

**Simon Fraser University
Political Science Departments
INTRO. TO PUBLIC POLICY
(POL 253)**

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Fall 2018
Tues 10:30-12:20
SECB 1012
Office: AQ6048

TA: Shamim Abdullah, shamim_abdullah@sfu.ca

Tutorials are Tues: i) 12:30-13:20, AQ 5036; ii) 13:30-14:20, AQ 5049; and iii) 14:30-15:20 in
BLU 11901

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Objectives

This course is designed to introduce students to the key concepts of public policy, to help them to move beyond the notion that the only political action is voting, and to see the wide variety of ways in which citizens can influence policy. The learning objectives are to:

1. Become familiar with classic theories of public policy that yield insights into examining public policy in a deeper way.
2. Apply the concepts and key actors of public policy learned in step 1 to a variety of situations, such as economic, health, education, and environmental policy, including understanding your own ability to influence the policy process.
3. Understand the basic perspectives of public policy, particularly the policy cycle, and begin to develop your own perspective.
4. Develop skills in academic research, reading, writing, and critical thinking and application of theory.

Required Books

I have designed a set of resources with readings to reinforce the concepts you are learning for the tutorials. I will maintain a website for this class with lecture slides, notes, grading templates, and other tips that you should check out on a regular basis. You will find the materials on Canvas.

In order to facilitate discussion in a large lecture class, students should subscribe to Learning Catalytics for \$12 (for a 6 month subscription): <https://learningcatalytics.com/>
Students will log into the programme at the beginning of each class and use it to complete quizzes and engage in discussion through their laptops or mobiles.

Office Hours I am generally available 9-3 M-F for you to drop in or e-mail, except for teaching and meeting times. Do send me an e-mail to confirm a time to meet. I will set up a class e-mail list; you should check your e-mail on a regular basis for further discussion and tips. I do not check e-mail on weekends.

Assignments

The keys to success in any course for both the professor and student are thorough preparation and active participation. **Students must not only attend every session, but also be prepared**

to participate in each meeting. In order to accomplish this, students should prepare an outline of the readings and memorize the key concepts for each meeting and work ahead of time on all assignments. In addition, the tutorials offer students a way to ask more in depth questions and get feedback on assignments. Tutorial exercises may include: quick writes, Q&A, individual and group exercises, review of homework, simulations, practice exam questions, and practice applications. Even though you may not write about every question for homework, you should try to work through all of them.

All assignments are due at the beginning of your tutorial. Late work will suffer a cumulative penalty over time, **unless a verifiable doctor's note** is presented that provides evidence of a debilitating condition.

The assignments are the following:

- 1- Thorough preparation and active participation in every class. Students should make notes from the readings and come prepared to discuss them in class. The powerpoint slides, available from the Canvas, will be a good guide to the topics of the lecture and discussion for each class. A study guide that highlights the key concepts, themes, and cases from each week is also found on Canvas.
- 2- Short essay questions, based on the chapter readings, approximately 5-7 pages/question. You should do every homework question to prepare for class, but plan to hand in an essay for at least one week of the course. The essay should be handed in the week we are discussing the topic in tutorial. A 5% bonus will be given to those who give a paper before the mid-term. Homework will be graded upon both content and quality of writing. It may be helpful for you to do a little research (3-4 academic sources). Detailed instructions and examples will be given. Students get bonus marks for proving they went to get feedback at the writing centre at the student learning commons. If students wish to do an extra homework essay, their mark will be divided between the 2 essays, but in this case the first essay must be handed in before the mid-term.
- 3- Quizzes based on the homework, readings, and lectures via Learning Catalytics the week after the material is presented in lecture. You should have an intuitive knowledge of the concepts before the class (if not, ask). Quizzes will be given at the beginning of the class. There are practice quizzes available on canvas.
- 4- Mid-term and Final Examinations. Both are based on the material covered; the final exam will include essay questions allowing you to reflect upon key questions from your own perspective.

Grading

The assignments will be graded proportionally as follows:

Participation in lecture	10%
Participation in tutorials	10%
Quizzes (in lecture)	10%
Short Essay	20%
Mid-term	25%
Final	25%

Tips on Preparing the Readings

It is a challenge for students to learn to read academic material, and even seasoned academics who are reading in a new field have to learn the language. It may take you a while at first to work through the material, but your speed will improve over time. Learning how to master complex material efficiently is necessary to your academic and professional success. Read in a quiet place with no distractions. Make notes, highlight key concepts and trace the author's logic and the evidence behind their argument. **Remember that the reason why you are attending class/tutorial is to help to learn how to read complex academic material. The following materials are designed to help that process: study guide, powerpoint lecture slides, and key questions/themes for each week as marked in the syllabus. If you still don't understand something, ask in class or tutorial- all questions are welcome (as long as you do the reading). We cover each reading the week before in lecture.** If you work ahead of time, you can always ask me or the TA for help in understanding an article and the Learning Commons for help in improving your skills.

Tips on Preparing the Essays

The biggest challenge for students in preparing academic essays is to move from synthesis (summarizing) to analysis (explaining). This usually takes place in a two step process, first understanding the ways that academic authors argue about how best to explain a particular phenomena, and then developing your own argument. Your own argument could agree with one or more of the authors and/or offering your own explanation. The key, then, is how sound is the logic and presentation of your evidence. Secondly, you want to learn academic conventions so that you can present your argument in a way that is convincing and economical in its approach.

There are two main areas where students struggle with academic writing. One is for you to focus your essay on a particular question/application for which you can fully develop your argument, providing evidence and considering arguments and counterarguments in a logical sequence. This is where your outline will come in. The second part is the writing itself, being careful about matching your claims to the evidence and making sure your presentation is logically sound, thorough, and concise. There are examples of good undergraduate essays available on canvas. **Make sure you check the grading template for the assignments so you know exactly what criteria are used to evaluate the quality of an academic essay.** An A essay is one for which most of the criteria are of excellent quality, and none of poor quality. A B essay is one for which most of the criteria are of good or excellent quality, and very few of poor quality, etc. If you don't understand how to improve a part of your outline/essay, come and ask us how to improve it.

You can contact me, the TA, or the Learning Commons for further help, including feedback on drafts, **as long as you work ahead of time.** We generally need at least 1 week's notice before an assignment is due to give you comprehensive feedback.

Schedule

I. Introduction to Course (Sep 4)

-Pre-test

-Quick Write: How can a person influence policy?

-About the Professor, the TA, the students, and the course; Learning Catalytics instructions

-Why Take this Course? The importance of public policy

-Lecture on Lasswell, Fischer, and Stone debates about public policy

No tutorials the first week

II. Basic Orientations in Public Policy, Homelessness (Sep 11)

-Lecture on systems and Marxist approaches to public policy

Readings: -Harold Lasswell, "The Policy Orientation," 3-15 in Daniel Lerner and Harold D. Lasswell, *The Policy Sciences: Recent Developments in Scope and Method* Stanford: Stanford U. Press, 1951, H 35 L55 (on reserve)

-Frank Fischer, Policy analysis in critical perspective: The epistemics of discursive practices, *Critical Policy Studies*, 03/2007, Volume 1, Issue 1: 97 – 109, avail. through library website.

-Deborah Stone, c.1, "The Market and the Polis," 19-36 in *Policy Paradox: The Art of Political Decision Making*. NY: W.W. Norton. H 97 S83 2012 (on reserve)

Essay Question: What is your opinion on whether policy is a science or art? Apply Lasswell and Fischer's approaches to a real life policy problem, such as homelessness. See www.procon.org for background information on current public policy issues.

-Tutorial Plan: Discuss time management skills. Emphasize importance of participatory learning and give tips on preparing for class. Review time management, basic reading and note-taking skills. Take passages from this week's readings and ask the students to breakdown the passages. Show where the key terms and questions are.

III. Introduction to Theoretical Perspectives in Public Policy, Oil Pipelines (Sep 18)

-Lecture on policy cycle

Readings: David Easton, "An Approach to the Analysis of Political Systems," *World Politics*, 9, 3 (Apr. 1957): 383-400.

-Karl Marx and Frederick Engels, "Manifesto of the Communist Party," 14-21; *The Principles of Communism*, 42-54; and *Demands of the Communist Party in Germany*, 56-57.

Essay Question: Examine the controversy over oil pipeline approval from a systems or a Marxist perspective. Use Northern Gateway and/or the Kinder Morgan pipelines as examples. Why are pipelines so controversial from this perspective?

Tutorial: Essay writing skills.

IV. Policy Context: Actors, Actions, and Institutions and the Policy Cycle, Occupy (Sep 25)

-Lecture on Political Economy of the Public Sector, public choice and social welfare perspectives

Readings: -Jann Werner and Kai Wegrich, "Theories of the Policy Cycle" 43-62 in Frank Fischer, *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Boca Raton: CRC.

(available on-line from SFU library catalogue or through
https://www.researchgate.net/publication/270876927_4_Theories_of_the_Policy_Cycle)

-Occupy, document will be sent and <http://www.occupytogether.org/>

Essay Question: If you were advising Occupy, what would the policy cycle suggest in terms of how they can move their issues forward? Does the policy cycle really apply here?

Tutorial: Occupy movement- why did it fail to elicit clear change? Did it succeed in other ways? What are the prospects for addressing inequality from a policy cycle perspective?

V. Political Economy and Public Policy, Auto Bailout (Oct 2)

-Lecture on comparative health care systems; principal-agent, transactions costs, insurance pool problems

Quick write feedback on class so far.

Readings: David R. Cameron, The Expansion of the Public Economy: A Comparative Analysis, *The American Political Science Review*, 72,4 (1978): 1243-61.

Mancur Olson, ch. 1 (5-52) of *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge: Harvard U., 20th ed., 2002, HM 131 O55

- Big 3 auto bail out (on procon.org) and <https://www.cbc.ca/news/politics/chrysler-auto-loan-canada-account-write-off-edc-bailout-taxpayer-wudrick-milke-1.4871648>

Essay Question: Should government have bailed out the auto companies? Take a stance and defend it. Refer to Cameron and Olson.

Tutorial: Simulation of the auto bail out in the post 2008 financial crash period in regard to:

-purposes and justifications for government intervention in the economy

-social welfare vs. public choice vs. Marxist perspectives on government spending

-What would have happened if the auto industry had not been bailed out, both short- and long-term? Consider both positive and negative sides of not bailing them out. Is such a scenario realistic?

Divide the class into the auto companies, the autoworkers, the government, and citizens/consumers and have each provide a statement on whether the bail out should take place, how much should have been provided in the bailout, and under what conditions.

VI. Health Policy (Oct 9)

-Lecture on policy windows and garbage can models.

Readings: Watch Video comparing health care systems:

<http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/view/main.html>

Essay Question: How can we reduce issues in the Canadian health care system such as escalating costs and waiting times? What could be learned from other health care systems in regard to these issues?

-Tutorial: -Lasswell vs. Fischer; Cameron vs. Olson on health care cost escalation and what to do about it. Review of mid-term format and practice exam questions for mid-term.

Last week for short essay early bonus

VII. Mid-term (Oct 16)

In class, no tutorials this week

VIII. Policy Agenda Setting, Climate Change (Oct 23)

--Lecture on policy implementation and instruments; climate change example

Review of mid-term feedback on class thus far

Readings:

-Kingdon, John W. 1995. c. 8, "The Policy Window, and Joining the Streams," 165-95 in *Agendas, alternatives, and public policies*. 2nd ed. NY: Longman. JK 274 K61 1995 (on reserve)

-David M. Hart and David G. Victor. 1993. "Scientific Elites and the Making of US Policy for Climate Change Research, 1957-74," *Social Studies of Science*.

-IPCC website, <http://www.ipcc.ch/>

Essay Question: What are the key issues around climate change? How does the garbage can model explain the lack so far, and the future possibility for, substantive action around climate change?

-Tutorial: Climate change- how to get it on the agenda? If governments don't react or react slowly, what should we do? What does the garbage can model tell us about agenda setting?

IX. Policy Formulation and Decision-Making, Canadian Climate Change plan (Oct 30)

-Lecture on incrementalism and policy instruments

Readings: - Graham T. Allison, Conceptual Models and the Cuban Missile Crisis, *The American Political Science Review*, Vol. 63, No. 3 (Sep., 1969), pp. 689-718.

Check out: <https://www.canada.ca/en/services/environment/weather/climatechange/pan-canadian-framework.html> and

the Pembina assessment found at: <http://www.pembina.org/pub/state-framework> and on Canvas

Essay Question/Tutorial: Examine the process for the Trudeau Govt's negotiations and adoption of the post Paris agreement climate change plan. What kind of plan would have been ideal?

What kinds of compromises were made in order to reach an agreement between the government and provinces? Apply and compare the 3 decision-making models from the readings and explain the subcontracting model adopted. Which approach best explains the outcome?

X. Policy Implementation, Mass Transportation (Nov. 6)

-Lecture on Policy Evaluation

Readings: -Charles E. Lindblom, 1959. The Science of "Muddling Through" *Public Administration Review*. 19, 2 (Spring): 79-88.

- Pierre Lascoumes, and Patrick Le Gales, 2007. Introduction: Understanding public policy through its instruments: from the nature of instruments to the sociology of public policy instrumentation, *Governance*, 20(1): 1-21.

-Review of Translink funding mechanisms, see:

-Translink reports, on Canvas

<http://www.notranslinktax.ca/betterplan>

Essay Question: Why is it so hard to get mass transit expansion funded, using Vancouver as an example? Review what policy instruments are available and their constraints in explaining transport issues.

-Tutorial: Debate on Translink funding- Use any or any combo of the theories discussed in the course so far to explain Translink funding issues.

XI. Policy Evaluation, Oil Pipelines Revisited (Nov 13)

-Lecture on advocacy coalition framework

Readings: -Hellmut Wollmann, Policy Evaluation and Evaluation Research 393-402 in Frank Fischer, *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Boca Raton: CRC, available on-line from SFU library catalogue.

-Ian Sanderson, 2002. Evaluation, Policy Learning and Evidence-Based Policy Making. *Public Administration*. 80(1): 1–22.

-Northern Gateway Pipeline review process and documents: documents sent and -Northern Gateway pipeline sites: <http://www.gatewayfacts.ca/>; <http://pipeupagainstenbridge.ca/>; and <http://gatewaypanel.review-examen.gc.ca/clf-nsi/dcmnt/rcmndtnsrprt/rcmndtnsrprt-eng.html>

Essay Question: How are federal environmental projects reviewed in Canada? What do you recommend to improve the process and reduce conflict? Use the Northern Gateway project as an example.

-Tutorial: Examine the environmental permission process in Canada? How would you set up an evaluation of a pipeline in Canada?

XII. Policy Change, Climate Change (Nov 20)

Review of Final Exam format

Readings:-Paul A. Sabatier, An advocacy coalition framework of policy change and the role of policy-oriented learning therein. *Policy Sciences* 1988, Volume 21, Issue 2-3, pp 129-168.

-2014 Commissioner of the Environment and Sustainable Devt. Report, Officer of the Auditor General of Canada, at:

http://www.oag-bvg.gc.ca/internet/English/parl_cesd_201410_e_39845.html

Essay Question: Examine climate change policy inaction in Canada using Sabatier's AC framework. What would you suggest to environmental groups to achieve more success?

-Tutorial: If Sabatier's model is correct, then what should we do to push forward on climate change? Review the terms from the readings: Questions, Practice questions for final exam.

Last week for short essay

XIII. Final Exam Review (Nov. 27)

Final Exam review- questions

Fill out student evaluation in class

Final Exam Dec. 14, 8:30-11:30, SWH10041

AN IMPORTANT REMINDER:

Plagiarism involves using another author's words without attribution or otherwise presenting another person's work as one's own. It is a fraudulent and serious academic offence that will result in a severe academic penalty. Also, close paraphrasing of another author's work & self-plagiarism, including submitting the same, or substantively the same, work for academic evaluation more than once, are unacceptable practices that will result in a severe academic penalty.

The university policies on academic honesty are available at:

<http://www.sfu.ca/policies/gazette/student.html>

The Department of Political Science's interpretation of this policy can be found at:

<http://www.sfu.ca/content/dam/sfu/politics/undergraduate%20docs/PLAGIARISM%20Policy%20-%20%20Pol%20Dept.%20Jan.pdf>, and is available in hard copy upon request. All students are responsible for familiarising themselves with these policies.

A helpful SFU Library tutorial on plagiarism is at <https://www.lib.sfu.ca/help/academic-integrity/plagiarism-tutorial>

The DOs and DON'Ts of AVOIDING PLAGIARISM

Do not:

- submit an entire paper or part(s) of a paper or papers that has been written or researched by any other person(s);
- submit a paper as an assignment that has been bought from another person or from a 'paper mill' or essay service;
- submit a paper or other written assignment that has been submitted at another time or for a different course by yourself or any other student or former student;
- submit material that has been downloaded from a website, without acknowledging (using appropriate citation style) that you have done so;
- take someone else's idea(s) and represent it/them as your own;
- copy any text verbatim, or with only slight variation from the original text, without using quotation marks and documenting the source with proper citation style;
- do not closely paraphrase another's material; either paraphrase completely in your own words, or cite as a direct quotation using quotation marks (in either case, give full credit and details regarding authorship and location of the original material);

Do:

- learn how to cite material properly (there are many good guides on this, including the departmental one);
- use a recognized citation style (eg. APA, MLA, Chicago), according to instructions given by the course instructor, and be consistent in the use of the style throughout any single piece of written work;
- carefully read and make sure you understand the university's policy on academic honesty;
- ask the instructor of this course or other faculty members if you have any questions about plagiarism.