

JSGS 849 – Social Economy and Public Policy

UNIVERSITY OF SASKATCHEWAN CAMPUS	
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OFFICE HOURS:	Phone Monday to Friday between 9am and 5pm CST or by appointment
OFFICE LOCATION:	N/A
TERM:	Winter 2021
ROOM:	Online
DATE AND TIME:	Weekly self-paced modules and weekly live online discussion Fridays 9am-10am CST

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory 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. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

The content in this course has been written, collected, and prepared by Jen Budney. Although she has drawn inspiration from past iterations of this course, in which material was selected by many instructors and PhD students, including herself, Ken Coates, Brett Fairbairn, Marc-André Pigeon, and Jacqueline Woods, the structure and approach in this first-time online offering of JSGS 849 marks a significant departure from past syllabi. The online version of JSGS 849 has more up-to-date content, fewer theoretical and academic essays, and a stronger focus on the working relationships between government and the social economy, with an emphasis on developments that social economy actors are pressing for and achieving.

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 Honour 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.

REMOTE LEARNING CONTEXT

We acknowledge the complex circumstances – i.e., a worldwide pandemic – in which this course is taking place. Since 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.

CALENDAR DESCRIPTION

The social economy includes non-profit community-based organizations and co-operatives. This course focuses on how these organizations interplay with the public policies of different levels of government. Using case studies, students will examine administrative public policy, such as how the social economy is funded and how it is evaluated and held accountable, as well as substantive public policy, including community capacity building and partnership development. The course also includes guest lecturers, primarily practitioners who can speak to the lived experience of social enterprise entrepreneurs.

LEARNING OBJECTIVES

The specific readings, assignments and activities in JSGS 849 will help you both acquire and demonstrate the ability to:

- Articulate the foundations and principal components of the social economy and their relations with government and the market, including non-profit organizations and associations, co-operatives and credit unions, and social enterprises.
- Describe the key policy arenas for the social economy, along with emerging movements and phenomena such as corporate social responsibility, community economic development, degrowth, decolonization, the “sharing economy,” and B-corporations.
- Critically analyze the primary communications, governance, and policy design challenges for public servants and agencies working with actors and organizations in the social economy.
- Succinctly and effectively communicate key issues in the social economy.

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.

COURSE CONTENT AND APPROACH

The course is divided into three sections. First, we interrogate concepts of economy and policy by examining foundational arguments for and against the idea of a self-regulating capitalist market, along with histories and definitions of the social economy, and an exploration of key policy arenas for the social economy as perceived by actors in the field. Second, we will explore the size, scope, and normative principles of established social economy movements or sectors—co-operatives, non-profits, and social enterprises—as well as emerging movements and phenomena such as corporate social responsibility, degrowth, decolonization, the “sharing economy,” and B-corporations. Third, this course will look at how these principles are translated into practice through emerging systems of communication and governance, including engagement opportunities, collective impact approaches, and constellation governance. Through the three stages of the course, we will examine cases and hear from practitioners from nine fundamental policy arenas: 1) employment; 2) housing; 3) food security; 4) health care; 5) financial inclusion; 6) childcare; 7) transportation; 8) energy; and 9) culture.

REQUIRED READINGS

There are no required textbooks for this course. All required readings are available as PDFs or links within the appropriate modules on Canvas.

COURSE OUTLINE AND ASSIGNMENTS

Theme	Learning Outcomes	Required Readings (found as attachments within modules) (Additional media resources are embedded in the modules)	Activities/Assignments
Module 1: Is there an anti-social economy?	<ul style="list-style-type: none"> • Describe the relationship between neoclassical economics, capitalism, and neo-liberalism. • Define the concept of the “double movement”. • Identify examples of a double movement at work in current events, social 	Fred Block, “Polanyi’s Double Movement and the Reconstruction of Critical Theory,” <i>Revue Interventions économiques</i> , NO. 38, 2008.	Journal Entry #1 and Discussion Board Post # 1: Due Monday, January 18, 2021 @9am.

	<p>movements, and acts of civil disobedience</p>		<p>Live Online Discussion, Friday January 15 @ 9am CST</p>
<p>Module 2: Defining the Social Economy</p>	<ul style="list-style-type: none"> Describe what is meant by the term “social economy”. Identify the key types of organizations in the social economy. Understand the “interactive view” of the social economy Conceptualize the social economy along the dimensions of publicness, socialness, and privateness 	<p>Jack Quarter and Laurie Mook. 2010. An Interactive View of the Social Economy. <i>Canadian Journal of Nonprofit and Social Economy Research</i>. Vol. 1 Number 1. Fall 2010, pp. 8-22.</p> <p>Barry Bozeman. 2013. What Organization Theorists and Public Policy Researchers Can Learn from One Another: Publicness Theory as a Case-in-Point. <i>Organization Studies</i>. 34(2): 169-188. doi:10.1177/0170840612473549</p>	<p>Journal Entry #2 and Discussion Board Post #2 1: Due Monday, January 25, 2021 @9am.</p> <p>Live Online Discussion, Friday January 22 @ 9am CST</p>
<p>Module 3: Key Policy Arenas in the Social Economy</p>	<ul style="list-style-type: none"> Describe some policy issues facing the social economy in each of the fundamental policy arenas examined in this course. Explain why social economy organizations are solving problems in these arenas, sometimes alongside governments and markets, and sometimes alone. Understand the complexity of the question, “What is the policy?” 	<p>Paul Cairney, What is Policy? Blogpost and podcast: https://paulcairney.wordpress.com/2016/03/04/what-is-policy-3/</p> <p>Paul Cairney, Policy in 500 words: What is public policy and why does it matter? Blogpost: https://paulcairney.wordpress.com/2016/04/28/policy-in-500-words-what-is-public-policy-and-why-does-it-matter/</p>	<p>Discussion Board Post #3. Due Monday, February 1, 2021 @ 9am.</p> <p>Assignment #1: Due Friday, Feb. 5, 2021, @5pm.</p> <p>Live Online Discussion, Friday January 29 @ 9am CST</p>
<p>Module 4: Co-operatives and Mutuals</p>	<ul style="list-style-type: none"> Identify co-operative principles and values Understand the historical context of modern co-operatives Describe the environments in which co-ops succeed and the sectors in which co-ops flourish 	<p>N/A</p>	<p>Journal Entry #3: Due Monday Feb. 8 @9am</p> <p>Live Online Discussion, Friday February 5 @ 9am CST</p>
<p>Module 5: Credit Unions and Co-operative Resiliency</p>	<ul style="list-style-type: none"> Understand the resiliency of credit unions and the co-operative model. Consider the successes and challenges of Mondragón 	<p>Johnston Birchall and Lou Hammond Kettilson. 2009. <i>Resilience of the Co-operative Business Model in Times of Crisis</i>.</p>	<p>Journal Entry #4 and Discussion Board Entry #4: Due Monday February 22@9am</p>

	<p>and the Chantier de l'Economie Sociale.</p> <ul style="list-style-type: none"> • Reflect on the role identity and culture may play in the social economy. 	<p>Geneva: International Labour Organization.</p> <p>Giles Tremlett. Mondragon: Spain's giant co-operative where times are hard but few go bust. <i>Guardian UK</i>. March 7, 2013.</p>	<p>Live Online Discussion, Friday February 12 @ 9am CST</p>
Module 6: Non-profit Organizations and Foundations	<ul style="list-style-type: none"> • Recognize the size and scope of the non-profit sector. • Articulate the challenges and opportunities in public funding and reporting practices. • Critically reflect on the dominant governance model for non-profits. • Debate the pros and cons of Canada's tax credit system for donors to charities. 	<p>John Casey. 2016. Comparing Nonprofit Sectors Around the World: What Do We Know and How Do We Know It. <i>Journal of Nonprofit Education and Leadership</i>. Vol. 6, No. 3, pp. 187–223.</p> <p>Hilary Pearson. 2019. Book Review: Just Giving: Why Philanthropy Is Failing Democracy and How It Can Do Better. <i>The Philanthropist</i>. March 18, 2019.</p>	<p>Journal Entry #5 and Discussion Board Entry #5: Due Monday March 1 @9am</p> <p>Live Online Discussion, Friday February 26 @ 9am CST</p>
Module 7: Social Enterprises and Community Economic Development	<ul style="list-style-type: none"> • Understand the differences and similarities between and among social enterprises, social innovation, social financing projects, and community economic development (CED) initiatives. • Describe how social enterprises can help governments solve pressing social and economic challenges. • Appreciate the key factors enabling social enterprises and CED projects. • Make a short, professional presentation on social innovation. 	<p>Teasdale, Simon. 2011. What's in a Name? Making Sense of Social Enterprise Discourse. <i>Public Policy and Administration</i>, 27(2) 99–119.</p> <p>Susan Manwaring and Andrew Valentine. 2010. Canadian Structure Options for Social Enterprise. <i>The Philanthropist</i>. Vol 23 (3)</p>	<p>Discussion Board Entry #6: Due Monday, March 8 @9am</p> <p>Live Online Discussion, Friday, March 5 @ 9am CST</p> <p>Assignment #2, 5-minute PowerPoint, due Wednesday, March 17 @9am.</p>

<p>MODULE 8: CORPORATE SOCIAL RESPONSIBILITY, B CORPORATIONS, AND THE "SHARING ECONOMY"</p>	<ul style="list-style-type: none"> • Evaluate the concept corporate social responsibility and its manifestations. • Identify the features of Certified-B Corporations • Debate the rights and responsibilities of investor-owned firms • Discuss public policies relevant to the sharing economy 	<p>JOHN ELKINGTON. 2018. 25 YEARS AGO I COINED THE PHRASE "TRIPLE BOTTOM LINE." HERE'S WHY IT'S TIME TO RETHINK IT. <i>HARVARD BUSINESS REVIEW</i>. JUNE 25, 2018.</p> <p>Noah Zon. 2015. <i>The Sharing Economy and Why it Matters for Policy Makers</i>. The Mowat Centre, Monk School of Business, University of Toronto.</p>	<p>Journal Entry #6, due Monday March 15 @9am</p> <p>Live Online Discussion, Friday March 12 @ 9am CST</p>
<p>Module 9: Degrowth and Decolonization</p>	<ul style="list-style-type: none"> • Describe the premises of degrowth and the major policy initiatives supporting it. • Compare the goals of decolonization with Canada's economic development policies. 	<p>Giorgos Kallis, Christian Kerschner, Joan Martinez-Alier. 2012. Introduction: The Economics of Degrowth. <i>Ecological Economics</i>. 84 (2012) 172–180</p> <p>Rauna Kuokkanen. 2011. Indigenous Economies, Theories of Subsistence, and Women: Exploring the Social Economy Model for Indigenous Governance. <i>American Indian Quarterly</i>, Vol. 35, No. 2 (Spring 2011), pp. 215-240</p>	<p>Discussion Board Entry #7, due Monday March 22 @9am</p> <p>Live Online Discussion, Friday March 19 @ 9am CST</p>
<p>Module 10: Governing the Social Economy</p>	<ul style="list-style-type: none"> • Understand the pros and cons of community engagement. • Explain the principles and processes of the collective impact model. • Describe the benefits of constellation governance. 	<p>Lisa Attygale. 2019. <i>Creating the Culture for Community Engagement: How Fear May be Holding us Back from Authentic Engagement</i>. Waterloo, ON: Tamarack Institute.</p> <p>Liz Weaver. 2017. <i>Turf, Trust, and Cocreation in Collective Impact</i>. Waterloo, ON: Tamarack Institute.</p> <p>Tonya Surman. 2006. <i>Constellation Collaboration: A model for multi-organizational partnership</i>. Toronto: Centre for Social Innovation.</p>	<p>Discussion Board Entry #8, due Monday March 29@9am.</p> <p>Live Online Discussion, Friday March 26 @ 9am CST</p>
<p>Module 11: Social Procurement and Social Outcomes Purchasing</p>	<ul style="list-style-type: none"> • Elaborate on the concept and types of social procurement. • Explain the difference between social 	<p>City of Saskatoon. 2018. <i>Procurement at the City: Policy and Protocols Manual for Purchasing Goods, Services or Construction</i>.</p>	<p>Discussion Board Entry #9, due Monday, April 5 @9am</p>

	<p>procurement and social financing.</p> <ul style="list-style-type: none"> • Critically analyze the concept of social financing. • Understand the intent and scope of Canada's Social Finance Fund. 	<p>City of Calgary. nd. Social Procurement for Calgary [https://momentum.org/wp-content/uploads/2018/08/Social-Procurement-for-Calgary.pdf]</p> <p>Jeff Cyr and Stephen Huddart. 2019. Here's a way for governments to buy positive outcomes. <i>Policy Options</i>. [https://policyoptions.irpp.org/magazines/november-2019/heres-a-way-for-governments-to-buy-positive-outcomes/]</p> <p>Her Majesty the Queen in Right of Canada. 2018. <i>Inclusive innovation - New ideas and new partnerships for stronger communities</i>. Employment and Social Development Canada.</p>	<p>Live Online Discussion, Friday, April 2 @ 9am CST</p>
<p>Module 12: Inequality and the Social Economy</p>	<ul style="list-style-type: none"> • Understand the relationship between political and economic inequality. • Analyze ways that governments can work with social economy organizations to build trust. • Critically analyze a policy problem in the social economy. • Succinctly and effectively communicate a policy issue for the social economy. 	<p>Allan Kay. 2006. Social capital, the social economy and community development. <i>Community Development Journal</i>, Vol. 41, No. 2, pp. 160-173</p> <p>Wright, Erik Olin. 2010. <i>The Social Economy: A Niche in Capitalism, or a Pathway Beyond?</i> Working paper, prepared for the meeting of the Analytical Marxism Group, Oxford, June 2010.</p>	<p>Discussion Board Entry #10 and Journal Entry #7. Due Monday April 12 @9am</p> <p>Live Online Discussion, Friday April 9 @ 9am CST</p> <p>Final assignment, due Monday, April 19, @9am</p>

ASSIGNMENTS

There are three major assignments in this course (details in course modules):

Assignment #1: Short essay, “What is the Policy Environment for...?”, due **Friday, February 5**. *Details in Module 3.*

Assignment #2: 5-minute PowerPoint, due **Wednesday, March 17**. *Details in Module 7.*

Assignment #3: Your choice of short essay or policy brief, due **Monday, April 19**. *Details in Module 12.*

Students will also be responsible for submitting a total of 7 journal entries and 10 discussion board posts over the duration of the course.

EVALUATION

Journal Entries & Discussion Board Posts:	15%
Weekly online discussion participation:	10%
Assignment #1:	25%
Assignment #2:	25%
Assignment #3:	25%

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions (weekly online live discussions). If you are unable to attend (e.g., Internet problems), you must let the instructor know.

Active participation in class discussion is expected by all students. Students are expected to participate in weekly live online discussions and regular discussion board activities, and these activities will be evaluated on the quality of the student’s contributions and insights. Quality comments (verbal and online) possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective.
- Contributes to moving the discussion and analysis forward.
- Builds on other comments.
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent trade-offs, demonstrating some reflective thinking.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their Internet connection) can view the session later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor. More information on class recordings can be found in the Academic Courses Policy at <https://policies.usask.ca/policies/academic-affairs/academic-courses.php#5ClassRecordings>.

COPYRIGHT

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

Before you copy or distribute others' copyright-protected materials, please ensure that your use of the materials is covered under the University's Fair Dealing Copyright Guidelines available at <https://library.usask.ca/copyright/general-information/fair-dealing-guidelines.php>. For example, posting others' copyright-protected materials on the open web is not covered under the University's Fair Dealing Copyright Guidelines, and doing so requires permission from the copyright holder.

For more information about copyright, please visit <https://library.usask.ca/copyright/index.php>. For information on students' rights, see <https://library.usask.ca/copyright/students/rights.php>, or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

STUDENT RESOURCES

- Netiquette information resources for faculty, instructors and students highlight the basics of internet etiquette including how to appropriately connect and communicate in a remote teaching and learning context. See <https://teaching.usask.ca/remote-teaching/netiquette.php> and <https://studentstest.usask.ca/articles/netiquette.php>.
- Remote learning readiness tutorial for students. This resource engages students in learning about the skills associated with remote learning success. Feel free to send this to students or embed it in your Canvas or Blackboard course as a recommended or required activity. See – see https://libguides.usask.ca/remote_learning.

- Remote learning resources have been pulled together for students on the students.usask.ca website. This site is updated regularly. See <https://students.usask.ca/remote-learning/index.php>.
- Academic integrity tutorial for students. This resource introduces students to the concept of academic integrity and guides them to better understand their responsibilities regarding academic work, their rights, and the supports and services available to ensure they succeed within the larger scholarly community. Feel free to embed this in your Canvas or Blackboard course as part of your course-based activities on academic integrity. See <https://libguides.usask.ca/AcademicIntegrityTutorial>.
- **Be Well at USask** is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZ0XAfHQW6DZoQOhoXes.

LATE ASSIGNMENTS

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>.

ENROLLMENT LIMIT

Class enrollment will be limited to 30 students.

STUDENTS WITH SPECIAL NEEDS

Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact one of the following:

USask: Disability Services for Students (DSS) – 306-966-7273.

U of R: Coordinator of Special Needs Services – 306-585-4631.

STUDENTS EXPERIENCING STRESS

Students who are experiencing stress can seek assistance from one of the following:

USask: Student Affairs and Outreach – <https://students.usask.ca/health/centres/student-affairs-and-outreach.php> or call (306) 966-5757.

U of R: Counselling Services – <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

Understanding and following the principles of academic integrity and conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. The JSGS has developed an Honour Code (see above) that encapsulates these values.

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. For more information, please see:

USask: Guidelines for Academic Conduct – www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php.

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

JSGS GRADE DESCRIPTIONS

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.