

## **POLSCI 4PA3: POLICY ANALYSIS AND IMPLEMENTATION**

### **Winter 2021**

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**Lecture:** Monday, 2:30-5:20 PM  
**Room:** Virtual

**Office Hours:** Monday, 1-2 PM or by  
appointment

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## **Course Description**

This seminar 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 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 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**

The class will follow a seminar format conducted through zoom meetings. 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 link for joining the class.

## **Course Evaluation – Overview**

1. Paper Proposal (20%), due on February 8, 2021
2. Leading Seminars (25%), to be scheduled
3. Individual Presentations (25%), to be scheduled
4. Research Paper (30%), due date to be scheduled

## **Course Evaluation – Details**

### **Paper Proposal (20%)**

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 2-3 research questions that will be answered in the paper. The proposal should indicate the

sources of information for answering research questions and the method to be followed in the research. Students should demonstrate familiarity with the literature by reviewing 2-3 prominent studies on the selected topic. Note the information on “individual presentation” and “research paper” below for a better understanding of the process. The proposal is expected to be 4-5 double-spaced pages in length and include a bibliography of the key sources of information. It should be submitted to Avenue by Monday, **February 8, 2021**. A copy should be e-mailed to [huqueas@mcmaster.ca](mailto:huqueas@mcmaster.ca).

### **Leading Seminars (25%)**

Groups of students will be designated to lead seminars on assigned topics and readings listed in the course outline. They are expected to use 20-25 minutes for leading discussion on each article/chapter. 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 will be formed on the first day of class and students will be assigned topics on which they will act as seminar leaders.

### **Individual Presentation (25%)**

In the presentations, students are expected to report on the progress of their research planned in the proposal. Each presenter will speak for 15-20 minutes, and allow 5-10 minutes for questions, comments, and feedback. The presentations should provide an overview of the topic, outline the development of knowledge in the selected area, indicate the progress of research, and highlight problems and issues deserving attention. The objective will be to obtain feedback and ideas from the class for consideration before the research paper is submitted.

The format and schedule of presentations may be revised on the basis of number of students enrolled in the course.

### **Research Paper (30%)**

The research paper will be the final product of the process initiated with the research proposal. It should examine an issue in public policy with an emphasis on analysis or implementation. It can be an analysis of a policy or success/failure of implementation efforts to highlight strategies, outcomes and impact in Canada or another country. The paper should define the selected issue, explore strategies for resolution, and offer options that could be used to deal with identified problem(s). The following format is suggested for the paper: Background and Significance of the Topic, Literature Review, Argument(s) and Methods, Information and Analysis, Findings and Conclusions. The paper should be between approximately 20 double-spaced pages in length and must be presented in proper academic format. The research paper should be submitted to Avenue within **one week** from the date of presentation. A copy should be e-mailed to [huqueas@mcmaster.ca](mailto:huqueas@mcmaster.ca).

## **Weekly Course Schedule and Required Readings**

### **Week 1 (Monday January 11)**

#### **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 (Monday, January 18)**

#### **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 (Monday, January 25)**

#### **Policy Analysis**

##### *Readings:*

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

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

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

## **Week 4 (Monday, February 1)**

### **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.

## **Week 5 (Monday, February 8)**

### **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 (February 15-21)**

### **Mid-term Recess**

Readings: n/a

## **Week 7 (Monday, February 22)**

### **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 8 (Monday, March 1)**

#### **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.  
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.

### **Week 9 (Monday, March 8)**

**Student Presentations**

### **Week 10 (Monday, March 15)**

**Student Presentations**

### **Week 11 (Monday, March 22)**

**Student Presentations**

### **Week 12 (Monday, March 29)**

**Student Presentations**

### **Week 13 (Monday, April 5)**

**Student Presentations**

## **Week 14 (Monday, April 12)**

**No Class**

### **Course Policies**

#### **Submission of Assignments**

Written work must be uploaded to Avenue to Learn. A copy should be e-mailed to the instructor at [huqueas@mcmaster.ca](mailto:huqueas@mcmaster.ca).

#### **Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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](http://www.mcmaster.ca/academicintegrity) please go to [www.mcmaster.ca/academicintegrity](http://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](mailto: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.