

▶▶ JSGS 804 - Public Policy Analysis and Methodology

University of Saskatchewan Campus	
Instructor:	JSGS faculty and special guests
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Office Hours:	For questions about a specific lecture, contact the relevant instructor when needed in order to make an appointment.
Office Location:	Diefenbaker 150 (Course Coordinator)
Term:	Term 1 (fall)
Room:	Diefenbaker 137
Date and Time:	Mondays, 1:00 to 4:00 p.m. (except on September 6, 7, 8 and 9, when the lectures take place from 9:00 to noon)

CALENDAR DESCRIPTION

Serves as an introduction to public policy analysis. The course will outline the basics of public policy analysis, including the information and frameworks that are required for this activity. It will also examine qualitative and quantitative research methodologies and their application in public policy analyses.

TENTATIVE SCHEDULE

Seminar 1 – September 6: Getting Started (Daniel Béland) and Keynote (Roy Romanow)

Seminar 2 – September 7: The Cabinet Memorandum (Peter Phillips)

Seminar 3 – September 8: Conducting a Systematic Literature Review (Jeremy Rayner)

Seminar 4 – September 9: How to Write Briefing Notes (Dan Perrins)

Seminar 5 – September 19: Public Relations (Joanne Mysak)

Seminar 6 – September 26: Conducting Effective Research (Frank Winter)

Seminar 7 – October 3: Statistics for Public Policy I (Patricia Gober)

Seminar 8 – October 17: Statistics for Public Policy II (Patricia Gober / Murray Fulton)

Seminar 9 – October 24: Statistics for Public Policy III (Murray Fulton)

Seminar 10 – October 31: Statistics for Public Policy IV (Rose Olfert and Doug Elliott)

Seminar 11 – November 7: Public Speaking and Communication Skills (Graham Centre speaker TBA)

Seminar 12 – November 21: In-Class Case Competition (Daniel Béland)

Seminar 13 – November 28: In-Class Case Competition (Daniel Béland)

COURSE CONTENT AND APPROACH

Involving “team teaching” on the part of JS GS faculty and guest speakers, this course aims at improving the analytical, methodological, and communication skills of future civil servants and policy practitioners. A major component of the course focuses on methodological issues ranging from literature reviews to statistical analysis. Another key component concerns writing genres and communication skills relevant for policy students and practitioners. The topics covered include how to prepare briefing notes and how elected officials and civil servants communicate. The course culminates in a case competition in which student teams tackle a major policy puzzle before reporting their findings to the instructor and the rest of the class.

REQUIRED READINGS

Daniel Béland or the instructor for each lecture will send you information about the readings by e-mail at least seven days before their lecture.

EVALUATION

For all assignments, flawless, persuasive, jargon-free, crystal-clear, and focused writing is essential. Instructors reserve the right to not read assignments until they are in suitable form.

Write the executive summary of a CDI: 25% of final mark; students are asked to write the executive summary (maximum three pages) of a cabinet memorandum (CDI) based on the instructions provided by Peter Phillips during Seminar 8 (*executive summary due on September 19*); person in charge – Peter Phillips (peter.phillips@usask.ca).

Write a Briefing Note: 15% of final mark; students are asked to write a briefing note based on the instructions provided by Dan Perrins on September 9 (*in class exercise*); person in charge – Dan Perrins (dan.perrins@uregina.ca).

Statistics Assignment I: 10% of final mark; person in charge – Murray Fulton (murray.fulton@usask.ca)

Statistical inference problem set based on the instructions provided by Murray Fulton during his lectures (*assignment due on October 31*)

Statistics Assignment II: 25% of final mark; person in charge – Rose Olfert (rose.olfert@usask.ca)

Due on November 28, your statistics assignment is to:

- select current (or recent) published statistics on a topic of policy interest
- write a 1,000 word interpretive description

You will need time, and/or spatial context. That is, you may be describing a pattern over time or across space. The time dimension could be weeks, months, quarters, or years. The space dimension could be communities, regions, provinces, or countries. You will also want to consider whether the policy interest is at the local, provincial, or national government level.

Your article should be modeled on the articles that appear in the Western Policy Analyst (Quarterly Report), <http://www.schoolofpublicpolicy.sk.ca/research/wpa/index.php>. The Editor of the WPA (Doug Elliott) will join us in class on October 31 to talk about his work at the WPA, writing articles and requirements for publications in that outlet. Subject to suitability and quality, he will consider publication of up to three of the best assignments from among your 804 contributions. This would be a great opportunity to be published as well as learning how to interpret and write about statistics.

Your assignment will require one or more graphics—graphs, tables, maps, etc. These must be top quality, very clearly labelled, and self-explanatory (that is, we do not have to read the text to know what is being represented in the graphic/table).

Of course, complete and formal attribution and identification of sources are essential.

Case Competition: 20% of final mark; held during the last two weeks of class; the case itself will be distributed to students a week ahead of the case competition; this is an in-class exercise and teams will be formed at the beginning of each of the two seminars); person in charge – Daniel Béland (daniel.beland@usask.ca).

Class participation: 5% of final mark; people in charge – all the instructors for this course.

Attendance and class participation are required; a sign-in sheet will be available during each lecture. When they miss a lecture, students must write to Daniel Béland to explain their situation.

LATE ASSIGNMENTS

Without compelling reasons, late assignments will not be accepted and will result in a mark of zero.

STUDENTS WITH SPECIAL NEEDS

All students who have special needs are encouraged to register with Disability Services for Students (DSS). Access to most services and programs provided by DSS is restricted to students who have registered with the office. Once you have registered, please contact the professor to discuss accommodations.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out in the University of Regina's Graduate Calendar and the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school. 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 endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor and to discuss your questions.