Instructor:

Professor Kathryn Harrison: Buchanan C306
Office Hours: Tuesday 10:00-11:00, Thursday 11:00-12:00 or by appointment
Phone: 604-822-4922
Email: Kathryn.Harrison@ubc.ca

Course Description:

The objective of this course is to provide students with analytical tools and experience conducting applied public policy analysis for an employer or client. Through analyses of real-world problems as part of a group, students will gain experience in collecting and analyzing policy-relevant information, crafting policy alternatives, and identifying tradeoffs among policy options.

The applied nature of the course departs from many other political science courses. The focus will be on professional skills, including written and oral communication, and delivering useful analysis to a client, rather than critiquing academic literature. That said, policy analysts draw on extant knowledge from political science and other disciplines. Ideally, this course will provide an opportunity for you to draw on what you've learned in other courses to date. Moreover, reflective practitioners are mindful of the limits and biases of the methods they employ, an issue we will consider throughout the course.

Course Learning Objectives:

This course has several learning objectives. Students will:

1. Develop analytical tools and experience conducting public policy analysis for public sector, private sector, or non-profit employers.
2. Gain understanding of the limitations of the standard policy analysis model and be aware of alternative approaches to support policy development and evaluation.
3. Gain substantive knowledge in several policy areas. Most notably students will learn about the policy context of their own group project, but there will also be opportunities to learn from seminar discussions and presentations of other groups' work.
4. Develop research skills for applied policy analysis.

5. Gain experience in writing concise, clear, and jargon-free memoranda for a busy, non-academic client.
6. Improve their oral presentation skills for a professional setting.
7. Gain experience working as part of a professional team.

Prerequisites:

Poli 450: Either (a) POLI 101 and one of POLI 302, POLI 306, POLI 350; or (b) all of POLI 350, POLI 352.

Poli 533: Graduate standing in political science or permission of the instructor.

Course Format:

The course will be a mix of seminar, lectures, and hands-on workshop.

In a seminar, students learn from each other through active discussion. As such, it is essential that all students do the readings *in advance* and come prepared to actively participate in the class. We will all get more out of the course if everyone is well-informed and involved in class discussions and exercises. In my experience quiet students have just as much to offer their fellow students, and also as much to learn from expressing their ideas orally. I will do my best to provide opportunities to involve everyone in discussions, including occasionally calling on students we haven't heard from in a while. If you have concerns about your participation (or anything else in the course for that matter), please come and talk to me.

As some topics are less amendable to discussion, there will be occasional lectures as well.

Finally, the course will operate as a workshop in providing time for students to meet with their groups to apply concepts from each week's readings and to develop and advance their workplan as a team. Groups will then reconvene and share their questions and provide feedback to each other.

Group work can be both rewarding and challenging. At its best, each member of the group works equally hard and contributes equal value, potentially drawing on different skills and experience. However, challenges can and do arise. These may be short term, as when students face different conflicting deadlines among their courses or illnesses of short duration. I encourage group members to communicate with each other as such issues arise and to find ways to accommodate among yourselves if possible. However, as there are a number of assignments along the way, there is little room for slippage. If significant issues arise within your group, please reach out to me as soon as possible.

Required Texts:

There are two required texts for both undergraduate and graduate students.

Deborah Stone, Policy Paradox: The Art of Political Decision Making, 3rd ed. NY: WW Norton, 2012.

Eugene Bardach, Eric M. Patashnik, A Practical Guide for Policy Analysis, 6th ed. Washington, DC: CQ Press, 2020.

I have ordered copies of the following for graduate students only. I'm afraid it's pricey. You could get by sharing or relying on a previous edition, but beware that the chapter numbers have sometimes changed.

David L. Weimer, Aidan R. Vining, Policy Analysis: Concepts and Practice, 6th ed. Routledge: 2017.

Other readings will be made available on the course Connect website.

Course Assignments, Due Dates and Grading:

Grades will be determined on the basis of the following:

Memo 1 (February 26)	10%
Memo 2 (March 18)	10%
Presentation (April 8)	10%
Final Memo (April 15)	50%
Individual Reflection (April 20)	10%
Participation	10%

At the end of the course, I will ask each student to submit a confidential self- and peer-evaluation. If those evaluations or my own observations give me cause for concern that students did not all contribute equally within a particular group, I will interview students individually and may adjust marks accordingly after drawing my own conclusions. Attending those interviews, if needed, is mandatory. To that end, students should retain a record of group meetings and communications, as well as their own notes and draft contributions to their group project (including track changes).

Since this is a course about applied policy analysis, and the "real world" of public affairs is fraught with deadlines, I take deadlines very seriously. There will be a penalty for late memoranda of 3% per day. Papers are due in hard copy in class and digitally in Turnitin by **2:00 pm** on the dates indicated above. The Department's office staff cannot date stamp assignments, but you can email an electronic late submission to me, but please also submit a hard copy to my inbox in the Department office.

Policy Clients

Most of the group projects in this research seminar will have real world clients. (I'll probably be the client for one project.) This is a great opportunity both for you to get a taste of policy analysis in the "real world" and also for your academic work to be of use to a government or NGO. There are two important things to bear in mind, however.

First, it is critical not to over-burden your project client. Even in paid employment, one often doesn't get as much time with a supervisor as one wants. But in this case, you're not employed, but rather a student in an academic course. In that sense, I'm the "supervisor" in the first instance, and I'll also be the one assigning marks.

The clients have agreed to make some time to speak or, if close by, meet in person with you – at the beginning of the project and again when you're in the thick of the analysis (before or soon after memo 2). They will be invited to attend your final presentation as well, and may be willing to comment on your powerpoint deck. Please do not ask for additional meetings. And *always* learn everything you can by other means so you make the most of precious time with the client. At your first meeting, you can discuss whether your client is will to receive email queries and, if so, how many.

Second, your final report will be shared with the client. They may also share it within their organization, but will not post it online or otherwise share it beyond the organization without consent of all authors.

Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

General Academic Policies

Regular attendance in lectures and tutorials and participation in class discussions and exercises is expected. All major assignments must be completed. ***Students who do not attend regularly or fail to hand in/complete a major assignment may be disallowed from completing the course.***

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the course instructor. If the student remains unsatisfied with this process, they may proceed to the head of the department or further to a formal

committee established in accordance with University policies.

Academic accommodations and concessions.

Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment.

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodations for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students' observances of sincerely held religious beliefs. If you would like to request an academic concession because of a conflict with a religious observance, please see your academic advisor. To learn more visit: https://students.ubc.ca/enrolment/academic-learning-resources/academic-concessions

Other Academic Concessions

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's Sexual Violence Prevention and Response Office (SVPRO) (604 822 1588) who can assist you with your academic concession.

For more information on concessions, please see: https://students.arts.ubc.ca/advising/academic-performance/help-academic-concession/

Course specific policies:

If you miss marked coursework for the first time (assignment, presentation, attendance

and participation in class) and the course is still in-progress, immediately submit a Student Self-Declaration to me so that your in-term concession case can be evaluated.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising's online academic concession form immediately, so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

University Values and Priorities:

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available **here** (https://senate.ubc.ca/policies- resources-support-student-success).

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's

Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the university for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members' living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities, including group work to prepare for a simulation. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

TurnItin

In accordance with Political Science Departmental policy, in this course you will be required to submit your policy analysis memos in electronic form to a service called TurnItIn. UBC subscribes to this service, which checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias and inform both the instructor and teaching assistant of your alias. You may also wish to use a non-identifying email account.

Groups are required to submit both a hard copy of their memos (only once per group!) and electronically submit the same document to TurnItIn. Both must be submitted by the same deadline to be considered received on time.

Still a little uncertain or paranoid about what constitutes plagiarism? For a quick refresher visit: http://www.indiana.edu/%7Ewts/pamphlets/plagiarism.shtml and/or: http://sja.ucdavis.edu/files/plagiarism.pdf

To submit your paper to TurnItIn, log on to the TurnItIn site, at: **www.turnitin.com**

You will be asked to create a unique "user profile," consisting of an ID (e-mail address) and password (see upper right hand corner of the TurnItIn homepage). Once this ID is created, you will be able to add courses to your profile. To add a course, you will need the "course ID" and "enrolment key":

Course ID: 23393185

Enrolment key: policy

Once added to a course, you will be able to submit your research paper to the service.

You can submit a paper in two ways:
- File Upload - Turnitin currently accepts submissions in Microsoft Word, WordPerfect, RTF, PDF, PostScript, plain text, and HTML formats.
- Cut and Paste - You can cut and paste the text of your submission into a text box

  Note: Ensure that your name and identifying information does not appear in the document you submit.

Assignments are not accessible to the public once submitted to TurnItIn, and you, as the author, retain ownership of your original material. Your work will be added to TurnItIn's archive for comparison against subsequently submitted material, thus ensuring that your work is not plagiarized.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record.

For more information: https://facultystaff.students.ubc.ca/systems-tools/early-alert

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: https://students.ubc.ca/health-wellness

Respectful University Environment

UBC recognizes that "the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued." The full *UBC Statement on Respectful Environment for Students, Faculty and Staff* can be found at http://www.hr.ubc.ca/respectful-environment/files/UBC-Statement-on-Respectful-Environment-2014.pdf. Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC's Equity and Inclusion Office (http://equity.ubc.ca), or the UBC Ombudsperson for Students: https://ombudsoffice.ubc.ca

Equity and Harassment

UBC is committed to equity (including but not limited to gender equity) and fostering a safe learning environment for everyone. All peoples should be able to study, work, and learn in a supportive environment that is free from sexual violence, harassment, and discrimination. UBC's Policy #3 on Discrimination and Harassment defines harassment as: "unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents." Such behavior is not acceptable and will not be tolerated at UBC. If you or someone you know has encountered sexual violence or harassment, you can find confidential support and resources at the AMS Sexual Assault Support Centre, (SASC), and the Equity and Inclusion Office. The SASC is an all-genders service that serves the UBC-Vancouver campus community and is committed to creating a safer campus community, free from sexualized violence. Their work is informed by feminism, anti-oppression and recognition of intersectionality. The Equity

and Inclusion Office is committed to fostering a community in which human rights are respected and equity and diversity are integral to university life.

Resources are available at:

Sexual Assault Support Centre, (SASC)
249M, Student Union Building, UBC
604-827-5180
sasc@ams.ubc.ca
http://amssasc.ca

Equity and Inclusion Office
2306 – 1874 East Mall (Brock Hall)
604.822.6353
equity@equity.ubc.ca
http://equity.ubc.ca

Lecture Outline and Readings:

January 8: Introductions, Course Overview

January 15: Systematic Policy Analysis vs. "Muddling Through"
- Bardach and Patashnik (BP), Introduction.
- Stone, Chapter 11
- Charles Lindblom, "The Science of `Muddling Through'," <u>Public Administration Review</u>, 19 (Spring 1959): 79-88, and replies by Dror et al. and Lindblom, <u>Public Administration Review</u>, 24 (1965): 153-8.
- David L. Weimer and Aidan R. Vining, <u>Policy Analysis: Concepts and Practice</u>, 5th ed. Englewood Cliffs, NJ: Prentice Hall, 2014, 342-354.

Graduate students should also read:
- Weimer and Vining (WV), all of Chapter 15, "Landing on Your Feet".

Ranked project Preferences due

January 22: Defining the Problem, Research Methods for Policy Analysis
- BP, 1-21, Part II.
- Stone, Chapters 8, 9.

Graduate students should also read:
- WV, 6th Ed, Chapter 14 "Gathering Information"

January 29: Role of the Analyst, Professional Ethics,
- WV, 6th ed. Chapter 3.
- Robert Behn, "Policy Analysis and Policy Politics," <u>Policy Analysis</u>, 7 (1981): 199-226.
- BP 84-93, Appendix D

Grads should also read:
- Get started on WV Chapters 4-8, will be tough going for those without economics. Just do your best.

February 5: Policy Objectives
- BP: 31-49
- Stone, Chapters 2, 3

Grads should also read:
- Stone, 5, 6
- WV, Chapters 4-8

February 12: Crafting Policy Alternatives, Writing for a Public Sector Client
- BP: 21-31, 84-93, 133-144, Appendix A
- Stone, Chapters 12, 13.

- WV, 5th ed, 376-381.

Grads should also read:
- Stone, Ch 14-16

February 26 – No Class, Memo 1 (Problem, Goals) Due

March 4: Predicting Impacts, Comparing Alternatives
- BP, 49-84
- Carl V. Patton, David S. Sawicki, Jennifer J. Clark, <u>Basic Methods of Policy Analysis and Planning</u>, 3rd ed. NY: Routledge, 2016. Chapter 8.

Grads should also:
- Revisit WV "Solutions Analysis" from Ch 15

March 11: Political Feasibility
- Stone, Chapters 10 and 11
- BP Appendix C

Grads:
- Ch 26 (Galston) and Ch 27 (Immergut) in the Oxford Handbook of Public Policy

March 18: Policy implementation
- **Memo 2 Due (Options)**
- Lipsky, Michael. <u>Street Level Bureaucracy.</u> New York: Russell Sage Foundation, 1980, 3-25.
- Weimer and Vining, Chapter 12, "Implementation."

Grads:
- Leslie A. Pal, <u>Beyond Policy Analysis</u>, 5th Ed. Toronto: Nelson, 2014. Chapter 5.

March 25: Alternate Approaches to Policy Analysis,
- Readings tba

April 1: Policy Analysis in Practice, Effective Oral Presentations
Guest: Andrew Leach, Associate Professor, University of Alberta
- Alberta Climate Leadership Panel, "Climate Leadership Report to Minister," November 2015, https://open.alberta.ca/dataset/212a6266-b8d3-4822-b208-9221da2a0966/resource/9f52cd8e-5477-45a6-a337-f2d64d091cf9/download/2015-climate-leadership-report-to-minister.pdf
- I hope to have finished writing up a paper on the AB Climate Leadership Plan by then. If not, I will assign another reading on the politics of carbon taxes.

April 8: Group Presentations, Course Evaluations
Class will run 1 hour long.
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