Contact Policy: Please feel free to email me if you are missing a class due to health reasons or in case of emergency. You may also email me if you encounter a persistent problem that affects your work in this class. Please refer to this syllabus for questions regarding the course readings, requirements and due dates. If you are having trouble accessing a course reading on LEARN, you can use the U of W Library website to locate any articles. Finally, if you have questions concerning course material and discussions for a class you have missed, please: 1) ask a fellow student about what material you have missed; 2) consult the notes and/or presentations that are posted on LEARN; 3) visit my office hours for further clarifications; and 4) read the corresponding chapters in the recommended textbook on reserve at the Dana Porter Library. All course information will be posted on the PSCI 334: Public Policy LEARN course page or may come in the form of an occasional email from me. Please note that I do not run a Facebook page or Twitter feed for the course. If students choose to run or join a Facebook page to share information on the course, please be aware that the information posted is not coming from the course instructor and may not be accurate.

Course Description: This course examines public policy-making and analysis in Canada and other liberal-democratic societies. Specifically, it explores: 1) the roles of ideas, actors, institutions and structures in the policy-making process; 2) theoretical approaches to public policy analysis; 3) the policy-making cycle as a model to analyzing the public policy process; and 4) patterns of policy changes over time. It does this by utilizing journal articles on popular topics in policy studies, such as immigration, health, housing, social welfare, family policies, economic development, and Canada’s military efforts. Therefore, the course also familiarizes students with the skills of reading, comprehending and discussing journal articles in preparation for future seminar courses. Finally, students have the opportunity to explore a policy topic of their choice and write a policy statement and a research paper.

Pre-Requisites: One of PSCI 250, 255, 260, 264 strongly recommended.

Course Objectives:
By the end of this course, students should be able to:

- Understand the importance of the policy context and be able to discuss how various ideas, ideologies, discourses, actors, institutions, and structures influence the policy-making process.
- Identify and explain the major theoretical approaches to policy studies.
- Be able to map out a policy universe, policy community, and policy network, while grasping the basic power relations between various actors and institutions in policy-making.
- Explain the stages of the policy cycle and understand how they are inter-related.
- Identify and compare the relative utility of various policy tools.
- Feel comfortable reading a journal article and identifying the research question(s), main arguments, hypotheses, methodologies, findings, conclusions and the theoretical and practical policy contributions.
- Understand the components of a policy statement.

University Regulations:

Cross-listed course

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage and the Arts Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 - Student Appeals.
Accommodation for Students with Disabilities

*Note for students with disabilities:* The AccessAbility Services office, located on the first floor of the Needles Hall extension (1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Texts:

**Required:** The required readings for the course are selected journal articles that are posted under “Course Content” on the PSCI 334: Public Policy LEARN web page in pdf format and are listed below under “Schedule.”

**Recommended:** Additional journal articles listed under each week.


This text is on reserve at the Dana Porter Library and can be used to supplement lecture material. I recommend that you read the corresponding chapter for any classes that you miss.

Course Requirements, Expectations, and Standards:

<table>
<thead>
<tr>
<th>Weekly</th>
<th>Attendance &amp; Participation:</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Synopses &amp; Discussion Questions:</td>
<td>10%</td>
</tr>
<tr>
<td>Feb. 12</td>
<td>MIDTERM: Policy context &amp; theories</td>
<td>30%</td>
</tr>
<tr>
<td>Mar. 26</td>
<td>Policy Statements</td>
<td>20%</td>
</tr>
<tr>
<td>Apr. 16</td>
<td>Policy Research Paper</td>
<td>30%</td>
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Class Attendance and Participation: 10% of Final Grade

This course is designed to allow students to learn about the policy-making process through lectures, weekly readings on different policy fields, and class discussions. I strongly encourage students to attend all of the class meetings to gain a comprehensive understanding of the policy making process. Reading and completing the weekly synopses & discussion questions of journal articles (described below) will allow students to effectively answer questions during class lectures and contribute to our class discussions. Class participation is based on students’ quantity and quality of contributions to our class discussions. It will be graded as follows:

5 points: student leads discussions, offering original comments, questions and insights that directly address the main concepts and theories being tested in the readings, and participates in a timely manner that allows others to comment as well

4 points: student frequently adds thoughtful comments and questions to discussion topics and demonstrates knowledge of the main points of the readings

3 points: student participates when prompted with accurate knowledge of the readings

2 points: student participates in discussions in random fashion with comments or questions that reflect a cursory reading of the required articles

1 point: student attends class and listens respectfully to classmates without contributing to discussions with comments or questions that reflect the readings. Student may have not done the readings but asks questions that further class discussions.

0 points: student does not attend class; student attends class and then leaves the room for more
than 15 minutes; or student attends class but is engaged in other activities on their electronic
devices. In other words, if you bring a laptop or tablet to class, the only screen that should be
displayed during class is an electronic copy of the articles we are discussing.

We will be courteous and respectful of our peers and their contributions to class discussions, keeping our
comments focused on the assigned topic and succinct so that everyone will have a chance to contribute to
class discussions. Students are not expected to “know everything” in advance; thoughtful questions and
making meaningful clarifications and connections among policy topics also count towards class
participation!

**Missing a Class:** Students receive one ‘freebie’ for the term in which they can miss a class without
receiving any point deductions. After one missed class, students must provide a verification of illness
form or similar documentation of extenuating circumstances to avoid any point deductions for class
attendance and participation. However, the date of the MIDTERM cannot be used as a freebie absence.
The midterm cannot be deferred to another date. See Tests and Examinations below for more information.

**Assignments:**

**Weekly Synopses & Discussion Questions: 10% of final grade**
In order for our class discussions to be productive learning tools, students will complete a one-page or
less, bullet-point synopsis of the assigned journal article readings (described below) and answer the
discussion questions provided for each week (double sided printing is encouraged).

Students will bring a computer-printed copy of their reading synopses and discussion questions to hand in
during class, and be prepared to participate or lead small group discussions. Weeks that do not have a
journal article assigned, do not require a synopsis to be handed in.

**AFTER THE MIDTERM** students are only required to hand in discussion questions and NOT complete
a synopsis of the reading. The purpose of the synopses is to ensure that students learn how to identify the
main elements of a journal article. This skill should be learned by the time of the midterm; and therefore,
students are no longer required to hand in synopses after the midterm but will continue to complete and
hand-in printed copies of the discussion questions for the rest of the term for each week that there are
assigned readings.

The weekly synopses of journal articles are for your comprehension and studying purposes and should
include the following:

1) The research questions that the author(s) ask
2) The authors’ thesis statement, main arguments and any hypothesis and/or theory that is being
tested
3) Identification and definitions of the main analytical concepts (e.g. “policy regimes”; “incrementalism”; “strategic framing”; etc.)
4) Major findings and conclusions (did they find evidence to support or refute their research
question? Did they confirm or reject their hypothesis?)
5) Contributions to the literature: did they support, modify or refute the theory being tested
6) Any policy recommendations made by author(s)

Please use the bold printed words above as subheadings in your weekly synopses.

**Missing a Class:** Students who miss a class can hand in a printed copy of their weekly synopses &
discussion questions to the instructor during class the following week only, for full credit ONCE
DURING THE TERM. After, the one “freebie” has been used, students can hand in their weekly synopses
and discussions questions during class the following week only, for half credit. Do not email your weekly synopsis to the instructor if you have missed a class.

Handwritten and emailed synopses will not be accepted.

Tests & Examinations:

MIDTERM 25% of final grade
MON. FEB. 12; IN CLASS
Students will complete a written test during class time. The purpose of the test is to ensure that students understand the fundamentals of the policy context and policy theories so that we can apply and further develop these concepts in our analysis of various policy fields throughout the rest of the term. The test will include:

1. Components of the policy context (actors, institutions, ideas, discourses and framing, & ideologies and structures)
2. Theoretical approaches to policy analysis (rational choice, pluralism, institutionalism, structuralism, etc.)

Please note: The midterm cannot be deferred. Students who miss the midterm will have the weight of the test (25%) transferred to their final policy research paper, making it worth 55% of your final grade.

Written Assignments:

Policy Statement: 25% of final grade
DUE: Mon. Mar. 26 11:20 AM.
Students will explore a policy issue that is of interest to them and write a Policy Statement similar to what a public servant might do for a supervisor or minister. (Instructions on how to write the policy statement are below).

Since the public service of Canada highly stresses TEAMWORK in its work environment, students have the opportunity to work in teams of two to write the policy statement. Students who choose to work alone will write a double-spaced 6 page policy statement, with one additional single-spaced reference or works cited page, listing at least 5 resources. Students who choose to work in teams of two (and no more) will write a 10 page double-sided policy statement and additional references or works cited page(s) listing at least 8 resources. Students who work in teams will receive the same grade.

REQUIRED READINGS FOR THIS COURSE CAN BE INCLUDED BUT CANNOT COUNT TOWARD YOUR REQUIRED NUMBER OF RESEARCH RESOURCES.

How to write the Policy Statement:

1. Problem Definition: Identify and define a contemporary policy (within the last 15 years) that is of interest to you. Include the following:
   a. The population and/or issue group that defines the issue as a problem according to their policy discourse and comment on how the issue group’s policy discourse resonates with the dominant policy frame of the government.
   b. Causality: Identify the factors that are argued to have created the problem. This will be found in the policy discourse.
   c. The indicators (statistics) or changes observed that the issue group identifies as signifying the problem. (IOWs, how do we know a problem exists? What has changed? EG. Highway deaths, disease rates, consumer prices, infant mortality rates, etc.)
d. The simplicity or complexity of the problem. (Eg. Disproportionate poverty rates among Aboriginals compared to non-Aboriginal populations, or the human trafficking trade both have many sources leading to the problems, include many actors and levels of government, and require social-economic and political coordination among policy fields and actors to address. These are complex policy problems; whereas, speeding may have more simple causes and solutions).

2. Policy Goals:
   a. General and final policy goals (Eg. reduce poverty, improve health, etc.)
   b. Specific policy goals (Eg. increase prenatal care, increase access to information, reduce substance abuse, etc.)
   c. Any specific targets (look for quantitative targets first, then discuss qualitative targets) and monitoring bodies (Eg. reduce surgery wait times to 5 months or less, reduce greenhouse gas emissions by 6 percent by 2012, etc.)
   d. Any specific message that the government intends to send with the policy (Eg. Harper’s conservative governments’ scrapping of the national long-gun registry or the omnibus crime bill of 2011 both had underpinnings related to the conservative party’s ideology and Harper’s election platform of accountability).

3. Policy Instruments:
   a. Policy design and implementation process: the policy instrument of choice, length of the policy, target population being served or affected, administrative organization(s) or collaborative efforts to provide or oversee the program or service
   b. Any legal or jurisdictional restrictions and how the policy complies or deals with restrictions
   c. Policy Consistency: a statement of how the policy design and instruments address or attempt to solve the problem, achieve the policy goals, and are consistent with the governments goals in other policy fields (i.e. fit into the governments’ general policy platform).

*Final Policy Research Paper: 30% of final grade  DUE: Mon.Apr. 16, 11:00 AM.*

The final policy research paper will focus on the last aspects of the policy cycle: policy evaluation, feedback, learning and/or mobility. Students will choose their own policy topic to write about; however, students are strongly encouraged to continue the topic from their Policy Statement assignment. This allows the first phases of the policy cycle to be clearly researched and understood before beginning an evaluation of a policy. Again, students are free to write in pairs, following the same guidelines, page lengths and number of references as described under the written Policy Statement.

The final paper will be should focus on:
- Type of evaluation:
  - 1) political (values & elections)
  - 2) process/implementation (efficiency)
  - 3) program/impact (effectiveness)
- What defines a success or failure?
- Is the policy a success or failure?
- Policy Mobility: How widespread is the policy? What other contexts is the same policy being used in?
- Policy Learning: best practices, paradigm shifts, etc.

The final paper should begin with a title page. The rest of the paper will be double-spaced, with 1 inch margins, and page numbers. Furthermore, it should be structured accordingly:

Page 6 of 13
• **Content & Organization:**
  
  o **Introduction:** Paragraph 1
    
    - *Context:* Situate the policy within the appropriate locational, temporal and political context. (Eg. institutions of government, societal & political actors, time frame in years, etc.)
    - *Thesis statement:* re: evaluation, policy learning and/mobility
    - *Preview of Argument:* A statement that describes the order of your argument and organization of the paper. This can be the last sentence after your thesis or it can be its own, short paragraph.
  
  o **Body of Essay:** Paragraph 2, 3, …
    
    - Present one of the arguments made in your thesis statement and the evidence or logic supporting it, ending with a transition sentence to the next argument. Repeat.
  
  o **Conclusion:** Last Paragraph
    
    - Briefly repeat your policy and thesis statement
    - Synthesize how the arguments and evidence you presented support your thesis in terms of policy failure or success, policy learning and/or policy mobility.

**Grading Scheme for Written Assignments:**
In addition to the details of each component presented above, written assignments are also graded according to:

1. Clarity, conciseness, and logically consistency (i.e. few to no spelling mistakes or grammatical errors; logical flow and organization of the material that is not repetitive)


**Late Policy for Written Assignments:** Students without a doctor’s note indicating the inability to complete the assignment in the two days preceding the due date will be deducted **10 points per day**.

Late assignments **will not be accepted** more than one week after the due date and time.

**Extension Policy:** students requesting an extension must do so in writing, one week prior to the due date. Students who experience emergencies or illness in the week leading up to the due date must have a verification of illness form or similar documentation to request an extension. However, all final papers must be received by **Friday April 20, 2018, 4:00PM**.

**Student travel plans are not an acceptable reason for granting an extension.**

**Other Class Policies:**
Extra credit assignments are not available for this course. Please keep this in mind and plan the term accordingly so that you excel in the opportunities that you have to earn top marks in this course throughout the term.
Schedule: Readings posted on LEARN, COURSE CONTENT, in pdf. Format

Mon. Jan. 8  
INTRODUCTION

No assigned readings

PART I: THE POLICY CONTEXT & POLICY THEORIES

Mon. Jan. 15  
THE POLICY CONTEXT


*Recommended:*


Mon. Jan. 22  
STRUCTURES & IDEOLOGIES


*Recommended:*


Mon. Jan. 29  
INSTITUTIONS


**Recommended:**


**Mon. Feb. 5**

**ACTORS, DISCOURSES, & FRAMING**


**Recommended:**


Mon. Feb. 12  MIDTERM

WRITTEN IN-CLASS: The policy context and policy theories

Mon. Feb. 19  FAMILY DAY & READING WEEK: NO CLASS

PART II: THE POLICY CYCLE

Mon. Feb. 26  AGENDA-SETTING


McIntyre, Lynn, Patrick B. Patterson, Laura C. Anderson, and Catherine L. Mah, 2016. “Food Insecurity in Canada: Problem Definition and Potential Solutions in the Public Policy Domain.” Canadian Public Policy. 42(1): 83-93. - problem definition according to Kingdon’s 3 streams

Recommended:

Tufekci, Zeynep, 2013. “’Not This One: Social Movements, the Attention Economy, and Microcelebrity Network Activism.” American Behavioral Scientist, 57(7): 848-870. - media attention


Mon. Mar. 5  DESIGN_FORMULATION

Thaler, Richard 2013. “Geek Squad.” Foreign Policy; Jan/Feb; 198; ProQuest pg. 18


**Recommended:**


**Mon. Mar. 12**

**DECISION-MAKING**


**Recommended:**


**Mon. Mar. 19**

**IMPLEMENTATION**


Recommended:


**Mon. Mar. 26:**  
**POLICY STATEMENTS DUE IN CLASS**

**Mon. Mar. 26**  
**EVALUATION**


**Recommended:**


*Recommended:*


**APRIL 5-6:** PRE-EXAM STUDY DAYS

**APRIL 9-24:** FINAL EXAMINATION PERIOD

**MONDAY APRIL 16, 11:00AM** FINAL POLICY PAPER DUE

COMPUTER PRINTED (DOUBLE-SIDED ENCOURAGED, DOUBLE SPACED MANDATORY) IN POLITICAL SCIENCE DROP-BOX, HAGEY HALL, 3RD FLOOR