

JSGS 806 – Public Policy Analysis

UNIVERSITY OF SASKATCHEWAN CAMPUS	
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OFFICE LOCATION:	Dief 152 or Zoom
TERM/SEMESTER:	Winter 2023
ROOM:	Dief 137 – Prairie Room
DATE AND TIME:	Mondays, 5pm-8pm

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

LAND ACKNOWLEDGEMENT

I would like to acknowledge that our course will take place on Treaty 6 territory and the traditional homeland of the Metis. We are all Treaty Peoples.

CALENDAR DESCRIPTION

This graduate 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

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

This course will rely on multiple tools to help you learn. Readings and instruction will provide context and a theoretical foundation for our in-class discussions. We will critically analyze current events and issues and become familiar with the policy process, applying it to contemporary policy problems. By the end of this class you should:

- Be familiar with policy, policy analysis, and the policy cycle and its components from an academic and practical perspective.
- Be able to effectively use tools of policy analysis including briefing notes, decision items, SWOT analysis, and many more.
- Have a strong ability to formulate an argument and apply evidence and reason to support your claims. You should be able to effectively present your ideas, so they are easy to understand.
- Gain an awareness of and enriched perspective on contemporary policy challenges.

COURSE FORMAT

In-Person, Synchronous Instruction

JSGS students have told us they prefer in-person instruction. That is why we are pleased to offer this course in person and on-site according to the latest protocols for health and safety at the [University of Saskatchewan](#). Please refer to this health and safety information so that you are prepared for a great experience on campus.

This course is designed for participation in real time (also known as synchronous instruction). Scheduled classes complement learning material found on Canvas. Please review the learning material in advance of each scheduled class. Your regular attendance in class offers the best opportunity to ask questions, make connections, and participate in learning based on the learning material.

Students are encouraged to bring a laptop or other wifi-enabled mobile device to class. This will enhance your experience by giving you access to online tools that allow classroom polls, surveys, and other collaboration tools that we may use this term.

COURSE READINGS

There is no required textbook. Weekly readings will be available in the course outline, on Canvas or through the Usask Library. These three texts are suggested supplementary readings that will help your understanding of policy analysis and the policy cycle:

- Phillips, Peter W. B., Canute Rosaasen, and Andrew Phillips. 2021. *Public Policy Analysis Workbook - A Companion to JSGS 806.3*. Saskatoon: Johnson Shoyama Graduate School of Public Policy.
- Pal, Leslie A. 2020. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Toronto: Nelson Education Ltd.
- Bardach, Eugene. 2015. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 5th ed. Los Angeles: Thousand Oaks: Sage; CQ Press.
- Howlett, Michael, M. Ramesh, and Anthony Perl. 2019. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 4th ed. New York: Oxford University Press.

COURSE OUTLINE

Date	Class topic(s)	Readings and Material	Assignment
Jan 9	<ul style="list-style-type: none"> • Introductions • Course goals • Review syllabus • Introduction to policy analysis 	<ul style="list-style-type: none"> • This syllabus • Module 1 on Canvas • Cappe, M. 2011. "Analysis and Evidence for Good Public Policy," Tansley Lecture. 	Debate Teams Assigned
Jan 16	<ul style="list-style-type: none"> • Modern Context for Public Policy Analysis • Canadian and Provincial Governments • Canadian institutions • Policy in Canada 	<ul style="list-style-type: none"> • Module 2 on Canvas • Laurent Dobuzinskis, Michael Howlett eds. (2007) Policy Analysis in Canada: The State of the Art. Toronto: University of Toronto Press. Chapters 1-2. • Howlett, M. and J. Newman. 2010. "Policy analysis and policy work in federal systems: policy advice and its contribution to evidence-based policy-making in multi-level governance systems" <i>Policy and Science</i> 29: 123-136. • Brooks, S., 2007. The policy analysis profession in Canada. In <i>Policy Analysis in Canada: The State of the Art</i>, Michael Howlett, David H. Laycock, Laurent Dobuzinskis, (Eds), (pp. 21-47). Toronto, ON: University of Toronto Press. • Phoenix Pay System Case Study 	
Jan 23	<ul style="list-style-type: none"> • Wicked Problems • Evidence and Applied Policy Analysis • Briefing Notes 	<ul style="list-style-type: none"> • Module 3 on Canvas • Briefing Note Workshop • Rittel, H. and M. Webber. 1973. "Dilemmas in a General Theory of Planning" <i>Policy Sciences</i> 4: 155-169. • Phillips et al. 9-16 	Debates
Jan 30	<ul style="list-style-type: none"> • The Policy Cycle 	<ul style="list-style-type: none"> • Module 4 on Canvas • Werner, J. and K. Wegrich. 2007. "Theories of the Policy Cycle" In Fischer, F., Miller, G.J., & Sidney, M. S. <i>Handbook on Public Policy Analysis</i>, Boca Raton: CRC Press. • Howlett, M., McConnell, A., & Perl, A. 2017. "Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalition Frameworks to Policy Cycle Models of Analysis." <i>Australian Journal of Public Administration</i>, 76(1), 65–79. • Eisler, D. and K. Lynch. 2022. "The Truckers Convoy: Examining the Consequences for Canada." JSGS Policy Brief. • Phillips et al. 5-8 	Briefing Note First Draft

Feb 6	<ul style="list-style-type: none"> • Agenda Setting • Problem Definition • Cabinet Decision Items 	<ul style="list-style-type: none"> • Module 5 on Canvas • Phillips et al. 17-44 • Kingdon, J.W. 1995. <i>Agendas, alternatives, and public policies</i> (2nd ed.). New York, NY: HaperCollins. Chapter 8: The Policy Window, and Joining the Streams • Stone, D. 1989. 'Causal Stories and the Formation of Policy Agendas.' <i>Political Science Quarterly</i>. 104 (2). • Religious Rights Case Study 	
Feb 13	<ul style="list-style-type: none"> • Policy Design and formation • Policy Tools and Instruments • Case Study 	<ul style="list-style-type: none"> • Module 6 on Canvas • Phillips et al. 45-62 • Bardach & Patashnik <i>Appendix A</i> • Hood, C. C., & Margetts, H. Z. 2007. <i>The tools of government in the digital age</i>. Macmillan International Higher Education. Chapter 1 "Exploring Government's Toolshed" • Carbon Emissions and Electricity in Saskatchewan Case Study 	Briefing Notes
Feb 20	Reading week – no class		
Feb 27	<ul style="list-style-type: none"> • Policy implementation • Position paper discussion 	<ul style="list-style-type: none"> • Module 7 on Canvas • Phillips et al. 63-80 • Sabatier, P. 1986. 'Top-Down and Bottom-Up Approaches to Implementation Research: A Critical Analysis and Suggested Synthesis.' <i>Journal of Public Policy</i>. 6: 21-48. • Johnson, E. et al. 2012. Beyond nudges: Tools of a choice architecture. <i>Marketing Letters</i>, 23(2), 487-504. • Indigenous Issues and the City of Saskatoon Policy Service Case Study 	Landscape Analysis
Mar 6	<ul style="list-style-type: none"> • Policy Networks and Communities 	<ul style="list-style-type: none"> • Module 8 on Canvas • Phillips et al. 102-139 • Truth and Reconciliation Commission of Canada. 2015. Calls to Action. Available online at: http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf • Martens, L., K. McNutt, and J. Rayner. 2015. "Power to the People? The Impacts and Outcomes of Energy Consultations in Saskatchewan and Nova Scotia." <i>Canadian Journal of Political Science</i>, 48(1): 1-27. • Idle No More Case Study 	Policy Options/ NATO Analysis

Mar 13	<ul style="list-style-type: none"> Policy Evaluation 	<ul style="list-style-type: none"> Module 9 on Canvas Phillips et al. 81-101 Treasury Board Secretariat. 2007. Canadian Cost-Benefit Analysis Guide. Cattapan, A. et el. 2017. The budget's baby steps on gender analysis. Policy Options McConnell, A. 2010. "Policy Success, Policy Failure and Grey Areas In-Between." <i>Journal of Public Policy</i>, 30(3), 345–362. The Phoenix Pay System Case Study 	
Mar 20	<ul style="list-style-type: none"> Policy Communication 	<ul style="list-style-type: none"> Module 10 on Canvas Soroka, S., Lawlor, A., Farnsworth, S., Young, L., Ramesh, M. H., Fritzen, S., & Araral, E. 2012. Mass media and policymaking. <i>Routledge handbook of public policy</i>, 1-15. Risk Perceptions in the Food Industry Case Study 	Implementation Plan
Mar 27	<ul style="list-style-type: none"> Decision Making Presentations 	<ul style="list-style-type: none"> Module 11 on Canvas Good, David A. 2011. Still Budgeting by Muddling through: Why Disjointed Incrementalism Lasts. <i>Policy and Society</i>, 30 (1), 41–51. Classroom Policy Case Study 	
Apr 3	<ul style="list-style-type: none"> Public Policy Moving Forward Presentations Course Wrap-up 	<ul style="list-style-type: none"> Module 12 on Canvas 	CDI Presentations

ASSIGNMENTS

Participation: Attendance and participation in class discussion is required. Classes are designed to be interactive and rely on student participation. Come to class prepared and ready to debate, reflect, and share your ideas. You will be evaluated on the quality of your participation.

Debate: In teams, you will play the role of a policy analyst/researcher for a political party and will argue for or against a policy solution for a wicked problem. You will also submit a one-page brief outlining your policy position with key facts and information supporting the position. Debates will take place on January 23rd. You will be evaluated on your ability to present an argument, use of evidence, ability to be concise, and respond to information.

Briefing Note: Using the template we review in class; you will prepare a one-page briefing note. Playing the role of a policy analyst, you have been asked to provide a briefing note on a topic of your choosing but is less than 5 years old. You will provide a robust overview of the necessary information related to

the issue but must be concise. The first draft of the briefing note is due on February 2nd and the final draft is due on February 13th. You will be evaluated on your use of the tool, ability to convey information, and writing quality.

Landscape Analysis and Defining the Agenda: Using the tools we reviewed in Module 5, you'll define the agenda concerning your policy problem. As a policy analyst, you'll use the SWOT and PESTLE tools to better understand the factors surrounding an emerging problem and draft a one page strategy note to frame the agenda.

Policy options/NATO analysis: Using Hood's NATO model, you will build a table (template on Canvas) that briefly identifies the full range of strategies and mechanism to be considered for addressing your policy concern. You will then write a one-page strategy note identifying the top three options for addressing the issue you have identified and the recommended measure.

Implementation Plan: As a policy analyst, you've been asked to draft an implementation plan (use the template on Canvas) for the recommendation your team is putting forward. You'll need to identify the key components of the policy's implementation include the who, what, where, and when as well as some general costs and other resources that will need to be developed.

Cabinet Decision Item: Using the 3-page template that we review in class, you will prepare a CDI. As a senior policy analyst, you have been asked to prepare a CDI setting out a recommendation for an upcoming cabinet meeting. The CDI is due on April 3rd. You will be evaluated on your use of the tool, ability to convey information, ability to support your argument, and quality of writing.

Presentation: You have been asked to provide a provide a brief to the Deputy Minister on your cabinet decision item. You've been asked to give a 5-minute presentation to the Deputy Minister and other staff. Be succinct and prepare for questions. Presentations will take place on April 3rd.

EVALUATION

- Participation: 10%
- Debate: 15%
- Briefing Note: 15%
- Landscape Analysis: 10%
- Policy Options/NATO Analysis: 10%
- Implementation Plan: 10%
- Cabinet Decision Item: 20%
- Presentation: 10%

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course was developed with support from JSGS faculty, past 806 instructors (namely Dr. Peter Phillips and Dr. Vince Hopkins) and staff members.