

*Environmental and Resource Studies/Political Studies/Canadian Studies 460H*

**PUBLIC POLICY IN GLOBAL PERSPECTIVE**

Autumn, 2008

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Lecture: Weekly. ECC 208. Thursdays 09:00-10:50  
Seminar: Weekly. ECC 208. Thursdays 17:00-17:50

Office hours:  
Tuesdays 11:30-13:30. Appointments can also be made by e-mail.

**Calendar Description:**

This course focuses on economic, health and social policies in the context of global politics while giving special attention to the linkages of these policy areas to environmental issues. Case studies and projects involving primary research are emphasized.

**Course Objectives and Design:**

**Please note** that this course is not explicitly focused on environmental policy: refer to the course on Global Environmental Policy (ERST/IDST/POST 461H) for this emphasis.

The overall purpose of this course is to understand how global policy is formulated, implemented and evaluated, ultimately linking local and global levels. The topic areas of public health, social and economic policy will be highlighted. Skill development in the areas of policy analysis, synthesis and communication is emphasized through a variety of assignments.

***This is a research, reading and reflection course.*** Formal lecturing will be limited to the first part of the course. After the initial framing weeks, discussion will be centered primarily on the readings and topics presented by your peers.

The *seminars* will focus on a brief student presentation of the reading material and a discussion of both the lecture and seminar topics.

The course readings may be found on the course 'Learning System/Blackboard' (formerly WebCT) website or on reserve at the library, as indicated in the syllabus below.

## **Schedule and Readings:**

### **Sept. 11      Introductions & Course Outline**

### **Sept. 18      Global Public Policy**

Stone, D. 2008. "Global public policy, transnational policy communities, and their networks." *Policy Studies Journal*. 36(1):19-38.

Martin, R. and J.M. Witte. 2008. *Transforming Development? The role of philanthropic foundations in international development cooperation*. Research Paper Series No. 10. Berlin: Global Public Policy Institute.

Chanda, N. 2008. "Runaway Globalization without Governance" *Global Governance*. 14:119-125.

Wallsten, K. 2007. "Agenda setting and the blogosphere: An analysis of the relationship between mainstream media and political blogs" *Review of Policy Research*. 24(6):567-

### **Sept. 25      Globalization and Local Action (Local Agenda 21 Case Study)**

Najam, A., D. Runnalls and M. Halle. 2007. *Environment and Globalization: Five Propositions*. IISD: Winnipeg.

Burall, S. and C. Neligan. 2005. *The Accountability of International Organizations*. Research Paper Series No. 2. Berlin: Global Public Policy Institute.

Lindseth, G. 2004. "The Cities for Climate Protection Campaign and the Framing of Local Climate Policy" *Local Environment*. 9(4):325-336.

*Browse through:* Cotter, B. and K. Hannan. 1999. *Our Community Our Future: A Guide to Local Agenda 21*. Commonwealth of Australia: Canberra.

### **Oct. 2        Social Policy (Right to Development)**

Jorden, A. and T. O'Riordan. 1999. "Chapter 1: The precautionary principle in contemporary environmental policy and politics" In: Raffensperger, C. and J.A. Tickner (eds.). *Protecting human health and the environment: implementing the precautionary principle*. Washington, D.C.: Island Press.

Easterly, W. 2007. "The ideology of development" *Foreign Policy*. July-August:31-35.  
+ Responses to the Article

Mallaby, S. 2004. "Fighting poverty, hurting the poor" *Foreign Policy*. Sept-Oct:51-58.  
+ Responses to the Article

Hall, A. 2007. "Social Policies in the World Bank: Paradigms and Challenges" *Global Social Policy*. 7(2):151-175.

**Oct. 9            Public Health Policy (Incentive-Based Social Policies)**

Levine, R. 2007. Case 9: Improving the Health of the Poor in Mexico. *Case Studies in Global Health: Millions Saved*. Jones and Bartlett Publishers: Toronto. pp. 65-71 (on Library Reserve)

Johnston, T. 2007. “Far-Reaching Policy for Aborigines Draws Their Fury” *New York Times International*. August 24. p. A4. (on Blackboard and Reserve)

**Seminar:**

Lawson, J. and F. Xu. 2007. “SARS in Canada and China: Two Approaches to Emergency Health Policy”. *Governance: An International Journal of Policy, Administration and Institutions*. 20(2):209-232.

Smith, R.D. 2006. “Responding to global infectious disease outbreaks: Lessons from SARS on the role of risk perception, communication and management” *Social Science & Medicine*. 63:3113-3123.

**Oct. 16            Economic Policy (Bottom of the Pyramid) - ISSUE PAPER DUE**

Ayala, F.A. and K.P. Gallagher. 2005. *Preserving Policy Space for Sustainable Development: The Subsidies Agreement at the WTO*. IISD: Winnipeg.

Prahalad, C.K. and A. Hammond. 2002. “Serving the World’s Poor, Profitably” *Harvard Business Review*. September: 4-11.

Vachani, S. and N.C. Smith. 2008. Socially Responsible Distribution: Distribution Strategies for Reaching the Bottom of the Pyramid” *California Management Review*. 50(2):52-84.

**Oct. 23            Reading Week**

**Oct. 30 –  
Nov.20            Individual Presentations and Discussion**

**Seminar:** Presentation Readings

**Nov. 27            Final Remarks**

**Dec. 3             No Class**

## Evaluation:

Issue Paper	20%	
Individual Assignment	30%	
• <i>In-Class Presentation</i>		(20%)
• <i>Poster</i>		(10%)
Final Reflective Paper	35%	
Seminar Paper & Presentation	10%	
Seminar Participation	5%	
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TOTAL	100%	

## Assignments:

### ***Issue Paper (20%) – Due October 16th***

Each student will submit a four-page single-spaced summary of a global public policy issue of interest to him/her. This short paper is the equivalent of a situation report for a Minister – in this case it will be a report to an international organization of your choice. The paper should contain a significant level of detail about the issue, its current status, background, options and/or analysis, communication and next steps. *Every word counts*. References should be appended as a separate page. Margins should be no smaller than 1” on all sides. The paper may be on the same theme as the group assignment.

You must make a conscious choice as to the audience for your paper (i.e. the international organization for which it is prepared).

The paper will be evaluated on its thoroughness, conciseness, clarity of presentation and the logical flow of the arguments and alternatives presented. The selection of the organization to which the paper is addressed must also be clearly justified (i.e. clearly demonstrate in the text that this organization is actively involved in the issue and tailor the paper to meet the interests of the organization). The paper should be a professional document and completely free of spelling and grammar errors. The policy brief must use the federal government template for situation reports provided on the Blackboard system.

### ***Individual Presentation and Discussion (30%)***

Each student will define and discuss an issue related to global public policy. The topics of the group assignments can be social, economic, political etc. but should *not* be explicitly environmental (i.e. *not* climate change, water policy, biodiversity, etc.). The potential impacts of the policy areas selected on the environment should, however, be considered as part of the overall assignment.

Examples of potential topics will be provided in class and include such areas as public health, poverty, foreign aid, human rights, trade, labour relations, democratic reform, etc.

### ***In-Class Presentation (20%)***

Each student will prepare a seminar presentation and a poster on the issue of its choice. One or two salient readings should be circulated to the class *one week* prior to the seminar. Class members are expected to have read this material prior to the lecture. The lecture and discussion will last for approximately **20 minutes** (final amount of time TBD based on enrolment). The main visual for the presentation will be a projection of the poster file (electronic format).

The presentation should include time for both lecture and a group discussion. The lecture must include a: i) brief overview of the topic, ii) the **specific public policy issue** being discussed and the justification for its selection; iii) results of research/analysis, iv) recommendations and, vii) final thoughts and discussion questions. ***The lecture is to be of the quality expected of a 400-level university course.***

#### *Poster (10%)*

In addition to the lecture, each student will prepare a poster (as for an academic conference) summarizing the results of his/her research, analysis and recommendations. A possible template for the poster is provided on the Blackboard; additional information will be provided during the lecture and seminar.

#### **Final Reflective Paper (40%) – DUE ELECTRONICALLY BY DECEMBER 16<sup>th</sup>**

Each student will submit a final reflective paper summarizing his/her experience in this course. The paper should be approximately 10-12 pages long (1" margins), double spaced.

The paper should include a comment on your understanding of global public policy and how it has evolved, as well as a reflection on interdisciplinarity and the policy issues presented in the course. It must focus on one or two key themes from the course, and these themes should be clearly articulated and developed in the paper. The reflections on the key themes must make reference to the student presentations – how did they support or refute your understanding of global public policy? Reference should also be made to course readings and other readings, as appropriate.

The paper should include a comment on the challenges and benefits of analyzing global public policy, as well as the relationship between global social, public health, economic and environmental policy.

The paper will be evaluated based on the quality and depth of the reflection, its completeness, as well as on the overall communication of the findings (including overall logic and flow, spelling and grammar).

#### **Seminar Presentations (10% = 5% (presentation)+ 5% (written assignment))**

Beginning September 18<sup>th</sup>, in each weekly seminar period 2 students will briefly present the findings of their 1-page, single spaced, written *summary and analysis* of the required readings (**plus one additional reading**) for that week, and will lead a group discussion on the topic of the readings and lecture material.

The 1-page written analysis of the readings will be worth 5% of the students' final mark, and the presentation and discussion will be worth 5%. **The 1-page written work must be posted on the ERST 310 Learning System website at least two (2) days prior to the presentation date. The**

**additional reading must also be posted at this time. The late penalty (see Policy on Deadlines, below) will begin to accrue after that date.**

Note that seminar commitments are final. Any students who miss presenting at the scheduled time will not be given another opportunity to present in the absence of a note from either medical or counseling services justifying their absence.

### **Seminar Participation (5%)**

At the end of the course, the graduate teaching assistant will submit a mark to the course instructor based on each student's attendance at, and participation in, the seminar discussions. *In order to receive a passing grade, students must attend a minimum of 60% of the total number of seminars. Attendance below this level will result in a failing grade (i.e. less than 5%), regardless of the degree of participation in the seminars attended.*

### **GENERAL INFORMATION:**

#### **Policy on Deadlines:**

Late assignments will be penalized at 5% of the value of the assignment per weekday late. Weekends will be treated as a single weekday. *Deadlines are non-negotiable.* Extensions will only be granted with appropriate documentation (i.e. for medical reasons (supported by a doctor's note) or upon the written recommendation of Counseling Services).

**Academic Dishonesty:** Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offense and carries penalties varying from failure in an assignment to suspension from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's Academic Dishonesty Policy which is printed in the University Calendar and on the university web site at: [http://www.trentu.ca/deansoffice/policies\\_dishonesty.php](http://www.trentu.ca/deansoffice/policies_dishonesty.php).

**Access to Instruction:** It is Trent University's intent to create an inclusive learning environment. If a student has a disability and/or health consideration and feels that he/she may need accommodations to succeed in this course, the student should contact the Disability Services Office (BL Suite 109; 748-1281; [disabilityservices@trentu.ca](mailto:disabilityservices@trentu.ca)) as soon as possible.

#### **In-Class Behaviour:**

Students are expected to come to lecture and seminar prepared for the class (i.e. having read the assigned readings). Questions are permitted during lecture provided that they do not disrupt the rest of the students' ability to take in the material presented. Students are expected to treat each other with the utmost respect; disruptions to the class will not be permitted. Active listening is encouraged.

#### **Referencing Policy:**

Written work that is not properly referenced will be considered to be below the standard expected in an upper-year University course and will be returned to the student with no mark. The student will be expected to re-submit the paper during the next class, fully referenced in order to have the paper accepted for grading. Failure to re-submit the paper will result in a grade of zero on the assignment. Proper referencing involves the consistent use of a single referencing style. Websites must be fully and properly referenced in that same style.