

POLICY ANALYSIS AND IMPLEMENTATION

Term 1, Fall 2018

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Course Description

This course aims to examine the policy process with reference to analysis and implementation. A number of questions will be considered. What constitutes public policy? Where do they come from? How are policy needs determined? How are diverse views incorporated in the policy making process? How does policy analysis help determine values and goals? Why is policy implementation significant, and how can this be accomplished? What are the challenges and costs of policy analysis and implementation?

Course Objectives

By the end of the course students should be able to:

- understand issues related to policy analysis and implementation;
- appreciate debates and challenges associated with policy-making;
- assess strategies adopted by governments in their search for appropriate policies;
- improve their skills in leading seminars and participating in discussions; and
- design and implement research projects independently

Required Materials and Texts

No required text. Students will read assigned journal articles and book chapters. They are encouraged to search and use additional relevant materials.

Class Format

The class will follow a seminar format in which students will take the lead in discussions based on assigned readings. They will engage in discussions on various aspects of public policy. Time will also be allocated for students to make presentations on the progress of their research for obtaining feedback from the class.

Course Evaluation – Overview

Paper Proposal (15%), due on October 2, 2018

Leading Seminars (20%)

Seminar Discussant (10%)

Individual Presentations (25%)

Research Paper (30%)

Course Evaluation – Details

Paper Proposal (15%)

The proposal for the research paper should be 3-4 pages in length, and include a bibliography of the key sources of information. It should clearly state the significance of the

topic, research questions, the methods to be followed, and tentative findings, if possible. The proposal is due on **Tuesday, October 2, 2018**.

Leading Seminars (20%)

Groups of students will be designated to lead seminars on assigned topics and readings. They will present the key ideas from the readings with critical comments, point out strengths and weaknesses, and raise questions to facilitate discussions. Students are expected to search and locate additional information and examples to generate meaningful discussions. All members of the class are expected to participate and contribute ideas and insight on relevant topics.

Seminar Discussant (10%)

Groups of students will act as discussants for the seminar on another topic. They will comment on the issues raised in the presentation, and contribute to the debates with reference to the questions stated in the objectives of this course.

Groups will be formed on the first day of class and students will choose topics on which they will act as seminar leaders and discussants.

Individual Presentation (25%)

In the presentations, students are expected to examine a specific problem in a policy sector of their choice, analyze the problems, and deliberate on the potential solutions and their impacts, both positive and negative. Alternately, they can assess the implementation of a policy area. Each presenter will speak for approximately 15 minutes, and allow 10 minutes for questions, comments and feedback. The presentations should provide an overview of the topic, outline the development of knowledge in the chosen area, and identify issues for discussion. The objective will be to obtain feedback and new ideas from the class for consideration before the term paper is submitted. The format and schedule of presentations may be revised on the basis of number of students enrolled in the course.

Research Paper (30%)

The research paper should examine a public policy with an emphasis on analysis or implementation. It can be an analysis of a policy or success/failure of implementation efforts to highlight strategies, outcomes and impact in Canada or another country. The papers should be between 12-15 pages in length and must be presented in proper academic format. The papers should be handed in **two weeks** after the date of presentations. The deadline for submission must be strictly observed.

Weekly Course Schedule and Required Readings

Week 1 - Tuesday, September 4

Introduction

Readings: n/a

Week 2 – Tuesday, September 11

Public Policy: Concept and Models

Readings:

G. Inwood (2012). *Understanding Canadian Public Administration: An Introduction to Theory and Practice*. Fourth Edition. Toronto: Pearson Canada, Chapter 7.

W.N. Dunn (1994). *Public Policy Analysis: An Introduction*. Second Edition. Englewood Cliffs, NJ: Prentice Hall. Chapter 3.

Week 3 – Tuesday, September 18

Policy Environment and Formulation

Readings:

C.A. Simon (2007). *Public Policy: Preferences and Outcomes*. New York: Pearson. Chapter 6.

G. Marchildon (2014). "Agenda setting in a parliamentary federation: Medicare in Canada," in Michael Hill, ed., *Studying Public Policy: An International Approach*, Bristol: Policy Press, pp. 75-87.

C. Alcantara and Z. Spicer (2016). "[A new model for making Aboriginal policy: Evaluating the Kelowna Accord and the promise of multilevel governance in Canada](#)," *Canadian Public Administration*, Vol. 59, pp. 183-203.

Week 4 – Tuesday, September 25

Policy Analysis

Readings:

L. Pal (2006). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Third Edition. Toronto: Nelson. Chapter 3.

S. Paterson (2010). "[What's the problem with gender-based analysis? Gender mainstreaming policy and practice in Canada](#)," *Canadian Public Administration*, Vol. 53, pp. 395-416.

K. Mossberger and H. Wolman (2003). "[Policy transfer as a form of prospective policy evaluation: Challenges and recommendations](#)," *Public Administration Review*, Vol. 63, pp. 428-440.

Week 5 – Tuesday, October 2

Policy Implementation

Readings:

M. Howlett, M. Ramesh and A. Perl (2009). *Studying Public Policy: Policy Cycles and Policy Subsystems*. Third Edition. Toronto: Oxford University Press. Chapter 7.

B.A. Imurana, R.K. Haruna and A.N. Kofi (2014). The Politics of Public Policy and Problems of Implementation in Africa: An Appraisal of Ghana's National Health Insurance Scheme in Ga East District," *International Journal of Humanities and Social Science*, Vol. 4, pp. 196-207. Available on AtL

D. Beland and V. Ridde (2013). "[Ideas and Policy Implementation: Understanding the Resistance against Free Health Care in Africa](#)," *Global Health Governance*, Vol. 10. pp. 9-23.

Note: **Paper Proposals Due**

Week 6 - October 8-12

Reading Week

Week 7 - Tuesday, October 16

Policy Capacity

Readings:

G. Flynn (2011). "[Rethinking policy capacity in Canada: The role of parties and election platforms in government policy-making](#)," *Canadian Public Administration*, Vol. 54, pp.235-253.

M. Howlett (2009). "[Policy analytical capacity and evidence-based policy-making: Lessons from Canada](#)," *Canadian Public Administration*, Vol. 52, pp. 153-175.

T. Baskoy, B. Evans and J. Shields (2011). "[Assessing policy capacity in Canada's public services: Perspectives of deputy and assistant deputy ministers](#)," *Canadian Public Administration*, Vol. 54, pp. 217-234. Available at:

Week 8 – Tuesday, October 23

Problems in Public Policy

Readings:

B.W. Head and J. Alford (2015). "[Wicked problems: Implications for public policy and management](#)," *Administration and Society*, Vol. 47, pp. 711-739.

D.M. West (2015). "[What happens if robots take the jobs? The impact of emerging technologies on employment and public policy](#)," Centre for Technology and Innovation at Brookings.

R.M. Dancygier and D.D. Laitin (2014). "[Immigration into Europe: Economic Discrimination, Violence, and Public Policy](#)," *Annual Review of Political Science*, Vol. 17, pp. 43-64.

Week 9 – Tuesday, October 30

Student Presentations

Readings: n/a

Week 10 – Tuesday, November 6

Student Presentations

Readings: n/a

Week 11 – Tuesday, November 13

Student Presentations

Reading: n/a

Week 12 – Tuesday, November 20

Student Presentations

Reading: n/n

Week 13 – Tuesday, November 27

Student Presentations

Reading: n/a

Week 14 – Tuesday, December 4

Problems, Solutions and Issues in Public Policy

Readings:

G. Avery (2004). "[Bioterrorism, fear and public health reform: Matching a policy solution to the wrong window](#)," *Public Administration Review*, Vol. 64, pp. 275-288.

D. Beland and M. Howlett (2016). "How solutions chase problems: Instrumental constituencies in the policy process," *Governance: An International Journal of Policy, Administration, and Institutions*, Vol.29, pp. 393-409.
doi:10.1111/gove.12179

H. Whittman "[From protest to public policy: The challenges of institutionalizing food sovereignty](#)," *Canadian Food Studies*, Vol. 2, pp. 174-182. Available at:

Course Policies

Submission of Assignments

Written work must be submitted in hard copy in class and cannot be accepted electronically or by fax.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Late papers will be accepted, subject to a late penalty of 5 percent per weekday to a maximum of 5 days, after which they will not be accepted and a mark of 0 will be recorded. In the interest of fairness to all students, there will be no exception to this, unless you have arranged in advance for an extension. Papers submitted after deadlines (including late papers with permission) will be marked, but comments will not be provided.

Absences, Missed Work, Illness

Extensions on assignments can be arranged in the event of illness or other extenuating circumstances. All extensions must be arranged in advance of the day on which a paper is due.

In light of the format of the course and the emphasis on regular and consistent participation in class discussions, attendance is mandatory. Some absences (such as in cases of illness, for example) may be unavoidable. Please contact me in advance (or as soon thereafter as possible) via email if you are going to be absent.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty 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 dishonesty 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 dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

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 credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of 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. 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.

Course Modification

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.