

JSGS 869 – Ideas in Public Policy

UNIVERSITY OF REGINA & UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	Amy Zarzeczny
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OFFICE HOURS:	By appointment
OFFICE LOCATION:	334.6 CB (U of R)
TERM:	Winter 2023
ROOM:	Remote (via synchronous Zoom meetings) Please note: This course is housed on UR Courses. Any students requiring assistance with accessing UR Courses should reach out to the instructor as soon as possible.
DATE AND TIME:	Wednesdays, 1:00 – 3:45 p.m.

The syllabus for this course is comprised of this document plus the document titled “JSGS Common Syllabus 2021-22.” Please note the syllabus is subject to change until the start of term.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course builds on a version developed by Dr. Margot Hurlbert, JSGS Professor, and draws on materials from the JSGS PhD General Public Policy Reading List, to which many JSGS faculty members have contributed, and which is intended to assist PhD students in preparing for the general component of their comprehensive exam. I also extend my thanks to Dr. Loleen Berdahl for use of her materials on course policies.

CALENDAR DESCRIPTION

This course examines key readings in the public policy literature and provides students with an overview of key concepts and outcomes from political science, economics, sociology, and law that are germane to the theory and practice of public policy. The aim of the course is to provide the participants with a greater understanding of classic and contemporary theories of public policy and the ability to critically analyze and compare public policy. The material covered in the course serves as part of the foundation for the PhD comprehensive exam.

LEARNING OBJECTIVES

This course provides students with an opportunity to explore leading theories in public policy. The specific readings, assignments, and activities in JSGS 869 will help students both acquire and demonstrate the ability to:

- define, explain, and systematically apply explanatory frameworks in public policy analysis;

- communicate a clear understanding of multiple frameworks for dealing with the roles of ideas, institutions, and power in policy analysis;
- think and write critically in reference to public policy research and analysis.

COURSE CONTENT AND APPROACH

This virtual, synchronous course will run in the style of a graduate seminar, with a strong emphasis on discussion and the exchange of ideas. It is essential that students read and reflect on assigned materials prior to class so that you can discuss issues, identify differences of opinion contained in the readings, and apply your knowledge. Each of you brings unique expertise and experience to the class which you are encouraged and expected to share. The success of this course and the quality of your experience will depend largely on your own level of engagement. Students should make sure they have a working camera and microphone, and that they are participating from a location with a strong internet connection. The expectation is that students will have their cameras on and be prepared to engage in discussion. If that is a problem or concern for anyone, please reach out to the instructor to discuss accommodations.

REQUIRED READINGS

The required readings for each module are listed below. The majority of these materials can be accessed via the University of Regina or University of Saskatchewan libraries, including some of the texts which have been placed on reserve. Materials marked with an * were on the JSGS 2022 General Public Policy Reading List.

Any materials listed as supplementary should be considered optional reading. These materials are not required but will provide additional background and introduce different perspectives on the topics being considered. In some cases, the supplementary readings provide applied examples that draw on relevant theory to better understand specific policy issues. The intent is not that you review all supplementary materials. Rather, you are advised to pick and choose which of the supplementary materials to review depending on your areas of interest and/or challenge.

COURSE OUTLINE

Wednesday, January 11th: Introductions & Course Overview

Wednesday, January 18th: Ideas in Public Policy – Theory, practice, and why they matter

Required:

Peters, B. Guy. 2020. 'Public Policy Studies: Academic Roots and Practical Significance'. *AlMuntaqa* 3 (2).

<https://www.jstor.org/stable/10.31430/almuntaqa.3.2.0023>.

Hurlbert, Margot, and Joyeeta Gupta. 2015. 'The Split Ladder of Participation: A Diagnostic, Strategic, and Evaluation Tool to Assess When Participation Is Necessary'. *Environmental Science & Policy* 50: 100–113.

<https://doi.org/10.1016/j.envsci.2015.01.011>.

Wednesday, January 25th: Mapping Explanatory ClaimsRequired:

- *Parsons, Craig. 2007. *How to Map Arguments in Political Science*. Oxford University Press, Incorporated. U of R:
<https://ebookcentral.proquest.com/lib/uregina/detail.action?docID=415417>; U of S:
<https://primo-pmtna02.hosted.exlibrisgroup.com/permalink/f/3k8mfj/USaskIII.b49124146>

Wednesday, February 1st: Ideas, Institutions, and Agenda-SettingRequired:

- *Kingdon, John. 2011. *Agendas, Alternatives, and Public Policies*. Updated 2nd ed. Longman.
- Daigneault, Pierre-Marc. 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=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=poh&AN=94970608>

Supplementary:

- Dubois, Janique, and Kelly Saunders. 2017. 'Explaining the Resurgence of Metis Rights: Making the Most of "Windows of Opportunity"'. *Canadian Public Administration* 60 (1): 48–67. U of R:
[https://login/libroxy.uregina.ca:8443/login?url=https://link.gale.com/apps/doc/A490999002/EAIM?u=ureginalib&sid=EAIM&xid=6fde77b1](https://login.libproxy.uregina.ca:8443/login?url=https://link.gale.com/apps/doc/A490999002/EAIM?u=ureginalib&sid=EAIM&xid=6fde77b1); U of S link: <https://doi-org.cyber.usask.ca/10.1111/capa.12196>
- Béland, Daniel. 2016. 'Kingdon Reconsidered: Ideas, Interests and Institutions in Comparative Policy Analysis'. *Journal of Comparative Policy Analysis: Research and Practice* 18 (3): 228–42. <https://doi.org/10.1080/13876988.2015.1029770>.
- Hall, Peter. 1993. 'Policy Paradigms, Social Learning, and the State: The Case of Economic Policymaking in Britain'. *Comparative Politics*, 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>.

Wednesday, February 8th: Ideas, Institutions, and Agenda-Setting ContinuedRequired:

- *Campbell, John L. 2004. *Institutional Change and Globalization*. Princeton University Press.
- Schmidt, Vivien A. 2010. 'Taking Ideas and Discourse Seriously: Explaining Change through Discursive Institutionalism as the Fourth "New Institutionalism"'.

European Political Science Review 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>

Supplementary:

Hurlbert, Margot A., and Joyeeta Gupta. 2019. ‘An Institutional Analysis Method for Identifying Policy Instruments Facilitating the Adaptive Governance of Drought’. *Environmental Science & Policy* 93 (March): 221–31. <https://doi.org/10.1016/j.envsci.2018.09.017>.

Castle, David, and Peter W. Phillips. 2022. ‘Conclusions and Lessons Learned’. In *Ideas, Institutions, and Interests; The Drivers of Canadian Provincial Science, Technology, and Innovation Policy*, 353–83. University of Toronto Press. <https://doi.org/10.3138/9781487534806>.

Wednesday, February 15th: Exploring Power in Public Policy

Required:

* Lukes, Steven. 2021. *Power: A Radical View*. 3rd ed. Bloomsbury Publishing. Please note that the 2nd edition is acceptable and is available online through the U of S library.

Supplementary:

Contandriopoulos, Damien, Astrid Brousselle, Catherine Larouche, Mylaine Breton, Michèle Rivard, Marie-Dominique Beaulieu, Jeannie Haggerty, Geneviève Champagne, and Mélanie Perroux. 2018. ‘Healthcare Reforms, Inertia Polarization and Group Influence’. *Health Policy (Amsterdam)* 122 (9): 1018–27. <https://doi.org/10.1016/j.healthpol.2018.07.007>.

Gazso, Amber. 2020. ‘Dueling Discourses, Power, and the Construction of the Recovering Addict: When Social Assistance Confronts Addiction in Toronto, Canada’. *Critical Social Policy* 40 (1): 130–50. <https://doi.org/10.1177/0261018319839158>.

**** Wednesday, February 22nd : Winter Reading Week: No Class ****

Wednesday, March 1st: Issue Framing Presentations

Wednesday, March 8th: Policy Paradox & the Power of Narratives

Required:

* Stone, Deborah A. 2012. *Policy Paradox: The Art of Political Decision Making*. W.W. Norton.

Supplementary:

Antonipillai, Valentina, Julia Abelson, Olive Wahoush, Andrea Baumann, and Lisa Schwartz. 2020. ‘Policy Agenda-Setting and Causal Stories: Examining How Organized Interests Redefined the Problem of Refugee Health Policy in Canada’. *Healthcare Policy* 15 (3): 116–31. <https://doi.org/10.12927/hcpol.2020.26126>.

Wednesday, March 15th:

Discursive Perspectives on Policy

Required:

*Fischer, Frank. 2003. *Reframing Public Policy: Discursive Politics and Deliberative Practices*. Oxford University Press, Incorporated. U of R:
<https://ebookcentral.proquest.com/lib/uregina/detail.action?docID=3052456>; U of S: <https://www-oxfordscholarship-com.cyber.usask.ca/view/10.1093/019924264X.001.0001/acprof-97801992>

Supplementary:

Durnova, Ana, Frank Fischer, and Philippe Zittoun. 2016. 'Discursive Approaches to Public Policy: Politics, Argumentation, and Deliberation'. In *Contemporary Approaches to Public Policy; Theories, Controversies and Perspectives*, edited by Philippe Zittoun and B. Guy Peters, 35–56. International Series on Public Policy. Palgrave Macmillan. https://doi.org/10.1057/978-1-137-50494-4_3.

Coulas, Mary. 2021. 'Discursive Institutionalism and Food Policy Research: The Case Study of Canada's National Food Policy'. *Frontiers in Communication* 6. <https://doi.org/10.3389/fcomm.2021.749027>.

Wednesday, March 22nd:

Policy Influence through Different Lenses

Required:

Weible, Christopher M., and Hank C. Jenkins-Smith. 2016. 'The Advocacy Coalition Framework: An Approach for the Comparative Analysis of Contentious Policy Issues'. In *Contemporary Approaches to Public Policy: Theories, Controversies and Perspectives*, edited by B. Guy Peters and Philippe Zittoun, 15–34. International Series on Public Policy. London: Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-50494-4_2.

Fligstein, Neil, and Doug McAdam. 2011. 'Toward a General Theory of Strategic Action Fields'. *Sociological Theory* 29 (1). <https://doi.org/10.1111/j.1467-9558.2010.01385>.

Supplementary:

Nykiforuk, Candace I.J., Jennifer Ann McGetrick, Kim D. Raine, and T. Cameron Wild. 2019. 'Advocacy Coalition Impacts on Healthy Public Policy-Oriented Learning in Alberta, Canada (2009–2016): A Difference-in-Differences Analysis'. *Social Science & Medicine* 220 (January): 31–40. <https://doi.org/10.1016/j.socscimed.2018.10.017>.

Wednesday, March 29th:

Two-Eyed Seeing in Public Policy

Required:

Martin, Donna E., Shirley Thompson, Myrle Ballard, and Janice Linton. 2017. 'Two-Eyed Seeing in Research and Its Absence in Policy: Little Saskatchewan First Nation Elders' Experiences of the 2011 Flood and Forced Displacement'.

International Indigenous Policy Journal 8 (4).

<https://doi.org/DOI:10.18584/iipj.2017.8.4.6>.

Bartlett, Cheryl, Murdena Marshall, and Albert Marshall. 2012. 'Two-Eyed Seeing and Other Lessons Learned within a Co-Learning Journey of Bringing Together Indigenous and Mainstream Knowledges and Ways of Knowing'. *Journal of Environmental Studies and Sciences* 2 (4): 331–40. <https://doi.org/10.1007/s13412-012-0086-8>.

Supplementary:

Chief Cadmus Delorme. 2021. How the First Nations canoe and Canada canoe can once again travel side by side. Interview by Ken Coates. Macdonald-Laurier Institute. <https://macdonaldlaurier.ca/first-nations-canoe-canada-canoe-can-travel-side-side-straight-talk-chief-cadmus-delorme/>. Read the transcript or watch the video of the interview.

Walter, Maggie. 2022. 'Review: weaving stories and data to decolonize methodologies'. In *Indigenous Women's Voices; 20 Years on from Linda Tuhiwai Smith's Decolonizing Methodologies*, edited by tebrakunna country, Emma Lee and Jennifer Evans, 189-204. Zed Books.

<https://library.oapen.org/handle/20.500.12657/52483>.

Augie, Fleras, and Roger Maaka. 2010. 'Indigeneity-Grounded Analysis (IGA) as Policy(-Making) Lens: New Zealand Models, Canadian Realities'. *International Indigenous Policy Journal* 1 (1). <https://doi.org/DOI:10.18584/iipj.2010.1.1.4>.

Wednesday, April 5th:

Lesson Drawing & Looking Forward

Required:

* Rose, Richard. 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>

Supplementary:

Béland, Daniel. 2014. 'Developing Sustainable Urban Transportation; Lesson Drawing and the Framing of Montreal's Bikesharing Policy'. *International Journal of Sociology and Social Policy* 34 (7): 545–58. <https://doi.org/10.1108/IJSSP-07-2013-0072>. U of R:

<https://login.libproxy.uregina.ca:8443/login?url=https://www.proquest.com/scholarly-journals/developing-sustainable-urban-transportation/docview/1651702956/se-2>

Mattocks, Kate. 2021. 'Policy Experimentation and Policy Learning in Canadian Cultural Policy'. *Policy Sciences* 54 (4): 891–909. <https://doi.org/10.1007/s11077-021-09433-3>.

EVALUATION

Method of Evaluation	% of Total Course Grade	Time Frame/Due-Date
Engagement	10%	Ongoing
Seminar Leader	20%	As assigned
Critical Analysis Project (3 phases)		
➤ Phase 1: Issue framing presentation	20%	March 1 st
➤ Phase 2: Peer feedback	10%	March 15 th
➤ Phase 3: Paper	40%	April 12 th

All assignments are due by **8:00 am Saskatchewan time**. *Please be aware of time changes and note that Saskatchewan does not observe daylight savings time.*

Descriptions of each assignment follow below and additional information about the expectations for each will be provided in marking guide rubrics that will be available on the UR Courses site.

All assignments must be submitted via the online submission tool in our UR Courses course site. Please ensure you keep a copy of all work submitted for evaluation in this course until you have received your final grade.

Please note: This course uses a version of **Turnitin** that is integrated into UR Courses. There are a few specific things to note about our use of Turnitin:

- Turnitin is a tool for online submission and grading and that will be its primary function in this course. It also offers an originality checking function which can provide an opportunity for students to improve their assignments (e.g., by making sure citations are complete and accurate, etc.) before a final submission.
- Students can choose to view an “originality report” for their assignment. Originality reports are not designed to identify plagiarism but identify high degrees of similarity. Similarities can occur for a variety of reasons (e.g., improperly formatted citations, common phrases or expressions, etc.). If, for example, your originality report identifies improperly formatted citations, you can fix the problem with your assignment and resubmit any time before the due date.
- Student papers will NOT be stored on Turnitin.
- Students are NOT required to create or use a personal Turnitin account. All assignment submissions and viewing of marks and feedback are accessed through our UR Courses site.

Please also note: The JSGS Honour Pledge (see the JSGS Common Syllabus 2022-2023 available on our course site) should be included on every assignment submission (can be as a Header or Footer, on a title slide, or on a title page, as applicable).

Referencing: As discussed further below, academic integrity is of paramount importance and is taken very seriously. Anytime you use material (e.g., ideas, data, etc.) from someone or

somewhere else, you must reference your source. A wide variety of citation styles exist. For the purpose of consistency, the Johnson Shoyama Graduate School of Public Policy uses the Chicago Manual of Style's in-text, author date system. Please note the in-text, author date system does not use footnotes or endnotes. Students can also access the full online version of the Chicago Manual of Style through the University of Regina and University of Saskatchewan libraries.

ASSIGNMENTS

Engagement (10%) – Ongoing throughout the semester (every week counts!)

Active, meaningful engagement is essential to success in a graduate course. Students are expected to attend class consistently and participate in discussions in a constructive, professional, and informed manner, including by demonstrating that they have read and thought critically about the materials for the week. Engagement is assessed on a week-by-week basis, meaning students cannot make up for a lack of engagement over the term by robust participation in the final few weeks. If a student is unable to attend class (e.g. due to illness), they are asked to notify the professor in advance.

Seminar Leader (20%) - As assigned

Each student will be required to serve as the Seminar Leader for an assigned topic*. A sign-up sheet will be available early in the semester. Seminar Leaders are responsible for the following:

1. Give a short presentation (10-15 minutes) that provides an overview of key concepts or frameworks covered in the readings associated with the assigned topic (will be provided).
2. Prepare discussion questions and/or a class activity that will help fellow students explore the topic in more depth, identify areas of challenge or ambiguity, and/or analyze strengths and limitations. Seminar Leaders should plan to spend approximately 30 minutes of class time on this discussion and/or activity. s
3. Submit a copy of the presentation along with a summary document that captures any discussion questions and activities used in the seminar. This submission should also include a **reflection** section in which students should reflect on and share their key learnings from this exercise. This reflection may, for example, include challenges that the student faced and how they overcame them. The reflection should be between 250-500 words.

**Please note:* Depending on course enrollment numbers, there may be more than one Student Leader assigned for a given week. In such a case, the readings/topic(s) and activities will be divided in consultation with the professor.

Critical Analysis Project – See components below

In this project, students will analyze one public policy issue using three different theories or frameworks covered in the course (e.g., Luke's theories of power, Kingdon's policy windows, etc.), and offer an argument regarding which is most useful for facilitating a deep understanding of the issue, and in supporting identification of associated public policy implications and options for moving forward. As part of this analysis, students will need to ensure that they have a sound understanding of each theory or framework, including their strengths and limitations. It will also

be important for students to demonstrate an ability to apply theoretical concepts to a real world public policy issue.

➤ **Phase 1: Issue Framing Presentation (20%) – March 1st**

In the first phase of this project, students must prepare a presentation in which they:

1. Identify a current public policy issue that they will study for this purpose of this Critical Analysis Project;
2. Frame the issue and explain why it is important and worthy of study (i.e. answer the infamous ‘so what’ question that is often posed to public policy researchers);
3. Identify and briefly explain the three theories or frameworks that they intend to use in their analysis, and
4. Briefly describe how they plan to proceed with their analysis (e.g. questions to consider, evidence to gather, areas in the literature to explore, etc.).

Each student will present in class on March 1st. A copy of the presentation must be submitted by 8:00 am (SK time) on March 1st, using the submission link in the UR Courses site. Students will have 10 minutes to present, which will be followed by a question and answer period. You are free to use the JSGS powerpoint template (available on our UR Courses site), but you are not required to do so. These presentations are intended to be concise, and to present a roadmap of where you intend for your work to go. This is a preliminary step toward the final paper (described below). It is an opportunity to get feedback on the direction of your work as well as to practice your presentation skills in a constrained time context, where being clear, focused, and concise is critical to success.

➤ **Phase 2: Peer Feedback (10%) – March 15th**

Each student will be assigned to provide peer feedback to one or more of their colleagues regarding their issue framing presentation. It is critical that this feedback be supportive, constructive, and professional. It may, for example, include questions to contemplate, areas to explore or clarify, suggested resources, and/or implications to consider in the preparation of the final paper submission. As you prepare this feedback, please keep in mind that it will be shared with your colleague(s) and that it is intended to help them strengthen their work for the final submission. Reviewing others’ work can also help us improve our ability to critically assess our own work and identify areas for improvement. The feedback should be between 200 – 400 words and must be submitted using the link in our UR Courses site.

➤ **Phase 3: Paper (40%) – April 12th**

After considering the feedback they received from the professor and their peers on their issue framing presentations, students will prepare and submit their final paper via the assignment submission system on UR Courses. This paper should be between 3,000-5,000 words, not counting the title page and bibliography. Any appendices (which are not required) and the in-text citations are included in the word count. This is an academic paper that must use appropriate sources and referencing.

LATE ASSIGNMENTS

5% will be deducted per day for late assignments, subject to extensions granted in exceptional circumstances which are generally unanticipated and outside the student's control (e.g., illness, family emergency). If such a situation should arise, please contact the professor as soon as possible.

EMAIL POLICY

To ensure my ability to respond to all student emails in a timely fashion, please be sure to check the course syllabus and our UR Courses course site thoroughly for answers to any questions before reaching out. Students can typically expect a response to emails with 24 hours, Monday-Friday. I do not typically respond to emails in the evenings, on weekends or on statutory holidays. Please always include your full name and course information in any communications.

GRADE DISCUSSIONS POLICY

I do not hold grade discussion meetings in the first three days after returning grades to allow students sufficient time to review their grades properly against the assignment overview and any other information that was provided. To initiate a grade discussion: (1) Email me a one-half to one-page written summary of what about your grade is unclear to you or what area you are struggling with. Your written explanation should refer directly to the assignment overview and the grading rubric. Along with this summary, include a copy of your assignment. (2) Schedule a 10 to 15-minute meeting with me to discuss the assignment.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf>

JSGS GRADE DESCRIPTIONS

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.

Below 70% is a failing grade

Please note that JSGS course averages typically fall in the range of 78-80%.