

PSCI 334: PUBLIC POLICY

Winter, 2013

EV3 3412, Wednesdays 9:30am – 12:20pm

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

Course Description: This course examines the policy-making process in liberal-democratic societies, focusing specifically on the policy context and stages of the policy cycle. We will explore the ideas, actors and institutions involved in the policy context and policy cycle by reading and discussing journal articles in a wide variety of policy fields. Additionally, students will be able to explore a policy field or policy instrument of interest in a research assignment.

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, community, and 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. [DELETE IF YOU ARE NOT USING TURNITIN. Note: students must be given a reasonable option if they do not want to have their assignment screened by Turnitin. See: <http://uwaterloo.ca/academicintegrity/Turnitin/index.html> for more information.]

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:

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

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

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 and Weekly Synopses: 10 %

Class Participation: 5%

Student Expert Synopses, Presentations and Discussion Leaders: 20%

Mid-term: 25%

Take-home Final exam: 40%

Class Attendance, Weekly Synopses and Participation: 15% of final grade

YOUR SUCCESS IN THIS CLASS REQUIRES WEEKLY READINGS, HOMEWORK, AND ATTENDANCE. YOU WILL HAND IN 10 WEEKLY BULLET-POINT SYNOPSSES OF THE REQUIRED READINGS FOR 10% OF YOUR FINAL GRADE (see details below).

This class is designed to allow students to read about as many different policy fields and various aspects of the policy context and policy cycle as possible. To this end, the textbook is eschewed for various journal articles representing a range of policy fields. Therefore, our class meetings will have both lecture components and small and large group discussions to examine specific topics found in the assigned readings. (Students may purchase the recommended textbook to reinforce lecture and discussion learning). It is imperative that students complete the assigned readings and attend every class meeting on time and with a working pen and paper to take notes. Laptops and tablets are optional; pen and paper are mandatory. Students who miss a class should purchase the textbook or go to the library reserve desk to cover the foundational concepts that are discussed during the lecture component.

Students will retrieve copies of the assigned readings at the University of Waterloo Library or through its website and complete a synopsis (see details below) of the required readings each week (recommended readings are optional). Students will come to class prepared to discuss their findings and ideas in small and large group settings. This means arriving to class with: 1) **printed or electronic copies of the assigned articles**; and 2) a **one page bullet-point synopsis of the article readings** for each class that includes questions and comments and will be used to grade class attendance.

EACH REQUIRED READING NECESSITATES A SEPARATE SYNOPSIS. More than one article synopsis can be printed or written on the same page but must be treated separately. Use the article citations as subheadings to separate your bullet-point synopses.

We have 11 policy topics to complete bullet-point synopses for (the first class and reading week are excluded). **Students are required to hand in ten (10) synopses for the class attendance grade**, allowing you to miss one class without any penalty. Therefore, students who miss one class do not need to hand in a synopsis for their participation grade. Students who miss two classes throughout the term (not consecutively) can hand in a synopsis the following week for half credit so that 10

synopses are graded at the end of the term. Students may only make up one week's attendance in this manner. In other words, students cannot hand in four synopses for a month of missed classes.

The bullet-point synopsis can be printed or **NEATLY** hand-written and will be **handed into the instructor at the beginning of class**. Students who do not like speaking in class should put additional efforts into their weekly synopsis' comments and questions that demonstrate a critical examination of the assigned readings in relation to the topics we discuss in class.

In addition to being graded for class attendance, the weekly synopses are for your studying purposes and should include:

- 1) Student Name, Date, weekly topic, and the articles' authors and titles.
- 2) Research questions or hypotheses being addressed by the authors (theoretical and practical components that relate to the topic of the week)
- 3) Identification and definitions of the main analytical concepts addressed in the article (e.g. "policy regimes"; "incrementalism"; "strategic framing"; etc.)
- 4) Major findings (did they find evidence to support or refute their research question?)
- 5) Policy recommendations made by authors

WEEKLY SYNOPSIS WILL BE GRADED AS COMPLETE OR INCOMPLETE FOR ONE POINT FOR EACH WEEK (10 SYNOPSIS EQUALS 10 POINTS, EQUALS 10 PERCENT OF FINAL GRADE).

Addressing all the points above (1-5) for each reading will result in a complete grade for that week, totaling 1 point per week. Addressing all the points above for one of the required readings will result in half a point per week. Not handing in a synopsis or handing in a synopsis that does not address points 1-5 stated above will result in an incomplete grade for that week, resulting in a zero attendance grade for that week; however, students can still receive participation points for that day through the quantity and quality of their comments during class discussion.

Students are welcome and encouraged to look up more articles on any of the policy topics that we are discussing on a particular date. For instance, if after reading the assigned journal articles, you find a citation in the bibliography that looks interesting to you, feel free to read it and add it to your synopsis and class discussion. Be sure to include a full citation of the additional article you are discussing.

Class Participation:

The remaining **FIVE PERCENT** of your **participation grade** is based on your quantity and quality of comments made during 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: 20% of final grade

Student Expert Presentations and Discussion Leaders

Students will sign up to be ‘experts’ on the assigned readings on a specific date. (All classes must be covered so you may not get your first choice). Each class meeting will have three to four student experts (depending on class size), who will draw out the main arguments and findings of each assigned article for that day, and lead small group discussions. Student experts will hand in hard copies of their **3 page article synopsis** to the instructor at the start of class. They do not need to make copies for the rest of the class.

YOU MUST COMPLETE TWO SYNOPSES FOR TWO SEPARATE REQUIRED READINGS. Therefore, if you are a student expert for a week that has three required readings; you read all three articles and then select two out of the three articles to complete and hand in two separate synopses.

These synopses are more detailed than the weekly synopsis and written in full sentence format instead of bullet-points. It will be useful to first complete your weekly synopsis while reading the articles and then building onto them with more detailed analysis when you are the student expert.

The student expert synopses should include:

- 1) Student Name, Date, Course topic, and the article authors and titles.
- 2) Topic and research questions and/or hypotheses (include where the study takes place [policy context] and the policy field) (1-2 paragraphs worth **4 points**)
- 3) Why the authors are examining this question (why does it matter?) (1 sentence worth **1 point**)
- 4) Major arguments, theories, and literature that the authors place their work in (2-3 paragraphs worth **4 points**)
- 5) Major findings and policy recommendations (2-3 paragraphs worth **4 points**)
- 6) Major contribution to the literature of policy studies and/or policy analysis and (1 well-written sentence worth **1 point**)
- 7) Your evaluation of the article (1 paragraph worth **1 point**)

30 Total points: 15 points for two synopses

These synopses should be written in a similar fashion to article abstracts. You do not need to include all components of an essay (introduction, conclusion, etc.) but you do need to write clearly, concisely and in an organized manner. Do not use subheadings or subtitles between paragraphs for

such a short assignment. Examples of how to organize your synopsis so that is easily read and receives a decent grade are:

- The main argument(s) that (identify authors) make is/are...
- (Authors' name(s)) three main findings are...
- The major policy recommendation resulting from the finding that... is....
- The major contribution of this article to the literature on... is...
- This article is interesting to the field of policy... because it... OR This article leads to further questions about... OR The author(s) could improve their research and findings by...

NOTE that while you are required as the student expert to introduce the readings and lead class discussions, you are not graded on your presentation, only your overall class participation as detailed above under the participation grade.

Tests & Examinations:

Mid-term: 25% of final grade

Students will complete a written midterm test on **February 13th, 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 last one hour and will include:

1. Theoretical approaches to policy analysis
2. The stages of the policy cycle
3. Aspects of the policy context, universe and policy regimes.

Final Examination: 40% of final grade

Students will complete a take-home assignment to be conducted during the final exam period. The assignment is to read at least four journal articles or book chapters on a policy field that is of interest to you, and to write eight pages, typed and double spaced, that include:

- 1) The first page is a title page
- 2) An explanation of how the policy issue became part of the official policy agenda (lobbying, crisis, change in government, etc.; use technical terms from class) and in what form (policy, legislation, jurisprudence, etc.)
- 3) A map of the policy community, including all major and minor political and social actors, institutions, and networks
- 4) A discussion of the major contextual factors (ideas and discourses, actors, or institutions) that led to the creation of the policy and the major power players involved in policy formulation and decision-making
- 5) An explanation of the decision-making process
- 6) A description and brief evaluation of the policy instruments and policy design
- 7) An explanation as to how the policy fits into the overall policy paradigm. Is this a new policy or a re-evaluation of an old policy?
- 8) An overview of policy evaluations. Has the policy been successful in achieving its stated goals or not?
- 9) The tenth page will be a complete citation of the specific articles and book chapters you used.

Grading scheme for the final exam:

5 percent: writing style, grammar, punctuation, organization and bibliography

5 percent: accurately defines and describes chosen policy field

10 percent: accurately defines and describes policy universe; policy community and decision-makers

20 percent: includes an analysis of the policy contextual factors

40 percent: sufficiently addresses all the components of the policy cycle, giving more attention to the more interesting aspects that are highlighted in your research articles

20 percent: relevantly applies the concepts, terms, definitions, theories and models learned throughout the term and evaluates their theoretical usefulness in light of the practical applications illuminated in your research articles

Total: 100 percent

In order to complete this take-home final exam, you will need to collect articles that address various stages of the policy cycle (agenda-setting, formulation, decision-making, implementation and evaluation) and the policy context (ideas, actors, institutions and structures) in one policy field. You will find more than one of these policy elements in an article so that you do not need a separate article on each aspect of the policy-making process. Five articles should be sufficient. Treat this assignment as if you are a civil servant working in a government department, agency or parliamentary office and you have a few days to research and brief your boss on a specific policy field.

I strongly encourage students to attend my office hours to discuss their chosen policy field for the final exam before the end of classes. This is to ensure that your chosen policy field is at the appropriate scope to properly complete the final exam. For example, health care is too broad a topic; general health promotion is still quite broad; anti-smoking legislation in Kitchener is too narrow; anti-smoking legislation in 3 to 5 municipalities across Canada is appropriate (and how do the federal and provincial governments fit into this policy field?).

The due date for the take-home final exam will be announced along with the regularly scheduled final exam dates during the course of the term. Final assignments will be handed into the instructor, in hard copy, in her office during a one hour period that will be specified along with the due date.

Failing to hand in a printed assignment during this time will result in a zero for the final exam grade, as this would be equivalent to not showing up for a final exam. **No late assignments or electronic copies will be accepted.**

STRONGLY RECOMMENDED: print your final assignment the day before it is due so that you are not dealing with printer problems at the last minute.

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

Extra Credit Options:

If a student does not meet their expectations on the mid-term exam or during their class presentation, students are welcome to submit synopses of the assigned readings to the instructor during class time for a specific topic and date. This synopsis will be considered in addition to (not to replace) a poor performance on a previous assignment. An extra credit assignment must be pre-arranged with the instructor and can only be done once during the term.

Contribute to the PSCI 334 Public Policy Virtual Soundtrack! Identify a song that relates to the topic and/or policy field of your assignment week and include the song title, artist and the connection to the topic in your article synopsis. **NO ILLEGAL DOWNLOADS OR FILE SHARING PLEASE.** You do not need to download the song or present an electronic copy at all; hence, the 'virtual' soundtrack. The objective of this tongue-in-cheek cognitive exercise is to attach a sensory memory to the topic for future retrieval. Students will receive one (1) extra point for including a song and an explanation of their song choice in their article synopsis.

- a. Example: policy field of interest is protection of property rights, specifically artistic copyright legislation. Suggested Song: "I fought the law and the law won"
- b. Example: Policy field of interest is health care and the required article discusses the lack of universal health care in the U.S. Song suggestion: Kesha's "We're going to die young."

Policy About Collaborative Work:

No collaborative work outside of the classroom is required for this course.

Schedule:

Week 1 Introduction to Public Policy, Policy Cycles & Theories of Policy Analysis

Week 2 Introduction to the Policy Context, Policy Universe & Policy Regimes

Reading 1: Keith Banting "Do We Know Where We are Going? The New Social Policy in Canada" *Canadian Public Policy* 31 4 2005:421-429

Reading 2: KEITH G. BANTING "Is There a Progressive's Dilemma in Canada? Immigration, Multiculturalism and the Welfare State Presidential Address to the Canadian Political Science Association, Montreal, June 2, 2010" *Canadian Journal of Political Science* 43:4 (December 2010) 797-820 doi:10.1017/S0008423910000983xxx

Week 3 The Policy Context: Ideas & Ideologies

Reading 1: Peter Hall "Policy Paradigms, social learning, and the state: the case of economic policy making in Britain" *Comparative Politics* 25, 3 1993 pp.275-96

Reading 2: Ines Newman "Work as a route out of poverty: a critical evaluation of the UK welfare to work policy" *Policy Studies* Vol. 32, No. 2, March 2011, 91108 xxx

Week 4 The Policy Context: Discourses & Framing

Reading 1: Jean-Christophe Boucher "Selling Afghanistan: A discourse analysis of Canada's military intervention 2001-08" *International Journal*, 64, 3, 2009.pp. 717-734

Reading 2: Alison Howell "Peaceful, Tolerant and Orderly? A Feminist Analysis of Discourses of Canadian Values in Canadian Foreign Policy" *Canadian Foreign Policy*, 2005 12, 1.

Recommended: Paul Kershaw "Choice' Discourse in BC Child Care: Distancing Policy from Research" *Canadian Journal of Political Science* 37: 4 2004 pp.927-950

Week 5 The Policy Context: Actors & Agenda- setting

Reading 1: Phillip Boland "Unpacking the Theory-Policy Interface of Local Economic Development: An Analysis of Cardiff and Liverpool" *Urban Studies* 44:5/6 May 2007: 1019-1039.

Reading 2: Eric Montpetit "Public Consultations in Policy network Environments: The Case of Reproductive Technology in Canada" *Canadian Public Policy* 29:1 2003:95-110

Week 6 Mid-term Exam & Policy Context: Actors & Agenda-setting cont'd.

Reading 1: JAMES SHEPTYCKI "Guns, crime and social order: A Canadian perspective" *Criminology & Criminal Justice* 9(3): 307-336 DOI: 10.1177/1748895809336379

Reading 2: Mala Htun and Laurel S. Weldon, "Civil Origins of Progressive Policy Change: Combating Violence Against Women in Global Perspective" *American Political Science Review*, 2012, Vol.106(3), pp.548-569

Recommended Reading 3: Matthew R. Auer "The Policy Sciences of Social Media" *The Policy Studies Journal*, Vol. 39, No. 4, 2011:709-736

Week 7 Reading Week

Week 8 The Policy Context: Institutions

Reading 1: MAARTEN HAJER "Policy without polity? Policy analysis and the institutional void" *Policy Sciences* 36, 2003 175-195

Reading 2: Rianne Mahon "Of Scalar Hierarchies and welfare redesign: child care in three Canadian cities" *Transactions of the Institute of British Geographers* (December 2006), 31 (4), pp. 452-466.

Reading 3: Neil Bradford "Placing Social Policy? Reflections on Canada's New Deal for Cities and Communities" *Cdn J of Urban Research* (Winter 2007) 16:2 pp.1-26

Recommended: Roxana Salehi and S Harris Ali "The Social and Political Context of Disease Outbreaks: The Case of SARS in Toronto" *CPP* 32:4 2006:373-386

Week 9 Policy Cycle: Formulation

Reading 1: 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

Reading 2: Mieke Verloo "Displacement and Empowerment: Reflections on the Concept and Practice of the Council of Europe Approach to Gender Mainstreaming and Gender Equality" *Social Politics* (January 2005), 12 (3), pg. 344-365 doi:10.1093/sp/jxi019

Recommended: Anindya Sen "Do Stricter Penalties or Media Publicity Reduce Alcohol Consumption by Drivers?" *CPP* 31:4 Dec 2005 359-379.

Recommended: Frances Woolley "Why Pay child Benefits to Mothers?" *CPP* 30:1 2004:47-69.

Week 10 Policy cycle: 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

Reading 2: Conny Roggeband "Shifting Policy Responses to Domestic Violence in the Netherlands and Spain (1980-2009)" *Violence Against Women* (July 2012), 18 (7), pg. 784-806

Reading 3: Jamie Peck "Struggling with the Creative Class" *Int'l J. of Urban and Regional Research* 29:4 Dec 2005: 740-779

Recommended: Eugene J. McCann "Inequality and Politics in the Creative City-Region: Questions of Livability and State Strategy" *Int'l J. of Urban and Regional Research* 31:1 March 2007:188-96

Week 11 Policy Cycle: Implementation

Reading 1: 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)

Reading 2: Lori E. Ross et al. "Adoption by Sexual and Gender Minority People in Ontario" *CPP* 35 4 2009:451-467.

Recommended: Wendy Mendes "Implementing Social and Environmental Policies in Cities: The Case of Food Policy in Vancouver, Canada" *International Journal of Urban and Regional Research* 2008 32:4 pp.942-967.

Week 12 Policy Cycle: Evaluation & Learning

Reading 1: Carol Agocs and Bob Osborne "Comparing Equity Policies in Canada and Northern Ireland: Policy Learning in Two Directions?" *CPP* 35, 2 June 2009 237-262

Reading 2: Mark Evans and Sultan Baraka "Post-war reconstruction, policy transfer and the World Bank: the case of Afghanistan's National Solidarity Programme" *Policy Studies* 33, 6, November 2012, pp.541-565

Week 13: Patterns of Policy Change

Reading 1: ALEXANDRA DOBROWOLSKY AND JANE JENSON "Shifting Representations of Citizenship: Canadian Politics of 'Women' and 'Children'" *Social Politics*, Summer 2004, 11, 2, 2004 pp. 154-180 doi:10.1093/sp/jxh031

Reading 2: 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

Reading 3: Carsten Jensen "Focusing events, policy dictators and the dynamics of reform" *Policy Studies* 32, 2, March 2011, pp. 143-158