

PAPM 1001A – Policy: Analysis, Implementation, and Evaluation

Lectures: Fridays 9:35 – 11:25

Lecture Format: In-Person

Fall 2025 – September 03 to December 05

Department of Public Affairs and Policy Management: <https://carleton.ca/bpapm/>

Instructor: Dr. Michael Campbell

Email: MichaelEcampbell@cunet.carleton.ca

Office Hours and Location: Thursdays 9:00 to 11:00

Teaching Assistant: TBA

Brightspace: <https://brightspace.carleton.ca/d2l/home/371784>

Course Description:

“The processes of policy-making, implementation and evaluation. Forces that shape policy deliberations and alternative tools for managing policy action and policy evaluation. Theoretical approaches to understanding the origins of policy, and methods by which programs are designed and assessed.”

Course Overview:

In this course, students are introduced to the foundational concepts, key theories, and analytical tools needed to better understand and evaluate public policy and policymaking processes. Course content highlights the administrative, institutional, and structural components underpinning the development of public policy, as well as the content and consequences of those policies. To demonstrate how public policy is created and how knowledge is derived from it, the course emphasizes five distinct stages of the policy process: agenda-setting, policy formulation, decision-making, implementation, and evaluation. Studying these as distinct analytical lenses will help to demystify policymaking processes while also revealing patterns of state-society relations, policy diffusion, and policy change. Knowledge gained from this course will arm students with the skills needed to critically assess policy outcomes and the political and administrative processes that produced them.

Preclusions:

This course precludes additional credit for PAPM 2000.

Course Format:

Weekly lectures and tutorials for this course are delivered in person. The focus of each lecture topic can be identified in the **Lecture and Reading Schedule**. Each week’s topic indicates assigned readings, which students are expected to read *before* lecture / tutorial begins. Students are expected to participate in tutorials which include discussion and exercise components.

Learning Outcomes:

Upon successful completion of this course, students will gain the skills and knowledge to:

1. Examine policymaking processes and content using the stages in the Policy Cycle model as a guiding framework for analysis
2. Identify and critically examine the roles of policy actors, ideas, institutions, and other structural elements in shaping policy
3. Analytically identify and isolate the different procedures that occur at different stages of the policy process
4. Discuss the importance of governance in modern decentralized states and demonstrate understanding of policy learning and transfer within and across countries
5. Critically analyze and develop argumentation concerning the study of public policy

Required Course Materials:

The textbook required for this course can be purchased at the Carleton bookstore (an e-book is also available):

- Knill, Christoph and Jale Tolun. 2020. *Public Policy: A New Introduction*. Second Edition. Bloomsbury Academic. (Approximate Cost \$71.02).

All other readings can be accessed through the AREs reserve system on Brightspace.

Course Evaluation:

Submission Policy: All written assignments must be submitted electronically via Brightspace. Each assignment will have its own dedicated module for uploading. Submissions should be in Microsoft Word format only (PDFs will not be accepted). File names must follow the format: *lastname_firstname_assignment#* (e.g., Smith_Jane_Assignment1).

Late submission policy: Any assignments that are submitted after the stated due dates, and without valid reason for extension, will be penalized five percent (5%) per day. Furthermore, any assignment submitted seven days following the stated due date will not be accepted, resulting in an immediate score of zero (0%). Extensions will be granted on a case-by-case basis, and at the discretion of the course instructor. Any requests for extensions must be submitted to the instructor at least 48-hours before an assignment's indicated due date. This requirement will only be waived in the event of emergency. Valid reasons for extension include medical or emergency situations.

Citation Style: The citation style for all assignments must be Chicago (author-date). This is to ensure that exact sources of information can be verified by the reader. Guidelines for this style can be found here: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

General Overview:

Assignment/Task:	Due Date:	Value:
Tutorial Attendance and Participation	Ongoing	15%
Short Research Paper	19 September	10%
Midterm	17 October	20%
Agenda-Setting Report	14 November	20%
Final Exam	TBA	35%

Assignments and Evaluation – Details:

- A note on assignments: *Additional details about assignments will be posted to Brightspace and discussed in class closer to the due date.*

Tutorial Attendance and Participation (15%): Students are expected to attend ten tutorial sessions and participate in discussions and exercises led by the teaching assistant. Emphasis of discussion is placed on the assigned readings for each week, and students must complete these readings before tutorial so that they are able to discuss the topics in detail. Students will be graded based on the quality of their contributions and questions they ask, which should demonstrate knowledge of the course material associated with the relevant tutorial session. Dates and general topics for the tutorial sessions can be found below.

Short Research Paper (10%): The objective of this exercise is to help students visualize ways in which real-world issues are connected to specific government policies. This will help students to think critically about policy design and will serve as a good starting point in terms of exploring policy processes. In this assignment, students will choose a public policy problem in Canada and identify one public policy designed to address it. In 750-1000 words, students will describe the public problem, explain the policy, discuss potential effectiveness, and express ways in which the policy may be potentially improved. Given that this is early in the semester, you are not expected to have deep-policy knowledge yet. The goal is to begin thinking about how public policies are designed to address real world problems, while also practicing your writing and research skills. Writing should be clear, well-organized, and coherent. Students must use a minimum of five credible sources.

Agenda Setting Report (20%): In this assignment, students will analyze the agenda-setting process by tracing how a public problem moves from the systemic to the decision agenda. The paper should present a clear, evidence-based argument explaining why the issue was deemed worthy of government intervention. Students may choose to build on the public problem and policy introduced in the first assignment. Drawing on evidence from the course textbook and course readings (especially those from Lecture 10), as well as academic research (e.g., peer-reviewed journal articles, books, or edited volumes) and grey literature (e.g., government reports, policy briefs, think tank analyses, or reputable media coverage), students will examine how the problem was defined, the terms and frames used to describe it, the risks of inaction, and the degree of

consensus surrounding it. Special attention will also be given to the role of key actors in the process. Papers should be 1250-1500 words, written clearly and concisely. While students must draw on additional sources beyond the course readings, the central objective is to develop and defend an argument rooted in the materials and analytic frameworks provided in the course.

Midterm (20%): An in-class midterm will take place on 17 October and will last approximately two hours. This exam will cover material from weeks 1-6 and it will consist of multiple choice and short answers.

Final Exam (35%): A final exam will take place during Carleton's formal examination period and will last approximately three hours. It is a cumulative exam and will consist of multiple choice, short answers, and essay questions. The date will be provided when it becomes available from Scheduling and Examination Services.

Tutorial Meeting Dates:

There are ten tutorials scheduled throughout the semester, and students are expected to attend each one. Tutorial discussions align with the topics outlined in the Lecture and Reading Schedule. To maximize participation marks students should complete the assigned readings in advance and be prepared to actively contribute to discussions.

<u>Tutorial Date</u>	<u>Tutorial Discussion Topic</u>
12 September	What is Public Policy?
19 September	Types of Public Policy
26 September	Policy Context
03 October	Why Government Makes Policy
10 October	Analyzing Agenda Setting
31 October	Policy Formulation and Decision-Making
07 November	Policy Implementation
14 November	Evaluating Policy
21 November	Governance
28 November	International Public Policy

Lecture and Reading Schedule:

Lecture 1 (September 5) – Introduction to Course

Recommended:

- Brooks, Stephen. 2018. "The profession of policy analyst in Canada," pp. 27-49 in Laurent Dobuzinkis and Michael Howlett eds. *Policy Analysis in Canada*. Policy Press.

Lecture 2 (September 12) – What is Public Policy?

- Textbook: Chapter 1 – “Introduction.”
- Jann, Werner and Kai Wegrich. 2006. “Theories of the Policy Cycle,” pp. 94-123 in Frank Fischer, Gerald J. Miller and Mara S. Sydney eds. *Handbook of Public Policy Analysis: Theory, Politics, and Methods*. Routledge.
- Cairney, Paul. “What is Policy?” <https://paulcairney.wordpress.com/2016/03/04/what-is-policy-3/>
- Cairney, Paul. “Policy in 500 Words: what is public policy and why does it matter?” <https://paulcairney.wordpress.com/2016/04/28/policy-in-500-words-what-is-public-policy-and-why-does-it-matter/>

Lecture 3 (September 19) – Types of Public Policy

- Textbook: Chapter 2 – “The Nature of Public Policies.”
- Chapter 5 – “Policy Formulation,” pp. 132-175 in Michael Howlett, M. Ramesh and Anthony Perl. 2016. *Studying Public Policy: Principles and Processes*. Oxford University Press. (Read only pages 142-175).

Lecture 4 (September 26) – Policy Context

- Textbook: Chapter 3 – “The Context for Policy-Making: Central Institutions and Actors.”
- Chapter 5 – “Public Administration and Institutions: The Real World of Organizations and the Machinery of Government,” pp. 115-163 in Gregory J. Inwood. 2014. *Understanding Canadian Public Administration: An Introduction to Theory and Practice*. Second Edition. Pearson.

Lecture 5 (October 3) – Why Government Makes Policy

- Textbook: Chapter 4 – “Theoretical Approaches to Policy-Making.”
- Anyebe, Adam A. 2018. “An Overview of Approaches to the Study of Public Policy,” *International Journal of Political Science* 4 (1): 8-17.

Lecture 6 (October 10) – Analyzing Agenda Setting

- Textbook: Chapter 5 – “Problem Definition and Agenda-Setting.”
- Zahariadis, Nikolas. 2016. “Setting the Agenda on Agenda Setting: Definitions, Concepts, and Controversies,” pp. 1-22 in Nikolas Zahariadis ed. *Handbook of Public Policy Agenda Setting*. Edward Elgar Publishing. **(Read only pages 1-14).**

Recommended:

- Herweg, Nicole, Nikolas Zahariadis and Reimut Zohlnöfer. 2023. “The Multiple Streams Framework: Foundations, Refinements, and Empirical Applications.” pp. 29-64 in Christopher M. Weible ed. *Theories of the Policy Process*. Fifth Edition. Routledge.

Lecture 7 (October 17) – In Class Midterm

Fall Break (October 20-24) – No Classes

Lecture 8 (October 31) – Policy Formulation and Decision-Making

- Textbook: Chapter 6 – “Decision-Making.”
- Fitzgerald, Cathal, Eoin O’Malley and Deiric Ó Broin. 2019. “Policy Success/Policy Failure: A Framework for Understanding Policy Choices,” *Administration* 6 (2): 1-24.

Lecture 9 (November 7) – Policy Implementation

- Textbook: Chapter 7 – “Implementation.”
- Chapter 5 – “Policy Implementation,” in Wu, Xun et al. 2017. *The Public Policy primer: Managing the Process*. Second Edition. Routledge.

Lecture 10 (November 14) – Evaluating Policy

- Textbook: Chapter 8 – “Evaluation”
- Patton, Michael Quinn. 2023. “Public policy evaluation: origins and evolution,” pp. 16-31 in Frédéric Varone, Steve Jacob, and Pirim Bundi eds. *Handbook of Public Policy Evaluation*. Edward Elgar Publishing.
- Head, Brian W. 2008. “Three Lenses of Evidenced-Based Policy,” *The Australian Journal of Public Administration*. 67 (1): 1-11.

- **Lecture 11 (November 21) – Governance**

- Textbook: Chapter 9 – “Governance: A Synoptic Perspective on Policy-Making.”
- Rhodes, R.A.W. 1996. “The New Governance: Governing Without Government,” *Political Studies* 44 (4): 652-667.
- Levasseur, Karine. 2023. “Canada’s Jagged Record on Social Policy Collaboration between Government and the Voluntary Sector,” pp. 559-569 in Karen J. Baehler ed. *The Oxford Handbook of Governance and Public Management for Social Policy*. Oxford University Press.

Lecture 12 (November 28) – Globalization and International Public Policy

- Textbook: Chapter 10 – “Public Policies Beyond the Nation State.”
- Gilardi, Fabrizio. 2012. “Transnational Diffusion: Norms, ideas, and policies,” pp. 453-477 in Walter Carlsnaes, Thomas Risse, and Beth Simmons eds. *Handbook of International relations*. Sage Publications.

Recommended:

- Chapter 1 – “Transnational Advocacy Networks in International Politics: Introduction” pp. 12-52 in Keck, Margaret E. and Kathryn A. Sikkink *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell University Press.

Lecture 13 (December 5) – Policy Change and the Future of Public Policy

- Textbook: Chapter 11 – “Policy Change and Policy Convergence.”
- Textbook: Chapter 12 – “Conclusions: Theoretical Insights and Practical Advice.”

Appendix

i. Academic Integrity and Plagiarism

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor.

The Associate Dean of the Faculty follows a rigorous [process for academic integrity allegations](#), including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of “F” for the course.

ii. Use of Generative Artificial Intelligence Tools (e.g., Chat GPT)

Any use of generative AI tools to produce assessed content is considered a violation of academic integrity standards. This applies to take-home assignments, exams, or class discussions.

iii. Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation

request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

- If you require supporting documentation for short-term considerations, you may only request the [Academic Consideration for Coursework form](#). You may **not** request medical notes or documentation.
- Consult the [Academic Consideration Policy for instructors](#) information page for more details.

iv. Statement on Student Mental Health

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

- Mental Health Resources:

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

v. Final Grade Approval

As per the Carleton University Undergraduate Calendar, letter grades are assigned based on the following percentages:

	+		–
A	90-100	85-89	80-84
B	77-79	73-76	70-72
C	67-69	63-66	60-62
D	56-59	53-56	50-52
F	Below 50		

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

vi. Statement on Student Conduct

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

vii. Student Conduct

All communications, whether in-person or via e-mail should be professional and respectful and should remain consistent with the Student Rights and Responsibilities Policy:

<https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>