



DEPARTMENT OF POLITICAL SCIENCE  
FACULTY OF ARTS

**POLI 357 – L01**  
**Introduction to Public Policy Analysis**  
*SPRING 2020*

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**OFFICE HOURS:** Monday, 12:00noon – 1:00pm (Zoom)  
**DELIVERY METHOD:** Web  
**COURSE PRE-REQUISITES:** None

**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.

**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. 2020. *Studying Public Policy: Principles and Processes*. Fourth Edition. 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
Participation	5%	Throughout the term
Weekly Summary	30%	Throughout the term
Written Assignment	35%	June 12
Take-Home Exam	30%	June 19 – June 22 (72 hours)
<b>Total</b>	<b>100%</b>	

**COURSE SCHEDULE & TOPICS:**

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

DATE	TOPIC	READINGS
1	<b>Context and Setting</b>  Introduction to the Course:  <i>What is Public Policy?</i>	Howlett et al. Ch.1 D2L Reading  <b>***Further/Suggested Reading:</b> Anderson Ch.1
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:  <i>Stages of the Policy Cycle</i>            Howlett et al. Ch.1, pp. 7-14            D2L Reading</b>		
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	<i>Policy Formulation: Policy Instruments and Policy Design</i>	Howlett et al. Ch.5  <b>Further/Suggested Reading:</b> Anderson Ch. 3 (pp. 114-27)
6	<i>Public Policy Decision-Making: 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	<i>Policy Impact and Evaluation: 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)

**ASSIGNMENT – WEEKLY SUMMARY OF REQUIRED READINGS (25%)**

Our time in the course will be best spent if you take the time to read the material in the textbook and additional D2L readings before each topic is treated. To help encourage you to do that, you will be required to submit no more than a one-page summary of the key themes of the readings (in about 400-500 words) for topics 2 to 8 (**no summary is required for topic 1 and topic 9**). Doing these summaries helps ensure that students are well prepared for each class. Weekly summaries must be submitted via the **D2L Dropbox by 9pm on the following days:** Topic 2 – **May 11**; Topic 3 – **May 15**; Topic 4 – **May 20**; Topic 5 – **May 27**; Topic 6 – **June 3**; Topic 7 – **June 10**; Topic 8 – **June 15**.

**ESSAYS/RESEARCH PAPER(S) (35%)**

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 on D2L by 11:59pm on June 12 and should be submitted through the Dropbox Assignment Submission Folder.**

**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 at <http://www.ucalgary.ca/ssc/writing-support>.

**PARTICIPATION (5%)**

There will be regular opportunities to earn participation points through D2L discussions as well as other exercises designed to deepen your knowledge and skills in public policy analysis. A total of **5%** of your final grade will be determined from your participation in the course. Your prior preparation before each topic is treated will be important to your ability to generate participation marks. Participation may include answering questions posed to the D2L discussion forum and asking the course instructor questions.

**TAKE HOME EXAMINATION (SHORT-ESSAY FORMAT) (30%)**

A 72-hour "open-book" Take-Home exam will be scheduled for **June 19 – June 22, 2020**. The take-home exam gives you an opportunity to demonstrate your understanding of the major themes and issues in the readings. The exam questions will be available in **D2L Quizzes** at 10:30am on **June 19th**. Your exam should be submitted as a Microsoft Word attachment in the **Dropbox Assignment Submission Folder** by 10:30am on **June 22**.

**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 be granted for reasons that are extenuating and supported by appropriate documentation. 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.**

## **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. All meetings will be held virtually.

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, to be held virtually.

## **IMPORTANT POLICIES AND INFORMATION**

### **Supporting Documentation and the Use of a Statutory Declaration**

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at [ucalgary.ca/registrar](http://ucalgary.ca/registrar)). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioner for Oaths, visit [ucalgary.ca/registrar](http://ucalgary.ca/registrar)).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

*Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.*

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

Students who are absent from a scheduled term test or quiz for legitimate reasons 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:**

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. 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.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

**Copyright Legislation:**

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf> and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

**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.

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

For program planning and advice, please consult with the Arts Students’ Centre by calling 403-220-3580 or by email at [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit [arts.ucalgary.ca/advising](http://arts.ucalgary.ca/advising) for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625].

## **Important Contact Information:**

### **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: [askgsa@ucalgary.ca](mailto:askgsa@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/>

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the following resources:

### **Student Wellness Services:**

<https://www.ucalgary.ca/wellness-services/services/mental-health-services>

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