment Flows in Developing Countries." *International Studies Quarterly*. 50. 681-704.
- Balmford, Ben, James D. Annan, Julia C. Hargreaves, Marina Altoe, & Ian J. Bateman. 2020. "Cross Country Comparisons of COVID-19: Policy, Politics, and the Price of Life." *Environmental & Resource Economics*. 76: 525-551.

### **Week 15: Contemporary Debates in Comparative Public Policy**

- Dodds, Anneliese. 2018. TEXTBOOK: Chapter 13: Conclusion: 294-301.
- Radin, Beryl A. & David L. Weimer. 2018. "Compared to What? The Multiple Meanings of Comparative Policy Analysis." *Journal of Comparative Policy Analysis*. 1-16.
- Wenzelburger, Georg & Carsten Jensen. 2022. "Comparative Public Policy Analysis: Shortcomings, Pitfalls, and Avenues for the Future." *Politische Vierteljahrsschrift*. 63: 295-313.
- Gao, Jianguo, Rajendra Baikady, Lakshmana Govindappa, & Sheng-Li Cheng. 2020. *Social Welfare in India and China: A Comparative Perspective*. Palgrave Macmillan. READ CHAPTERS 16 and 20.