

JSGS 806 – Public Policy Analysis

UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	Merelda Fiddler-Potter
E-MAIL:	merelda.fiddlerpotter@usask.ca
OFFICE HOURS:	Phone/video/In-person appts available by email request
OFFICE LOCATION:	Usask - TBA
TERM/SEMESTER:	Fall 2022
DAY AND TIME:	Tuesdays, 9:00am to 10:00am (Sask. Time)

The syllabus for this course is comprised of this document and a companion document titled “JSGS Common Syllabus 2022-23.”

CLASS DATES: Sept. 6, 13, 20, 27, Oct. 4, 11, 18, 25, Last Class Nov. 1.

CALENDAR DESCRIPTION:

This course focuses on the analysis of the processes whereby public policies arise and are enacted in Canada. The course compares theories and models of policy making and decision making to illustrate the special requirements of the Canadian environment and examines the roles of various participants in the policy process: legislators, political parties, interest groups, administrators and administrative structures, citizens, and the judiciary.

LEARNING OBJECTIVES:

- Explain what constitutes public policy and how policy analysis works.
- Describe how policy problems are definitions and how this affects agendas.
- Recognize the roles of multiple stakeholders and collaborative partnerships in policy analysis.
- Develop strategies to evaluate public policy.
- Apply knowledge of policy analysis to issues in contemporary contexts.

JSGS programs, courses, and assignments are designed to prepare students for successful careers. Student performance is assessed based on a competency framework shaped through ongoing collaboration with researchers, alumni, and other public sector partners. The specific

readings, assignments and activities in JSGS 806 will help you acquire and demonstrate competence in the following:

- **Evidence and Strategic Thinking** – develops and applies an evidence-informed approach to policy issues and policy options;
- **Connection and Collaboration** –communication with different audiences to build relationships and harness a diversity of perspectives to gain understanding, design, and advance policy solutions; and
- **Implementation and Improvement** – lead self, teams, and partners to implement policy decisions, manage change initiatives, monitor progress, and support continuous improvement.

COURSE CONTENT AND APPROACH

In this course students will apply the theories and processes they learn about in the course to a problem they wish to tackle. In the policy world, problem definition is a significant task. In fact, the way a problem is defined will affect the potential solutions considered and the final policy selected to address it. This process is very important and understanding how it works is a key component of this course.

COURSE FORMAT

Online, Asynchronous Instruction

This online course is designed for independent study of learning material found on PAWS. Students are required to participate in online discussion forums. Optional class discussions are also scheduled. These class discussions are designed to reinforce learning material and to give students the opportunity to ask questions and make connections. Please review the learning material in advance of each scheduled session.

REQUIRED READINGS

- Pal, Leslie A. (2020). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Toronto: Nelson Education Ltd. The publisher sells an e-version for C\$80 with immediate delivery: <https://retail.tophat.com/products/9780176886912>.
- Phillips, P., C. Rosaasen and A. Phillips. 2021. *Public Policy Analysis Workbook: A companion to JSGS 806.3 (143 pp)*. Via the canvas course.

COURSE OUTLINE

Sept. 6: **Welcome, orientation, What is Public Policy Analysis?**

Module 1: What is Public Policy Analysis

Sept. 13: **Module 2:** The Modern Context for Public Policy Analysis

Module 3: Evidence and Applied Public Policy Analysis

- Sept 20:** **Module 4:** The Policy Cycle
- Module 5:** Agenda-Setting and Problem Definition
- Sept 27:** **Module 6:** Policy Formation
- Module 7:** Policy Implementation
- Oct. 4:** **Module 8:** Policy Communities and Networks
- Module 9:** Policy Evaluation
- Oct. 11:** **Module 10:** Policy Communication
- Oct. 18:** **Module 11:** Decision-making
- Module 12:** Public Policy Moving Forward.
- Oct. 25:** Final Roundtable Discussion and Reflection

ASSIGNMENTS AND EVALUATION:**1. Problem Definition: 20% - Due Date: Sept. 15th**

- A significant part of the policy process is identifying problems that could be addressed with effective policy.
- In the first assignment, students need to explain the policy problem they would like to tackle in this course.
- No more than one-page, double-spaced, students should explain the following:
 1. One paragraph describing the policy problem.
 2. A list of potential government departments (federal, provincial, or municipal) that may have to address this. What level/group within government must solve the problem?
 3. A description of one or two potential solutions the student will research.
 4. Students should end with one or two lines about why they chose this problem.
 5. Additional instructions embedded in the course. See assignment tab.

2. Briefing Note Draft One: 20% Due Date: Sept. 30th

Students will research their problem and compose a briefing note as per instructions in the JSGS briefing note guidelines embedded in the course. Additional instructions embedded in the course. See assignment tab.

3. Briefing Note Draft Two: 25% Due Date: Oct. 15th.

Students will revise their first briefing note as per instructions in the JSGS Briefing Note Guidelines after the instructor has given them feedback on Draft One. Additional instructions embedded in the course. See assignment tab.

4. Module Questions: 10%

At the end of each module, students will select a concept and/or element from the module they feel will help them analyze and/or explain their issue more effectively in their Briefing Note assignments.

5. Final self-reflection assignment: 25% Due Date: Oct. 30th. In this assignment students will answer the following question: How did my own framing of the policy problem affect how I completed each assignment, from problem selection, to constructing briefing notes, and even how I researched the problem. This assignment should be no more than 2 pages, double-spaced, 12-pt. font. Additional instructions embedded in the course. See assignment tab.

General Note about evaluation: Assignments should reflect the student's efforts to meet the learning objectives of Evidence and Strategic Thinking, Connection and Collaboration, and Implementation and Improvement, as described above.

ENROLLMENT

Class enrollment will normally be limited to 30 students.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course follows a long tradition of excellence in Canadian public policy education. The structure and content expands on work by several JSGS faculty and students, including Peter Phillips, Martin Boucher, Bruno Dupeyron, Peggy Schmeiser, Jim Engel, and many others.