

**HURON UNIVERSITY COLLEGE
POLITICAL SCIENCE 2284G
2019**

**INSIDE GOVERNMENTS:
POLICY MAKING IN CANADA AND THE UNITED STATES**

INSTRUCTOR: Dr. N. Bradford
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Office Hours: Tuesday 11:30-12:30 and Thursday 12:00-1:00

Course Plan

This course analyses major theories and issues in contemporary public policy with an empirical focus on government decision making in Canada and the United States. It familiarizes students with both conceptual debates about the public policy process and the complex cross- pressures that confront politicians and their expert advisors. There are three core learning components. First, students explore the “public policy cycle” as the leading scholarly framework capturing the structures, processes, and dynamics that define contemporary government decision making. Second, through essay research students compare and contrast the evolution of major public policy fields in Canada and the United States. Third, students will write a reflection on a “real world” public policy book about either decision makers “inside government” or policy entrepreneurs “outside government”. Given a 3 hour time block, emphasis will be placed on in-class student engagement/leadership in hours 2-3.

This year a major course theme and intellectual challenge involves “updating” our textbook interpretation of North American public policy, moving from the age of Harper/Obama into Trump/Trudeau. For perspective, we will also touch base with some leading-edge policy thinking in the European Union.

Course meetings will blend lecture presentation, web-based materials/videos, and various forms of public policy dialogue.

Course Learning Objectives

Political Science 2284G aims to help students develop an understanding of the ideas, structures, and processes in contemporary public policy making, and to build an appreciation of the challenges and opportunities faced by government decision makers. Through comparative study of Canada and the United States, students will assess the impact of different institutional, cultural, and political traditions on public policy outcomes across countries. In addition, students will refine their skills in oral communication, scholarly teamwork, and intellectual leadership by engaging in policy workshops and group simulations of professional Cabinet briefings. The overall

objective of the course is to support students as critical and creative thinkers in exploring the relationship between theories of public policy and the complex realities of 21st century governance.

Course Texts (available at Western bookstore)

Wu, Xun, M. Ramesh, and M. Howlett. *The Public Policy Primer: Managing the Policy Process* 2nd E. (Taylor & Francis Group: 2017).

Thomas, David M. and David N. Biette. *Canada and the United States: differences that count* 4th Ed. (University of Toronto: 2014)

Plus an “inside government” book of your choice from NB’s title list

Course Grading

1. Book Reflection: 20%
Due: February 14
2. Comparative Policy Essay: 30%
Due: April 9
3. Class Engagement/Cabinet Briefings: 15%
4. Final Exam: 35% (Exam period)

What the Grades Mean (Western University Senate grade descriptors)

A+ 90-100% One could scarcely expect better from a student at this level
A 80-89% Superior work which is clearly above average
B 70-79% Good work, meeting all requirements, and eminently satisfactory
C 60-69% Competent work, meeting requirements
D 50-59%, Fair work, minimally acceptable
F below 50% Fail

POLITICAL SCIENCE DEPARTMENT RULES AND REGULATIONS

Late Penalties: It is the policy of the Department of Political Science to exact a penalty of 2 marks (i.e. 2 per cent of the grade on the assignment) per working day for late papers. Papers will not be accepted by instructors if they are more than two weeks late.

Documentation: Students must follow the *Canadian Journal of Political Science* Editorial Style Guidelines.

Internet Documentation: All information obtained through the Internet must be cited in footnotes/endnotes and bibliographies. Internet citations must include all of the same

information that is provided when citing a book or article. This includes the name of the author, name of the organisation that has posted the website, the title, the date the website was consulted, and the website address. For more details on proper electronic citation, consult the information desk at the Huron University College library.

Assignment Drop-off: Essays and other written assignments must be handed to the instructor directly or placed in the essay drop-off box.

Class Attendance: You are *strongly* advised not to miss any class meetings. Important material, detailed instructions, information and insights on course themes, examinations, written work, course objectives and other essential matters will be presented in these hours.

PART 1: INTRODUCING THE FIELD

(Note: Most weeks we will post on OWL a “real time” short policy reading that stimulates 3rd hour discussion)

January 10

Welcome to Inside Governments: Policy Making in Canada and the United States

Our Mission: Understanding Public Policy in the Age of Trump and Trudeau.

Thinking Big: “Policy Moonshots”

https://ec.europa.eu/info/sites/info/files/mazzucato_report_2018.pdf

January 17

1.1 Politics and Policy in Canada and the United States: Getting our Bearings

Differences, Adams, “America Pivots Toward Progressive Canada: Recent Trajectories of Social Change in North America”

Differences, Boyle Torrey, “Population Tectonics: Life and Death in North America”

Thinking Big: “Grand Challenges/Wicked Problems”

<https://era.ideasoneuropa.eu/2017/06/06/grand-societal-global-challenges-fashion-paradigm-shift-knowledge-policies/>

January 24

1.2 Managing the Policy Process

Policy Primer Ch.1 “Introduction: managing the policy process”

Differences, Harles, “Choose Your Parents Wisely: Economic Inequality and Mobility in Canada and the United States”

Video “Power”

PART 2: THE PUBLIC POLICY CYCLE WITH CASE EXAMPLES

January 31

2.1 Setting the Agenda: Problem Definition

Policy Primer Ch. 2 “Agenda Setting”

Differences, VanNijntten, “Environmental Policy in Canada and the United States: Climate Change and Increasing Distinctiveness”

3rd hour reading TBA

February 7

2.2 Policy Formulation

Policy Primer Ch. 3 “Policy Formulation”

Differences, Maioni, “Health Care in Canada and the United States”

Video “Health Care Design”

February 14

2.3 Policy Decision-Making

Policy Primer Ch. 4 “Decision-Making”

Differences, Bateman “Prime Ministers and Presidents: Institutional Differences and Political Convergence”

Video “Kim Campbell or Barack Obama”

February 28

2.4 Policy Implementation

Policy Primer Ch. 5 “Policy Implementation”

Differences, Haussman and Turnbull, “Legislatures and Parties: Heightened Divisions Since the 1990s”

3rd hour reading TBA

March 7

2.5 Policy Evaluation

Policy Primer Ch. 6 “Policy Evaluation”

Differences, Brock, “First Nations: Turning Promises into Action?”

Video “Brooksley Born and the Warning”

PART 3: THE EVOLVING AGENDA

March 14

3.1 USMAC: After NAFTA

Differences, Biette and Kushner, “Reflections on Foreign Policies, Defense Budgets, Borders, and the Current State of the Partnership”

USMAC reading TBA

March 21

3.2 Technology Disruptions: Inclusive Innovation?

“OECD Project on Inclusive Innovation” Scroll through at <http://www.oecd.org/sti/inno/knowledge-and-innovation-for-inclusive-development.htm>

“Building Inclusive Cities: Framework and Lessons for Local Leaders” Scroll through at <https://www.brookings.edu/multi-chapter-report/building-inclusive-cities/>

“Towards an Inclusive, Innovative Canada” Scroll through at <http://innovationproject.ca/wp-content/uploads/2016/11/FullEN.pdf>

March 28 Electoral Realignment and Policy Futures (and Research Roundtable (1))

Policy Primer Ch. 7 “Conclusion: influencing the policy process”

Can the Policy Center Hold? Canadian Election 2019

Will the Populist Right Fade? American Election 2020

Readings TBA

April 4 Looking Back and Looking Ahead (and Research Roundtable (2))

April 9 Comparative Policy Essay Due

COURSE ASSIGNMENTS

1. Comparative Policy Essay “Similar Issue, Different Response”

6-8 double-spaced pages.

In this research essay, students will select a public policy challenge or opportunity of interest to them and analyse how the issue has been tackled in Canada and the United States. The essay will aim to account for differences (or similarities) in the way the issue has been addressed across the two countries. In explaining cross-national policy patterns the essay will consider the institutional/cultural/political differences between Canada and the United States that shape their policy case study.

2. Book Reflection “The Real World of Policy”

4 double-spaced pages.

“Inside Government”

1. Stephen Harper *Right Here, Right Now* Signal Books 2018
2. Robert Reich *Locked in the Cabinet* Knopf 1997
3. Graham Truelove *Svend Robinson: A Life in Politics* 2013
4. Jean Chretien *My Stories, My Times* Random House 2018
5. Doris Kearns Goodwin *Leadership in Turbulent Times* Simon and Schuster 2018
6. Jennifer Palmieri *Dear Madam President* Grand Central Publishing 2018

“Policy Entrepreneurs”

1. Michael Lewis *The Fifth Risk* Norton 2018
2. Manuel Arthur *Unsettling Canada* Between the Lines 2015
3. Andrea Barnett *Visionary Women* Harper Collins 2018
4. Francis Fukuyama *Identity: The Demand for Dignity and the Politics of Resentment* Farrar, Straus and Giroux 2018
5. Naomi Klein *No is Not Enough* Knopf 2017
6. Anu Partinen *The Nordic Theory of Everything* Harper 2017

Note (1) – your policy review will be “in the spirit” of POL2284G, not a general book review (NB will explain the “spirit”)

Note (2) – *class time will be devoted for informal student dialogue on their book (eg. why this choice? meeting your expectations? key learnings or takeaways?)*

3. Class Engagement/Cabinet Briefing (In-class activity)

On a rolling basis, students will work in Briefing Teams on a “hot” policy problem and provide an oral briefing for Cabinet that will situate the Minister/Secretary to respond. In this spontaneous activity, teams will rely on web-based materials to put together their briefing. A professional Cabinet briefing has the following 5 components. NB will play the role of Minister/Secretary.

- 1. Policy Issue (Why are you getting facetime with the Minister/Secretary?)**
- 2. Issue Context (What has caused the problem? Why are the existing policies inadequate?)**
- 3. Policy Options (Outline three policy options)**
- 4. Policy Recommendation (Justify your advice)**
- 5. Communication Message (Key external messages)**

4. Final Exam in April exam period.



Appendix to Course Outlines

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enrol in it without them, you may be removed from this course and it will be deleted from your record. If you enrol in this course despite having already taken an antirequisite you may be removed from this course and it will be deleted from your record. Removals for these reasons may not be appealed. You

will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites or for having already taken the antirequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Conduct* at:

<https://huronuc.on.ca/sites/default/files/pdfs/Code%20of%20Student%20Conduct.pdf>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

(a) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has

been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

(c) Non-medical Grounds: Consult Instructor Directly

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Dean. The instructor's decision is appealable to the Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and

responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Dean's Office, and this record of the offence will be retained in the Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <https://huronuc.on.ca/about/accessibility> (“Cancellations and Closures”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronuc.ca/student-life-campus/student-services/academic-advising>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <https://huronuc.ca/student-life-campus/art-social-science>

