This course will seek to elucidate public policy theory by organizing it according to relevant schools and approaches. It gives significant attention to the most prominent approach, the policy cycles or “stages” approach, but puts it in the context of other approaches, or “traditions” in the public policy field.

**REQUIRED TEXTS:**


RECOMMENDED TEXTS:


Gerston, Larry N., Public policy making : process and principles M.E. Sharpe, 2004  
JK 468 P64 G47 2004 (Grenfell)


Objectives
This course is a basic overview of the public policy-making process and other approaches to public policy. It will provide students with:
1) a basic knowledge of the definitions, major theories covering the conceptions and processes of public policy-making; and
2) an understanding of actors involved in the policy-making process.

Learning Outcomes
After completing this course, students will be able:
1. define and explain the various traditions of public policy
2. to understand why government intervenes in the society and economy;
3. to understand the complexity of public policy making and intergovernmental affairs; and
3. to assess the realism of change in public policy.
Assessment of Learning Outcomes

Students will be assessed by:
1. participation (20%);
2. book review (20%) 
3. lectures prepared and delivered by themselves (20%)
4. written tests during the term, dates to be announced (40%) 
5. participation, including but not limited to discussant duties.

ASSIGNMENTS AND MARKS

Written Lecture* ................. 20% Dates as chosen. Grad students only present. 
Book Review ................. 20% Due Feb 12, on Kingdom Text 
Participation .................20% Throughout the course 
Test #1.............................20% Date TBA
Test #2.............................20% Date TBA

*Lectures are meant to be both training for later teaching skills and review of course material. They

1. should be the regular MUN class length (50 minutes). They will be delivered in class time. 
2. should show evidence of reading and assessing the literature in the course outline and bibliography, in one "topic" area (or even two). They should not simply be summaries of "standard textbook chapters, although these may be referred to for guidance 
3. should constitute an authoritative and comprehensive overview of the area in question. They should also be a critical analysis of the policy tradition in question and self-consciously measure the relative strengths and weaknesses of the particular approach vis-à-vis others covered in the course. 
4. should be each approximately 10-12 single-spaced pages 
5. should have appropriate endnotes and bibliography 

READINGS:

Students will be expected to keep up with course readings, and be able to discuss and assess them authoritatively. Readings will be assigned in preceding lectures, but will generally be the asterisked (*) material.
BASIC COURSE OUTLINE

I. What is public policy?
II. Different Policy Traditions: Varieties of Approaches and Analytic Frameworks in Public Policy

Different Policy Traditions in Particular:

III. Philosophical
IV. Psychological
V. Public Choice
VI. Pluralism and Neo-Pluralism and Corporatism.
VII. Elitism.
VIII. Neo-Marxist,
IX. Welfare Economics
X. Sociological; Social Construction
XI. Historical
XII. Institutionalism
XIII. Economics
XIV. Policy Typologies
XV. The Policy Cycle, or “Stages” Tradition:
   A. Problem definition and Agenda-Setting Stage
   B. Policy Formulation Stage
   C. Decision-Making Stage
   D. Implementation Stage
   E. Evaluation Stage

XVI. Multi-level Governance and Veto Points
XVII. Policy Change and Policy Learning
I. What is public policy?

Read:

Howlett and Ramesh, ch. 1.

Parsons, section 1.2, 1.7, 1.8

II. Different Policy Traditions: Varieties of Approaches and Analytic Frameworks in Public Policy

Read:

Parsons, 1.5, 1.6, General

Howlett and Ramesh, ch. 2


Recommended:


Different Policy Traditions in Particular:

III. Philosophical

Read:

Parsons, 1.6

Recommended:


IV. Psychological

Read:

Parsons pp. 36-37 and s. 3.7

Recommended:


http://www3.interscience.wiley.com/cgi-bin/fulltext/121436328/PDFSTART


V. Public Choice

Read:

Parsons p. 34, s. 3.5

Recommended:

Niskanen W.A. 1971 Bureacracy and Representative Government JF 1501 N55

VI. Pluralism and Neo-Pluralism and Corporatism.

Read
Parsons ss 1.6, 3.3.2-3; 3.3.4
Howlett and Ramesh, ch. 2.

Recommended:
Robert Dahl, Who Governs 1962 JS 1195.2 D2
Charles Lindblom, Politics and Markets 1977 HD 82 L475


http://www3.interscience.wiley.com/cgi-bin/fulltext/119091856/PDFSTART
VII. Elitism

Read:

Parsons, s. 3.3.1

Recommended:

Pareto and Mosca

C. Wright Mills, The Power Elite 1956


IX. Neo-Marxist

Read:

Parsons, ss. 2.7, 3.3.3

Howlett and Ramesh, ch 2

Recommended:


VIII. Welfare Economics,

Read:

Parsons, p. 33, ss. 3.8 3.9 4.5 4.7

Howlett and Ramesh, ch 2

Recommended:

**X. Sociological; Social Construction**

**Read:**
Parsons p. 34-35, s. 2.2.1/3 and Sabatier, 2007, ch 4

**Recommended:**


**XI. Historical**

**Recommended**


**XII. Institutionalism**

**Read:**
Parsons, section 3.6


**Recommended:**


XIII. Economics

Read:
Howlett and Ramesh ch. 2.

Recommended:

Stone, Policy Paradox, chs. 1-5.


XIV. Policy Typologies

Read:

Parsons, ss. 2.5, 4.3.6


Recommended:


Kellow, "Promoting Elegance in Policy Theory: Simplifying Lowi's Arenas of Power," PSJ, 16 (Summer 1988):

Stone, Policy Paradox, ch. 9.


XV. The Policy Cycle, or “Stages” Approach:

Read:
Parsons, sections 1.8, 1.9, 1.10, 1.11

Howlett and Ramesh, ch. 1


Recommended:


Hoggwood and Gunn, 1984

Fischer, Miller and Sidney, eds. Handbook of Public Policy Analysis, chaps. 4-8.

A. Problem definition and Agenda-Setting Stage

Read:


Recommended:


Soroka, Stuart N. *Agenda-Setting Dynamics in Canada* Vancouver: UBC Press, 2002

[http://pdfserve.informaworld.com/886822_770885140_727190776.pdf](http://pdfserve.informaworld.com/886822_770885140_727190776.pdf)


[http://pao.chadwyck.co.uk/PDF/1231382729158.pdf](http://pao.chadwyck.co.uk/PDF/1231382729158.pdf)


**B. Policy Formulation Stage**

**Read:**


Parsons, 2.10


**Recommended:**


http://web.ebscohost.com/ehost/pdf?vid=3&hid=116&sid=1606e989-b16a-46ca-afb3-f66e1950b5e1%40sessionmgr102


http://www.sciencedirect.com/science?_ob=MImg&_imagekey=B6V7V-469KV9G-1P-1&_cdi=5852&_user=1099227&_orig=browse&_coverDate=12%2F31%2F1990&_sk=999869996&view=c&wchp=dGLbVlz-zSkWb&md5=987a241082d851a74dd378ff7e1a0&ie=/sdarticle.pdf


http://web.ebscohost.com/ehost/pdf?vid=3&hid=109&sid=f7b77c39-d675-4ff3-a07f-acf6396e4283%40sessionmgr109

http://pao.chadwyck.co.uk/PDF/1231430698462.pdf
http://www3.interscience.wiley.com/cgi-bin/fulltext/121436327/PDFSTART


http://www3.interscience.wiley.com/cgi-bin/fulltext/119015610/PDFSTART

Fischer, Miller and Sidney, eds., Handbook of Public Policy Analysis, chaps. 9-15

http://www3.interscience.wiley.com/cgi-bin/fulltext/119037593/PDFSTART


http://pdfserv3informaworld.com/596008_770885140_713999674.pdf


http://web.ebscohost.com/ehost/pdf?vid=3&hid=120&sid=cbdb1377-3b87-4993-8b34-8588411ebba2%40sessionmgr104
C. Decision-Making Stage

Read:


Parsons, 3.1, 3.2, and 3.4. 1 to 3.4.5 inclusive


Braybrooke and Lindblom, _A Strategy of Decision_ (1963), chs. 4-5.


Recommended:


C. Policy Implementation Stage

Read:

Parsons, 4.1, 4.2, and 4.3 to 4.3.8 incl and section 4.4 all


**Recommended:**


Pressman and Wildavsky, _Implementation_ (1973), ch. 5;

Mazmanian Daniel A. and Paul A. Sabatier. 1989, Implementation and Public Policy ch. 2 & 8, NA


E. Policy evaluation Stage

Read:
Parsons, section 4.5

Recommended:

What Standards? Accountability, Transparency, Legitimacy

http://pdfserve.informaworld.com/499969_770820140_787815578.pdf

XVI. Multi-level Governance and Veto Points

Read:
Parsons, p. 34-6

Recommended:


XVII. Policy Change and Policy Learning

Read:
Parsons, Section 4.6


Recommended:


Deliberative Democracy


<table>
<thead>
<tr>
<th>PRESENTATION DATE</th>
<th>TOPIC</th>
<th>PAPER GIVER AND DISCUSSANT(S)</th>
</tr>
</thead>
</table>
| **WEEK 1 JAN 12** | • Course organization  
• What is Public Policy?  
• Varieties of Approaches and Analytic Frameworks in Public Policy | NA |
| **WEEK 2 JAN 18** | Philosophical  
Psychological | NA |
| **WEEK 3 JAN 25** | Public Choice | PAPER GIVER DISCUSSANT |
| **WEEK 4 FEB 1** | Pluralism, Neo-pluralism and corporatism and Elitism | PAPER GIVER DISCUSSANT |
| **WEEK 5 FEB 8** | Sociological; Social Construction Historical | PAPER GIVER DISCUSSANT |
| **WEEK 6 FEB 15** | Institutionalism Economics | PAPER GIVER DISCUSSANT |
| **WEEK 7 FEB 18-20 (MTB) CLASS FEB 22** | Policy Typologies | PAPER GIVER DISCUSSANT |
| **WEEK 8 MARCH 1** | A. Problem Definition and Agenda-Setting Stage | PAPER GIVER DISCUSSANT |
| **WEEK 9 MAR 8** | B. Policy Formulation Stage | PAPER GIVER DISCUSSANT |
| **WEEK 10 MAR 15** | C. Decision-Making Stage | PAPER GIVER DISCUSSANT |
| **WEEK 11 MAR 22** | D. Implementation Stage  
E. Evaluation Stage | PAPER GIVER DISCUSSANT |
| **WEEK 12 MAR 29** | Multi-level Governance and Veto Points | PAPER GIVER DISCUSSANT |
| **WEEK 13 APR 3** | Policy Change and Policy Learning | PAPER GIVER DISCUSSANT |
"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.

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 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.

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.

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).

Web sources describing what constitutes plagiarism, and related matters, can be found at:
http://www.indiana.edu/~wts/wts/plagiarism.html
http://ec.hku.hk/plagiarism/introduction.htm
http://www.writing.nwu.edu/tips/plag.htmlhttp://west.cscwc.pima.edu/~bfiero/plagrm.htmlhttp://www2.h-net.msu.edu/~africa/citation.html

You may be interested in this University of Toronto site which gives us "Advice on Academic Writing." Various types of assignments are covered.
http://www.utoronto.ca/writing/advise.html