

Introduction to Public Policy
PUAD 5120
Fall 2023
Tuesday's 11h35 – 14h25
KENNETH C ROWE MANAGEMENT 1016

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Office Hours: Virtual office hours will be held by appointment

Teaching Assistant: TBD

COURSE DESCRIPTION

This course covers the process of defining, conceptualizing, designing, engaging, and implementing public policies from a political or administrative perspective at various levels of government. This is a firsthand course, with the purpose of building the necessary skills for successful and effective design and implementation of public policy. The course begins by introducing the definitions and concepts essential for thinking about public policy in the modern world. It then outlines the various motivations, concepts, formulation, stakeholders' engagement, and consultation, implementation, limitations and monitoring of public policy. This course aims to prepare students to intervene more effectively in the design, implementation and monitoring of public policy within an administrative apparatus or organization (Credit Hours: 3)

LEARNING OBJECTIVES AND OUTCOMES

At the end of the course, students should be able to:

- understand the definition of public policy
- motives and reasons behind public policy formulation
- theoretical foundations of public policy analysis
- stages of public policy processes and related actions

- identify stakeholders at different stages of a public policy process and take their concerns into account
- identify and select appropriate analytical techniques to support public policy decision-making and monitoring processes
- recognize and consider the economic, political, and normative issues and constraints that influence the design, implementation and monitoring of public policies
- detect the intended and unintended effects of the implementation of public policies

COMPETENCIES DEVELOPMENT

As a CAPPA (Canadian Association of Programs in Public Administration) accredited program, Dalhousie University's Master of Public Administration's programs are subject to Assurance of Learning (AOL) standards. This course has been designed to contribute to the development of the CAPPA competencies. Through the classes, the discussions and the assignments of this course, students will be able to develop the following competencies:

1. Critical and Strategic Thinking <i>the ability to analyze and think critically and strategically about public sector issues and problems</i>	
1.1	Ability to exercise careful and sound judgment by accessing, analyzing, discerning, and comparing information
1.2	Ability to devise and employ plans that lead to results that have an impact
2. Leadership <i>the ability to lead and manage within public organizations</i>	
2.3	Ability to understand how organizations function (how to get things done)
2.4	Ability to participate and contribute to the policy and program design and implementation process
2.6	Ability to collaborate, to create coalitions and partnerships, and to work in teams
2.7	Ability to listen respectfully and appreciate the value of diverse perspectives
2.8	Ability to self-evaluate, to be aware of one's own principles, values, strengths, and limitations, and to take responsibility for one's own actions and well-being.
2.9	Ability to model qualities such as humility, empathy, resilience, and confidence
3. Engagement <i>the knowledge and understanding of the tools and techniques required to engage stakeholders and partners in networked policy and governance processes</i>	
3.1	Ability to negotiate, facilitate and build consensus
3.2	Ability to listen respectfully, to appreciate diverse perspectives and to solicit feedback
3.3	Ability to understand power dynamics (who has it and whether it is devolved or shared)
3.4	Ability to change course (learn from experience, flexibility, humility)
4. Values and Ethics <i>an appreciation of the purpose of public service and associated standards of ethics and the application thereof in a professional context</i>	

4.1	Understanding of ethical frameworks
4.2	Understanding of values-based organizations and decision-making
4.3	Ability to work through ethical issues and dilemmas
4.5	Ability to articulate and apply a public service perspective to an organization's mandate
5. Communication	
<i>the capacity to communicate and interact both professionally and productively with a diverse and changing citizenry and workforce</i>	
5.1	Ability to listen respectfully, to appreciate the value of diverse perspectives, and to solicit feedback
5.2	Ability to recognize one's own biases, preferences, blind spots, and worldview in relation to others
5.3	Ability to understand one's audience and to modify language, tone, and other factors, when necessary
5.4	Ability to employ a variety of tools and methods for communicating, including digital media

COURSE CONTENT

Introduction to Public Policy is organized into the following:

1. Defining and Understanding Public Policy

- Types, scope, and influence
- Public sector institutions
- Ideas and values
- Agendas and ideologies
- Policy stakeholders and actors
- Policy tools

2. Policy cycle

- Values and principles
- Political mandates and public needs
- Problem delineation
- Solution strategies
- Scenarios analysis
- Impacts assessment
- Engagement, and consultation methods
- Negotiations tactics, Implementation and rollout
- Oversight and monitoring

3. Social considerations

- Politics and the social license, environmental justice, social capital, and tension top-down and bottom-up planning and policymaking.
- Stakeholders and community diverse groups - NIMBYism, ethnicity/gender/religion/class
- Inclusive community engagement, engaging marginalized residents in the planning process, reconciliation indigenous authenticity, income gap, labour market inequalities, lack of power/voice

4. Case Studies and examples

- Federal government
- Provincial government
- Municipal government

CLASS FORMAT

Introduction to Public Policy is a lecture-discussion class. *Design and Implementation of Public Policies* is a lecture-discussion class. Typically, each class will consist of a lecture-discussion on the assigned subject matter for the week. To support closer integration of knowledge, other learning activities will also be undertaken, such as case studies, videos watching, etc.

Students are expected to read all the materials before each class and to come to class well ready to engage in a discussion about the readings.

LEARNING MATERIALS

There is no required text for the course; references and links for readings and PowerPoint slides will be posted on Brightspace. Students are responsible for downloading weekly readings from Brightspace or from Dalhousie Library's website.

COURSE ASSISTANCE

Throughout the duration of the course, you may find necessary to contact your professor. Please feel free to do so at any time by sending an email (at tareqzabet@dal.ca). Be sure to clearly indicate the purpose of your email message in the subject header to avoid the message being classified as SPAM. Please allow **two business days** for answers.

GRADE SCALES

Grade Scale (Undergraduate)

Letter Grade	Numeric Grade	Definition
A+	90-100	Excellent
A	85-89.9	
A-	80-84.9	
B+	77-79.9	Good
B	73-76.9	
B-	70-72.9	
C+	65-69.9	Satisfactory
C	60-64.9	
C-	55-59.9	
D	50-54.9	Marginal Pass
F	0-49.9	Inadequate

Grade Scale (Faculty of Graduate Studies)

Letter Grade	Numeric Grade
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
F	< 70

NOTE: Graduate students must achieve a minimum, or passing, grade of B- in all

classes required as part of their degree program. Any lower grade will be recorded as a failure, except for those classes with an approved pass/fail grading scheme.

METHODS OF EVALUATION

The allocation of grades will be as follows:

Assignment	Weighting - Graduate	Weighting - Undergraduate	Due Date
1. Policy Topic selection	15%	15%	September 30, 2023
2. Policy Paper Outline	15%	15%	October 15, 2023
3. Policy Paper Proposal/Briefing Note	20%	20%	October 29, 2023
4. Presentation and Peers Feedback	25%	25%	November 7, 2023
5. Final Policy	25%	25%	November 28, 2023
TOTAL	100%	100%	

1. Policy Topic Selection (15%) – Team project

In a team of 4-5 students, you will conduct an analysis leading to the selection of a policy topic.

Deadline: September 30

2. Policy Paper Outline (15%)

The policy outline for the proposed policy is submitted including background, description, objectives, research and analysis, stakeholders, impacts and implications, engagement and consultations, social considerations rollout and implementation, oversight, and monitoring.

Deadline: October 15

3. Policy Paper Proposal/Briefing Note (20%)

The team will conduct an analysis leading to the design of 3-4 pages policy proposal paper/briefing note. Template and format details will be provided later. Deadline: October 29

4. Presentation (25%) – Team project (but individual assessment)

Each team will be given 15 minutes to present the highlights of their policy proposal. All team members are expected to participate. Each team presentation will be followed by a short question period. Each team is expected to use an electronic support for their presentation (PowerPoint, Prezi, or other support). Although the preparation and delivery of the presentation is a team effort, each team member will be evaluated individually for their performance.

The team should be prepared to explain the proposed policy and receive comments and feedback from peers and colleagues. Deadline: November 7

5. Final Policy Paper Submission (25%)

The final policy paper (8-10 pages) not including outline and appendices should be submitted covering all items listed in the outline, feedback from others, and personal reflections.

Deadline: November 28

COURSE SCHEDULE AND READING ASSIGNMENTS

* Complete references available in Appendix 1

Week	Date	Course content	Readings*
1	Sept. 5	<p>Introduction</p> <p>Presentation of the syllabus</p> <p>Expectations and rules of engagement</p> <p>General discussions on Public Policy</p>	No readings
2	Sept. 12	<p>Defining and Understanding Public Policy</p> <ul style="list-style-type: none"> • Types, scope, and influence • Public sector institutions • Ideas and values • Agendas and ideologies • Policy stakeholders and actors • Policy tools 	<ul style="list-style-type: none"> - What is Policy? By Sherri Torjman September 2005, Caledon Institute of Social Policy - Policy Analysis in Canada: The State of the Art laurent dobuzinskis, michael howlett, and david laycock - Routledge Handbook of Public Policy Edited By Eduardo Araral, Scott Fritzen, Michael Howlett, M. Ramesh, Xun Wu . The policy-making process by Michael Howlett and Sarah Giest, Chapter two, 1st Edition. eBook ISBN9780203097571
3	Sept. 19	<p>Policy Cycle (Part 1)</p> <ul style="list-style-type: none"> • Values and principles • Political mandates and public needs • Problem delineation <p>Discussions on how select Public Policy</p>	
4	Sept. 26	<p>Policy Cycle (Part 2)</p> <ul style="list-style-type: none"> • Solution strategies • Scenarios analysis • Impact assessment • Engagement, and consultation 	
5	Oct. 3	<p>Policy Cycle (Part 3)</p> <ul style="list-style-type: none"> • Negotiations tactics • Implementation and rollout • Oversight and monitoring 	<ul style="list-style-type: none"> - What is Policy? By Sherri Torjman September 2005, Caledon Institute of Social Policy - Chapter 2: Participatory assessment: tools for empowering, learning and legitimating. Matthijs Hisschemöller and Eefje CuppenThe Tools of Policy Formulation. Edited by Andrew J. Jordan and John R. Turnpenny. - Public participation in environmental impact

			assessment: why, who and how? Anne N. Gluckera, Peter P.J. Driessena, Arend Kolhoffb, Hens A.C. Runhaar. Environmental Impact Assessment Review Volume 43, November 2013, Pages 104–111
6	Oct. 10	Social Considerations (Part 1) <ul style="list-style-type: none"> Politics and the social license, environmental justice, top-down and bottom-up planning and policymaking. 	<ul style="list-style-type: none"> Planning for Environmental Justice. Arnold, Tony. Planning & Environmental Law 59.3 (Mar 2007): 3-12 Environmental Justice; Paul Mohai, David Pellow, and J. Timmons Roberts Bullard RD. 2000. Dumping in Dixie: Race, Class, and Environmental Quality Environmental Principles and Environmental Justice - Ole W. Pedersen Models of Justice in the Environmental Debate – Susan Clayton Justice and Environmental Decision Making. Geoffrey J. Syme Centre of Planning, Edith Cowan University, Joondalup, WA, Australia
7	Oct. 17	Social Considerations (Part 2) <ul style="list-style-type: none"> Stakeholders and community diverse groups - NIMBYism, ethnicity/gender/religion/class 	
8	Oct. 24	Social Considerations (Part 3) <ul style="list-style-type: none"> Inclusive community engagement, engaging marginalized residents in the planning process, reconciliation indigenous authenticity in community engagement, income gap, labour market inequalities, lack of power/voice 	
9	Oct. 31	Case Studies and examples <ul style="list-style-type: none"> Federal government Provincial government Municipal government 	
10	Nov. 7	Presentations and Discussions	
11	Nov. 14	Fall Study Break – No Class	
12	Nov. 21	Case Studies and examples (Part 2) <ul style="list-style-type: none"> Federal government Provincial government Municipal government 	
13	Nov. 28	Final Policy Paper Submission	

ATTENDANCE AND ASSIGNMENTS' DEADLINES

The University Calendar makes plain that “[s]tudents are expected to complete classwork by the prescribed deadlines. Only in special circumstances (e.g., the death of a close relative) may an instructor extend such deadlines.” **Late assignments will be assessed a penalty of 5% per day** (penalty applies from 12:00 am the following day. For instance, if the deadline is October 7th at 11:59 pm and you submit your assignment at 12:15 am the following day, there will be a penalty of 5%. If exceptional circumstances justify a delay, students must inform the instructor **before the deadline**. Attendance to City Hall presentations is mandatory.

INFORMATION ON PLAGIARISM

Proper documentation is required on all writing assignments. Failure to document sources constitutes plagiarism and can result in a severe academic penalty. You should keep your rough notes and be prepared to defend your work orally. Consult a writing/style manual for acceptable citation styles.

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a serious academic offence that may lead to loss of credit, suspension, or expulsion from the University, or even to the revocation of a degree. There must be correct attribution of authorities from which facts and opinions have been derived.

At Dalhousie, there are University Regulations that deal with plagiarism. Before submitting any paper in a course, students should read the Policy on Intellectual Honesty contained in the Calendar or on the Online Dalhousie website. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Please note that the *Original* system will be used for all assignments (including midterms) to detect plagiarism.

UNIVERSITY POLICIES, STATEMENTS, GUIDELINES AND RESOURCES FOR SUPPORT

This course is governed by the academic rules and regulations outlined in the University Calendar and the Senate, available at <https://academiccalendar.dal.ca/Catalog/ViewCatalog.aspx>

University Statements

Territorial Acknowledgement:

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms

Aboriginal and Treaty rights. We are all Treaty people.¹

The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

Internationalization

At Dalhousie, “[thinking and acting globally](#)” enhances the quality and impact of education, supporting learning that is “interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders.”

Academic Integrity

At Dalhousie University, we are guided in all of our work by the values of [academic integrity](#): honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation.

If there are aspects of the design, instruction, and/or experiences within this course (online or in-person) that result in barriers to your inclusion please contact:

- the [Student Accessibility Centre](#) (for all courses offered by Dalhousie except for Truro)
- the [Student Success Centre in Truro](#) for courses offered by the Faculty of Agriculture

Your classrooms may contain accessible furniture and equipment. It is important that these items remain in place, undisturbed, so that students who require their use will be able to fully participate.

Code of Conduct in the Classroom – Culture of Respect

Substantial and constructive dialogue on challenging issues is an important part of academic inquiry and exchange. It requires willingness to listen and tolerance of opposing points of view. Consideration of individual differences and alternative viewpoints is required of all class members, towards each other, towards instructors, and towards guest speakers. While expressions of differing perspectives are welcome and encouraged, the words and language used should remain within acceptable bounds of civility and respect.

Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported,

¹ The Dalhousie University Senate also acknowledges the histories, contributions, and legacies of African Nova Scotians, who have been here for over 400 years.

For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2). (Read more: <https://www.dal.ca/cultureofrespect.html>)

Code of Student Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The [Code of Student Conduct](#) allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

Faire Dealing Policy

The Dalhousie University [Fair Dealing Policy](#) provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

Originality Checking Software

The course instructor may use Dalhousie's approved originality checking software and Google to check the originality of any work submitted for credit, in accordance with the [Student Submission of Assignments and Use of Originality Checking Software Policy](#). Students are free, without penalty of grade, to choose an alternative method of attesting to the authenticity of their work and must inform the instructor no later than the last day to add/drop classes of their intent to choose an alternate method.

Student Use of Course Materials

These course materials are designed for use as part of the Course Code at Dalhousie University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as books, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this course material for distribution (e.g., uploading to a commercial third-party website) may lead to a violation of Copyright law.

Code University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates)
http://www.dal.ca/academics/important_dates.html
- Dalhousie Grading Practices Policy
https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practices-policy.html
- Grade Appeal Process
https://www.dal.ca/campus_life/academic-support/grades-and-student-records/appealing-a-grade.html
- Sexualized Violence Policy
https://www.dal.ca/dept/university_secretariat/policies/human-rights---equity/sexualized-violence-policy.html
- Scent-Free Program
<https://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

Learning and Support Resources

- General Academic Support – Advising https://www.dal.ca/campus_life/academic-support/advising.html
- Student Health & Wellness Centre https://www.dal.ca/campus_life/health-and-wellness.html
- On Track (helps you transition into university, and supports you through your first year at Dalhousie and beyond https://www.dal.ca/campus_life/academic-support/On-track.html)
- Indigenous Student Centre https://www.dal.ca/campus_life/communities/indigenous.html
- Elders in Residence (The Elders in Residence program provides students with access to First Nations elders for guidance, counsel, and support. Visit the office in the Indigenous Student Centre or contact the program at elders@dal.ca or 9024946803.) <https://medicine.dal.ca/departments/core-units/global-health/diversity/indigenous-health/elders-in-residence.html>
- Black Student Advising Centre: https://www.dal.ca/campus_life/communities/black-student-advising.html
- International Centre https://www.dal.ca/campus_life/international-centre.html
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)