



**Introduction to Public Policy**  
**PUAD 5120, BUSI 5120, POLI 4240/5240 (Section 01)**  
**Fall 2022**  
**Thursdays 11h35 – 14h25**  
**Henry Hicks Building, 217**

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**Instructor:** Dr. Isabelle Caron  
Kenneth Rowe Management Building, 3026  
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**Office Hours:** Office hours will be held by appointment

**Teaching Assistant:** Andrea Rankin  
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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 CAPP (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 CAPP 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
1.2	Ability to devise and employ plans that lead to results that have an impact
<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
2.6	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

<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>	
3.1	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)
<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
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 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 coherence
- b. Policy impact assessments
- c. Implementation challenges

### CLASS FORMAT

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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. Guest speakers may also be invited to amplify the content of the assigned readings and discuss their practical experiences.

**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

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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.**

In addition, for the policy lab project, each team will be assigned a mentor from the Halifax Regional Municipality. Team members will be able to contact the mentor to answer their policy proposal content-related questions (each team should designate a contact person).

## 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. Briefing Note #1</b>	15%	15%	<b>October 6, 2022</b> (11:59 pm Atlantic Time)
<b>2. Midterm</b>	20%	30%	<b>October 27, 2022</b> 11:30 am to 2:30 pm
<b>3. Policy Lab - Policy Proposal</b>	35%	35%	<b>November 24, 2022</b> *see next page for details
<b>4. Briefing Note #2</b>	10%	--	<b>November 24, 2022</b> *see next page for details
<b>5. Presentation</b>	15%	15%	<b>November 24, 2022</b> *see next page for details
<b>6. Peer Assessment</b>	5%	5%	<b>December 7, 2022</b> (11:59 pm Atlantic Time)
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	

### 1. Briefing note #1 (15%) – Individual Assignment

Your assignment will be to prepare a briefing note on an issue proposed by the Professor. See *Appendix 2 for more details and template*. **Deadline: October 6, 2022 (11:59 pm Atlantic Time)**.

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

The midterm exam will focus on the content of week 1 to 7. **The midterm exam will be done in person on October 27, 2022, from 11:30 am to 2:30 pm (Atlantic Time)**. The midterm is an open-book exam. Students are allowed to use the course material to write their midterm. The use of a laptop is recommended to write the exam.

### 3. Policy Lab - Policy Proposal (35%) – Team project

In a team of 5 students, you will conduct an analysis leading to the design of a policy proposal. Based on a public issue presented by representatives of the Halifax Regional Municipality, you will have to conduct an analysis and present recommendations. See *Appendix 3 for more details and template*. **Deadline: November 24, 2022 (a paper version must be submitted to HRM representatives at the time of your presentation; an electronic version must be uploaded in Brightspace no later than 11:35 am Atlantic Time)**.

### 4. Presentation (15%) – Team project (but individual assessment)

In a team of 5 students, you will present the highlights of your policy proposal to Halifax Regional Municipality representatives (including public servants and elected officials) at City Hall on **November 24, 2022 (an electronic version must be uploaded in Brightspace no later than 11:35 am Atlantic Time)**. Attendance is mandatory. See *Appendix 4 for more details*.

### 5. Briefing note #2 (10% - for Graduate Students only) – Team project

Your assignment will be to prepare a briefing note as a cover document to present the highlights of your policy proposal to HRM representatives. See *Appendix 2 for more details*.

**Deadline: November 24, 2022 (a paper version must be submitted to HRM representatives at the time of your presentation; an electronic version must be uploaded in Brightspace no later than 11:35 am Atlantic Time)**.

### 6. Peer Assessment (5%)

This course relies upon student participation, engagement and collaboration. The policy proposal, presentation and briefing note #2 are team assignments, and they require every team member's collaboration. This includes the capacity to work with other students in the spirit of **respect**, cooperation, adapt to one another, and get the work done with **EVERYONE** contributing a similar share. To ensure a fair grade based on your personal contribution to the overall teamwork, your teammates will assess your participation. **Peer participation assessment forms will be available to students on Brightspace on Thursday, November 24, 2022. Students must complete the form and upload it on Brightspace no later than Wednesday, December 7, 2022, at 11:59 pm (Atlantic Time)**. More details about this assessment can be found in *Appendix 5*.

## IMPORTANT DATES

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Last day to add/drop classes	September 16, 2022
Last day to drop without a "W"	October 3, 2022
Last day to drop with a "W"	November 1, 2022

## COURSE SCHEDULE AND READING ASSIGNMENTS

\* Complete references available in Appendix 1

Week	Date	Course content	Readings*
1	Sept. 8	<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. 15	<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 &amp; Ramesh, 2003, 1-16</li> <li>• Cohen et al. 1972, 1-25</li> <li>• Savard, 2012, 1-3</li> <li>• <i>Podcast on Policy Cycles</i></li> </ul>
3	Sept. 22	<ul style="list-style-type: none"> <li>• <b>Presentation of the Policy Problem by HRM Representatives (for final project)</b></li> <li>• How to write briefing documents</li> </ul>	<i>No readings</i>
4	Sept. 29	<ul style="list-style-type: none"> <li>• Theoretical analysis models (Part 2) <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>• Kingdon, 2003, 165-195</li> <li>• Sabatier &amp; Weible, 2007, 189-222</li> </ul>
5	Oct. 6	<ul style="list-style-type: none"> <li>• Policy context (Part 1) <ul style="list-style-type: none"> <li>○ Institutions</li> <li>○ Ideas and values</li> </ul> </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>
<b>October 6, 2022 (11:59 pm Atlantic Time) - Deadline for submitting briefing note #1</b>			
6	Oct. 13	<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>
7	Oct. 20	<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>• Pal, 2006, 97-131</li> <li>• Peters, 2005, 349-370</li> </ul>
8	<b>Oct. 27</b>	<b>Midterm (in-person) 11:30 am to 2:30 pm</b>	



9	Nov. 3	<ul style="list-style-type: none"> <li>• Policy Formulation <ul style="list-style-type: none"> <li>○ Intervention hypotheses</li> <li>○ Criteria</li> </ul> </li> <li>• Policy Instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Howlett et Mukherjee, 2017, 3-22</li> <li>• Lascoumes &amp; LeGalès, 2007, 1-21</li> <li>• Hood, 2007, 127-144</li> </ul>
	Nov. 10	<b>Fall Study Break – No Class</b>	
10	Nov. 17	<ul style="list-style-type: none"> <li>• Policy coherence</li> <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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• May, P. J.; Sapotichne, J.; Workman, S. (2006), 381-403.</li> <li>• Kirpatrick, C. &amp; Parker, D. (2004), 267-270.</li> <li>• Dunlop, C. A. &amp; Radaelli, C. M. (2016), 3-17.</li> </ul> <p><b>More resources will be posted to Brightspace.</b></p>
11	Nov. 24	<p><b><u>Presentations at City Hall</u></b></p> <p><b>***Attendance is mandatory</b></p>	<p><b>No readings</b></p>
<p><b>November 24, 2022 - Deadline for submitting briefing note #2, PowerPoint Slides and Policy Proposal (to City Hall representatives and Professor)</b></p>			
12	Dec. 1	<ul style="list-style-type: none"> <li>• Wrap-up and debrief on City Hall presentations</li> <li>• Implementation <ul style="list-style-type: none"> <li>○ Challenges</li> <li>○ Evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Wu et al., 2010, 66-80</li> <li>• Boswell et al., 2015.</li> <li>• <i>Podcast on Policy and Program Evaluation</i></li> </ul>
<p><b>Deadline for submitting Peer Assessment: <u>December 7, 2022, 11:59 pm (Atlantic Time)</u></b></p>			

## ATTENDANCE AND ASSIGNMENTS' DEADLINES

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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%. If exceptional circumstances justify a delay, students must inform the instructor **before the deadline**. Attendance to City Hall presentations is mandatory.

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

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## 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:**

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.<sup>1</sup>

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 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.

#### **Accessibility**

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

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<sup>1</sup> 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/>.

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 with the exception of 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, 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](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/>
- [LGBTQ2SIA+ Collaborative](#)
- [Dalhousie Libraries](#)
- [Copyright Office](#)
- [Dalhousie Student Advocacy Service \(DSAS\)](#)
- [Dalhousie Ombudsperson](#)
- [Human Rights & Equity Services](#)
- [Writing Centre](#)
- [Study Skills/Tutoring](#)

**APPENDIX 1 – READINGS**

Section 1: Defining and Understanding Public Policy			
1	Sept. 8	<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. 15	<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> <li>• Savard, J.-F. with the collaboration of R. Banville (2012). "Policy Cycles," in L. Côté and J.-F. Savard (eds.), <i>Encyclopedic Dictionary of Public Administration</i>, [online], <a href="http://www.dictionnaire.enap.ca">www.dictionnaire.enap.ca</a></li> <li>• <i>Podcast on Policy Cycle</i></li> </ul>
3	Sept. 22	<ul style="list-style-type: none"> <li>• Presentation of the Policy Problem (for final project)</li> <li>• How to write briefing documents</li> </ul>	<i>No Readings</i>
4	Sept. 29	<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>

Section 2: Policy Context			
5	Oct. 6	<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>
6	Oct. 13	<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>
Section 3: Designing Public Policy			
7	Oct. 20	<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>Pal, L. A. (2006). "Chapter 3 – Problem Definition in Policy Analysis" in <i>Beyond Policy Analysis</i>, Toronto: Nelson, 97 – 131.</li> <li>Peters, G. B. (2005). "The problem of Policy Problems" <i>Journal of Comparative Policy Analysis</i>, 7 (4), 349-370.</li> </ul>
8	Oct. 27	<ul style="list-style-type: none"> <li><b>Midterm</b></li> </ul>	<i>No readings</i>
9	Nov. 3	<ul style="list-style-type: none"> <li>Policy Formulation <ul style="list-style-type: none"> <li>Intervention hypotheses</li> <li>Criteria</li> </ul> </li> <li>Policy Instruments</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>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> </ul>
	Nov. 10	<b>Fall Study Break – No Class</b>	
10	Nov. 17	<ul style="list-style-type: none"> <li>Policy Coherence</li> <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>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> <li>Kirpatrick, C. &amp; Parker, D. (2004). "Editorial: Regulatory Impact assessment – An Overview" <i>Public Money &amp; Management</i>, October 2004, 267-270.</li> <li>Dunlop, C. A. &amp; Radaelli, C. M. (2016) "The Politics and Economics of Regulatory Impact Assessment" in Dunlop C. A. &amp; Radaelli, C. M. (eds), <i>Handbook of Regulatory Impact Assessment</i>, 3-17.</li> <li>Hankivsky, O. (2014). "Intersectionality 101" The Institute for Intersectionality Research and Policy, Simon Fraser University, 37 pages.</li> </ul> <p><i>Optional Readings:</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> <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> <li>OECD – Regulatory impact analysis (see website reference in Brightspace)</li> </ul>

			<ul style="list-style-type: none"> <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> <li>• <i>More resources will be posted to Brightspace.</i></li> </ul>
11	Nov. 24	<p><b><i>Policy Proposal Presentations at City Hall</i></b></p> <p><b><i>***Presence is mandatory</i></b></p>	
<b>Section 4: Policy Implementation</b>			
12	Dec. 1	<ul style="list-style-type: none"> <li>• Debrief on City Hall presentations and wrap-up</li> <li>• Implementation challenges</li> <li>• Evaluation</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>• <i>Podcast on Policy and Program Evaluation</i></li> </ul>

## **APPENDIX 2**

### **Briefing Notes**

***Briefing Note #1 (15% for all students – Individual assignment)*** - Your assignment is to prepare a briefing note on an issue proposed by the Professor. The deadline for Briefing Note #1 is **October 6, 2022 (11:59 pm Atlantic Time)**. Documents must be uploaded in Brightspace (email submissions will not be accepted).

***Briefing Note #2 (10% - for Graduate students only – Team Assignment)*** - Your assignment is to prepare a briefing note presenting the highlights of your policy proposal (as a cover document). The deadline for Briefing Note #2 is **November 24, 2022**. A paper version must be submitted to HRM representatives at the time of your presentation; an electronic version must be uploaded in Brightspace **no later than 11:35 am (Atlantic Time) on November 24, 2022**.

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

- Title
- Summary Box
- Background
- Analysis/Considerations
- 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

**TEMPLATE FOR BRIEFING NOTE**

**MEMORANDUM TO THE XXX  
(TITLE)**

**FOR INFORMATION**

**SUMMARY**

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

**BACKGROUND**

- Short bullet points (1-2)
- 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.

*Prepared by:*

## **APPENDIX 3**

### **Policy Lab - Policy Proposal (35% - for all students) – TEAM PROJECT**

**Deadline: November 24, 2022 (a paper version must be submitted to HRM representatives at the time of your presentation; an electronic version must be uploaded in Brightspace no later than 11:35 am Atlantic Time).**

#### **Initiative developed in collaboration with the Halifax Regional Municipality Government Relations and External Affairs Team**

**OVERVIEW:** In a “mock report” to Halifax Regional Municipality (HRM) staff and Halifax Regional Council, students will research, recommend, and present options for how HRM could improve support to the operation of startups, small businesses, scaleups, community organizations and social enterprises using regulatory reform<sup>2</sup> and economic sustainability principles. Teams of 5 students will explore this policy issue, and apply a regulatory reform approach, using the HRM Charter of Governing Principles for Regulation (details below). The report will culminate in recommendations for one or more Council motions. Reports will be adapted for presentation to members of Regional Council and HRM staff on November 24<sup>th</sup>, 2022.

**CONTEXT:** Halifax is growing. More young people are staying, immigration is increasing, business startups and scaleups are energizing innovation, and development is booming. Even during the uncertainty of a global pandemic, Halifax has entered a period of [growth and development](#). While all three orders of government have responsibilities that affect economic development and social well-being, municipalities have the greatest opportunity and [ability to implement targeted policy action and to act as local champions for business and communities](#).<sup>3</sup> To improve regulatory quality and policy impact HRM is focusing on modernizing its regulatory and policy environment to remove the burden of red-tape, and improve the quality and performance of regulation as a public policy tool. However, streamlining by-laws and rules is not enough to truly modernize regulation. Systematically considering whether regulation is in-fact the best tool to deliver the best public policy outcomes is also critical, particularly with today’s increasingly interconnected social, economic, and environmental policy issues.

**REGULATORY MODERNIZATION:** Regulation is often the default instrument that governments, including HRM, use to implement policy and ensure public health and safety is priority. Current events or public conflicts are often presented to/by Council as requiring regulatory action without fully considering the underlying issue and potential impacts when instituting new regulation. Furthermore, the outcomes of regulation from a policy perspective are difficult to measure and often not subject to thorough evaluation and continuous monitoring. Moreover, regulation often becomes outdated, overly complex, or mis-aligned with other municipal by-laws or provincial and federal legislation. Over time, its original policy intent can be unclear.

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<sup>2</sup> Regulatory reform aims to improve the quality and performance of regulation as a public policy tool.

<sup>3</sup> Institute on Municipal Finance and Governance, Munk School of Global Affairs and Public Policy, University of Toronto “The Municipal Role in Economic Development” April 2022

Regulatory modernization efforts in HRM are strongly tied to the Municipality's desire to support business development (inclusive of non-profit sector) and economic growth through "[red-tape reduction](#)". However, the HRM Charter of Governing Principles for Regulation Administrative Order<sup>4</sup> is not just about economic development, it states that regulation can "distort markets, unduly burden citizens, businesses and governments, and impede economic growth". The "regulation-first" approach which permeates many government bodies often overlooks the merits of non-regulatory policy options, as well the potential drawbacks of new regulation. To improve the quality of regulation, HRM Regional Council has adopted the [Charter of Governing Principles for Regulation \(as a regulatory reform policy\) to help guide municipal decision-making when considering \(certain\) new regulations](#). A Regulatory Impact Assessment (RIA) tool has also been adopted to guide HRM staff in conducting sound policy evaluation and options analysis to help inform Council on whether to use regulation, or another (non-regulatory) tool to address a policy issue. This approach emphasizes preference for non-regulatory solutions and implies an institutional shift in how and when HRM regulates. Although Council has an interest in business and economic development, the scope of the governing policy is broad. It recognizes that when regulation is not well-defined or designed it can have ramifications for social and environmental policy outcomes and can stifle market innovation. When used in an integrated and interconnected way, and early in the decision-making process, regulatory reform policy and tools (like RIA) can help inform some of HRM's most complex policy issues while also fostering a supportive environment for business activity.

#### **REQUIREMENTS FOR POLICY PROPOSAL:**

- Origin
- Legislative Authority
- Background
- Root cause analysis/fishbone analysis
- Jurisdictional research
- Basic triangle of actors – are there "negatively affected third-parties"? Any policy to support urban development will have a negative impact on some segments of the populations (e.g. impact on cost of housing for instance).
- Intervention Hypotheses
- Regulatory Impact Assessment (attached)
- Recommendations
- Action Plan

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<sup>4</sup> Administrative Orders provide direction on the administrative affairs of the municipality and have an impact on the way HRM deals with public issues on an ongoing basis. Generally, they provide details on the process of how strategic direction or policy statements will be implemented.

**NOTES:**

- Policy cohesion and coherence should be considered, including consideration of one (or several) of the following aspects: social impact, economic impact (including small and/or micro business impact), environmental impact, and the application of a Diversity and Inclusion and GBA+ lens.
- Your report should include a final section (1-2 pages) presenting a short evaluation of the HRM Regulatory Impact Assessment tool, including 1-2 recommendations for improving it. Your feedback will help HRM officers to improve the tool.

**CONSIDERATIONS:**

- It is possible that your research will result in a recommendation for new regulation (tax rates, economic development districts, etc.) but leave yourself open to the possibility that another instrument could be recommended, such as:
  - Business incentives
  - Municipal service delivery or programming
  - Partnerships
  - Public awareness

**SPECIFIC GUIDELINES:**

- Please adhere to the template provided
- Between 10,000 and 14,000 words (suggestion)(exclusive of title page, reference list, and appendices)
- 12-pt, double-spaced, default margins, page numbered, clear sub-headings
- **Word format** for the electronic submission (no other format will be accepted)
- Paper copy to be submitted at the time of the presentation

**ASSESSMENT CRITERIA:**

- Overall quality of the analysis
- Relevance of recommendations
- Overall quality of writing (clarity, organization of ideas, conciseness, and grammar)
- Respect of requirements and guidelines
- Overall quality of the document

## Proposed template for Policy Proposal

- **Title page**
- **Introduction**
  - Origin
  - Legislative Authority
  - Background
- **Problematic**
  - Issue (problem definition, negative impacts of the problem, consequences of status quo)
  - Root cause analysis/fishbone analysis - Causal hypotheses (you must have more than one; make sure to clearly define and explain your hypotheses)
  - Jurisdictional research
  - Actors involved (Basic triangle of actors)
  - Which causal hypotheses will you prioritize? Justify.
- **Design**
  - Objectives of your proposed policy (make sure to clearly define them and link them to your interventions; can have sub-objectives)
  - Intervention hypotheses (must have more than one)
  - Regulatory Impact Assessment (using HRM model) + consideration of at least one of the following: social impact, economic impact, environmental impact, gender and other diversity aspects impact (GBA+)
  - Recommendations - Which intervention hypotheses will you prioritize? Justify.
  - What resources can be mobilized according to the interventions selected? Justify.
- **Implementation**
  - Propose an action plan
    - List of proposed instruments (and rationale)
    - Set priorities for action (must be aligned with interventions proposed)



- Establish resource allocation based on a timeline and objectives.
  - Identify possible obstacles and constraints
- **Evaluation of the Regulatory Impact Assessment tool (1-2 pages)**
  - Conduct a brief evaluation of the Regulatory Impact Assessment tool
    - Was the tool easy to use?
    - What did you like about the tool?
    - Provide 1-2 recommendations to improve the tool.
- **Conclusion**
- **List of References**
- **Appendices (as needed)**

## **APPENDIX 4**

### **Presentation (15%) (Team project but individual assessment)**

In a team of 5 students, you will present the highlights of your policy proposal to Halifax Regional Municipality representatives (including public servants and elected officials) at City Hall on **November 24, 2022, at 11:00 am**. Attendance is mandatory.

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 at City Hall.

#### **Assessment criteria**

- The presentation was relevant to the audience
- The information presented was accurate and relevant
- The information presented was at the right level of detail
- The presentation was well organized, and the ideas flowed logically
- The presenters captured the interest of the audience
- The presenters used evidence and examples to support their ideas
- The presenters showed evidence of being prepared by not overly relying on notes or reading the slides
- The use of visual aids was appropriate for the setting
- The presenters stayed within the given time limits
- Lack of grammatical and spelling errors
- Clarity of voice projection and appropriate volume

## **APPENDIX 5**

### **Peer Assessment (5%)**

This course relies upon student participation, engagement and collaboration. The policy proposal, presentation and briefing note #2 are team assignments, and they require every team member's collaboration. This includes the capacity to work with other students in the spirit of **respect**, cooperation, adapt to one another, and get the work done with **EVERYONE** contributing a similar share.

To ensure a fair grade based on your personal contribution to the overall teamwork, your teammates will assess your participation.

Each student will be asked to evaluate each teammate according to the following criteria:

- My teammate contributed meaningfully to group discussions (/20)
- My teammate prepared work in a quality manner (/20)
- My teammate demonstrated a cooperative, respectful and supportive attitude (/20)
- My teammate contributed significantly to the success of the project (/20)
- My teammate completed the assignments on time (/20)

TOTAL: /100 (5% of final grade)

*Your teammates will not see your evaluation. The grade will be based on the average of all evaluations of the student.*

**Peer participation assessment forms will be available to students on Brightspace on Thursday, November 24, 2022. Students must complete the form and upload it on Brightspace no later than Wednesday, December 7, 2022, at 11:59 pm (Atlantic Time).**