



Lahore University of Management Sciences

MGMT 261 - Introduction to Policy Analysis

Fall Semester 2017

(Tentative-Under review)

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Course URL (if any)	suraj.lums.edu.pk/~ro/

COURSE BASICS

Credit Hours	3			
Lecture(s)	Nbr of Lec(s) Per Week	2	Duration	75 minutes
Recitation/Lab (per week)	Nbr of Lec(s) Per Week		Duration	
Tutorial (per week)	Nbr of Lec(s) Per Week		Duration	

COURSE DISTRIBUTION

Core	
Elective	
Open for Student Category	SDSB(Sophomores, Juniors & Seniors), Open for All in phase II
Close for Student Category	

COURSE DESCRIPTION

This course is designed to introduce students to the interdisciplinary field of public policy. By necessity the course is a survey of topics about policymaking and analysis, including: the policymaking process, power in public policy, official and unofficial actors in the policy process, and the dominant theories of policy analysis. The course will also explore the transnational policy actors that have a growing influence on local public policy and will describe the ways in which the policy space is increasingly being privatized. Throughout the course, theoretical readings will be supplemented with case studies relevant to the Pakistani context. In addition to developing an understanding of the central concepts, definitions and debates in policy analysis, students will work on an original project in a policy area of their choice. The course will also require that students independently work on writing a professional-quality policy brief. The course is designed to enable students to learn the theory and praxis of policy analysis.

COURSE PREREQUISITE(S)

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COURSE LEARNING OBJECTIVES

1.	Provide students with a solid grounding in the literature, debates and language of this interdisciplinary field.
2.	Help students develop a nuanced understanding of why public policy is a contested space by introducing them to the competing and complementary agendas of different policy stakeholders in local and transnational policy spaces.
3.	Encourage critical thinking and problem solving through the application of theory to the local context and by working in teams on a policy project.
4.	Improve students' communication skills through writing and oral presentations designed to develop expertise in a specific policy area of students' choice.



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UNDERGRADUATE PROGRAM LEARNING GOALS & OBJECTIVES

	<p><u>General Learning Goals & Objectives</u></p> <p>Goal 1 –Effective Written and Oral Communication Objective: Students will demonstrate effective writing and oral communication skills</p> <p>Goal 2 –Ethical Understanding and Reasoning Objective: Students will demonstrate that they are able to identify and address ethical issues in an organizational context.</p> <p>Goal 3 – Analytical Thinking and Problem Solving Skills Objective: Students will demonstrate that they are able to identify key problems and generate viable solutions.</p> <p>Goal 4 – Application of Information Technology Objective: Students will demonstrate that they are able to use current technologies in business and management context.</p> <p>Goal 5 – Teamwork in Diverse and Multicultural Environments Objective: Students will demonstrate that they are able to work effectively in diverse environments.</p> <p>Goal 6 – Understanding Organizational Ecosystems Objective: Students will demonstrate that they have an understanding of Economic, Political, Regulatory, Legal, Technological, and Social environment of organizations.</p> <p><u>Major Specific Learning Goals & Objectives</u></p> <p>Goal 7 (a) – Program Specific Knowledge and Understanding Objective: Students will demonstrate knowledge of key business disciplines and how they interact including application to real world situations.</p> <p>Goal 7 (b) – Understanding the “science” behind the decision-making process (for MGS Majors) Objective: Students will demonstrate ability to analyze a business problem, design and apply appropriate decision-support tools, interpret results and make meaningful recommendations to support the decision-maker</p>
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Indicate below how the course learning objectives specifically relate to any program learning goals and objectives.

PROGRAM LEARNING GOALS AND OBJECTIVES	COURSE LEARNING OBJECTIVES	COURSE ASSESSMENT ITEM
Goal 1 –Effective Written and Oral Communication	4) Improve students’ communication skills through a written assignment that involves writing a professional quality policy brief and oral presentations, all of which will lead to the development of expertise in a specific policy area of their choice.	Written assignments/quizzes and project presentation.
Goal 2 –Ethical Understanding and Reasoning	2) Help students develop a nuanced understanding of why public policy is a contested space by introducing them to the competing and complementary agendas of different policy stakeholders in local and transnational policy spaces.	Class participation, written and oral assignments/quizzes.
Goal 3 – Analytical Thinking and Problem Solving Skills	3) Encourage critical thinking and problem solving through independent policy projects and application to the local context.	Class participation, written and oral assignments/quizzes including the policy project.



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Goal 4 – Application of Information Technology		
Goal 5 – Teamwork in Diverse and Multicultural Environments	<p>Yes since:</p> <ul style="list-style-type: none"> Instructor will guide students' work in teams and independently. The course will survey policy literature from multiple fields and regions and apply it to the Pakistani context. 	Team project and presentation. Class participation and assignments/quizzes.
Goal 6 – Understanding Organizational Ecosystems	<ol style="list-style-type: none"> Provide students with a solid grounding in the literature, debates and language of this interdisciplinary field. Help students develop a nuanced understanding of why public policy is a contested space by introducing them to the competing and complementary agendas of different policy stakeholders. 	Class participation, written and oral assignments/quizzes.
Goal 7 (a) – Program Specific Knowledge and Understanding	Yes, all course learning objectives will apply here.	Class participation, written and oral assignments/quizzes including the policy project.
Goal 7 (b) – Understanding the “science” behind the decision-making process		

LEARNING OUTCOMES

	Upon successful completion of the course, students should be able to:
<ul style="list-style-type: none"> 	<ol style="list-style-type: none"> Demonstrate an understanding of key concepts in policy analysis. Be able to identify, define and analyze policy problems in the manner of a policy analyst and demonstrate it through written and oral assignments, and quizzes. Demonstrate an appreciation of the complexity of the public policy process, both broadly speaking and in the Pakistani context. Demonstrate the ability to critically analyze a specific policy issue/problem independently and in teams.

GRADING BREAKUP AND POLICY

Grading breakup:

Attendance	5%
Class Participation	10%
Quizzes	15%
Project	15%
Policy brief	25%
Final	30%

Quizzes

- 6 quizzes will be administered during the semester (n-2 policy)

Attendance/Class Participation

- You can have up to 3 absences throughout the course without losing any attendance points after which each absence takes away 0.5% of the grade



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- Being away from the class for 10 minutes or more gets you marked “late” for the session. Two late markings equal one “absent” marking.
- Being away from the class for 15 minutes or more gets you marked “absent” for the session.
- Options for make-up class participation or quizzes are not available.
- Late arrivals are very disruptive to the session. You will be marked absent should you arrive 5 minutes after the session begins and not receive any CP points for that session.

Policy brief

- You will be assigned a specific topic and will be required to submit a professional quality policy brief. Detailed instructions on how to write a brief and samples will be provided.

Project Presentation

- Identify a specific policy area or issue in the Pakistani context. Students are asked to get in touch with the instructor via email and in-person meetings to discuss their topic and analysis plan. A detailed memo on the structure, content, delivery and deadlines for the project will be handed out in class.

CELL PHONES AND OTHER ELECTRONICS SHOULD BE TURNED OFF DURING CLASS. ABSOLUTELY NO TEXTING OR INTERNET BROWSING DURING CLASS.

EXAMINATION DETAIL

Midterm Exam	Yes/No: No Combine Separate: Duration: Preferred Date: Exam Specifications:
Final Exam	Yes/No: Yes Combine Separate: Duration: Exam Specifications:

COURSE OVERVIEW

WEEK/ LECTURE/ MODULE	TOPICS	RECOMMENDED READINGS	OBJECTIVES/ APPLICATION
Module 1: Introduction			
1.	Course Introduction		Introductions. Overview of the course, assignments and instructor expectations.
2.	What is Public Policy?	Anderson, J. (2010). Ch.1: ‘The Study of Public Policy.’ <i>Public Policymaking</i> . Cengage Learning.	Introduction to the field, policy typologies and a summary introduction to the main theoretical approaches to public policy.



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Module 2: Goals, Values and Power in the Policy Process			
3.	The Government and the Market	Stone, D. (2001). Ch.1: 'The Market and the Polis.' <i>Policy Paradox</i> . W.W. Norton & Company	A comparison between how the political system and the market model deals with issues of public policy.
4.		Okun, A. (1975). Ch.1: 'Rights & Dollars.' <i>Equality & Efficiency</i> . Brookings Institution Press	A discussion of the inherent trade-offs between efficiency and equality in the policy world and how that creates a tension between democracy and capitalism.
5.	The Policy Process	Theodoulou, S. (2013). Ch. 44: 'The Structure and Content of Policy Making.' <i>Public Policy – The Essential Readings</i> . 2 nd Edition. Pearson.	An introduction to the discrete policy cycle model.
6.		Stone, D. (2001): Ch.12 'Inducements'. <i>Policy Paradox</i> . W.W. Norton & Company.	Applying the carrot and stick analogy as an alternate explanation of the policy process.
7.		Stone, D. (2001): Ch.13 'Rules'. <i>Policy Paradox</i> . W.W. Norton & Company.	
8-9	Disruptive Power – Power from Below	<p>Piven, Frances Fox. (2006). 'The Nature of Disruptive Power' in <i>Challenging Authority: How Ordinary People Change America</i>. Rowman and Littlefield Publishers.</p> <p>Akhtar, Asim S. (2006). The State as Landlord in Pakistani Punjab: Peasant Struggles on the Okara Military Farms. <i>The Journal of Peasant Studies</i> Vol. 33(3): 479-501.</p>	An analysis of the role of social movements in the policy process.
10.	Politics and Policy Making	Cheema, A.; Khan, A. & Myerson, R. (2014). Breaking the Countercyclical Pattern of Local Democracy in Pakistan.	An analysis of how national politics in Pakistan has historically undermined local governance.
11.	Policy Subsystems	Meier, K. (2013). Ch. 36: 'Regulation: Politics, Bureaucracy, and Economics.' <i>Public Policy – The Essential Readings</i> . 2 nd Edition. Pearson.	An analysis of how various factors move an issue forward in the different stages of the policy process including politics, economic considerations, special interests and the media.



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12.	Media and its Influence on Policy	Khan, M. A. (2009). The Mediatization of Politics in Pakistan: A Structural Analysis. <i>Pakistaniaat: A Journal of Pakistan Studies</i> . Vol. 1(1).	
13.	Engendering Public Policy	Moser, Caroline. (1993). Introduction' in Gender, planning and development: Theory, practice and training. Routledge. London and New York.	The difficulties in mainstreaming gender in public policy
Module 3: Analyzing the Policy Process			
14.	Agenda Setting	Kingdon, J. (2013). Ch. 25: 'Why Some Issues Rise and Others Are Negated.' <i>Public Policy – The Essential Readings</i> . 2 nd Edition. Pearson. Gazdar, H. (2014). A Window Half Open: Nutrition Policy in Pakistan. Global Food Policy Report. International Food Policy Research Institute. (WEB)	Unpacking the complex process of how issues get ranked on the policy agenda. Pakistan's nutrition policy will be used as a case study in this context.
15.	Implementation	Matland, R. (2013). Ch. 49: 'Synthesizing the Implementation Literature.' <i>Public Policy – The Essential Readings</i> . 2 nd Edition. Pearson.	Policy implementation is the least understood aspect of the policy process. This section synthesizes the top-down and bottom-up approaches to understanding policy implementation.
16.	Midterm exam		
17.	Evaluation	Theodolou, S. & Kofinis, C. (2013). (2013). Ch. 50: 'The Assessment of Executed Policy Solutions.' <i>Public Policy – The Essential Readings</i> . 2 nd Edition. Pearson.	This section introduces the role and scope of evaluation, and how it can provide feedback to other components of the policy process.
Module 4: Participants in the Policy Process			
18.		Anderson, J. Ch.2: 'The Policy-Makers and Their Environment' <i>Public Policymaking</i> . Centage Learning.	An introduction to the policy environment, and official policy actors such as legislators, bureaucrats, courts, political parties, interest groups, research



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19.	Official Actors	Shafqat, S. (2013). ‘Reforming Pakistan’s Bureaucracy – Will the 18 th Amendment Help?’ in <i>Development Challenges Confronting Pakistan</i> . Kumarian Press.	institutes and individual citizens.
20-21.	Unofficial Actors	Shah, A. (2004). ‘Pakistan – Civil Society in the Service of an Authoritarian State’ in <i>Civil Society ad Political Change in Asia – Expanding and Contracting Democratic Space</i> . Stanford University Press.	An introduction to unofficial policy actors in Pakistan.
		<u>Guest lecture:</u> Khalid Mahmood, Labor Education Foundation. The labor rights movement in Pakistan	
22.	Policymaking in the age of globalization	Stone, D. (2008). Global Public Policy, Transnational Policy Communities and their Networks. <i>Policy Studies Journal</i> , Vol. 36(1).	An introduction to global public policy and governance.
23.		Gorur, Radhika. (2011). Policy as Assemblage. <i>European Education Research Journal</i> Vol. 10(4): 611-622.	
24.		Murphy, Craig. (2000). Global governance: poorly done, poorly understood. <i>International Affairs</i> Vol. 76(4): 789-803. Guest lecture (via skype): Craig Murphy, Professor, Wellesley College.	
Module 5: Presentations			
25-27.	Student presentations		
28.	Final course review		



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TEXTBOOK(S)/SUPPLEMENTARY READINGS

The following textbooks will be used in this course. The first is an anthology of policy scholarship and will include most of the readings listed above:

- 1) Theodoulou, S. & Cahn, M. (2013). *Public Policy – The Essential Readings*. New Jersey, Prentice Hall.
- 2) Stone, D. (2008). *Policy Paradox – The Art of Political Decision Making*. New York, W.W. Norton & Company.

Additional readings will be made available to students electronically. These will consist of newspaper articles and technical notes that will serve as case studies for various sections of the course.