

PSCI 334: PUBLIC POLICY

Winter, 2014

RCH 305, Wednesdays 9:30am – 12:20pm

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Office Hours: Thursdays 12:30pm – 1:30pm 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.

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) 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 also familiarizes students with the art 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 near the end of the term and write a final research paper on a policy topic of their choice.

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

Course Objectives:

By the end of this course, students should:

- Identify and explain the major theoretical approaches to policy studies.

- 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
- Feel comfortable reading a journal article and identifying the main arguments, hypotheses, methodologies, findings, conclusions and the theoretical and practical policy contributions.

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:

Required: Leslie A. Pal, *Beyond Policy Analysis: Public Issue Management in Turbulent Times*, 5th Ed. Toronto: Nelson Education Ltd. 2014. The text is available for purchase at the University of Waterloo bookstore.

Required: Additionally, students are required to read selected journal articles that will be available on the course 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.

Course Requirements, Expectations, and Standards:

Class Attendance and Weekly Synopses & Discussion Qs: 10%

Participation: 5 %

Policy Issue Assignment: 20%

Mid-term: 30%

Final Research Paper: 35%

Class Attendance and Weekly Synopses: 10% 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. I strongly encourage students to attend both the lectures and discussion components of our weekly meetings to illuminate the core concepts and theories in public policy through a variety of activities and small group discussion topics.

In order for our group discussions to be productive learning tools, students will complete a **one-page, bullet-point synopsis** of the assigned journal article and answer discussion questions, bring a computer-printed copy to hand in, in 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.

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

- 1) The **research questions** that the author(s) ask

- 2) Whether a particular **hypothesis and/or theory** is being tested (not all articles use this methodology)
- 3) Identification of the **theoretical approach** (e.g. structuralism, institutionalism, neo-institutionalism, pluralism, neo-pluralism, public choice, etc.) adopted by the author(s)
- 4) Identification and definitions of the **main analytical concepts** (e.g. “policy regimes”; “incrementalism”; “strategic framing”; etc.)
- 5) The **stage of the policy cycle** addressed in the article (agenda-setting, formulation, decision-making, implementation, or evaluation; if relevant. Not all articles use the policy cycle model).
- 6) Major **findings and conclusions** (did they find evidence to support or refute their research question? Did they confirm or reject their hypothesis?)
- 7) **Contributions** to the literature: did they support, modify or refute the theory
- 8) Any **policy recommendations** made by author(s)

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

Synopses receive 1 point each on the basis that they are complete, computer-printed, and handed into the instructor during class time.

Missing a Class: Students who miss a class can hand in a hard copy of their weekly assignment to the instructor during class the following week only, for half credit. **Do not email** your weekly synopsis to the instructor if you have missed a class. Full credit for weekly assignments is based on completing the synopses (described below) and handing it in, in hard copy during class. Handwritten and emailed weekly assignments will not be accepted. Lecture presentations will be posted on the U of W D2L webpage every week for review.

Participation: 5%

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 Issue Assignment: 20% of final grade

Students will identify a policy issue that is of interest to them and prepare **EITHER**: 1) a 5 page, double spaced, computer-printed (can be double or single-sided) paper describing their policy issue to be submitted during class; **OR** 2) a two to three minute long multi-media report (such as a video of a mock news report, which may or may not include an interview with someone who has given their written consent to participate; music or spoken-word video [written by the student], i-movie, or class presentation).

Issues can be identified using traditional (newspapers, weekly magazines, TV broadcasts, etc.) and/or social media (internet blogs and videos are acceptable for this purpose), working papers, journal articles, books, topics from other courses, etc. Issues must be contemporary (exist within the last 10 years) and relevant to liberal-democratic countries. (Please see instructor if you have further questions on issue selection). **This assignment can and should be used as exploratory research for your final term paper.**

IMPORTANT GUIDELINES FOR STUDENTS CHOOSING THE MULTI-MEDIA REPORT OPTION:

Students who choose the second option of a multi-media report **MUST** hand in a computer-printed script during class time **and** email the instructor the hyperlink to view it on YouTube or a computer-printed script **and** a USB stick containing **ONLY** the presentation that can be played using **Windows Media Player**. Students who hand in a USB stick will not receive it back until the end of the term. 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 or 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: Students are **not graded** on the artistic originality or ingenuity of their video or presentation per se, (although it is much appreciated!) but on the information that is contained in the printed script handed into the instructor. The required information is detailed below and is the same for students who choose to write the paper or present a multi-media report.

IMPORTANT: Any third party person involved in the video must **knowingly consent in writing**, handed into the instructor with the printed script. 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.

The policy issue paper or multi-media report script will include:

An introduction and description of the policy issue including: (1 point each = 5 pts.)

Identification of the problem as reported by the media or other source

Time and place in which the problem occurs, including scale: the body, community, city, region, province, state, nation-state, international, global, multi-scalar)

Scope of the problem (intensity: nuisance [i.e. raccoons getting into residents' garbage cans] to crisis [i.e. SARS, hurricane Sandy, etc., duration])

Target population (who the problem affects)

Jurisdiction: level of government or courts assumingly responsible for policy area (by Constitution)

Analysis of the dominant policy frame including: (10 points)

Identify any particular discourse(s) (language concealing and revealing culturally-embedded ideas, norms and values used to problematize socio-economic and political issues) dominantly used to frame the problem; any competing or alternative discourses or policy frames (i.e. multiple policy frames with their own discourses exist on the issue of prostitution, although usually only one policy frame is dominant in a particular country at a time) (4 points)

Complexity of the issue: how difficult is the problem to solve, number of inter-related or multi-faceted sources of the problem (i.e. eliminating poverty or human trafficking is fairly complex) (2 points)

Identify any proposed solutions, solution programs in place, or solutions that have been attempted to solve the problem (2 points)

Identify the actors and institutions who are expected to solve the problem according to the dominant policy frame (2 points)

Analysis of the policy community: (6-9 points depending on stage of policy cycle)

Identification of the actors (activists, advocacy coalitions, interest groups, bureaucrats, epistemic communities, etc.) & institutions (formal and informal) engaged in problem definition, agenda-setting, communication, and policy formulation (4 points)

Identification of the actors & institutions engaged in policy decision-making, implementation and evaluation (if the issue has progressed to these stages of the policy cycle) (3 points if applicable)

Identification of the most powerful actors and the relative power relations between actors in the policy community (2 points)

Presentation of the written paper or script: (5 points)

Clarity, conciseness, and logical consistency of the written material (i.e. few to no spelling mistakes or grammatical errors; logical flow and organization of the material that is not repetitive) (2 points)

A bibliography of all sources used, including authors, and/or speakers, titles, websites, dates, publishers. (3 points for at least 3 sources)

Total Grading Scheme for Policy Issue Assignment: 26-29 possible points

Students will be able to access all of this information with a careful read or viewing of three or more reports on a particular policy issue. Even a three minute clip from *The Daily Show with Jon Stewart* will include most, if not all of the above information needed to write the issue paper providing some reflection on the discourse employed by the source on the part of the student **BUT do not rely solely on blogs, satire or comedic news reports.**

Tests & Examinations:

Mid-term: 30% of final grade

Students will complete a written midterm test during Week 6 on **February 13, 2014**, 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 Research Paper: 35% of final grade

In place of a final exam, students will write a final research paper on a policy topic of their choice to be handed in during the final exam period . (If you keep the same topic as your Policy Issue Assignment, you will have a good start!) The final research paper involves reading at least four journal articles or book chapters on your chosen policy topic, and writing eight (8) pages, typed and double spaced, that include:

- 1) A brief description of the policy topic (use the Policy Issue Assignment guidelines for reference) (approximately 2 paragraphs)
- 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) A title page and a complete bibliography of the specific articles and book chapters you used, for a total of at least 10 pages.

Grading scheme for the final exam:

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

5 %: describes chosen policy topic

10 %: identifies & describes policy universe; policy community and decision-makers

20 %: includes an analysis of the policy contextual factors

40 %: 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 %: relevantly applies the concepts, terms, definitions, theories and models learned Through-out 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 research paper, students will 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). 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 topic for the research paper before the end of classes. This is to ensure that your chosen topic is at the appropriate scope to properly write the paper. 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 final research papers are due in hard copy on: **MONDAY APRIL 14, 2014; 10:00 AM.** Please hand in a printed copy to the political science drop box. Emailed papers will not be accepted. **Papers that are not in the political science drop box by 10:00 am on April 14th, will receive a 5 point penalty.** Papers handed in after April 14th, will receive an additional 5 point deduction per day. (That is a 10 point deduction for a paper that is a day late; 15 points for papers that are 2 days late, etc.).

STRONGLY RECOMMENDED: print your final paper 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 extensions to the final paper.

Schedule: All textbook chapters by Leslie A. Pal listed below are required reading. Journal articles have also been selected to supplement the textbook content. For some classes, all students will read the same journal article. For other classes, students will select one of the journal articles based on their interests in various policy fields. For those weeks, students are directed to “Select 1” of the journal article readings listed.

Thursday January 9

Week 1 Introduction to Policy Studies: the Policy Cycle & Theoretical Approaches
No assigned readings

Thursday January 16

Week 2 What is public policy and policy analysis?
Pal, Ch. 1 Policy Analysis: concepts and practice

Steinmo, Sven. 2003. “The Evolution of Policy Ideas: Tax Policy in the 20th Century.” *The British Journal of Politics & International Relations*, 5(2): 206–36.

Discussion Qs:

1. What is public policy and how do we study it?
2. What types of decision-making theoretically exist in the policy process?
3. How has the policy-making context changed over the last twenty years?
4. How does Steinmo suggest the policy context influences public (tax) policy-making?

Key Terms to know:

Public Policy
Policy analysis
Policy studies
Policy instruments
Policy goals
Rationalism
Rational model
Bounded rationality
Incrementalism
Satisficing
Gender-based analysis and gender mainstreaming

Thursday January 23

Week 3 The Policy Context Part 1: Globalization and Governance

Pal Ch. 2 Modern Governance: the Challenges for policy analysis pp. 43-62.

Discussion Qs:

Which policy theoretical standpoint does globalization fall under?

Does globalization expand the role of nation-states or limit their powers?

How have governments responded to the forces of globalization in the policy context?

Key Terms:

Free market capitalism
Global civil society
Global supply chain
Trade liberalization

Maarten Hajer, "Policy without polity? Policy analysis and the institutional void" *Policy Sciences* 36, 2003: 175-195.

Discussion Qs:

1. What is Hajer's main argument?
2. What is the "institutional void" and why does it exist?
3. What is Hajer's solution to the institutional void?
4. What is "deliberative democracy"?
5. According to Hajer, where does legitimacy derive from in the policy-making policy?

Thursday January 30

Week 4 The Policy Context Part 2: Citizenship, Rights and Governance

Pal Ch. 2: Modern Governance: the Challenges for policy analysis, pp. 63-84.

Discussion Qs:

1. Why are 'rights' viewed as 'post-modern'?
2. How does 'identity' matter and manifest in policy debates and the policy making process?
3. What is the emphasis of new public management, and is it relatable to globalization?

2nd reading selections: Choose 1 journal article that is of interest to you.

Miriam Smith, "Resisting and reinforcing neoliberalism: lesbian and gay organising at the federal and local levels in Canada," *Policy & Politics* 33:1 pp. 75-94 (2005)

OR:

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

OR:

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

Key terms:

Citizenship
Cultural identity
Collective identities
Decline of deference
Human rights
Liberal Individualism
Liberal universalism
Multiculturalism
New public management
Political culture
Politics of difference
Postmaterialism and postmodernism
Rights talk
Social cohesion

Thursday February 6

Week 5: Agenda-setting: Ideas, Discourses & Policy Frames

Pal Ch. 3: Problem Definition in Policy Analysis

Discussion Qs:

1. What is agenda-setting and what processes are involved in agenda-setting?
2. Who is typically involved in agenda-setting?
3. What is the role of the media (traditional and social) in framing policy issues and agenda-setting?

Key terms:

Agenda-setting
Constructivism
Issue framing
Policy frames
Policy entrepreneurs
Policy windows
Policy images
Punctuated equilibriums and Paradigm Shifts

Select 1:

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.

OR:

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.

OR:

Shauna Pomerantz, Rebecca Raby, Andrea Stefanik, "Girls Run the World? Caught Between Sexism and Post-Feminism in School" *Gender & Society*, Vol. 27 No. 2, April 2013 185-207.

Discussion Qs:

How do various actors create information and influence in the policy-making process?

Who has the most power and who has the most success in framing policy issues?

How do alternative discourses compete with dominant discourses and policy frames?

Thursday February 13

Week 6 Mid-term Exam

Thursday February 20

Week 7 Reading Week: No class

Thursday February 27

Week 8 Policy Formulation Part 1: Policy Communities and Networks

Pal, Ch. 6 Policy Communities and Networks

Select 1:

Peter M. Haas (1992). Banning chlorofluorocarbons: epistemic community efforts to protect stratospheric ozone. *International Organization*, 46, pp 187-224 doi:10.1017/S002081830000148X

OR:

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

OR:

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

Discussion Qs:

How do actors outside of the state influence the policy-making process? What is their source of power or legitimacy based on?

How do actors within the state receive information from civil society actors?

What types of knowledge are favoured by policy decision-makers and why?

How are policy communities and networks formed? Are they rational; political...?

Are some policy fields more receptive to actors outside of the government; ie. Open policy communities?

Key terms:

Advocacy coalition

Epistemic community

Global policy networks

Interest group

Social movement

Iron triangle

Issue network

Policy community

Policy network

Public-private partnership
Policy regime

Thursday March 6

Week 9 Policy Formulation Part 2: Instruments & Design

Pal Ch. 4 Policy Instruments and Design

Select 1:

Harrison, Kathryn. 2012. "A Tale of Two Taxes: The Fate of Environmental Tax Reform in Canada." *Review of Policy Research*, 29(3): 383-407. 10.1111/j.1541-1338.2012.00565.x

OR:

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

OR:

Lori E. Ross et al. "Adoption by Sexual and Gender Minority People in Ontario" *Canadian Public Policy*, 35 4 2009:451-467.

Discussion Qs:

1. What is the NATO model?
2. What type of policy instrument is examined in the journal article?
3. How effective is the policy instrument examined in the journal article?

Key terms:

Regulation

Deregulation

Self-regulation

Devolution

Cap and trade

Carbon tax

Shaming

Treasury: Taxes, tax credits, expenditures and subsidies

Organization

Thursday March 13

Week 10 Implementation Part 1: Bureaucracies & Civil Servants

Pal, Ch 5 Policy Implementation pp. 185-195

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)

Discussion Qs:

1. What is the principal-agent problem?
2. How do B&W suggest that Hitler overcame the principal-agent problem in the Nazi regime?
3. How does B&W's theory of bureaucracy differ from Pressman and Wildavsky's (1973) and common perceptions of bureaucracies?

Key terms: Bureaucratic Failure

Principal-agent problem
Organizational goal displacement
Derived Externalities
Rising Costs

Thursday March 20

Week 11 Implementation Part 2: The Rise of Neoliberalism and New Public Management

Pal Ch. 5 Policy Implementation pp. 195-218

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

Recommended: Manuel B. Aalbers, "Debate on Neoliberalism in and after the Neoliberal Crisis," *International Journal of Urban and Regional Research*, 37:3 May 2013 pp.1053-7
DOI:10.1111/1468-2427.12061

Discussion Qs:

1. What model or theory is Hall testing?
2. How does Hall track changes in ideas or social learning in policy making?
3. What are Hall's main findings, and what are their implications for theories of the state and social learning?
4. How do NPM modes of service delivery compare to traditional bureaucracies in terms of efficiency, effectiveness, and equity?

Key Terms:

Policy paradigm
Neoliberalism
1st order, 2nd order, and 3rd order changes

Thursday March 27

Week 12 Evaluation

Pal, Ch. 7 Evaluation

Discussion Q: What is the difference in the roles between the Treasury Board and the Auditor General?

Key Terms:

Impact evaluations
Efficiency evaluations & Cost-Benefit Analysis and Cost-effectiveness analysis
Process evaluations & performance reporting
Attribution problem

Select 1:

Kam C. Wong, "The USA PATRIOT Act: Some unanswered questions," *International Journal of the Sociology of Law* 34 (2006) 1-41.

Discussion Q: By what standards and measures does Wong evaluate the USA Patriot Act? What type of evaluation is this?

OR:

Glenn Stalker & Michael Ornstein, "Quebec, Daycare, and the Household Strategies of Couples with Young Children" *Canadian Public Policy*, Volume 39, No. 2, June 2013, pp. 241-262

Discussion Q: How do Stalker and Ornstein measure the outcomes of Quebec's \$5/day day care policy? What type of evaluation is this?

Thursday April 3

Week 13 Policy Communication & Whistleblowing

Pal, Ch.9 Policy Communication

Select 1:

Kam C. Wong, "The making of the USA PATRIOT Act II: Public sentiments, legislative climate, political gamesmanship, media patriotism" *International Journal of the Sociology of Law* 34 (2006) 105-140

OR:

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

Discussion Qs:

1. How do positivist policy evaluations differ from post-positivist policy analysis in terms of their purpose and utility for policy analysts; policy-makers; and citizens?
2. Being a politically savvy and university-educated undergraduate student, how do you receive and interpret mass media and social media messages?
3. Do public servants have an obligation to reveal information that affects the public that the official government has not released? (ie. Whistleblowing)

Review Key Terms:

Discourse

Issue framing

Policy paradigm

Deliberative democracy