

JSGS 846.3 CO-OPERATIVES IN THE NEW ECONOMY: INSTITUTIONS, GOVERNANCE, & POLICY

University of Saskatchewan Campus	
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Office Location:	190 Diefenbaker Building
Term:	Term 3 (April and May) 2018
Room:	Canada Room, Diefenbaker Building (except 17 April: Conference Room)
Date and Time:	Block delivery: Organizational meeting 17 April, 5:00-8:00 p.m. (Conference Room), Classes Monday 7 May to Saturday 12 May, 9:00 a.m.-3:30 p.m. (Canada Room)

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

The University of Saskatchewan is situated on Treaty Six Territory and the homeland of the Métis.

CALENDAR DESCRIPTION

This course examines how societal institutions and policy shape the role played by co-operatives in the economy, and how co-operative practices and innovations have in turn shaped these institutions and policy. Combining theoretical insights from the areas of institutions, economics, organizational behaviour, law and policy with case studies of co-operative organizations, the course allows students to develop their knowledge of the actions that both the state and co-operatives have undertaken, and provides students with a conceptual framework within which these actions can be viewed.

LEARNING OBJECTIVES

After completing this course students are expected to:

- Understand the major economic, cultural, and political foundations of co-operatives
- Discuss in detail how the policy environment affects the development and sustainability of co-operatives

- Recognize and explain the unique characteristics of the co-operative governance model and how they affect co-operative development and performance
- Be able to discuss and evaluate the strategies used by co-operatives to maintain member involvement and enhance organizational performance
- Use their knowledge of co-operative formation, policy, governance and strategy to discuss and analyze the future of co-operatives

JSGS GRADUATE ATTRIBUTES

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

Through a mixture of readings, discussions, individual and group exercises, and presentations, participants will explore the interconnections among societal institutions (such as states and markets), policy, and community-based co-operative enterprises. Each session will involve a mixture of different types of knowledge and learning. The instructor, the participants, and guest speakers will all be responsible for the content of the course.

COURSE OUTLINE AND ASSIGNMENTS

This course has five sections: preparation; three in-person sections each consisting of two meetings (i.e. two days); and post-meeting completion and follow-up. The **course home page** (available on Blackboard through PAWS - Course Tools) will be used for assignments and discussions before, during, and after the in-person sessions of the course.

Sections	Sub-topics
Organizational meeting; Pre-reading and Preparation	General familiarization with co-operatives and the core, required readings of the course
Foundations for Understanding Co-operatives (Meetings 1-2)	Market and state failures – Economic, social, political power Organizational theory Definition, values, principles of co-ops Co-op organizational behaviour Chronological and geographic patterns of co-op development Social movements, social entrepreneurs, institutional frames
Co-ops and the Institutional Environment (Meetings 3-4)	Institutional environments: roles, norms, values, logics Path dependency and isomorphic pressures Co-ops and the changing role of the state Representation and sector governance Law, taxation Historical/contemporary cases as examples
Co-op Governance and Strategy (Meetings 5-6)	Governance, cognition, and power Critical governance challenges and co-op solutions Hybrid nature, multiple goals, dual role of members Resources and capital (equity, earnings, patronage) Tradeoffs in co-ops vis-à-vis other organizations Historical/contemporary cases as examples
Post-meeting Completion and Follow-up (on your own and by discussion board)	Lifecycle models and generational change Organizational change, culture, and leadership Co-operative development Sustainability

The assignments for this course include: leadership and participation in seminar discussion; short written analyses of approximately 2-4 course readings; a shared group project; and an individual research paper.

Details on the course outline and assignments are given below.

REQUIRED READINGS

There is no textbook for this course. Readings for the different thematic areas are outlined below. All students are expected to read all of the required material. For each reading, a student will be called upon to talk about the reading and initiate discussion. The instructor will call on members of the class with impunity: be forewarned.

Access to readings: Journal articles can be found online through the U of S Library e-journals — log into PAWS with your Network Services ID (NSID); select LIBRARY-Find Library Resources; and use USearch. Centre for the Study of Co-operatives publications can be found on the centre's website: <http://usaskstudies.coop>.

SUPPLEMENTARY READINGS

Some sections below contain additional readings. Anyone dipping into this material will be better armed for the discussion (and will impress the instructor mightily). If you identify an article or book chapter you would like to raise in class, please let the instructor know.

DETAILED OUTLINE 2018

Pre-reading and preparation

Please attend the 17 April organizational meeting. No preparation is necessary prior to the meeting, but if you wish to familiarize yourself with the topic please read one or more of the following supplementary (optional) readings.

Supplementary Readings – General and Preparatory:

The following are particularly important if you are starting the class with little knowledge of co-ops:

International Co-operative Alliance. "Co-operative Identity, Values and Principles."

<http://ica.coop/en/whats-co-op/co-operative-identity-values-principles>.

Birchall, J., & L. Hammond Ketilson. 2009. *Resilience of the cooperative business model in times of crisis*. Geneva: International Labor Organization Sustainable Enterprise Programme.

http://www.ilo.org/empent/Publications/WCMS_108416/lang--en/index.htm

Birchall, Johnston. 2011. *People-Centered Businesses: Co-operatives, Mutuals and the Idea of Membership*. Basingstoke: Palgrave Macmillan.

World Co-operative Monitor (statistical database) - <http://monitor.coop>

Prior to the first in-person class on 7 May, please read all the required readings for the in-person discussions (18 readings in total – bulleted in the detailed outline below). It is very important that you come prepared to discuss the readings; you will have little time or energy for reading during the week of the class. I suggest reading each article and taking notes, then reviewing the notes briefly the day before the class where the reading comes up. During each class, one student will be called upon for each reading to explain the reading briefly to the class and to start the discussion.

In-Person sessions (6 days, 7-12 May 2018)

Foundations for Understanding Co-operatives (Meetings 1-2)

Co-operatives have long been identified as unique organizations, occupying a role somewhere between the private sector and the public sector. The purpose of this section is to identify the defining features of co-operatives and to examine the advantages and disadvantages that these features provide this organizational form. This examination is carried out in terms of both economic and social components.

(1) Organizational theory and co-operative identity (Monday 7 May)

- Simon, Herbert A. 1991. "Organizations and Markets." *The Journal of Economic Perspectives*, 5, 2: 25-44.
- Hansmann, Henry. 2013. "All Firms Are Cooperatives – and So Are Governments." *Journal of Entrepreneurial and Organizational Diversity* 2 (2): 1–10.

Lecture and discussion: From the readings — Why do people form organizations? Among them, why co-operatives? Introduction to co-op governance: Identity and duality. Introduction to co-op economics. Identifying co-ops in the community. Types of co-ops and their governance issues. Early co-ops in Europe and North America. Failures of state and market.

***Student planning: plan work for group project**

(2) Collective action and the origins of co-operatives (Tuesday 8 May)

- Olson, Mancur. 1971. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge Massachusetts: Harvard University Press.
- Ostrom, E. 2000. "Collective Action and the Evolution of Social Norms." *Journal of Economic Perspectives*, 14(3): 137–158.

Lecture and discussion: From the readings — How co-operatives can be understood as solutions to co-operation and co-ordination problems. Additional topics – Institutionalization of co-op structures. Second-tier co-ops. Co-ops and newer social movements.

***Work on group project**

Supplementary readings for Foundations of Understanding Co-operatives (optional):

Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science* 162: 1243–48.

Ostrom, Elinor. 1990. *Governing the Commons: The Evolution of Institutions for Collective Action*. Cambridge: Cambridge University Press.

Fairbairn, B. 1994. *The Meaning of Rochdale: The Rochdale Pioneers and the Co-operative Principles*. Saskatoon: Centre for the Study of Co-operatives Occasional Paper #94-02.

Steinberg, R. 2006. Economic Theories of Nonprofit Organizations. in Powell, Walter W, and Richard Steinberg, eds. *The Nonprofit Sector: a Research Handbook*. 2nd ed. New Haven: Yale University Press.

Schneiberg, Marc. 2010. "Toward an Organizationally Diverse American Capitalism-Cooperative, Mutual, and Local, State-Owned Enterprise." *Seattle UL Rev.* 34: 1409–34.

Sexton, Richard J, and Julie Iskow. 1988. *Factors Critical to the Success or Failure of Emerging Agricultural Cooperatives*. Department of Agricultural and Resource Economics, University of California, Davis. Giannini Foundation Information Series No. 88-3 (June): 1–18.

Bowles, Samuel and Herbert Gintis. 2002. "Social Capital and Community Governance." *The Economic Journal* 112 (November): F419-F436.

Co-ops and the Institutional Environment (Meetings 3-4)

Co-operatives and other collective forms of organizations have been identified as organizational structures that can deliver public services in ways (e.g., through co-production) that are different from those of other organizations. In part because of this, co-operatives have been successful over the years in achieving somewhat different policy treatment than other organizations; good examples are tax advantages that have been provided to co-operatives and exemptions to anti-trust legislation (as in the United States). At the same time, co-operatives have faced institutional challenges in remaining as distinct organizations. The purpose of this section is to investigate the institutional and policy environment in which co-operatives operate, and how co-operatives have been able to navigate this environment.

(3) Institutionalism and Isomorphism (Wednesday 9 May)

- DiMaggio, Paul J, and Walter W Powell. 1983. "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields." *American Sociological Review*, 48 (2): 147–60.
- Hall, P.A. and D. Soskice. 2001. Chapter 1. An Introduction to Varieties of Capitalism. In *Varieties of Capitalism; The Institutional Foundations of Comparative Advantage* (Editors: P.A. Hall and D. Soskice). Oxford University Press. Oxford.

Lecture and discussion: Institutions and actors. Co-ops and politics.

***Work on group project**

(4) Co-operatives and Public Policy (Thursday 10 May)

- Schneiberg, Marc. 2007. "What's on the Path? Path Dependence, Organizational Diversity and the Problem of Institutional Change in the US Economy, 1900-1950." *Socio-Economic Review* 5 (1): 47–80.
- Parks, Roger B., et al. 1981. "Consumers as coproducers of public services: Some economic and institutional considerations." *Policy Studies Journal* 9.7: 1001-1011.
- Vaillancourt, Yves. 2009. "Social Economy in the Co-Construction of Public Policy." *Annals of Public and Cooperative Economics* 80,2: 275-313.

Lecture and discussion: Types of co-operatives favoured by states in various eras and their policy goals in doing so.

***Student planning: Organization of written analyses & interpretations of readings; initial discussion of topics of individual research papers**

***Work on group project**

Supplementary Readings for Co-ops and the Institutional Environment (optional):

Pierson, Paul. 2000. "Increasing Returns, Path Dependence, and the Study of Politics." *American Political Science Review* 94 (2): 251–67.

Schneiberg, Marc, Marissa King, and Thomas Smith. 2008. "Social Movements and Organizational Form: Cooperative Alternatives to Corporations in the American Insurance, Dairy, and Grain Industries." *American Sociological Review*, 73 (4): 635–67.

B. Fairbairn, 2000. "Co-operative Values and the Cold War: The Rebuilding and Undermining of the German Consumer Movement, 1945-1955." *Annals of Public and Cooperative Economics*, 71, 4, December, pp. 637-663.

Holm, Petter 1995. "The Dynamics of Institutionalization: Transformation Processes in Norwegian Fisheries." *Administrative Science Quarterly* 40, 3 (September): 398-422.

Braut, Steve F. 2014. "Equity Financing of Cooperatives: Advantageous Federal Securities Law and Tax Treatment." *Willamette L. Rev.* 21: 225–60.

Caves, R. E., & Petersen, B. C. 1986. "Cooperatives' Tax 'Advantages': Growth, Retained Earnings, and Equity Rotation." *American Journal of Agricultural Economics* 68(2): 207-213.

Richards, Blake. 2012. "Status of Co-operatives in Canada: Report of the Special Committee on Co-operatives." Speaker of the House of Commons.

J. Restakis and E. Lindquist, eds. 2001. *The Co-op Alternative: Civil Society and the Future of Public Services*.

Tracy, M. *Agriculture in Western Europe. Challenge and Response, 1880-1980*. Second edition, London etc., 1982.

Co-op Governance and Strategy (Meetings 5-6)

(5) Governance Issues Inside Co-operatives (Friday 11 May)

One of the unique features of co-operatives is their democratic governance structure. This structure provides both strengths and weaknesses to the co-operative. The purpose of this section is to explore the issues surrounding co-operative governance. Particular attention is paid to a number of high profile co-operative failures where governance issues were identified as being important contributors to the problem.

- Cornforth, C. J. 2004. "The governance of co-operatives and mutual associations: a paradox perspective." *Annals of Public and Co-operative Economics* 75: 11-32.
- Spear, Roger. 2004. "Governance in Democratic Member-Based Organisations." *Annals of Public and Cooperative Economics* 75 (1): 33–59.
- Fulton, Murray E, and Kathy Larson. 2009. "The Restructuring of the Saskatchewan Wheat Pool: Overconfidence and Agency." *Journal of Cooperatives* 23: 1–19.
- Couchman, Peter, and Murray Fulton. 2015. *When Big Co-ops Fail*. Saskatoon: Centre for the Study of Co-operatives.

Lecture and discussion: Key dimensions of co-operative governance.

***Student planning: Continued discussion of topics of individual research papers**

***Work on group project**

(6) Strategy for Co-operatives (Saturday 12 May)

The co-operative structure and its governance model affect the strategies that co-operatives might wish to carry out and the manner in which this is done. The purpose of this section is to examine the opportunities and constraints that the co-operative structure puts on strategic decision-making. Attention is paid to the implications for mission orientation, since one of the defining features of co-operatives is their focus on a specific mission. In examining strategy, attention is paid to strategies used by co-operatives to better position themselves vis-à-vis their competitors and those strategies that have collectively enabled co-operatives to operate in the capitalist economy and policy environment.

- Barney, J. 1991. "Firm resources and sustained competitive advantage." *Journal of Management*, 17: 99-120.

- Fulton, M., and J. Gibbings. 2006. *Cognitive Processes and Co-operative Business Strategy*. Saskatoon: Centre for the Study of Co-operatives.
- Fairbairn, B. 2003. *Three Strategic Concepts for the Guidance of Co-operatives: Linkage, Transparency, and Cognition*. Saskatoon: Centre for the Study of Co-operatives.
- Fairbairn, B., M. Fulton, and D. Pohler. 2015. *Governance as a Determinant of Success and Failure: What Other Co-operatives Can Learn from Co-op Atlantic*. Saskatoon: Centre for the Study of Co-operatives.
- Cook, Michael L., and Molly J. Burress. 2009. "A Cooperative Life Cycle Framework." Draft paper at <http://departments.agri.huji.ac.il/economics/en/events/p-cook.pdf>

Lecture and discussion: video on governance, leadership and cultural change at FCL.

***Group project: Final presentation**

Supplementary Readings:

Fulton, M, and J-P Girard. 2015. *Demutualization of Co-operatives and Mutuals*. Ottawa: Co-operatives and Mutuals Canada.

Fulton, Murray and Brent Hueth (eds.) 2009. *Cooperative Conversions, Failures and Restructurings: Case Studies and Lessons from U.S. and Canadian Agriculture*. Knowledge Impact in Society, Centre for the Study of Co-operatives University of Saskatchewan, University of Wisconsin Centre for Cooperatives.

Myners, Paul. 2014. *The Co-operative Group: Report of the Independent Governance Review*. The Co-operative Group.

Heit, Jason, Murray Fulton, and Brett Fairbairn. 2014. "Autonomy and Identity: Constraints and Possibilities in Western Canada's Co-operatives Retailing System." In Brett Fairbairn and Nora Russell (eds.), *Co-operative Canada: Empowering Communities and Sustainable Businesses*. Vancouver: University of British Columbia Press. 92-109.

Hendry, K., & G. Kiel. 2004. The role of the board in firm strategy: Integrating agency and organizational control perspectives. *Corporate Governance*, 12: 500-520.

Mintzberg, H., & A. McHugh. 1985. Strategy formation in adhocracy. *Administrative Science Quarterly*, 30: 160-197.

Moore, M. H. 2000. "Managing for Value: Organizational Strategy in for-Profit, Nonprofit, and Governmental Organizations." *Nonprofit and Voluntary Sector Quarterly*, 29(1), 183-204.

Chatman, J., & S. Cha. 2003. "Leading by Leveraging Culture." *California Management Review*, 45: 20-34.

Kotter, J. 2007. "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review*, 85: 59-67.

Completion and Follow-up (on your own and by distance methods)

The following summarizes assignments to be completed following the in-person meetings of the course. All course components are to be completed successfully by 9 June.

- **By 19 May:** post draft written analyses and interpretations of readings to online discussion board
- **By 26 May:** on the online discussion board, post comments, suggest changes, and add to the drafts of the written analyses and interpretations of readings; and, respond to any questions that the instructor posted.
- **By 9 June:** post individual research paper to the online discussion board.

For your individual research papers and the online discussions, you may wish to consider the following background ideas and supplementary (optional) readings.

Futures of Cooperatives

The capitalist economy in which co-operatives operate is unforgiving. What are the elements of co-operatives that have allowed them to survive (and often prosper) in a capitalist environment? Given this understanding, what are the prospects going forward? What niches will or may co-operatives fill? To what trends or factors should co-operatives and policy-makers pay particular attention? How well have past predictions regarding the future of co-operatives been borne out? What are the best ways for co-operatives to prepare for uncertain futures?

Recommended Readings:

“The Future of Cooperatives: An Executive Roundtable.” 2012. *McKinsey on Cooperatives*, McKinsey & Company Industry Publications.

Turner, Andrew. n.d. [c. 2015] *What Millennials Want: The Future of Millennials in the Credit Union System* (report). Madison WI: Filene Research Institute. https://filene.org/assets/pdf-reports/368_Youngest_Millennials.pdf

William D. Coleman, 2014. “Globalization, Co-operatives, and Social Cohesion.” In B. Fairbairn and N. Russell, eds., *Co-operative Canada: Empowering Communities and Sustainable Businesses*. Vancouver: University of British Columbia Press. Pp. 21-40.

Hendrikse, George W.J., and Cees P. Veerman. 2003. “On the Future of Co-operatives: Taking Stock, Looking Ahead.” ERIM Report Series *Research in Management* ERS-2003-007-ORG.

Cook, Michael L. 1995. “The Future of U.S. Agricultural Cooperatives: a Neo-Institutional Approach.” *American Journal of Agricultural Economics* 77 (5): 1153–59.

Fulton, Murray E. 1995. "The Future of Canadian Agricultural Cooperatives: a Property Rights Approach." *American Journal of Agricultural Economics* 77 (5): 1144–52.

Gertler, Michael. 2001. *Rural Co-operatives and Sustainable Development*. Saskatoon: Centre for the Study of Co-operatives.

Cornforth, Chris, and Ajan Thomas. 1990. "Cooperative development: Barriers, support structures and cultural factors." *Economic and Industrial Democracy* 11.4: 451-461.

Bajo, C. S., & B. Roelants. 2011. *Capital and the Debt Trap: Learning from Cooperatives in the Global Crisis*. Houndsmills, UK: Palgrave Macmillan.

Reed, Darryl, and J.J. McMurtry. (eds.) 2009. *Co-operatives in a Global Economy: The Challenges of Co-operation Across Borders*. Newcastle upon Tyne: Cambridge Scholars Publishing.

EVALUATION

Leadership and participation in seminar discussion	30%
Written analyses and interpretations of readings	20%
Group Project	25%
Individual Research Paper	25%
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Total	100%

DESCRIPTION OF ASSIGNMENTS:

Leadership and participation in seminar discussion – Student participation is a very important part of the course, with students expected to both ask and answer questions during class and subsequent online discussions. There are three components to course leadership and participation. (1) During in-person meetings of the class, students are expected to be present, to express their grasp of the concepts, to pose questions and draw out ideas from other participants, and to bring other relevant ideas into the discussion. (2) During each in-person meeting, one student will be called upon to introduce and explain each reading, and to get the discussion started. It is anticipated each student will do this 2 or 3 times in total over all the sessions of the course. The goals of this exercise are to identify the key argument or concept in the article (rather than summarizing the article), to present the argument succinctly and clearly, and to develop a couple of initial questions that pull out key ideas from the other students. (3) Following the in-person meetings of the course, students will post their written assignments to the class online discussion board, and will respond online to each other’s assignments and to questions posed by the instructor. The expectations of the online discussion will be similar to those for the in-person meetings.

Grades will be allocated equally for all three components of participation: 10% each for (1), (2), and (3). In each case the grades will be based on how well students meet the stated expectations. Grades will be percentage grades guided by the descriptors in the attached rubric.

Written analyses and interpretations of readings – Following in-person class discussion of the readings, the class will be asked to divide up the readings among themselves and prepare a short, written analytical interpretation of each one. Each analytical interpretation will identify the key argument or concept in the reading and present it succinctly and clearly, will discuss how the ideas in the reading can be applied to contemporary issues related to co-operatives, and will propose at least one recommendation that leaders in co-operatives or policy-makers could consider based on the ideas in the reading (approximately 2 pages or 500 words in total). Each student will draft approximately 2 or 3 such written interpretations and share them with the whole class by a specified date (30 September). Other students will be asked to comment, suggest changes, and add to the initial drafts via the online discussion board up to a specified date (15 October). By that point, every student will have a set of documents authored by the class and covering every reading. Each student will be graded for this assignment based on how well their initial drafts fulfill the requirements of the assignment. Grades will be percentage grades guided by the descriptors in the attached rubric. (Comments, editing, and discussion of other students' drafts are reflected in the seminar leadership and participation grade.)

Group project – Students will be asked to plan and complete a group assignment during the week of the in-person class meetings. Class time will be provided for students to work on this project. The project must involve application of theories or concepts examined in the course to a real-life issue or problem. The product must include a presentation and a tangible product such as a poster, a web page, a short document, a graphic model, or a video. The suggested topic is as follows: **As they strive to form second-tier (central) organizations, what can Canada's credit unions learn from The Co-operative Retailing System?** Background: Locally owned co-operatives such as credit unions and retail co-operatives often federate together to form central organizations. The locally owned co-operatives are referred to as "first-tier" organizations, and the federations or centrals they form are called "second-tier." Both tiers or levels of co-operatives have distinct governance challenges. In the last two decades, Canadian credit unions have made various attempts to form national or interprovincial second-tier (central) entities. They have created the Canadian Credit Union Association (CCUA), a research and lobbying group, but have so far been unable to integrate economically. On the other hand, retail consumer co-ops in Western Canada have formed "The Co-operative Retailing System" (CRS), and are pursuing ever-closer integration in planning, merchandise, services, marketing, branding, and identity. Both sectors, credit unions and consumer co-ops, are exposed to significant competitive pressures and have seen amalgamations of local co-operatives to form fewer, larger regional entities. Why the difference in how they work together? Based on your analysis of how the CRS works, what recommendations do you make for Canadian credit unions? Sources: Look for library and web resources to gain a deep understanding of the CRS; you will also need some general understanding of Canadian credit unions to frame your recommendations. The instructor can supply some information to assist you.

Marks will be allocated using the attached rubric and based on how well students are able to identify the key issues in the topic, their ability to link these issues with the theory and material discussed in class, and how well they are able to defend the recommendation(s) that they make regarding the case. All students will receive the same grade.

Individual Research Paper – During the week of in-person meetings of the class, each student will identify and discuss with the class and the instructor a topic for a personal research paper. The purpose of the paper is to examine a real-world policy or governance issue that relates to the future of a co-operative or a group of co-operatives. The paper should include an overview of the problem that is being examined, an exposition of a theory or set of key concepts discussed in the course that is to be applied to the chosen problem, an analysis of the problem using this theory, and a discussion of the insights into the problem that were obtained. The paper should be approximately 3,000-5,000 words (12-20 pages) in length and should be posted to the online discussion board by a specified date (21 October). Marks will be allocated based on how well students are able to meet these goals and will follow the attached rubric. Students will also be invited to comment on and discuss issues raised by other students' papers, up to a specified date (31 October), and this activity will be reflected in the seminar leadership and participation grade.

LATE ASSIGNMENTS

Late penalties will be in operation except for lateness caused by documented medical reasons. There are no exceptions. Penalties: 1 day = 5 per cent; 2-4 days = 15 per cent; 5-7 days = 25 per cent.

Assignments are not accepted after 7 late days except for documented medical reasons.

STUDENTS WITH SPECIAL NEEDS

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 306-966-7273.

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 http://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 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.

GRADE DESCRIPTORS

For all students who were admitted to the JSGS beginning January 2011 or later, the passing grade for any course taken in any JSGS program is 70 per cent.

85+ excellent

An excellent 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

A superior 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.