



**Introduction to Public Policy**  
**PUAD 5120, BUSI 5120, POLI 4240/5240 (Section 01)**  
**Online version for Fall 2021**

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**Office Hours:** Virtual office hours will be held by appointment

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## **COURSE DESCRIPTION**

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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:

<b>1. Critical and Strategic Thinking</b> <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
<b>2. Leadership</b> <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.

<b>3. Engagement</b> <i>the knowledge and understanding of the tools and techniques required to engage stakeholders and partners in networked policy and governance processes</i>	
3.2	Ability to listen respectfully, to appreciate diverse perspectives and to solicit feedback
<b>4. Values and Ethics</b> <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
<b>5. Communication</b> <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

## COURSE CONTENT

*Introduction to Public Policy* is organized into four sections:

### 1. Defining and Understanding Public Policy

- a. Defining Public Policy
- b. Public Policy Analysis
- c. Theoretical Analysis Models

### 2. Policy Context

- a. Institutions
- b. Ideas and values
- c. Policy actors
- d. Resources

### 3. Designing Public Policy

- a. Problem definition
- b. Causes
- c. Interventions
- d. Criteria
- e. Policy Instruments

### 4. Policy Implementation

- a. Policy impact assessments
- b. Policy coherence
- c. Implementation challenges

## CLASS FORMAT

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*Introduction to Public Policy* is a lecture-discussion class. **Live classes will be held every week via MS Teams.** These synchronous sessions are highly recommended but not mandatory. **However, the professor or teaching assistant will not offer individual make-up sessions for those who do not attend the live sessions. If you are unable to attend, you are responsible for watching the recording of the session and checking in with your classmates to see what you missed, just as you would in an on-campus class.** Each class will consist of a lecture-discussion on the assigned subject matter for the week.

The use of a webcam is highly recommended for live classes. 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.

**It should be noted that this course is a substantial reading course. Students are expected to read all the materials before each live class 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.**

## LEARNING MATERIALS

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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

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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 [isabelle.caron@dal.ca](mailto:isabelle.caron@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
<b>1. Quizzes (5)</b>	25%	30%	<b>Sept. 28; Oct. 19; Nov. 16; Nov. 30; Dec. 8</b> (all 11:59 pm Atlantic Time)
<b>2. Midterm</b>	20%	30%	<b>November 1, 2021</b> 11:30 am to 2:30 pm (Atlantic Time)
<b>3. Briefing Note</b>	15%	-	<b>November 22, 2021</b> 11:59pm (Atlantic Time)
<b>4. Public Policy Design</b>	40%	40%	<b>December 14, 2021,</b> 11:59 pm (Atlantic Time)
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	

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

There will be a total of five online quizzes. The quizzes will cover the content of presentations 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. Once the quiz is closed, it will not be possible to take it. The results of each quiz will be available on Brightspace once the quiz is closed.

#### Deadline for completing the quizzes:

Quiz 1: **September 28 (11:59pm Atlantic Time)** (content of week 1, 2, 3)

Quiz 2: **October 19 (11:59pm Atlantic Time)** (content of week 4, 5)

Quiz 3: **November 16 (11:59pm Atlantic Time)** (content of week 8)

Quiz 4: **November 30 (11:59pm Atlantic Time)** (content of week 9, 10)

Quiz 5: **December 8 (11:59pm Atlantic Time)** (content of week 11, 12)

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

The midterm exam will focus on the content of week 1 to 6. **The midterm exam will be done online on Monday, November 1, 2021, from 11:30 am to 2:30 pm (Atlantic Time).** The midterm is an open-book exam. Students will be allowed to use the course material to write their midterm.

### 3. 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: November 22, 2021 (11:59 pm Atlantic Time).**

### 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.

**Deadline: December 14, 2021 (11:59 pm Atlantic time).**

## IMPORTANT DATES

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Last day to add/drop classes                      September 17, 2021

Last day to drop without a “W”                      October 1, 2021

Last day to drop with a “W”                      November 1, 2021

## COURSE SCHEDULE AND READING ASSIGNMENTS

\* Complete references available in Appendix 1

Week	Date	Course content	Readings*
1	Sept. 13	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Presentation of the syllabus</li> <li>• What is a public policy?</li> </ul>	<i>No readings</i>
2	Sept. 20	<ul style="list-style-type: none"> <li>• Theoretical Analysis Models (Part 1) <ul style="list-style-type: none"> <li>○ Advocacy Coalition Framework</li> <li>○ Kingdon's Model</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Howlett &amp; Ramesh, 2003, 1-16</li> <li>• Cohen et al. 1972, 1-25</li> </ul>
3	Sept. 27	<ul style="list-style-type: none"> <li>• Theoretical analysis models (Part 2) <ul style="list-style-type: none"> <li>○ Policy Cycle (and other related models)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Kingdon, 2003, 165-195</li> <li>• Sabatier &amp; Weible, 2007, 189-222</li> </ul>
<p><b>Quiz 1</b>  <b>Deadline for completing Quiz 1: <u>September 28, 2021, 11:59 pm (Atlantic Time)</u></b>  On content of week 1, 2, 3</p>			
4	Oct. 4	<ul style="list-style-type: none"> <li>• Policy context (Part 1)</li> <li>• Institutions</li> <li>• Ideas and values</li> </ul>	<ul style="list-style-type: none"> <li>• Hall &amp; Taylor, 1996, 936-957</li> <li>• Howlett et al. 2020, 54-68</li> </ul>
	Oct. 11	<b><i>Thanksgiving Day – University closed</i></b>	
5	Oct. 18	<ul style="list-style-type: none"> <li>• Policy Context (Part 2) <ul style="list-style-type: none"> <li>○ Policy Actors</li> <li>○ Resources</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Howlett et al. 2020, 68-98</li> <li>• Knoepfel et al., 2011, 67-94</li> </ul>

<p style="text-align: center;"><b>Quiz 2</b></p> <p style="text-align: center;"><b>Deadline for completing Quiz 1: <u>October 19, 2021, 11:59 pm (Atlantic Time)</u></b></p> <p style="text-align: center;">On content of week 4, 5</p>			
6	Oct. 25	<ul style="list-style-type: none"> <li>• How to write briefing documents (<u>for graduate students only</u>)</li> </ul>	<i>No readings</i>
7	Nov. 1	<p style="text-align: center;"><b>Midterm</b></p> <p style="text-align: center;"><b>11:30 am to 2:30 pm</b></p>	
	Nov. 8	<p style="text-align: center;"><b>Fall Study Break – No Class</b></p>	
8	Nov. 15	<ul style="list-style-type: none"> <li>• Problem definition and causes               <ul style="list-style-type: none"> <li>○ Problem</li> <li>○ Causal hypotheses</li> <li>○ Objectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bardach, 2012, 1-31</li> <li>• Pal, 2006, 97-131</li> </ul>
<p style="text-align: center;"><b>Quiz 3</b></p> <p style="text-align: center;"><b>Deadline for completing Quiz 1: <u>November 16, 2021, 11:59 pm (Atlantic Time)</u></b></p> <p style="text-align: center;">On content of week 8</p>			
9	Nov. 22	<ul style="list-style-type: none"> <li>• Policy Formulation               <ul style="list-style-type: none"> <li>○ Intervention hypotheses</li> <li>○ Criteria</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Howlett et Mukherjee, 2017, 3-22</li> <li>• Bardach, 2012, 31-63</li> </ul>
<p style="text-align: center;"><b>Briefing note (for graduate students only)</b></p> <p style="text-align: center;"><b>Deadline for submitting the briefing note: <u>November 22, 2021, 11:59 pm (Atlantic Time)</u></b></p>			
10	Nov. 29	<ul style="list-style-type: none"> <li>• Policy Instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Lascoumes &amp; Le Gales, 2007. 1-21</li> <li>• Hood, 2007, 127-144</li> <li>• Howlett, 2019, 135-161</li> </ul> <p><i>Optional Readings</i></p> <ul style="list-style-type: none"> <li>• Howlett et al., 2015, 291-311</li> </ul>



<p><b>Quiz 4</b></p> <p><b>Deadline for completing Quiz 1: <u>November 30, 2021, 11:59 pm (Atlantic Time)</u></b></p> <p>On content of week 9, 10</p>			
11	Dec. 6	<ul style="list-style-type: none"> <li>• Policy content assessment               <ul style="list-style-type: none"> <li>○ Intersectional analysis</li> <li>○ Gender-based analysis</li> <li>○ Environmental impact assessment</li> </ul> </li> <li>Regulatory impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Hankivsky, 2014</li> <li>• Hankivsky &amp; Cormier, 2011, 217-229</li> <li>• Hankisvy &amp; Mussell, 2018, 313-316</li> <li>• Canada, 2018</li> </ul>
12	Dec. 7	<p>Implementation</p> <ul style="list-style-type: none"> <li>• Challenges</li> <li>• Policy coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Wu et al., 2010, 66-80</li> <li>• Boswell et al., 2015.</li> <li>• May et al., 2006, 381-403.</li> </ul>
<p><b>Quiz 5</b></p> <p><b>Deadline for completing Quiz 1: <u>December 8, 2021, 11:59 pm (Atlantic Time)</u></b></p> <p>On content of week 11, 12</p>			
<p><b>Final paper</b></p> <p><b>Deadline for submitting final paper: <u>December 14, 2021, 11:59 pm (Atlantic Time)</u></b></p>			

## 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 7<sup>th</sup> at 11:59 pm and you submit your assignment at 12:15 am the following day, there will be a penalty of 5%. 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

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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 *Urkund* system will be used for all assignments (including midterms) to detect plagiarism.**

## UNIVERSITY POLICIES, STATEMENTS, GUIDELINES AND RESOURCES FOR SUPPORT

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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 people<sup>1</sup>.

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<sup>1</sup>. 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/>

**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](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](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](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 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](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](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](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](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](https://www.dal.ca/campus_life/academic-support/advising.html)
- Student Health & Wellness Centre [https://www.dal.ca/campus\\_life/health-and-wellness.html](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](https://www.dal.ca/campus_life/academic-support/On-track.html))
- Indigenous Student Centre [https://www.dal.ca/campus\\_life/communities/indigenous.html](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](mailto: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](https://www.dal.ca/campus_life/communities/black-student-advising.html)
- International Centre [https://www.dal.ca/campus\\_life/international-centre.html](https://www.dal.ca/campus_life/international-centre.html)
- South House Sexual and Gender Resource Centre <https://southhousehalifax.ca/>

**APPENDIX 1 – READINGS**

<b>Section 1: Defining and Understanding Public Policy</b>			
1	Sept. 13	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Presentation of the syllabus</li> <li>• What is a public policy?</li> </ul>	<i>No Readings</i>
2	Sept. 20	<ul style="list-style-type: none"> <li>• Theoretical Analysis Models (Part 1) <ul style="list-style-type: none"> <li>○ Policy Cycle and other related models</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Howlett, M.; Ramesh, M. (2003). "Studying Public Policy – Why and How" in <i>Studying Public Policy - Policy Cycles and Policy Subsystems</i>", Don Mills: Oxford University Press, 1-16.</li> <li>• Cohen, M.; March, J. G.; Olsen, J. P. (1972). "A Garbage Can Model of Organizational Choice", <i>Administrative Science Quarterly</i>, vol. 17 (1): 1-25.</li> </ul>
3	Sept. 27	<ul style="list-style-type: none"> <li>• Theoretical analysis models (Part 2) <ul style="list-style-type: none"> <li>○ Kingdon's Model</li> <li>○ Advocacy Coalition Framework</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Kingdon, J. W. (2003). "The Policy Window, and Joining the Streams" in <i>Agendas, Alternatives, and Public Policies</i>, New York: Longman, 165-195.</li> <li>• Sabatier, P. A.; Weible, C. (2007). "The Advocacy Coalition Framework: Innovations and Clarification" in Sabatier, Paul (ed), <i>Theories of the Policy Process</i>. Boulder: Westview Press, 189-222.</li> </ul>
<b>Section 2: Policy Context</b>			
4	Oct. 4	<ul style="list-style-type: none"> <li>• Institutions</li> <li>• Ideas and values</li> </ul>	<ul style="list-style-type: none"> <li>• Hall, Peter A., &amp; Taylor, Rosemary C. R. (1996). "Political Science and the Three New Institutionalisms", <i>Political Studies</i>, vol. 44, no 4, 936-957.</li> <li>• Howlett, M.; Ramesh, M.; Perl. A. (2020). "Chapter 3 – The Policy Context – States and Societies" in <i>Studying Public Policy: Principles and Processes</i>, Don Mills: Oxford University Press, 54-68. (Part 1)</li> </ul>

5	Oct. 18	<ul style="list-style-type: none"> <li>• Policy actors</li> <li>• Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Howlett, M.; Ramesh, M.; Perl, A. (2020). "Chapter 3 – The Policy Context – States and Societies" in <i>Studying Public Policy: Principles and Processes</i>, Don Mills: Oxford University Press, 68-98. (Part 2)</li> <li>• Knoepfel, Peter; Larrue, Corinne; Varone, Frédéric and Hill, Michael. (2011) "Policy Resources" in <i>Public Policy Analysis</i>, Bristol: The Policy Press, 67-94.</li> </ul>
6	Oct. 25	<ul style="list-style-type: none"> <li>• How to write briefing documents <u>(for graduate students only)</u></li> </ul>	<i>No readings</i>
7	Nov. 1	<ul style="list-style-type: none"> <li>• <b>Midterm</b></li> </ul>	<i>No readings</i>
<b>Section 3: Designing Public Policy</b>			
8	Nov. 15	<ul style="list-style-type: none"> <li>• Problem definition and causes <ul style="list-style-type: none"> <li>○ Problem</li> <li>○ Causal hypotheses</li> <li>○ Objectives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Bardach, E. (2012). "Part 1 – The Eightfold Path (Step 1 to Step 3)" in <i>A Practical Guide for Policy Analysis</i>, Berkeley: Sage; 1-31.</li> <li>• Pal, L. A. (2006). "Chapter 3 – Problem Definition in Policy Analysis" in <i>Beyond Policy Analysis</i>, Toronto: Nelson, 97 – 131.</li> </ul>
9	Nov. 22	<ul style="list-style-type: none"> <li>• Policy Formulation <ul style="list-style-type: none"> <li>○ Intervention hypotheses</li> <li>○ Criteria</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Howlett, M.; Mukherjee, I. (2017) "Policy formulation: where knowledge meets power in the policy process" in <i>Handbook of Policy Formulation</i>, Bloomington: Elgar, 3-22.</li> <li>• Bardach, E. (2012). "Part 1 – The Eightfold Path (Step 4)" in <i>A Practical Guide for Policy Analysis</i>, Berkeley: Sage; 31-63.</li> </ul>
10	Nov. 29	<ul style="list-style-type: none"> <li>• Policy Instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Lascombes, P.; Le Gales, P. (2007). "Introduction: Understanding Public Policy through Its Instruments – From the Nature of Instruments to the Sociology of Public Policy Instrumentation" in <i>Governance: An International Journal of Policy, Administration, and Institutions</i>, vol. 20, no 1, 1-21.</li> </ul>

			<ul style="list-style-type: none"> <li>• Hood, C. (2007). "Intellectual Obsolescence and Intellectual Makeovers: Reflections on the Tools of Government after Two Decades" in <i>Governance: An International Journal of Policy, Administration, and Institutions</i>, vol. 20, no 1, 127-144.</li> <li>• Howlett, M. (2019). "Chapter 7 – How do policy designs work? Policy designs as implementation tool mixes" in <i>Designing Public Policies</i>, Abingdon: Routledge, 135-161.</li> </ul> <p><i>Optional Reading:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Section 4: Policy Implementation</b>			
11	Dec. 6	<ul style="list-style-type: none"> <li>• Policy content assessment <ul style="list-style-type: none"> <li>○ Intersectional analysis</li> <li>○ Gender-based analysis</li> <li>○ Environmental impact assessment</li> <li>○ Regulatory impact assessment</li> <li>○ Cost-Benefit Analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Hankivsky, O. "Intersectionality 101" The Institute for Intersectionality Research and Policy, Simon Fraser University, 37 pages.</li> <li>• Hankivsky, O. &amp; Cormier, R. (2011). "Intersectionality and Public Policy: Some Lessons from Existing Models" in <i>Political Research Quarterly</i>, 64(1), 217-229.</li> <li>• Hankivsky, O. &amp; Mussell, L. (2018) "Gender-Bases Analysis Plus in Canada: Problems and Possibilities of Integrating Intersectionality" in <i>Canadian Public Policy</i>, vol. 44, no. 4, 303-316.</li> <li>• Canada (2018). <i>What is GBA+?</i>, Status of Women Canada</li> </ul> <p><i>Optional Readings:</i></p> <ul style="list-style-type: none"> <li>• OECD – Regulatory impact analysis (see website reference in Brightspace)</li> <li>• Government of Nova Scotia – Environmental Assessment (see website reference in Brightspace)</li> <li>• Government of New Brunswick – Environmental Impact Assessment (see website reference in Brightspace)</li> </ul>

12	Dec. 7	<ul style="list-style-type: none"><li>• Implementation<ul style="list-style-type: none"><li>○ Challenges</li><li>○ Policy Coherence</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Wu, X.; Ramesh, M.; Howlett, M.; Fritzen, S.A. (2010). "Policy Implementation" in <i>The Public Policy Primer – Managing the policy process</i>, Abingdon: Routledge, 66-80.</li><li>• Boswell, C. &amp; al. (2015). "The effects of targets and indicators on policy formulation: narrowing down, crowding out and locking in" in Jordan, Andrew J. &amp; Turnpenny, J. R. <i>The Tools of Policy Formulation. Actors, Capacities, Venues and Effects</i>. New Horizons in Public Policy.</li><li>• May, P. J.; Sapotichne, J.; workman, S. (2006). "Policy Coherence and Policy Domains" in <i>The Policy Studies Journal</i>, vol. 34, no. 3, 381-403.</li></ul>
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## **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 on November 1<sup>st</sup>, 2021. 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 **Monday, November 22, 2021, at 11:59 pm (Atlantic Time)**.

**TEMPLATE FOR BRIEFING NOTE**

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

**FOR DECISION**

**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**

**(40% - for Undergraduate and for 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 assignment, you are asked to define a problem, identify the relevant actors, causal hypotheses, intervention hypotheses, design the policy and propose an action plan for implementation.

Your paper must not exceed 3000 words and must be written in Times New Roman, 12 pt, double-spaced, using the default margins. It 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.**

Your final paper must be **uploaded on Brightspace on December 14, 2021, 11:59pm Atlantic Time.**

#### Assessment Criteria

- Quality of the description of the issue
- Relevance of the identification of actors
- Quality of hypotheses/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

- **Introduction**
- **Problematic**
  - Issue (problem definition, causes, negative impacts of the problem, consequences of status quo)
  - Actors involved
  - Causal hypotheses (you must have more than one; make sure to clearly define and explain your hypotheses)
  - Which causal hypotheses will you prioritize? Justify.
- **Design**
  - Objectives (make sure to clearly define them and link them to your interventions; can have sub-objectives)
  - Intervention hypotheses (must have more than one)
  - Which intervention hypotheses will you prioritize? Justify.
  - What resources can be mobilized according to the interventions selected? Justify.
- **Implementation**
  - Propose an action plan
    - Set priorities for action (must be aligned with interventions proposed)
    - Establish resource allocation based on a timeline and objective.