PSCI 334: PUBLIC POLICY

Spring, 2013

AL 124, Wednesdays 9:30am – 12:20pm

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Office Location: Hagey Hall 340

Office Hours: Wednesdays 12:30pm – 1:30pm

Course Description: This course examines public policy-making and analysis in liberal-democratic societies. More specifically, it explores: 1) the roles of ideas, actors and institutions in the policy context; 2) various 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 overtime. The course is designed to expose students to a variety of public policy concepts and issues through weekly journal article reading assignments. Additionally, students will be able to explore a policy topic of their choice through a brief research assignment and class presentation.

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

Course Objectives:

By the end of this course, students should:

- Be familiar with the major theoretical approaches to policy analysis.
- 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.
- 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.

University Regulations:

Cross-listed courses:

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.

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm.

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, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm*.*

Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academicintegrity/

Turnitin.com: Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course.

Accommodation for Students with Disabilities:

Note for students with disabilities: The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, 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 OPD at the beginning of each academic term.

Texts:

Recommended: Michael Howlett, M. Ramesh and Anthony Perl, *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd edition. Toronto: Oxford University Press, 2009.

The text is available for purchase at the University of Waterloo bookstore and on 3-hour reserve at the Dana Porter Library.

Required: The required readings for the course are journal articles that students will access by going to the Dana Porter Library or using the library's electronic services.

Course Requirements, Expectations, and Standards:

Class Attendance, Weekly Synopses and Participation: 15 %
Student Expert Synopses and Presentation: 25%
Mid-term: 25%
Final exam: 35%
Class Attendance, Weekly Synopses and Participation: 15% of final grade

YOUR SUCCESS IN THIS CLASS REQUIRES WEEKLY READINGS, HOMEWORK, AND ATTENDANCE.

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. Since we are reading journal articles to illuminate the course material instead of using a required textbook, it is strongly encouraged that you attend class to learn about the core concepts and theories in public policy. Lecture presentations will be posted on the U of W D2L webpage; however, attending lectures is required for a complete understanding of the weekly topic.

In order for our group discussions to be productive learning tools, students will complete a one-page, bullet-point synopsis of the assigned reading, bring it to class, and be prepared to participate or lead small group discussions. Students will retrieve copies of the assigned readings at the University of Waterloo Library or through its website.

The weekly synopses of journal articles are for your comprehension and studying purposes and should include:
1) The **research questions** or hypotheses being addressed by the authors (theoretical and practical components that relate to the topic of the week)
2) Identification and definitions of the **main analytical concepts** (e.g. "policy regimes"; "incrementalism"; "strategic framing"; etc.)
3) Identification of the **theoretical approach** (e.g. structuralism, institutionalism, neo-institutionalism, pluralism, neo-pluralism, public choice, etc.)
4) The **stage of the policy cycle** addressed in the article (agenda-setting, formulation, decision-making, implementation, or evaluation)
5) Major **findings and conclusions** (did they find evidence to support or refute their research question?)
6) **Contributions** to the literature
7) Any **policy recommendations** made by authors

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

Reading and completing the weekly synopses of journal articles 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!

Assignments: 25% of final grade

Student Expert Synopses and Presentation:
Students will sign up to be experts on a policy topic of their choice. Students will find **three journal articles** related to their topic of interest and hand in hard copies of a **5 page synopses of their articles** to the instructor during the final class. The synopses will be a more detailed version of the topics covered in the weekly synopses. Students will hand in a **one page proposal** that details their **topic, thesis statement and three journal articles** that they will be using to the instructor during class on **July 10 2013**.

The student expert synopses should include:
1) Student Name, Date, title, and full citations of the articles used.
2) Topic and research questions and/or hypotheses (include where the study takes place [policy context] and the policy field) (2 paragraphs or 1 page)
3) Why is the topic important? Why does this study matter?) (1 paragraph)
4) Major arguments, theories, and literature that the authors place their work in (3 paragraphs; should end at the bottom of 3rd page)
5) Major findings, conclusions and policy recommendations, analyzed using course material (3 paragraphs; halfway through 5th page)
6) Major contributions to the literature of policy studies and/or policy analysis (1 paragraph, end at bottom of 5th page)

Students will present their topic and a brief summary of their journal article research in class near the end of the term. The written expert synopses will account for 20% and the one page proposal and presentation will account for 5% of the assignment grade.

Tests & Examinations:

Mid-term: **25% of final grade**

Students will complete a written midterm test during Week 7 on **June 19, 2013**, during class time. The purpose of the test is to ensure that students understand the fundamentals of policy studies so that we can apply and further develop theories, models and concepts in our analysis of various policy fields throughout the rest of the term. The test will include:
1. Theoretical approaches to policy analysis
2. The stages of the policy cycle
3. Aspects of the policy context, policy universe and policy regimes.

Final Examination: **35% of final grade**

Students will complete a written final exam to be scheduled during the regular examination period.

Please note: Student travel plans are not an acceptable reason for granting an alternative examination time.

Schedule: All readings are required unless otherwise noted as Recommended or Further Reading.

Week 1 Introduction to Public Policy: Theoretical Approaches
Recommended: Kuhika Gupta "Comparative Public Policy: Using the Comparative Method to Advance Our Understanding of the Policy Process" *The Policy Studies Journal*, Vol. 40, No. S1, 2012: 11-26.

Week 2 The Policy Context & Policy Communities
MAARTEN HAJER "Policy without polity? Policy analysis and the institutional void" *Policy Sciences* 36, 2003: 175-195.

Week 3 Policy Cycles & Patterns of Policy Change
Peter Hall "Policy Paradigms, social learning, and the state: the case of economic policy making in Britain" *Comparative Politics* 25, 3 1993: 275-96.

Jane Jenson "Diffusing Ideas for After Neoliberalism: The Social Investment Perspective in Europe and Latin America" *Global Social Policy* 10, 1 2010 pp.59-84

Week 4 Discourses & Policy Frames
Kim Richard Nossal "Don't talk about the neighbours: Canada and the regional politics of the Afghanistan mission" *Canadian Foreign Policy Journal* Vol. 17, No. 1, March 2011, 9–22.

Lianne M. Lefsrud and Renate E. Meyer "Science or Science Fiction? Professionals' Discursive Construction of Climate Change" *Organization Studies*, 33(11) November 2012: 1477–1506.

Week 5 Agenda- setting & Actors outside of the State
Jackie Cook "Political action through environmental shareholder resolution filing: applicability to Canadian Oil Sands?" *Journal of Sustainable Finance & Investment* Vol 2, No.1 January 2012: 26-43.

Melanie Heath "Making Marriage Promotion into Public Policy: The Epistemic Culture of a Statewide Initiative" *Qualitative Sociology* December 2012, Volume 35, Issue 4, pp 385-406

Further Reading:
Morag I. Torrance "Forging Glocal Governance? Urban Infrastructures as Networked Financial Products" *Int'l. J. of Urban and Regional Research* 32:1 March 2008:1-21

Week 6 Policy Formulation & Civil Servants
Eric Montpetit "Public Consultations in Policy network Environments: The Case of Reproductive Technology in Canada" *Canadian Public Policy* 29:1 2003: 95-110.

Margaret Walton-Roberts "Rescaling citizenship: gendering Canadian immigration policy" *Political Geography* 23 (2004) 265–28.1

Further Reading:
Eric Montpetit "Between Detachment and Responsiveness: Civil Servants in Europe and North America" *West European Politics*, Vol. 34, No. 6, November 2011: 1250–1271.

Week 7 Mid-term Exam

Week 8 Policy Decision-Making
Reading 1: MAARTEN A. HAJER "Rebuilding Ground Zero. The Politics of Performance" *Planning Theory & Practice*, Vol. 6, No. 4, December 2005: 445–464

Week 9 Implementation & Bureaucracies
Albert Breton and Ronald Wintrobe "The Bureaucracy of Murder Revisited" *Journal of Political Economy*, Vol. 94, No. 5 (Oct., 1986), pp. 905-926 (Back issues available through JSTOR on U of W Library website. Look up Journal title, then 1980s, then 1986)

Week 10 Evaluation
Reese, L. A., Faist, J. M., & Sands, G. (2010). "Measuring the creative class: Do we know it when we see it?" *Journal of Urban Affairs*, 32, 345–366.

Further Reading:
Rowland Atkinson and Hazel Easthope, "The Consequences of the Creative Class: The Pursuit of Creativity Strategies in Australia's Cities" *International Journal of Urban and Regional Research* Volume 33.1 March 2009 64–79.

Meghan Ashlin Rich "From Coal To Cool": The Creative Class, Social Capital, And The Revitalization Of Scranton" Journal Of Urban Affairs, Volume 00, Number 0, 2012: 1–20.

Week 11 Policy Communication
Kathleen Mcnutt "Virtual Policy Networks: Where all Roads Lead to Rome" *Canadian Journal of Political Science*, 43:4 (December/décembre 2010): 915–935.

Further Reading:
Matthew R. Auer "The Policy Sciences of Social Media" *The Policy Studies Journal*, Vol. 39, No. 4, 2011:709-736

Week 12 Student Expert Presentations & Review for Final Exam