

POLICY ANALYSIS AND IMPLEMENTATION
POLSCI 4PA3
Winter 2022, Term 2

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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 the 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;
- design and implement research projects independently

Required Materials and Texts

There is no required text for this course. Required readings are posted on Avenue to Learn. Students are encouraged to find and use additional sources of information for assignments.

Class Format

Please note that the first session on January 12, 2022 will be held on Zoom. The link will be posted on Avenue. The remaining classes will be offered in-person in KTH B107, subject to Public Health advisories.

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 research for obtaining feedback from the class and instructor.

Course Evaluation – Overview

1. Paper Proposal (15%), due on February 9, 2022
2. Leading Seminar (20%), to be scheduled
3. Seminar Discussant (15%), to be scheduled
4. Individual Presentation (25%), to be scheduled
5. Research Paper (25%), to be scheduled

Course Evaluation – Details

Paper Proposal (15%), due 10:00pm, Wednesday, February 9, 2022

The proposal for the research paper should be 3-4 pages (double spaced) 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 should be submitted to Avenue by 10 PM on Wednesday, **February 9, 2022**.

Leading Seminars (20%), to be scheduled

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. A schedule for seminar leaders will be prepared after classes begin.

Seminar Discussant (15%), to be scheduled

Groups of students will act as discussants for the seminar on an assigned 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%), to be scheduled

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 possible solutions and their potential impact, both positive and negative. Alternately, they can assess the implementation of a policy area. Each presenter will speak for approximately 20 minutes, and allow 10-15 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 (25%), to be scheduled

The research paper should examine a public policy with an emphasis on analysis or implementation. It can be an analysis of a policy or assessment of success/failure of implementation efforts to highlight strategies, outcomes and impact in Canada or another country. They should be between 12-15 pages (double spaced) in length and must be presented in proper academic format. Sources should be cited in the APA format along with a

bibliography of items consulted. The papers should be submitted to Avenue to Learn within **two weeks** after the date of presentations.

Weekly Course Schedule and Required Readings

Week 1 (January 12) Introduction (Zoom)

Introduction to the Course
Research on Public Policy

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, N.J.: Prentice Hall, Chapter 3.

Week 2 (Jan 19) Concepts & Models

Public Policy: Concepts and Models

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 M. 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 3 (Jan 26) Policy Analysis

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 4 (Feb 2) Policy Implementation

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.

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.

Week 5 (Feb 9) Policy Capacity

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.

Note: Paper proposal due

Week 6 (Feb 16) Problems in Public Policy

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 7 (Feb 23) Mid-term Recess, NO CLASS

Week 8 (Mar 2) Problems, Solutions, and Issues in Public Policy

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: Instrument constituencies in the policy process," *Governance: An International Journal of Policy, Administration and Institutions*. Vol. 29, pp. 393-409.

H. Whittman (2015). "From protest to public policy: The challenges of institutionalizing food sovereignty," *Canadian Food Studies*. Vol. 2, pp. 174-182.

Week 9 (Mar 9) Student Presentations

To be scheduled.

Week 10 (Mar 16) Student Presentations

To be scheduled.

Week 11 (Mar 23) Student Presentations

To be scheduled.

Week 12 (Mar 30) Student Presentations

To be scheduled.

Week 13 (Apr 6) Student Presentations

To be scheduled.

Course Policies

Submission of Assignments

Written work must be uploaded to Avenue to Learn.

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 assignments will be accepted, subject to a penalty of 5 percent per weekday to a maximum of 5 days. After that point, assignments 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 arrangement. Papers submitted after deadlines (including late papers will be marked, but comments will not be provided.

Absences, Missed Work, Illness

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to

www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should

submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

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 behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the "Code"). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students' access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University's [Academic Accommodation of Students with Disabilities](#) policy.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.