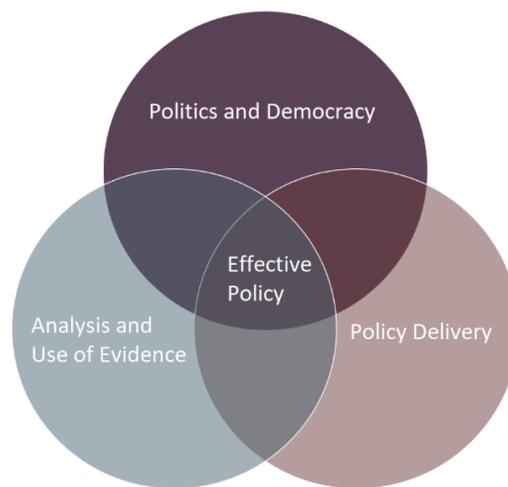


JSGS CORE COMPETENCIES

The JSGS competencies reflect the values of the Canadian Association of Programs of Public Administration (CAPPA), through which the MPA program receives professional accreditation. Furthermore, the competencies directly mirror the competency maps used by Canadian governments in their recruitment and promotion of public servants. The Johnson Shoyama Graduate School of Public Policy and its faculty are committed to help you flourish as a public administration professional in modern public and private sector organizations as well as in the non-profit sector.

In addition to the theoretical and subject-matter content in your other MPA courses, you will develop your skills in the areas listed below.



Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- Analysis and Use of Evidence – how to use evidence and providing them with analytical skills.
- Politics and Democracy – ensuring that they have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors.
- Policy Delivery – the importance of effective delivery and ongoing evaluation of public policy.

COURSE CONTENT AND APPROACH

For this online class, students will learn the economic framework for the analysis of public policy through reviewing content related to economics concepts, engaging in interactive online activities, and completing independent and group-based applied assignments. To help students really understand the key economics concepts and tools that been covered, a few modules throughout the course will focus on applying these concepts to solve real-world policy problems and issues. A critical component throughout this course will be the use of case studies and policy case analyses, which allow students to think critically and analytically about policy problems from an economic perspective.

Textbook

CORE Economics: Economy, Society and Public Policy (ESPP)

<https://www.core-econ.org/espp/book/text/0-3-contents.html>

Throughout this course students will be using the textbook Economy, Society, and Public Policy (ESPP) by CORE. Unlike most economics textbooks, this book focuses uniquely on public policy issues. Students in this class may have a variety of backgrounds and don't necessarily have a strong, or any, experience learning economics. The textbook builds from basic economics concepts to more advanced concepts that can be applied to real policy scenarios. For students with a stronger economics background, they may also find value in this textbook because it brings a unique policy perspective to the field of economics.

Supplementary Textbook

Greenlaw, S.A., and D. Shapiro. 2017. *Principles of Microeconomics, 2e*. OpenStax. Rice University. Download for free at <https://openstax.org/details/books/principles-microeconomics-2e>. * While not the main textbook for this course, some of the required readings draw from this work.

The Economy (Economy): <https://core-econ.org/the-economy/book/text/0-3-contents.html>

COURSE OUTLINE AND ASSIGNMENTS

WEEK	MODULE	DESCRIPTION AND READINGS	DUE DATES
Week 1 Sep 3 – Sep 12	Module 1: Demand, Supply, and Equilibrium	<p>The basic model of supply and demand offers some important insights into economic phenomenon and forms the basis for thinking around public policy. Thus, it serves as a good starting point for the course.</p> <p>Required reading:</p> <p>ESPP: Unit 7 – https://www.core-econ.org/espp/book/text/07.html. Specifically, Units 7.3 and 7.9 – 7.13.</p>	

WEEK	MODULE	DESCRIPTION AND READINGS	DUE DATES
Week 2 Sep 13 – Sep 19	Module 2: Elasticity and Applications	<p>This module takes a deeper look at demand and supply model. Economists use the concept of elasticity to measure the responsiveness of quantity to a change in price. Concept of elasticity can be a powerful tool to evaluate the effectiveness of public policy.</p> <p>Required reading:</p> <p>Greenlaw & Shapiro: Unit 5 – https://openstax.org/books/principles-microeconomics-2e/pages/5-introduction-to-elasticity.</p>	Discussion board due at Sep 19, 11:59pm
Week 3 Sep 20 – Sep 26	Module 3: Policy Case Analysis I: Trans Mountain Pipeline	Apply the basic economics principles of demand, supply, and elasticity to the analysis of a real-world public policy issue – the Trans Mountain Pipeline program.	
Week 4 Sep 27 – Oct 3	Review of Material – Live Session 1 – Group Assignment 1	Live, in-class session (to be recorded)	Assignment 1 due at Oct 3, 11:59pm
Week 5 Oct 4 – Oct 10	Module 4: Consumer Choice	<p>People make consumption decisions in a world of scarcity. Model of budget constraint and indifference curves provide an economic framework to understand consumers' choice decision.</p> <p>Required reading:</p> <p>ESPP: Unit 4 – https://www.core-econ.org/espp/book/text/04.html.</p> <p>Greenlaw & Shapiro: Unit 6 – https://openstax.org/books/principles-microeconomics-2e/pages/6-introduction-to-consumer-choices.</p>	

WEEK	MODULE	DESCRIPTION AND READINGS	DUE DATES
Week 6 Oct 11 – Oct 17	Module 5: Policy Case Analysis II: Consumer Consumption	Look at the consumer choice model to understand what trade-offs people make when it comes to unhealthy drinking and eating behaviours – consumption of alcohol and red meat – and to highlight the necessity of considering these trade-offs when making public policies to regulate unhealthy behaviours.	Discussion board due at Oct 17, 11:59pm
Week 7 Oct 18 – Oct 24	Module 6: Market Failures	The market does not always properly value the things that we care about. This module examines cases of market failure, such as pollution, public goods and credit. Required reading: ESPP: Unit 11 – https://www.core-econ.org/espp/book/text/11.html	
Week 8 Oct 25 – Oct 31	Module 7: Economic Analysis of Policy Instruments	Discuss effects of a range of policy tools on economy and social welfare, including taxes, subsidies, property rights, etc. Required reading: ESPP: Unit 5 – https://www.core-econ.org/espp/book/text/05.html	Discussion board due at Oct 31, 11:59pm
Week 9 Nov 1 – Nov 7	Module 8: Policy Case Analysis III: Carbon Tax	Look at a real-world policy issue: carbon tax. Discuss how carbon tax affects consumer surplus and producer surplus, and discuss the concept of externality, tax incidence, and deadweight loss at length.	
Week 10 Nov 8 – Nov 14	Fall Break		
Week 11 Nov 15 – Nov 21	Review of Material – Live Session 2 – Group Assignment 2	Live, in-class session (to be recorded)	Assignment 2 due at Nov 21, 11:59pm

WEEK	MODULE	DESCRIPTION AND READINGS	DUE DATES
Week 12 Nov 22 – Nov 28	Module 9: Fairness and Efficiency	A key trade-off in policy is the one between efficiency and fairness. This module uses game theory to examine these trade-offs. Required reading: ESPP: Unit 3 – https://www.core-econ.org/espp/book/text/03.html	
Week 13 Nov 29 – Dec 5	Module 10: Policy Case Analysis IV: Climate Policy	Limited policy approaches are available for Canada to reach its 2030 greenhouse gas emissions reduction target – carbon pricing, regulations, and subsidies. This module discusses what trade-offs have to be made when selecting climate policy.	Discussion board due at Dec 5, 11:59pm
Dec 10 – Dec 13	Final Exam		Final Exam due at Dec 13, 11:59pm

* Readings will likely be added during the course. See the Required and Supplementary Readings section in the module for the complete list of readings for each module.

EVALUATION

Discussion Board × 4	Due on Sep 19, Oct 17, Oct 31, Dec 5 at 11:59pm	20%
Assignment 1	Due on Oct 3, 2020 at 11:59 pm	20%
Assignment 2	Due on Nov 21, 2020 at 11:59 pm	20%
Final Exam	Due on Dec 13, 2020 at 11:59 pm	40%
Total		100%

* All times are Central Standard Time, which is the time zone for Saskatoon and Regina.

LIVE, IN-CLASS SESSIONS

This course includes three live (i.e., synchronous) sessions. The first live session will be to welcome you to the course and run through the syllabus content. The other two webinars are more substantive and will consist of reviewing course material, considering alternative perspectives on microeconomics, discussing applications of the course material, and creating opportunities for interactions more akin to an in-person class. All three sessions will be held online via Zoom (a link will be made available in the Canvas LMS) and recorded for later reference. Students are encouraged to participate in these live sessions by bringing their questions or relevant topics for the entire class to discuss.

- Live session #1: September 3, 1:30 – 3:00 pm
- Live session #2: September 30, 1:00 – 3:00 pm
- Live Session #3: November 18, 1:00 – 3:00 pm

* All times are central standard time (CST), aka Saskatchewan time.

VIRTUAL OFFICE HOURS

Weekly virtual office hours are available on every Wednesday from 1:00 – 2:00 pm CST. These weekly virtual office hours will not be recorded. Students can drop-in online during the online office hour, ask questions about the course or engage in conversation about course material. A link to office hours will be made available in the Canvas LMS.

THE LEARNING MANAGEMENT SYSTEM

This course is offered through the Canvas learning management system (LMS). It is USask's new mobile-friendly learning management system. While many of you will choose to use the LMS on your desktop computer, you can also use the free [app](#) on your Android or iOS devices. Please ensure your Canvas Notifications are set to receive **Announcements**, **Conversations**, and **Messages** from us about grades and appointments.

If you are not yet seeing this course in Canvas yet, please go to canvas.usask.ca and log in with your NSID to see your course(s) on any of your browser or devices. Please note that the course will not be visible until we (your instructors) have published it. Based on experience to date, the Canvas LMS seems best suited to Google Chrome and Mozilla Firefox.

If you need help with Canvas, please consult the following resources:

- USask's Canvas webpage for students: <https://students.usask.ca/study/canvas.php>
- This short [Canvas Overview for Students](#) video shows you the look and feel of Canvas.
- Access other and [Canvas Videos](#) and [Canvas Student Guide](#) for easy to follow instructions.
- USask has a 24/7 Canvas Support Hotline at 1-855-382-5556 and [Live Chat for Students](#); this information is also on the Help menu on your Canvas Dashboard.

- If you experience technical difficulties where you're unable to access Canvas, or if a feature isn't working as it should, then visit itsupport.usask.ca to search their Knowledge Base and/or submit a request to [IT Support](#).

Finally, please watch your PAWS Announcement feed and your USask email for updates on Canvas student resources.

DESCRIPTION OF ASSIGNMENTS

Discussion Board Participation (Individual): DUE on Sep 19, Oct 17, Oct 31, Dec 5 at 11:59pm

There will be four sequential discussion forums with closing dates as indicated above. Each forum is worth 5% of the final grade for a total of 20%. Students are responsible for providing thoughtful comments on the discussion board in each forum. Participation will be graded based on the quality and frequency of the comments, the degree to which the comments integrate and demonstrate understanding of class material, the quality of the writing, and the extent to which students show genuine engagement with the material and their fellow classmates' posts. In other words, this should feel like a real, respectful and intellectually engaging conversation. Formulaic and "paint-by-number" response will not earn a good grade. More details are available in a document on the discussion board in the Canvas LMS.

Assignment #1 – Demand, Supply, Elasticity and Economic Welfare: DUE on Oct 3, 2020 at 11:59 pm

Assignment #2 – Taxation, Market Failures: DUE on Nov 21, 2020 at 11:59 pm

In addition to the discussion boards, students must also complete two group-based assignments, each worth 20% of the final grade. Each group consists of *no more than four* students, and each assignment is worth 20% of the final grade. Each group will submit only one assignment and every member will receive the same grade. In the Canvas LMS, click the "Groups" link to find the sign-up sheet to join a group.

You may type your solutions using a word processor (e.g., Microsoft Word, Google Docs), but you can do graphs by hand and scan them for inclusion. Students may consider installing software designed for easily creating charts such as diagrams.net, a free (and excellent) open-source tool that allows you to collaborate on creating your diagrams. Images from this tool and those like it can easily be ported over to MS Word or other word processors. All completed assignment should be submitted electronically by uploading a *single Word document* to the Canvas LMS. If you are using a package other than MS Word, please save your assignment in Word format. For example, in Google docs or Libre Office, use the "save as" function to save your work in MS Word format.

Final Exam (Individual): DUE on Dec 13,2020 at 11:59 pm

Take-home final exam starts on Dec 10. The final exam is an individual exam. It is worth 40% of your final grade. Students have to submit their own solutions. All completed exams should be submitted electronically in a *single MS Word document* to the Canvas LMS.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%. Assignments more than a week late will lose a full grade of 10%. Students who feel they need a deadline extension due to unforeseen circumstances should submit their request prior to the due date. We will give each request due consideration.

STUDENTS WITH SPECIAL NEEDS

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 (306) 966-7273.

STUDENTS EXPERIENCING STRESS

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 visit this website: <http://www.uregina.ca/student/counselling/contact.html>.

U of S: Students in this course who are experiencing stress can seek assistance from the University of Saskatchewan Student Counseling Services. For more information, please visit this website: <https://students.usask.ca/health/be-well.php>.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out in the University of Regina's Graduate Calendar is vital to your success in graduate school (available at http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor and to discuss your questions.

U of S: 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 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 JSGS COURSES

85+ Excellent

A superior performance with consistent strong evidence of:

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

80-85 Very good

An excellent performance with strong evidence of:

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

75-80 Good

A good performance with evidence of:

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

70-75 Satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

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