

JSGS 806 – Public Policy Analysis

UNIVERSITY OF REGINA CAMPUS – Syllabus v. 1.0	
INSTRUCTOR(S):	Bruno Dupeyron (<i>he/him/his</i>)
PHONE:	See email
E-MAIL:	bruno.dupeyron@uregina.ca
OFFICE HOURS	All office hours and individual meetings will be held online via Zoom, by appointment
TERM:	Fall 2022
ROOM:	In-person class, room CB 330 (College Building, on College Avenue campus, not the main campus) Additional information will be posted on Canvas.
DATE AND TIME:	Monday, 6:00 – 8:45 pm.
CHANGES:	Version 1.0: near final draft – subject to minor changes.

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.

LAND ACKNOWLEDGEMENT

The University of Regina campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 4 Territory and the traditional territory of the Cree and Saulteaux, Assiniboine and the Homeland of the Métis, while the University of Saskatchewan campus is situated on Treaty 6 Territory, the traditional territory of Cree Peoples and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another.

If you want to have a better understanding of land acknowledgments and discussions about them, and therefore reflect on how you situate yourself as a Treaty person, you may start this journey with these articles that include a few different and non-exhaustive perspectives:

- Blenkinsop, Sean, and Mark Fettes. 2020. "Land, Language and Listening: The Transformations That Can Flow from Acknowledging Indigenous Land." *Journal of Philosophy of Education* 54 (4): 1033–46. <https://doi.org/10.1111/1467-9752.12470>
- Robinson, Dylan, Kanonhsyonne Janice C. Hill, Armand Garnet Ruffo, Selena Couture, and Lisa Cooke Ravensbergen. 2019. "Rethinking the Practice and Performance of Indigenous Land Acknowledgement." *Canadian Theatre Review* 177 (1): 20–30. <https://doi.org/10.3138/ctr.177.004>
- Vowel, Chelsea. 2016. "Beyond Territorial Acknowledgments." *Âpihtawikosisân* (blog). September 23, 2016. <https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>
- Wark, Joe. 2021. "Land Acknowledgements in the Academy: Refusing the Settler Myth." *Curriculum Inquiry* 51 (2): 191–209. <https://doi.org/10.1080/03626784.2021.1889924>

HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

Academic Honour Pledge

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

LEARNING OBJECTIVES

To understand how our contemporary societies work, it is required to know the processes that are the foundations of the construction, implementation and evaluation of public policies. This understanding helps to grasp the complexity of interactions between political and administrative apparatuses, which represent essential pillars of public policy. Finally, public policy studies allow us to examine and try to improve our democratic institutions and principles.

ATTRIBUTES OF JSGS GRADUATES

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 develop the necessary analytical skills to succeed in a public administration career;
- Politics and Democracy – ensuring that students 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; and
- Policy Delivery – the importance of effective service delivery and the ongoing management and evaluation of public policy.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all sessions, unless otherwise instructed. If you are unable to attend, you must let the instructor know as soon as possible.

Active participation in class discussion is expected by all students.

COURSE CONTENT AND APPROACH

By the end of this course, you will be able to:

- understand what “public policy” and “public policy analysis” mean; critically analyze them using scientific / academic literature, supplemented and sometimes undermined by less reliable bodies of literature;
- understand how the Canadian federation and its public policies at various levels have been socially constructed, while seeking to assimilate Indigenous peoples through genocidal policies; how it is required to critically assess these policies with at least two sets of tools, in particular the examination of several historiographies, and the use of comparative analysis to avoid ethnocentric blind spots.
- understand the policy cycle and its components, as well as the limitations of the policy cycle; hence the ability to use current and innovative models to analyze public policy;
- understand the contemporary context of Canadian public policies, including (a) how global capitalism has been influencing Canadian public policies; (b) the unpleasant relationship between democracy and authoritarianism; and (c) the climate crisis that clashes with our economic and socio-political systems;
- understand how to use specific policy and communications tools, e.g., GBA+, benefit-cost analysis briefing notes, short presentations, etc., in order to inform policy makers, public servants, and other stakeholders.

SYNCHRONOUS AND ASYNCHRONOUS ACTIVITIES

Synchronous / In-Person Activities:

- each Monday, we will start the class with a live lecture or workshop, during which your questions and comments will be welcome.
- next, we will have short activities in small groups.
- finally, peer-groups (study groups) will be formed, so that you can work online or offline with your classmates on assignments, conversations on readings and lectures, etc. Although these groups are not graded, they will be useful for one of the assignments, “unus pro omnibus, omnes pro uno”.

Asynchronous Activities:

- readings, class preparation, assignments will be your responsibility between each weekly class.

TECHNOLOGIES REQUIRED FOR THIS COURSE

We acknowledge the complex circumstances in which learning at the JSGS is taking place. Since a remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

An electronic device with a browser, a PDF viewer, and a word processing program will be required for the assignments and for accessing resources on Canvas

Your instructor suggests that you download and install [Zotero](https://www.zotero.org/), a free bibliographic software, so that you can easily format your in-text references and reference list (see this Getting Started video tutorial: <https://youtu.be/Ml81Yf81sJ8>), using the Chicago Manual of Style, 17th ed., author-date style (see Appendix 2).

DESCRIPTION OF ASSIGNMENTS

This course includes four main assignments:

- 1) PROJECT À LA CARTE (60%)
 - project (40%)
 - project presentation (20%)
- 2) BRIEFING NOTE (10%)
- 3) PEER-REVIEW (20%)
 - peer-review of project outline (10%)
 - peer-review of project presentation (10%)
- 4) PARTICIPATION (10%)

MANDATORY RULES FOR ALL ASSIGNMENTS

1. Note that each assignment will be submitted via Canvas, using [Turnitin](#), in order to check the originality, appropriate use of references and absence of plagiarism of each submission. *If an assignment is plagiarized, partially or entirely, the instructor will follow the procedure of the Faculty of Graduate Studies and Research of the University of Regina about Academic Misconduct (see Appendix 1).*
2. You must use, in all assignments, the Chicago Manual of Style, 17th ed., Author-Date Style. Please read Appendix 2 to get more information about this referencing style.
3. For each assignment, type your name, student number, and add the word count (excluding the reference list).

Detailed expectations for each assignment are described below:

1. PROJECT À LA CARTE: 60% (40% + 20%)

This assignment has two components:

- a written assignment (40%). You can choose between four types of projects:
 - write a short policy paper (on a federal public policy issue) that may be submitted to the 9th Edition of the IPAC CAPP National Student Paper Competition;
 - write a new Wikipedia entry on a policy-related topic;
 - answer a policy question, asked by JSGS alumni or executives-in-residence;
 - write a short policy paper on a public policy issue of your choice (on a Canadian issue or international issue involving Canada).
- a presentation of your project in class (20%). You will have to present your project in class (6 minutes) and receive the feedback from one of your classmates (4 minutes). You will have one week to incorporate the feedback you get before submitting your written assignment.

Please note that, although the project presentations are scheduled on Nov. 28, you will have to send your slides to your peer-reviewer by Nov. 25.

1.1. Policy Paper (9th Edition of the IPAC CAPP National Student Paper Competition)

Background

“Graduate students, do you have fresh ideas for improving the federal public service and service excellence for Canadians? Are you ready to contribute your ideas? The National Student Paper Competition held by the Canada School of Public Service (CSPS) in partnership with the Institute of Public Administration of Canada (IPAC) and the Canadian Association of Programs in Public Administration (CAPPA) is your chance to be heard by some of the most senior leaders within the Federal Public Service!

If your paper advances to the finals, it will be posted on the CAPPA website, and the top five students will present their work to a panel of Deputy Ministers. This stage of the Competition offers your work a prestigious profile and makes it accessible to both public servants and the broader public.

The Grand Prize winner will receive an offer of paid work placement within the federal public service, a certificate of achievement from the President of the CSPS, an invitation to the 2022 IPAC National Conference, and an invitation to attend and present at the CSPS Manion Lecture.

To consult the winning and finalist papers from the previous editions, please consult the IPAC website.¹

Students interested in participating are invited to submit their paper before the February 21, 2022 deadline. For more information, please visit CSPS website for the latest competition guidelines.”²

Criteria

Please read the following page on the CSPS website: <https://www.cspc-efpc.gc.ca/nspc/index-eng.aspx>

Submission to the Competition

The best three papers will be submitted to the 9th edition of the competition by your instructor.

1.2. New Wikipedia Entry

Select a policy topic that focuses on a Canadian, provincial, or intergovernmental policy issue. Make sure that there is no entry on Wikipedia related to this policy issue.

Your entry will be supported by at least 10 scientific peer-reviewed references. Five additional references (scientific peer-reviewed or not) are allowed, once you have reached at least 10 scientific peer-reviewed references. 1,400-1,500 words (excluding the bibliography, footnotes/endnotes, appendices or any charts and figures).

1.3. Policy Answer

You will be offered a list of topics / questions, submitted by JSGS alumni or executives-in-residence.

Select one of them and write an essay that will be supported by at least 10 scientific peer-reviewed references. Five additional references (scientific peer-reviewed or not) are allowed, once you have reached at least 10 scientific peer-reviewed references. 1,400-1,500 words (excluding the bibliography, footnotes/endnotes, appendices or any charts and figures).

1.4. Your Own Policy Paper

¹ https://www.ipac.ca/IPAC_EN/Programs/National_Student_Paper_Competition/StudentPaperCompetition.aspx?WebsiteKey=858816d3-b17f-4d39-b926-f499484db52c&hkey=8f276482-7290-48c7-a883-cfd9a2c83181&6b7f5f8c22cf=3#6b7f5f8c22cf

² https://www.ipac.ca/IPAC_EN/Programs/National_Student_Paper_Competition/launch_ninth_annual_competition.aspx

The goal of the policy analysis paper is to advance the discussion on a specific policy issue that you have selected.

You need to select the topic. The topic should reflect a current debate (not older than 10 years old, but not too recent either so that you can find a solid literature) that has public policy implications for Canada, or public policy implications at the international stage where Canada plays a role.

Before choosing a topic, select a public policy sector, for instance by looking at how the federal government is structured into multiple ministries: each ministry generally covers at least one policy sector. For instance, environmental policy, Indigenous policy, social policy, criminal justice, economic policy, etc. It is likely that, within the policy sector you have selected, you will find multiple policy sub-sectors: you need to select one of them, and so on. Ultimately, you need to narrow down your topic so that it comes down to a specific current debate with policy implications.

Your paper should be based on a minimum of 10 scientific peer-reviewed references (it means that this scientific literature must exist – you have searched for it, found it and know what it is about) and up to 5 non-academic sources. Your paper should also explicitly refer to 2 major themes, authors or elements stemming from the readings or lectures in JSGS 806, e.g., you may focus on one stage of the policy cycle, say the agenda setting stage.

After doing some exploratory research (it means, clearly, that you have read sufficiently about the policy area and about the potential policy topic, and that you do not make anything up), prepare a document with text (250-300 words) on this topic with a list of 5 academic references. Discuss this possible topic with your classmates on Oct. 4, and then submit to Canvas, by Oct. 17, 1 to 3 potential topics, ranked in order of preference. This stage is not graded, but it is mandatory.

There will be a brief workshop on how to find appropriate sources, how to structure this paper, etc.

On Nov. 1st, we will have another workshop, during which you will discuss with your peer-group your outline. Your outline must be drafted and sent to your peer-group by Oct. 27 midnight at the latest. You will submit on Canvas the outline you have reviewed (not your outline) by Nov. 4 midnight.

In your paper, you may, for example, identify gaps in government's policy agenda setting, formulation, decision making, implementation, or evaluations. If this is the case, you may suggest policy recommendations in your conclusion (normative statements and recommendations are only allowed in the conclusion).

1,400-1,500 words (excluding the bibliography, footnotes/endnotes, appendices or any charts and figures).

Submit your paper on Canvas by Dec. 6.

2. BRIEFING NOTE – PUBLIC POLICY IN YOUR HOMETOWN (where you were born or where you currently reside)

(due date: Oct. 24): 20%

Before starting this assignment, we will have a workshop on briefing notes, on Sep. 26. To prepare this workshop, you will have to read the material available on Canvas.

Focusing on your hometown, select a public policy that has been abundantly criticized and is less than 5 years old. For instance, such public policy in my hometown might be related to defending or giving up the seat of the European Parliament in Strasbourg - which has significant economic implications for the city.

Write a briefing note to the mayor / city council / equivalent, in which you will summarize the policy issue. Also, make 3 policy recommendations (status quo, incremental, substantial). Attach to your briefing note

3 substantive documents (e.g., academic publication, government report, statistical data, etc.) in appendix that will allow the reader to find supporting information. The template (1 page long) will be available on Canvas. Please note that this template is required and that you must not modify it in any way, unless you want to lose some marks.

3. PEER-REVIEW 20%

- peer-review of project outline (10%)

You will have to review the outline of the project of one of your classmates. Specific criteria will be available on Canvas.

- peer-review of project presentation (10%)

You will have to comment the project presentation of the same classmate during 4 minutes. Specific criteria will be available on Canvas.

4. PARTICIPATION: 10%

Participation in all its forms during this class must be courteous. Everyone is expected to respect the values and beliefs of all people, and support a positive working and constructive learning environment.

Participation in JSGS 806 has two components:

In class participation OR written interventions (in class or Nov. 29) 10%

You can either participate verbally in class, or write five interventions to be submitted on Canvas (150 words per intervention, each intervention related to a specific conversation we have had in class – submit all interventions in the same document with a date and title for each one).

(a) ***In class participation*** is welcome during lectures, and will be evaluated on the quality, not quantity, of thoughts, critical comments and examples shared in class.

(b) Similar to verbal interventions, ***written interventions*** must mobilize your critical thinking and be factual, not opinionated. Written interventions must not repeat or summarize what was said in class, but consist in adding your thoughts to an idea or conversation made in class. Written interventions must be supported by pertinent and explicit references (at least one reference per intervention).

Please note that, if you decide to submit written interventions, in-class participation is still warmly welcome, but will not be graded.

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.

COURSE OUTLINE, ASSIGNMENTS AND READINGS

All readings are accessible through the University of Regina and University of Saskatchewan libraries (they are already paid as part of your tuition), or free online. All the course materials listed below are therefore available with no extra cost for you.

Links in this syllabus are available for on-campus use at the University of Regina. However, if you are a University of Regina student connecting from off-campus, [use these instructions](#). If you are a University of Saskatchewan student connecting from off-campus, [use these instructions](#) (thanks Justin!).

SEP. 5, 2022 – Labour Day, NO CLASS

Week 1, Sep. 12

Lectures

- What is public policy? What is public policy analysis?
- Overview of the syllabus and assignments

Required reading and watching

- this syllabus, in its entirety

Assignments

See above: read the syllabus.

Week 2, Sep. 19

Lectures

1. Emergence of the state and public policy expansion
 - 1.1. Genesis of the state
 - 1.1.1. Myths, concealments and realities
 - 1.1.2. What to do when colonial empires end? The case of the European Union
 - 1.1.3. What to do when settler colonialism does not end? The case of Canada
 - 1.2. A growing state intervention through public policies

Required reading

- Amir, Ruth. 2018. "Cultural Genocide in Canada? It Did Happen Here." *Aboriginal Policy Studies* 7 (1). <https://doi.org/10.5663/aps.v7i1.28804>.
- Snyder, Timothy. 2015. "Integration and Disintegration: Europe, Ukraine, and the World." *Slavic Review* 74 (4): 695–707. <https://doi.org/10.5612/slavicreview.74.4.695>.
- Wacquant, Loïc. 2014. "Marginality, Ethnicity and Penalty in the Neoliberal City: An Analytic Cartography." *Ethnic and Racial Studies* 37 (10): 1686–1686. <https://doi.org/10.1080/01419870.2014.931996>.

Workshops

- Define peer-groups

Week 3, Sep. 26

Assignments / Required reading and watching

Read / watch very attentively the material on briefing notes (see Canvas)

Workshops

Briefing notes:

- (a) material reviewed and discussed;
- (b) how to write a briefing note;
- (c) start working on your briefing note assignment with your peer-group.

Week 4, Oct. 3

Lectures

- 2. Through the policy cycle: the rose-colored glasses of public policy analysis
 - 2.1. Five venerated stages of public policy
 - 2.2. Focus on three key stages
 - 2.2.1. Agenda-setting

Required reading and watching

- Phillips, Peter W. B., Canute Rosaasen, and Andrew Phillips. 2021. *Public Policy Analysis Workbook - A Companion to JSGS 806.3*. Saskatoon: Johnson Shoyama Graduate School of Public Policy: 17-44.
- McLachlin, Beverly. 2017. "Reflections on Reconciliation after 150 Years since Confederation - An Interview with Dr. Cindy Blackstock Interview." *Ottawa Law Review* 49 (1): 13–28.
- Truth and Reconciliation Commission of Canada. 2015. *Truth and Reconciliation Commission of Canada: Calls to Action*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- Howlett, Michael, M. Ramesh, and Anthony Perl. 2020. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 4th ed. New York: Oxford University Press > Chapter 4

Supplementary readings - theoretical approaches

- Kingdon, J. 1995. *Agendas, alternatives, and public policies*, 2nd ed, New York: Longman.
- Rochefort, D. A. and Cobb, R. W. 1994. *The politics of problem definition*, Lawrence, KS: University Press of Kansas.
- McCombs, Maxwell E., Donald L. Shaw, and David H. Weaver. 2014. "New Directions in Agenda-Setting Theory and Research." *Mass Communication and Society* 17 (6): 781–802. <https://doi.org/10.1080/15205436.2014.964871>.
- Stone, Deborah A. 1989. "Causal Stories and the Formation of Policy Agendas." *Political Science Quarterly* 104 (2): 281–300. <https://doi.org/10.2307/2151585>.

Supplementary readings - empirical approaches

- Pasternak, Shiri, and Hayden King. 2019. "Land Back- A Yellowhead Institute Red Paper." Toronto, Ont.: Yellowhead Institute. <https://redpaper.yellowheadinstitute.org/wp-content/uploads/2019/10/red-paper-report-final.pdf>. See website with additional resources: <https://redpaper.yellowheadinstitute.org/>.

OCT. 10, 2022 – Thanksgiving Day, NO CLASS

Week 5, Oct. 17

Lectures

2. Through the policy cycle: the rose-colored glasses of public policy analysis (cont.)

2.2.2. Implementation

Required reading and watching

- Phillips, Peter W. B., Canute Rosaasen, and Andrew Phillips. 2021. *Public Policy Analysis Workbook - A Companion to JSGS 806.3*. Saskatoon: Johnson Shoyama Graduate School of Public Policy: 63-80.
- Blackstock, Cindy. 2019. "Indigenous Child Welfare Legislation: A Historical Change or Another Paper Tiger?" *First Peoples Child & Family Review* 14 (1): 5–8.
- Howlett, Michael, M. Ramesh, and Anthony Perl. 2020. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 4th ed. New York: Oxford University Press > Chapter 7
- Reuters. 2021. "Canadian Indigenous Group Takes Charge of Child Welfare Services." July 7, 2021. <https://www.reuters.com/world/americas/canadian-indigenous-group-takes-charge-child-welfare-services-2021-07-06/>.

Supplementary readings - theoretical approaches

- Lipsky, Michael. 1980. *Street Level Bureaucracy: Dilemmas of the Individual in Public Services*. Russell Sage Foundation.
- Peters, B. Guy. 2015. "Policy Capacity in Public Administration." *Policy and Society* 34 (3–4): 219–28. <https://doi.org/10.1016/j.polsoc.2015.09.005>.

Supplementary readings - empirical approaches

- Bhatia, Monish. 2020. "The Permission to Be Cruel: Street-Level Bureaucrats and Harms Against People Seeking Asylum." *Critical Criminology* 28 (2): 277–92. <https://doi.org/10.1007/s10612-020-09515-3>
- Ellis, Kathryn. 2011. "'Street-Level Bureaucracy' Revisited: The Changing Face of Frontline Discretion in Adult Social Care in England." *Social Policy & Administration* 45 (3): 221–44. <https://doi.org/10.1111/j.1467-9515.2011.00766.x>
- Howlett, Michael. 2009. "Policy Analytical Capacity and Evidence-Based Policy-Making: Lessons from Canada." *Canadian Public Administration* 52 (2): 153–75. <https://doi.org/10.1111/j.1754-7121.2009.00070.1.x>

Assignments

After doing solid exploratory research work, prepare a document describing a potential topic for your policy paper (250-300 words - including a title, description and justification), with a list of 5 academic references (see *Workshop* below).

Workshop

Project à la carte: topic

After doing solid exploratory research work, prepare a document describing which topic you have selected (250-300 words - including a title, a description and a justification), with a list of 5 scientific peer-reviewed references.

Based on this document, discuss this potential topic with your peer-group. Following this conversation during which you will take notes on the feedback from your peers, you will have to submit to Canvas, by Oct. 13, 1 to 3 potential topics, ranked in order of preference.

Week 6, Oct. 24

Lectures

2. Through the policy cycle: the rose-colored glasses of public policy analysis (cont.)

2.2.3. Evaluation

Required reading and watching

- Phillips, Peter W. B., Canute Rosaasen, and Andrew Phillips. 2021. *Public Policy Analysis Workbook - A Companion to JSGS 806.3*. Saskatoon: Johnson Shoyama Graduate School of Public Policy: 81-101.
- Blackstock, Cindy. 2016. "The Complainant: The Canadian Human Rights Case on First Nations Child Welfare." *McGill Law Journal / Revue de Droit de McGill* 62 (2): 285–328. <https://doi.org/10.7202/1040049ar>.
- Truth and Reconciliation Commission of Canada. 2015. *Canada's Residential Schools: Missing Children and Unmarked Burials*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- Howlett, Michael, M. Ramesh, and Anthony Perl. 2020. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 4th ed. New York: Oxford University Press > Chapter 8

Supplementary readings - empirical approaches

- National Inquiry into Missing and Murdered Indigenous Women and Girls. 2019a. "Calls for Justice." <https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls-Web-Version-EN.docx>.
- — —. 2019b. "Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls." <https://www.mmiwg-ffada.ca/final-report/>.
- Truth and Reconciliation Commission of Canada. 2015a. *Honouring the Truth, Reconciling for the Future. Summary of the final report of the Truth and Reconciliation of Canada*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015b. *What we have learned: Principles of truth and reconciliation*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015c. *The Survivors Speak*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015d. *Canada's Residential Schools: The History, Part 1 - Origins to 1939*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015e. *Canada's Residential Schools: The History, Part 2 - 1939 to 2000*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015f. *Canada's Residential Schools: The Inuit and Northern Experience*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015g. *Canada's Residential Schools: The Métis Experience*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015h. *Canada's Residential Schools: The Legacy*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>
- . 2015i. *Canada's Residential Schools: Reconciliation*. Truth and Reconciliation Commission of Canada. <https://nctr.ca/records/reports/>

Assignments

Briefing note due.

Week 7, Oct. 31

Lectures

2. Through the policy cycle: the rose-colored glasses of public policy analysis (cont.)
- 2.3. When facts dynamite the policy cycle
- 2.4. Looking for and using better lenses to analyze public policy

Required reading and watching

Howlett, Michael, M. Ramesh, and Anthony Perl. 2020. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 4th ed. New York: Oxford University Press > Chapter 9

Supplementary readings - theoretical approaches

Berry, Frances Stokes, and William D. Berry. 2007. "Innovation and Diffusion Models in Policy Research." In *Theories of the Policy Process*, 4th ed. Routledge.

Jones, B. D. and Baumgartner, F. 2005. "A model of choice for public policy." *Journal of Public Administration Research and Theory*, 15(3): 325–351.

Sabatier, Paul A., and Christopher M. Weible. 2007. "The Advocacy Coalition Framework: Innovations and Clarifications." In *Theories of the Policy Process*, 189–220. Routledge.

Supplementary readings - empirical approaches

Cairney, Paul. 2015. "How Can Policy Theory Have an Impact on Policymaking? The Role of Theory-Led Academic–Practitioner Discussions." *Teaching Public Administration* 33 (1): 22–39. <https://doi.org/10.1177/0144739414532284>.

Howard, Cosmo. 2005. "The Policy Cycle: A Model of Post-Machiavellian Policy Making?" *Australian Journal of Public Administration* 64 (3): 3–13. <https://doi.org/10.1111/j.1467-8500.2005.00447.x>.

Riches, Graham. 2019. "Hunger in Canada: Abandoning the Right to Food." In , 46–77. Toronto: University of Toronto Press. <https://doi.org/10.3138/9781442602595-006>.

Case study - Medical inadmissibility in Canada: how to keep discriminating disabled people

Dupeyron, Bruno, and Catarina Ianni Segatto. 2018. "Medical Inadmissibility Rules Make Canada a Laggard." *Policy Options*. 2018. <https://policyoptions.irpp.org/magazines/april-2018/medical-inadmissibility-rules-make-canada-a-laggard/>

Immigration, Refugees and Citizenship Canada (IRCC). 2013. "Excessive Demand on Health and Social Services." Program descriptions. Aem. April 17, 2013. <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/operational-bulletins-manuals/standard-requirements/medical-requirements/refusals-inadmissibility/excessive-demand-on-health-social-services.html>

Standing Committee on Citizenship and Immigration. 2017. "Committee Report No. 15 - CIMM (42-1) - House of Commons of Canada." Ottawa, Ont.: House of Commons of Canada. <https://www.ourcommons.ca/DocumentViewer/en/42-1/CIMM/report-15>

Week 8, Oct. 25

Lectures

3. The contemporary context of Canadian public policy

3.1. The shifting plates of global capitalism

3.2. Authoritarianism: a necessary component of democracy?

Required reading and watching

Garrod, J. Z. 2018. "Imperialism or Global Capitalism? Some Reflections from Canada." *Studies in Political Economy* 99 (3): 268–84. <https://doi.org/10.1080/07078552.2018.1536359>.

Haque, Eve, and Donna Patrick. 2015. "Indigenous Languages and the Racial Hierarchisation of Language Policy in Canada." *Journal of Multilingual and Multicultural Development* 36 (1): 27–41. <https://doi.org/10.1080/01434632.2014.892499>.

Supplementary readings

Bailey, Kerry A. 2016. "Racism within the Canadian University: Indigenous Students' Experiences." *Ethnic and Racial Studies* 39 (7): 1261–79. <https://doi.org/10.1080/01419870.2015.1081961>.

Bell, Colleen, and Kendra Schreiner. 2018. "The International Relations of Police Power in Settler

- Colonialism: The ‘Civilizing’ Mission of Canada’s Mounties.” *International Journal* 73 (1): 111–28. <https://doi.org/10.1177/0020702018768480>.
- Browne, Annette J., Colleen Varcoe, and Cheryl Ward. 2021. “San’yas Indigenous Cultural Safety Training as an Educational Intervention: Promoting Anti-Racism and Equity in Health Systems, Policies, and Practices.” *The International Indigenous Policy Journal* 12 (3): 1–26. <https://doi.org/10.18584/iipj.2021.12.3.8204>.
- Gaudry, Adam, and Danielle Lorenz. 2018. “Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy.” *AlterNative: An International Journal of Indigenous Peoples* 14 (3): 218–27. <https://doi.org/10.1177/1177180118785382>.
- Stevano, Sara, Tobias Franz, Yannis Dafermos, and Elisa Van Waeyenberge. 2021. “COVID-19 and Crises of Capitalism: Intensifying Inequalities and Global Responses.” *Canadian Journal of Development Studies / Revue Canadienne d’études Du Développement* 42 (1–2): 1–17. <https://doi.org/10.1080/02255189.2021.1892606>.
- Wildcat, Matthew. 2015. “Fearing Social and Cultural Death: Genocide and Elimination in Settler Colonial Canada—an Indigenous Perspective.” *Journal of Genocide Research* 17 (4): 391–409. <https://doi.org/10.1080/14623528.2015.1096579>.

Week 9, Nov. 1

Lectures

3. The contemporary context of Canadian public policy (cont.)
 - 3.3. Climate crisis: are we doomed yet?

Required reading and watching

- Stoddard, Isak, Kevin Anderson, Stuart Capstick, Wim Carton, Joanna Depledge, Keri Facer, Clair Gough, et al. 2021. “Three Decades of Climate Mitigation: Why Haven’t We Bent the Global Emissions Curve?” *Annual Review of Environment and Resources*, October. <https://doi.org/10.1146/annurev-environ-012220-011104>.
- UNICEF. 2021. “The Climate Crisis Is a Child Rights Crisis.” New York: United Nations Children’s Fund (UNICEF). <https://www.unicef.org/reports/climate-crisis-child-rights-crisis>.
- Whyte, Kyle. 2017. “Indigenous Climate Change Studies: Indigenizing Futures, Decolonizing the Anthropocene.” *English Language Notes* 55 (1): 153–62.

Supplementary readings

- Almiron, Núria, Miquel Rodrigo-Alsina, and Jose A. Moreno. 2021. “Manufacturing Ignorance: Think Tanks, Climate Change and the Animal-Based Diet.” *Environmental Politics*: 1–22. <https://doi.org/10.1080/09644016.2021.1933842>.
- MacLean, Jason. 2019. “Manufacturing Consent to Climate Inaction: A Case Study of the Globe and Mail’s Pipeline Coverage Business Law.” *Dalhousie Law Journal* 42 (2): 283–334.
- The Guardian. 2021. “The Young People Taking Their Countries to Court over Climate Inaction.” The Guardian. May 7, 2021. <http://www.theguardian.com/environment/2021/may/07/the-young-people-taking-their-countries-to-court-over-climate-inaction>.

Assignments

The outline of your project should have been sent to your peer-group (see below). Read your peers’ outline

Workshop

Discuss your outline with you peer-group. Your outline must be sent by Oct. 27 at midnight to your peer-group. After this conversation, you will review specifically the outline of one of your classmates in your peer-group, and you will submit on Canvas the outline you have reviewed (not

your outline) by Nov. 4 midnight.

Nov. 7 - Nov. 12, 2022 – NO CLASS – Reading Break

Week 10, Nov. 14

Lectures

- 4. Public policy actors
 - 4.1. Are public policy actors rational?
 - 4.2. The multilayered selection of public policy actors

Required reading and watching

- Battaglio, R. Paul, Paolo Belardinelli, Nicola Bellé, and Paola Cantarelli. 2019. "Behavioral Public Administration Ad Fontes: A Synthesis of Research on Bounded Rationality, Cognitive Biases, and Nudging in Public Organizations." *Public Administration Review* 79 (3): 304–20. <https://doi.org/10.1111/puar.12994>.
- Stone, Diane. 2017. "Understanding the Transfer of Policy Failure: Bricolage, Experimentalism and Translation." *Policy & Politics* 45 (1): 55–70. <https://doi.org/10.1332/030557316X14748914098041>
- Evans, Bryan, and Halina Sapeha. 2015. "Are non-government policy actors being heard? Assessing New Public Governance in three Canadian provinces." *Canadian Public Administration* 58 (2): 249–70. <https://doi.org/10.1111/capa.12115>.

Supplementary readings - Focus on current forced sterilizations in Canada

- Boyer, Yvonne, and Judith Batlett. 2017. *External Review: Tubal Ligation in the Saskatoon Health Region: The Lived Experience of Aboriginal Women*, Saskatoon, SK: Saskatoon Health Region.
- Landry, Andrea. 2017. "Coerced Sterilizations Are More than an Attack on Mothers— They're an Attack on Indigenous Nationhood: Opinion." *CBC News*, August 2. <http://www.cbc.ca/news/opinion/saskatoon-report-1.4226531>
- Shevell, Michael. 2012. "A Canadian Paradox: Tommy Douglas and Eugenics." *Canadian Journal of Neurological Sciences* 39 (1): 35–39. doi:10.1017/S0317167100012658

Week 11, Nov. 21

Lectures

- 4. Public policy actors (cont.)
 - 4.3. Public administration and civil servants
 - 4.4. Public policy networks and communities

Required reading and watching

- Lam, Andrew, and Eddy S. Ng. 2021. "Representative Bureaucracy in Canada: Multiculturalism in the Public Service." In *The Palgrave Handbook of the Public Servant*, edited by Helen Sullivan, Helen Dickinson, and Hayley Henderson, 103–24. Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-29980-4_75.
- Waite, Sean. 2021. "Should I Stay or Should I Go? Employment Discrimination and Workplace Harassment against Transgender and Other Minority Employees in Canada's Federal Public Service." *Journal of Homosexuality* 68 (11): 1833–59. <https://doi.org/10.1080/00918369.2020.1712140>.

Supplementary readings - Empirical approaches

- Gunster, Shane, Darren Fleet, and Robert Neubauer. 2021. "Challenging Petro-Nationalism: Another Canada Is Possible?" *Journal of Canadian Studies/Revue d'études Canadiennes* 55 (1): 57–87.
- Henstra, Daniel, and Rosemary A. McGowan. 2016. "Millennials and Public Service: An Exploratory Analysis of Graduate Student Career Motivations and Expectations." *Public Administration Quarterly* 40 (3): 490–516.
- Isaac, Bereket, and Rob de Loë. 2021. "Exploring the Influence of Agricultural Actors on Water Quality Policy: The Role of Discourse and Framing." *Environmental Politics* 0 (0): 1–23. <https://doi.org/10.1080/09644016.2021.1947634>.
- Orsini, Michael, and Miriam Smith. 2010. "Social Movements, Knowledge and Public Policy: The Case of Autism Activism in Canada and the US." *Critical Policy Studies* 4 (1): 38–57. <https://doi.org/10.1080/19460171003714989>.

Week 12, Nov. 28

Lectures

5. Public policy theories: spotlights on key explanations of the policy process
 - 5.1. Why should I care about theories? I am not going to be a researcher!
 - 5.2. Established theories

Required reading and watching

- Petridou, Evangelia. 2017. "Theories of the Policy Process: Contemporary Scholarship and Future Directions." *Policy Studies Journal* 42: S12–32.

Supplementary reading

- Lybecker, Donna L., Mark K. McBeth, Adam M. Brewer, and Carine De Sy. 2018. "The Social Construction of a Border: The US–Canada Border." *Journal of Borderlands Studies* 33 (4): 529–47. <https://doi.org/10.1080/08865655.2016.1247652>.
- McGinnis, Michael D. 2011. "An Introduction to IAD and the Language of the Ostrom Workshop: A Simple Guide to a Complex Framework." *Policy Studies Journal* 39 (1): 169–83. <https://doi.org/10.1111/j.1541-0072.2010.00401.x>.

Assignments

- Project presentations: the classmate who will peer-review your presentation should receive your slides by Nov. 25.
- Written interventions - please submit on Canvas.

Week 13, Dec. 5

Lectures

5. Public policy theories (cont.)
 - 5.3. Developing theories

Required reading

- Petridou, Evangelia. 2017. "Theories of the Policy Process: Contemporary Scholarship and Future Directions." *Policy Studies Journal* 42: S12–32. (Yes, just like last week!)

Supplementary reading

Jones, Michael D., and Mark K. McBeth. 2020. "Narrative in the Time of Trump: Is the Narrative Policy Framework Good Enough to Be Relevant?" *Administrative Theory & Praxis* 42 (2): 91–110. <https://doi.org/10.1080/10841806.2020.1750211>.

Klutz, Daniel N., and Neil Fligstein. 2016. "Varieties of Sociological Field Theory." In *Handbook of Contemporary Sociological Theory*, 185–204. Springer, Cham.

Assignments

Policy paper due - to be submitted on Canvas.

Workshop

Short movie and popcorn

ADDITIONAL SUGGESTED READINGS

There is no required textbook, but students who are interested in exploring in more depth specific topics are invited to browse:

Bardach, Eugene. 2015. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 5th ed. Los Angeles: Thousand Oaks: Sage; CQ Press.

Howlett, Michael, M. Ramesh, and Anthony Perl. 2019. *Studying Public Policy: Policy Cycles & Policy Subsystems*. 4th ed. New York: Oxford University Press.

Miljan, Lydia A. 2021. *Public Policy in Canada: An Introduction*. 8th ed. Don Mills, Ont.: Oxford University Press.

Pal, Leslie Alexander. 2013. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 5th ed. Toronto: Nelson.

A more practical view of public policy can be found in this volume:

Phillips, Peter W. B., Canute Rosaasen, and Andrew Phillips. 2021. *Public Policy Analysis Workbook - A Companion to JSGS 806.3*. Saskatoon: Johnson Shoyama Graduate School of Public Policy.

If you want to dive into theories of public policy, you may browse the following volumes:

Peters, B. Guy, and Philippe Zittoun, eds. 2016. *Contemporary Approaches to Public Policy Theories, Controversies and Perspectives*. London: Palgrave Macmillan UK.

Weible, Christopher M., and Paul A. Sabatier, eds. 2017. *Theories of the Policy Process*. 4th ed. Routledge.

Examples of peer-reviewed journals in public policy and administration can be found here:

https://scholar.google.ca/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyadministration

<http://www.scimagojr.com/journalrank.php?category=3321>

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 endeavor. (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

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, 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! “

In light of the effects of the current Covid-19 pandemic, this policy is not entirely relevant anymore, but it is not hypothetical either: children will be with us, at one point or another, they will interrupt us, they will ask what we do, ask who these people are, etc. Being distracted by children from time to time is normal. Please always be kind and patient with everyone.

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, during my office hours, 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/or during office hours, 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.

RULES FOR CLASS ATTENDANCE BY PROF. CHAPPELL LAWSON ³

Legitimate excuses for missing class

- I was injured and was taken to the hospital (and here is the note from the doctor / paramedic / ambulance driver).
- I was sick (and here is the note from the Dean / doctor / faith healer / local voodoo priest).
- I am on the verge of a nervous breakdown (and here is the note from the Dean / shrink / licensed mental health care professional).
- I play competitive sports and will be away that day for a match / swim meet / full-contact mud-wrestling contest. [Note future tense]
- My dorm room flooded / burned down / fell over in an earthquake (and here is the notice from the newspaper / the Dean / the Fire Marshal / the Army Corps of Engineers).
- A close relative was very sick / injured / dying / dead so I had to fly out of town (and here is the notice from my family / the Dean / the hospital / the funeral home).

Non-excuses for missing class

- I needed to pick my mother up at the airport.
- My boyfriend / girlfriend / long-lost cousin arrived unexpectedly in town.
- My boyfriend / girlfriend / alien lover broke up with me.
- I am taking two classes whose time slots conflict.
- I overslept / needed to sleep / felt like sleeping / was overcome by that soporific feeling I sometimes get in the afternoon and didn't feel like drinking any more coffee.
- My alarm clock fell off of my shelf overnight and shattered into lots of plastic pieces, and consequently, it didn't go off. I think my kitten must have done it.
- I had work for my other classes.
- I needed a break.
- I am not interested in _____ (insert topic of the week).
- I actually believed those Master Card ads that say I deserve whatever I want.
- There was a rerun of Star Trek on TV.
- The lecture conflicted with my aqua-aerobics class.
- I invented a time machine for my senior project and was trapped in 2071 when everyone else was in class, but I promise that three years from now, when I've gotten all the bugs out of the system, I'll go back to last week and make up the session.

FINAL WORDS AND FINE MANNERS

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 Canvas portal.

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

Beverages are acceptable in class. Please have the courtesy not to chew gum in class. However, snacks and dark chocolate are tolerated (minimum 70% cocoa).

³ Chappell Lawson, MIT OpenCourseWare (<http://ocw.mit.edu/index.html>) course materials for 21F.084J/21A.224J/17.55J (Introduction to Latin American Studies, Fall 2005), Massachusetts Institute of Technology, downloaded on July 12, 2020.

APPENDIX 1. U of R 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:

- 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.shtm#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;
- 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>

APPENDIX 2. REFERENCING: CHICAGO MANUAL OF STYLE (17th ed.) – AUTHOR-DATE STYLE

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

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

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

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

Table 1: Chicago Manual of Style Use at JSGS Regina

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

Source: <http://www.chicagomanualofstyle.org>