

HISTORY 9824B DRAFT SYLLABUS

History and Public Policy

Winter 2023

Tuedays 6:30-8:30pm

Online synchronous

Instructor: Jean-Pierre Morin

Office Hours: [TBA]

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Course Description:

Public policy is not crafted in a vacuum. It is pushed, pulled and informed by research crafted specifically to help in the analysis of public policy issues. Policy research comes in many different forms, from statistical data to scientific reports, and is a fundamental part of the policy development process. Evidence based policy development is becoming a growing field both within the Public Service and with consulting firms and academics. Nearly all public policy initiatives require some level of historical research. Historical research can play an important role in the development of public policy, especially in helping understand context and demonstrating long term trends. This is especially true with the policies relating to Indigenous Peoples in Canada as policies are often addressing historic and long-standing issues. Despite this recognised need, few have the training and experience to develop the historical research tools and products to best assist public policy development. Throughout this course, we will examine the process of public policy development as well as the different roles of historical research in that process through the case study of three federal policy issues, such as Indigenous policy, Health Care policy, or National Historic Recognition policy. These policy issues will be the focus of the course assignments. We will also examine the types of historical research products that can help enhance public policy.

Course Syllabus:

There are 2 primary goals for this course: 1- to understand the role of research, especially historical research, in the public policy process; and 2 – to develop approaches that apply historical practices and ethnics to real world examples. A secondary goal of the course is to build a better understanding of the federal government policy process.

The course itself will be a mix of discussion based on the assigned readings as well as presentations from outside guest speakers from the Federal Public Service. As public policy development is not a solitary activity but rather a team approach, the assignments will be approached in the same manner. The class will be divided into three groups corresponding with a policy issue. Students will be divided into groups according to policy issues and then work on specific topics related to the overarching issue. Each

student will prepare a policy research package and then as a team, draft a mock Memorandum to Cabinet and present specific policy recommendations based on the research findings demonstrating the linkages between the various topics to a panel.

The assignments for this course correspond with the types of documents produced as part of the policy development process, starting with the elaboration of a research paper, a summative briefing note and culminating in a memorandum to Cabinet. While there are 3 overarching policy issues, each one is subdivided into distinctive sub-issues (one issue per class participant). Participants will be grouped into three (or four) participants per issue, then one sub-topic per participant). Due dates for assignments are staggered throughout the term.

1. Policy Research Package (due on XXXX, 2023);

Students will develop a set of “policy research package” for their specific sub-topic that forms the basis for policy development and advice. A detailed discussion of the nature of these types of documents will be discussed during Week 3 (due on XXXX, 2023):

- Research Report (10 pages single spaced) with Executive Summary (1 pages): a research report based on primary and secondary research, as well as a government style executive summary that provides the major findings
- Briefing Note (2 pages): bullet form summary document providing high level information and key considerations.

2. Memorandum to Cabinet (due on XXXX, 2023)

As a team, students will draft a policy document specifically designed to brief ministers during a Cabinet meeting following a provided template. A detailed discussion of the nature of the Memorandum to Cabinet will be discussed during Week 3 (XXXX, 2023).

3. Presentation of Memorandum to Cabinet (due on XXXX, 2023)

As a team, students will present their Memorandum to Cabinet by providing an overview of the key policy elements, results of their findings and the main linkages. Presentations will be made to the other students as well as an outside panel consisting of policy officers from the Public Service.

Course Materials:

There are no specific course materials.

Methods of Evaluation:

Weekly Participation – 30%

Course Assignments – 70%

1. Policy Research Package - 40%
 - i. Research Report (30%)
 - ii. Briefing Note (10%)
2. Memorandum to Cabinet - 15%
3. Presentation of research products – 15% (team presentation)
 - i. Powerpoint presentation (10%)
 - ii. Speaking notes (5%)

Extensions will be granted for legitimate reasons (such as conflicting deadlines) upon the submission of a written application which sets out the basis for the request. No extensions will be granted later than one week before the due date of an assignment. Late assignments will be penalized 2% for each day past the due date and will not be accepted if later than 7 days after the due date. In the case of documented illnesses, please contact me as soon as possible so that other arrangements can be made, and please consult the Policy on Accommodation for Illness (http://www.uwo.ca/univsec/pdf/academic_policies/ap-peals/accommodation_illness.pdf).

Course Schedule and Readings:

All readings will be made available. I will speak about the following week's readings in the previous week's class meetings, to provide some direction.

Week 1 – How Ottawa Works

(Post-Class) Reading:

A Profile of the Public Service in Canada (<http://www.tbs-sct.gc.ca/fcer-cfre/ir-ri/ppsc-pfpc/ppsc-pfpc07-eng.asp>)

Decision-making processes and central agencies in Canada (<http://www.pco-bcp.gc.ca/index.asp?lang=eng&page=information&sub=publications&doc=aarchives/decision/canada-eng.htm>)

Week 2 – Context is everything – the Case for History in Public Policy

Reading:

Patrice Dutil, "Paths, Precedents, Parallels and Pendulums: the use of the past in public policy and administration", *Canadian Public Administration*, vol 57, no 3, September 2014, pp.419-435.

R. Neustadt, 'Uses of History in Public Policy,' *The History Teacher* 15, no. 4 (1982)

Haddon, C., J. Devanny, C. Forsdick, A. Thompson, "What is the Value of History in Policymaking?", *Arts & Humanities Research Council and Institute for Government*, 2015. http://www.instituteforgovernment.org.uk/sites/default/files/publications/Making%20History%20Work%20Report%20-%20Final_0.pdf

Week 3 – Crash Course on Policy-Making: Sorta like making sausages...

Reading:

Michael Howlett, "Policy Analytical Capacity and Evidence-Based Policy-Making: Lessons from Canada", *Canadian Public Administration*, vol 52, no. 2 2009. p. 153+

Paul Pierson, 2005. "The study of policy development." *The Journal of Policy History* 17 (1): 34–51.

Donald J. Savoie, 2005, "Federal Government – Revisiting Court Government in Canada", in *Executive Styles in Canada: Cabinet Structures and Leadership Practices in Canadian Government*, Toronto: UTP, 2005, pp. 18-43.

Making Every Word Count: How to prepare a Policy Research Package and a Memorandum to Cabinet A Guide to Writing Briefing Notes

Drafter's Guide to Cabinet Documents <https://www.canada.ca/en/privy-council/services/publications/memoranda-cabinet/drafters-guide-documents.html>

Sample Briefing Notes

Week 4 - History, Policy and Public Purpose: Historians and Historical Thinking in Government Readings:

Alix Green, *History, Policy and Public Purpose*, Chapter 2

F. J. Gavin, 'History and Policy,' *International Journal* 63, no. 1 (2007)

Week 5 – Role of the Policy Analyst

Reading:

Donald J. Savoie, "The New Bureaucrats: Short-Order Cooks", in *Power: Where is it?*, pp. 152-169

Stephen Brooks, "The Policy Analysis Profession in Canada" in *Policy Analysis in Canada: The State of the Art*, L. Dobuzinskis, M. Howlett and D. Laycock, eds., Toronto: UTP, 2005, pp. 21-47.

Week 6 View from the Trenches –

Reading: TBA

Week 7 – Reading Week

Week 8 – Applying History to Policy

Reading:

Gow, J.I., and J.E. Hodgetts. 2003. "Where are we coming from? Are there any Useful Lessons from Our Administrative History?" *Canadian Public Administration* 46 (2): 178–201.

S. K. Kraemer, 'Policy Advisors: Historians and Making Policy,' in *Public History: Essays from the Field*, ed. J. B. Gardner and P. S. LaPaglia (Malabar, Fla.: Krieger, 2004)

Thelen, Kathleen. 1999. "Historical Institutionalism in Comparative Politics." *Annual Review of Political Science* 2: 369–404.

Week 9 – Policy Research vs Policy Analysis

Reading:

Townsend, T., and B. Kunitomo, "Capacity, Collaboration and Culture: The Future of the Policy Research Function in the Government of Canada", Government of Canada, 2009. <http://www.horizons.gc.ca/eng/content/capacity-collaboration-and-culture-future-policy-research-function-government-canada>

G. Mulgan, 'Government, Knowledge and the Business of Policy Making: The Potential and Limits of Evidence-Based Policy,' *Evidence & Policy: A Journal of Research, Debate and Practice* 1, no. 2 (2005).

Week 10 – Gender Based Analysis Plus

Readings:

GBA+ Research Guide, Government of Canada, <https://cfc-swc.gc.ca/gba-acsguide-en.html>

Senate of Canada, 2016, *Implementing Gender-Based Analysis Plus in the Government of Canada: Report of the Standing Committee on the Status of Women*, 42nd Parliament, 1st Session, June 2016.

Scala, F, and S. Paterson, 2017. "Gendering Public Policy or Rationalizing Gender? Strategic Interventions and GBA+ Practice in Canada", *Canadian Journal of Political Science*, vol 50, no. 2, 2017, pp. 427-442.

Week 11 – Team meetings with Instructor (45 mins per team)

Week 12 – Presentations of Memorandum to Cabinet

Additional Statements

Accessibility Options:

You may also wish to contact Accessible Education (formerly known as Services for Students with Disabilities (SSD)) at 661-2111 x 82147 for any specific question regarding an accommodation. See: [Accessible Education - Academic Support & Engagement - Western University \(uwo.ca\)](http://www.uwo.ca/accessible-education)

Request for Accommodations/Medical Issues

Students are entitled to their privacy and consequently they do not need to disclose personal information to their course professors. In the event that students feel the need to discuss personal information, they should see the graduate chair. Unlike undergraduate students, graduate students cannot be referred to Social Science Academic Counselling to have their medical or non-medical circumstances evaluated and to receive a recommendation for accommodation. Those facilities are for undergraduates only, and there is no process beyond the department to secure recommendations for accommodation. Our process is that faculty should deal with routine requests for extensions. However, a student's request for accommodation (on medical, non-medical, compassionate grounds) should go to the graduate chair, Prof. Eli Nathans (enathans@uwo.ca) who will consult and communicate with faculty. Additionally, faculty and students should communicate with the grad chair about any case in which work is not submitted before grades are due. In the event that the graduate chair is also the course professor, then a request for accommodation can be taken to the department chair.

Copyright

Lectures and course materials, including power point presentations, outlines, and similar materials, are protected by copyright. You may take notes and make copies of course materials for your own educational use. You may not record lectures, reproduce (or allow others to reproduce), post or distribute lecture notes, wiki material, and other course materials publicly and/or for commercial purposes without my written consent.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense.

For more information on plagiarism and other scholastic offenses at the graduate level see: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks are necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

If a History graduate course professor suspects course work of possible plagiarism, or if a graduate supervisor suspects a cognate or thesis of possible plagiarism, the faculty member will meet with the student. If the issue is not resolved, the student then meets with the graduate chair to discuss this situation, and so that the student can present or respond to evidence. Afterwards the graduate chair will make a decision about whether misconduct has occurred and any penalties; this will be communicated in writing

to the student within 3 weeks. The student may appeal this decision to the Vice-Provost (Graduate) within 3 weeks of the issuance of the chair's decision. If the student does not appeal, the Vice-Provost will review the case. The Vice-Provost may confirm affirm, vary, or overturn the graduate chair's decision or penalty.

Information on the appeals procedures for graduate students can be found here:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsgrad.pdf

Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western, http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

As part of a successful graduate student experience at Western, we encourage students to make their **health and wellness** a priority.

- Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/> and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>
- Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>
- Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

UWO has many services and programs that support the personal, physical, social, and academic needs of students, in a confidential environment. The Student Development Centre (SDC) has trained staff and an array of services to help students achieve their personal, academic and professional goals. See: [Academic Support & Engagement - Western University \(uwo.ca\)](http://www.uwo.ca/academic_support_engagement/)

If you have any further questions or concerns, please contact, Heidi Van Galen, Department Manager, Department of History, 519-661-2111 x84963 or e-mail vangalen@uwo.ca.