This is an introductory course. Introductory courses tend to be “survey” courses, meaning that a range of matters associated with the field in question is covered. This particular one is meant to give students a flavour of theory and practice of how governments decide and implement public policy. Accordingly, it includes a review of the major currents of public policy and public administration theory, together with some public policy content. The course in particular examines various “modes of governance” (command and control, corporatism, governance and globalization) and considers which are appropriate descriptors of our current policy environment. I have structured the readings and assignments to encourage a critical perspective by students. There will be guest speakers at points in the course.

REQUIRED TEXTS:


**RECOMMENDED TEXTS (NO NEED TO BUY, BUT USEFUL)**


MARKS AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DATE</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation*</td>
<td>Through Term</td>
<td>25%</td>
</tr>
<tr>
<td>Test</td>
<td>October 14</td>
<td>25%</td>
</tr>
<tr>
<td>Policy Proposal**</td>
<td>November 13</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>25%</td>
</tr>
</tbody>
</table>

*Participation includes doing on-time outlines, attendance, and in-class or in-kind interaction on readings and lectures. Late work penalized 25% a day. For information on how to do outlines, go to [http://owl.english.purdue.edu/owl/resource/544/01/](http://owl.english.purdue.edu/owl/resource/544/01/) and [http://owl.english.purdue.edu/owl/resource/544/03/](http://owl.english.purdue.edu/owl/resource/544/03/)

These are an important part of the course, and will be very helpful to you.

**The policy proposal mark will be split up into two components, together forming a total of 25%. A background paper is required, for 10%, due Oct. 30. The proposal paper will be 15%. Detailed guidelines will be handed out later in the course. You will be imagining that you are a provincial or federal public servant, or representative of a Non-Governmental Organization (NGO) or of a Voluntary Sector body.

Particularly helpful in doing the background paper will be Smith’s *Writing Public Policy*. Consider chapters 2 (Actors, Roles, Communication Practices), 3, 4 (especially the ‘tasks’), 5 (especially the ‘tasks’), and 6 (especially the ‘tasks’).

**First assignment: Background Paper (Due October 28)**

1. Define a policy problem (using inspiration from ch. 3)
2. Analyze the policy (using inspiration from ch. 4, especially tasks 1 and 2, problem identification and specification of alternatives)
3. Do an analysis of the advantages and disadvantages of the various alternatives
4. Provide the relevant legislative history of the policy area (using inspiration from ch. 5)
5. Review in general what you would consider to be a good policy document in this particular case

**Second Assignment: Policy Proposal or Cabinet Submission Paper**

1. For this assignment use the template provided in the “The Cabinet Submission: Drafter’s Guide” which will be provided for you, and chapter 6 in the Smith book on doing a “position paper.” The former is the template used by the provincial cabinet, but if your policy problem involves a federal issue for the federal cabinet, this can still be used. If you are an NGO representative requesting action of the government(s), chapter 7 may be of use to you. Just remember that to be effective, you should be casting your arguments in such away as the public sector representatives are used to thinking (that is, in ways like in the Guide and ch. 6-7, Smith).

2. You should provide a respectable amount of academic research to substantiate the arguments that you are making in the policy proposal. You can include this in the body of the proposal or as an appendix. Include as well a list of references in the paper at the end. Although in academic papers I prefer the Turabian/Chicago style, in the interests of style in this one, I will
accept APA references, not MLA. (See Appendix A, at the end of the course outline, for the differences between the two.)

I. MAPPING THE TERRAIN: THE FEDERAL AND PROVINCIAL SECTORS


II. THEORIZING THE TERRAIN: PUBLIC POLICY SCHOOLS, DISCIPLINES, POLICY STYLES, STAGES; AND PUBLIC ADMINISTRATION APPROACHES

A. OVERVIEWS OF THE PUBLIC ADMINISTRATION APPROACHES

American overviews


The Different Approaches in Public Administration: An Abbreviated Overview

| I. Origins of Public Administration | Hamiltonianism and Madisonianism  
The Wilsonian Paradigm  
Marx, Weber and Freud |
|-----------------------------------|--------------------------------------------------------------------------------|
| II. Scientific Management          | Frederick Taylor  
Luther Gulick and the Brownlow Committee |
| III. Challenges to the Hegemony of Public Administration | Power Theories  
Behaviouralism  
H.A. Simon’s “Proverbs”  
Graham Allison’s “The Essence of Decision” |
| Rationalist Theories and Critics   | The rationalist model of decision making  
Incrementalist model of decision making  
“Garbage Can” approach to decision making  
Systems Theory |
| Human Relations Theory            | Chester Barnard  
Hawthorne Experiments  
McGregor: Theory X & Theory Y  
Argyris and Golembiewski  
The New Public Administration |
| The Modern Era                     | New Public Management (NPM)  
Denhardt’s “New Public Service” |
| Canadian contributions            | Early Scientific Management effects and Counter-reactions  
The Whitehall Model and the Politicization Challenge  
A “Canadian Model” of Public Administration? |
<table>
<thead>
<tr>
<th>Canadian Political Economy and Staples Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trebilcock et al.’s Governing Instrument Theory</td>
</tr>
<tr>
<td>Aucoin’s “New Political Governance”</td>
</tr>
</tbody>
</table>
Canadian Overviews:


See also his


B. OVERVIEWS OF PUBLIC POLICY THEORY

Recommended:


Miljan, ch. 2. “Structuralist” and “Dynamic” theories of public policy


My approach - Different Policy Traditions:

A Sample of Varieties of Approaches and Analytic Frameworks in Public Policy

| I. Disciplinary Bases | A. Philosophical  
|                       | B. Psychological  
|                       | C. Historical   
|                       | D. Economics    
|                       | E. Welfare Economics  
|                       | F. Sociological; Social Construction |
| II. Individualistic, Class and Group-Related | A. Public Choice  
|                                               | B. Elitism.  
|                                               | C. Pluralism, Neo-Pluralism and Corporatism.  
|                                               | D. Neo-Marxist  
|                                               | E Political Economy Traditions |
| III. Systemic | A. Systems Theory   
|               | B. Policy Typologies   
|               | C. Multi-level Governance and Veto Points   
|               | D. Institutionalism and Statism   
|               | E. Policy Change and Policy Learning |
| IV. Some Modern Schools | A. Globalization  
|                        | B. Deliberative Democracy  
|                        | C. Ideas and Paradigms  
|                        | D. Narrative Policy Analysis  |
| V. The Policy Cycle, or “Stages” Paradigm: | A. Problem definition and Agenda-Setting Stage  
|                                               | B. Policy Formulation Stage  
|                                               | C. Decision-Making Stage  
|                                               | D. Implementation Stage   |
E. Evaluation Stage

III. PUBLIC POLICY THEORY: THE STAGES PARADIGM

**Required:**

Howlett, chs. 1, 4, 5, 6, 8, 9, 10.

**Recommended:**


IV. GOVERNING INSTRUMENTS

**Required:**

Howlett Perl and Ramesh, ch. 4, and ch. 8

**Recommended:**


V. THEORIES OF PUBLIC ADMINISTRATION: A BASIC INTRODUCTION

**Required:**
VI. THE CONTEXT OF PUBLIC POLICY

Canadian Political Economy:


Globalization:

Required:


Miljan, ch. 3

Recommended:


Payne, Richard J. *Global Issues*. Chs. 1, 7, 8, 10, 11 na JZ 1318 P39 2013

VII. THE CONTENT OF PUBLIC POLICY

A. Social Policy

Required:

Miljan, ch. 7

Recommended:


B. Health Policy

Required:
Miljan, ch. 8

Recommended:

C. Aboriginal Policy

Required:
Miljan, ch. 10

Recommended:

D. Economic Policy


E. Environmental Policy

Required:
Miljan, ch. 11

Recommended:


VIII. ARE THERE “BEST PRACTICES” FOR POLICY PROPOSALS, POLICY MAKING AND ANALYSIS?

**Required:**


**Recommended:**


Plus there are several sites on the web you can search for this topic.
"Plagiarism means taking material written by another and offering it as one's own... Copying others' work is the most complete failure possible," (Perrin, *Writer's Guide and Index to English*, Third edition).

The material copied may consist of a few phrases or sentences, or an entire passage of paper written by someone else. The source may be a published book or article, or the work of another student. It applies equally to "research papers" and to "thought or opinion essays." Whatever its form (and the rules of scholarship do not generally recognize degrees) plagiarism constitutes two kinds of failure: (1) Failure to perform the basic tasks expected in any paper--original mental effort and expression. (2) Potentially, the moral failure of dishonesty. Although it is conceivable that a person might copy another's words without attribution out of ignorance of proper practices, this is not an acceptable excuse in university work. Objective evidence of plagiarism carries with it the presumption of dishonest motives. Complicity in plagiarism (e.g., knowingly allowing one's work to be copied or doing work to be submitted in another student's name) is considered equivalent to plagiarism.

In short, it is better to try to do one's work, even if this results in an apparently poor product, than it is not to try at all, substituting someone else's efforts for one's own.

Memorial University Calendar regulations (Procedures Governing Academic Academic Dishonesty - Undergraduate Students) specify that the penalty for plagiarism is at least a reduction of grade for the work (assignment) concerned, and in the case of repeat offenses may be probation, suspension or expulsion in addition to the grade reduction (General Regulation V). The Political Science Department will apply this regulation to its full extent and regards plagiarism as a far more serious failing than non-completion of assigned work. Students are expected to familiarize themselves with the General Regulations.

If there is any question as to what constitutes plagiarism and what constitutes proper attribution and documentation of facts, ideas, and words obtained from other sources, the student should consult his or her instructor as well as any standard manual on composition and style (for example, James D. Lester, *Writing Research Papers*, 5th edition, pp 77-81).

Memorial University policies for identifying and dealing with plagiarism and other academic offences:
http://www.mun.ca/regoff/calendar/sectionNo=REGS-0748

Web source describing what constitutes plagiarism, and related matters, can be found at: http://ec.hku.hk/plagiarism/introduction.htm

Guidelines for citing web and government sources:
Rules for Writers

1. Verbs HAS to agree with their subjects.
2. Prepositions are not words to end sentences with.
3. And don’t start a sentence with a conjunction.
4. It is wrong to ever split an infinitive.
5. Avoid cliches like the plague. (They’re old hat)
6. Also, always avoid annoying alliteration.
7. Be more or less specific.
8. Parenthetical remarks (however relevant) are (usually) unnecessary.
9. Also too, never, ever use repetitive redundancies.
10. No sentence fragments.
11. Contractions aren’t necessary and shouldn’t be used.
12. Foreign words and phrases are not apropos.
13. Do not be redundant; do not use more words than necessary; it’s highly superfluous.
14. One should NEVER generalize.
15. Comparisons are as bad as cliches.
16. Don’t use no double negatives.
17. Eschew ampersands & abbreviations, etc.
19. Analogies in writing are like feathers on a snake.
20. The passive voice is to be ignored.
21. Eliminate commas, that are, not necessary. Parenthetical words however should be enclosed in commas.
22. Never use a big word when a diminutive one would suffice.
23. Kill all exclamation points!!
24. Use words correctly, irregardless of how others use them.
25. Understatement is always the absolute best way to put forth earth shaking ideas.
26. Use the apostrophe in it’s proper place and omit it when its not needed.
27. Eliminate quotations. As Ralph Waldo Emerson said, “I hate quotations. Tell me what you know.”
28. If you’ve heard it once, you’ve heard it a thousand times: Resist hyperbole; not one writer in a million can use it correctly.
29. Puns are for children, not groan readers.
30. Go around the barn at high noon to avoid colloquialisms.
31. Even IF a mixed metaphor sings, it should be derailed.
32. Who needs rhetorical questions?
33. Exaggeration is a billion times worse than understatement.

And finally...

34. Proofread carefully to see if you any words out.
Useful Guides

Memorial University Libraries Guides: http://www.library.mun.ca/guides/howto/index.php (last four)
Owl (online Writing Lab) at Purdue: http://owl.english.purdue.edu/owl/resource/560/01/
Examples in this guide are taken from these books (which are available at the Information and Research help Desk):

Elizabeth II Library Services
December 5, 2007

AWARDS FOR UNDERGRADUATES

Scholarships, Bursaries, and Awards Administered By the Senate Committee on Undergraduate Scholarships, Bursaries and Awards for Which Undergraduate Students Already in Attendance at the University May Qualify http://www.mun.ca/regoff/calendar/sectionNo=SCHO-0110

Scholarships, Bursaries, and Awards Available for Undergraduate Students for Study Outside Newfoundland and Labrador http://www.mun.ca/regoff/calendar/sectionNo=SCHO-0745 (several for Harlow)

Scholarships, Bursaries, and Awards Administered By Other Authorities http://www.mun.ca/regoff/calendar/sectionNo=SCHO-0772
# DUE DATES FOR OUTLINES

<table>
<thead>
<tr>
<th>OUTLINE IS DUE</th>
<th>READING</th>
</tr>
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<tbody>
<tr>
<td>September 23</td>
<td>Howlett, Perl, Ramesh, ch 2</td>
</tr>
<tr>
<td>September 30</td>
<td>Howlett, Perl, Ramesh, chs 4, 5</td>
</tr>
<tr>
<td>October 2</td>
<td>Howlett, Perl, Ramesh, chs. 6, 7</td>
</tr>
<tr>
<td>TBA</td>
<td>One chapter of Ritzer/Paul book</td>
</tr>
</tbody>
</table>

My office is always open to you.
### Appendix A: The main differences between MLA and APA are as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>MLA Format</th>
<th>APA Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>The date follows the publisher in the citation and is not in parentheses.</td>
<td>The date follows the author and is in parentheses.</td>
</tr>
<tr>
<td>Author’s Name</td>
<td>The author’s full name (first and last) is spelled out.</td>
<td>The author’s last name is spelled out and the first name is reduced to initials.</td>
</tr>
<tr>
<td>Capitalization</td>
<td>All major words in the title are capitalized and the title is underlined.</td>
<td>Only the first word of the title, the first word of a subtitle, and any proper nouns (like names) are capitalized. Everything else is lowercase. Also, the title is written in italics.</td>
</tr>
<tr>
<td>Source Page</td>
<td>The source page is called a “Works Cited”.</td>
<td>The source page is called a “References”.</td>
</tr>
<tr>
<td>In-Text Citations</td>
<td>MLA uses the last name of the author and the page number.</td>
<td>APA uses the last name of the author and the date.</td>
</tr>
<tr>
<td></td>
<td>MLA does not use commas to separate the material, or p. pp. before the page numbers.</td>
<td>APA does use commas and, if a page is mentioned, uses p. and pp.</td>
</tr>
</tbody>
</table>

### Differences between MLA and APA

#### Examples:

MLA: (Burns 101)  
APA: (Burns, 1999, p. 4)

Here are two comparison examples:

**MLA:**  

**APA:**  

**Source:**  
http://academictips.org/mla-format/general-differences-between-mla-and-apa/