

POLICY ANALYSIS AND IMPLEMENTATION
Spring 2021

Instructor: Ahmad Firas Khalid
Email: k Khalida@mcmaster.ca
Lecture: Mondays and Wednesday
2:30 PM – 5:30 pm
Room: Virtual classroom

Office: Zoom
Office Hours: by appointment on Zoom

Contents

Course Description	3
Course Objectives	3
Required Materials and Texts	3
Class Format	3
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	4
Online active participation – weekly reading posts (10%, ongoing).....	4
Leading seminars (20%, ongoing)	5
Policy brief proposal (20%, due May 17 at 2:30 pm).....	5
Policy brief – (30%, due Monday May 31 at 2:30 pm).....	5
Policy brief presentation – (20%, start Wednesday June 02 at 2:30 pm).....	6
Weekly Course Schedule and Required Readings	6
Week 1 May 03, 2021	6
Week 1 May 05, 2021	7
Week 2 May 10, 2021	7
Week 2 May 12, 2021	8
Week 3 May 17, 2021	9
Week 3 May 19, 2021	9
Week 4 May 24, 2021	10
Week 4 May 26, 2021	10
Week 5 May 31, 2021	10
Week 5 June 02, 2021	10
Week 6 June 07, 2021	11
Week 6 June 09, 2021	11
Week 7 June 14, 2021	11
Week 7 June 16, 2021	11
Course Policies.....	11

Submission of Assignments	11
Grades.....	12
Late Assignments	12
Absences, Missed Work, Illness.....	12
Courses with an On-Line Element	12
Online Proctoring	13
Authenticity / Plagiarism Detection.....	13
Copyright and Recording.....	13
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	13
Academic Integrity Statement	13
Conduct Expectations.....	14
Academic Accommodation of Students with Disabilities	14
Faculty of Social Sciences E-mail Communication Policy.....	14
Course Modification	14
Extreme Circumstances.....	15

Course Description

This seminar course aims to examine the policy process with reference to analysis and implementation. Students will explore the following questions and concepts throughout the course:

- What is policy, policy analysis and health policy analysis?
- What are the different stages of the policy process (i.e., agenda setting, policy development, policy implementation and policy evaluation);
- What are the major influences or determinants of policy (i.e., interests, institutions and ideas)

The field of policy analysis draws upon numerous disciplines. As such, course readings will be drawn from political science, sociology, biomedical sciences and policy studies.

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 for making appropriate policies;
- improve their skills in leading seminars and participating in discussions; and
- design and implement research projects independently

Required Materials and Texts

- There is no set textbooks for this course. Instead we will be sampling a diverse set of readings from peer-reviewed journals, government websites, and media outlets. Students are encouraged to find and use additional sources of information for assignments.

Class Format

Twice weekly, online and virtual classroom through zoom meetings. The course runs as a seminar with readings and discussion questions assigned for each week's class organized around a set of session objectives. Course material will be taught using a combination of structured presentations, student-led and interactive class discussion to probe the material more deeply and to apply it to current health policy topics and problems. Avenue to Learn will be used as the web platform to support all course-related communication. Following an introduction to the topics by the instructor, designated groups of students will take the lead in discussions based on assigned readings. Time will also be allocated for students to make presentations on the progress of research for obtaining feedback from the class and instructor. Students will receive a zoom link for joining the class.

- **Course Announcements in Avenue to Learn:** Important updates, reminders, and comments on class matters will be posted to the course announcements area on Avenue to Learn.

- **Questions about Course Logistics and Course Content:** Please post questions in the Q&A forum in Avenue so that all students have access to your question and my answer. I will post answers to questions within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.
- **Emailing the Instructor:** I will reply to your emails within 48 hours (Monday to Friday only). Please ensure that you do not wait until the last minute (i.e. day before a deadline) to ask a question.
- **Meeting with the Instructor:** Please email me to schedule a zoom meeting. Emails to schedule a meeting must be sent at least 48 hours prior to the requested meeting date. A clear outline of what you would like to discuss during the meeting must be included in your email.
- **Lecture delivery and lecture recordings:** Please be advised that as course director, I am not the IT support for Avenue to Learn or Zoom or functionality issues. If you have any questions about Avenue or Zoom functionality, please reach out to IT support.

Course Evaluation – Overview

Component	Due Date	Percentage
Online active participation	Ongoing	10%
Policy brief proposal	May 17	20%
Policy brief	May 31	30%
Policy brief presentation	Ongoing	20%
Leading seminars	Ongoing	20%
Total		100%

Course Evaluation – Details

Online active participation – weekly reading posts (10%, ongoing)

You are required to post a brief (250 word) reading response to the online post question under each week by class time. There are a total of 10 learning posts each worth 1% of the total 10% assigned for online active participation. No late submission accommodations will be provided for online learning posts.

The discussions are intended to enable learners to further their knowledge and exploration of course content. Learners are expected to follow the schedule of assigned readings, participate in scheduled online learning activities (discussions), read the discussions, and make substantive contributions to them. Logging on to the website, visiting the discussions or chat rooms is not considered participation. I strongly encourage you to think about what insights you can gain from the readings, not just what’s “wrong” with them, which can be one’s first inclination. Think about how the

readings fit together (or don't), how they relate to readings in previous weeks, and especially how they relate to the online discussion question for that week.

You are only expected to explicitly reference the readings/online material if you directly quote from them or paraphrase excerpts from the readings. General rule for everyone is: if you are in doubt, REFERENCE REFERENCE REFERENCE (APA or Vancouver). It is always a safer choice to include the reference at the end of your post if you are in doubt. The references do not count towards the word limit.

Leading seminars (20%, ongoing)

Groups of students will be designated to lead seminars on assigned topics and readings listed in the course outline. The group will present an overview of the key ideas from each item with critical comments, point out strengths and weaknesses of the readings, 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 and comment on the issues raised in the lead discussions. Groups should aim for 90 minutes of leading discussion.

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

Policy brief proposal (20%, due May 17 at 2:30 pm)

2 page double-spaced, 12-point font, 1-inch margins (2.54 cm), can use point form and include citations (APA or Vancouver), bibliography (not included in page limit)

Students will select a topic relevant to public policy and prepare a proposal for research. They should explain the significance of the topic, state the main arguments, and develop 2 research questions that will be answered in the paper. The proposal should indicate a minimum of 3 sources of information (e.g., research articles, policy documents, etc.) for answering research questions and the method to be followed in the research. Students should demonstrate familiarity with the literature by reviewing 3 prominent studies on the selected topic. Note the information on "individual presentation" and "research paper" below for a better understanding of the process. It should be submitted to Avenue by Monday, **May 17, 2021 2:30 pm on Avenue to Learn.**

Policy brief – (30%, due Monday May 31 at 2:30 pm)

4 pages double-spaced, 12-point font, 1-inch margins (2.54 cm), can use point form and include citations (APA or Vancouver), bibliography (not included in page limit)

The format of the policy brief is similar to the standard policy briefs in many Canadian governments and should include citations like any academic work. Your policy brief should be addressed to a specific system level stakeholder (e.g., senior-decision makers, policy-makers at the political system level, etc.) and should be aimed at convincing them to take a specific course of action in solving the public policy problem

you identified in your policy brief proposal. The brief should define the selected issue, explore strategies for resolution, and offer options that could be used to deal with identified problem(s). 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. It should include appropriate citations to a variety of academic and non-academic sources. I suggest aiming for 9-12 quality citations. An example of a policy brief is provided on Avenue to learn.

Policy brief presentation – (20%, start Wednesday June 02 at 2:30 pm)

In the presentations, students are expected to present the policy brief. Each presenter will speak for 15-20 minutes, and allow 5-10 minutes for questions, comments, and feedback. The presentations should use the same headings as the ones from your policy brief (issue, key message, background, analysis/implications). You will be assessed on your ability to succinctly highlight the key findings of the policy brief and on your ability to effectively engage the audience in your presentation. The format and schedule of presentations may be revised on the basis of number of students enrolled in the course.

Weekly Course Schedule and Required Readings

Week 1 May 03, 2021

Topic: Introduction to the course

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.

Kingdon, JW. 2011. Problems. In: *Agendas, Alternatives, and Public Policies* (Longman Classics Edition) Second Edition. New York: HarperCollins College Publishers, pp. 90-115 [available on Avenue] (note: Kingdon's work on agenda setting has been path breaking. The full text is not assigned as required reading but you may wish to refer to chapters 6-9 (pp.116-208) for a more comprehensive review of this material.)

Notes:

- Meet on Zoom for seminar style café on Monday, May 03 at 2:30 pm
- Go over course outline, including leading seminars assignments;
- Online learning post question (1): Introduce yourself by posting a short biography about who you are? where you want to go next in your academic and professional career? what is your dream job? How would your friends describe you?

Week 1 May 05, 2021

Topic: 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.

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (2): To prepare for class discussion this week, think about a public policy problem that is of particular interest to you, or that is currently, or has recently been, in the news. There are several topical examples in the Pal chapter assigned for next week; the newspaper is also a good source. How would you characterize or describe this problem in terms of its magnitude (e.g., populations affected), severity (impact on outcomes, etc.), visibility/prominence and any other relevant characteristics that you can think of.

Week 2 May 10, 2021

Topic: Policy analysis

Readings:

Smith N, Mitton C, Davidson A and Williams I. A politics of priority setting: Ideas, interests and institutions in healthcare resource allocation. *Public Policy and Administration* 2014; 29(4): 331-347.

Khalid, A. F., Lavis, J. N., El-Jardali, F., & Vanstone, M. (2019). The governmental health policy-development process for Syrian refugees: an embedded qualitative case studies in Lebanon and Ontario. *Conflict and health*, 13(1), 1-11.

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

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.

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (3): Picking up from last week's discussion post on a public policy problem that is of particular interest to you, this week I want you to consider how is the problem being defined and portrayed by different players? Who are the major players involved in this problem definition struggle? How do the definitions or portrayals of the problem differ from one another? What interests are being pursued through these group's portrayal of the problem (i.e., what are the groups looking to gain by defining the problem in this way?) What techniques are used to define and give emphasis to the problem's characteristics?

Week 2 May 12, 2021

Topic: 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 at Avenue to Learn.

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.

Lomas J. Connecting research and policy. *Canadian Journal of Policy Research* 2000;1:140-4 (**pay particular attention to pp. 142-144**) [available on Avenue to Learn]

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (4): This week's Beland (2013) article draws attention to the potential role of ideas in policy implementation. Building on your previous weekly posts, how are the different plays in the policy process you are investigating using or invoking the different types of evidence you identified in your learning post (2)? How is research evidence being used to inform the policy process you are examining (e.g., strategic use, instrumental use, etc.)? If evidence doesn't seem to be playing much of a role in the policy issue you are investigating, use the readings to reflect on why this may be.

Week 3 May 17, 2021

Topic: 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.

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (5): This week's readings highlight that political parties possess a high degree of policy-making capacity that is enhanced by public-service input. The readings also highlighted the relative failure of evidence-based policy-making partly because of a mismatch between government expectations and policy-relevant information. What are some of the factors that contribute to building policy analytical capacity in Canada's political parties? What are some of the factors that are linked to declining policy capacity in Canada's senior leadership?

Week 3 May 19, 2021

Topic: 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.

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (6): Complex policy problems require critical attention because they can be inherently resistant to a clear definition and an agreed solution. In this week's readings, Rittel and Webber (1973) identified

ten primary characteristics of wicked problems. Can you identify a wicked public policy problem? Which of the ten primary characteristics of wicked problems is applicable in the problem you identified?

Week 4 May 24, 2021

Victoria Day: No classes

Week 4 May 26, 2021

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

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (5): Kingdon (1984) describes a policy process in which discrete streams of problems, policies, and political actors are coupled in "policy windows," that is, critical moments when policy entrepreneurs can successfully match problems to policy solutions. Building on last week's identified wicked problem post, can you put forward 2-3 proposed policy solutions to solve the problem? Can you identify potential barriers to and facilitators of the successful implementation of the proposed solution?

Week 5 May 31, 2021

Topic: Guest lecture

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (6): After reading our guest speaker bio on Avenue to Learn, post 2 questions for our guest speaker.

Week 5 June 02, 2021

Topic: Student presentations

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (7): Students should complete an online peer feedback evaluation

Week 6 June 07, 2021

Topic: Student presentations

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (8): Students should complete an online peer feedback evaluation

Week 6 June 09, 2021

Topic: Student presentations

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (9): Students should complete an online peer feedback evaluation

Week 7 June 14, 2021

Topic: Student presentations

Notes:

- Meet on Zoom for seminar style café;
- Online learning post question (10): Students should complete an online peer feedback evaluation

Week 7 June 16, 2021

Topic: Course review

Notes:

- Meet the instructor on Zoom for a debrief on the course and for an informal chat about career opportunities and guidance

Course Policies

Submission of Assignments

Please provide your full name on each assignment. Please note that an electronic copy of all your assignments must be uploaded directly onto Avenue to Learn.

All assignments should be typed using a standard 12-point font, double spaced, and standard 1 inch margins (2.54 cm). All written assignments require formal citations and a bibliography. All written assignments are to be submitted on Avenue to Learn at the specified time on their due date. Cover pages are not required.

Style matters. Written assignments offer a good occasion to polish your academic writing, regardless of your stage of career or writing experience. Before submitting your written assignment, edit it thoroughly.

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

A late written assignment will be penalized by 5% (i.e., 5 marks out of 100) for each 24-hour period it is late. The first 24-hour period begins at the start of the class in which it is due. Assignments more than three days late will receive a grade of zero.

Please note that you must immediately follow up with the instructor regarding the nature of any relief for missed academic work. Failure to follow-up with the instructor immediately may negate the opportunity for relief.

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](#), 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.