

CARLETON UNIVERSITY
SCHOOL OF PUBLIC POLICY AND ADMINISTRATION
PADM 5116: POLICY ANALYSIS & CONTEMPORARY GOVERNANCE

SYLLABUS
WINTER TERM 2014

Instructor:	Professor Glen Toner	Fax:	(613) 520-2551
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Telephone:	(613) 520-2600 ext. 2559	Office Hours:	Tuesday 2:30 – 4:00 or by appointment
Class:	Tuesday, 11:30 – 2:30, RB3224		

COURSE DESCRIPTION AND PURPOSE

This course is designed to provide students with an understanding of public policy, decision-making, and the key elements of the policy process. The focus is in large part on Canada, but not exclusively so. The emphasis is on understanding contemporary theoretical and practical debates about public policy and public management. Readings will illustrate cutting-edge discussions in the field, but at the same time contribute to your grasp of the underlying frameworks that can help us understand the policy process. As much as possible, there will be a concerted effort to link theoretical discussions to practical concerns around policy formulation and implementation. The broad theme of the course is that the policy-making world has changed dramatically in the last decade, forcing reconsideration of the traditional tools of policy analysis and public management.

The course is a **literature-based graduate seminar**, and students will be expected to complete all the readings and be ready to engage in spirited but civil discussion at each class. Assignments and readings have been designed to provide the appropriate platform for strong participation and engagement. The first part of the course emphasizes theory and the second part emphasizes applied policy analysis, but there is a balance of theory and application throughout the course since the two cannot be separated in the real world.

By the end of this part of the course, you will be able to:

- Identify key aspects and weaknesses of the analytical paradigm in policy studies
- Understand and explain the fundamental features of the changing domestic and international context of policy-making

- Apply new analytical skills to make sense of both the content of policy and the policy process itself
- Outline the major challenges governments face in making policy in the new millennium

READINGS

Leslie A. Pal, Beyond Policy Analysis: Public Issue Management in Turbulent Times 5th ed. (Toronto: Nelson Education, 2013). *Available in the bookstore.*

Christopher Stoney and G. Bruce Doern (eds.) How Ottawa Spends 2013-14: The Harper Government – Mid-Term Blues and Long-Term Plans (Montreal: McGill-Queen’s University Press, 2013). *Available in the bookstore.*

cuLEARN

cuLearn is the university’s on-line course system. When you go to the Carleton University main page, you see a button for cuLearn on the top right. You login with your Carleton ID and password, and all your courses (including this one) will be listed. Please be sure that you are familiar with cuLearn, since I will be using it extensively for the course. It is where you will upload assignments and papers, e-mails from me (though any e-mails sent through cuLearn go to your general Carleton e-mail account as well), a bulletin board, news, and additional resources as I/we post them through the term. There is a help facility in cuLearn once you log on (bottom left of the screen), as well as support through CCS (<http://carleton.ca/ccs/all-services/websites/culearn/>).

REQUIREMENTS

Briefing Note on Paper	10%	February 4, (hard copy in class)
Mid-term	30%	March 4, (hard copy in class)
Research Paper	40%	April 1, (hard copy in class)
Participation	20%	Throughout term, general and presentations

Participation

Students are expected to do all the readings and come prepared to class. At the outset of each class, I will provide some remarks to set the readings and the issues in context, but the remainder of each seminar will consist of presentations and discussion. The grade is based on the quality of the contributions, not the quantity, and is for both regular class contributions and seminar presentation.

Players in the Policy Process

In Week Two each student will be assigned a non-governmental organization to focus on for the whole term. Students will research the groups’ website to determine its roots, agenda, objectives, financing and membership, tactics, publications, and other factors of importance. It will also be helpful to find out what other players think of the group; as best you can, you should also identify its allies and opponents. The

purpose of this exercise over several months is to have you “think through” the lens of a non-governmental actor as you do the weekly readings on the policy process and where appropriate and valuable to contribute perspectives from the group on the issues and approaches central to the class discussions that week.

The list is appended to this syllabus.

In-Class Presentation

Each course reading will be presented and critiqued by a member of the class. **The ability to analyze, critique, and present a complex document/article as well as lead a discussion around it is a highly valuable professional skill required in all career paths.**

You should assume that everyone has read the materials. The presentation should not be a linear summary or description of the reading. Rather it must be thematic and analytical. It should be organized around a set of questions about the theme for that week, and how the reading is connected to that theme. Sample questions could include:

- What are the implications of the arguments in the reading for the issue for this week, and for previous weeks?
- What are the practical consequences for policy analysis or policy-making from the reading?
- Are there important weaknesses or contradictions in the reading? What assumptions are being made in the reading, and are they warranted?
- What evidence does the author present? Does it support the general argument?
- Were you persuaded by the argument? If so, why? If not, why not?

In addition to these questions, you can develop several more that are specifically keyed to the topic being discussed that week. At least 24 hours before the class, presenters should circulate via cuLearn their two-pager (bullet points are fine) and list of questions – no more than four per presenter.

The presentation should be 15 minutes in length. Presenters should think through how they can make their presentation appealing and comprehensible. Short handouts are required and please include a short bio of the author or authors. After the presentation, the student will lead a short discussion. Be prepared with additional questions and comments to stimulate the discussion. Real-world examples or illustrations of theoretical points in the readings are also welcome where appropriate. Remember that concise, informative and interesting oral presentations are also a key professional skill.

In-Class Responses

For each class, students will be assigned to serve as respondents on at least one reading. In this role, your aim will be to provide a response to the presentation prepared by your classmate. As a minimum, read the handout and questions posted on cuLearn and prepare answers to the questions. I will be calling on you first in the discussion to provide your responses to these questions and additional comments you feel require consideration. Five minutes should be sufficient for the response.

Briefing Note on Research Paper

It should be no more than 1,000 words in total, excluding references (roughly four double-spaced pages). Treat it as a briefing note on a proposed research project being submitted to your boss who is a very busy, senior official.

It should contain the following:

- A tentative title.
- A succinct introductory paragraph that briefly outlines the problem/issue that you are examining, why it is important, and how you propose to proceed.
- A longer section that fleshes out the issue/problem, and provides a more developed analysis of why the problem is important.
- The research question that will guide the work.
- A brief description of the methodology that will be deployed.
- A list of at least five sources that you have consulted and a sentence or two on what they contain, as well as a short list of other possible sources.
- A brief outline of the paper.
- A word count (please place at top of first page, along with your name)

On Week 9 (March 4) we will have short presentations on progress reports on your paper.

Mid-term

The mid-term will be a take-home exam. **The exam will be distributed at the end of class on February 25th and is due in class on March 4th.** It will consist of two essay style answers chosen from a list of questions. The questions will provide you with an opportunity to integrate the readings and class discussions. Please submit a hardcopy for grading and also post a copy on cuLearn.

Applied Policy Analysis Research Paper

The research paper will be about 5,000 words in length (about 20 double-spaced pages, not including notes or appendices). Please cite the word count at the top of the first page, along with your name and print on both sides of the page if possible. Extensions will be granted only in cases of documented illness or serious domestic affliction.

The paper will analyze a policy issue of your choice, but it must utilize the conceptual tools studied in the first part of the course. The policy issue does not have to be restricted to Canada – it can be Canadian, something taking place in another country or collection of countries (e.g., the EU), or a comparative analysis of how the issue is tackled here and in other countries.

The final paper must be properly cited, including Internet sources. Please format according to the style used in the Pal textbook: the American Psychological Association (APA) style. Refer to the bibliography

of the text to see how different sources are formatted. You may also want to consult the APA style manual (<http://www.apastyle.org/>).

An enormously powerful and useful tool is RefWorks (<http://www.library.carleton.ca/services/refworks>). You can instantly transfer all the bibliographical information from a book or article into folders in your RefWorks account, and then use them through a simple program called “Write ‘n Cite” that inserts them in your paper and automatically generates bibliographies according to different styles, including APA. A couple of hours of investment will save you many, many more later on, not just for this course, but all your courses and research papers.

While the Internet is a useful resource, please avail yourself of the full range of electronic research tools that exist. Some examples:

Google Scholar

<http://scholar.google.com>

[A database of scholarly articles and citations – a quick method to find works by a given author]

Google Books

<http://books.google.com/>

[Similar to Amazon, but with some books searchable in their entirety]

IPSA Portal

<http://ipsaportal.unina.it/final.html>

[The International Political Science Association guide to 300 web resources dealing with politics]

Carleton University Library electronic resources for public policy and admin

<http://www.library.carleton.ca/subjects/padmin/articles.html>

[Includes immensely useful databases like the Economist Intelligence Unit, the Web of Science (for the Social Science Citation Index), OECD, and Lexis-Nexis]

International Conference on Public Policy [June, 2013 – over 600 academic papers on policy topics, most available in PDF] <http://www.icpublicpolicy.org/program>

GRADING

The following explanation of grades is the policy of the School of Public Policy and Administration.

In graduate school, expectations about analytical abilities and performance are higher than in undergraduate work, and what is an acceptable grade is also different. Whereas a C+ is a passing grade in undergraduate studies, it is not in graduate school. We have expanded upon the grading system outlined in the Graduate Calendar in order to give you a fuller description of standards. This explanation is intended to provide clarification of the Graduate Calendar, and does not override it.

Carleton University uses a 12-point grading scale from A+ (12) to D- (1). Your overall Grade Point Average (GPA) will be calculated on the basis of this 12 point scale and the final evaluation you receive in courses will be submitted as letter grades corresponding to this scale. Here is how to interpret grades in terms of our expectations of performance:

Letter Grade	Carleton Numerical System	% Ranges	Explanation
A+	12 Outstanding	90-100	For written work, virtually publishable. Demonstrates exceptional evaluative judgement, outstanding critical thinking, and mastery of technical as well as literary aspects of writing.
A	11 Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns.
A-	10 Very Good	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other.
B+	9 Good	77-79	Demonstrates clear understanding of material and ability to apply concepts. Written work is competent.
B	8 Satisfactory	73-76	Satisfactory, but below average. Demonstrates comprehension of material, reasonable but not strong analytical capacity, with limitations in the ability to apply concepts.
B-	7 Barely Adequate	70-72	Clearly below average. Demonstrates comprehension and understanding, with limited capacity for application. Communication skills problematic.
C+	6 Less Than Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply the concepts. Writing and/or presentations show serious problems.
C to D-		50-66	Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.
F	Failure		Did not meet minimal requirements.

Grades of A- or B+ should be considered as good, solid performance. Statistically, the mean for graduate courses at the Master's level is between B and B+. A grade of B- is a signal that your work was weak in some important respect. Normally, graduate students do not get credit for courses with a grade less than B-.

In the case of this course, final grades will be awarded as letter grades, but I will calculate your final grades based on the weighted mean of the grade point equivalencies. Example: A- on an exam worth 30%; B+ on a paper worth 45%; and B for participation worth 25%:

A-	$10 \times .30 = 3.00$
B+	$9 \times .45 = 4.05$
<u>B</u>	<u>$8 \times .25 = 2.00$</u>
Final	9.05 or B+

Please note in the example above that your letter grade will correspond to the interval in which your numerical grade falls (e.g., anything between 9.0 and 9.9 is a B+).

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>

Religious obligation: Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities:

1. Identify your needs for disability-related academic accommodations to the Paul Menton Centre (PMC), supported by relevant and recent documentation from a registered health care professional, by booking an intake appointment with a PMC Coordinator. Documentation forms are available for download on the [PMC website](http://www.carleton.ca/pmc/) <http://www.carleton.ca/pmc/>.
2. With appropriate documentation and your input, your PMC Coordinator will formally evaluate your needs for accommodation by establishing a protocol. Factors taken into consideration when establishing an accommodation protocol are the specific impact of your disability on academic functioning, the degree of the impact, the extent in which your documentation supports your requests, and whether the accommodation will significantly compromise the essential requirements and/or academic integrity of the course or program.
3. You must request accommodations at the beginning of each academic term. New students are required to meet their PMC Coordinator in the Fall and Winter Terms. If you are a returning student, you may have the option of submitting your request for accommodation on line via myPMC.
4. You will be issued a "Letter of Accommodation" for each course, stating your documented accommodation needs. The Letter is sent by email to your course instructor and your Carleton email.
5. You are required to speak to your course instructor soon after receiving the Letter to discuss how best to implement your accommodations. Please note that a 2-week notice is required for instructors to make accommodation arrangements for any in-class scheduled tests/quizzes/midterm exams.
6. The deadline to request accommodations for formally scheduled exams each term is published on the PMC website, on the [Deadline Dates page](http://www.carleton.ca/pmc/students/dates-and-deadlines/) <http://www.carleton.ca/pmc/students/dates-and-deadlines/>.

7. If your course instructor does not agree to any or all of your accommodations as stated on your Letter of Accommodation, you should contact your PMC Coordinator to request that s/he initiates an informal review of the decision.

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www.carleton.ca/equity/>

ACADEMIC INTEGRITY

Students are also expected to be thoroughly familiar the University's standards on academic integrity, as set out in sections 18.3, 18.4, and 18.5 of the General Regulations of the Graduate Calendar (see <http://calendar.carleton.ca/grad/gradregulations/administrationoftheregulations/#18>), and in greater detail in the Carleton University Academic Integrity Policy (see <http://www1.carleton.ca/senate/ccms/wp-content/ccms-files/Academic-Integrity-Policy.pdf>). Of particular note in both documents are the sections on plagiarism, the most serious academic offence. Instructors are required to report all suspected cases of this violation to the Faculty Dean.

SEMINAR SCHEDULE

This provides a general plan for the course. Changes in the plan may be necessary, and can be made at the discretion of the instructor.

Part 1: Conceptual, Analytic and Theoretical Foundations

Week 1 (January 7): Introduction and Overview

Leslie A. Pal, Beyond Policy Analysis 5th ed. (Toronto: Nelson Education, 2013), chap. 1.

Week 2 (January 14): Policy Analysis: Concepts, the Profession, and Players

Leslie A. Pal, Beyond Policy Analysis 5th ed. (Toronto: Nelson Education, 2013), chaps. 2, 6.

Stephen Brooks, "The Policy Analysis Profession in Canada," in Laurent Dobuzinskis, Michael Howlett, David Laycock, eds., Policy Analysis in Canada (Toronto: University of Toronto Press, 2007), 21-47.

Michael J. Prince, "Soft Craft, Hard Choices, Altered Context: Reflections on Twenty-Five Years of Policy Advice in Canada," in Laurent Dobuzinskis, Michael Howlett, David Laycock, eds., Policy Analysis in Canada (Toronto: University of Toronto Press, 2007), 163-185.

Week 3 (January 21): Why is Policy Making Under Pressure, and How are Policy Problems Defined?

Simulation Materials for Week 5 (February 3) distributed and groups formed

Leslie A. Pal, Beyond Policy Analysis 5th ed. (Toronto: Nelson Education, 2013), chaps. 3, 8.

Robert Wade, 2010. "Is the Globalization Consensus Dead?" Antipode 41(S1): 142-165.

Colin Crouch, 2009. "Privatised Keynesianism: An Unacknowledged Policy Regime," British Journal of Politics and International Relations, 11: 382-399.

Portes, A., and E. Vickstrom. 2011. "Diversity, Social Capital, and Cohesion." Annual Review of Sociology 37:461-479.

Week 4 (January 28): How are Policies Designed?

Leslie A. Pal, Beyond Policy Analysis 5th ed. (Toronto: Nelson Education, 2013), chap. 4.

Bruce Doern, Allan Maslove, and Michael Prince, "Canadian Budgetary Institutions: Power, Politics, and Contending Ideas," in Bruce Doern, Allan Maslove, and Michael Prince, Canadian Public Budgeting in the Age of Crises (Montreal: McGill-Queen's University Press, 2013), 85-118, and Glossary, 243-250.

Susan McDaniel and Paul Bernard, 2011 "Life Course as a Policy Lens: Challenges and Opportunities" Canadian Public Policy, Supplement Vol. XXXVII
<http://utpjournals.metapress.com/content/eh76x64v37234q64/>

Richard Thaler and Cass Sunstein, Nudge: Improving Decisions About Health, Wealth, and Happiness (New Haven: Yale University Press, 2008), Introduction and chaps. 2, 3, 4, and 5.

Week 5 (February 4): Simulation

Simulation exercise.

Week 6 (February 11) What are the Challenges of Implementation?

Leslie A. Pal, Beyond Policy Analysis 5th ed. (Toronto: Nelson Education, 2013), chap. 5.

The following RGI Briefs are available on the RGI Website.
<http://www.regulatorygovernance.ca/publications/rgi-briefs/>

Regulatory Governance Initiative Briefs:

17, Alan Nymark, "Regulatory Responsibility – Notes for Remarks to the Canadian Institute for the Administration of Justice," September 2012

#16, Tamara Krawchenko, "Provincial Regulatory Reform In Canada Compared: Cutting red tape, streamlining regulation, better regulation ..." June 2012;

#15, Tamara Krawchenko, "The OECD and Regulatory Reform: A review of recent literature in regulation," June 2012;

#14, Tamara Krawchenko, "Regulation, Governance and Complexity: A review of recent literature in regulation," June 2012;

#13, Tamara Krawchenko, "Placing Regulation: Challenges to traditional legal-statist approaches," June 2012.

Jocelyne Bourgon, 2009. "New Directions in Public Administration: Serving Beyond the Predictable," Public Policy and Administration, 24: 309-330.

Mark Bovens and Stavros Zouridis, 2002. "From Street-level to System-level Bureaucracies: How Information and Communication Technology is Transforming Administrative Discretion and Constitutional Control," Public Administration Review, 62(2): 174-184

Week 7 (February 18) Note: No class due to Winter Break

Week 8 (February 25): How do we Evaluate Policy?

Leslie A. Pal, Beyond Policy Analysis 5th ed. (Toronto: Nelson Education, 2013), chap. 7.

Mark Bovens, Paul T Hart, and Sanneke Kuipers, "The Politics of Policy Evaluation," in Michael Moran, Martin Rein and Robert E. Goodin, eds. The Oxford Handbook of Public Policy (Oxford: Oxford University Press, 2006), 319-335.

James Meadowcroft, Glen Toner, Jennifer McKee and Leela Steiner, 2013. "You've Been Assessed: The importance of policy assessment for the transition to a low-carbon economy," CRUISE Working Paper 2013- 4. A Report to the Carbon Management Canada National Centre of Excellence Research Program.

John A. McLaughlin and Gretchen B. Jordan, "Using Logic Models," in Joseph S. Wholey, Harry P. Hatry, and Kathryn E. Newcomer, eds., Handbook of Practical Program Evaluation, 2nd ed., (San Francisco: Jossey-Bass, 2004), 7-32

MID-TERM DISTRIBUTED THIS CLASS

Week 9 (March 4): Policy Analytics: Integrating the Conceptual Framework

No readings assigned this week. The class will be devoted to brief (5 minute) presentations of progress reports on the applied policy analysis research paper. Your presentation must review the following:

- What is the topic/problem/issue being examined?
- What are the specific concepts from the class that the paper will employ?
- What has been uncovered to date, any problems encountered?

MID-TERM DUE THIS CLASS

Weeks 10, 11, and 12: Applied Policy Analysis: Case Studies from How Ottawa Spends 2013-14

Week 13, (April 1) Conclusion and Wrap Up.

RESEARCH ESSAYS DUE IN CLASS.

GENERAL SOURCES ON POLICY ANALYSIS

Anderson, J., Public Policy-Making 4th ed. (Boston: Houghton Mifflin, 2000).

Bardach, Eugene, A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem-Solving (New York: Chatham House, 2000).

Birkland, T.A. An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making (Armonk: M.E. Sharpe, 2001).

Bobrow, Davis B. and John S. Dryzek, Policy Analysis by Design (Pittsburgh: University of Pittsburgh Press, 1987).

Brau, Dieter and Andreas Busch, eds., Public Policy and Political Ideas (Edward Elgar, 2000)

Bridgman, P. and G. David, The Australian Policy Handbook 4th. ed. (Sydney: Allen and Unwin, 2004).

Cochran, Charles L. and Eloise F. Malone, Public Policy: Perspectives and Choices (NY: McGraw-Hill, 1995)

Colebatch, H. K. , Policy (Minneapolis: University of Minnesota Press, 1998)

Considine, Mark, Making Public Policy: Institutions, Actors, Strategies (Cambridge: Polity Press, 2005).

- Davis, H, S. Nutley and P. Smith (eds) What Works: Evidence-Based Policy and Practice in Public Services (Bristol: Polity Press, 2000).
- deLeon, Peter, Advice and Consent: The Development of the Policy Sciences (New York: Russell Sage Foundation, 1988).
- deLeon, Peter, Democracy and the Policy Sciences (Albany, N.Y.: State University of New York, 1999).
- Dryzek, John S., Discursive Democracy: Politics, Policy and Political Science (Cambridge: Cambridge University Press, 1990).
- Dunn, William N., Public Policy Analysis: An Introduction 4th ed. (Englewood Cliffs, N.J: Prentice Hall, 2004).
- Fischer, Frank and John Forester, eds., Confronting Values in Policy Analysis: The Politics of Criteria (Newbury Park. Calif.: Sage, 1987).
- Fischer, Frank and John Forester, eds., The Argumentative Turn in Policy Analysis and Planning (Durham, N.C.: Duke University Press, 1993).
- Fischer, Frank, Gerald J. Miller. & Mara S. Sidney eds. Handbook of Public Policy Analysis: Theory, Methods, and Politics (New York, Marcel Dekker Inc., 2006).
- Fischer, Frank, Technocracy and the Politics of Expertise (Newbury Park, Calif.: Sage, 1990).
- Forester, John, Critical Theory, Public Policy, and Planning Practice: Toward a Critical Pragmatism (New York: State University of New York Press, 1993).
- Gerston, L.N., Public Policy Making: Process and Principles (NY: M.E. Sharpe, 1997)
- Gerston, Larry N., Public Policymaking in a Democratic Society: A Guide to Civic Engagement (Armonk, NY: M.E. Sharpe, 2002).
- Geva-May, I. & A. Wildavsky. (1997). An Operational Approach to Policy Analysis: The Craft (Boston: Kluwer Academic Publishers).
- Geva-May, Iris, ed., Thinking Like a Policy Analyst: Policy Analysis as a Clinical Profession (New York: Palgrave, 2005).
- Guess, George M. and Paul G. Farnham, Cases in Public Policy Analysis, 2nd ed. (New York: Longman, 1989)
- Heineman, Robert A., William T. Bluhm, Steven A. Peterson, Edward N. Kearney, The World of the Policy Analyst: Rationality, Values and Politics (Chatham, N.J.: Chatham House Publishers, 1990).
- Hofferbert, Richard I., The Reach and Grasp of Policy Analysis: Comparative Views of the Craft (Tuscaloosa: The University of Alabama Press, 1990).
- Howlett, M. and Ramesh, M. Studying Public Policy: Policy Cycles and Policy Subsystems, 2nd ed. (Don Mills: Oxford University Press, 2003).
- Kingdon, J. W., Agendas, Alternatives and Public Policies, 2nd ed. (Boston: Little, Brown, 1995).
- Lasswell, H.D. A Pre-View of Policy Sciences (New York: American Elsevier, 1971).

- Laswell, H. D. The Decision Process: Seven Categories of Functional Analysis (College Park: University of Maryland Press, 1956).
- Lerner, D. and Lasswell, H.D. eds. The Policy Sciences (Stanford: Stanford University Press, 1951).
- McCool, D.C., Public Policy Theories, Models and Concepts: An Anthology (New Jersey: Prentice Hall, 1995).
- Morcol, Goktug, A New Mind for Policy Analysis: Toward a Post-Newtonian and Postpositivist Epistemology and Methodology (New York: Praeger, 2002).
- Page, Edward C. and Bill Jenkins, Policy Bureaucracy: Government with a Cast of Thousands (Oxford: Oxford UP, 2005).
- Pierson, Paul, Politics in Time: History, Institutions, and Social Analysis (New Haven, CT: Yale University Press, 2004).
- Radin, Beryl, Beyond Machiavelli: Policy Analysis comes of Age (Washington D.C.: Georgetown University Press, 2000).
- Roe, Emery, Narrative Policy Analysis: Theory and Practice (Durham, N.C.: Duke University Press, 1994).
- Rose, Richard, Lesson-Drawing in Public Policy: A Guide to Learning across Space and Time (Chatham, N.J.: Chatham House Publishers, 1993).
- Sabatier, Paul A. (ed.), Theories of the Policy Process (Boulder, Colo.: Westview Press, 1999).
- Scharp, Fritz, Games Real Actors Play: Actor-Centred Institutionalism in Policy Research (Boulder, Colo.: Westview Press, 1997)
- Scott, James C., Seeing Like a State : How Certain Schemes to Improve the Human Condition Have Failed (New Haven: Yale University Press, 1998)
- Stone, Deborah, Policy Paradox: The Art of Political Decision Making (New York: W.W. Norton & Company, 1997).
- Thomas, John and Merilee Grindle, Public Choices and Policy Change (Baltimore: Johns Hopkins, 1991).
- Toner, Glen and Leslie A. Pal and Mike Prince (eds.) Policy: From Ideas to Implementation – Essays in Honour of Professor G. Bruce Doern (Montreal: McGill-Queen's University Press , 2010).
- Weimer, David and Aidan Vining, Policy Analysis: Concepts and Practice, 2nd ed. (Upper Saddle River: Prentice-Hall, 1999).

Active Reading and Preparing for Seminar Discussions

Reading the material is not a passive exercise. Effective reading is similar to critical reflection – you should be thinking critically about what you are reading. To be effective, you have to read with a purpose and a plan.

-search for meaning in what you are reading

- assimilate what you are reading with what you already know
- form opinions/conclusions while you read
- some readings will add to your store of knowledge; some will be to gain new information

When Reading:

- know what you are looking for in the reading and how to find it
- relate new knowledge to old knowledge
- make patterns and connections
- ask questions about the text

Read With a Specific Purpose in Mind - think about what your purpose is:

- are you trying to gain information?
- are you trying to gather specific facts?
- to identify the structure of an author's argument?
- to understand a concept/
- to find alternative views to challenge an argument?

Reading Strategically

Surveying: Reading surface messages to predict content. For example, year of publication: is it recent enough or is it out-of-date?

Skimming: Glance over the entire text to look for relevant or interesting ideas. Reading the first sentence of every paragraph, the topic sentence, should help you to quickly locate the main idea.

Scanning: Reading quickly for specific information. Glance at heading and topic sentences of paragraphs for key words and ideas (e.g., like looking for a name in a telephone directory).

Reading Complex Material

-Read material several times if it is dense and challenging (best done over a day or two), leaving gaps of time between readings to develop concepts and questions about it.

-Read with a dictionary at your side. If there are unfamiliar specialist terms, look them up, either in the dictionary or a glossary.

-Summarize the information into your own words, or try to reconstruct it as a diagram or concept map. This may provide structure for your notes and exam studying.

-Consult other sources on the same topic, such as the suggested readings in the course syllabus or those cited by the author in the bibliography of the article or chapter.

-The more you do, the easier it gets.

-Sometimes things are not that well written and this could be a reason for not understanding materials. Be a critical reader.

Reading Critically

This means understanding how ideas have been arrived at, and evaluating their strengths and weaknesses. Here are some of the main features of critical reading – use as a guideline to structure your reading.

Recognize the writer's purpose.

What is the main objective of this reading?

Recognize the writer's assumptions and underlying values

– what social, cultural and historical influences are apparent in the author's perspective?

Identify patterns of argument.

-What is the basic thesis or argument of the article? What steps does the author take to build the argument and (how) does s/he justify or support it?

Link ideas to other ideas and texts.

-How does this piece/argument/theory fit with other reading for this week? From previous weeks? Are the different texts compatible, complementary, contradictory?

Understanding how language choices reflect values and indicate power relations.

-Is the language that of an economist? A feminist? A layperson?

-Is the writer intimidating the reader by using obscure words or jargon?

-Is the writer persuading with emotive words, such as 'statistics,' 'democracy,' 'moral,' 'should?'

Exploring alternatives to the stated ideas.

-Do you agree or disagree with the author's argument? Do you find her/his explanation convincing, useful, effective?

-Have others explained this phenomenon, policy or concept?

Recognizing the assumptions and underlying values that you bring to your reading.

-What are your personal views on this subject or this policy area?

-What has influenced these ideas?

-How do your views influence your interpretation of this reading or this subject?

Adapted from: Academic Literacy by Jo-Anne Reid (FEHPS); Corinne Buckland (Academind Skills Office TLC); Catherine Clarke and Lain MacKay (Online Unit TLC) University of New England; Armidale, Australia, and the Offshore Manual of Charles Stuart University, Australia.

However, one of the more important courses that contributed to the work placement was my policy analysis class. The class framed policy analysis with six components: drivers, government actors, non-government actors, policy ideas, instruments, and processes. This logic train of thought outlines how I can frame my issues and questions at an international level specifically related to public financial management. Due to the large number of stakeholders, commitments, and increased importance of using country systems, development officers have to be able to frame their respective contexts in relation to public financial management. I tried to incorporate this train of thinking in the briefing papers to outline how to assess, reform, and use country systems to contribute to the international development agenda.

**Valeria Mendez Riveros
5116 Student 2012
Coop Report Fall 2012**

Secondly, and this is an extension of a lesson learned from the previous semester, my co-op at DFATD has given me a very intimate look into the public policy making process in Canada. More specifically, I have gained a better understanding of the main policy drivers and how they are shaped in the context of: current government priorities; key governmental and non-governmental actors; policy ideas; and policy instruments involved. All of these key processes and elements work in concert with each other to ultimately result in new policies. As my co-op with the PFM team progresses, I am beginning to better understand the relationship, interconnectivity and inter-dependence of all these actors in the international development process.

**Andrea Santos
5116 Student 2012
Coop Report 2013**

Thinking Strategically ... about policy

Thinking systematically about implementation

- **What are the key policy drivers?**
- **Who are the key governmental actors?**
- **Who are the key non-governmental actors?**
- **What are the key policy ideas?**
- **What are the prominent instruments?**
- **What are the key processes involved?**

Policy Cycle

