



**POLSCI 4006 / 6006**  
**Canadian Public Policy**  
**2016 - 2017**

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Class Hours Wednesdays, 11:30 am – 2:20 pm  
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 Office Hours: Tuesdays, 3:00 pm – 5:00 pm

This seminar has three major objectives; first to provide you with analytical tools for the study of public policy; second, to acquaint you with the major traditions in the study of public policy in Canada; and third, to allow you to develop an in-depth knowledge of at least one policy field in Canadian public policy. In order to achieve these objectives, students will need to learn how to discern patterns of public policy in Canada and how to evaluate critically explanations for these patterns. All students will study and use evidence-based methods and graduate students especially will be expected to have their research guided explicitly by public policy theory.

We will review critically the recent literature in the area of Canadian Public Policy and political economy. We will begin the seminar by viewing the core institutional structure of Canada because it is within this institutional structure the Canadian public policy process is played out. Then we will need to understand the nature of the limitations placed on the Canadian policy process by North American institutions and trade agreements.

Among the broad secular trends affecting Canadian Public Policy are the economic crisis generated by excessive financial risks taken by U.S. banks, the fear generated by the mass murders in New York, on September 11<sup>th</sup>, 2001, the terrorist attacks on London's mass transit system in 2005 and the large government financial deficits generated by the above factors. Among the big problems that the Canadian governments are addressing are budgeting pressures and growing income and wealth inequality and the problems generated by this growing inequality. A number of theories are considered including ones that stress economic and environmental variables, institutional

development, the role of ideas, the impact of the United States and trade agreements and trade organizations. In addition to the required readings, the students are expected to be familiar with articles on Canadian Public Policy that appear in recent issues of the Canadian Journal of Political Science (CJPS), Canadian Public Policy (CPP) and Canadian-American Public Policy (CAPP).

Students will write a research essay in one of several suggested policy areas. Beginning in late January, seminar times will be devoted to a discussion of the research projects. The research essay work will be worth approximately seventy percent of the final grade and the remaining portion is covered by a final examination and a grade assigned for oral seminar participation. Student policy area topics must be approved by the seminar professor.

**Requirements:**

Oral Participation:	10 %
Initial Research Design Proposal (due Wednesday, October 26 <sup>th</sup> )	10 %
Review of the Literature (due Wednesday, December 7 <sup>th</sup> )	10 %
Seminar Research Précis (four pages, single-spaced)	10 %
Final Research Paper (due Wednesday, April 5 <sup>th</sup> )	30 %
Seminar Presentation	10 %
Final Examination	<u>20 %</u>
<b>Total</b>	<b><u>100 %</u></b>

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Late penalties will apply to all work handed in past the due date and time (one percent of the course value per McMaster working day until the assignment percent value is exhausted). All assignments, except the précis, should be typed double-spaced. The final research report is expected to include revised material from the initial research design proposal, the review of literature, the seminar research précis and notes from the seminar presentation. The final research paper will not be accepted after Tuesday, April 18<sup>th</sup>, 2017 at 4:00 p.m.

Marks assigned for participation will employ the criteria outlined in the attached grid. In addition, students will make their research précis available to the other seminar participants at the beginning of the seminar before the one at which they will give their presentation (one to two weeks prior to the oral presentation). The précis should contain the research hypothesis being tested in the research, the key interests involved in the policy area, the organizations that shape policy in the area being studied, the relevant political institutions and the policies available to deal with the political problems of the policy area. The précis should contain a diagram (policy map of the key domestic organizations and institutions and their relationships to one another). The policy areas will be defined by the attempt of Canadian public authorities to regulate the properties, price and supply of a particular good or service. Graduate students are expected to be familiar with the recommended readings as well as the seminar required ones. Students who find themselves unable to attend a seminar should observe everyday adult work-life courtesy by informing the instructor in advance and of the reason for their expected absence.

Final research papers, like final examinations, will be retained by the instructor as he is required by the University Senate regulations. Therefore, before you hand in your final paper, please obtain a

photocopy for your personal records. For undergraduates, the final research paper should be a minimum of 30 pages, including notes, bibliography, policy maps or diagrams, tables and appendices. For graduate students, the minimum length is 40 pages.

During the second term, when student reports are being presented, each presenter will make a 20 minute presentation followed by questions, comments, criticisms from the seminar participants, responses from the presenter and discussion for 55 minutes. Each presenter must come prepared to answer questions about the public policy process in her/his policy area. Close scrutiny of the policy area is to be expected.

### **Seminar Etiquette and Social Media**

Proper decorum during seminar meetings can be undermined by the inappropriate use or attention paid to social media or digital media. Accordingly I would like us all to follow “the McGuinty Rule” that was introduced to Ontario provincial cabinet meetings by former Premier McGuinty.

First of all, not only should all social, digital and phone media be turned off but the hardware should be out-of-sight and out-of-reach during the seminar meetings. Leaving the meeting to read messages, make calls or text is also viewed as inappropriate. The seminar will have a twenty (20) minute break in the middle of the seminar. This should give you time to attend to your outside connections. Violations of these rules of seminar etiquette are rude and unprofessional.

### **Academic Dishonesty**

You are expected to exhibit honest and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonest is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: Grade of F assigned for academic dishonest”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, located at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity) .

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

### **Accommodations for Students with Disabilities**

Students who require academic accommodation must contact Student Accessibility Services (SAS)

to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail [sas@mcmaster.ca](mailto:sas@mcmaster.ca). For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

### **Faculty of Social Sciences E-Mail Communication Policy**

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Email Forwarding in MOSAIC: <https://adweb.cis.mcmaster.ca/cis/EMAILADR>

\*Forwarding will take effect 24-hours after students complete the process at the above link.

### **Course Modification Statement**

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes

### **Required Readings for All Students:**

1. Leslie A. Pal, Beyond Policy Analysis: Public Issues Management in Turbulent Times, (5<sup>th</sup> Edition; Toronto, Ontario: Thomson Nelson, 2014).
2. Michael Howlett, M. Ramesh and Anthony Perl, Studying Public Policy: Policy Cycles and Policy Subsystems, (3<sup>rd</sup> Edition; Toronto: Oxford University Press, 2009).
3. David A. Good, The Politics of Public Money, (2<sup>nd</sup> Edition; Toronto: University of Toronto Press, 2014).
4. Keith Banting and John Myles (eds.), Inequality and the Fading of Redistributive Politics, (Vancouver: UBC Press, 2013).
5. Christopher Dunn (ed.), Provinces: Canadian Provincial Politics (3<sup>rd</sup> ed., Toronto: University of Toronto Press, 2016).

## **Required Readings for Graduate Students; Recommended Readings for Undergraduate Students:**

1. Herman Bakvis and Grace Skogstad (editors), Canadian Federalism: Performance, Effectiveness, and Legitimacy, (3<sup>rd</sup> edition; Toronto: Oxford University Press, 2013).
2. G. Bruce Doern, Michael J. Prince and Richard J. Schultz, Rules and Unruliness: Canadian Regulatory Democracy, Governance, Capitalism, and Welfarism, (Montreal & Kingston: McGill-Queen's University Press, 2014).
3. Rodney Haddow, Comparing Quebec and Ontario: Political Economy and Public Policy at the Turn of the Millennium, (Toronto: University of Toronto Press, 2015).

## **Recommended to all students**

Michael Atkinson, et.al., Governance and Public Policy in Canada: A View from the Provinces, (Toronto: University of Toronto Press, 2013).

## **Final Examination**

Students are responsible for all the required readings and seminar discussions, as well as each others' research précises and presentations. Especially, I expect all students to be familiar with the main arguments, findings and interpretations in all five required texts. In addition, the graduate students are expected to be familiar with graduate readings for the seminar.

## **Goals for the Course**

1. A systematic understanding of Canadian Public Policy.
2. An ability to use accurately established techniques of analysis.
3. Conceptual understanding that enables the student to:
  - a) to devise and sustain arguments, understand proposed policy solutions using ideas and techniques that are in the public policy literature.
  - b) To describe and comment on research and scholarship in the Canadian public policy field.
4. An appreciation of uncertainty, ambiguity and the gaps in our public policy knowledge.
5. An ability to manage your own learning by evaluating scholarly research and by gathering primary material.
6. Apply the methods and techniques you have learned to your research by carrying out original evidence-based research.
7. Critically evaluate arguments, assumptions, abstract concepts, data collection techniques.
8. Communicate information, ideas, policy problems and solutions to both specialist and general policy audiences.
9. You will have skills necessary to work in the policy field that:
  - a) allow you to exercise initiative and personal responsibility.
  - b) allow you to make decisions in complex and unpredictable contexts.

- c) Demonstrate that you have the ability to undertake graduate and professional education.

**Political Science 4006/6006  
Participation Grading Guide**

This matrix explains the basic criteria for participation grades. Each factor (attendance, discussion, reading) will be taken into account in assigning grades. It is merely a guideline; students will not always attain the same level in each category. Please note that the calibre of the contribution is at least as important as the frequency.

Grade	Attendance	Discussion	Reading
9-10	Always	<b>Excellent:</b> leads debate; offers original analysis and comments; always has ideas on theme of the reading; takes care not to dominate	Clearly has done and prepared questions on virtually all readings; intelligently uses this understanding and these questions in the discussion
7-8	Almost Always	<b>Very Good:</b> thoughtful comments for the most part; willing, able and frequent contributor	Has done most readings; provides competent analysis of reading when prompted
5-6	Frequent	<b>Good:</b> has basic grasp of key concepts; arguments are sporadic and at times incomplete or poorly supported; unwilling to ask questions	Displays familiarity with most readings, but tends not to analyze them or to relate them to course material
3-4	Occasional	<b>Somewhat Poor:</b> remarks in class marred by misunderstandings of key concepts; often digresses in unhelpful ways; sporadic	Actual knowledge of material is outweighed by improvised comments and remarks
0-2	Rare	<b>Poor:</b> rarely speaks; parrots text or comments of others	Little to no apparent familiarity with assigned material

## **Seminar Etiquette, Seminar Attendance, Participation and Engagement**

I expect all members of the seminar to attend all of every seminar meeting. If this is not possible you must email, call or see the instructor in person and explain your absence and reason(s) for it. Try to avoid scheduling medical appointments during the seminar time. Also if you have an employer, inform them that you will not be available during our seminar meeting time.

### **First Term Course Outline**

- \* denotes required reading for all students
- \*\* denotes required reading for graduate students and recommended for undergraduate students
- \*\*\* denotes optional reading

Dates for certain topics may change depending on the availability of guest speakers.

### **Week**

#### **1. Introduction to the Seminar September 7, 2016**

#### **2. Public Policy and the Political Education of Canadian Citizen September 14, 2016**

\*\* Micahel M. Atkinson, "Policy, Politics and Political Science", Canadian Journal of Political Science, 46.4 (December 2013).

\*\* Kim Richard Nossal, "A Question of Balance: The Cult of Research Intensity and the Professing of Political Science in Canada", Canadian Journal of Political Science in Canada, 39:4 (December 2006), pages 735-754.

\*\* Rosanna Tamburri, "The Fall of Canadian Politics: No one's studying Canadian politics anymore, or not the way they used to. Should we care?", University Affairs, 50:2 (February, 2009), pages 8, 10-12.

#### **3. Understanding Parliamentary Democracy September 21, 2016**

\* Beyond Policy Analysis, Preface and Chapter 1.

\* Provinces, Chapter 10.

\* The Politics of Public Money, Introduction and Chapter 1.

\*\*\* Governance and Public Policy in Canada, Preface and Introduction

\*\*\* Introduction, Chapters 1, 9, 10 and 11 in Peter Russell and Lorne Sossin (eds.), Parliamentary Democracy in Crisis, (Toronto: University of Toronto Press, 2009).

**4. Setting the Public Policy Agenda**

**September 28, 2016**

\* Beyond Policy Analysis, Chapters 2 and 3.

\* Studying Public Policy, up through page 109.

\* The Politics of Public Money, Chapter 3 and 4.

\*\* Stuart N. Soroka, Agenda-Setting Dynamics in Canada, (Vancouver: UBC Press, 2002), Chapters 1, 2, 7 and 8.

**5. Public Policy and the Role of Cabinet**

**October 5, 2016**

\* Provinces, Chapter 11.

\* Studying Public Policy, Chapter 3.

\* The Politics of Public Money, Chapter 2.

\*\*\* Michael M. Atkinson (ed.), Governing Canada: Institutions and Public Policy, (Toronto: Harcourt, Brace Janovich Canada Inc., 1993), Chapters 1 and 2.

\*\*\* Donald J. Savoie, Breaking the Bargain: Public Servants, Ministers and Parliament (Toronto: University of Toronto Press, 2003), chapters 1, 8-10.

**Guest Speaker:**        **Jonathan Trentadue**, Information and Research Coordinator, The Cabinet Office, Executive Council Office, Government of Ontario, M.A. Political Science, McMaster University, 2010.

\*\*No class October 12, 2016 / Mid-Term Recess\*\*

**6. Public Policy Goals: The Normative Dimension and Problem Definition**

**October 19, 2016**

\* Beyond Policy Analysis, Chapter 3.

\* Inequality and the Fading of Redistributive Politics, up to page 39.

\*\* Michael Howlett, Alex Netherton and M. Ramesh, The Political Economy of Canada: An Introduction (second edition; Toronto: Oxford University Press, 1999), Chapters 1 and 2.

\*\*\* Governance and Public Policy in Canada, Chapter 3.

**7. How Rational Are Our Public Policies?**

**October 26, 2016**

\* Beyond Policy Analysis, Chapter 8.

\* Inequality and the Fading of Redistributive Politics, Chapter 3.

\* Studying Public Policy, Chapter 6.

\* The Politics of Public Money, Chapter 10.

\*\*\* Roberto P. Leone and Frank L. K. Ohemeng, (eds.), Approaching Public Administration (Toronto: Emond Montgomery Publications, 2011), Chapters 3 and 13.

## 8. Non-Canadian Influences

**November 2, 2016**

\* Beyond Policy Analysis, Chapter 2.

\* Studying Public Policy, Chapter 3.

\* Provinces, Chapter 17.

\*\* Canadian Federalism, Chapters 11, 12 and 14.

\*\* Rules and Unruliness, Chapters 6 and 7.

\*\*\* John N MacDougall, Drifting Together: The Political Economy of Canada – US Integration, (Toronto: Broadview Press, 2006), Introduction and Chapter 1.

\*\*\* George Hoberg (ed.), Capacity for Choice: Canada in a New North America, (Toronto: University of Toronto Press, 2002), Chapter 9, George Hoberg, Keith G. Banting and Richard Simeon, “The Scope for Domestic Choice: Policy Autonomy in a Globalizing World”, pp. 252-98.

\*\*\* Erick Lachapelle, “Business Role in North American Governance: Free Trade, ‘Smart Borders’ and Other ‘Big Ideas’”.

## 9. Intergovernmental Policy-Making

**November 9, 2016**

\* Inequality and the Fading of Redistributive Politics, Chapters 2, 10 and 16.

\* Provinces, Chapter 14.

\*\* Canadian Federalism, Chapter 4.

\*\*\* Governance and Public Policy in Canada, Chapter 2.

**Guest Speaker:** **Katherine Marsden**, Executive Assistant to the Assistant Deputy Minister, Ontario Ministry of Intergovernmental Affairs, Cabinet Office, Government of Ontario, B.A., Political Science, McMaster University, 2010.

## 10. Policy Instruments and Policy Design

**November 16, 2016**

\* Beyond Policy Analysis, Chapter 4.

\* Studying Public Policy, Chapter 5.

\* The Politics of Public Money, Chapters 6 and 7.

\* Inequality and the Fading of Redistributive Politics, Chapter 14.

\*\* Kenneth Woodside, “Policy Instruments and the Study of Public Policy”, Canadian Journal of Political Science, 19:4, pp. 775-793.

\*\* Comparing Quebec and Ontario, Chapter 3.

\*\* Rules and Unruliness, Part One.

## 11. The Public Service as a Policy Agent

**November 23, 2016**

\* The Politics of Public Money, Chapter 2.

- \* Inequality and the Fading of Redistributive Politics, Chapter 5 and 9.
- \* Provinces, Chapter 14.
- \*\* Sharon L. Sutherland, “The Public Service and Policy Development”, in Michael M. Atkinson (ed.), Governing Canada (Toronto: Harcourt Brace, 1993), pp.81-113.

**12. Politics, Public Policy, Government Relations, Political Consulting, Communication Strategies**

**November 30, 2016**

- \* Beyond Policy Analysis, Chapter 9
- \* Inequality and the Fading of Redistributive Politics, Chapter 4.
- \*\* Laurent Dobuzinskis, Michael Howlett and David Laycock, (eds.) Policy Analysis in Canada: The State of the Art (Toronto: University of Toronto Press, 2007), Chapter 18.
- \*\*\* Henry J. Jacek, “The New World of Interest-Group Politics in Ontario”, in Graham White (ed.), The Government and Politics of Ontario, 5<sup>th</sup> ed. (Toronto: University of Toronto Press, 1997), Chapter 13.
- \*\*\* Office of the Commissioner of Lobbying in Canada, Registry Search and Statistics website: <https://lobbycanada.gc.ca/eic/site/012.nsf/eng/00035.html>

**13. Legislative Influences**

**December 7, 2016**

- \* The Politics of Public Money, Chapter 5 and 9.
- \* Provinces, Chapter 12.
- \*\* Rules and Unruliness, Chapter 9.
- \*\* David C. Docherty, “Citizens and Legislators: Different Views on Representation” in Neil Nevitte, (ed.), Value Change and Government in Canada (Toronto: University of Toronto Press, 2002), Chapter 6, pp. 165-206.
- \*\*\* Paul G. Thomas, “The past, present and future of officers in Parliament”, Canadian Public Administration, Vol 46:3 (Fall, 2003), pages 287-314.
- \*\*\* David Pond, “Imposing a Neo-Liberal Theory of Representation on the Westminster Model: A Canadian Case”, The Journal of Legislative Studies, Vol 11:2 (Summer, 2005), pages 170-193.
- \*\*\* Rebecca Sciarra, “The Office of the Auditor-General in Ontario”, Canadian Parliamentary Review, Vol 28:4 (Winter, 2005) online at: [http://www.revparl.ca/28/4/28n4\\_05e\\_Sciarra.pdf](http://www.revparl.ca/28/4/28n4_05e_Sciarra.pdf) .

**14. Policy Organizations: Getting in the Play (Interest Groups, Functions, Activities, Targets, Frequency, Personnel)**

**Wednesday, January 4, 2017**

- \* Beyond Policy Analysis, Chapter 6.
- \* Studying Public Policy, Chapter 3.
- \* Inequality and the Fading of Redistributive Politics, Chapter 4.
- \*\* Canadian Federalism, Chapter 17.
- \*\*\* A. Paul Pross, Group Politics and Public Policy (2<sup>nd</sup> edition), Chapter 1, 4-5.

## **Schedule of Seminar Work for Your Research Project:**

### **September**

Pick your research topic. Start reading on this topic and develop a research question out of the topic by the end of the month.

### **October**

On the basis of your reading, come to an understanding of why your research question is important. Why should political scientists and policy analysts find your question theoretically interesting? Why should policy practitioners be interested in your research? Apart from sources in libraries and on the internet, what specific organizations and individuals will you need to approach for more information?

### **November**

Read the scholarly literature and non-scholarly writings including newspaper articles, on your research question in order to establish what is known about your topic. Start setting up meeting times with organizations and individuals that will provide you with additional information. Develop standard questions that you will use to obtain this additional information.

### **December**

Begin collection of supplementary information from organizations and individuals.

### **January**

Finish up collection of supplementary information. By the end of the month, have a draft of your précis and your notes for your seminar presentation.

### **February**

Prepare a first draft of your final paper by the end of the month. Refine and redraft your précis and the notes for your seminar presentation on the basis of class discussion and your rethinking of your research project and your first draft.

### **March**

Redraft and refine your final research paper on the basis of class presentations and discussions of these presentations.

### **April**

Early in the month make your final last revisions and additions to your research paper. Try to understand how the book and chapter authors and book editors of your required readings would find your final research report interesting.

## **Initial Research Design Proposal**

See Research Project work for September and October. Initial Research Design Proposal should be four pages, double-spaced. References optional.

This proposal should deal with three questions; what, why and how. What is your topic? What is interesting about this topic from the point of view of the Canadian public policy process? It is useful to isolate a paradox if you can or at least a question about the policy process.

Why is your research project important? Why should someone who is interested in the Canadian public policy process but not interested in your subject-matter topic pay attention to your research? How will your research advance our knowledge of the public policy process in Canada?

How will you collect original information? What information will you collect and analyze concerning policy actors, both organizational and individual? What individuals will you approach in order to obtain information that is not part of the public record? What questions will you ask?