

JSGS 806: Public Policy Analysis – Revised

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
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OFFICE LOCATION:		Diefenbaker 152
TERM:		Fall 2018
ROOM:		Prairie Room, Diefenbaker Building
DATE AND TIME:		Tuesdays, 9:00am-12:00pm

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

The University of Saskatchewan is situated on Treaty Six Territory and the homeland of the Métis. Reconciliation and recognition are integral to ethical public policy making in Canada and are a starting point for discussions in this course.

CALENDAR DESCRIPTION

Public Policy Analysis (JSGS 806) focuses on the analysis of the processes whereby public policies arise and are enacted in Canada. The course compares theories and models of policy making and decision making to illustrate the special requirements of the Canadian environment and examines the roles of various participants in the policy process: legislators, political parties, interest groups, administrators and administrative structures, citizens, and the judiciary.

LEARNING OBJECTIVES

- To improve students' capacity for collaboration, teamwork, and delegation through small and large group work
- To improve students' oral and written communication skills through written assignments, in-class discussion, and presentations
- To improve students' understanding of public policy in terms of theory and praxis, as well as the identification of key challenges for contemporary policy making and analysis

- To improve students' understanding of the role of different actors in the policy process, focusing on the role of policy analysts
- To improve students' understanding of (implementation and evaluation) as central parts of the policy process as well as some of the challenges presented by the contemporary emphasis on evaluation and accountability
- To improve students' knowledge of policy analysis and the policy making process, and to apply this knowledge to specific policy issues and fields

ATTRIBUTES OF JSGS GRADUATES

1. **Management, Governance, and Leadership:** Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. **Communication and Social Skills:** Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. **Systems Thinking and Creative Analysis:** Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. **Public Policy and Community Engagement:** Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. **Continuous Evaluation and Improvement:** Commitment to on-going evaluation for continuous organizational and personal improvement.
6. **Policy Knowledge:** Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

Public policy analysis has alternately been described as a science and an art. On the one hand, analyzing public policy involves a systematic approach to problem identification, definition, and solving through a weighing of evidence and options. From this view, policy analysis involves a set of tools that should be applied as objectively as possible to determine the best possible policy options to be enacted for the public good. On the other hand, every part of the process of policy making is intensely political, and imbued with longstanding histories of power and privilege that shape what problems are seen to arise and what options are possible. From this view, objectivity is never possible and the “public good” depends on who comprises the “public” and who benefits from notions of the “good.”

This course intends to help you think about policy analysis from both of these perspectives—as both science and art—and to find ways to navigate a middle ground as policy scholars and/or practitioners. It proceeds in three parts. To begin, we will examine some of the theories and concepts relevant to the contemporary study of public policy. Then, we will work through the “policy cycle” identifying how policy is made in theory and in practice, as well as how and when various stages of the policy cycle are most effective. We will conclude the course by studying some factors that further complicate the policy cycle, including the timing of policy making, federalism, and intersectionality and looking towards (radical) policy futures.

Each class will include a presentation on the required readings (either by the professor or students), as well as a sustained discussion. You are expected to do ALL of the readings for each week and to come prepared to discuss them at length. The last hour or so of each class will be dedicated to developing practical skills related to *doing* public policy analysis and helping you succeed in your academic work. Make sure to read the descriptions each week and come prepared to participate.

REQUIRED COURSE READINGS

- All readings will be made available via Blackboard [BB], the University of Saskatchewan library (online) [Library] or by following the links provided [ON].

COURSE SUMMARY

	Date	Topic	Assignments due	Workshop
1	September 18	Introduction/public policy		Setting stage for discussion
2	September 25	Values	Critical reflection I	Writing correspondence/ public-facing policy work
3	October 2	Theory		
4	October 9	Agenda setting I: Problem definition	Critical reflection II	How to do briefing notes
5	October 16	Agenda setting II: Actors	Briefing note draft	Editing draft briefing notes
6	October 23	Analysis I: Evidence	Briefing note	Research/writing for policy
7	October 30	Analysis II: Instruments/design		TBA
8	November 6	Analysis III: Implementation/eval.	IPAC paper (draft)	Editing of IPAC drafts
	November 13	---reading week---		
9	November 20	Analysis IV: GBA+/intersectionality	IPAC paper (final)	GBA+ and skills assessment
10	November 27	Analysis V: Radical alternatives		Policy communications
11	December 4	Student selected readings/review		Exam review
12	December 11	Wrap up...	Exam	

COURSE OUTLINE

Section A: Introduction to Public Policy Analysis

Session 1 – Defining Public Policy and Public Policy Analysis (September 18, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • Overview of the course • Introduction to the topics/key concepts • Defining public policy
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • [BB] Pal. Leslie. "Chapter 1: Policy Analysis: Concepts and Practice." <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>. Toronto: Nelson Education. • [BB] Stone, Deborah. 2002. "Introduction." <i>Policy Paradox: The Art of Political Decision Making</i>. New York: Norton. pp. 1-14. • [BB] Lorde, Audre. 1984. "The Master's Tools Will Never Dismantle the Master's House." <i>Sister/Outsider</i>. Berkley, CA: The Crossing Press. pp. 110-113
Workshop	<ul style="list-style-type: none"> • In this workshop, we'll work together to set the ground rules for discussion, work through the syllabus to add your thoughts and ideas, and build capacity for the weeks to come.

Session 2 – On Values and Making Good Public Policy (September 25, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>What values should inform public policy making?</i> • <i>What is the "public interest"?</i> • <i>What is the "public good"?</i>
Assignments due	<ul style="list-style-type: none"> • Critical reflection I
Required readings	<ul style="list-style-type: none"> • [BB] Siu, Bobby. 2014. "Principles of Good Public Policy." <i>Developing Public Policy: A Practical Guide</i>. Toronto: Canadian Scholars' Press. pp. 75-88. • [ON] United Nations. 1948. <i>Universal Declaration of Human Rights</i>. http://www.un.org/ean/universal-declaration-human-rights/index.html • [BB] Stein, Janice Gross. 2002. <i>The Cult of Efficiency</i>. Toronto: Anasi. Chapters 1-2. (Available also as a podcast here -- http://www.cbc.ca/radio/ideas/the-2001-cbc-massey-lectures-the-cult-of-efficiency-1.2946866 -- listen to parts 1-2).

	<ul style="list-style-type: none"> • [ON] Alfred, Gerald Taiaiake. 2017. "The Great Unlearning." https://taiaiake.net/2017/02/28/the-great-unlearning/ • [ON] "If Borders Were Open: The \$78 Trillion Dollar Free Lunch." <i>The Economist</i>. 6 July 2017. http://worldif.economist.com/article/13532/78-trillion-free-lunch • [ON] Carens, Joseph. "The Case for Open Borders." <i>Open Democracy</i>. 5 June 2015. https://www.opendemocracy.net/beyondslavery/joseph-h-carens/case-for-open-borders
Workshop	<ul style="list-style-type: none"> • In this workshop, we'll identify value statements in existing public policy. If bureaucrats are often asked to write neutrally, how do you write to include/exclude value statements? We'll practice by writing a piece of correspondence to a minister.

Session 3 – (Some) Theories of Public Policy Analysis (October 2, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>What are the main ideas and frameworks used to think about public policy?</i> • <i>How can different approaches result in different outcomes?</i>
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • [BB] Olson, Mancur. 1965. <i>The Logic of Collective Action</i>. Boston: Harvard University Press. pp. 1-16. • [Library] Lindblom, Charles E. 1959. "The Science of 'Muddling' Through." <i>Public Administration Review</i> 19(2): 79-88. • [BB] Graefe, Peter. 2007. "Political Economy and Canadian Public Policy." In Michael Orsini and Miriam Smith, eds., <i>Critical Policy Studies</i>. Vancouver: UBC Press. pp. 19-40. • [BB] Hall, Peter and Rosemary Taylor. "Political Science and the Three New Institutionalisms." <i>Political Studies</i> 44 (1996): 936-957. • [BB] Shaw, Kathleen M. 2004. "Using Feminist Critical Policy Analysis in the Realm of Higher Education: The Case of Welfare Reform as a Gendered Educational Policy." <i>The Journal of Higher Education</i> 75(1): 56-79.
Workshop	<ul style="list-style-type: none"> • This week, we'll return to your correspondence from last week's in-class workshop to revise your contributions collectively and identify best practices.

Section B: The Policy Cycle

Session 4 – Agenda Setting I: Problem definition (October 9, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>What is the policy cycle?</i> • <i>Where do policy ideas come from?</i> • <i>How do we recognize a “policy problem”?</i>
Assignments due	<ul style="list-style-type: none"> • Critical reflection II
Required readings	<ul style="list-style-type: none"> • [BB] Werner, Jann and Kai Wegrich. 2007. “Theories of the Policy Cycle.” In Frank Fischer, Gerald J. Miller and Mara S. Sidney, <i>Routledge Handbook of Public Policy Analysis: Theory, Politics, and Methods</i>. Boca Raton: CRC Press. pp. 43-62. • [BB] Kingdon, John. 2011 [1984]. “How Does an Idea’s Time Come.” <i>Agendas, Alternatives, and Public Policies</i>. 2nd Ed. New York: Longman. pp. 11-20. • [Library] Stone, Deborah. 1989. “Causal Stories and the Formation of Policy Agendas.” <i>Political Science Quarterly</i> 104(2): 281-300. • [BB] Bacchi, Carol. 2012. “Introducing the ‘What’s the Problem Represented to Be?’ Approach.” <i>Engaging with Carol Bacchi: Strategic Interventions and Exchanges</i>. Angelique Bletsas and Chris Beasley, eds. Adelaide, AU: University of Adelaide Press. pp. 21-24. • [ON] Black, Rachel and Aleta Sprague. 2016. “The ‘Welfare Queen’ is a Lie.” <i>The Atlantic</i>. https://www.theatlantic.com/business/archive/2016/09/welfare-queen-myth/501470/
Workshop	<ul style="list-style-type: none"> • In this workshop, we’ll discuss the purpose of briefing notes, the different kinds of briefing notes, and how to go about writing one. Bring all your questions about the briefing note assignment.

Session 5 – Agenda Setting II: Actors, Policy Networks, and Institutions (October 16, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>How do different actors influence the emergence and recognition of a policy problem?</i> • <i>Who counts as the “public” in public policy?</i> • <i>How does the understanding of “who counts” impact social justice and democracy?</i>
Assignments due	<ul style="list-style-type: none"> • Briefing note (draft)

Required readings	<ul style="list-style-type: none"> • [BB] Pal. Leslie. 2006. "Chapter 6: Policy Communities and Networks." <i>Beyond Policy Analysis: Public Issue Management in Turbulent Times</i>. Toronto: Nelson Education. • [BB] Phillips, Susan D. and Michael Orsini. 2002. "Mapping the Links: Citizen Involvement in the Policy Process." <i>CPRN Discussion Paper</i>. Ottawa: CPRN. • [Library] Schneider, Anne and Helen Ingram. 1993. "Social Construction of Target Populations: Implications for Politics and Policy." <i>American Political Science Review</i> 87(2): 334-47. • [BB] Fiske, Jo-Anne and Annette J. Brown. 2008. <i>Paradoxes and Contradictions in Health Policy Reform: Implications for First Nations Women</i>. Vancouver, BC: Centre for Excellence in Women's Health. • [BB] McKenna, Barrie. 2014. "Canadian Governments Have Become Seduced by Private-Public Projects" <i>The Globe and Mail</i>. • [ON] Boothe, Paul. 2015. "Public-private Partnerships Are Still the Better Way to Build." <i>Maclean's</i> . https://www.macleans.ca/economy/economicanalysis/public-private-partnerships-are-still-the-better-way-to-build/
Workshop	<ul style="list-style-type: none"> • This week we will be collectively revising your briefing note drafts. Don't forget to bring them to class.

Session 6 – Analysis I: Evidence (October 23, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>What counts as evidence?</i> • <i>How do different understandings of objective, bias, and "good" evidence apply to public policy analysis?</i>
Assignments due	<ul style="list-style-type: none"> • Briefing note (final)
Required readings	<ul style="list-style-type: none"> • [BB] Young, Shaun. 2014. "Introduction: Evidence-Based Policy-Making: The Canadian Experience." <i>Evidence- Based Policy-Making in Canada</i>. Toronto, ON: Oxford UP. pp. 1-25. • [ON] Kestenbaum, David and David Goldstein. "The Experiment Experiment." <i>Planet Money</i>. 7 March 2018. (podcast) https://www.npr.org/sections/money/2018/03/07/591213302/episode-677-the-experiment-experiment

	<ul style="list-style-type: none"> • [BB] Orsini, Michael, and Miriam Smith. "Social Movements, Knowledge, and Public Policy: The Case of Activism in Canada and the US." <i>Critical Policy Studies</i> 4(1): pp. 38-57. • [BB] Razack, Sharene. 1999. "The Gaze from the Other Side: Storytelling for Social Change." <i>Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms</i>. Toronto, ON: University of Toronto Press. pp. 36-55. • [BB] Hernandez, Moses. 2012. "The Politics of Knowledge in Policy Analysis." <i>Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health</i> 10(2): 153-160. • [ON] CBC News/CBC Indigenous. 2018. "Feeling Left Out by Canada's Census, Local Indigenous Groups Did Their Own." https://www.cbc.ca/news/canada/london/our-health-counts-1.4833405
Workshop	<ul style="list-style-type: none"> • This week, we will work on conducting policy research and key strategies for effectively communicating your results.

Session 7 – Analysis II: Instruments and Design (October 30, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>What is the best way to solve a policy problem, once defined?</i> • <i>What tools can and should be used?</i> • <i>Can citizens be incited to act through effective policy?</i>
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • [BB] Siu, Bobby. "Formulating Policy Options and Recommendations." <i>Developing Public Policy: A Practical Guide</i>. Toronto: Canadian Scholars' Press. pp. 149-171. • [Library] Schneider, Anne and Helen Ingram. 1990. "Behavioural Assumptions of Policy Tools." <i>Journal of Politics</i> 52(2): 510-529. • [BB] Hood, Christopher. 2008. "The Tools of Government in the Information Age." In <i>The Oxford Handbook of Public Policy</i>, Robert E. Goodin, Michael Moran, and Martin Rein, eds. Oxford, UK: Oxford University Press. pp. 469-480. • [Library] Lawlor, Andrea. 2016. "Getting Citizens to Save: Media Influence on Incentive Based Policies." <i>Journal of Social Policy</i> 45(2): 201-222 • [ON] Trufelman, Avery. "Separation Anxiety." <i>99% Invisible</i> [podcast]. 17 May 2016. https://99percentinvisible.org/episode/separation-anxiety/

Workshop	<ul style="list-style-type: none"> To be announced (I'm working on something fun!). Details will be announced in class by October 23rd.
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Session 8 – Analysis III: Implementation and Evaluation (November 6, 2018)

Topics/Key questions	<ul style="list-style-type: none"> <i>How should policies be implemented and evaluated?</i> <i>What are the challenges to doing so effectively?</i>
Assignments due	<ul style="list-style-type: none"> IPAC paper (draft)
Required readings	<ul style="list-style-type: none"> [ON] Weaver, Kent. 2009 “If You Build It, Will They Come? Overcoming Unforeseen Obstacles in Policy Implementation.” (Tansley Lecture). Saskatoon: Johnson Shoyama Graduate School of Public Policy. https://www.schoolofpublicpolicy.sk.ca/documents/research/archived-publications/tansley-publications/2009_Tansley%20Publication.pdf [Library] Boothe, Katherine. 2012. “How the Pace of Change Affects the Scope of Reform: Pharmaceutical Insurance in Canada, Australia and the UK.” <i>Journal of Health Politics, Policy and Law</i> 37(5): 779-814. [ON] Heineman Jr., Ben W. and Fritz Heimann. 2006. “The Long War Against Corruption.” <i>Foreign Affairs Magazine</i>. https://www.foreignaffairs.com/articles/2006-05-01/long-war-against-corruption. [BB] Miljan, Lydia. 2018. “Evaluation.” In <i>Public Policy in Canada: An Introduction</i>, 7th ed. Toronto: Oxford University Press. pp. 129-146. [BB] Vedung, Evert. “Six Models of Evaluation.” In <i>Routledge Handbook of Public Policy</i>, Eduardo Araral, Scott Fritzen, Michael Howlett, M. Ramesh, Xun Wu, eds. London, UK: Routledge. pp. 387-399. [BB] Hendricks, Carolyn M. “Policy Evaluation and Public Participation.” In <i>Routledge Handbook of Public Policy</i>, Eduardo Araral, Scott Fritzen, Michael Howlett, M. Ramesh, Xun Wu, eds. London, UK: Routledge. pp. 434-447.
Workshop	<ul style="list-style-type: none"> This week you will have the opportunity to collectively revise and edit your IPAC papers. Bring your drafts to class.

-----**Note: No class on November 13 for reading week**-----

Section III: Complicating the Policy Cycle

Session 9 – Analysis IV: GBA+ and Intersectionality (November 20, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>Gender, identity, and diversity are integral to public policy making and the context of real life in which policy is made.</i> • <i>How can we better account for and address different experiences and privilege in public policy analysis?</i>
Assignments due	<ul style="list-style-type: none"> • IPAC paper (final)
Required readings	<ul style="list-style-type: none"> • [ON] Status of Women Canada. 2017. <i>What is GBA+? and The Government of Canada's Approach</i>. https://www.swc-cfc.gc.ca/gba-acs/index-en.html (work through all the pages and "Take the Course!") • [ON] Cindy Hanson, et. al. 2018. "Budget Misses on the Diversity of Women's Experiences." <i>Policy Options</i>. 2 March 2018. http://policyoptions.irpp.org/magazines/march-2018/budget-misses-diversity-womens-experience/ • [ON] 2016. "G4 Summit." <i>Baroness Von Sketch Show (CBC TV)</i>. https://www.youtube.com/watch?v=6CYLn-XKBg8 • [BB] Levac, Leah, et al. 2016. <i>What do gender and diversity have to do with it? Responding to the community impacts of Canada's Northern resource development agenda</i>. Ottawa: Canadian Research Institute for the Advancement of Women. • [ON] Crenshaw, Kimberlé and Abby Dobson. 2016. "The Urgency of Intersectionality." <i>Ted Talk</i> https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality#t-960786 • [BB] Hankivsky, Olena et. al. 2012. "Intersectionality-Based Policy Analysis." <i>An Intersectionality-Based Policy Analysis Framework</i>. Vancouver, BC: Institute for Intersectionality Research and Policy. pp. 33-45.
Workshop	<ul style="list-style-type: none"> • Today, we are going to collectively engage in a workshop hosted by the federal government on gender-based analysis. We will also discuss the skills you've learned so far and what else we might want to learn in the weeks that remain.

Session 10 – Analysis V: Radical Alternatives (November 27, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • <i>If we put the limits of our contemporary policy approaches aside and thought about justice, what would the alternatives be?</i> • <i>What does it mean to forego incrementalism in the name of justice?</i> • <i>What are the benefits and trade-offs of different approaches?</i>
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • [ON] Ta-Nehisi Coates. 2017. “The Case for Reparations.” <i>The Atlantic</i>. https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ (Note: you may have to search or copy the link – link doesn’t click through well from the syllabus document). • [ON] Hickel, Jason. 2015. “Enough of Aid – Let’s Talk about Reparations.” https://www.theguardian.com/global-development-professionals-network/2015/nov/27/enough-of-aid-lets-talk-reparations • [ON] Harland, Fraser and Mark Dance. 2017. “Why Canadian Federalism Is Bigger than Ottawa and the Provinces” <i>Macleans</i>’s https://www.macleans.ca/news/canada/why-canadian-federalism-is-bigger-than-ottawa-and-the-provinces/. • [ON] Carrier, Scott. 2015. “The Shockingly Simple, Surprisingly Cost-Effective Way to End Homelessness.” <i>Mother Jones</i>. 17 February 2017. https://www.motherjones.com/politics/2015/02/housing-first-solution-to-homelessness-utah/ • [ON] Palmater, Pam. 2018. “True Test of Reconciliation: Respect the Indigenous Right to Say No.” 15 May 2018. https://canadiandimension.com/articles/view/true-test-of-reconciliation-respect-the-indigenous-right-to-say-no • [BB] Simpson, Leanne Betasamosake. 2017. “Introduction: My Radical Resurgent Present.” <i>As We Have Always Done</i>. Minneapolis: Minnesota University Press.
Workshop	<ul style="list-style-type: none"> • In this workshop we will discuss and engage with different forms of policy communications. We will experiment with ways to convey policy research to a variety of audiences in a variety of different ways.

Session 11 – Student-selected Readings (December 4, 2018)

Topics/Key questions	<ul style="list-style-type: none"> • TBD
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Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • For this class, we will be examining topics that were underexplored over the course of the term or were not included in the syllabus that are of interest to the class. The topics and readings will be selected by the class over the course of the term. As there are too many important topics to address in such a limited time, this class will give us the opportunity to address topics that the class feels are important, but not addressed by the syllabus or in earlier class discussions. Readings will be made available online.
Workshop	<ul style="list-style-type: none"> • Exam review

Session 12 – Final Exam and Course Wrap-up (December 11, 2018)

Required Readings:

- Charney, Nicholas. 2010. *Scheming Virtuously: A Handbook for Public Servants*. https://drive.google.com/file/d/0BzOQy76s3T_vY2wyZ3Y3cng0Yjg/view

EVALUATION:

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|----------------------------------|-----|
| • Participation | 10% |
| • Seminar Facilitation | 10% |
| • Critical Reading Reflection I | 5% |
| • Critical Reading Reflection II | 10% |
| • Briefing Note | 15% |
| • IPAC paper | 20% |
| • Final exam | 30% |

DESCRIPTION OF ASSIGNMENTS:

All written assignments should be typed, double spaced, in 12pt Times New Roman font and must follow a recognized citation style (MLA, APA, or Chicago style). Proofread carefully, as grammar and clarity of language are important to conveying your ideas well. All assignments are due in hard-copy in the first ten minutes of the class in which they are due. Any papers handed in later than ten minutes after the beginning of class will be considered late (and will not be accepted without prior arrangements with the instructor).

- **Participation (10%):** The success of this course is dependent on student preparation for class, and engagement in class discussion. This is reflected in that 10% of the course grade is dedicated to thoughtful, engaged class participation. Students should be prepared to engage in class activities and to offer their insights on the readings.

- **Seminar Facilitation (10%):** Students are each responsible for working in groups to lead discussion during one seminar. This will include introducing the readings with a 30-minute presentation, followed by the facilitation of discussion (including asking questions to promote conversation). Presentations should not summarize the readings, but rather should review their major arguments and themes, identifying areas of convergence, tension, and points of interest. Groups and topics will be selected during the second class (Session 2). You will be marked on the basis of your understanding of the key ideas of the assigned materials, creativity/style, and your analysis of the materials within the context of the course (i.e. link to other ideas, course materials, current events, course themes).
- **Critical Reading Reflections (5%+10%):** Each reflection papers should be no more than 500 words, and provide a means for you to delve into aspects and ideas of the readings that are particularly compelling to you. You can respond to one or several of the readings for the week, taking a position on some aspect of one or more of the readings, reflect on a concept, or raise a question. Focus on one or two ideas (you don't have room for more). And while you can provide a very (very) brief summary to contextualize your ideas, this is not and should not be a summary paper. The first critical reflection is worth 5% of your grade (**due September 25th**) and the second is worth 10% of your grade (**due October 9th**).
- **Briefing notes (15%):** Each student will be required to write a two-page decision-style briefing to a minister or senior official on a contemporary policy issue. Topics will be distributed in class and further instructions provided in class (and uploaded to Blackboard). Briefing notes will be assessed on the basis of organization of information, quality of research, writing and style, and the relationship between the facts provided and the recommendation made. Drafts of this assignment are due in class on October 16th and the final briefing note is due on October 23, 2018.
- **IPAC student paper (20%):** Students will be required to write an essay that follows the format of the Institute of Public Administration of Canada student paper competition. It is typically a short policy research paper of no more than 1500 words on one of several questions raised by IPAC. As of September 17, 2018, the call for papers and instructions have not been issued, but as soon as they are available, more details will be provided. Drafts of this assignment are due in class on November 6th, 2018 with the final versions due on November 20th, 2018.
- **Final exam (30%):** This final exam will take place in class on December 11, 2018. Details will be provided about the format later in the term.

LATE ASSIGNMENTS

Assignments are due in hard copy in the first ten minutes of the class (on the date they are due). Late assignments will not be accepted unless prior arrangements have been made. If you

encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact the instructor as soon as possible. Plan accordingly.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php).

Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavor. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

STUDENTS NEEDING DISABILITY (AND OTHER) ACCOMMODATIONS

Learning occurs differently for different people, and students may experience different kinds of challenges at different times in the term or on an ongoing basis. Students who have physical, medical, learning, or psychiatric disabilities (or other needs) that require accommodations should advise me as soon as possible where appropriate, so accommodations can be made.

There are also various services available to assist with accommodations and other services you might need. Disability Services for Students (DSS) can be reached at 966-7273 or you can find out more about their services here -- <https://students.usask.ca/health/centres/disability-services-for-students.php>. If you think you might need their services for any reason, I encourage you to contact them as soon as possible.

Students in this course who are experiencing stress or otherwise may want to speak to a counsellor can seek assistance from the University of Saskatchewan Student Counselling Services. For more information, please visit this website: <https://students.usask.ca/health/centres/counselling-services.php>, or call (306) 966-4920 between 8:30 a.m. to 4:30 p.m. Monday to Friday

Please note that wherever possible, I am happy to provide alternate formats to readings, integrating different approaches to teaching, and otherwise ensure that our classroom is an inclusive and accessible space. Please feel free to discuss any concerns about learning accommodations with me.

CHILDREN IN CLASS

Children are an important part of many people's lives and many students who are parents (like those who are not) seek to balance their lives at work, at home, and in the classroom. I intend for my classroom to be an accommodating place that supports students who are caregivers and parents. This policy comes from Dr. Melissa Cheyney from Oregon State University, and I adopt (and adapt) it here with permission:

- 1) All breastfeeding babies are welcome in class as often as is necessary. I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, unforeseen disruptions occur, and I don't want you to be in the position of having to choose between missing class to stay home with a child or leaving them with someone you (or your child) is uncomfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.