

Carleton University  
Fall 2019  
Department of Political Science  
<https://carleton.ca/polisci/>

## **FYSM 1611C**

### **Power, Liberty & Public Policy – From Ideas to Practice**

**Time/Location: Thursdays, 14:35-17:25**  
**Please confirm location on Carleton Central**

**Instructor:** Noah Schwartz  
**Office:** Loeb C661  
**Office Hours:** Tuesdays, 13h-15h or by appointment.  
**Phone:** 613-520-2600 x 1425  
**E-mail:** [noah.schwartz@carleton.ca](mailto:noah.schwartz@carleton.ca)

#### **Course Description**

Do you care about political issues like the environment, healthcare, civil rights, gun control, and social welfare? Want to learn more about how important decisions are made that impact *your* life? This course might be for you.

Over the semester we will be working together to find answers to a number of key questions. What is public policy? Who makes it? Why does it matter? This course will introduce you to the basics of public policy, with a focus on exploring what theory can tell us about key policy issues. The first section of the course will introduce you to a number of important theories that help us navigate through the murky waters of politics. In the second section, we will explore important issues in public policy like environmental/conservation policy, firearms policy & health policy, applying what we learned in part one to these practical, real world issues.

As this course is a first-year seminar, you will get to explore the course content in a small group. This means you will get the chance to discuss the course material and readings with your peers, take part in hands-on learning activities and tailor certain elements of the course to suit your own interests and career goals.

Together, we will explore the role of power in politics and discuss the delicate balance that policy makers must strike between promoting the public good and protecting individual liberty.

## **Learning Outcomes**

By the end of the course, you will be able to:

Distinguish between the major theories in the field of public policy. This includes being able to:

- Define the major theories of public policy.
- Identify the key theorists associated with those theories.
- Outline the key ideas of each theory.
- Explain the major strengths and weaknesses of each theory.

Analyze important policy issues using these theories. Including being able to:

- Identify key policy issues.
- Explain what insights the theories of public policy can provide on these policy issues.

Demonstrate the ability to acknowledge and respect alternate views. Including being able to:

- Discuss the main arguments of positions that you may disagree with.
- Engage respectfully in debates with those whose ideas you oppose.

Write a short research paper taking an informed position on a public policy issue. This involves being able to:

- Identify relevant scholarly research on the topic.
- Develop a research question and a specific, argumentative thesis statement to answer it.
- Defend your thesis statement with evidence from relevant scholarly sources.
- Demonstrate the ability to cite sources using a major academic citation style (APA, MLA, Chicago, Harvard, etc.)

## **Assessments:**

*Note – All assessments are to be submitted on CuLearn by 11:59pm on the due date.*

Theory Profiles (10%) – Weeks 2-6. Due on CuLearn by 11:59pm the night before the next class.

Each week that a theory is covered, you will be given 20mins of class time to work in small groups on your Theory Profiles. You will be provided with a theory profile template, which asks you to identify the main thinkers for a theory, the key ideas or main points of the theory, the strengths and weaknesses of the theory and its relationship to other theories we have covered.

You will then have to upload these theory profiles to your online portfolio on CuLearn. I will provide feedback on the 1st theory profile and the 3rd, so that you have multiple opportunities to receive feedback. Otherwise I will simply check that they are complete.

Annotated Bibliography (10%) – Due October 4 by 11:59pm on CuLearn.

An annotated bibliography provides a properly formatted list of some of the sources you will use for your final paper, as well as a brief explanation of why they are useful to your project. You must identify your first **five academic sources** for your paper. You must write a short paragraph (3-4 sentences) for **each source** which explains what the source is and how it will inform your paper.

Choose Your Own Assignment (20%) – Due Oct. 18 by 11:59pm on CuLearn.

There are a number of options for this assignment, depending on your preferences and the direction you see yourself taking in the future with your career. You must write a 400-word assignment on a major policy issue you find interesting. This could include climate change policy, indigenous affairs, firearms policy, welfare policy, childcare policy, etc. This assignment should take the form of a briefing note to a government minister, a blog post, a speech or a newspaper op-ed. You will be introduced to each of these formats in class.

Abstract (10%) – Due Nov. 8 by 11:59pm on CuLearn.

An abstract is a short summary of a paper. They are usually placed before the paper in academic journals. When applying for conferences, academics are usually asked to submit a short abstract of their paper. For this assignment you must submit a short, 250-word abstract that introduces the topic of your paper, your research question and your tentative thesis statement. This must be submitted alongside a new draft of your annotated bibliography, to demonstrate that you have made changes based on my feedback.

Weekly Participation (20%) – Ongoing

Most (15%) of your participation grade will be assessed based on your weekly participation. This includes coming to class every week (unless you have a legitimate reason to miss it) and participating in class discussions and small group activities. The final 5% of your participation mark will be based on an in-class reflection activity on the last day. For more details see Week 13.

Final Paper (30%) – Due Dec. 6 by 11:59pm on CuLearn.

The principle summative assessment for this course will be a 2,000-2,500 word final paper. This assignment will require you to apply one of the theories we have studied to a policy issue of your choice to make an argument regarding that issue. This involves creating an argumentative thesis statement and defending it with well-structured arguments based on academic sources (peer-reviewed journal articles, books from academic publishing presses). You must draw on at least seven (7) academic sources. You may also use news articles, government documents and other media sources in order to provide context on your policy issue, but you avoid drawing arguments from these sources.

### Teaching Approach

The focus of this course is on **active learning** rather than lecturing. As a result, you are expected to take responsibility for your own learning. Keeping up with weekly readings will be important, as not all course content will be directly delivered in class. You are expected to come prepared to discuss the key concepts from the readings. Classes will thus be taken up with exploring the texts, clarifying issues and learning the key skills required to be a successful student of policy. This will involve interactive activities, small group discussions and hands-on learning opportunities.

### Materials

The main textbook for the course is:

Hill, Michael J. & Varone, Frédéric (2016). *The Public Policy Process* (7<sup>th</sup> edition). New York: Pearson.

This textbook can be found:

1. At the Carleton Bookstore
2. On the 2hr reserve desk at the library.

Other readings will be made available through the **ARES** system on CuLearn or through the Carleton Library.

### Online Component

Students are responsible for regularly (at least 1-2 times per week) monitoring the course CuLearn Page for updates or news. All assignments will be handed in online via CuLearn.

### Weekly Schedule

#### Week 1

#### September 5 What is public policy?

What do I read before class?	Read the course syllabus in its entirety and be prepared to discuss.
------------------------------	--

	If you are keen, read Chapter 1 of the textbook. It's not mandatory but is helpful 😊
What do I need to do before class or bring with me?	Please make sure you have an agenda or calendar app on your tablet/laptop or smartphone that you use regularly.
What will I learn today?	<ol style="list-style-type: none"> <li>1. What is public policy? What is theory? What is liberty? What is power? Why should I care?</li> <li>2. Your voice – What political issues are important to you?</li> <li>3. Study Skillz 1 – Planning for Success</li> </ol>

### Week 2

#### September 12 Pluralist Theories of Public Policy

What do I read before class?	The Public Policy Process (Hill & Varone) Ch 2. (pages 26- 36). Stop reading before the heading “the Elitist perspective”.
What do I need to do before class or bring with me?	<b>Read</b> the assigned readings and take detailed notes. When taking notes think about identifying the main points the theory is making, the key thinkers & thinking of possible examples of this theory at work.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder- Pluralism</li> <li>2. Discussion</li> <li>3. Theory Profiles</li> <li>4. Study Skillz 2 – Effective Academic Reading</li> </ol>

### Week 3

#### September 19 Structuralist Theories of Public Policy

What do I read before class?	The Public Policy Process (Hill & Varone) Ch 2. (pages 38-53). Start at bottom of 38 under “Marxism”. Skip the section on “Economic determinism without Marxism”.
What do I need to do before class or bring with me?	<b>Upload</b> your Theory Profile from last week before 11:55pm the day before class.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Structuralist Theories: Marxism &amp; Globalism.</li> <li>2. Discussion</li> <li>3. Theory Profiles</li> <li>4. Study Skillz 3 – What is an academic source?</li> </ol>

### Week 4

#### September 26 Institutions

What do I read before class?	The Public Policy Process (Hill & Varone) Ch 5 (89-102) Stop before “From Institutional Theory to garbage cans.”
------------------------------	--

What do I need to do before class or bring with me?	<b>Upload</b> your Theory Profile before 11:55pm the day before class. <b>Prepare</b> your Annotated Bibliography, which is due next week.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Institutional Theories</li> <li>2. Career Corner – What do public servants do? How do I write a briefing note? How do I write a speech?</li> <li>3. Discussion</li> <li>4. Theory Profiles (see pages 102-105 for help with critique).</li> <li>5. Study Skillz 4 – What is citation? How do I do it?</li> </ol>

**Week 5**

**October 3    Agenda Setting and Collective Actors**

What do I read before class?	The Public Policy Theory Primer (Smith & Larimer) Ch 5 (93-97 & 108-112) – <b>Library Reserves</b>
What do I need to do before class or bring with me?	<b>ANNOTATED BIBLIOGRAPHY DUE ON CU LEARN by 11:55pm tomorrow</b> <b>Upload</b> your Theory Profile before 11:55pm the day before class.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Agenda Setting &amp; Collective Actors – The National Rifle Association (NRA) vs. March for our Lives.</li> <li>2. Career Corner – What is a political commentator? What is an activist? How do I write an op ed? How do I write a blog post?</li> <li>3. Discussion</li> <li>4. Theory Profiles</li> <li>5. Study Skillz 5 – What is a research question? How do I make one?</li> </ol>

**Week 6**

**October 10    Ideas in Public Policy – The Narrative Policy Framework**

What do I read before class?	“Buffalo Tales: Interest Group Policy Stories in Greater Yellowstone”, Shanahan et al. (2010) pages 391-396. – <b>ARES via CuLearn</b>
What do I need to do before class or bring with me?	<b>Upload</b> your Theory Profile before 11:55pm the day before class.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Ideas in Public Policy &amp; the NPF</li> <li>2. Career Corner – What does an academic do? How do I write an abstract?</li> <li>3. Discussion</li> <li>4. Theory Profiles</li> </ol>

	<p>5. Study Skillz 6 – What is a thesis statement? How do I write one?</p> <p>6. Stop-Start-Continue</p>
--	--

**Week 7**

**October 17 Rational Choice Theory**

What do I read before class?	The Public Policy Process (Hill & Varone) Ch 3 (54-64)
What do I need to do before class or bring with me?	<b>Upload</b> your Theory Profile before 11:55pm the day before class. <b>CHOOSE YOUR OWN ASSIGNMENT DUE ON CULEARN by 11:55pm tomorrow</b>
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Rational Choice Theory</li> <li>2. Discussion</li> <li>3. Study Skillz 7 – The importance of structure in writing.</li> </ol>

**REMINDER – NO CLASS OCTOBER 24 for fall reading week**



**Week 8**

**October 31 Firearms Policy in Canada – Does Canada Need More Gun Bans?**

What do I read watch before class?	Armed and Reasonable – Vice News Doc. <a href="https://www.youtube.com/watch?v=q9EI7gEvJWU">https://www.youtube.com/watch?v=q9EI7gEvJWU</a>
What do I need to do before class or bring with me?	<b>Watch</b> the assigned video and take detailed notes.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder –Firearms Policy in Canada</li> <li>2. Discussion</li> <li>3. Study Skillz 8 – What is plagiarism? How do I avoid it?</li> </ol>

**Week 9**

**November 7 Gender, Race & Sexuality in Public Policy – GBA+ and Canada’s Feminist International Assistance Policy**

What do I read before class?	Complete <b>Modules 1 &amp; 2</b> of the Government of Canada online GBA+ Training <a href="https://cfc-swc.gc.ca/gba-acsc/course-cours-en.html">https://cfc-swc.gc.ca/gba-acsc/course-cours-en.html</a>
What do I need to do before class or bring with me?	<b>ESSAY ABSTRACT DUE ON CULEARN BY 11:55pm tomorrow</b>
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Gender, Race &amp; Sexuality in Public Policy</li> <li>2. Discussion</li> <li>3. Study Skillz 9 – Effective Editing for Yourself &amp; Others.</li> </ol>

### Week 10

#### November 14 Healthcare Policy – The Case of Physician Assisted Suicide

What do I read before class?	<p><b>Read</b> Summary of the Carter v Canada Case <a href="https://www.justice.gc.ca/eng/rp-pr/other-autre/ad-am/p1.html">https://www.justice.gc.ca/eng/rp-pr/other-autre/ad-am/p1.html</a></p> <p>Bill C-14 (only read the summary, unless you're keen) <a href="http://www.parl.ca/DocumentViewer/en/42-1/bill/C-14/royal-assent">http://www.parl.ca/DocumentViewer/en/42-1/bill/C-14/royal-assent</a></p>
What do I need to do before class or bring with me?	<b>Bring</b> any work that you have done so far on your final paper. This will be used for the peer feedback exercise. Be prepared to explain your essay project to a peer.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Social Welfare Policy</li> <li>2. Discussion</li> <li>3. Study Skillz 10 – Peer Feedback Workshop</li> </ol>

### Week 11

#### November 21 Environmental Policy & Conservation

What do I read before class?	<b>Read</b> “The role of recreational hunting in the recovery and conservation of the wild turkey ( <i>Meleagris gallopavo</i> spp.) in North America” Hughes & Lee (2015) – <b>ARES via CuLearn</b>
What do I need to do before class or bring with me?	<b>Read</b> the assigned readings and take detailed notes.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Backgrounder – Climate Change Policy &amp; Wildlife Conservation</li> <li>2. Discussion</li> <li>3. Study Skillz 10 – Preparing for Final Exams (don't worry there is no exam for this class. But it might be useful for your other courses).</li> </ol>

### Week 12

#### November 28 Your Call

What do I read before class?	TBD based on class vote.
What do I need to do before class or bring with me?	TBD based on class vote.
What will I learn today?	<ol style="list-style-type: none"> <li>1. Students will vote earlier in the semester on which issue they would like to look at in Week 12. Readings will be assigned in advance of the class – though this late in the semester it is doubtful if any of you will do them. Still, can't hurt right?</li> <li>2. Study Skillz 11 - What have we learned? A recap of the past study skillz sessions.</li> </ol>

### Week 13

#### December 5 Endgame

What do I read before class?	No readings.
What do I need to do before class or bring with me?	Go over your notes from the semester. Think about what we have learned this semester and how you have improved/changed (this sounds fluffy but you will need it for the in-class reflection activity).
What will I learn today?	<ol style="list-style-type: none"> <li>1. In-class reflection activity (5% of mark). You will be asked to put away all class material except for a writing utensil (note: this can be a laptop, smartphone or tablet but please don't open any other documents). We will split up into small groups based on your current expected career path (note – you don't have to have made up your mind yet, just pick one for now).</li> </ol> <p>Imagine you are a civil servant/political commentator or academic and you have been paid by your gov. department/boss/academic department to take this class. You must write, as a group, a 0.5-1-page summary of what you have learned this semester to give to your gov. department/boss/academic department in order to justify why you took this class. What are the most important things you learned? What skills (or skillz) did you get from this course? What can you do now that you</p>

	could not do before? 2. Class recap.
--	---

**Reminder – final paper due December 6 by 11:59PM on CuLearn.**

## Course Policies

### Illness

**IF YOU ARE SICK, STAY HOME!** No attendance marks will be lost if you **contact me before the start of class** via email. This is **not** limited to physical sickness, but also mental health. That being said, absences of two consecutive classes or longer will require a medical note or a note from a counsellor/mental health professional.

### Late Papers

All assignments should be submitted through CuLearn. All assignments are due, at the latest, by 11:59pm on the assigned due date. There will be a **5% per day** late penalty on all assignments, unless you have contacted me in advance. Extensions will be handled on a case by case basis. Please email me **at least 48hrs before the due date of the assignment** if you wish to request an extension. Legitimate excuses for extensions include, but are not limited to: illness, mental health issue, documented learning disability, death/illness of a family member/friend, providing support for a sick friend/family member/roommate, etc. Barring exceptional circumstances late assignments will not be accepted more than **three (3) days** after the original deadline.

### 24hr Policy

Requests to meet to discuss a grade on a paper will not be acknowledged until 24hrs after the paper has been handed back. This is to allow for you to have a cool-off period and reflect on the comments on your assignment.

### Course Conduct

There is an expectation that everyone in this course will be committed to the pursuit of scholarly exploration, knowledge acquisition and intellectual freedom. When there are contentious issues being discussed, it is expected that everyone will comport themselves in a spirit of mutual respect and exchange. Rudeness, disruption, harassment, and threats will **not** be tolerated.

While laptop computers are allowed in class, please do not conduct non-course related activities during class time. This includes social media, games, texting, and the general use of digital devices that divert attention from class content.

#### Carleton E-mail Accounts

**All email communication** to students will be **via official Carleton university e-mail accounts and/or cuLearn**. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts

#### Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

#### Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

#### Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. [carleton.ca/pmc](https://carleton.ca/pmc)

#### Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](https://carleton.ca/sexual-violence-support)

### Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](https://students.carleton.ca/course-outline)

### Plagiarism

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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).

### Submission and Return of Term Work

Papers must be submitted directly to the instructor according to the instructions in the course outline and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved

every business day at **4 p.m.**, stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades

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

Carleton Political Science Society

"The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/> and our website <https://carletonpss.com/>, or stop by our office in Loeb D688!"

Official Course Outline

The course outline posted to the Political Science website is the official course outline.