

JSGS 849 – Social Economy and Public Policy

UNIVERSITY OF SASKATCHEWAN CAMPUS	
INSTRUCTOR:	Jen Budney
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E-MAIL:	jen.budney@usask.ca
OFFICE HOURS:	By appointment via email
OFFICE LOCATION:	Remote
TERM/SEMESTER:	Winter 2022
LOCATION:	Online
DATE AND TIME:	Asynchronous, with optional weekly Live Discussions, via Zoom, Fridays 9-10:30am CST

LAND ACKNOWLEDGEMENT

As we engage in remote teaching and learning, I want to acknowledge that the University of Saskatchewan is situated on Treaty 6 Territory and the homeland of the Métis, and that JSGS also has a presence at the University of Regina, which is situated in Treaty 4 Territory. These are the territories of the nêhiyawak, Anihšīnāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. Recognition of our foundational Treaty relationship is integral to Reconciliation and ethical public policy making in Canada as well as being a starting point for discussion in this course. I would also like to recognize that some students may be attending this course from other traditional Indigenous lands. In recognizing the land that supports us and the traditional caretakers of those lands, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

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.

Restriction(s): Admission into the Master of Public Administration (M.P.A.) program, Master of Public Policy (M.P.P.) program, Ph.D. program, the Graduate Certificate in Social Economy and Co-operatives, or by permission of the instructor.

LEARNING OBJECTIVES

By the end of this class, students should be able to:

- Describe the foundations and principal components of the social economy, including non-profit organizations and associations, co-operatives and credit unions, and social enterprises, and their relationships to both governments and the market.
- Analyze 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 assess 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 ideas and information about the social economy.

COURSE CONTENT AND APPROACH

The course is roughly 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 explore the size, scope, and normative principles of established social economy movements or sectors—co-operatives, non-profits, and social enterprises—as well as developing movements and phenomena such as corporate social responsibility, degrowth, decolonization, the “sharing economy,” circular economy, and B corporations. Third, this course looks at how social economy principles and agendas are translated into practice through emerging practices of communication and governance, including engagement opportunities, collective impact approaches, and constellation governance models. Through the three stages of the course, we will examine cases and hear from practitioners from a broad range of policy arenas, including employment, housing, food security, health care, financial inclusion, childcare, transportation, energy, and culture.

COURSE FORMAT AND REMOTE LEARNING CONTEXT

This class is designed for asynchronous instruction, with all learning material accessible on PAWS. Each Friday morning during weeks when classes are taking place, the instructor will offer an optional (but highly recommended) Live Online Discussion focused on that week’s learning material and assignments. Your attendance at these sessions offers the best opportunity to ask questions, make connections with peers, and enhance your understanding of the learning material — however, your final grade will not be affected by your attendance or absence. The Zoom link to this Live Online Discussion can be found on the home page of the course in PAWS.

Due to the COVID pandemic, most people, including the Instructor, will be working and participating in Live Online Discussions from home. It is understood that home life sometimes

“spills over” into such Zoom calls, particular for individuals with children or other dependents. This is normal and acceptable. During these difficult times, when so many individuals have experienced trauma and loss, it is especially important that we interact with everyone with compassion and respect. Any students experiencing difficult challenges due to their environments or home responsibilities are encouraged to reach out the instructor to discuss options.

REMOTE LEARNING CONTEXT

If you are on campus at any time, ensure you know what is required and expected of you: One of the critical lessons learned in dealing with COVID-19 is knowing that situations can change and we must be flexible and ready to adjust our safety protocols. Instead of listing all of the relevant information in your course outline, the university has created [a webpage](#) where all up-to-date information around returning to campus is listed. You are responsible for regularly checking the [health and safety guidelines](#) and knowing what is expected of you throughout the fall term.

REQUIRED READINGS

All material for this course (including texts and media) can be found in the course Modules on PAWS.

COURSE OUTLINE AND ASSIGNMENTS

Module	Readings, Videos, and Audio —To be completed before class each week	Activities/ Due Dates
Section 1: Concepts of Economy and Policy		
1: Is there an anti-social economy?	Readings: <ul style="list-style-type: none"> ▪ Module 1: Is there an anti-social economy? (includes media) ▪ Fred Block, “Polanyi’s Double Movement and the Reconstruction of Critical Theory,” <i>Revue Interventions économiques</i>, no. 38, 2008. 	<ul style="list-style-type: none"> ⇒ Live Online Discussion (optional), Friday, January 14, 2022, 9-10:30 am CST ⇒ Journal entry #1 due Friday, January 21, 2022, by 9am. ⇒ Read and post on Discussion Board #1, due Wednesday January 26, 2022, at 1pm CST
2: Defining the Social Economy	Readings: <ul style="list-style-type: none"> ▪ Module 2: Defining the Social Economy (includes media) ▪ Jack Quarter and Laurie Mook. 2010. An Interactive View of the Social Economy. <i>Canadian</i> 	<ul style="list-style-type: none"> ⇒ Live Online Discussion (optional), Friday, January 21, 2022, 9-10:30 am CST

	<p><i>Journal of Nonprofit and Social Economy Research</i>. Vol. 1 Number 1. Fall 2010, pp. 8-22.</p>	<p>⇒ Revisit and post on Discussion Board #1, due Wednesday January 26, 2022, at 1pm CST</p> <p>⇒ Journal entry #2 due Friday, January 28, 2022, by 9am</p>
<p>3: Key Policy Arenas in the Social Economy</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 3: Key Policy Arenas in the Social Economy (includes media) ▪ Paul Cairney, <i>What is Policy?</i> Blogpost and podcast: https://paulcairney.wordpress.com/2016/03/04/what-is-policy-3/ ▪ Paul Cairney, <i>Policy in 500 words: What is public policy and why does it matter?</i> Blogpost: https://paulcairney.wordpress.com/2016/04/28/policy-in-500-words-what-is-public-policy-and-why-does-it-matter/ 	<p>⇒ Live Online conversation (optional), Friday, January 28, 2022, 9-10:30 am CST</p> <p>⇒ Read and post on Discussion Board #2, due date February 16, 2022, at 1pm CST</p> <p>⇒ Assignment #1: Information Briefing Note (on a Policy Environment). Due Sunday February 13, 2022, by 12pm CST.</p>
<p>Section 2: Size and Scope of the Social Economy</p>		
<p>4: Co-operatives and Mutuals</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 3: Co-operatives and Mutuals (includes media) 	<p>⇒ Live Online conversation (optional), Friday, February 4, 2022, 9-10:30 am CST</p> <p>⇒ Read and post on Discussion Board #2, due Wednesday February 16, 2022, at 1pm CST</p> <p>⇒ Journal entry #3 due Friday, February 11, 2022, by 9am</p>
<p>5: Credit Unions and Co-operative Resiliency</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 4: Credit Unions and Co-operative Resiliency (includes media) ▪ Johnston Birchall and Lou Hammond Kettilson. 2009. <i>Resilience of the Co-operative Business Model in Times of Crisis</i>. Geneva: International Labour Organization. 	<p>⇒ Live Online conversation (optional), Friday, February 11, 2022, 9-10:30 am CST</p> <p>⇒ Journal entry #4 due Friday, February 11, 2022, by 9am</p>

	<ul style="list-style-type: none"> ▪ Giles Tremlett. “Mondragon: Spain’s giant co-operative where times are hard but few go bust”. <i>Guardian UK</i>. March 7, 2013. 	
6: Nonprofit Organizations and Foundations	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 6: Nonprofit Organizations and Foundations ▪ 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. ▪ Hansmann, H. (1980). The Role of Nonprofit Enterprise. <i>Yale Law Journal</i> 89, 835-901. Read pp. 838-863 (skim the remainder if interested) ▪ Hilary Pearson. 2019. Book Review: Just Giving: Why Philanthropy Is Failing Democracy and How It Can Do Better. <i>The Philanthropist</i>. 	<ul style="list-style-type: none"> ⇒ Live Online conversation (optional) *How to Write a Grant Application, Friday, February 18, 2022, 9-10:30 am CST ⇒ Read and post on Discussion Board #3, due Wednesday March 9, 2022, at 1pm CST ⇒ Assignment #2: Nonprofit Grant Application, due Monday, March 7, 2022, 9am.
7: Social Enterprises and Community Economic Development	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 7: Social Enterprises and Community Economic Development ▪ Teasdale, Simon. 2011. What’s in a Name? Making Sense of Social Enterprise Discourse. <i>Public Policy and Administration</i>, 27(2) 99–119. ▪ Susan Manwaring and Andrew Valentine. 2010. Canadian Structure Options for Social Enterprise. <i>The Philanthropist</i>. Vol 23 (3) 	<ul style="list-style-type: none"> ⇒ Live Online conversation (optional), Friday, March 4, 2022, 9-10:30 am CST ⇒ Read and post on Discussion Board #3, due Wednesday March 9, 2022, at 1pm CST
8: Corporate Social Responsibility,	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 8: Corporate Social Responsibility, B Corporations 	<ul style="list-style-type: none"> ⇒ Live Online conversation (optional), Friday, March 11, 2022, 9-10:30 am CST

<p>B Corporations, and the “Sharing Economy”</p>	<p>and the “Sharing Economy” (includes media)</p> <ul style="list-style-type: none"> ▪ John Elkington. 2018. 25 years ago I coined the phrase “Triple bottom line.” Here’s why it’s time to rethink it. Harvard Business Review. June 25, 2018. ▪ 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>⇒ Journal Entry #5 due Friday, March 18, 2022, at 9am.</p>
<p>Section 3: Social Economy in Practice</p>		
<p>9: Degrowth and De-colonization</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 9: Degrowth and Decolonization (includes media) ▪ Giorgos Kallis, Christian Kerschner, Joan Martinez-Alier. 2012. Introduction: The Economics of Degrowth. <i>Ecological Economics</i>. 84 (2012) 172–180 ▪ 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>⇒ Live Online conversation (optional), Friday, March 18, 2022, 9-10:30 am CST</p> <p>⇒ Read and post on Discussion Board #4, due Wednesday March 30, 2022, at 1pm CST</p> <p>⇒ Journal Entry #6 due Friday, March 25, 2022, at 9am.</p>
<p>10: Governing the Social Economy</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 10: Governing the Social Economy (includes media) ▪ 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. ▪ Liz Weaver. 2017. <i>Turf, Trust, and Cocreation in Collective Impact</i>. 	<p>⇒ Live Online conversation (optional), Friday, March 25, 2022, 9-10:30 am CST</p> <p>⇒ Read and post on Discussion Board #4, due Wednesday March 30, 2022, at 1pm CST</p> <p>⇒ Assignment #3: Presentation, final version due Monday April 11, 2022.</p>

	<p>Waterloo, ON: Tamarack Institute.</p> <ul style="list-style-type: none"> ▪ Tonya Surman. 2006. <i>Constellation Collaboration: A model for multi- organizational partnership</i>. Toronto: Centre for Social Innovation. 	
<p>11: Social Procurement and Social Outcomes Purchasing</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 11: Social Procurement and Social Outcomes Purchasing (includes media) ▪ City of Saskatoon. 2018. <i>Procurement at the City: Policy and Protocols Manual for Purchasing Goods, Services or Construction</i>. ▪ City of Calgary. nd. Social Procurement for Calgary [https://momentum.org/wp-content/uploads/2018/08/Social-Procurement-for-Calgary.pdf] ▪ 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/] ▪ 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>⇒ Live Online conversation (optional), Friday, April 1, 2022, 9-10:30 am CST</p>
<p>12: The Future of Social Economy</p>	<p>Readings:</p> <ul style="list-style-type: none"> ▪ Module 12: The Future of Social Economy (includes media) ▪ Andrew Allimadi, Hanyang Ge and Wenyan Yang, Division for Inclusive Social Development, UN DESA. 2021. <i>Policy Brief #109:</i> 	<p>⇒ Live Online conversation (optional), Friday, April 8, 2022, 9-10:30 am CST</p> <p>⇒ Final Assignment: Short Essay, due April 20, 2022</p>

	<p><i>Accelerate action to revamp production and consumption patterns: the circular economy, cooperatives and the social and solidarity economy.</i> Geneva: United Nations.</p> <ul style="list-style-type: none"> ▪ Brent McKnight and Julie Gouweloos. "How COVID-19 could transform nonprofit organizations." <i>The Conversation</i>. January 30, 2021. [https://theconversation.com/how-covid-19-could-transform-non-profit-organizations-153254] ▪ Krlev, G., Pasi, G., Wruk, D., & Bernhard, M. (2021). Reconceptualizing the Social Economy. <i>Stanford Social Innovation Review</i>. 	
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ASSIGNMENTS

Discussion Board and Journal Entries (20%) A variety of topics will be discussed from module to module on the group Discussion Board and in Journal Entries. Students are responsible for providing thoughtful comments to the group discussions and engaging in critical reflection in the journal entries. Topics for discussion will be posted on the course's Canvas site and Journal Entry topics are posted in the relevant modules.

Assignment 1: Information Briefing Note (on a Policy Environment) (15%)

Description: Students will prepare an Information Briefing Note about the policy environment for a social economy organization of their choice. Details of assignment can be found in Module 3 (single spaced, 12-point, use specified format).

Assignment 2: Nonprofit Grant Application (15%)

Description: Students will write a grant application for a nonprofit organization, using a template from the City of Saskatoon. Each student will be required to read and comment on another student's application before submission. Details of assignment can be found in Module 6 (12-point, use specified format).

Assignment 3: Presentation (Decision Briefing Note and recorded presentation) (25%)

Description: Students will prepare a Decision Briefing Note for one of four scenarios written by the instructor. They will also present their brief as a PowerPoint presentation for their peers (and fictional supervisor). Students will be asked to review and provide feedback on at least one other student's presentation before final submission. (paper: single spaced, 12-point, use specified format; group presentation, PowerPoint is optional: max. 5 slides).

Assignment 4: Short Essay (25%)

Description: Students will write a short essay addressing the three most important concepts or issues for the future of the social economy, drawing on material from across the entire course. Details of assignment are posted in Module 12. (Max. 500 words, single spaced, 12-point, use specified format).

EVALUATION

The following describes the relationship between literal descriptors and percentage scores for courses in the College of Graduate Studies and Research:

85+ excellent

A superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of 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 interest with related disciplines.

80-85 very good

An excellent performance with strong evidence of:

- a comprehensive grasp of subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good to excellent capacity for original, creative and/or logical thinking;
- a very good capacity 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 interest with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of subject matter;
- a good understanding of the relevant issues and satisfactory to 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 matter in a critical and constructive manner; and
- some ability to apply theories to real-world problems and interest with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject matter;
- 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 matter; and
- a moderate ability to examine the material in a critical and analytical manner.

EXTENSIONS AND LATE ASSIGNMENTS

Overdue assignments will be assessed a penalty of 5% per day. If you encounter extenuating circumstances that will interfere with your ability to complete assignments on time, please contact me as soon as possible.

RECOMMENDED TECHNOLOGY FOR REMOTE LEARNING

Students are reminded of the importance of having the appropriate technology for remote learning. The list of recommendations can be found at <https://students.usask.ca/remote-learning/tech-requirements.php>.

REQUIRED VIDEO USE

At times in this course, you will be required to have your video on during video conferencing sessions or for recorded presentations. For this, you will need to use a webcam built into or connected to your computer. This requirement forms part of an assessment of professionalism in public or workplace presentations, and for the instructor to observe completion of a skill and provide feedback.

For questions about use of video in your sessions, including those related to your privacy, contact your instructor.

ACADEMIC INTEGRITY AND CONDUCT

“Integrity is expected of all students in their academic work – class participation, examinations, assignments, research, practica – and in their non-academic interactions and activities as well.”
(Office of the University Secretary)

It is your responsibility to be familiar with the University of Saskatchewan policies and procedures on [Academic Misconduct](#) and [Non-Academic Misconduct](#).

INTEGRITY IN A REMOTE LEARNING CONTEXT

Although learning in a remote context is different, the rules and principles governing academic integrity remain the same. If you ever have questions about what may or may not be permitted, ask your instructor. Students have found it especially important to clarify rules related to exams administered remotely and to follow these carefully and completely.

STUDENT FEEDBACK

Teaching is a skill, like any other. The instructor for this course values the anonymous student feedback from instructor evaluation surveys and uses this information to improve on the content and deliver of her courses.

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For more information about copyright, visit this page. Information for students is available [here](#). Or contact the University's Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.

ACCESS AND EQUITY SERVICES

Students may need different kinds of accommodations for different reasons. You may be experiencing stress, or be pregnant, or require religious accommodations, or have a disability (physical, medical, learning, psychiatric, or other) that requires some modifications of the course elements. There are many reasons you might need some elements of the course to be modified, so please email me or meet with me as early as possible so that we can decide on suitable accommodations.

There are also services available to assist with accommodations and other needs. At U of S, Disability Services for Students (DSS) can be reached at 966-7273 or you can find out more about their services [here](#). In this course who are experiencing stress or otherwise may want to speak to a counsellor can seek assistance from the University of Saskatchewan Student Counselling Services. Click [here](#) for more information, or call (306) 966-4920 between 8:30 a.m. to 4:30 p.m. Monday to Friday.

If you are a student needing accommodations based on a diagnosed disability (learning, medical, physical, and/or mental health), religion, family status (including pregnancy), and/or

gender identity, you must register with Access and Equity Services (AES) in order to access AES programs and supports. Information about AES can be found [here](#).

EXAMINATIONS WITH ACCESS AND EQUITY SERVICES (AES)

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates. In order to access AES programs and supports, students must follow AES policy and procedures. For more information or advice, visit <https://students.usask.ca/health/centres/access-equity-services.php>, or contact AES at 306-966-7273 or aes@usask.ca.

Students registered with AES may request alternative arrangements for mid-term and final examinations. Students must arrange such accommodations through AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For information on AES services for Fall 2021 please visit:

<https://students.usask.ca/health/centres/access-equity-services.php#Fall2021Information>

STUDENT SUPPORTS

Academic Help for Students

The University Library offers a range of learning and academic support to assist USask undergrad and graduate students. For information on specific services, please see the Learning page on the Library web site <https://library.usask.ca/support/learning.php>.

Remote learning support information <https://students.usask.ca/remote-learning/index.php>

[Class and study tips https://students.usask.ca/remote-learning/class-and-study-tips.php](https://students.usask.ca/remote-learning/class-and-study-tips.php)

Remote learning tutorial https://libguides.usask.ca/remote_learning

Study skills materials for online learning <https://libguides.usask.ca/studyskills>

A guide on netiquette, principles to guide respectful online learning interactions

<https://teaching.usask.ca/remote-teaching/netiquette.php>

Writing Centre - Quality writing help for free!

The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. I strongly encourage students to use the services of this centre for quality copy editing. Contact the Writing Centre at: <https://library.usask.ca/studentlearning/writing-help/>

Teaching, Learning and Student Experience

Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' web site <http://students.usask.ca>.

Financial Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central (<https://students.usask.ca/student-central.php>).

Aboriginal Students' Centre

The Aboriginal Students' Centre (ASC) is dedicated to supporting Aboriginal student academic and personal success. The centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The centre is also dedicated to intercultural education, bringing Aboriginal and non-Aboriginal students together to learn from, with and about one another in a respectful, inclusive and safe environment. Students are encouraged to visit the ASC's Facebook page (<https://www.facebook.com/aboriginalstudentscentre/>) to learn more.

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Please visit students.usask.ca for more information.

College Supports

Students at JSGS have access to up to 5 free hours of writing support from writing instructor Heather McWhinney. The assignments in this course have been designed to allow the Instructor to spot students who may benefit from this service early on. Students who are identified as being able to benefit from writing skills support will be encouraged by the Instructor to book time with McWhinney at their earliest possible convenience.

Remember, there are many supports available to help you thrive in the remote learning context.

COURSE CONTRIBUTORS

All modules in this course were written and designed by Dr. Jen Budney, Professional Research Associate at the Canadian Centre for the Study of Co-operatives. Technical support has been provided by Arsalan Majeed.