

COURSE OUTLINE
POLM 5015 Public Policy for Political Advisors
Fall 2019
Thursdays 11:30-2:30
MPM Common Room, Richcraft Hall

Lecturer: **Jennifer Robson**
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Office Hours: **Thursdays**
 10AM-11:30 AM
 2:30PM-4PM

Check against updates on cuLearn.

Brief Description

From the Calendar: An introduction to policy analysis and policy process for political advisors. Topics include agenda setting, instrument choice, policy arguments, and communicating policy ideas and decisions.

This course is for people who are interested in what a government should do (or not do) for the people they govern. We'll look at (and debate) questions about what makes "good" public policy. While all policy-making is political, there are foundational ideas and knowledge about public policy that are common and shared regardless of partisanship.

Because we're in the middle of election season this term, we'll also take advantage of the opportunity to do some real-time analysis of selected policy proposals from the federal political parties using the concepts we explore in the course.

Instructor's Note:

During the course, even in a single meeting, you will need to be able to move back and forth between thinking in a non-partisan (though not necessarily non-political) way and thinking about policy in a politically strategic way. Sometimes, you will have to think as though you are a member of a party you don't support or even like. Sometimes, you will have to be able to think critically and see the weaknesses or downsides of policies that you like from a party you may support. No one party in Canada has the monopoly on good or stupid policy ideas. But, for better or worse, those who win elections get to implement the policies they ran on – and the evidence suggests parties in Westminster systems actually work to implement what they ran on. So, whether you end up as a political advisor, a non-partisan analyst/advisor, a private or third sector stakeholder, a government lobbyist or advocate, it's useful to be able to think about and debate "good" public policy with political acuity.

Learning Objectives

- 1) To have an introductory exposure to theory and practice in the field of policy studies.

- 2) To have basic set of analytical tools such as key concepts, key questions and basic processes that can be applied when learning any of a wide range of current and future policy topics.
- 3) To become competent at the craft of applying a political lens to policy information and advice.

Evaluation

Please see also the evaluation rubric later in this syllabus.

Item	Précis (5%)	Discussion, including notes (15%)	Small group presentation, including notes (25%)	In-class roundtable (20%)	Take-home exam (35%)
Due	September 11	As assigned, in class	As assigned, in class	Nov. 28 and Dec 5, in class	December 21, via CuLearn

5% Précis : Each student will prepare a brief (250-500 word) précis of the assigned reading by Theodoulou (2013). Provide a critical (not just descriptive) summary of the key points, as you see them. Think about what professionals might need to bear in mind or use as a framework/reference, whether they are working inside government to develop public policy or outside to influence and shape public policy. If your answer is “not a single thing from this article”, that is ok but now provide a clear and robust justification. The point of this exercise is to demonstrate your skills in critical thinking and writing at the graduate level.

15% In class discussion on an assigned reading : Each student will be asked to take a turn as the lead discussant on an assigned reading that will be related to the key concept or theme for that week. Your presentation isn’t meant to prove that you did the reading or to summarize it for your peers in case they didn’t do the reading. Instead, you’ll be asked to launch and facilitate a discussion on some key ideas from the reading. Using the other assigned readings for the week, discuss the strengths and weakness of the argument advanced in the practitioner reading. Give your own critical assessment, grounded in the theory and research we’ve looked at earlier in the seminar. A one page set of notes is due in class prior to your discussant role. The best parts of the seminar meetings are the ones where there’s an informed and active dialogue among students so, even if you are not leading the discussion that week, come prepared to talk about the readings. You may find yourself called upon to contribute.

25% Case study: Working in small groups (3-4), you will prepare and deliver a presentation of 15-20 minutes in class on a date to be scheduled. Your presentation notes (approximately 2-3 pages of text) are due in class before you begin your presentation. Your case study will be the analysis of one policy commitment of a major federal party in the 2019 general election. Your analysis should draw on the concepts, tools and information in the course readings as well as your own research. Your aim in the case study is to argue why the proposed policy is “good” or “not good” as an action of the Government of Canada. In other words, imagine that the party in question were to form government, would moving forward with that particular policy leave Canada better or worse off? Support your argument with evidence. Consider not only this one action but also alternative options to reach the same aim(s). Begin the presentation with a detailed description of the policy commitment: What is being promised and what is the policy (as opposed to electoral) objective behind it? Is there evidence of a problem to be addressed that merits government intervention? What is the cost of the proposal, who benefits, who loses? How do those costs and benefits compare to the status quo? What would a successful

implementation look like? What electoral benefits do you see from the policy proposal and how might those influence implementation?

20% In-class roundtable: In weeks 11 and 12, all students will take part in two roundtable meetings on priorities and planning for the newly elected government. You will engage as though you are chiefs of staff to members of Cabinet. The goal of the meetings is to set the policy priorities and plans for the new government's first 12-18 months in office. Specifically, we were elected on a package of policy proposals, which one will you argue should be in that first set of priorities? Conversely, is there a policy priority we must act on, even if it wasn't included in the platform? You should argue for just one policy proposal and make a strong case to raise it (or add it) to the government's agenda, citing evidence. Next, outline the goal(s) and what success would look like? How will this policy make a meaningful difference? What policy instrument(s) have we committed to, if any? What should the final policy design take into account? How does this commitment fit with our narrative as a government? What are the policy and political risks involved as we move forward and how can we avoid or at least mitigate these? Each student will have approximately 20 minutes to present their ideas to the group (exact time to be determined based on final class size). All students are expected to take part and contribute to a robust discussion. I will chair the meeting.

35% "take-home exam": Following your presentation and the discussion in class, each student will prepare a brief (2,000 to 3,000 words) memo as the Deputy Minister for a selected department responsible for your chosen platform policy commitment to her/his new Minister. You will be giving advice to the Minister on how to design and implement the policy priority. Remember that now you are acting as someone who is absolutely non-partisan but needs to exercise political acuity to serve the Minister effectively. An outline for this memo will be provided and discussed in class. You are expected to use and properly cite research to support your advice. You are expected use empirical evidence, not just normative appeals or arguments. Make sure that your memo delivers clear, cogent advice. Make use of the feedback from the roundtable meetings in weeks 11 and 12.

A note on citations in all written assignments, including notes due in class: It is good professional practice to have the habit of keeping full and accurate citations of facts as well as direct or indirect quotes. You should expect that colleagues and competitors will ask you "how do you know that?". With a source citation, you're ready to answer that question. In an academic environment, citations are essential. I encourage you to use either in-text (author, date) or footnote citation styles. I personally prefer APA citation style but will gladly accept Chicago or MLA as well. The key is that the author, date, title of publication and all other standard information should be readily available in the citation. For direct quotes, this also includes references to page numbers.

Readings:

There is no textbook or reading pack that you will need to purchase for this course. All readings will be posted on the CuLearn site. Students are expected to be ready to comment on any of the readings, not only the one for which they've been assigned a discussant role. See the course reading list for complete bibliographic entries of each assigned reading.

Lecture schedule:

NOTE: This schedule is subject to change with notice. Please check the CuLearn site regularly for updates. Any information posted by the instructor is deemed to have been distributed to all students.

Wk	Date	Topic	Readings
1	September 5	Course overview	Syllabus <ul style="list-style-type: none">• (Theodoulou, 2013)
2	September 12	When is something “important”? Agenda-setting	Theory: <ul style="list-style-type: none">• (Baumgartner & Jones, 2013)• (Kingdon, 2013) Research: <ul style="list-style-type: none">• (Lawlor, 2018) In practice: <ul style="list-style-type: none">• (Lynch, 2011)
3	September 19	Instrument choice Case study: Group 1	Theory: <ul style="list-style-type: none">• (Bardach & Patashnik, 2016) Research: <ul style="list-style-type: none">• (Howlett, 2009) In practice: <ul style="list-style-type: none">• (Cameron, 2019)
4	September 26	Evidence-based policy-making: What do we count? Case study: Group 2	Theory: <ul style="list-style-type: none">• (Doleac, 2019) Research: <ul style="list-style-type: none">• (White & Prentice, 2013) In practice: <ul style="list-style-type: none">• (Hicks, 2015)
5	October 3	Fairness Case study: Group 3	Theory: <ul style="list-style-type: none">• (Duclos, 2006) Research:

			<ul style="list-style-type: none"> (Brady & Bostic, 2015) <p>In practice:</p> <ul style="list-style-type: none"> (Davies & Boessenkool, 1998)
6	October 10	<p>Efficiency</p> <p>Case study: Group 4</p>	<p>Theory:</p> <ul style="list-style-type: none"> (Reinhardt, 1992) <p>Research:</p> <ul style="list-style-type: none"> (Abeney & Yu, 2015) <p>In practice:</p> <ul style="list-style-type: none"> (Stone, 2014) 8/13/2019 8:25:00 PM
7	October 17	<p>Effectiveness</p> <p>Case study: Group 5</p>	<p>Theory:</p> <ul style="list-style-type: none"> (Bali, Capano, & Ramesh, 2019) <p>Research:</p> <ul style="list-style-type: none"> (Kettl, 2019) <p>In practice:</p> <ul style="list-style-type: none"> (Freeland, 2019)
	October 24	NO CLASSES	
8	October 31	Gender-based analysis +	<p>Theory:</p> <ul style="list-style-type: none"> (Hankivsky & Mussell, 2018) <p>Research:</p> <ul style="list-style-type: none"> (Department of Finance, 2019), only pages 1-10 <p>In practice:</p> <ul style="list-style-type: none"> (Wong-Tam, 2017), and see also (Brillinger, 2017)
9	November 7	Indigenous perspectives	<p>Theory:</p> <ul style="list-style-type: none"> (Sinclair, Littlechild, & Wilson, 2015), pages 3-6; 113-114; 121-126. <p>Research:</p> <ul style="list-style-type: none"> (Feir, Gillezeau, & Jones, 2018) <p>In practice:</p> <ul style="list-style-type: none"> (Riddle, 2018) <p>8/13/2019 8:25:00 PM</p>
10	November 14	Narratives and reasoning	<p>Theory:</p> <ul style="list-style-type: none"> (Stone, 2013) <p>Research:</p>

			<ul style="list-style-type: none"> (Anderson & Harbridge, 2014) <p>In practice:</p> <ul style="list-style-type: none"> (Ignatieff, 2013) 8/13/2019 8:25:00 PM
11	November 21	Failure	<p>Theory:</p> <ul style="list-style-type: none"> (McConnell, 2010) <p>Research:</p> <ul style="list-style-type: none"> (Craft, 2017) <p>In practice:</p> <ul style="list-style-type: none"> (Curran, 2017)
12	November 28	Roundtable presentations	
13	December 5	Roundtable presentations	
TAKE-HOME EXAM DUE 5PM, December 21 via Culearn			

Miscellaneous:

- All final marks will be submitted using E-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 the instructor may be subject to revision. No grades are final until they have been approved by the Dean. All assignment marks will be available to students on CuLearn.
- Please check the CuLearn site regularly for additional resources related to the course material, changes to the lecture schedule, etc... Information, documents or other items posted to CuLearn will have been deemed to be distributed to all students within 24 of posting.
- The Faculty of Public Affairs encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See <http://connect.carleton.ca> for instructions on how to set up your account. Please use your Carleton email for correspondence related to this course.
- Office hours and class time are the students' opportunity to raise any questions or concerns regarding any of the assignments and they are expected to use these opportunities to meet their individual needs for advice and assistance.

Framework for grading:

Carleton's grading system is outlined in the Graduate Calendar. The table below is intended to complement the information in the Calendar and provide greater clarification on the grading scheme used by the instructor. The final grade you receive in this course will be submitted as a letter grade. Note that a grade below a C+ will normally not result in credit towards your degree. Your work will be assessed against both: 1) the descriptions and directions for each assignment, in this syllabus and as discussed in class; and 2) the general expectations of graduate work including, but not limited to: clarity and organization of ideas, technical proficiency in communication including grammar, spelling, punctuation, and respect for academic and professional conventions.

Letter Grade	Description	% Range	Notes
A +	Outstanding	90% and above	For work that demonstrates exceptional critical thinking and mastery of the material. Written work that is virtually publishable in a professional or academic context.
A	Excellent	85-89%	For work that demonstrates a superior grasp of the material and very strong critical thinking.
A-	Very good	80-84%	For work that demonstrates a strong grasp of the material and analytical capacity.
B+	Good	77-79%	For work that demonstrates a clear understanding of the material and competence in applying concepts.
B	Satisfactory	73-76%	For work that demonstrates a comprehension of the material and a reasonable but not strong analytical capacity. The work is acceptable but below average. Written and/or presentation skills may require attention.
B-	Barely adequate	70-72%	For work that demonstrates comprehension but limited capacity for analysis or application. Written and/or presentation skills are problematic.
C+	Less than adequate	67-69%	For work that is weakly passable but does not demonstrate an adequate understanding of the material and analysis. Written and/or presentation skills show serious problems.
C to D-	Failure	50-66%	Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.
F	Failure	Below 50%	Does not meet standards of graduate work.

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: Write to me 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 [click here](#).

Religious obligation: Write to me 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 [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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 where 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/equity/sexual-assault-support-services>

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. Write to me 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>

Academic misconduct

As stated in the ***Carleton University Academic Integrity Policy***, you have the following responsibilities as students:

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- Following the expectations articulated by instructors for referencing sources of information and for group work.
- Submitting original work, citing sources fully, and respecting the authorship of others.
- Asking for clarification of expectations as necessary. Students who are in any doubt as

to whether an action on their part may be viewed as a violation of the standards of academic integrity should ask for clarification.

- Identifying situations that may reasonably lead to a violation of this policy.
- Preventing their work from being used by others, e.g. protecting access to computer files, etc.
- Adhering to the principles of academic integrity when conducting and reporting research.

As described in the Policy, violations of academic integrity include:

- Plagiarism
- Unauthorized re-submission of work
- Unauthorized co-operation collaboration
- Misrepresentation of facts for any academic purpose
- Disruption of classroom activities or periods of instruction

As an instructor, I am responsible for providing reasonable clarification on expectations of academic integrity in course outlines and assignments and to provide students with trustworthy mentoring. Furthermore, I am responsible for reporting suspected student violations to the Dean of the Faculty of Public Affairs. Please consult the full policy at: <https://carleton.ca/registrar/academic-integrity/>

