



2018-2019 Academic Year



DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

**POLI 357 – L01**  
**Introduction to Public Policy Analysis**  
**FALL 2018**

**INSTRUCTOR:** Benjamin Adu Gyamfi  
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**OFFICE:** SS713  
**EMAIL:** benjamin.adugyamfi@ucalgary.ca  
**OFFICE HOURS:** Monday, 2:00pm – 3:00pm  
**COURSE DAY/TIME:** MWF 13:00 - 13:50  
**COURSE LOCATION:** ENE 239

**COURSE DESCRIPTION:**

This course serves as an introduction to themes and methods in public policy studies. It introduces students to the theories, concepts, and institutions of public policy analysis. It provides an overview of the policy process, key actors and institutions, and the various theoretical approaches to understanding public policy. The aim is to expose students to the practical and normative problems facing governments in initiating, formulating, enacting, and implementing policies. While the primary focus of the course is public policy in general, examples drawn from Canadian public policy and that of other states such as Ghana, US, and among others, will be used for the purpose of comparison. Case studies in a number of policy fields (health, social, etc.) will be discussed in an effort to have students better understand the practical application of what they have learned.

Public policy, “whatever governments choose to do or not to do”, is problem oriented and, hence, shapes our daily lives and the welfare of our societies. It involves conscious choice that leads to deliberate action or inaction designed to induce changes in society. Since public policies involve who gets what in politics, understanding how policies are made is both important and necessary. Accordingly, there is the need to describe, analyze, and explain not just what policies governments pursue, but also why and how they pursue these policies. This entails studying the causes or determinants of public policy, which calls for a detailed and in-depth analysis of agenda setting, policy formulation, policy adoption (decision making), policy implementation, and policy evaluation as well as policy change, an endeavour we will undertake in this course through multiple themes, perspectives, concepts, and theoretical approaches.

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### COURSE OBJECTIVES & LEARNING OUTCOMES:

At the end of the semester, students will:

- Develop a working knowledge of the public policy process.
- Be familiar with normative and practical problems in developing public policy.
- Understand the ways in which actors, institutions and ideas interact to shape and constrain the development of public policy.
- Enhance their critical thinking, research aptitude, and writing skills through completion of written assignments, quizzes and other activities.

### REQUIRED TEXTBOOK(S):

1. Howlett, Michael, Michael Ramesh, and Anthony Perl. 2009. *Studying Public Policy: Policy Cycles and Policy Subsystems. Vol. 3. Oxford: Oxford University Press*  
[Available for purchase in the University Bookstore]
2. Additional readings made available through D2L

### RECOMMENDED/SUGGESTED FURTHER READINGS\*\*\*

1. Anderson, James E. 2015. *Public Policymaking: An Introduction*. Eighth ed. Stamford, CT: Cengage Learning.
2. Miljan, Lydia A., and Stephen Brooks. 2012. *Public policy in Canada: An Introduction*. 7th ed. Don Mills, Ont: Oxford University Press.

\*\*\* Students are not required to purchase these textbooks

### COURSE COMPONENT WEIGHTS AND DUE DATES:

COMPONENT	WEIGHTING	DUE DATES
<b>Class Participation, TopHat &amp; Attendance</b>	<b>20%</b>	<b>Throughout the term</b>
<b>One Short Essay (3-4 pp)</b>	<b>20%</b>	<b>November 23</b>
<b>Quiz 1 (In-Class Tests)</b>	<b>15%</b>	<b>October 1</b>
<b>Quiz 2 (In-Class Tests)</b>	<b>15%</b>	<b>November 5</b>
<b>Final Exam</b>	<b>30%</b>	<b>To be scheduled by the Registrar (2 hours)</b>
<b>Total</b>	<b>100%</b>	

### COURSE SCHEDULE & TOPICS:

The schedule is tentative and may change as the need arises.

TOPIC	Title	READINGS
1	<b>Context and Setting</b>  Introduction to the Course  <i>What is Public Policy?</i>	Howlett et al. Ch.1 D2L Reading  ***Further/Suggested Reading: Anderson Ch.1

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2	<b>Understanding Public Policy:</b> <i>Theoretical Approaches</i>	Howlett et al. Ch.2 D2L Reading  <b>Further/Suggested Reading:</b> Mijan Ch.2
3	<b>Understanding Public Policy:</b> <i>The Policy Environment or Context</i>	Howlett et al. Ch.3  <b>Further/Suggested Reading:</b> Anderson Ch.2 Mijan Ch.3
<b>The Policy process:</b> <i>Stages of the Policy Cycle</i> Howlett et al. Ch.1, pp. 7-14 D2L Reading		
4	<i>Agenda Setting</i>	Howlett et al. Ch.4  <b>Further/Suggested Reading:</b> Anderson Ch. 3 (pp. 87-114) Mijan Ch.4
5	<b>Policy Formulation:</b> <i>Policy Instruments and Policy Design</i>	Howlett et al. Ch.5  <b>Further/Suggested Reading:</b> Anderson Ch. 3 (pp. 114-27)
6	<b>Public Policy Decision-Making:</b> <i>Policy Adoption</i>	Howlett et al. Ch. 6  <b>Further/Suggested Reading:</b> Anderson Ch.4
7	<i>Policy Implementation</i>	Howlett et al. Ch.7  <b>Further/Suggested Reading:</b> Anderson Ch.6 Mijan Ch.5
8	<b>Policy Impact and Evaluation:</b> <i>Policy-Making as Learning</i>	Howlett et al. Ch.8  <b>Further/Suggested Reading:</b> Anderson Ch. 7 (pp. 290-321)
9	<i>Patterns of Policy Change</i>	Howlett et al. Ch.9  <b>Further/Suggested Reading:</b> Anderson Ch. 7 (pp. 321-333)
<b>Review: Course Wrap-Up</b>		

**CLASS PARTICIPATION (20%)**

There will be regular opportunities to earn class participation points through TopHat as well as

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other in-class exercises designed to deepen your knowledge and skills in public policy analysis. A total of 20% of your final grade will be determined from your participation in class. Your prior preparation before each class will be important to your ability to generate class participation marks. Participation may include answering questions posed to the class and asking the course instructor questions during class. Sample activities include participation in TopHat, case-study oriented activities, group activities, etc. Some activities are either complete/incomplete, others are incrementally graded.

Please note Top Hat is designed to help me assess how well students are processing information presented in class. As a result, I encourage you to bring your cellular phone, smart phone, laptop computer or tablet to provide feedback during sanctioned times in class. If you do not possess a cell phone, smart phone, laptop or tablet computer, come see me immediately. Students are responsible for ensuring they are registered on the Top Hat system, and that their responses/presence is properly recorded by the system.

Most of your Top Hat grade will be determined by simply being present (i.e. each question asked in class = 1 point; simply providing an answer = 0.5 point). However, depending on the type and number of questions, I will manually weight and adjust the Top Hat participation marks for each class. As a result, Top Hat will be set up to take attendance at the start of each class in addition to physically; in the case of disputes over Top Hat participation, this attendance record will be used as the ultimate course record of attendance.

### **WRITTEN ASSIGNMENT**

One short theoretical, conceptual or thematic review essay of approximately 3-4 pages (excluding citations and bibliography) will be required during the course. **You can choose to write on any topic that most interests you provided it critically engages with one (or more) of the theoretical approaches, conceptual frameworks, models, or themes that will be covered in the course. The schedule of broad essay topics/themes will be provided in the first week of class, along with the grading rubric.** Though not required, students are strongly advised to discuss the topics they would like to write on with the instructor. Students should draw together key course readings, discussions, and concepts. While newspapers, magazines, and websites, may certainly be used, they must go beyond this and include a minimum of five (5) academic sources (i.e. books and/or journal articles). **This essay is due in class in hard copy on Friday, November 23, 2018.**

**Written assignments** are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3<sup>rd</sup> floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

### **MID-TERM EXAMINATION**

The two quizzes will test students' knowledge of the course material covered in the assigned readings and lecture material. Both quizzes are closed book. The first will be written in class on **Monday, October 1st** and the second will be written in class on **Monday, November 5th**.

**FINAL EXAMINATION**

The final exam will be scheduled by the Registrar’s Office and will take place during the final examination period (December 10 – 20, 2018). The final exam will consist of multiple choice and short answer questions. The exam will be closed book. It will be cumulative, with an emphasis on material covered since the mid-term exam. Students will have two hours to write the exam.

**GRADE SCALE:** The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

**LATE PENALTIES**

Deadlines are treated seriously. It is unfair to students who have met deadlines if those who have taken extra time are treated equally. Extensions will not be granted for the Written Assignment outside exceptional, documented instances of illness or personal/family emergencies. Papers that are submitted late *without an extension granted by the instructor* will be docked **5 percent per day (including weekends)**. **Papers more than 7 calendar days late will not be marked and will receive a grade of 0.**

**Note:** computer or internet failure *is not grounds* for an extension. Always back-up your work to avoid any potential last-minute catastrophes.

**INSTRUCTOR GUIDELINES**

Students requiring assistance are encouraged to speak to the instructor during class or their office hours. Should you wish to meet outside of office hours, please telephone or email to make an appointment. It is to the student’s advantage to keep such appointments.

**Email is a common form of communication but it is not always the most effective way of answering student questions.** If you cannot make office hours, please request a one on one meeting outside of these hours.

**Emails should contain a salutation and a signature.** Though I may sometimes reply to emails on weekends, students should not expect email responses on weekends, except if emergency. **Questions related to course material should cite the lecture, textbook/reading, and page/slide number(s) reviewed prior to sending an email seeking clarification.** Questions that might be helpful to others in the class will be added to the course website on D2L.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

## **IMPORTANT POLICIES AND INFORMATION**

### **Absence From a Mid-term Examination:**

Students who are absent from a scheduled term test or quiz for legitimate reasons (e.g. illness with the appropriate documentation) are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

### **Deferral of a Final Examination:**

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Appeals:**

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

### **University Regulations:**

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at [www.ucalgary.ca/pubs/calendar/current/academic-regs.html](http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html).

### **Student Accommodations:**

I endeavour to ensure that this course is inclusive of people with a variety of learning styles and abilities. Nonetheless, some students may require additional accommodations.

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. They can be contacted at (403) 220-8237 or [access@ucalgary.ca](mailto:access@ucalgary.ca). If you are a student with accommodations granted through SAS, please come discuss your needs with me as soon as possible after an Accommodation letter has been issued.

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Accommodations for acute illness and emergencies, as well as accommodations on protected grounds (race; colour; ancestry; place of origin; religious beliefs; gender — including pregnancy and gender identity; marital status; family status; source of income; and sexual orientation) will be addressed on a case by case basis in accordance with University of Calgary policy (see <https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>).

For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **Plagiarism And Other Forms Of Academic Misconduct:**

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k-5.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

### **Freedom of Information and Protection of Privacy (FOIP):**

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

### **Evacuation Assembly Points:**

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at [www.ucalgary.ca/emergencyplan/assemblypoints](http://www.ucalgary.ca/emergencyplan/assemblypoints) and note the assembly point nearest to your classroom.

### **Faculty of Arts Program Advising and Student Information Resources:**

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

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For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Library Block.

### **Important Contact Information:**

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)

Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives

Phone: 403-220-6551

Email: [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),  
[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

Students' Union URL: [www.su.ucalgary.ca](http://www.su.ucalgary.ca)

Graduate Students' Association

Phone: 403-220-5997

Email: [ask@gsa.ucalgary.ca](mailto:ask@gsa.ucalgary.ca)

URL: [www.ucalgary.ca/gsa](http://www.ucalgary.ca/gsa)

Student Ombudsman

Phone: 403-220-6420

Email: [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca)

### **Campus Mental Health Resources:**

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>