

# **LAKEHEAD UNIVERSITY**

## **DEPARTMENT OF POLITICAL SCIENCE**

### **Political Science 3319, F2015**

#### **Comparative Public Policy**

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### **COURSE OBJECTIVES**

By the end of the course, you will understand and explain the public policy of the US, the UK, and Canada, including the role of the professional public service.

You will be exposed to and learn about different elements of public policy (among others) such as:

- administrative processes in the making of policy decisions in Canada;
- the role of elected official, professional public servants, and citizens in the making of innovative public policy in Canada;
- administrative processes in the making of policy decisions in the US;
- the role of elected official, professional public servants, and citizens in the making of innovative public policy in the US;
- administrative processes in the making of policy decisions in the UK;
- the role of elected official, professional public servants, and citizens in the making of innovative public policy in the UK.

You will consider the following questions (among others):

- How and why do public servants contribute to the policy making process in Canada?
- How and why do elected officials contribute to the policy-making process in Canada?
- How and why do citizens contribute to the policy-making process in Canada?
- How is the role of each of these different in the Canada and the UK?
- How is the role of each of these different in Canada and the US?
- How is the role of each of these different in the US and the UK?

You can find more information in the “Learner Outcomes” section below.

## COURSE CONTENT

Using role play simulation and individual written exercises, the course content will answer the following questions for Canada, the US and the UK:

*For economic policy, health policy, and employment policy:*

- • Under what circumstances can change in the policy occur?
- What are the main characteristics of the policy-making process?
- What are the main characteristics?
- What are the main issues facing the country?
- What are the political positions regarding this policy?
- What is the public service doing to put the policy into practice?

Using instructor-generated worksheets, political analysis will allow you to answer the following questions:

- Who are the significant political actors in the country, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular action?
- What are the resources on which the political system rests? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors?
- Who are the significant political actors in the policy making community, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular policy?
- What are the resources on which the political system rests? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors? What is the impact on the outcome of the policy-making process?
- With respect to specific programs, who benefits? Who pays? What is rationed? How is it rationed? Who gets scarce resources? How is that decided?

## LEARNER OUTCOMES

In this course, you will learn:

- ***independent critical thinking*** through the use of research and written assignments;
- ***social awareness*** by requiring that you know the labour, welfare and economic policies, of the countries studied, how those policies are advocated by different political parties and interest groups, how they are implemented, and how this affects the citizens in general; and
- ***leadership*** through the team work required of role play simulations.

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

- ***collect authoritative information about*** the public policies of the UK, the US, and Canada;
- ***identify the content, characteristics, decision making processes, roles of elected officials, officials, and citizens*** in the development and application of public policy, in the US, UK, and Canada.
- ***identify and assess*** the main issues facing the administrative branch, the obstacles and the assets in the US, UK, and Canada;
- ***identify*** the types of interactions and processes of the administrative branch of the US, UK and Canada;
- ***distinguish*** between significant and insignificant political actors, effective and ineffective change in public policy, and influences on the processes of the US, UK and Canada;
- ***identify and assess*** resources needed for the polity to design and apply policy, (including identifying which ones are scarce), and what factors affect the functioning of the policy; and
- ***apply*** these skills research and analyze public policy in Canada, the US, and the UK.

## TEXTS AND READINGS

- Readings as indicated on course calendar to be retrieved through Zotero;
- *Ten Core Worksheets*, and *More Strategic Activism*, by Laure Paquette, available at [mycourselink.lakeheadu.ca](http://mycourselink.lakeheadu.ca) and the bookstore;
- extra material on reserve or on D2L; and
- all available relevant material, and supplementary and further supporting information found through your own research.

## COURSE FORMAT

To support your learning the Course Content, you will be provided with:

- an opportunity to participate in several debates about the policies of the US, UK and Canada;
- selecting the countries to be studied;
- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in role-playing exercises (more details available on Web CT's under Role Play Simulation); and
- individual and group written assignments.

## TYPICAL COURSE SCHEDULE

***NOTE: THIS COURSE SCHEDULE MAY CHANGE BECAUSE OF HOLIDAY SCHEDULES, UNFORESEEN CIRCUMSTANCES OR OTHER REASONS.***

Periodic topical talks from the librarians at Paterson Library is part of the course. Consult the course calendar available on D2L for details.

Week 1-2	Introduction to the course structure and requirements, theory and history of public policy and administration
Week 3	Introduction to worksheets, team formation and team work
Weeks 4-6	Role play simulation I
Week 8-11	Role play simulation II
Week 12	End of Role play simulation II; awarding of professionalism grade

## LEARNER OUTCOMES

In this course, you will learn:

- ***independent critical thinking*** through the use of research and written assignments;
- ***social awareness*** by requiring that you know the social and environmental policies of the countries studied, how those policies are advocated by different political parties, and how it affects voting behavior; and
- ***leadership*** through the team work required of role play simulations.

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

- ***collect authoritative information about*** a political party of an industrialized liberal democracy inside Europe;
- ***identify*** its history, position on the political spectrum, main supporters, standing in the legislative and executive branches, and its economic, social and other policies;
- ***identify and assess*** the mains issues in the polity, elements of political culture, social cleavages and other political characteristics;
- ***identify*** the type of electoral system and process for each branch;
- ***distinguish*** between significant and insignificant political actors, and what influence each wield;
- ***identify and assess*** resources needed for the polity to function (including identifying which ones are scarce), and what factors affect the functioning of the policy; and
- ***apply*** these skills research and analyze political parties and election campaigns.

## GRADING

COMPONENT	PERCENTAGE OF TOTAL MARK
Worksheets 1-9	60
Role Play Simulation I presentations and professionalism	20
Role Play Simulation II presentations and professionalism	20
Bonus Assignment: Skills Grid	Up to +5% of final grade
<b>TOTAL</b>	<b>100</b>

There is a written guide at [mycourselink.lakeheadu.ca](http://mycourselink.lakeheadu.ca) on worksheets, as well as instructional videos on youtube, which are to be completed individually. Worksheets must be typed, in point form, and in 10 or 12 point font. All assignments must be properly sourced using the Chicago Manual of Style. The balance of the grade reflects the presentations and background preparation in the role-play simulations, which include political speeches, media interviews, political advertising, and other types of presentation. There may be bonus assignments. In general, the instructor awards grades on assignments and presentations on the following criteria:

- The student did an excellent job: 8/10
- When reading the student's work, the instructor learns something: 9/10
- The student's work is better than the instructor could have produced: 10/10

The professionalism grade is given by the instructor after receiving feedback from teammates according to the following rubric. A student will receive 0 if the student fails to follow the following university policies: 1. Academic Appeals; 2. Student Code of Behavior; 3. Absences from Course.; 4. Academic Dishonesty. Students may find these and other policies at [policies.lakeheadu.ca](http://policies.lakeheadu.ca). In addition, students will incur the same penalty in the following scenarios: disrupt or distract entire class; make factually incorrect or defamatory remarks to instructor in presence of other students once; raise voice or other unacceptable behavior. For repeated behavior, students may receive a grade of 0 on the second professionalism grade or the bonus assignment.

Learning Objective	9-10/10 Students receiving Excellent will:	7-8/10 Students receiving Good will:	5-6/10 Students receiving Satisfactory will:	3-4/10 Students receiving Poor to Failure will:
Attendance	Attend every class	Miss only 1 class	Miss several classes	Miss many classes
	Be on time and prepared to start class	Be on time and prepared to start class	Arrive late for one or two classes	Arrive late for many class
	If ill, give notice prior to due date	If ill, give notice prior to due date	If ill, give notice after the due date	If ill, give no notice or notice after an absence
	Pay attention	Pay attention	Pay attention most of the time	Talk to others, sleep, eat, check cell phone, use computer for other tasks or give your attention to other work

				or activities
Preparation	Read assignments in advance	Read assignments in advance	Read most assignments in advance	Frequently not do required readings in time for class
	Ask questions in a timely manner	Ask questions in a timely manner	Asks questions close to deadline	Often asks questions when it is too late
	Read instructions before asking questions	Read instructions before asking questions	Sometimes fails to read instructions thoroughly	Often ask questions without consulting the course materials first
	Use feedback and to improve all future work	Use selected graded feedback to improve future work	Use selected graded feedback to improve some future work	Ignore instructor feedback and/or disputes grade without a careful critique of your own work

## **ASSESSMENT AND ROLE OF THE INSTRUCTOR**

I believe that you learn only through what you yourself say, do, write or read, so I will use classroom time as much as possible to help you learn what you cannot learn any other way on your own.

My responsibilities on this course are to:

- design the course and course requirements;
- set clear expectations for you to meet;
- coach you during your course work (developing strategies, role plays);
- help you prepare for components listed in the “Grading” section above, as well as exams and classroom participation; and
- resolve any conflicts or answer any questions regarding student activities in the course.

My performance is assessed through:

- formal student evaluations done at the end of the course;
- informal short discussions from time to time during the class;
- interactions (talk and e-mail) with individual or groups of students; and
- ongoing monitoring of your performance and that of other students in the class in all your work.

I commit to:

- ongoing reflection on my practice as a teacher;
- creativity, innovation and experimentation in the classroom;
- taking chances and making mistakes while I try to find the best way for you to learn; and
- being accountable to you and other students regarding these commitments.

## **IF YOUR WORK IS LATE...**

If there is no date stamp each page of any late assignment (available from the Department secretary or from the Lakehead University Security Services office), the applicable date/time penalties will be assessed based on when I receive the assignment.

Late penalties are as follows:

- 20 percentage points deducted for submissions up to 24 hours late;
  - 40 percentage points deducted for between 24 and 48 hours late;
- ONLY if I have not completed grading for all assignments handed in. Once all assignments are handed in are graded, I will not accept late assignments.

Less participation in class work will result in a lower participation grade. However, if you are responsible for a significant task as part of group work, and you do not fulfill that task, you will fail the course.