PUBLIC POLICY & ADMINISTRATION
Winter 2021

Instructor: Dr. Adrienne Davidson
Email: adrienne.davidson@mcmcaster.ca
Lecture: Mondays 1:30 – 3:20PM
Room: Virtual/Online Classroom

Office: Virtual Office (Zoom)
Office Hours: Wednesdays 9AM-11AM

Contents

Course Description

This course introduces students to major issues in Canadian public policy and public administration, including the relationship between politics and public policy making. We will examine how and why governments make the decisions that they do, paying attention to the links between the political environment, the process of agenda-setting, political decision-making (as compared to policy decision-making), and the political, institutional, and ideational factors affecting policy outcomes. In the first part of the course, we explore the context of policymaking. The part will focus on the role of political actors and organized interests, how institutions structure political action and policy decision-making, and the influence of ideas and ideology. In the second part of the course, we will build upon this theoretical foundation to focus on the "stages" of the policy process and theories of policy change. We will explore how policy issues emerge, how policy agendas become set, the factors under consideration in program or policy development, and how outcomes are evaluated. Tutorial sessions will focus on discussions of major course topics,

Course Objectives

Upon completion of this course, you should be able to:

- Define and explain the policy process, and the ways in which public policy is shaped by institutions, interests, and ideas
- Be able to identify and summarize why policies vary across time and space
- Develop your own arguments about the relationship between political priorities and policymaking processes in Canada;
- Carefully synthesize and analyze information from a variety of academic and grey-literature sources; and
- Communicate your ideas clearly and succinctly, both in writing and orally

Course Delivery

The course will be a mix of both synchronous components (live sessions at designated times) and asynchronous components (elements you complete on your own time). These two components are weighed more heavily towards asynchronous material and content; synchronous content will include virtual tutorial sessions and **four (4)** scheduled synchronous class times throughout the semester which will be used to introduce new modules / new parts of the course, and review material at the end of semester.

If this were a traditional in-person class, we would spend approximately 1 hour and 50 minutes together for lecture, along with one 50 minute tutorial. I've used this as the general timeline for the course; I expect you to spend approximately 1.5 hours per week watching lecture videos, listening to assigned podcasts, and taking notes (and when scheduled, participating in the synchronous online sessions). As with a traditional in-person courses, you are expected to complete readings and assignments on your own time.

Required Materials and Texts

There is no required textbook for the course. All required course readings and supplementary materials (videos/podcasts, etc.) will be posted on the course website. Students will read the assigned materials and are encouraged to search for and use additional relevant material.

Course Evaluation – Overview

Your grade for this course will be based on a mix of online quizzes, short assignments, and participation in tutorial sessions.

Each component is weighted as follows:

Assignment	Grade Value	Due Date
Online quizzes (each worth 15%) - 3 in total (top 2 grades will count towards your final mark)	30%	February 4th – February 6th March 11th – March 13th April 8th – April 10th
Briefing Note Assignment	20%	February 26th
Tutorial Participation	10%	Ongoing
Final Exam	40%	Final Exam Period

Course Evaluation – Details

Online Quizzes (30%)

Throughout the semester, you will be expected to complete at least **two** (2) **of three** (3) online quizzes. These quizzes will test you on the course content, including course readings, approximately every four weeks. The quizzes will test only on the material covered in the period since the previous quiz. These quizzes will be short (approximately 10 questions), and will be a mix of multiple choice and short answer.

You will have a window of **two and a half days** to complete the quiz; however, once you begin the quiz you must complete it. The quizzes will time out after 30 minutes of inactivity, and whatever questions were completed to that point will be logged for marking.

I recommend that you complete all three (3) quizzes during the semester. In this case, only your top two quiz marks will count towards your final grade.

Briefing Note (20%)

Policy briefing notes convey crucial information and recommendations to policy decision-makers in government and other leadership positions. For this assignment, you will be

required to prepare a 2-page briefing note, typed and double spaced, using standard 12-point font (Times New Roman).

Materials for the briefing note assignment will be posted on the Avenue to Learn. **You are not to do any outside research for this assignment.** The assignment is due February 26th by 11:59PM. You will submit through the Avenue to Learn assignment Dropbox.

Tutorial Participation (10%)
The tutorial participation component of your grade is based on the quality of your contributions to the synchronous tutorial discussions. Contributing to seminar does not mean talking all the time. It means: a) reading the required readings and coming to class prepared; b) making thoughtful and relevant comments; c) being courteous to your fellow students and respectful of opposing points of view; and d) not sitting quietly or monopolizing the discussion.

Final Exam (40%)
The final examination will be a take-home exam, that will be assigned and due during the exam period at the end of term. The final exam may include a mix of short answer and essay-style questions. More information about this test component will be provided to you over the course of the semester.

<u>Weekly Course Schedule and Required Readings</u>

Week 1 (January 11 – 15): Introduction

**Synchronous Lecture: Monday January 11

Paul Cairney. "What is Public Policy?" Blog post & podcast.

Barbara J. Nelson. 1996. "Public Policy and Administration: An Overview," in *A New Handbook of Political Science*, ed. Robert E. Goodin and Hans-Dieter Klingemann; Oxford: Oxford University Press: pp. 551-592.

Part I: The Policy Context

Week 2 (January 18 – 22): Institutions

**Tutorials Begin

Tutorial Topic: What are institutions? How do institutions structure political decision-making? How have institutions structured social policymaking in Canada?

Ellen M. Immergut, 2006. "Institutional Constraints on Policy," in *The Oxford Handbook of Public Policy*, eds. Michael Moran, Martin Rein, and Robert E. Goodin, pp. 557-571. New York: Oxford University Press.

Jill Vickers. 2010. "A Two-Way Street: Federalism and Women's Politics in Canada and the United States," *Publius: The Journal of Federalism* 40(3): 412-435.

Week 3 (January 25 – 29): Actors & Interests

Tutorial Topic: Who can access the policy process? How is 'knowledge' and 'expertise' defined in public policy? How does 'knowledge' and 'expertise' shape policy outcomes?

Jacob S. Hacker and Paul Pierson. 2010. "Winner-Take-All Politics: Public Policy, Political Organization, and the Precipitous Rise of Top Incomes in the United States," *Politics and Society* 38(2): 152-204.

Kathryn Harrison. 2010. "The Struggle of Ideas and Self-Interest in Canadian Climate Policy," in K. Harrison and L. McIntosh (eds.) *Global Commons, Domestic Decisions: The Comparative Politics of Climate Change*. MIT Press.

Week 4 (February 1 – 5): Ideas and Ideologies

Tutorial Topic: Can we separate out political attitudes and ideologies from policy making? How do different ideas take hold in shaping policy frames?

Peter John. 2012. "Ideas," in *Analyzing Public Policy*, 2nd ed., pp. 122-153. New York: Routledge.

Christopher Cochrane. 2010. "Left/Right Ideology and Canadian Politics," *Canadian Journal of Political Science* 43(4): 583-605.

**Quiz 1: Online from 9AM on February 4th – to 11:59PM February 6th

Week 5 (February 8 – 12): Policy Stability and Policy Change

**Synchronous Lecture: Monday February 8

Tutorial Topic: What factors determine whether a policy problem results in change? What factors shape the speed, scope, and style of policy change?

Paul Cairney. "Policy concepts in 1000 words: Policy Change and Measurement." Blog post and podcast

Katherine Boothe. 2015. "Radical Reform or Incrementalism" (Ch. 3) in *Ideas and the Pace of Change: National Pharmaceutical Insurance in Canada, Australia, and the United Kingdom.*

Week 6 (February 15 – 21): READING BREAK

Part II: The Policy Cycle & Theories of Policy Change

Week 7 (February 22 – 26): The Policy Cycle

Tutorial: Is the policy cycle a useful concept to understand how public policy gets made? How does it compare / map onto the Multiple Streams Approach?

Paul Cairney. "Policy concepts in 1000 words: The Policy Cycle and its Stages." Blog post and podcast

Paul Cairney, and Michael D. Jones. 2016. "Kingdon's Multiple Streams Approach: What is the Empirical Impact of this Universal Theory?" *The Policy Studies Journal* 44(1): 37-58.

**Briefing Note Due February 26th at 11:59PM.

Week 8 (March 1 – 5): Agenda Setting & Issue Framing

Tutorial Topic: Why, when, and how do some issues become policy problems? Who decides how and when a policy issue becomes a part of the agenda?

Paul Cairney. "[Policy Concepts in 1000 words Framing](#)." Blog and Podcast.

Deborah Stone. 1989. "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly* 104 (2): 281–300

Week 9 (March 8 – 12): Policy Formulation

Tutorial: Should policy be based on the insights of experts or the preferences of citizens? Why does neither option fully satisfy decision-makers? How do the preferences of policymakers affect outcomes?

Sarah E. Anderson, Rob A. DeLeo, and Kristin Taylor. 2020. "Policy Entrepreneurs, Legislators, and Agenda Setting: Information and Influence," *Policy Studies Journal* 48(3): 587-611.

Brian W. Head. 2010. "Reconsidering Evidence-based Policy: Key Issues and Challenges," *Policy and Society* 29(2): 77-94.

**Quiz 2: Online from 9AM on March 11th – to 11:59PM March 13th

Week 10 (March 15 – 19): REFLECTION WEEK

No tutorials or new material this week (readings or online lectures).

Week 11 (March 22 – 26): Decision-Making

**Synchronous Lecture: Monday March 22nd

Tutorial: Are individuals (including policymakers) rational actors? What are the basic assumptions of rational choice theory and how do they apply in policy decision making?

Ziva Kunda. 1990. "The Case for Motivated Reasoning," *Psychological Bulletin* 108(3): 480-498.

James N. Druckman, and Arthur Lupia. 2000. "Preference Formation," *Annual Review of Political Science* 3: 1-24.

Week 12 (March 29 – April 2): Implementation

No Tutorials This Week (Friday, April 2nd is Good Friday)

Michael Howlett. 2019. "Chapter 7: How do policy designs work? Policy designs as implementation tool mixes," in *Designing Public Policies: Principles and Instruments.*

Jamila Michener. 2019. "Policy Feedback in a Racialized Policy," *Policy Studies Journal* 47(2): 423-450.

Week 13 (April 5 – 9): Evaluation

Tutorial: How do governments evaluate policy decisions? What criteria do governments use to assess policy outcomes? What is the moral responsibility of policymakers?

Allan McConnell. 2010. "Policy Success, Policy Failure and Grey Areas In-Between," *Journal of Public Policy* 30(3): 345-362.

Leah Stokes. 2016. "Electoral Backlash against Climate Policy: A Natural Experiment on Retrospective Voting and Local Resistance to Public Policy," *American Journal of Political Science* 60(4): 958-974.

**Quiz 3: Online from 9AM on March 25th – to 11:59PM March 27th

Week 14 (April 12 – 14): Wrap up and Review

**Synchronous Session: Monday April 12th.

Review session in advance of the final exam.

Course Policies

Submission of Assignments
Written work must be submitted electronically via A2L. Turnitin will be enabled for the course. Please see the information on Turnitin on page 12 if you have questions.

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
Students will have a 2.5 day window in which to complete the quiz. The quizzes are designed to keep you on track with the course; there will be **no extensions** for online quizzes. Quizzes not completed within the available days will receive a mark of zero.

For the **briefing note assignment**, this course employs an ***automatic & graduated*** grace period. Students who cannot submit their paper in time are automatically allowed 3 extra days to hand-in their work, without penalty (*you do not need to email your professor to get an extension)*. Starting on day 4, marks will begin being deducted based on the following schedule:

Days Late	Penalty	Cumulative Deduction
1	*0*	.
2	*0*	.
3	*0*	.
4	*2%*	*2%*
5	*3%*	*5%*
6	*5%*	*10%*
7	*10%*	*20%*
8	*No Longer Accepted*	*No Grade*

Submissions made on the 8th day or later will not be accepted and a mark of **zero** will be entered. There will be **no extensions**.

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".

Policy on Children in Class

Currently, the university does not have a formal policy on children in the classroom. The policy described here is a reflection of my own beliefs and commitments to student, staff and faculty parents.

1) All breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. This will be particularly acute during the ongoing pandemic. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you ensure that you are muted when you are not speaking in the virtual classroom. You may turn off video if you need to address attending to your child.

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.