PSCI 334: PUBLIC POLICY

Spring, 2015
RCH 306, Thursdays 8:30am – 11:20am

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Office Hours: Thursdays 11:30am – 12:30pm or by appointment

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; and 3) visit my office hours for further clarifications. 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 overtime. The course also familiarizes students with the skill of reading and comprehending journal articles in preparation for future seminar courses. Students will be exposed to a variety of public policy fields, concepts, and issues through weekly journal article reading assignments that will be discussed during class time. Finally, students have the opportunity to creatively explore a policy issue of their choice and present a policy statement to the class.

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.

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.

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, Student Discipline http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

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, Student Petitions http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult Student Grievances http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts' grievance processes.

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, Student Appeals http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.
Academic Integrity website (Arts): Academic Integrity http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html
Academic Integrity Office (uWaterloo): Academic Integrity Office http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, 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 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: Michael Howlett, M. Ramesh and Anthony Perl, *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd edition. Toronto: Oxford University Press, 2009.
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:
Class Attendance and Weekly Synopses: 10%
Participation: 5 %
Policy Statement and Presentation: 20%
Mid-term: 30%
Final Exam: 35%

Class Attendance and Weekly Synopses: 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. In order for our class discussions to be productive learning tools, students will complete a **one-page, bullet-point synopsis** of the assigned journal articles, bring a computer-printed copy 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. Weeks that have two journal articles require a synopsis of **each** article.
The weekly synopses of journal articles are for your comprehension and studying purposes and should include the following for **EACH** article that is assigned for that week:
   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) The **stage of the policy cycle** addressed in the article (agenda-setting, formulation, decision-making, implementation, or evaluation; if relevant).
5) Major **findings and conclusions** (did they find evidence to support or refute their research question? Did they confirm or reject their hypothesis?)
6) **Contributions** to the literature: did they support, modify or refute the theory
7) Any **policy recommendations** made by author(s)

Please use the bold printed words above as subheadings in your weekly synopses.
Synopses receive 1 point on the basis that they are complete, computer-printed, and handed into the instructor during class time. A synopsis that only included one of two assigned readings for the week will receive a half point.

Missing a Class: Students who miss a class can hand in a printed copy of their weekly synopses to the instructor <u>during class the</u> <u>following week only, for half credit.</u> **Do not email** your weekly synopsis to the instructor if you have missed a class. Full credit for weekly synopses is based on completing the synopses and handing it in, in printed copy during class. Weeks 1, 6 and 12 do not require a synopsis since there are no readings for these weeks. In addition, students get one 'freebie' week to not hand in a synopsis of the readings during the term. Thus, students need to hand in a total of 8 synopses for the term. **Handwritten and emailed synopses will not be accepted**. Lecture presentations will be posted on the U of W D2L webpage every week for review.

Participation: 5% of Final Grade

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: *Policy Statement and Presentation:* **20% of final grade**
Students will identify a policy issue that is of interest to them and EACH student will prepare a policy statement to be handed into the instructor on the specified due dates (see below). Students will also join small teams to prepare a <u>three minute</u> long presentation to be presented to the class during our last class on **Thursday July 23** when our topic for the week is Policy Communication. The rationale for this assignment is threefold:

1. Students have a chance to explore a policy issue that is of interest to them and experience the process of writing a policy statement much like a public servant would do for a supervisor or minister. (Instructions on how to write the policy statement are below).
2. Since the public service of Canada highly stresses TEAMWORK in its work environment, students will have the opportunity to work in teams of two to four depending on class size. (See The Logistics and Composition of Teams for the Policy Statement Presentation below for an explanation of how the teams will work).
3. Students have the chance to experiment with effective policy communication tools through their presentation. The presentation may include a multi-media report (such as a public service announcement, interview, music or a spoken-word video [written by the students], video or live news report, panel discussion, etc.) This is your chance to be creative! (See Important Guidelines for Multi-Media Reports below).

<u>How to write the Policy Statement:</u> **Each student writes their own policy statement;**
NOTE THE DUE DATES

1. **Problem Definition: 5% of Assignment grade DUE WK. 8 THURSDAY JUNE 25**
   a. Identify and <u>define</u> a contemporary policy issue (exists within the last 15 years) that is of interest to you and that is <u>not discussed</u> in the required readings. Write a **one page**, typed, double-spaced problem definition including the following:
      i. 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.
      ii. Causality: Identify the factors that are argued to have created the problem. This will be found in the policy discourse.
      iii. The indicators 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.)
      iv. 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: 5% of Assignment grade DUE THURSDAY JULY 16**
   a. Now that you have been assigned to a team, your policy topic might have changed and you will have to work with your teammates to gain a full understanding of the problem definition of the topic you have selected as a team. This information should be shared and considered when you have decided on the new topic as a group. Write a one page, typed, double-spaced statement of the policy goals including:

       i.   General and final policy goals (Eg. reduce poverty, improve health, etc.)
      ii.   Specific policy goals (Eg. increase prenatal care, increase access to information, reduce substance abuse, etc.)
     iii.   Anyy specific targets and monitoring bodies (Eg. reduce surgery wait times to 5 months or less, reduce greenhouse gas emissions by 6 percent by 2012, etc.)
     iv.   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: 5% of Assignment grade ALSO DUE THURSDAY JULY 16**
    a.   Write a one page, typed, double-spaced statement of the policy instruments including:
       i.   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
      ii.   Any legal or jurisdictional restrictions and how the policy complies or deals with restrictions
     iii.   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).

Grading Scheme of the Policy Statement:

Each student receives an individual grade for their Policy Statement. In addition to the details of each component presented above, each Policy Statement will also be 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)
2. A bibliography of all sources presented in the same style used in this course outline under Schedule for journal articles and Texts for books. Please include websites for any materials used from online sources. It is expected that students will need to use **3 to 5 sources** to complete the Policy Statement assignment.

Late Policy for Policy Statements: Students without a doctor's note indicating the inability to complete the assignment in the two days preceding the due dates will be deducted 2 points per day (including weekends) for any late components of assignment.

The Logistics and Composition of Teams for the Policy Statement Presentation:

Team composition will be determined by the instructor according to the topics students choose to write their *Problem Definition* assignment on. The first priority will be to team up students with topics in the same policy field (e.g. Health). If this is not possible, students may be grouped by their focus on specific policy tools, actors, institutions, etc. **TEAMS WILL BE ANNOUNCED ON THURSDAY JULY 2.** Students will then work as a team to decide on a particular policy issue, and prepare the presentation together using the **Group Assignment Checklist** . Teams will have the last 30 minutes of class during Weeks 9, 10 and 11 to work on their presentations. **Students will print, prepare and hand-in the GROUP ASSIGNMENT CHECKLIST** which can be found at:

IMPORTANT GUIDELINES FOR MULTI-MEDIA REPORTS:
Multi-media reports must be in English and of high visual focus and sound quality (i.e. the instructor must be able to identify faces and places and hear and understand what is being said). Multi-media reports must also be prepared according to the standards of **academic integrity and university conduct codes**, including but not limited to copyright laws and appropriate and respectful personal attire, setting and language.
IMPORTANT: Any third party person from outside of our class who is involved in a video must **knowingly consent in writing**, handed into the instructor at the time of the presentation. Practical jokes, stunts, interviews or recordings without consent or scenarios that put the student or others in illegal, illicit or dangerous situations are **NOT ACCEPTABLE and will be graded as a zero for this assignment**, as well as subject to further disciplinary action according to university ethics policies and/or provincial law.

Grading Scheme for the Policy Statement Presentation: 5% of Assignment grade
PRESENTATIONS: THURSDAY JULY 23
>   1 point: Respectful of the 3 minute time limit
>   2 points: artistic originality and ingenuity of presentation
>   3 points: clearly and concisely communicates the pertinent policy information (refer to policy statement)
>   3 points: equal involvement of all team members is represented in the live presentation and according to the **Group Assignment Checklist** which details the responsibilities and tasks prepared and signed by each team member and handed into the instructor **at the time of presentation**.
>   1 point: the ability to answer questions after the presentation

Total: 10 points assigned to each member of the group. **Each team member receives the same grade unless the Group Assignment Checklist indicates otherwise**. (Eg. If a team decides that one student will write and direct or edit a presentation rather than act or present it then that student still receives the same presentation grade for the writing, directing or editing component. However, if a team agrees to let a member opt out of the presentation component completely, the student will receive a zero for the presentation component of the Policy Statement Assignment).

Tests & Examinations:

Mid-term: 30% of final grade
Students will complete a written midterm test during Week 6 on **June 11, 2015**, 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.   Components of the policy context.
2.   Theoretical approaches to policy analysis
3.   The 6 stages of the policy cycle

Final Exam: 35% of final grade
Students will complete a 2 hour, comprehensive, 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:

Thursday MAY 7   **Week 1: INTRODUCTION**   **No assigned readings**
The Policy Context, the Policy Cycle & Policy Statements

PART I: THE POLICY CONTEXT

Thursday MAY14   **Week 2: ACTORS**   **Approx. Reading: 30 pgs.**
Aucoin, Peter, 2012. "New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk." Governance, 25(2):177-199).

Jiwani F.N. and T. Krawchenko, 2014. "Public Policy, Access to Government, and Qualitative Research Practices: Conducting Research within a Culture of Information Control." *Canadian Public Policy*, 40(1):57-66.

Thursday MAY 21   **Week 3: INSTITUTIONS**   **Approx. Reading: 55 pgs.**
Steinmo, Sven and Jon Watts, 1995. "It's the Institutions, Stupid! Why Comprehensive National Health Insurance Always Fails in America." *Journal of Health Politics, Policy and Law,* 20(2): 329-372.

Beaussier, Anne- Laure 2012. "The Patient Protection and Affordable Care Act: The Victory of Unorthodox Lawmaking." *Journal of Health Politics, Policy and Law*, 37(5): 741-776.

Thursday MAY 28   **Week 4: IDEAS**   **Approx. Reading: 30 pgs.**
Jones Rhys, J. Pykett and M. Whitehead, 2014. "The geographies of policy translation: how nudge became the default policy option." *Environment and Planning C: Government and Policy*, (32):54-69.

Watson, Matthew, 2012. "New Labour's 'Paradox of responsibility' and the unraveling of its macroeconomic policy." *British Journal of Politics and International Relations*, (15):6-22.

Thursday JUNE 4   **Week 5: STRUCTURES**   **Approx. Reading: 30 pgs.**
Davies, Jonathan and A. Spicer, 2015. "Interrogating networks: towards an agnostic perspective on governance research." *Environment and Planning C: Government and Policy*, (33):223-238.

Korpi, Walter and J. Palme, 2003. "New politics and class politics in the context of austerity and globalization: Welfare State regress in 18 countries, 1975-95." *American Political Science Review*, 97(3):425-446.

Thursday JUNE 11   **Week 6: MIDTERM EXAM**

PART II: THE POLICY CYCLE

Thursday JUNE 18   **Week 7: AGENDA-SETTING**   **Approx. Reading: 25 pgs.**
Tufekci, Zeynep, 2013. "'Not This One: Social Movements, the Attention Economy, and Microcelebrity Network Activism." *American Behavioral Scientist*, 57(7):848-870.

Gladwell, Malcolm, 2010. "Small change." *The New Yorker*, 86.30. October 4: p.42.

Thursday JUNE 25   **Week 8: DESIGN/FORMULATION Approx. Reading: 42 pgs.**
            POLICY STATEMENT: PROBLEM DEFINITION DUE
Craft, Jonathan, and Howlett, Michael, 2012. "Policy formulation, governance shifts and policy influence: Location and content in policy advisory systems." *Journal of Public Policy*, at 32(2):79-98.

Stazyk, Edmund, and Goerdel, Holly, 2011. "The Benefits of Bureaucracy: Public Managers' Perceptions of Political Support, Goal Ambiguity, and Organizational Effectiveness." *Journal of Public Administration Research and Theory*, 21(4):645-672.

Thursday JULY 2   **Week 9: DECISION-MAKING**   **Approx. Reading: 30 pgs.**
            POLICY STATEMENT TEAMS ANNOUNCED
Breton, Albert and Ronald Wintrobe, 1986. "The Bureaucracy of Murder Revisited" *Journal of Political Economy*, (94) 5: 905-926. (Back issues available through JSTOR , U of W Library).

Howlett, Michael, and Andrea Migone, 2011. "Charles Lindblom is alive and well and living in punctuated equilibrium land." *Policy and Society*, 30(1):53-62.

Thursday JULY 9   **Week 10: IMPLEMENTATION**   **Approx. Reading: 30 pgs**.
Reeve, Iain, 2014. "Multicultural health care? Cultural accommodation in non-devoted policy sectors." *Canadian Public Administration*, 57(4):609-622.

Werner Antweiler & Gulati, Sumeet, 2013. "Market-Based Policies for Green Motoring in Canada." *Canadian Public Policy*, 39(Supplement, August), pp. S81-S94.

Thursday JULY 16   **Week 11**: **EVALUATION**   **Approx. Reading: 15 pgs.**
            POLICY STATEMENT: POLICY GOALS AND POLICY INSTRUMENTS DUE
McConnell, Allan, 2010. "Policy Success, Policy Failure and Grey Areas In- Between." *Journal of Public Policy*, 30(3):345-362.

Thursday JULY23   **Week 12: COMMUNICATION**   **No Assigned Reading**
            LECTURE & CLASS PRESENTATIONS

CIVIC HOLIDAY, UNIVERSITY CLOSED: Monday, August 3
FINAL EXAMINATION PERIOD: Tuesday August 4 - Saturday August 15