

**POLI 5P84**  
**Graduate Seminar in Public Policy**  
**Fall 2017**

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Classes: Mondays, 2:00 – 5:00 pm, MCC 304  
Office Hours: Fridays, 9:00 am – 10:00 am, PL 347

**COURSE DESCRIPTION**

This course explores the theory and practice of public policy development in Canada and beyond. It examines a range of policy theories that conceptualize the policy process and explain how governments make policy decisions. The overall purpose of the course is to acquaint students with a range of advanced policy theories and to develop their proficiency in applying these theories to explain real-world policy outcomes. There are no prerequisites for this course.

**COURSE LEARNING OBJECTIVES**

By the end of this course, students should be able to:

- Recall and comprehend the general tenets of major public policy theories;
- Identify and critique the use of public policy theories in the academic literature;
- Apply public policy theories in their own research to explain real-world policy outcomes;
- Understand the major methodological challenges in undertaking policy research;
- Understand the strengths and limitations of various policy theories; and,
- Communicate advanced theoretical concepts in a clear and competent manner.

**COURSE REQUIREMENTS**

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|---|-----|
| • Seminar Participation                 | 25% |
| • Seminar Leadership                    | 15% |
| • Literature Review (due October 25)    | 15% |
| • Term Paper Proposal (due November 17) | 15% |
| • Term Paper (due December 8)           | 30% |

**\*\* Please note that the last date for withdrawal without academic penalty from this course is November 6, 2017. Students will have received notification of at least 15% of their final grade by October 30, 2017.**

## **COURSE READINGS**

- Required Text: Paul A. Sabatier & Christopher M. Weible (eds.). *Theories of the Policy Process*. 3<sup>rd</sup> Edition. Boulder: Westview Press, 2014.
- All other required readings are available through the course Sakai site and/or on the library reserve.

## **COURSE COMMUNICATIONS**

Students with questions or concerns related to the course should first consult the course syllabus and the course Sakai page and the various resources contained therein. After consulting these resources, students are encouraged to contact the course instructor. Emailed questions will normally be answered within 24 hours of receipt during weekdays, and within 48 hours of receipt on weekends.

## **TERM PAPERS**

### ***TERM PAPER REQUIREMENTS***

Students are required to complete one essay as part of this course. The intention of the essay assignment is to have students conceive, research, and write a paper suitable for submission to an academic public policy journal such as *Policy Studies Journal*. To that end, students must follow the ‘Author Instructions’ for submissions to *Policy Studies Journal* (found at <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291541-0072/homepage/ForAuthors.html>) to guide the length and format of their papers. Student papers will not actually be submitted to *Policy Studies Journal*, but will be prepared as if they were.

In terms of essay topics, students are permitted to write their essay on any Canadian policy area or policy issue of interest to them. Inter-provincial or international comparative essays that include a Canadian case are welcome, and non-Canadian case studies or comparisons will be considered. The only absolute requirement is that students must use one of the theoretical approaches discussed in class to explain policy development in their chosen case(s).

**Term papers are to be submitted electronically, through the course Sakai site, at the assigned due date. Student papers will also be posted to turnitin.com, through the course Sakai site, to authenticate their originality. Specific instructions on using turnitin.com will be provided by the instructor.** Students with moral or ethical objections to the use of turnitin.com must contact the instructor for an alternate authentication process.

To facilitate the development of strong, theoretically-grounded term papers, students are required to complete a literature review and a term paper proposal, described below.

### ***LITERATURE REVIEW***

The purpose of the literature review is to allow students to familiarize themselves with the existing literature pertaining to their chosen policy area/issue, and to discuss how their research might make a contribution to this literature. A revised and shortened version of the literature review will appear in each student’s final term paper. All literature reviews should contain a brief description of the policy area/issue being investigated, as well as a thorough analysis of the relevant literature on the topic. Analyses should strive to synthesize the relevant literature by identifying the theoretical approaches that previous scholars have used to investigate the topic, by identifying common findings in the literature, and by identifying apparent gaps or shortcomings in the literature. Based on this analysis, students should then discuss what potential contributions their research might make to the established literature. All literature reviews should be no more than 10 pages in length (double-spaced), should be referenced using the style from *Policy Studies Journal*, and should be submitted electronically, through the course Sakai site, on the assigned due date. Turnitin.com

submissions are not necessary for the literature reviews.

### ***TERM PAPER PROPOSAL***

The purpose of the term paper proposal is to provide students with early feedback on the theory and methodology they plan to use in their final term papers. Essay proposals should be no more than 8 pages in length (double-spaced) and should include the following components: 1) a description of the proposed essay topic; 2) a brief summary of the literature review and the paper's planned contribution to the literature; 3) a description of the empirical case(s) to be examined and the rationale for selecting these cases; 4) a description and justification of the planned theoretical approach to be used in the paper; and 5) a description of the paper's planned thesis and supporting evidence. Proposals will be graded for their clarity and substance, providing useful feedback for further essay development. Proposals should be submitted electronically, through the course Sakai site, on the assigned due date. Turnitin.com submissions are not necessary for the essay proposals.

### ***STATEMENT ON ACADEMIC MISCONDUCT***

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section XVII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Graduate Calendar, available at <http://www.brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offense may result in suspension from the University.

### ***POLICY ON ESSAY SUBMISSIONS AND LATE ESSAYS***

Since all assignments for this course are to be submitted electronically – via email or through the course Sakai site – **they are due in the instructor's inbox by midnight on the specified due dates** (see above for the specific dates). **Late assignments will be penalized 5 percent per day** until they are submitted. No assignments will be accepted two weeks after the due date. It is expected that all **assignments will be submitted in Microsoft 'Word' format**. If this constitutes a problem, please inform the instructor.

In addition to email submission, some assignments must also be submitted to turnitin.com to verify their authenticity (see assignment descriptions). A turnitin.com login and password will be provided by the instructor.

Extensions of due dates are granted only in circumstances that are beyond the student's control, such as health problems that are supported by a medical certificate, or other, clearly equivalent situations. **Time management problems are not grounds for extensions**. You are strongly urged to avoid these penalties by beginning to work on essays early in the term; by setting your own target dates for completion that are several days before the due date; and by carefully budgeting your time.

### ***POLICY ON RETURNING MARKED ESSAYS***

Marked essays will normally be returned electronically – via email – to students' Brock email accounts.

Comments and corrections will be inserted into the graded papers using the 'Track Changes' function with final comments and the overall grade appearing at the end of the paper.

## **SEMINARS**

### ***SEMINAR PARTICIPATION***

This is a seminar-based course, so attendance and participation in the weekly seminars is extremely important. Students need to be aware that seminar participation is not synonymous with seminar attendance: your attendance at seminars is the minimum expectation and attendance alone will not ensure you a good seminar participation grade. Students are expected to come well prepared for seminars by completing the weekly readings and reflecting upon issues and questions that will stimulate discussion. Students are expected to be active participants, making weekly contributions to seminar discussions. Students are also expected to engage their discussions in a respectful manner, feeling free to explore and debate a variety of issues and ideas, but never resorting to personal slights or attacks.

### ***SEMINAR LEADERSHIP***

Each student is required to lead at least one seminar (and probably more depending on numbers) as part of this course. Seminar leaders should strive to find common or important concepts, themes, issues, problems and/or challenges outlined in the readings and stimulate discussion on them. Seminar leaders have considerable discretion in how they lead and structure seminar discussions and may utilize presentations, debates, simulations, and other techniques where they feel they would be effective. As the instructor will also be involved in stimulating and leading seminar discussions, seminar leaders are encouraged to consult with the instructor in advance in order to coordinate their efforts.

## **ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES**

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

## **ACADEMIC ACCOMMODATION DUE TO RELIGIOUS OBLIGATIONS**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

## **MEDICAL EXEMPTION POLICY**

The University will accommodate students whose studies become interrupted, or who may be unable to complete academic work, due to an incapacitating medical condition. In these situations, the student must complete the Brock University Student Medical Certificate or [Brock University Student Health Services Medical Certificate](#) (or in case of a concussion, the Brock University Student Health Services Medical Concussion Certificate) and include any relevant medical documentation to support his/her request for academic accommodation based on medical grounds. The University may, at its discretion, request more detailed documentation in certain cases.

## CLASS SCHEDULE

- ❖ Week 1 (Sept. 11) – Class Introduction: The Policy Process and Policy Theory
  - Required Reading:
    - Deleon, “The Stages Approach to the Policy Process: What Has it Done? Where is it Going?” in *Theories of the Policy Process* 1<sup>st</sup> edition, p. 19-32.
    - Weible, “Introducing the Scope and Focus of Policy Process Research and Theory” in *Theories of the Policy Process*, 3<sup>rd</sup> edition, p. 3-21.
  
- ❖ Week 2 (Sept. 18) – Methodological Issues in Policy Studies
  - Required Reading:
    - Gerring, “Advice on Essay Writing”.
    - Gerring, *Case Study Research – Principles and Practices*, chapters 1-5 and chapter 7.
  - Recommended Reading:
    - Ragin, *The Comparative Method: Moving Beyond Qualitative and Quantitative Strategies*, chapters 1-4.
    - Gupta, “Comparative Public Policy: Using the Comparative Method to Advance our Understanding of the Policy Process,” *Policy Studies Journal* 40(S1): 11-26).
    - Mahoney & Goertz, “A Tale of Two Cultures: Contrasting Qualitative and Quantitative Research,” *Political Analysis* 14(3): 227-249.
    - King, Keohane, and Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research*.
  
- ❖ Week 3 (Sept. 25) – Rational Choice Institutionalism: Veto Players
  - Required Reading:
    - Tsebelis, “Decision-Making in Political Systems: Veto Players in Presidentialism, Parliamentarism, Multicameralism and Multipartyism,” *British Journal of Political Science* 25(3): 289-325.
    - Heinmiller, “Do Intergovernmental Institutions Matter? The Case of Water Diversion Regulation in the Great Lakes Basin,” *Governance* 20(4): 655-674.
    - Constantelos, “Vetoes and Venues: Economic Crisis and the Roads to Recovery in Michigan and Ontario,” *Canadian Journal of Political Science* 47(4): 827-853.
  - Recommended Reading:
    - Tsebelis, *Veto Players: How Political Institutions Work*, 2002.
  
- ❖ Week 4 (Oct. 2) – The Multiple Streams Framework
  - Required Reading:
    - Zahariadis, “Ambiguity and Multiple Streams,” in *Theories of the Policy Process*
    - Rowlands, “The Development of Renewable Electricity Policy in the Province of Ontario: The Influence of Ideas and Timing,” *Review of Policy Research*, 24(3): 185-207.
    - Bird, “Alberta’s and Ontario’s Liquor Boards: Why Such Divergent Outcomes?” *Canadian Public Administration*, 53(4): 509-530.
  - Recommended Reading:
    - Kusi-Ampofo, Church, Heinmiller, & Conteh, “Resistance and Change: A Multiple Streams Approach to Understanding Health Policy-Making in Ghana,” *Journal of Health Politics, Policy and Law*. 40(1): 195-219.
    - Boasiako & Asare, “The Multiple Streams Framework and the 1996 and 2007 Educational Reforms in Ghana,” *Advances in Research* 5(3).
    - Kingdon, *Agendas, Alternatives and Public Policies*, 1995.

❖ Reading Week (Oct. 9-13)

❖ Week 5 (Oct. 16) – The Advocacy Coalition Framework

➤ Required Reading:

- Jenkins-Smith, et al., “The Advocacy Coalition Framework: Foundations, Evolution, and Ongoing Research,” in *Theories of the Policy Process*
- Heinmiller, “Advocacy Coalitions and the Alberta *Water Act*,” *Canadian Journal of Political Science*, 46(3): 525-547.
- Heinmiller & Pirak, “Advocacy Coalitions in Ontario Land Use Policy,” *Review of Policy Research*, 34(2): 168-185.

➤ Recommended Reading:

- Heinmiller, *Water Policy Reform in Southern Alberta: An Advocacy Coalition Approach*, 2016.
- Stritch, “The Advocacy Coalition Framework and Nascent Subsystems: Trade Union Disclosure Policy in Canada,” *Policy Studies Journal* 43(4): 437-455.
- Swigger & Heinmiller, “Advocacy Coalitions and Mental Health Policy: The Adoption of Community Treatment Orders in Ontario,” *Politics and Policy*. 42(4): 246-270.
- Ainuson, “An Advocacy Coalition Approach to Water Policy Change in Ghana...” *Journal of African Studies and Development*. 1(2): 16-27.

❖ Week 6 (Oct. 23) – Punctuated Equilibrium Theory

➤ Required Reading:

- Jones & Mortensen, “Punctuated Equilibrium Theory: Explaining Stability and Change in Public Policymaking,” in *Theories of the Policy Process*
- Mondou, Skogstad & Houle, “Policy Image Resilience, Multidimensionality, and Policy Image Management: A Study of US Biofuel Policy,” *Journal of Public Policy*, 34(1): 155-180.

➤ Recommended Reading:

- Baumgartner & Jones, *Agendas and Instability in American Politics*, 1993.

❖ **LITERATURE REVIEWS DUE OCT. 25**

❖ Week 7 (Oct. 30) – Democratic Policy Design Theory (i.e., Social Constructivism)

➤ Required Reading:

- Schneider, et al., “Democratic Policy Design: Social Construction of Target Populations,” in *Theories of the Policy Process*.
- Heinmiller, Hennigar & Kopec, “Degenerative Politics and Youth Criminal Justice Policy in Canada.”
- Garon, “Policy-Making for Immigration and Integration in Quebec: Degenerative Politics or Business as Usual?” *Policy Studies*, 36(5): 487-506.

➤ Recommended Reading:

- Schneider & Sidney, “What is Next for Policy Design and Social Construction Theory?” *Policy Studies Journal*, 37(3): 103-119.
- Marier, Paterson & Angus, “From Quacks to Professionals: The Importance of Changing Social Constructions in the Policy-Making Process,” *Policy Studies*, 35(4): 413-433.
- Mondou & Montpetit, “Policy Styles and Degenerative Politics: Poverty Policy Designs in Newfoundland and Quebec,” *Policy Studies Journal*, 38(4): 703-722.

- ❖ Week 8 (Nov. 6) – Special Topic: Why Does Health Care Policy in Canada and the US Diverge?
  - Required Reading:
    - Maioni, “Parting at the Crossroads: The Development of Health Insurance in Canada and the United States,” *Comparative Politics*, 29(4): 411-431.
    - Wilsford, “Path Dependency, or Why History Makes it Difficult But Not Impossible to Reform Health Care Systems in a Big Way” *Journal of Public Policy* 14(3): 251-283.
    - Blankenau, “The Fate of National Health Insurance in Canada and the United States: A Multiple Streams Explanation,” *Policy Studies Journal* 29(1): 38-55.
  
- ❖ Week 9 (Nov. 13) – Policy Feedback Theory (and Path Dependence)
  - Required Reading:
    - Mettler & SoRelle, “Policy Feedback Theory,” in *Theories of the Policy Process*
    - Kay, “A Critique of the Use of Path Dependency in Policy Studies,” *Public Administration*, Fall 2005, 83(3): 553-571.
    - Weaver, “Paths and Forks or Chutes and Ladders? Negative Feedbacks and Policy Regime Change,” *Journal of Public Policy*, 30(2): 137-62.
  - Recommended Reading:
    - Pierson, *Politics in Time: History, Institutions, and Social Analysis*, 2004.
  
- ❖ **TERM PAPER PROPOSALS DUE NOV. 17**
  
- ❖ Week 10 (Nov. 20) – Policy Paradigms Theory
  - Required Reading:
    - Hall, “Policy Paradigms, Social Learning, and the State,” *Comparative Politics*, April 1993
    - Skogstad & Whyte, “Authority Contests, Power and Policy Paradigm Change: Explaining Developments in Grain Marketing Policy in Prairie Canada,” *Canadian Journal of Political Science*, 48(1): 79-100.
    - White, “Must We All Be Paradigmatic? Social Investment Policies and Liberal Welfare States,” *Canadian Journal of Political Science*, 45(3): 657-683.
  - Recommended Reading:
    - Cox & Beland, “Valence, Policy Ideas and the Rise of Sustainability,” *Governance* 26(2): 307-328.
    - Blyth, “Paradigms and Paradox: The Politics of Economic Ideas in Two Moments of Crisis,” *Governance* 26(2): 197-215.
    - Berman, “Ideational Theorizing in the Social Sciences Since ‘Policy Paradigms, Social Learning, and the State,’” *Governance*, 26(2): 217-237.
  
- ❖ Week 11 (Nov. 27) – Policy Innovation and Diffusion
  - Required Reading:
    - Berry & Berry, “Innovation and Diffusion Models in Policy Research,” in *Theories of the Policy Process*.
    - Pross & Shepherd, “Innovation Diffusion and Networking: Canada’s Evolving Approach to Lobbying Regulation,” *Canadian Public Administration* 60(2): 153-172.
  - Recommended Reading:
    - Heinmiller, “Harmonization Through Emulation: Federalism and Canadian Water Export Policy in Canada,” *Canadian Public Administration*. 46(4): 495-513.

- ❖ Week 12 (Dec. 4) – The Future of Policy Process Theory
  - Required Reading:
    - Cairney & Heikkila, “A Comparison of Theories of the Policy Process,” in *Theories of the Policy Process*.
    - Weible, “Advancing Policy Process Research,” in *Theories of the Policy Process*
  
- ❖ **TERM PAPERS DUE DEC. 8**

## **INTELLECTUAL PROPERTY NOTICE**

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor’s work, without the instructor’s express consent, may be charged with misconduct under Brock’s Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.