JSGS 806 - Public Policy Analysis

UNIVERSITY OF REGINA CAMPUS - Syllabus v. 1.01

INSTRUCTORS: Bruno Dupeyron and Catarina Segatto

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OFFICE HOURS: Friday, noon to 1 pm

OFFICE LOCATION: CB 334.8

TERM: Fall 2018

ROOM: CB 330 (College Avenue Campus)

DATE AND TIME: Wednesday, 6:00 - 8:45 pm

CHANGES: 1.01: bibliographic updates; policy paper topic amended; blog post topic amended.
1.00: Initial syllabus.

CALENDAR DESCRIPTION

This graduate course 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 understand how our contemporary societies work, it is required to know the processes that are the foundations of the formulation and implementation of public policies. This understanding helps not only to grasp the complexity of current political and administrative apparatuses, but also to examine and improve our democratic institutions and values.

ATTRIBUTES OF JSGS GRADUATES

• Systems Thinking and Creative Analysis: Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.

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• 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.

• Policy Knowledge: Ability to analyze and contribute content to at least one applied policy field.

COURSE CONTENT AND APPROACH

Public policy analysis is a multi-disciplinary scientific domain that focuses on public action: it is actually a scientific initiative that examines the state in action. In this context, this course will focus on four main issues: how the state emerged and gradually increased its intervention through public policy; how to understand the current context of public policy; how public policy actors are structured; how to explain status quo and change.

SUGGESTED READINGS


Examples of academic/scholarly journals in public policy and administration:
- [https://scholar.google.ca/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyadministration](https://scholar.google.ca/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyadministration)

COURSE OUTLINE, ASSIGNMENTS AND READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Course outline and readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 2, Sep. 12</td>
<td>Research strategies and methods (2 of 2)</td>
<td>Readings</td>
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<tr>
<td><strong>I. Emergence of the state and public policy expansion</strong></td>
<td><strong>A. Genesis of the state: myths and realities</strong></td>
<td>Research area and 3 potential research topics</td>
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<tr>
<td><strong>Required readings</strong></td>
<td>- JSGS 806 Syllabus</td>
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<tr>
<th>Week 3, Sep. 19</th>
<th>Readings</th>
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<tr>
<td><strong>B. A growing state intervention through public action</strong></td>
<td><strong>C. Public policy against public policy: democratic game or paradox of modern societies?</strong></td>
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<tr>
<th>Week 4, Sep. 26</th>
<th>Readings</th>
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<tr>
<td><strong>II. The context of public policy</strong></td>
<td><strong>A. A new global order?</strong></td>
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<tr>
<td><strong>B. The regionalization of public policies</strong></td>
<td><strong>Required readings</strong></td>
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### Week 5, Oct. 3

#### III. Policy cycle

**Required readings**

**Supplementary listening**

### Week 6, Oct. 10

#### IV. Public policy actors

**A. Rational actors?**

**Required readings**

**Supplementary watching and listening**

### Week 7, Oct. 17

**Group Therapy • Policy Paper**

**Detailed outline**

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<table>
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<tr>
<th>Week 8, 24</th>
<th>Workshop: Briefing note</th>
<th>Required readings</th>
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<td>Readings</td>
<td>Blog Post</td>
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<tr>
<th>Week 9, Oct. 31</th>
<th>C. Public policy networks and communities D. The effects of public policy on politics</th>
<th>Required readings</th>
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<td></td>
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<td>Supplementary listening</td>
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<td>Readings</td>
<td>Blog Post</td>
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| Nov. 7 | Fall Break - No class |

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<th>Week 10, Nov. 14</th>
<th>IV. Understanding status quo and change A. Debates and approaches (1)</th>
<th>Required readings</th>
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<tr>
<td></td>
<td>Required readings</td>
<td>Supplementary readings</td>
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Please note that each assignment will be submitted via UR Courses, using Turnitin, in order to check the originality, appropriate use of references and absence of plagiarism of each submission.

The policy paper topic will focus on Thomas Shoyama.

The blog post will focus on a migration public policy issue.

Detailed expectations for each assignment will be defined during the first session.

**POLICY PAPER:**
- Research area and 3 potential research topics mandatory but not graded
- Reading notes of 5 academic sources 5%
- Research question 5%
- Reading notes of 5 additional academic sources 5%
- Detailed outline 5%
- Policy paper 40%

**PRESENTATION OF POLICY PAPER:** 10%

**BRIEFING NOTE:** 10%

**PARTICIPATION:** 20%
- “Unus pro omnibus, omnes pro uno” 10%
- In class 5%
- Submit and comment
  5 resources on UR Courses 5%

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.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: http://www.uregina.ca/student/counselling/contact.html, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html) 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. (See Appendix 1 for a detailed overview of the policy). If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

VARIA

TREATY PEOPLE

I would like to recognize that we are on Treaty 4 territory, where the Cree, Saulteaux, Dakota, Lakota and Nakota peoples are, as well as the four historically Métis communities, Lebret, Fort Qu’Appelle, Willow Bunch and Lestock.

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POLICY ON STUDENT PARENTS AND CHILDREN IN CLASS - borrowed from Dr. Melissa Cheyney, Oregon State University

In order to encourage parents of all genders to strive in the academia, children should not be left out of the equation by our academic institution. The absence of a formal university policy on children in the classroom does not forbid informal accommodations, but a personal written policy not only seeks to create a friendly, respectful and inclusive space in the classroom, but also to reflect individually and collectively on approaches and measures that allow it.

Here, I copy Dr. Cheyney’s policy that includes five principles, meant to be evaluated after each class:

“1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, 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, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover gaps in care is perfectly 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. Thank you for the diversity you bring to our classroom!”

GENDER-INCLUSIVE POLICY

This course recognizes the importance of referring to people the way that they are comfortable being referred to. Inclusivity means that I will work hard to refer to every student by their preferred name, pronoun and language. I recognize the right for students to use gender-neutral pronouns. If you would like to, please consider discussing this with me in person at the end of any class, or consider sending me an email.

INTERNATIONAL STUDENTS
Being an international student comes with numerous challenges. These challenges can be linguistic, cultural, or affective, to name just a few. I also acknowledge the fact that these issues can be multifaceted in your graduate program, starting with this course, for instance remarks with implicit meaning, opaque references, unknown methods, and so on. In order to tackle these issues, please do not hesitate to let me know, for instance during class and/or after any class, and I will do my best to address them with you. At the same time, I want to be very clear that this support won’t be a substitute to the uniform work and ethical standards that are expected from any graduate student. In brief, as an international student, you will unquestionably work twice as much as a domestic student to attain the same academic standards, and I will do my best to support you in your efforts.

In addition, your international experience and perspective will be extremely valuable in class. While you will learn more about Canadian politics and policy issues, you will also distance yourself from the national system you have been immersed into most of your life, which is called “implicit comparison”. However, your fellow Canadian classmates and your servant won’t necessarily see their own system with the same depth, unless you participate. Therefore, your participation and contribution are essential to a mutually beneficial exchange that will allow us to share our perspectives, widen our horizons, and add some healthy degrees of complexity to our understanding of public policy issues, domestically and internationally.

FINAL WORDS AND FINE MANNERS

This syllabus is neither the Stone Tablets nor the US Constitution. As a result, I reserve the right to change due dates and to make small 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 806 UR Courses portal.

In addition, please only use this email address to send me electronic messages: bruno.dupeyron@uregina.ca

Finally, due to a very specific and latent technophobia, the use of laptops and smartphones in class is not welcome (please read for instance: http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/).

Beverages are acceptable in class. Please have the courtesy not to chew gum in class. However, snacks and dark chocolate are tolerated (minimum 65% cocoa).
RULES FOR CLASS ATTENDANCE BY PROF. CHAPPELL LAWSON 1

<table>
<thead>
<tr>
<th>Legitimate excuses for missing class</th>
<th>Non-excuses for missing class</th>
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<tbody>
<tr>
<td>• I was injured and was taken to the hospital (and here is the note from the doctor / paramedic / ambulance driver).</td>
<td>• I needed to pick my mother up at the airport.</td>
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<tr>
<td>• I was sick (and here is the note from the Dean / doctor / faith healer / local voodoo priest).</td>
<td>• My boyfriend / girlfriend / long-lost cousin arrived unexpectedly in town.</td>
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<tr>
<td>• I am on the verge of a nervous breakdown (and here is the note from the Dean / shrink / licensed mental health care professional).</td>
<td>• My boyfriend / girlfriend / alien lover broke up with me.</td>
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<tr>
<td>• I play competitive sports and will be away that day for a match / swim meet / full-contact mud-wrestling contest. [Note future tense]</td>
<td>• I am taking two classes whose time slots conflict.</td>
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<tr>
<td>• 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).</td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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).</td>
<td>• 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.</td>
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APPENDIX 1. UofR ACADEMIC CONDUCT AND MISCONDUCT

Regulations Governing Discipline for Academic and Non-academic Misconduct

General

Student Behaviour

Students of the University of Regina (the "University") are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

Scope

Throughout these regulations, all references to the University include its federated and related colleges, namely Luther College, Campion College and First Nations University of Canada (formerly Saskatchewan Indian Federated College), and these regulations apply to all students of all such entities who are also University of Regina students, and to all students of any regional college who are taking courses through the University. All references herein to a “faculty” shall be read as including the relevant College or program, where the context requires.

Principle of Progressive Discipline

Actions taken and penalties imposed when misconduct has been determined will be guided by the principle of progressive discipline. To that end, penalties assigned and actions take will:

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• Normally increase in severity for second and subsequent acts of misconduct.
• Take into account the severity of the misconduct.
• Education with respect to correct behaviour and the consequences of future misconduct.

ACADEMIC MISCONDUCT

Academic Integrity

Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.

Important Note: As an investment in your success in your graduate program, the University is providing a no-cost, online introductory course on academic integrity that is compulsory for all incoming graduate students. This course, which can be completed in less than an hour, is expected to be completed at your own pace before the end of your first semester. Please ensure that you register for GRST 800AA along with your regular courses during your first registration period. Further information on this course can be obtained at http://www.uregina.ca/gradstudies/calendar/program_reqts.shtml#courses

Violations - Acts of Academic Misconduct

Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
2. copying from the work of other students;
3. communicating with others during an examination to give or receive information, either in the examination room or outside it;
4. consulting others on a take-home examination (unless authorized by the course instructor);
5. commissioning or allowing another person to write an examination on one's behalf;
6. not following the rules of an examination;
7. using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
8. altering answers on an assignment or examination that has been returned;
9. taking an examination out of the examination room if this has been forbidden.

Plagiarism

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:

1. 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);
2. 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.

In addition to the matters described above, academic misconduct subject to discipline also includes (but is not limited to) the following:

• Falsifying lab results;
• Padding a bibliography with works not read or used;
• Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
• Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer;
• Providing false information to obtain a deferral of term work or examination;

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• Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
• Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
• Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
• Theft of another student's notes;
• Alteration or destruction of the work of other students;
• Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may also be considered to be academic misconduct unless authorized by the course instructor:
• Submitting the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so;
• Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

Procedure
Any academic or administrative member or official of the University who suspects that academic misconduct has occurred shall immediately notify the relevant Dean, or his or her designate (the “Investigating Dean”). Where the academic misconduct occurs in connection with a particular course, the Dean or designate of the faculty offering the course shall be the Investigating Dean. For all other acts of academic misconduct, the Dean or designate of the student's faculty or college shall be the Investigating Dean.

Upon receiving notification, the Investigating Dean shall investigate the alleged academic misconduct immediately, which process will include offering an opportunity for the student to explain the incident, and conducting any further investigation deemed necessary to ensure procedural fairness. Upon receiving notification, the Investigating Dean will also immediately notify the University Secretary of the alleged misconduct. If the Investigating Dean is not the Dean of the student's faculty, the Investigating Dean will also notify the Dean of the student's faculty of the alleged misconduct. If the academic misconduct has been established, the investigating Dean may take the appropriate academic action, and impose the appropriate penalty.

The Investigating Dean will make the disciplinary decision on the academic misconduct and will advise the student of the disciplinary decision in writing. A copy of the disciplinary decision will be provided to the University Secretary and the student's faculty.

Where a student commits academic misconduct in two or more courses in the same semester, and the courses in question are offered by more than one faculty, the Dean or designate of the student's faculty may assign a penalty additional to those assigned by the Investigating Deans.

For misconduct by graduate students, the Dean of the Faculty of Graduate Studies & Research is deemed to be the students’ Dean. For misconduct in graduate courses, the Dean of the Faculty of Graduate Studies & Research is deemed to be the Dean of the faculty offering the course.

Academic Holds
A student who has committed or is under investigation for an act of Academic Misconduct will have a hold placed on his/her student account. The hold remains on the student's account for 30 days following the decision letter by the Faculty. If the student does not submit a formal request to appeal the decision of the Faculty within the 30 days, the hold is automatically lifted from his/her account after 30 days. If the student wishes to appeal the decision, the hold remains on his/her account until a decision is reached following his/her appeal hearing. During the hold period, a student is not able to register for classes on his/her own, verify grades or obtain transcripts. Should a student need to perform any of these actions, a student can perform these actions with the help of his/her faculty.

Removing an Academic Hold
If a student does not wish to appeal the penalty that has been assigned, and would like the hold removed from the student account prior to the end of the 30 day period, students can submit a 'Request to Remove the Hold on Student Account' form to the University Secretariat. The form is available on the University Secretariat website at: http://www.uregina.ca/president/assets/docs/pdf/USec/RemoveHoldForm.pdf.