

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

PSCI 3402A Canadian Public Policy

Fridays, 8:35a.m. – 11:25 a.m.

Please confirm location on Carleton Central

Instructor: Tiziana Carafa, PhD
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Office Hours: Friday, 12:00 p.m. to 1 p.m.
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Email is to be used for administrative purposes only. For any other issue, such as those linked to the learning material, please see the instructor during office hours.

COURSE DESCRIPTION This course will review policy communities and policy networks in Canada with attention paid to policy issues, the political environment, policy instruments, impact and outcomes.

The aim of this course is to introduce students to the dynamics of Canadian public policy making.

As such, the objective of this course is to explore the context and challenges of policy making in Canada. To advance this objective, the course is divided into two sections:

- The first section introduces students to the policy making process in Canada, and the context in which public policy operates.
- The second section connects the first section by examining specific policy issues within the Canadian context.

TEXTBOOK AND READINGS

The required textbook for this course is Miljan, L. (2017). *Public Policy in Canada: An Introduction* (7th Edition). Oxford University Press. (In the reading list section of this syllabus, the textbook is referred to as Miljan). The textbook is available for purchase at the Carleton University bookstore and is also placed on reserve at the MacOdrum Library.

Readings will be based on chapters from Lydia Miljan textbook and journal articles. Most journal articles are available online in the library database. For those available on the web, links are provided in the reading list below.

The course follows primarily a lecture format and includes in-class group work and activities drawing and expanding on the assigned readings. Discussions engages critical thinking, and it is expected that students will always be respectful and civil during these discussions.

All cell phones are to be put away during class. There will be a break midway through class when students can check their phone. All laptops are to be put on airplane mode, unless otherwise specified by the instructor.

EVALUATION

1	Attendance- on going	10%
2	Participation- in class exercises	10%
3.	Essay Outline – due Sept 27, 2019	10%
4.	Mid Term Exam – October 18, 2019	30%
5	Final Essay – due November 29, 2019	40%
	TOTAL	100%

Attendance and Participation

Class lectures serve to review and complement the readings. In class-discussion and participation allow students to demonstrate their comprehension of course material. As such, students are expected to attend each class and to engage in in-class group exercise and discussion assigned by the instructor. Attendance will be held within the first 10 minutes of class.

Essay Outline - September 27

Each student must prepare an analytical essay that explores a specific policy in Canada drawn from a policy topic area. Students will sign up on their topic area of research on September 13, 2019.

The goal of the essay outline is to create a proposal for the final essay. It is the framework for your final essay. It identifies the research question the student will be addressing in the chosen policy topic area. It will consist of a 500 to 1000-word proposal that includes an overview of the topic, a description of the research question to be addressed in the essay, the outline for the essay, and a minimum of three annotated bibliographic sources.

A hard copy of the essay outline is to be submitted in class on September 27, 2019. If not submitted during the class, the essay outline must be uploaded in cuLearn in pdf format. Late submission of the essay outline will be penalized as follows: 2/10 immediately, plus a 2/10 per day (including weekends). The submission date and time will be based on the upload date and time in cuLearn. Extensions will only be considered for medical reasons, and students must present a written medical or counseling certificate to the instructor.

Mid term - October 18

To be written in class on October 18, 2019 and will consist of multiple choice, short-answer questions and short essay questions. The exam will evaluate students on the material covered from the first six weeks of the class, and students will be provided 90 minutes to complete the exam. A deferred mid-term, time and location TBA, will be allowed only for medical reasons. In those cases, the students must present a medical or counselling certificate to the instructor.

Final Essay - November 29

The final essay will expand on the individual student’s essay outline. The final essay should be between 3500 to 5000 words in length. It should include at least six bibliographical references drawn from refereed journal articles, books, or official government reports. Please use either Chicago or APA citation format. Students cannot submit the same essay for different classes.

The evaluation of the final individual essay will be based on how clear the student has identified and developed the research question, described the issue, and provided evidence for the research. The evaluation of the final essay is based on (i) the merits (persuasiveness) of your argument; (ii) the logic and clarity of your argument; (iii) the relevance of the cited readings; (iv) the correct English grammar, spelling, usage and consistent citation style for the cited readings.

The final essay is due in class on November 29, 2019. If not submitted during the class, the final essay must be uploaded in cuLearn in pdf format. Late submission of the essay will be penalized as follows: 8/40 immediately, plus 8/40 of the essay grade per day. The submission date and time will be based on the upload date and time in cuLearn. Extensions will only be considered for medical reasons, and students must present a written medical or counseling certificate to the instructor.

CLASS SCHEDULE AND READING LIST
POLICY MAKING/CONTEXT
<i>Week 1: September 6</i> Course introduction: Course outline, readings, assignments, and procedures.
<i>Week 2: September 13</i> Defining and examining how public policy is formulated. <u>Required:</u> <ul style="list-style-type: none"> - Miljan, Chapter 1 Understanding public policy (pp. 2-21) - Miljan, Chapter 4: Agenda Setting and Policy Formation (pp. 86-107). <u>Supplementary:</u> <ul style="list-style-type: none"> - Banting, K.G. (2012). The three-federalism revisited: Social policy and intergovernmental decision-making. In H. Bakvis & G. Skogstad (eds.). <i>Canadian Federalism: Performance, Effectiveness, and Legitimacy, 3rd Edition</i>. Oxford University Press. 141-164.
<i>Week 3: September 20</i> The public policy decision making process.

Required:

- Howlett, M., M. Ramesh, and A. Perl (2009). Public Policy Decision Making. In *Studying Public Policy: Policy Cycles and Policy Subsystems*, 3rd Edition. Oxford University Press. pp.139-159.

Week 4: September 27 (Essay Outline is due in class)

The essay outline is due at the beginning of this class.

Approaches to public policy and their impact on policy.

Required:

- Barber M., et al (2011). Deliverology: From idea to implementation. *McKinsey and Company*. pp.32-39. Available at <https://www.mckinsey.com/industries/public-sector/our-insights/deliverology-from-idea-to-implementation>
- Peter, J. (2018). Introduction. In *How far to nudge?* Edward Elgar Publishing. pp. 1-20. Available at https://www.elgaronline.com/view/9781786430540/09_chapter1.xhtml
- Hankivsky, O. and Mussell, L., (2019). Gender-Based analysis plus in Canada: problems and possibilities of integrating intersectionality. *Canadian Public Policy*, 44(4), pp. 303-316.

Supplementary:

- Richards, G. and Chegus, M. (2018). Does deliverology deliver? *Telfer School of Management*. University of Ottawa. Pp 1-17. Available at https://iog.ca/docs/RichardsChegus_Does_Deliverology_Deliver-Dec2018.pdf

Week 5: October 4

Examining accountability in policy and programs.

Required:

- Miljan, Chapter 6: Policy Evaluation (pp.129-146).

POLICY ISSUES

Week 6: October 11

Indigenous Policy.

Required:

- Miljan, Chapter 11: Indigenous Policy (pp. 267-303).
- Horn-Miller, Kahente (2013). What does indigenous participatory democracy look like? Kahnawà:ke's community decision making process. *Review of Constitutional Studies*, 18 (1), 2-19.

Supplementary:

- Quesnel, J. (2019). Indigeneity an asset never a barrier to indigenous business success. *Frontier Centre for Public Policy*, February. pp. 1-11. Available at https://fcpp.org/wp-content/uploads/FC-PS222_IndigEntrepWORLD_FB2519_F1.pdf
- Hu, M., Daley, A., and Warman, D., (2019). Literacy, numeracy, technology, skill, and labour market outcomes among Indigenous Peoples in Canada. *Canadian Public Policy*, 45 (1), 48-73.

<ul style="list-style-type: none"> - Guevremont, A., and Kohen D. (2017). Aboriginal Language and School Outcomes: Investigating the Associations for Young Adults. <i>International Indigenous Policy Journal</i>, 8(1), 1-23.
<p>Week 7: October 18 (Mid term exam) Mid-term exam 1 ½ hr. There will be no lecture after the exam. Regular office hours will be held.</p>
<p>Week 8: October 25 Fall Break- No class</p>
<p>Week 9: November 1 Education policy and players.</p> <p><u>Required:</u></p> <ul style="list-style-type: none"> - Parkin, A. (2015). Defining an appropriate federal role in education. <i>Policy Options</i>, March. Montreal: Institute for Research on Public Policy. Available at https://policyoptions.irpp.org/magazines/building-a-brighter-future/parkin/ - OECD (2011). Strong performers and successful reformers in education. OECD Publishing. Pp. 18-22 and 65-77. Available at http://www.oecd.org/pisa/46623978.pdf
<p>Week 10: November 8 Environmental policy.</p> <p><u>Required:</u></p> <ul style="list-style-type: none"> - Miljan, Chapter 12: Environmental Policy (pp. 305-338). - Jacob, A., Westwood, et. al (2018). Environmental assessment policy must be based on science. <i>Policy Options</i>, February. Montreal: Institute for Research on Public Policy. Available at: https://policyoptions.irpp.org/magazines/february-2018/environmental-assessment-policy-must-be-based-on-science/ <p><u>Supplementary:</u></p> <ul style="list-style-type: none"> - International Institute for Sustainable Development (IISD). USMCA Versus NAFTA on the Environment. Available at : https://www.iisd.org/library/usmca-nafta-environment - Government of Canada. Participation in international environmental agreements and instruments. Available at: https://www.canada.ca/en/environment-climate-change/corporate/international-affairs/partnerships-organizations/participation-international-environmental-agreements.html
<p>Week 11: November 15 Health policy.</p> <p><u>Required:</u></p> <ul style="list-style-type: none"> - Miljan, Chapter 9: Health Policy (pp. 209- 233). - Marchildon, G.P. (2014). The three dimensions of universal Medicare in Canada. <i>Canadian Public Administration</i>, 57 (3), 362-382. - O'Grady, K. (2015) Canadians Care about Healthcare so Why the Health Policy Media Blackout. <i>Policy Options</i>, October. Montreal: Institute for Research on Public Policy. Available at https://policyoptions.irpp.org/2015/10/01/canadians-care-about-healthcare-so-why-dont-we-see-more-health-policy-coverage-in-the-news/

- Veillard, J., Tipper, B., Allin, S., (2015). Health system performance reporting in Canada: Bridging theory and practice at pan-Canadian level. *Canadian Public Administration*, 58 (1), 15-38.

Supplementary:

- Dunlop, M., (2015). Health Policy. *The Canadian Encyclopedia*. Available at <https://www.thecanadianencyclopedia.ca/en/article/health-policy>
- Davidson, A. (2008). Dynamics without change: Continuity of the Canadian health system. *Canadian Public Administration*, 47 (3), 251-279.

Week 12: November 22

Immigration policy.

Required:

- Paquet, M. (2014). The federalization of immigration and integration in Canada. *Canadian Journal of Political Science*, 47 (3), 519-548.
- Jeram S. & Nicolaidis, E. (2018). Intergovernmental relations on immigrant integration in Canada: Insights from Quebec, Manitoba, and Ontario, *Regional & Federal Studies*, DOI: 10.1080/13597566.2018.1491841
- Qadeer M. (2019). Immigration policy requires a rethink. *Policy Options*, February. Institute for Research on Public Policy. Available at <https://policyoptions.irpp.org/magazines/february-2019/immigration-policy-requires-rethink/>
- Griffith, A. (2019). In the area of citizenship, the next government – whether Liberal or Conservative – will have a lot to resolve after the October election. *Policy Options*, June. Institute for Research on Public Policy. Available at <https://policyoptions.irpp.org/magazines/june-2019/citizenship-policy-challenges-the-next-government-will-face/>

Supplementary:

- Cartwright, S.A. (2016). Canada's economic immigration policy falls short in the competition for talent. *Policy Options*, April. Institute for Research on Public Policy. Available at <https://policyoptions.irpp.org/fr/magazines/avril-2016/canadas-economic-immigration-policy-falls-short-in-the-competition-for-talent/>
- Barnetson, B., & Foster, J. (2014). The political justification of migrant workers in Alberta, Canada. *Journal of International Migration and Integration*, 15(2), 349-370.

Week 13: November 29 – (Final Essay is due in class)

The final essay is due at the beginning of this class.

Language and Cultural Policy and implications.

Required:

- Studin, I. (2011). A Canadian Language Strategy. *Policy Options*, May. Montreal: Institute for Research on Public Policy. Available at <https://policyoptions.irpp.org/magazines/provincial-deficits-and-debt/a-canadian-languages-strategy-for-the-new-century/>
- Galley, V (2016). The Canadian government must rethink and transform its legislative and policy approaches toward the survival of Indigenous languages. *Policy Options*, June.

Montreal: Institute for Research on Public Policy. Available at <https://policyoptions.irpp.org/magazines/june-2016/revitalizing-indigenous-languages-is-key-to-reconciliation/>

- Abraham G. (2017). The federal government missed an opportunity with its new cultural policy framework to support ethnic media and greater diversity in other newsrooms. *Policy Options*, October. Montreal: Institute for Research on Public Policy. Available at <https://policyoptions.irpp.org/magazines/october-2017/a-cultural-policy-that-overlooks-multiculturalism/>

Supplementary:

- Office of the Commissioner of Official Languages. Language Policy in Canada (2015). *The Canadian Encyclopedia*. Available at <https://www.thecanadianencyclopedia.ca/en/article/language-policy>
- Canadian Heritage. *Creative Canada: Policy Framework* (2017) Available at <https://www.canada.ca/content/dam/pch/documents/campaigns/creative-canada/CCCadreFramework-EN.pdf>

ACADEMIC ACCOMMODATIONS

REQUESTS FOR ACADEMIC ACCOMMODATIONS

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: <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: <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 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.

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 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: <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: <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 E-MAIL ACCOUNTS

All email communication to students from the Department of Political Science 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.

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.