Academic integrity comprises the five core fundamental values of honesty, trust, fairness, respect and responsibility (http://www.academicintegrity.org/icai/home.php). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities). Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar: see Academic Regulation 1 (http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-1) and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Students are advised that incomplete standing will be granted only with the permission of the chair of undergraduate or graduate studies (as appropriate) and only where there is a clear demonstration of need. Applications for “Incomplete” standing must be made in the first instance to the instructor on the form available in the General Office. The simple fact of non-submission of work does not constitute an application and will result in a grade of zero for that assignment.

Students who feel that there are reasons to have their grades reviewed should follow the steps set out in the Faculty of Arts and Science’s Regulation 11, “Review of Grades and Examinations” (http://www.queensu.ca/artsci/academic-calendars/regulations/academic-regulations/regulation-11).

Copyright of Course Materials

This material is copyrighted and is for the sole use of students registered in this course. This material shall not be distributed or disseminated to anyone other than students registered in this course. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

Students with Disabilities

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Disability Services Office (DSO) and register as early as possible. For more information, including important deadlines, please visit the DSO website at: http://www.queensu.ca/hcdis/ds/
GRADING SCHEME:

All components of this course will receive letter grades which, for purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

<table>
<thead>
<tr>
<th>Assignment mark</th>
<th>Numerical value for calculation of final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>93</td>
</tr>
<tr>
<td>A</td>
<td>87</td>
</tr>
<tr>
<td>A-</td>
<td>82</td>
</tr>
<tr>
<td>B+</td>
<td>78</td>
</tr>
<tr>
<td>B</td>
<td>75</td>
</tr>
<tr>
<td>B-</td>
<td>72</td>
</tr>
<tr>
<td>C+</td>
<td>68</td>
</tr>
<tr>
<td>C</td>
<td>65</td>
</tr>
<tr>
<td>C-</td>
<td>62</td>
</tr>
<tr>
<td>D+</td>
<td>58</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
</tr>
<tr>
<td>D-</td>
<td>52</td>
</tr>
<tr>
<td>F48 (F+)</td>
<td>48</td>
</tr>
<tr>
<td>F24 (F)</td>
<td>24</td>
</tr>
<tr>
<td>F0 (0)</td>
<td>0</td>
</tr>
</tbody>
</table>

Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Course Average (Range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>67-69</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>
**Course Description**

This course surveys a range of approaches to comparative public policy. It has two objectives. First, it seeks to impart a basic understanding of approaches used in comparative public policy in terms of their basic concepts, their conception of what studying public policy entails, and the sorts of explanation they seek to provide. Second, it aims to encourage course participants to situate the different approaches in relation to one another along a number of axes (e.g. assumptions, levels of analysis, ability to explain different phenomena). At the end of the course, participants should be capable of critically discussing the merits of the different approaches, and of situating any of their own research within this field of competing theories.

In order to meet these objectives, the course will survey a variety of topics, moving from more general theoretical approaches to the study and comparison of public policies, towards approaches developed for studying particular phenomena in the policy process. For every reading before class, students should try to answer the following three basic questions in one sentence each: a) what is the reading’s main research question; b) what is the answer to the research question; and c) what evidence is used to support that answer? Being able to identify the answers to each of these questions is the first step in preparing for class discussions.

**Course Requirements and Grading Scheme**

There will be a total of 3 evaluations for this course, plus a grade of 10 per cent for overall Class Participation that will be assigned to everyone in the class. In the first evaluation, you will be asked to choose one aspect or area of public policy that has either affected you or your family. You are free to choose the policy field that you wish to discuss. For example, you can choose health policy, economic policy, environmental policy, refugee policy, immigration policy, etc.

After you have chosen your policy field, you will write a small 1500 word (5-6 pages maximum) paper evaluating the pros and cons of this policy. What was good about this policy? What was bad about this policy? How do you think this policy could be made better? Once the paper is written, you will give a 10 minute presentation to the class where you will discuss your findings. The paper is worth 20 % of your final mark, and the presentation of the findings is worth 10 % of your final mark for a total of 30 % of your final grade.

The second evaluation consists of a major research paper of approximately 20 pages, 5,000 words, not including the bibliography. For this assignment, you will take any two of the major approaches to public policy discussed in the course and compare and contrast the strengths and weaknesses of each approach. In looking at each approach ask yourself: What is their conception of what studying public policy entails? What sort of explanations do they seek to provide? What are the strengths and limitations of each approach? Are there any areas of policy convergence, policy divergence, or policy overlaps between the two approaches? What approach satisfies you more, and why does it do so? This assignment will be worth 30 % of your final grade for the course.

The third and final evaluation will consist of a final examination. However, this final examination will be an open-book examination because I want each student to have the opportunity to really reflect on the material in the course. Instead of just memorizing a large body of facts and data, I want your take and analysis for each of the exam questions that you choose to answer. The examination will consist of essay questions. The final examination is worth 30 % of your final grade. As we approach the end of the semester, a portion of class time will be set aside to have a discussion about which topics will form the basis of the final examination. Please note that the final examination will be held during the regular examination period.

All assignments should be typed double-spaced. The papers should follow proper grammar, punctuation, and style. We shall discuss these matters in one of our early classes so that everyone understands what is expected.
Final research papers, i.e. your long paper, like final examinations, will be retained by the instructor since this requirement is now stipulated by most University Senate regulations. Therefore, before you hand in your long paper, please obtain a photocopy of it for your own personal records. The long paper should be a maximum of 25 pages, including notes, references, and bibliography. The long paper is due on the last day of class.

**Expectations Regarding Attendance and Participation**

Even though I will begin the discussion of each class, this is a seminar class. The only way that this class will be successful, and develop the keen interest and appreciation of this subject, is if you attend and participate in the class each week. Please come to class each week, and please do the required reading for each class so that we can all partake of a wonderful learning experience.

**Concerning the Use of Cell Phones and Electronic Equipment**

Please turn off your cell phones and other electronic equipment before the class begins. Laptop computers may be used only for taking notes related to class. This means that you will not be allowed to connect to the Internet during class since this will disrupt the learning experience of your fellow students.

**Students with Disabilities**

Please inform me of any special needs you have so that I can make the appropriate accommodations. Any students with disabilities are asked to please register with the Office for Students with Disabilities at Queen’s and follow their procedures for obtaining assistance.

**Required Readings**

I have selected three texts for this course that I highly recommend for you to read. In the case of the first text, I have asked the University Bookstore to order 20 copies in case anyone wishes to purchase their own copy as a reference text for our course.


I also recommend that you look at these other two books, as they will aid you in your understanding of what public policy is all about:


Winter Term Course Outline

Week

1. Introduction and Overview of the Course.
   Part 1: Setting the Stage: Contextual and Theoretical Considerations


2. Comparing Policy: Ontologies, epistemologies, and methodologies. What sort of knowledge can we develop about why we get the policies that we do? How can comparison aid us in developing that knowledge?


3. Groups and the Policy Process How do groups affect the policy process? What reflects their relative success? What are the limits of understanding policy as the outcome of group conflict and cooperation?


4. **Institutional Approaches (I) Rational Choice**

Institutions are often described as “the rules of the game” and this is particularly relevant for approaches that understand policy to be driven by strategic actors working within institutional constraints. If we accept certain assumptions about actors’ rationality, what do these works tell us about the type of constraints posed by different institutions? How do they help us explain cross-jurisdictional policy variation?


5. **Institutional Approaches (II) Historical Institutionalism**

It is often stated that past policies—policy legacies—have important impacts on current and future policymaking. How and why do they have these effects?


6. **Neo Marxist and Power Resources Theories**

Does capitalism shape policy outcomes, and if it does, how do concepts of class help illustrate that shaping? What are the limits of this sort of analysis?


7. Policy Networks  How are policy stakeholders connected? How do those connections shape policy creation or implementation?


8. Public Opinion and Policy  The ability of public opinion to influence policy is a key assumption of democratic governance. Is this assumption also problematic? Under what conditions do we expect public opinion to have a significant influence, or not?


9. Policy Learning  How do the different authors use the concept of learning? Under what conditions does learning occur across jurisdictional boundaries?


10. The Role of Ideas in Policymaking It is often stated that the role of ideas affect policymakers’ agendas and decisions, and that ideas influence public opinion and the ways people react to policy. What do you see as the main points of conflict or congruence between these approaches to the role of ideas? What are some of the particular challenges of studying ideas, and do you think the authors address them appropriately? Do they provide the right kind of evidence, or in the case of Berman, the right observable implications of the theory?


11. Agenda Setting and Policy Development How important is the way that issues are defined and promoted in determining the sorts of policies that are debated and adopted? How do factors we have studied earlier in the term especially framing, influence from interest groups, and institutions and policy legacies affect policy agendas?


12. Feminist and Critical Approaches to Policy How important is the feminist voice in the creation and critique of policy development? What needs to be done to give women more influence in the development of policy? Is the feminist approach taken seriously?


