

JSGS 869 – Ideas in Public Policy

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
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OFFICE LOCATION:	Via Zoom appointment	
TERM:	Spring 2020	Spring 2020
ROOM:	Via Zoom	
DATE AND TIME:	June 1-5, 2020 – 9:30 A.M to 5:20 P.M. Sign up via UR Courses	We will have a lecture early am and early pm followed by a class discussion late am and late pm

CALENDAR DESCRIPTION

The objective of this course is to review and discuss major theoretical perspectives that contribute to our understanding of public policy. Featuring extensive class discussions, the course focuses on three related factors: ideas, institutions, and power and will help research students grasp major theoretical debates in policy analysis, with a special emphasis on sociological, political science, and interdisciplinary perspectives.

LEARNING OBJECTIVES

This course provides students with the ability to understand frameworks for understanding the roles of ideas, institutions, and power in shaping public policy, with particular emphasis on issues of globalization and power relations. Students will:

1. Be able to define, explain, and apply a systematic perspective on explanatory frameworks in policy analysis;
2. Have a clear understanding of multiple frameworks for dealing with the role of ideas, institutions, and power in policy analysis;
3. Be able to take a critical perspective on public policy issues and research;
4. Enhance the ability of students to think and write critically in reference to public policy research.

ATTRIBUTES OF JSGS GRADUATES

1. Management, Governance, and Leadership: Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. Communication and Social Skills: Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. Public Policy and Community Engagement: Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. Continuous Evaluation and Improvement: Commitment to on-going evaluation for continuous organizational and personal improvement.
6. Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

This course provides a solid foundation to students on the perspectives of ideas. Students will engage with theoretical materials, and also engage in the frameworks and methodologies employed in institutional and ideational academic and research work. Reading materials prior to class is essential so students can discuss issues, differences of opinion contained in the readings, and apply their knowledge in the classroom. Student's will apply their knowledge by participating, writing a paper, completing a take home exam and book review.

COURSE OUTLINE

LECTURE ONE: Mapping Explanatory Claims in Policy Analysis

Readings:

Parsons, C. 2007. How to Map Arguments in Political Science. Oxford University Press.

U of R: <https://ebookcentral.proquest.com/lib/uregina/detail.action?docID=415417>

U of S [ebook ordered]

LECTURE TWO: Ideas, Institutions and Agenda-Setting

Readings:

Schmidt V.A. 2010 Taking ideas and discourse seriously: explaining change through discursive institutionalism as the fourth 'new institutionalism'. Eur Pol Sci Rev 2(1) 1-25.

U of R link:

<https://login.libproxy.uregina.ca:8443/login?url=https://doi.org/10.1017/S175577390999021X>

U of S link: <https://doi.org/10.1017/S175577390999021X>

Kingdon, J. 2011. *Agendas, Alternatives, and Public Policies* (2d Ed) Pearson. (REPLACED THIS YEAR WITH):

Catney, P., Henneberry, J.M. 2016. Public entrepreneurship and the politics of regeneration in multi-level governance. *Environment and Planning C. Government and Policy*. 34(7): 1324-1343.

Harlow, J., Johnston, E., Hekler, E. Yeh, Z. 2018. Fostering Sustainability Transitions by Designing for the Convergence of Policy Windows and Transition Arenas. *Sustainability*. 10,2975; doi.10.3390/su10092975

Dubois, J., Saunders, K. 2017. Explaining the resurgence of Metis rights: Making the most of 'windows of opportunity.' *Can Public Admin* 60(1):48-67

(Available virtually at library)

LECTURE THREE: Puzzling and Powering

Readings:

Rose, R. 1991. "What is Lesson-Drawing?" *Journal of Public Policy*. 11(1) 3-30.

U of R: <https://login.libproxy.uregina.ca:8443/login?url=https://www.jstor.org/stable/4007336>

U of S: <https://www.jstor.org/stable/4007336>

Jenson, J. 1989. Paradigms and Political Discourse: Protective Legislation in France and the United States before 1914. *Canadian Journal of Political Science*. 22(2): 235-258.

U of R: <https://login.libproxy.uregina.ca:8443/login?url=https://www.jstor.org/stable/3228281>

U of S <https://www.jstor.org/stable/3228281>

Hall, P.A. 1993. Policy paradigms, social learning and the State: the case of economic policymaking in Britain. *Comparative Politics*. 25(3): 275-96.

U of R: <https://login.libproxy.uregina.ca:8443/login?url=https://www.jstor.org/stable/422246>

U of S: <https://www.jstor.org/stable/422246>

Daigneault, P.M. 2014. Reassessing the Concept of Policy Paradigm: Aligning Ontology and Methodology in Policy Studies. *Journal of European Public Policy* 21(3): 453-69.

U of R:

<https://login.libproxy.uregina.ca:8443/login?url=http://dx.doi.org/10.1080/13501763.2013.834071>

U of S <http://web.a.ebscohost.com/ehost/detail/detail?vid=0&sid=5325c4f2-b93f-439d-b74f-7ec3e1b4a0ed%40sessionmgr4006&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=poh&AN=94970608>

Berman, S. 2013. Ideational Theorizing in the Social Science since "Policy Paradigms, Social Learning, and the State. *Governance*. 26(2) 217-237.

U of R: <https://login.libproxy.uregina.ca:8443/login?url=http://dx.doi.org/10.1111/gove.12008>

U of S: [http://web.b.ebscohost.com/ehost/detail/detail?vid=0&sid=ac660acd-f15e-4c3d-ac52-a6a95429b5e7%40sessionmgr101&bdata=JnNpdGU9ZWUvc3QtbGl2ZQ%3d%3d#AN=85861696&db=b
SU](http://web.b.ebscohost.com/ehost/detail/detail?vid=0&sid=ac660acd-f15e-4c3d-ac52-a6a95429b5e7%40sessionmgr101&bdata=JnNpdGU9ZWUvc3QtbGl2ZQ%3d%3d#AN=85861696&db=b
SU)

Lukes, S. 2005. Power: A Radical View (second edition). Palgrave.

Online: <https://voidnetwork.gr/wp-content/uploads/2016/09/Power-A-Radical-View-Steven-Lukes.pdf>

Foucault, M. 1982. The Subject and Power. Critical Inquiry 8(4) 777-795.

U of R: <https://login.libproxy.uregina.ca:8443/login?url=https://www.jstor.org/stable/1343197>

U of S: <https://www.jstor.org/stable/1343197>

Caine, K.J., and Krugman, N. 2010. Powerful or just Plain Power-Full? A Power Analysis of Impact and Benefit Agreements in Canada's North. Organization & Environment. 23(1): 76-98.

U of R:

<https://login.libproxy.uregina.ca:8443/login?url=http://dx.doi.org/10.1177/1086026609358969>

U of S: <https://doi.org/10.1177%2F1086026609358969>

LECTURE FOUR: Policy Paradox

Readings:

Stone, D. 2012. Policy Paradox: The Art of Political Decision Making. W.W. Norton.

Online:

<https://docshare02.docshare.tips/files/27475/274752784.pdf><https://docshare02.docshare.tips/files/27475/274752784.pdf><https://docshare02.docshare.tips/files/27475/274752784.pdf><https://docshare02.docshare.tips/files/27475/274752784.pdf>

LECTURE FIVE: Critical Policy Analysis

Readings:

Fischer, F. 2003. Reframing Public Policy: Discursive Politics and Deliberative Practices.

U of R: <https://ebookcentral.proquest.com/lib/uregina/detail.action?docID=3052456>

U of S: on order

DESCRIPTION OF ASSIGNMENTS:

Take-home exam (questions distributed on June 5, 2020; due date June 12, 2020) – 30%

Two essay questions dealing with key issues discussed in class such as climate change, globalization, and power relations. You must explicitly draw on assigned reading material and your class notes to adopt a critical perspective on these issues (Course objectives 3 and 4). Write between 1200 and 1500 words per question. The assignment must be typed. Load the paper onto UR courses.

Book Review (due date June 19, 2020) – 20%

Summarize and offer a critical assessment of John W. Kingdon's book, "Agendas, Alternatives, and Public Policies" and assess how his multiple-streams framework is relevant for policy analysis (Course Objectives 1 and 4). The first half of the review should offer a concise summary of the book and the second half should formulate a systematic critique of it while referring to other assigned readings. Write between 1500 and 2000 words. The assignment must be typed. Load the paper onto UR courses.

Paper (due date June 26, 2020) – 40%

Prepare a paper that applies on of the theoretical frameworks discussed in class to a policy issue of your choice, in Canada or abroad (Course Objectives 2 and 4). Write between 5000 and 6000 words, excluding references. The bibliography must contain at least 20 references. The paper must be typed. Load the paper into UR courses.

Informed participation – 10%

Students must arrive in class and submit assignments on time, attend the lectures, read all the assigned material before each lecture, and significantly participate in class discussions using their critical thinking (Course objective 4).

SUPPLEMENTARY READINGS

See generic Graduate Studies and Research site for grading rubric will be used by instructor and students to consider the evidence of student learning and achievement in this course.

More specifically, the following is the JSGS Grading rubric used for all of our courses.

Grade Descriptors

Adopted November 2010

85+ excellent

A *superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An *excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A *good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A *generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

LATE ASSIGNMENTS

Late penalties will be in operation for all assignments except for documented medical reasons. There are no exceptions.

Penalties:	1 day	5 per cent
	2---4 days	15 per cent
	5---7 days	25 per cent

Assignments are not accepted after 7 days except for documented medical reasons.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Centre for Student Accessibility (<https://www.uregina.ca/student/accessibility/>).

University of Saskatchewan (USask): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Access and Equity Services (AES) at 966-7273 or aes@usask.ca (<https://students.usask.ca/health/centres/access-equity-services.php>).

STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, visit this website: <http://www.uregina.ca/student/counselling/contact.html>, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Monday to Friday.

University of Saskatchewan (USask): Students in this course who are experiencing stress can seek assistance from the University of Saskatchewan Student Wellness Centre. For more information, please visit this website: <https://students.usask.ca/health/centres/counselling-services.php>, or call (306) 966-4920 between 8:30 a.m. to 4:30 p.m. Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

University of Regina (U of R): Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html>) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and

phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

University of Saskatchewan (USask): Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at <http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php>). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.