

JSGS 880: Advanced Governance Analysis - Revised

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
INSTRUCTOR:		Alana Cattapan
PHONE:		(306) 986-8677
E-MAIL:		alana.cattapan@usask.ca
OFFICE HOURS:		By appointment
OFFICE LOCATION:		Diefenbaker 152
TERM:		Winter 2018
ROOM:		Prairie Room, Diefenbaker Building
DATE AND TIME:		Wednesdays, 5:30 -8:30pm

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

Advanced Governance Analysis (JSGS 880) focuses on the idea of governance, that is “who gets to decide what” in political systems, sectors of the economy, the use of technology, and organizations. This course examines the development of governance systems in response to authority no longer being confined entirely to government, and examines arrangements leading to both desirable and undesirable outcomes.

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 governance—by developing both theoretical knowledge and practical skills

- To improve students' understanding of governance practices in various institutions as well as the creation of "governable" subjects
- To improve students' understanding of some of the challenges presented by contemporary practices of multi-level governance

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

Governance is "who gets to decide what," that is, the process of governing. The study of governance has exploded since the 1990s, and has increasingly focussed on how decisions are made, examining processes and outcomes of governing within and beyond nation-states, including boardrooms, international organizations, and civil society. But, governing also requires the recognition of authority and of subjects that recognize that authority, that is, the social construction of "the governing" and "the governed."

This course understands governance as both the activities that enable multi-actor decision-making to occur, and the ways that power is dispersed through the construction of governable subjects. To begin, we will examine some of the theories and concepts relevant to the contemporary study of governance. Then, we will work through different kinds of governance—different spaces and institutions where governing occurs—including governments, boards and corporations, co-ops, NGOs, and diffuse practices of digital governance. We will then focus our attention on multi-level governance, examining interactions between federal systems, cities, and international organizations, concluding with a collective re-imagining of the dispersal of power in contemporary practices of governance.

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 hearing from experts about how governance occurs in their area of expertise (or in their work), and/or developing relevant practical skills. **Make sure to read the descriptions each week and come prepared to participate.**

REQUIRED COURSE READINGS

- Bevir, Mark. 2012. Governance: a very short introduction. Oxford: Oxford University Press. [TB]
- All other readings will be made available via Blackboard [BB], the University of Saskatchewan library (online) [Library] or by following the links provided [ON].

COURSE SUMMARY

Session	Date	Topic	Assignments due	Workshop/ Guest speaker (GS)
1	January 9	What is Governance?	None	Revisiting the syllabus
2	January 16	On Governing Well...	Critical reflection	Collective decision making
3	January 23	On Government	Critical reflection	Case study selection
4	January 30	On Corporate Governance	Critical reflection	Board governance simulation
5	February 6	On Governance in Co-ops & NGOs	Critical reflection	GS: Marc-André Pigeon
6	February 13	On Digital Governance	Critical reflection	GS: Quinn DuPont Mid-term review
----	February 20	Reading week		
7	February 27	Federalism	Critical reflection	GS: MLA to be confirmed Conversation/check-in
8	March 6	Indigenous Governance	Critical reflection	GS: To be confirmed
9	March 13	The City	Critical reflection	GS: Elizabeth Schwartz, Joe Garcea, et. al.
10	March 20	The World	Critical reflection	GS: Kiran Banerjee
11	March 27	Case Study Presentations	Case study report Case study self-assessment	Exam Review
12	April 3	Exam		

COURSE OUTLINE

Section A: Introduction

Session 1 – What is governance? (January 9, 2019)

Topics/Key questions	Recent decades have brought a shift from the study of institutions of government to broader understandings of “governance” involving not only government, but also the private and voluntary sectors. Yet, while scholars agree that this shift has occurred, their perspectives on the nature and outcomes of this broader approach vary widely. In this class, we will interrogate different understandings of “governance” broadly conceived, and begin to lay the theoretical groundwork for the rest of the term.
Assignments due	<ul style="list-style-type: none"> • None
Required readings	<ul style="list-style-type: none"> • [TB] Bevir, Mark. 2012. “Chapter 1: What is Governance.” <i>Governance: A Very Short Introduction</i>. Oxford, UK: Oxford University Press. pp. 1-15. • [BB] Peters, B. Guy. 2014. “Is Governance for Everybody?” <i>Policy and Society</i> 33: 301-306. • Optional: [BB] Walters, William. 2004. “Some Critical Notes on Governance.” <i>Studies in Political Economy</i> 73: 27-46.
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 Governing Well... (January 16, 2018)

Topics/Key questions	Governance is not only about the practices of governing by certain actors, but who the subjects of those practices are imagined to be. This week, we’ll deepen our theoretical understanding of governance in two ways. First, we’ll examine the Foucauldian approach to understanding the practices of governing beyond the state (in Foucault and Rose), analysing the relationship between power, authority, and the creation of a governable subject. Then, we’ll look at how the idea of diffuse modes of governance inform how we understand “good governance.”
Assignments due	<ul style="list-style-type: none"> • Critical reflection
re	<ul style="list-style-type: none"> • [BB] Foucault, Michel. 1978 (2007). <i>Security, Territory, Population</i> (Lecture from 8 February 1978). New York, NY: Palgrave MacMillan. pp.114-133. • [BB] Rose, Nikolas. 1999. “Governing.” <i>Powers of Freedom: Reframing Political Thought</i>. Oxford, UK: Cambridge University Press. pp. 15-60. • [ON] United Nations Economic and Social Commission for Asia and the Pacific. “What is Good Governance.” https://www.unescap.org/sites/default/files/good-governance.pdf

	<ul style="list-style-type: none"> • [ON] United Nations Committee for Development Policy. 2014. <i>Global Governance And Global Rules For Development In The Post-2015 Era (Excerpt)</i>. New York, NY: United Nations. https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/CDP-excerpt-2014-1.pdf • [BB] Grindle, Merilee. 2017. "Good Governance, RIP: A Critique and an Alternative." <i>Governance</i> 30 (1): 17-22.
Workshop	<ul style="list-style-type: none"> • In this workshop, we'll work to identify the principles for good governance that we collectively and individually value.

Section B: Governance within and Beyond the State

Session 3 – On Government (January 23, 2019)

Topics/Key questions	While governance occurs in many sites, in many ways, much of the attention of scholars (and others) has focussed on the nation state. This week, we'll examine how states are organized to make decisions, informed by certain kinds of power, power, authority, and practices of good governance.
Assignments due	<ul style="list-style-type: none"> • Critical reflection
Required readings	<ul style="list-style-type: none"> • [TB] Bevir, Mark. 2012. "Chapter 4: Public Governance." <i>Governance: A Very Short Introduction</i>. Oxford, UK: Oxford University Press. pp. 57-79. • [BB] Peters, B. Guy and Donald Savoie. 2012. "In Search of Good Governance." In <i>From New Public Management to New Political Governance</i>, Herman Bakvis and Mark D. Jarvis, eds. Montreal and Kingston: McGill-Queen's University Press. pp 29-44. • [BB] Kierans, Eric W. 1984 (2007). Is Canada a Nation State? <i>The Lost Massey Lectures</i>. Toronto: House of Anasi Press. pp, 330-342. • [BB] Skogstad, Grace. 2003. "Who Governs? Who Should Govern?: Political Authority and Legitimacy in Canada in the Twenty-First Century." <i>Canadian Journal of Political Science</i> 36(5): pp.955-973. • [BB] s. 91 and 92 of the Constitution Act 1867
Workshop	<ul style="list-style-type: none"> • This week, we will spend some time selecting our cases for the group case study assignment. This may include a Q&A session with relevant community organizations.

Session 4 – On Corporate Governance (January 30, 2019)

Topics/Key questions	The governance of corporations differs substantially from government, in part, because the objective of decision-making is (seemingly) different. Yet, as the readings this week suggest, many concerns about transparency, efficiency, and accountability are critical to corporate governance (if not always addressed). This week we will examine how corporate governance is both different and similar from the operations of government, as well as key interactions between the public and private sphere.
Assignments due	<ul style="list-style-type: none"> • Critical reflection
Required readings	<ul style="list-style-type: none"> • [TB] Bevir, Mark. "Chapter 3: Corporate Governance." <i>Governance: A Very Short Introduction</i>. Oxford, UK: Oxford University Press, 2012. pp. 37-56. • [BB] Benz, M. and B. Frey. (2007). "Corporate Governance: What can we Learn from Public Governance?" <i>The Academy of Management Review</i> 32 (1): 92-104. • [BB] Handy, Charles. 1993. "What is a Company For?" <i>Corporate Governance</i> 1.1: 14-17. • [ON] Corporate Governance Commonsense Principles (2.0): <ul style="list-style-type: none"> ○ https://www.nytimes.com/2016/07/21/business/dealbook/ceos-meet-in-secret-over-sorry-state-of-public-companies.html?module=inline ○ http://www.governanceprinciples.org/ ○ http://www.governanceprinciples.org/wp-content/uploads/2018/10/CommonsensePrinciples2.0.pdf • [ON] Alexander, Brian. 2017. "When a Company is Making Money from the Opioid Crisis." <i>The Atlantic</i>. https://www.theatlantic.com/business/archive/2017/09/opioid-crisis-responsibility-profits/538938/
Workshop	<ul style="list-style-type: none"> • Today we will engage in a simulation of Board decision-making. Materials will be provided on Blackboard in advance. Make sure to read them prior to class and be prepared to participate. <ul style="list-style-type: none"> ○ [BB] Seimens, Lynne and Reg Toews. 2003. <i>Values and Hard Choices</i>. IPAC Case Study Program.

Session 5 – On Governance in Co-Ops and NGOs (February 6, 2019)

Topics/Key questions	The voluntary sector operates differently from the corporate world, yet they are similar in terms of approaches to governance, including the reliance on advisory groups or boards, incorporation, and continuous, ongoing engagement with government. This week, we will investigate the ways in which non-governmental organizations operate in the Canadian context. We will also interrogate how co-operatives function in ways that can transcend the private, public, and voluntary sectors.
Assignments due	<ul style="list-style-type: none"> • Critical reflection
Required readings	<ul style="list-style-type: none"> • [BB] Phillips, Susan D. 2006. “The Intersection of Governance and Citizenship in Canada: Not Quite the Third Way.” <i>Policy Matters</i>. Ottawa: IRPP. 1-31 • [ON] Canada. 2009. <i>Canada Not-for-Profit Corporations Act</i>. https://laws-lois.justice.gc.ca/eng/acts/c-7.75/ • [ON] Public Policy Forum 2014. <i>At the Vanguard of Canadian Innovation: A Compilation of Cooperative Case Studies</i>. Ottawa: Public Policy Forum. https://canada.coop/sites/canada.coop/files/files/PPF%20Coop%20Report%20-%20Final.pdf. pp 1-22. • [BB] Hansmann, Henry. 2013. “All Firms Are Cooperatives – and So Are Governments.” <i>Journal of Entrepreneurial and Organizational Diversity</i> 2(2): 1–10.
Workshop	<ul style="list-style-type: none"> • Today, we will have a presentation from Marc-André Pigeon, a JSGS faculty member and the Strategic Research Fellow in Co-Operatives, at the Centre for the Study of Co-operatives.

Session 6 – On Digital Governance (February 13, 2019)

Topics/Key questions	Digital technologies have made new approaches to governance possible—creating new models for networking and engagement that were not previously possible. This week, we will focus on the ways that digital technologies, and particularly, blockchains, have created new possibilities (and concerns) for governance online.
Assignments due	Critical reflection
Required readings	<ul style="list-style-type: none"> • [BB] Margetts, Helen and Patrick Dunleavy. 2013. “The Second Wave of Digital Era Governance: A Quasi-Paradigm for Government on the Web.” <i>Philosophical Transactions of the Royal Society A: Mathematical, Physical and Engineering Sciences</i>. pp. 1-17 • [ON] 99 Percent Invisible. “Person in Lotus Position.” <i>99PI</i> https://99percentinvisible.org/episode/person-lotus-position/ • Intro to the blockchain...

	<ul style="list-style-type: none"> ○ [ON] Finley, Klint. 2018. “The Wired Guide to the Blockchain.” https://www.wired.com/story/guide-blockchain/ ○ [ON] Johne, Marjo. “Canada Emerges as a Hub for Blockchain Technology.” <i>Globe and Mail</i>. https://www.theglobeandmail.com/business/article-canada-emerges-as-a-hub-for-blockchain-technology/ ○ [ON] O’Dwyer, Rachel. 2017. “Blockchain Just Isn’t As Radical as You Want It to Be.” <i>Longreads</i>. https://longreads.com/2018/02/15/blockchain-just-isnt-as-radical-as-you-want-it-to-be/ ● [BB] DuPont, Quinn. “The Promise of New Organizations.” <i>Cryptocurrencies and Blockchains</i>. London: Polity. pp. 193-214
Workshop	<ul style="list-style-type: none"> ● This week we will have a guest lecture from Quinn DuPont, author of <i>Cryptocurrencies and Blockchains</i> and incoming faculty at University College Dublin.

-----**Note: No class on February 20 for reading week**-----

Section C: Multilevel Governance

Session 7 - Federalism (February 27, 2019)

Topics/Key questions	While governance theory suggests that the state alone is not responsible for governing, to what extent does the nation state matter in contemporary governance? How do governments—at the state and sub-state level—engage with one another and with other critical actors? This week, we will begin to examine multilevel governance by looking at the role of the nation state and relevant sub-state actors.
Assignments due	<ul style="list-style-type: none"> ● Critical reflection
Required readings	<ul style="list-style-type: none"> ● [BB] Trudeau, Pierre Elliot. (1968) “Nationalism and Federalism.” <i>Federalism and the French Canadians</i>. Toronto: MacMillan. pp. 191-196. ● [BB] Papillon, Martin. 2011. “Adapting Federalism: Indigenous Multilevel Governance in Canada and the United States.” <i>Publius: The Journal of Federalism</i>. 289-312. ● [BB] Wallner, Jennifer. (2017). “Cooperation without the Leviathan: Intergovernmental policymaking in Canadian education.” <i>Regional and Federal Studies</i> 27 (4): 417-440. ● [ON] Heydarian, Richard (2018). “Does Federalism Make Sense for the Philippines?.” <i>Forbes</i>. https://www.forbes.com/sites/richardheydarian/2018/07/19/does-federalism-make-sense-for-the-philippines/#3670f26a77cf

	<ul style="list-style-type: none"> [ON] Singh Maini, Tridivesh. 2017. "Making Room for Indian States in Foreign Policy" <i>The Diplomat</i>. https://thediplomat.com/2017/03/making-room-for-indian-states-in-foreign-policy/
Workshop	<ul style="list-style-type: none"> Today we will have a group conversation to check in on the course so far, to discuss progress on the case studies, and to address any concerns, challenges, etc. (This may be changed, as we may be visited by a Saskatchewan MLA instead, to be confirmed, in which case we will have a shorter group conversation as well).

Session 8 – Indigenous Governance (March 6, 2019)

Topics/Key questions	How have Indigenous peoples engaged with state attempts to address claims to nationhood and the right to self-determination? How has this developed in the context of Canadian federalism, or in the case of the Arctic, regional governance? This week, we will focus on theories of indigenous governance and how different Indigenous groups in Canada (and elsewhere) have fought for recognition of their authority over themselves and their land.
Assignments due	<ul style="list-style-type: none"> Critical reflection
Required readings	<ul style="list-style-type: none"> [BB] Ladner, Kiera L. 2003. "Rethinking the Past, Present and Future of Aboriginal Governance" in J. Brodie and L. Trimble, (eds.), <i>Reinventing Canada</i>. 43-60. [ON] Coulthard, Glenn. 2017. Excerpt from <i>Red Skin, White Masks</i>. https://thewalrus.ca/red-skin-white-masks/ [BB] Kuokkanen, Rauna (2018). "At the Intersection of Arctic Indigenous Governance and Extractive Industries: A Survey of Three Cases." <i>The Extractive Industries and Society</i>. Online. [ON] Halliday, Matthew. 2018. "Could Nunatsiavut Be a Model for Reconciliation?" <i>The Deep</i>. https://thedeepmag.ca/homeland-part1/ (make sure to read both parts 1 and 2). Optional: <ul style="list-style-type: none"> Wikimedia Foundation. "<i>Tsilhqot'in Nation v British Columbia</i>". https://en.wikipedia.org/wiki/Tsilhqot%27in_Nation_v_British_Columbia Ducklow, Zoë. "2019. Nine Things You Need to Know about the Unist'ot'en Blockade." https://thetyee.ca/Analysis/2019/01/08/LNG-Pipeline-Unistoten-Blockade/
Workshop	<ul style="list-style-type: none"> Guest speaker on Indigenous Governance: To be confirmed

Session 9 – The City (March 13, 2019)

Topics/Key questions	Although relatively limited attention is paid to local/municipal/urban governance—city governments have significant impacts on our lives. The nature of the relationship(s) between city governments, nation-states, the voluntary sector, and the private sector can vastly impact the quality of life of residents. This week, we will look at the governance structures of cities, and their effects on the lives of the people who live within them.
Assignments due	<ul style="list-style-type: none"> • Critical reflection
Required readings	<ul style="list-style-type: none"> • [ON] Burdett, Ricky, Philipp Rode, and the Urban Age Research Team at LSE Cities. 2015. “Who Runs Our Cities? How Governance Structures Around the World Compare.” <i>The Guardian</i>. https://www.theguardian.com/cities/2015/nov/25/who-runs-our-cities-how-governance-structures-around-the-world-compare • [BB] Garcea, Joseph, and Donald C. Story. “Policy Making in Saskatoon in a Multilevel Context: The Link Between Good Governance and Good Public Policy.” In <i>Sites of Governance: Multilevel Governance and Policy Making in Canada’s Big Cities</i>, Martin Horak and Robert Young (eds.). Montreal and Kingston: McGill-Queen’s University Press, 2012. pp.162-197. • [BB] Nelson, Jennifer J. 2000. “The Space of Africville: Creating, Regulating, and Remembering the Urban ‘Slum’.” <i>Canadian Journal of Law and Society</i> 15(2): 163-185. • [ON] Green, Carla. 2017. “The Containment Plan.” <i>99 Percent Invisible</i>. (podcast) https://99percentinvisible.org/episode/the-containment-plan/ • [BB] Ryser, Laura, Greg Halseth, and Sean Markey. 2018. “Restructuring of Rural Governance in a Rapidly Growing Resource Town: The Case of Kitimat BC, Canada. <i>EchoGéo</i> 43.
Workshop	<ul style="list-style-type: none"> • This week we will have a panel on urban governance, including Dr. Joe Garcea (Department of Political Studies), Dr. Elizabeth Schwartz (JSGS), and another speaker (or two!) to be confirmed.

Session 10 – The World (Global Governance) (March 20, 2019)

Topics/Key questions	Our examination of multilevel governance would be incomplete without a deeper understanding of how international institutions and relevant decision-making inform the dispersal of power, and particularly the concentration of global capital. This week, we will investigate the concept of “global governance” in terms of both “international relations” and its impact on national and local decision-making.
Assignments due	<ul style="list-style-type: none"> • Critical reflection

Required readings	<ul style="list-style-type: none"> • [TB] Bevir, Mark. "Chapter 5: Global Governance." <i>Governance: A Very Short Introduction</i>. Oxford, UK: Oxford University Press, 2012. pp. 80-100. • [BB] Rai, Shirin. 2004. "Gendering Global Governance." <i>International Feminist Journal of Politics</i> 6(4): 579-601. • [ON] CBC Radio. 2015. "Refuge." <i>Ideas from the Trenches</i>. CBC Radio [Online]. https://www.cbc.ca/radio/ideas/ideas-from-the-trenches-refuge-1.3336921 • [ON] DasGupta, Rana. 2018. "The Demise of the Nation State." <i>The Guardian</i>. https://www.theguardian.com/news/2018/apr/05/demise-of-the-nation-state-rana-dasgupta • [ON] Garrett, Laurie. "Can the Global Public Health System Learn from Its Ebola Mistakes." https://foreignpolicy.com/2015/10/08/global-public-health-system-learn-from-ebola-mistakes-who/
Workshop	<ul style="list-style-type: none"> • This week we will have a guest lecture on global governance by Dr. Kiran Banerjee, Assistant Professor in the Department of Political Studies at the University of Saskatchewan.

Session 11 – Case Study Presentations (March 27, 2019)

Topics/Key questions	<ul style="list-style-type: none"> • None (Case study presentations)
Assignments due	<ul style="list-style-type: none"> • Case study report (group) • Case study self-assessment (individual) • Case study presentation (group)
Required readings	<ul style="list-style-type: none"> • None
Workshop	<ul style="list-style-type: none"> • Exam review

Session 12 – Final Exam and Rethinking (Good) Governance (April 3, 2019)

Topics/Key questions	<ul style="list-style-type: none"> • Exam/Rethinking (good) governance
Assignments due	<ul style="list-style-type: none"> • None (exam)
Required readings	<ul style="list-style-type: none"> • [TB] Bevir, Mark. 2012. "Chapter 6: Good Governance." <i>Governance: A Very Short Introduction</i>. Oxford, UK: Oxford University Press. pp. 101-119.

EVALUATION:

• Participation	10%
• Critical reflections (5 papers*5% each)	25%
• Seminar facilitation	10%
• Case study (15% report + 5% presentation)	20%
• Case study self-assessment	5%
• 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) unless other directions are given. 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.
- **Critical Reflections (25% total – 5*5%):** A reflection paper (or critical reflection paper) is a short response to one or two of the ideas from the week’s readings (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, it is not just a summary. You should instead demonstrate critical thinking about the week’s readings – by taking a position on some aspect of one or more of the readings, reflect on a concept, or raise a question. 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. **You may hand in up to 9 weekly reflections (select from the weeks where “weekly reflections” are listed in course schedule), and your top 5 marks will be counted towards your final grade.**
- **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).

- **Case Study Report and Presentation (20% total – 15% report + 5% presentation):** Students are responsible for working in groups to complete a policy/governance related task for a local non-governmental organization. Each group will be required to develop a written report for the project, and to deliver a Powerpoint presentation on their results (in class on March 27, 2019).
- **Case Study Assessment (5%)** – Each student will be required to fill out a case study self-assessment form for their work (and their group’s work) on the case study project. Forms will be distributed in class and/or made available via Blackboard.
- **Final exam (30%):** For the final exam, students will have the option of completing a take-home exam, or an in person exam. The in-class exam will take place on April 3, from 5:30-7:30 pm, followed by a course “wrap up” lecture. The take home will be distributed at 8:30pm on April 3. Additional 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 me 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.