



Introduction to Public Policy
PUAD 5120, BUSI 5120, POLI 4240/5240 (Section 01)
Online version for Fall 2020

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- Office Hours:** Office hours will be held following each live class (through Collaborate Ultra) or by appointment (through MS Teams or other virtual tools or by phone)
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COURSE DESCRIPTION

This course covers the process of designing, implementing and monitoring public policies from a perspective that is endogenous to a political or administrative organization. This is a practical course, oriented towards developing the skills required by agents who contribute to the design and implementation of public policy. The course begins by introducing the vocabulary and concepts essential for thinking about public policy in a contemporary world. It then outlines the skills needed to develop and monitor public policy. Finally, it proposed putting into practice the skills acquired in the course and encouraging critical reflection on the limits of government intervention. 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)

Pre-Requisites for POLI 4240, POLI 5240, BUSI 5120: Honours students or by permission of instructor

LEARNING OBJECTIVES AND OUTCOMES

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

- understand the theoretical foundations of public policy analysis
- be familiar with the 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 take into account 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
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
2.7	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.
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
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

CLASS FORMAT

Introduction to Public Policy is a lecture-discussion class. This fall, the course is delivered online using a blend of asynchronous (recorded) and synchronous (live) methods. The course is divided into six modules. Typically, each module consists of an online lecture that students can view at any time before the live class. Podcasts will also be available for some modules. Students must complete a quiz at the end of modules 1 to 5 (respecting the deadline). Each module will be followed by a live class. Live classes will be used to discuss the readings and to allow students to ask questions about the course content and assignments. For each module, students are responsible for:

- Doing the mandatory readings
- Watching the presentations
- Listening to the podcasts (when available)
- Completing the quiz
- Attending the live class

It should be noted that this course is a substantial reading course. Students are expected to read all the materials before each live class, to watch the online lecture and to attend live classes well ready to engage in a discussion about the readings. The instructor will not use live classes to summarize the readings or the presentations.

LIVE CLASSES

Live classes are accessible from Brightspace via Collaborate Ultra. These synchronous sessions are highly recommended, but not mandatory. The purpose of these live classes is to allow a discussion between the students and the Professor about the content of the modules. These sessions will also be an opportunity for students to ask questions about the course content.

The use of a webcam is highly recommended. Headset or headphones are strongly advised to avoid echo effects for other participants. Meetings will be recorded by the instructor and made available on Brightspace the day after the course. These sessions will never be used later or outside of this course.

LEARNING MATERIALS

Required book:

Knoepfel, P., Larrue, C., Varone, F., Hill, M. (2011). *Public Policy Analysis*. Policy Press: Bristol, 327 pages.

References and links for additional mandatory readings will be posted on Brightspace. Students are responsible for downloading weekly readings from Brightspace or from Dalhousie Library's website. Readings are listed in the 'Course Schedule and Reading Assignments' section and in Appendix 1 of the syllabus. Please follow the course schedule to download the correct reading.

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. Briefing Note	15%	-	October 13, 2020 11:59pm (Atlantic Time)
2. Quizzes (5)	25%	30%	Oct. 4; Oct. 18; Nov. 1; Nov. 8; Nov. 23 (all 11:59pm Atlantic Time)
3. Midterm	20%	30%	October 19, 2020 6:30 to 8:30pm (Atlantic Time)
4. Public Policy Design			
- Problem definition and identification of policy actors (part 1)	20%	20%	November 6, 2020 11:59pm (Atlantic Time)
- Public Policy Design (final paper)	20%	20%	December 14, 2020, 11:59pm (Atlantic Time)
TOTAL	100%	100%	

1. Briefing note (15% for Graduate Students only)

Your assignment will be to prepare a briefing note on an issue proposed by the Professor. See *Appendix 2 for more details*. **Deadline: October 13, 2020 (11:59 pm Atlantic Time)**.

2. Quizzes (30% for Undergraduate Students – 25% for Graduate Students)

The first five modules (1 to 5) will be followed by an online quiz. The quizzes will cover the content of presentations, podcasts (if available) and mandatory readings. Students can consult the course material to answer the quizzes. Quizzes will include multiple-choice, true/false or short answer questions. There will be five quizzes (5 x 6% for undergraduate students; 5 x 5% for graduate students). Once you start a quiz, you have 20 minutes to complete it.

Deadline for completing the quizzes:

Quiz 1: October 4 (11:59pm Atlantic Time)

Quiz 2: October 18 (11:59pm Atlantic Time)

Quiz 3: November 1 (11:59pm Atlantic Time)

Quiz 4: November 8 (11:59pm Atlantic Time)

Quiz 5: November 23 (11:59pm Atlantic Time)

3. Midterm exam (30% for Undergraduate Students - 20% for Graduate Students)

The midterm exam will focus on the content of modules 1 and 2. Students will answer directly in Brightspace. **The midterm exam will be done online on Monday, October 19, 2020, from 6:30pm to 8:30pm (Atlantic Time)**. The exam is an open-book exam. Students will be allowed to use the course material to write their exams. The exam will consist of two open-ended questions in which students will be asked to apply the theoretical concepts seen in Modules 1 and 2 to concrete situations.

4. Public Policy Design (40% for Undergraduate Students – 40 % for Graduate Students)

This paper consists of an analysis leading to the design of a policy. Based on a public issue of your choice, you will have to conduct an analysis that includes the topics presented during the term. **Your choice of topic must be submitted for approval by Monday, October 5, 2020.** This assignment has two parts:

- Part 1 – Problem definition and identification of policy actors (20% for Undergraduate Students – 20% for Graduate Students) **Deadline: November 6, 2020 (11:59pm Atlantic Time)**

- Part 2 (Final paper) – Complete policy design (20% for Undergraduate Students – 20% for Graduate Students) **Deadline: December 14, 2020 (11:59pm Atlantic time)**

For this analysis, you must use Knoepfel et al.'s book as a reference. *See Appendix 3 for more details.*

IMPORTANT DATES

Last day to add/drop classes	September 18, 2020
Last day to drop without a “W”	October 2, 2020
Last day to drop with a “W”	November 2, 2020

COURSE SCHEDULE AND READING ASSIGNMENTS

* Complete references available in Appendix 1

Module 1: Defining and understanding public policy				
Item	Proposed schedule	Course content	Readings*	Multimedia tools
1	First week of the term	Introduction Presentation of the syllabus	<i>No reading</i>	Welcome video
<p>Live class: Monday, September 14, 2020, 5:30pm (Atlantic time) <i>Purpose: Welcome, introduction and presentation of the syllabus</i></p>				
2	Sept. 14 - 20	What is a public policy? How to write briefing documents (<u>for graduate students only</u>)	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 3-15 • Knoepfel & al., 2007, 21-37 	Prezi presentation + video Prezi presentation + video
3	Sept. 20 – Oct. 5	Policy Analysis (main currents) Theoretical analysis models: <ul style="list-style-type: none"> • Advocacy Coalition Framework • Policy Cycle 	<ul style="list-style-type: none"> • Sabatier & Weible, 2007 • Howlett & Ramesh, 2003 • DeLeon. 1999 	Prezi presentation + video Prezi presentation + video Prezi presentation + podcast
<p>QUIZ 1 Deadline for completing Quiz 1: <u>Sunday, October 4, 2020, 11:59pm (Atlantic time)</u></p>				
<p>Live class: Monday, October 5, 2020, 5:30 pm (Atlantic Time) <i>Purpose: Discussions and questions on module 1</i> <i>+ discussion on briefing note (for graduate students only starting at 6:30pm)</i></p>				

Module 2: Public policy system				
4	Oct. 6 – 11	Policy actors and ‘basic triangle’ of a policy	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 39-65 • Atkinson & Coleman, 1992 	Prezi presentation + video
5	Oct. 12 - 18	Institutional rules	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 67-94 	Prezi presentation + video
		Resources	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 95-115 • Hall & Taylor, 1996 	Prezi presentation + video
QUIZ 2				
Deadline for completing Quiz 2: <u>Sunday, October 18, 2020, 11:59pm (Atlantic time)</u>				
Live class: Monday, October 19, 2020, 5:30 pm – 6:30pm (Atlantic Time) <i>Purpose: Discussions and questions on module 2</i> <i>Followed by:</i> <u>Midterm exam: Monday October 19, 2020 – 6:30pm – 8:30pm (Atlantic Time)</u>				
Module 3: Agenda Setting				
6	Oct. 20 – Nov. 2	Problem definition Agenda Setting Decision-making process	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 117-129 • Knoepfel & al., 2011, 131-156 • Olshfski & Cunningham, 2008 • Kingdon, 2003 	Prezi presentation + video Prezi presentation + video Prezi presentation + video
QUIZ 3				
Deadline for completing Quiz 3: <u>Sunday, November 1st, 2020, 11:59pm (Atlantic time)</u>				
Live class: Monday, November 2nd, 2020, 5:30 pm – 6:30pm (Atlantic Time) <i>Purpose: Discussions and questions on module 3</i>				
Module 4: Policy Design				
7	Nov. 3 to 8	Policy programming	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 157-193 • Turnpenney & al., 2015 • Howlett & al., 2015 	Prezi presentation + video

QUIZ 4				
Deadline for completing Quiz 4: Sunday, November 8, 2020, 11:59pm (Atlantic time)				
Fall Study Break November 9 to 15, 2020				
Module 5: Policy Implementation Process				
8	Nov. 16 – 22	Implementation	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 195-228 • Bowsell et al. (2015) • deLeon & deLeon, 2002 	Prezi presentation + video
QUIZ 5				
Deadline for completing Quiz 5: Sunday, November 22, 2020, 11:59pm (Atlantic time)				
Live class: Monday, November 23, 2020, 5:30 pm – 6:30pm (Atlantic Time) <i>Purpose: Discussions and questions on modules 4 and 5</i>				
Module 6: Evaluation Function				
9	Nov. 24 – 30	Policy and Program Evaluation	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 229-259 • Shepherd, 2016 • Rogers & Weiss, 2007 	Prezi presentation + podcast
10	Dec. 1 - 8	Wrap-up <ul style="list-style-type: none"> • Discussions on the strengths and limitations of the theoretical model 	<ul style="list-style-type: none"> • Knoepfel & al., 2011, 261-281 • Knoepfel & al., 2011, 283-298 	Prezi presentation
Live class: Monday, December 7, 2020, 5:30 pm – 6:30pm (Atlantic Time) <i>Purpose: Discussions and questions on modules 6</i> + Qs and As on final paper				

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.** Students who miss the deadline for an assignment on account of illness are expected to hand the assignment within one week of their return to class, with a medical certificate in hand, per academic regulations in the Dalhousie Calendar. If exceptional circumstances justify a delay, students must inform the instructor **before the deadline.**

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.

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:

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people¹.

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 of 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. (read more: https://www.dal.ca/dept/university_secretariat/academic-integrity.html)

Accessibility

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request an accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion, please contact the Study Accessibility Centre:

https://www.dal.ca/campus_life/academic-support/accessibility.html). Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

Student Code of 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. (read more: https://www.dal.ca/dept/university_secretariat/policies/student-life/code-of-student-conduct.html)

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. Dalhousie is strengthened in our diversity and dedicated to

1. 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/>

achieving equity. We are committed to being a respectful and inclusive community where everyone feels welcome and supported, which is why our University prioritizes fostering a culture of diversity and inclusiveness. (read more: <https://www.dal.ca/cultureofrespect.html>)

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/>

APPENDIX 1 – READINGS

Module 1: Defining and understanding public policy			
1	First week of the term	Introduction Presentation of the syllabus	No Reading
2	Sept. 14 - 20	What is a public policy? How to write briefing documents (<u>for graduate students only</u>)	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Theoretical perspectives on policy analysis" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 3-15. • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Public Policy" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 21-37.
3	Sept. 20 – Oct. 5	Theoretical analysis models: <ul style="list-style-type: none"> • Advocacy Coalition Framework • Policy Cycle 	<ul style="list-style-type: none"> • Sabatier, Paul A.; Weible, Christopher (2007). "The Advocacy Coalition Framework: Innovations and Clarification" in Sabatier, Paul (ed), <i>Theories of the Policy Process</i>. Boulder: Westview Press, 189-222. • Howlett, Michael; Ramesh, M. (2003). "Policy Regimes and Policy Dynamics." (2003). in <i>Studying Public Policy: Policy Cycles and Policy Subsystems</i>, Don Mills: Oxford University Press, 228-244. • deLeon, Peter. (1999). "The Stages Approach to the Policy Process. What Has It Done? Where Is It Going?"
Module 2: Public policy system			
4	Oct. 6 – 11	Policy actors and 'basic triangle' of a policy	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Policy Actors" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 39-65. • Atkinson, Michael M., et William D. Coleman. (1992). « Policy Networks, Policy Communities, and the Problems of Governance.» <i>Governance: An International Journal of Policy and Administration</i> 5 (2) April: 154-180.
5	Oct. 12 - 18	Institutional rules Resources	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Policy resources" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 67-94.

			<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Institutional rules" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 95-115. • Hall, Peter A., & Taylor, Rosemary C. R. (1996). "Political Science and the Three New Institutionalisms," <i>Political Studies</i>, vol. 44, no 4, 936-957.
Module 3: Agenda Setting			
6	Oct. 20 – Nov. 2	<p>Problem definition</p> <p>Agenda setting</p> <p>Decision-making process</p>	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Analysis model" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 117-129. • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Political agenda setting" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 131-156. • Olshfski, Dorothy; Cunningham, Robert B. (2008). "Problem Identification" in <i>Agendas and Decisions. How State Government Executives and Middle Managers Make and Administer Policy</i>. New York: State of New York University Press, 27-49. • Kingdon, John W. (2003). "The Policy Window, and Joining the Streams" in <i>Agendas, Alternatives, and Public Policies</i>, New York: Longman, 165-195.
Module 4: Policy Design			
7	Nov. 3 to 8	Policy programming	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Policy programming" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 157-193. • Turnpenny, J. R. & al. (2015) "The tools of policy formulation: an introduction" in Jordan, Andrew J. & Turnpenny, J. R. <i>The Tools of Policy Formulation. Actors, Capacities, Venues and Effects</i>. New Horizons in Public Policy, 1-30. • Howlett, M.; Mukherjee, I.; Woo, J. J. (2015). "From tools to toolkits in public policy design studies: the new design orientation towards policy formulation research" <i>Policy and Politics</i>, vol. 43, no 2, 291-311.

Module 5: Policy Implementation Process			
8	Nov. 16 – 22	Implementation	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Policy implementation" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 195-228. • Boswell, C. & al. (2015). "The effects of targets and indicators on policy formulation: narrowing down, crowding out and locking in" in Jordan, Andrew J. & Turnpenny, J. R. <i>The Tools of Policy Formulation. Actors, Capacities, Venues and Effects</i>. New Horizons in Public Policy. • deLeon, P. & deLeon, L. (2002). "What ever Happened to Policy Implementation? An Alternative Approach" <i>Journal of Public Administration Research and Theory: J-PART</i>, vol. 12, no 4, 467-492.
Module 6: Evaluation Function			
9	Nov. 24 – 30	Policy and Program Evaluation	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Evaluating policy effects" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 229-259. • Shepherd, Robert P. (2016). "The Program Evaluation Function: Uncertain Governance and Effects." In Thomas Klassen, & al. (Eds.), <i>Handbook of Global Public Policy and Administration</i>. New York: Routledge. • Rogers, Patricia J. & Weiss, Carol H. (2007). "Theory-based evaluation: Reflections ten years on: Theory-based evaluation: Past, present, and future," <i>New Directions for Evaluation</i>, no. 114, summer 2007, 63-81.
10	Dec. 1 - 8	Wrap-up <ul style="list-style-type: none"> • Discussions on the strengths and limitations of the theoretical model 	<ul style="list-style-type: none"> • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Research and working hypotheses" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 261-281. • Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011). "Conclusion" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 283-298.

APPENDIX 2

Briefing note

(15% for Graduate Students only)

Your assignment will be to prepare a briefing note on an issue proposed by the Professor in the first week. It is strongly recommended to watch the presentation entitled *How to write briefing documents* available on Brightspace before undertaking this assignment. The presentation provides detailed explanations on how to write a briefing note as well as examples.

Your note must respect the characteristics of a briefing note and use the following template:

- Title
- Summary Box
- Background
- Analysis/Considerations
- Next steps or recommendations

Guidelines:

- Maximum of two pages (single spacing)
- Times New Roman, 12pt
- Default margins
- Must be uploaded on Brightspace in **Word**.

Assessment criteria

- Respect of the template and guidelines
- Synthesis capacity
- Clarity and coherence
- Relevance of advice
- Level of sophistication of the analysis
- Quality of writing

Briefing notes must be **uploaded on Brightspace** no later than **Tuesday, October 13, 2020, at 11:59 pm (Atlantic Time)**.

TEMPLATE FOR BRIEFING NOTE

**MEMORANDUM TO THE ASSISTANT DEPUTY MINISTER
(TITLE)**

FOR INFORMATION

SUMMARY

- Start with the purpose of the note (e.g. This note seeks to inform you...)
-
-

BACKGROUND

- Short bullet points
- Explain the background of the issue, the history. What led to the current situation?

ANALYSIS / CONSIDERATIONS

- What are the implications? What needs to be known? What are the impacts (positive and negative if relevant)?

OPTIONS

- Maximum of 3-4 options. The preferred option should always be the last one.

RECOMMENDATION(S)

- One or two short sentences.

NEXT STEPS (if relevant)

- Are we expecting something from the reader?

Prepared by:

APPENDIX 3

Public Policy Design

(Part 1: 20% + Part 2: 20% - for Undergraduate and Graduate Students)

This paper consists of an analysis leading to the design of a public policy. Based on a public issue of your choice, you will have to conduct an analysis that includes the topics presented during the term. For this analysis, you must use Knoepfel et al.'s book as a reference.

This assignment includes two parts. In Part 1, you will be asked to define a problem and identify the relevant actors and the causal hypothesis using Knoepfel et al.'s framework. In Part 2, you will design the policy and propose an action plan for implementation. This assignment is divided into two parts to allow students to get feedback on the problematic and make the necessary adjustments before writing the rest of the paper. Part 2 of this assignment should include the problematic (Part 1) and be presented as a final paper.

Part 1 must include between 1000 and 1500 words. Part 2 (the final paper) must not exceed 3000 words (which includes part 1). Both documents must be written in Times New Roman, 12 pt (or equivalent), double-spaced, using the default margins. They must be submitted in **Word format**. No other format will be accepted. If your document does not meet the stated standards, it will be returned to you, and late penalties will apply. **Papers submitted directly by email will NOT be considered.**

Both papers must be **uploaded on Brightspace** at the following dates:

Part 1: November 6, 2020, 11:59pm Atlantic Time.

Part 2: December 14, 2020, 11:59pm Atlantic Time.

Assessment Criteria

- Quality of the description of the issue
- Relevance of the identification of actors
- Quality of hypothesis/assumptions
- Relevance of the justification of the choices
- Relevance of the objectives formulated and the resources that can be mobilized
- Quality of the action plan
- Overall quality of writing (clarity, organization of ideas, conciseness)
- Respect of guidelines

Proposed template (Based on Knoepfel & al.'s book)**PART 1**

- **Introduction**
- **Problematic**
 - Issue (problem definition, causes, negative impacts of the problem)
 - Actors (target group, end beneficiaries, positively and negatively affected third parties, politico-administrative authorities)
 - Causal hypothesis (can have more than one, make sure to clearly define your hypothesis)
 - Which causal hypothesis will you focus on? Justify.

PART 2

- **Design**
 - Objectives (can have more than one, make sure to clearly define them, can have sub-objectives)
 - Intervention hypothesis (can have more than one)
 - Which intervention hypothesis will you focus on? Justify.
 - What resources can be mobilized according to the interventions selected? Justify.
- **Implementation**
 - Propose an action plan
 - Set priorities for action
 - Establish resource allocation based on a timeline and objective.