

▶▶ JSGS 804 – Seminar on Research and Writing

	University of Regina Campus
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UR Courses:	http://www.uregina.ca/urcourses

COURSE CONTENT AND APPROACH

This course will serve as an introduction to research and writing in public policy, including effective policy research, research design, sourcing, evaluation, analysis and presentation. During the course, students work towards the completion of a detailed policy analysis.

ACKNOWLEDGEMENTS

The instructor would like to thank warmly his colleagues, Greg Marchildon, Kathy McNutt, Andrea Rounce and Ken Rasmussen, who have built and taught this course in the past years. Also, thank you to Daniel Béland for his kind help in an earlier version of this syllabus. Finally, Greg Marchildon has facilitated significant improvements of this syllabus.

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REQUIRED READINGS

Three required books are available at the bookstore and at the library on reserve:

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 2008. *The Craft of Research*. Chicago: University of Chicago Press.
- Smith, Catherine F. 2009. *Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process*. New York: Oxford University Press.
- Strunk, William, and E. B. White. 2009. *The Elements of Style*. New York: Pearson Longman.

Other readings are available through the Dr. Archer Library:

- catalogue basic search: <http://voyager.uregina.ca:7008/vwebv/searchBasic>
- e-resources: <http://www.uregina.ca/library/eresources/>

Additional resources are available here (click on the *Teaching* section, and then go to the *Student Resources* sub-section):

- <http://uregina.ca/~dupeyrob/>

Please note that, if you connect from off campus, you need to follow this quick tutorial:

http://www.uregina.ca/library/eresources/off_campus.shtml

USEFUL MATERIAL AND LINKS

Additional material and links will be found at the following URL during the semester:

<http://uregina.ca/~dupeyrob/teaching.html>

REFERENCING: CHICAGO MANUAL OF STYLE (16TH ED.) – AUTHOR-DATE SYSTEM

While the *Chicago Manual of Style* is available online (<http://www.chicagomanualofstyle.org>), there is short form guide available through the JSGS website at:

http://www.schoolofpublicpolicy.sk.ca/resources/current_students/Resources.php

The *Chicago Manual of Style* suggests two types of documentation system:

- the *humanities style* that includes “notes” (footnotes and/or endnotes) and a “bibliography”;
- the *author-date system*, with “in-text references” and a “reference list”.

JSGS Regina uses the author-date citation system because the Chicago author-date system is the most widely used system in the policy-oriented social sciences (Table 1).

Table 1. Chicago Manual of Style Use at JSGS Regina

Chicago Manual of Style Documentation System	Chicago Manual of Style - Humanities Style	Chicago Manual of Style - Author-Date System
Adopted by JSGS Regina	NO	YES
Components	- Notes, i.e. footnotes and endnotes - Bibliography	- In-text references - Reference list
Example: book, one author	- <i>Note:</i> 1. Wendy Doniger, <i>Splitting the Difference</i> (Chicago: University of Chicago Press, 1999), 65. - <i>Bibliographic entry:</i> Doniger, Wendy. <i>Splitting the Difference</i> . Chicago: University of Chicago Press, 1999.	- <i>In-text reference:</i> (Doniger 1999, 65) - <i>Reference:</i> Doniger, Wendy. 1999. <i>Splitting the difference</i> . Chicago: University of Chicago Press.

EVALUATION

Assignments:

1. Policy Paper

- a) *Literature Review* (10%) – due date: Feb. 1st

Requirements:

- select six (6) scholarly / academic publications (monographs, edited books, journal articles...) that cover the policy topic you have selected, and offer a critical and balanced perspective; non scholarly publications (governments documents, think tank and mass media production...) are not allowed in this assignment, in which 100% of your references are scholarly / academic references;

- however, please note that other types of references will be allowed in the paper, up to 30% (see 1.c);

- b) *Research question, outline and reference list* (mandatory but not graded) – due date: Feb. 29th

- c) *Final version* (30%) – due date: Mar. 28

Requirements:

- 2,500 words (+/- 10%), excluding cover page, title, outline, tables, figures and reference list. Print the word count

- at the end of your paper (before the reference list);

- use the Chicago Manual of Style author-date system; avoid footnotes and endnotes;

- 70% of your references should be scholarly references;

- grading criteria available on UR Courses.

- d) *PowerPoint or poster presentation* (10%) – due date: Mar. 28

Requirements: use the JSGS PowerPoint template (available on UR Courses); 5 min. of presentation maximum; 3-5 min. of discussion / feedback; the last slide should be the list of references cited in the slides; it is suggested that you create no more than 8 slides for this presentation.

2. *Participation* (20%) – due date: whole semester (in class, 10%) and 10%, questions and discussions on readings

3. *Briefing Note* (10%) – due date: Apr. 4

4. *Group Work* (20%) – due date: Apr. 4

Hard copies must be submitted in class. Electronic copies won't be accepted, unless there is a previous agreement between the student and the instructor concerning a specific assignment.

SEMINAR SCHEDULE

Weeks	Topics	Readings [Required (R) and Suggested (S) Readings]	Workshops	Due Dates
1. Jan. 11	Introduction	(R) Bohaker and Iacovetta 2009. (R) Etzioni 2006.	No workshop	
PART 1. RESEARCH SKILLS FOR PUBLIC POLICY				
2. Jan. 18	Conducting Effective Research	(R) Booth, Colomb and Williams, ch. 1 and 2. (R) Smith, ch. 1.	Chicago Manual of Style: In-Text References	
3. Jan. 25	Designing a Research Question and Conducting a Systematic Literature Review	(R) Booth, Colomb and Williams, ch. 3 and 4. (R) Smith, ch. 3.	Research question	
4. Feb. 1	Finding and Using Relevant Sources (1/2)	(R) Booth, Colomb and Williams, ch. 5. (R) Smith, ch. 4.	Internet and library search	- Literature Review
5. Feb. 8	Finding and Using Relevant Sources (2/2)	(R) Booth, Colomb and Williams, ch. 6.	Peer-editing	
6. Feb. 15	The Craft of Writing	(R) Booth, Colomb and Williams, ch. 7 to 14, 16 and 17. (R) Smith, ch. 5 and 6. (R) Strunk and White, whole book.	Engaging sources	

PART 2. EFFECTIVE COMMUNICATION FOR PUBLIC POLICY				
7. Feb. 29	Introduction to Different Forms of Policy Communication	(R) Smith, ch. 2, 6, 8 and 9.	The economy of words	- Research question...
8. Mar. 7	Government Documents (I): Briefing Notes	(R) Smith, ch. 7.	Deconstructing Briefing Notes	
9. Mar. 14	Government Documents (II): Cabinet Memorandum (Cabinet Document Item)	Read Cabinet Memorandum / CDI documents on UR Courses	Deconstructing Cabinet Memoranda	- Draft of policy paper to be sent by Mar. 15, 11:59 pm to your peer group members
10. Mar. 21	Presenting Descriptive Statistics	(R) Draft of your peers.	Peer editing of draft of policy paper	
11. Mar. 28	Presentation of Policy Paper	No reading	No workshop	- Final Version of policy paper - PowerPoint or Poster Presentation
12. Apr. 4	- Group Work Presentation	No reading	No workshop	- Briefing Note - Group Work - PowerPoint or Poster Presentation
13. Apr. 11	- Bonus: Analyzing multimedia documents	No reading	No workshop	

STUDENTS WITH SPECIAL NEEDS

Students in the course who, because of a disability, may have a need for accommodations are encouraged to come and discuss accommodations with the instructor, and to contact the Coordinator of Special Needs Services at 585-4631.

POLICIES

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 (as attached; and available at http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml), and at the University of Regina (available at http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct). 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 any faculty member and we can discuss your questions.

“(…) Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- a. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- b. presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet. Students who are uncertain what plagiarism is should discuss their methodology with their instructors. (...)

Students who are uncertain what plagiarism is should discuss their methodology with their instructors. (...)"

(1) http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct

Late Assignments

Thou shall not have late assignments! Otherwise, five percent will be deducted each day during the first seven days after the due date. Assignments received after the seventh day after the due date will be graded F.

Research Involving Human Subjects

All research that involves living human subjects - e.g., interviews, observation, participant observation and so on - requires review and approval by the University of Regina Research Ethics Board *before* the research is started. Information concerning the Board, its policies and procedures can be found at: <http://www.uregina.ca/research/REB/policies.shtml>

Attendance

You have up to two unexcused absences for this course. Please contact your instructor if you know that you are going to miss class. Please see Table 2.

JSGS Grade Descriptors

Adopted November 2010.

85+ excellent

A *superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/ or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

An *excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/ or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A *good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/ or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.

Table 2. Rules for Class Attendance by Chappell Lawson¹

LEGITIMATE EXCUSES FOR MISSING CLASS	NON-EXCUSES FOR MISSING CLASS
<ul style="list-style-type: none">• I was injured and was taken to the hospital (and here is the note from the doctor / paramedic / ambulance driver).• I was sick (and here is the note from the Dean / doctor / faith healer / local voodoo priest).• I am on the verge of a nervous breakdown (and here is the note from the Dean / shrink / licensed mental health care professional).• I play competitive sports and will be away that day for a match / swim meet / full-contact mud-wrestling contest. [Note future tense]• My dorm room flooded / burned down / fell over in an earthquake (and here is the notice from the newspaper / the Dean / the Fire Marshal / the Army Corps of Engineers).• A close relative was very sick / injured / dying / dead so I had to fly out of town (and here is the notice from my family / the Dean / the hospital / the funeral home).• My boyfriend / girlfriend / alien lover broke up with me.	<ul style="list-style-type: none">• My boyfriend / girlfriend / long-lost cousin arrived unexpectedly in town.• I am taking two classes whose time slots conflict.• I overslept / needed to sleep / felt like sleeping / was overcome by that soporific feeling I sometimes get in the afternoon and didn't feel like drinking any more coffee.• My alarm clock fell off of my shelf overnight and shattered into lots of plastic pieces, and consequently, it didn't go off. I think my kitten must have done it.• I had work for my other classes.• I needed a break.• I am not interested in _____ (insert topic of the week).• I actually believed those Master Card ads that say I deserve whatever I want.• There was a rerun of Star Trek on TV.• The lecture conflicted with my aqua-aerobics class.• I invented a time machine for my senior project and was trapped in 2071 when everyone else was in class, but I promise that three years from now, when I've gotten all the bugs out of the system, I'll go back to last week and make up the session.

Final Words and Fine Manners

Syllabus. This syllabus is neither the Stone Tablets nor the US Constitution. As a result, I reserve the right to change some of its aspects, e.g., readings or due dates, and to make reasonable format changes to the assignments as term goes on. I will announce all changes (if I make any) in class and confirm on the JSGS 804 UR Courses portal.

Office hours. You are very welcome to see me during my office hours, in order to raise questions, comments or suggestions about this specific course, or more generally about your education.

Email. When you send me an email, you are encouraged, in order to receive a response, to include in the subject line:

(a) the course number, e.g., "JSGS 804" (without the quotation marks), and

(b) the main issue(s) addressed in your email, e.g., "More readings needed" (without the quotation marks).

Also, please start with a formal greeting, so that I have the feeling you are not spamming me, e.g., "Hi Bruno". I will do my best to respond to your email within 48 hours.

¹ Chappell Lawson, MIT OpenCourseWare (<http://ocw.mit.edu/index.html>) course materials for 21F.084J/21A.224J/17.55J (Introduction to Latin American Studies, Fall 2005), Massachusetts Institute of Technology, downloaded on July 8, 2008.

Laptop use. Students are allowed to use their laptop in the classroom for note taking. Students who use Facebook or any inappropriate website or software will face at all times: (a) confiscation of their laptop without warning, (b) vigorous (karate-like) slap on their hand and (c) sadistic public reprimand.

Cell-phones. Due to a more specific and latent technophobia, cell-phones have to be turned off. Students who will lay a hand on their cell-phone during the course will be summarily executed.

Wikipedia. Students who use Wikipedia will be force-fed with a copious 'foie gras poutine'.

Cravings. Please have the courtesy not to chew gum in class. However, beverages are welcome. Finally, snacks and dark chocolate are tolerated (minimum 65% cocoa).

REFERENCES

1. Core Readings

- Becker, Howard S. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press. See Chapter 4: Good discussion of the formation of the research question: what your research is really about.
- Bohaker, Heidi, and Franca Iacovetta. 2009. "Making Aboriginal People 'Immigrants Too': A Comparison of Citizenship Programs for Newcomers and Indigenous Peoples in Postwar Canada, 1940s–1960s." *Canadian Historical Review* 90 (3): 427-462.
- Canada. 1997. *The Canadian Style: A Guide to Writing and Editing*. Rev. ed. Toronto: Dundurn Press Limited.
- Chesney, Thomas. 2006. An empirical examination of Wikipedia's credibility. *First Monday* 11, no. 11.
- Christensen Hughes, Julia M., and Donald L. McCabe. 2006. Academic Misconduct within Higher Education in Canada. *Canadian Journal of Higher Education* 36 (2): 1-22.
- Coleman, David. 1991. Policy research - who needs it? *Governance* 4 (4): 420-455.
- Etzioni, Amitai. 2006. The Unique Methodology of Policy Research. In *The Oxford Handbook of Public Policy*, ed. Michael Moran, Martin Rein, and Robert E Goodin, 833-843. The Oxford Handbooks of Political Science. Oxford: Oxford University Press. <http://www.gwu.edu/~Eccps/etzioni/documents/A357.pdf>
- Few, Stephen. 2004. *Show me the Numbers: Designing Tables and Graphs to Enlighten*. Oakland, CA: Analytics Press.
- Giltrow, Janet, Daneil Burgoyne, Richard Gooding, and Marlene Sawatsky. 2005. *Academic Writing: An Introduction*. Peterborough, ON: Broadview Press. See chapter 1: Although clearly designed for undergraduate students of English, this first chapter provides a thorough set of examples to help students understand and think about different writing voices (and audiences).
- Graff, Gerald. 2007. "They Say/I Say": *The Moves That Matter in Persuasive Writing*. New York: W.W. Norton. [recommended by Dr. Andrew Stubbs and available at the U of R library]
- King, Stephen. 2000. "The Writer's Toolbox." In *On Writing: A Treatise on the Craft*, 111-137. New York: Scribner.
- Koomey, Jonathan G. 2008. *Turning Numbers into Knowledge: Mastering the Art of Problem Solving*. Oakland, CA: Analytics Press.
- Laitin, David D., and James D. Fearon. 2011. Integrating Qualitative and Quantitative Methods. In *The Oxford Handbook of Political Science*, ed. Robert E Goodin. Oxford: Oxford University Press.
- Landry, Réjean, Moktar Lamari, and Nabil Amara. 2003. The Extent and Determinants of the Utilization of University Research in Government Agencies. *Public Administration Review* 63(2): 192-205.
- Luzi, Daniel. 2000. Trends and evolution in the development of grey literature: a review. *International Journal on Grey Literature*. 1(3): 106-117.
- Mazur, Beth. 2000. Revisiting Plain Language. *Technical Communication* 47(2): 205-211.
- Mills, C. Wright. 1959. "On Intellectual Craftsmanship." In *The Sociological Imagination*, 195-226. New York: Oxford University Press.
- Mosley, Walter. 2007. The Year You Write Your Novel. *O: The Oprah Magazine* (August): 160-165.
- Musso, Juliet, Robert Biller, and Robert Myrtle. 2000. **Tradecraft: Professional writing as problem solving**. *Journal of Policy Analysis and Management* 19(4): 635-646.
- O'Hare, Michael. 2004. Rhetoric: Memo to my students. *Journal of Policy Analysis and Management* 23(2): 365-375.
- Orwell, George. 1966. Politics and the English Language. In *Collected Essays*, 353-367. London, Great Britain: Mercury Books.
- Robbins, Naomi B. *Creating More Effective Graphs*. New York: Wiley, 2004.
- Stone, Deborah. 2001. *Policy Paradox: The Art of Political Decision Making, Revised Edition*. 3rd ed. W.W. Norton & Co. [recommended by Dr. Andrew Stubbs]
- Tufte, Edward R. 2000. *The Visual Display of Quantitative Information*, 2nd ed. Cheshire, CT: Graphics Press.
- Tufte, Edward R. 2005. PowerPoint Does Rocket Science--and Better Techniques For Technical Reports. Available online: http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0001yB

Tufte, Edward R. 2006. *The Cognitive Styles of PowerPoint*. Cheshire, CT: Graphics Press

Zerubavel, Eviatar. 1999. *The Clockwork Muse: A Practical Guide to Writing Theses, Dissertations, and Books*. Cambridge, MA: Harvard University Press. *This book is a quick read, containing very structured tips for how to progress through the writing process while avoiding procrastination.*

2. Other suggested readings

2.1. On research

Bouma, Gary D., and Rod Ling. 2004. *The Research Process: 5th edition*. Oxford: Oxford University Press.

Silverman, David, ed. 2004. *Qualitative Research: Theory, Method and Practice*. London: Sage.

2.2. On writing

Becker, Howard S. 1986. *Writing for Social Scientists*. Chicago: University of Chicago Press.

Canada. 1997. *The Canadian Style: A Guide to Writing and Editing*. Rev. ed. Toronto: Dundurn Press Limited. [available at the U of R library]

Rudestam, K.E., and R.R. Newton. 2000. *Surviving Your Dissertation: A Comprehensive Guide to Content and Process, 2nd edition*. London: Sage.

The Canadian Oxford Dictionary. 1998. Toronto: Oxford University Press.

The Chicago Manual of Style: 15th edition. 2003. Chicago: University of Chicago Press.

Turabien, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations: 6th edition*. Chicago: University of Chicago Press.

Wolcott, Harry F. 2001. *Writing up Qualitative Research*. London: Sage.