

JSGS 867 Advanced Policy Analysis

	UNIVERSITY OF REGINA CAMPUS	
INSTRUCTORS:	Doug Moen, Cynthia Bojkovsky	
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OFFICE HOURS:	By appointment, available via Zoom	
OFFICE LOCATION:	314 - 2155 College Avenue	
TERM:	Winter 2021	
ROOM:	Cynthia's Zoom Room	
DATE AND TIME:	Zoom Classes Mondays 1:30 pm-3:30 pm	

CALENDAR DESCRIPTION

This course will introduce students to applied policy analysis and key policy research methods using stakeholder analysis, media analysis, and public option research. As an applied project class, students will learn alternative policy analytics approaches using case studies, role playing, in class workshops, and hearing from experts in the field.

ATTRIBUTES OF JSGS GRADUATES

1. **Management, Governance, and Leadership:** Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
2. **Communication and Social Skills:** Ability to communicate effectively and build enduring, trust-based interpersonal, professional relationships.
3. **Systems Thinking and Creative Analysis:** Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
4. **Public Policy and Community Engagement:** Ability to understand how organizational and public policies are formulated, their impact on public policy and management and how to influence their development.
5. **Continuous Evaluation and Improvement:** Commitment to on-going evaluation for continuous organizational and personal improvement.
6. **Policy Knowledge:** Ability to analyze and contribute content to at least one applied policy field.

LEARNING OBJECTIVES

Student taking this course will be expected to:

- 1) Use system thinking to address complex policy problems through a multi-sectored approach.
- 2) Analyze Saskatchewan-based initiatives designed to produce ‘transformational change’ in cross-ministerial government programming.
- 3) Design human services that promote healthy communities through education, health, justice, and social cohesion.
- 4) Understand how to implement programs through localized community-based engagement.
- 5) Use interdisciplinary methods to further the reliability and validity of evidence-informed policy analysis.

COURSE CONTENT AND APPROACH

Advanced policy analysis is an applied class in which students will work in teams on real-world policy problems. Students will examine how the application of a multi-sectoral approach is used to address complex policy problems. The theme of the class will be enhancing community well-being and the focus will be on how we reduce demand while improving collective outcomes. Students will be challenged to develop measures that evaluate the collective impact of system-based interventions and evaluate the tradeoffs between traditional siloed measures and more innovative practice approaches.

The class will feature numerous guests from the Public Sector who will each share their perspective on healthy communities. In adherence to the COVID-19 pandemic response, the 2021 section of JS GS 867 will include online lectures and guest presentations in addition to expectations for independent learning. Students will have the opportunity to learn from real world policy makers and gain experiential skills through collaborative group work.

USE OF VIDEO AND RECORDING OF THE COURSE

Some of our Zoom class sessions may be recorded to support students who are not be able to attend live due to work or family conflicts, connectivity challenges, or other restrictions. As a result, the University of Regina may collect students’ images, voices, names, personal views and opinions, and course work under the legal authority of *The Local Authority Freedom of Information and Protection of Privacy Act*. Recordings will be posted only in our URCourses site, which is a password protected learning management system, and made available only to registered students in the course.

Students who participate in a Zoom session with their video on or utilize a profile image are consenting to have their video or image recorded (including anything visible in the background). If you have concerns with such recording, be sure to keep your video off and do not use a profile image. In addition, students who un-mute their microphone during class and participate orally are consenting to have their voices, and personal views and opinions recorded. If you are unwilling to consent to this recording, please do not un-mute your microphone during class. If you have any questions about the collection or use of your personal information, please contact your instructor.

Please note: This syllabus is provided prior to the course commencing but remains subject to revision, particularly as it pertains to the availability of guest presenters.

COURSE OUTLINE AND ASSIGNMENTS

Session 1 – Course Introduction and Wicked Problems - Jan. 11, 2021

Students will have the opportunity to attend a Zoom seminar and review the course homepage to familiarize themselves with course expectations. Additionally, the second half of the Zoom seminar will highlight the importance of collaboration in public policy. By engaging with required reading materials and other resources available on the course homepage, students will learn about the ‘wicked problems’. Collaborative policy making and wicked problems are core theoretical concepts in this course.

Zoom Seminar: Course and Assignments Introduction 1:30 – 2:30

Collaborative Policy Making and Action by Doug Moen 2:30 – 3:30

Independent Learning: Wicked Problems

REQUIRED READINGS

Australian Public Service Commission. 2012. *Tackling wicked problems: A public policy perspective*.

<http://www.apsc.gov.au/publications-and-media/archive/publications-archive/tackling-wicked-problems>

Head, B. 2008. Wicked problems in public policy. *Public Policy*. 3(2), 101-118.

https://www.researchgate.net/publication/43502862_Wicked_Problems_in_Public_Policy

Head, B.W. and Alford, J. 2015. Wicked problems: Implications for public policy and management. *Administration & Society*. 47(6): 711-739.

Head, B. Jan 9 2018. Understanding “wicked” policy problems. *Policy Options Politiques*.

Institute for Research on Public Policy. <http://policyoptions.irpp.org/magazines/january-2018/understanding-wicked-policy-problems/>

Rittel, Horst W. J. and Melvin M. Webber. 1973. Dilemmas in a General Theory of Planning. *Policy Sciences*. 4(2): 155–169.

SUPPLEMENTARY RESOURCES

Refer to course homepage

Session 2 – Introducing the Data and Truth and Reconciliation - Jan. 18, 2021

The session two Zoom seminar will be divided into two components. Doug Moen will present human services data from the Government of Saskatchewan, which students will incorporate into their poster assignment. The second part of the Zoom seminar will be a presentation about truth and reconciliation and how this relates to public policy. By engaging with required reading materials and other resources available on the course homepage, students will learn more about truth and reconciliation and evidence-based policy making.

Zoom Seminars: Introducing the Data by Doug Moen 1:30 – 2:30

Truth and Reconciliation in Public Policy by Emily Grafton 2:30 – 3:30

Independent Learning: Truth and Reconciliation and Evidence Based Policy Making

REQUIRED READINGS

Blair, S. Indigenous Peoples of Saskatchewan.

https://teaching.usask.ca/indigenoussk/import/indigenous_peoplesof_saskatchewan.php

Lucas, D. 2018. Evidence-based policy as public entrepreneurship. *Public Management Review*. 20(11): 1602-1622.

Orr, L. 2018. The role of evaluation in building evidence-based policy. *The ANNALS of the American Academy of Political and Social Science*.

<https://journals.sagepub.com/doi/abs/10.1177/0002716218764299>

SUPPLEMENTARY RESOURCES

Osmond-Johnson, P. and Turner, P. 2020. Navigating the “ethical space” of truth and reconciliation: Non-indigenous school principals in Saskatchewan. *Curriculum Inquiry*, 50: 54-77.

The Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People. 2013. Voice, Vision and Leadership: A Place for All.

<http://www.jointtaskforce.ca/wp-content/uploads/2013/04/Joint-Task-Force-Final-Document.pdf>

Truth and Reconciliation Commission of Canada. 2015. Honoring the Truth, Reconciling for the Future. Preface (pages v-vi) and Introduction (pages 1-22).

http://nctr.ca/assets/reports/Final%20Reports/Executive_Summary_English_Web.pdf

Session 3 – Evidence Based Policy Making – Jan. 25, 2021

Building on session two, students will have the opportunity to hear the story behind the data from a panel of Government of Saskatchewan representatives. Students are encouraged to ask questions and clarify aspects of Doug Moen’s data presentation (session two) to prepare for the poster assignment. Reading materials and additional resources on the course homepage will strengthen students’ understanding of the importance of collaboration in addressing wicked problems.

Zoom Presentation: Using data in evidence based policy making - Gerry Craswell, Ministry of Education; Curtis Woloschuk, Ministry of Justice; Gary Shepherd, Ministry of Health; and Tobie Eberhardt and Jarret Boon, Ministry of Social Services 1:30 – 3:30

Independent Learning: Wicked Problems and Collaboration

REQUIRED READINGS

Dentoni, D. Bitzer, V. 2018. Harnessing wicked problems in multi-stakeholder partnerships. *Journal of Business Ethics*. 150(2): 333-356.

Henderson, C. and Gronholm, P. 2018. Mental health related stigma as a ‘Wicked Problem’: The need to address stigma and consider the consequences. *International Journal of Environmental Research and Public Health*, 15(6): 1158-1172.

SUPPLEMENTARY RESOURCES

Department of Justice Canada. 2019. *Final report on the review of Canada’s Criminal Justice System*. Government of Canada. <https://www.justice.gc.ca/eng/cj-jp/tcjs-tsjp/fr-rf/docs/fr.pdf>

Karboul, A. 2016 Nov 3. The global learning crisis - and what to do about it. Ted Talks Daily. https://www.ted.com/talks/amel_karboul_the_global_learning_crisis_and_what_to_do_about_it#t-23497.

Mental Health Commission of Canada. N.A. <https://www.mentalhealthcommission.ca/English>

O’Grady, K., Deussing, M.A., Scerbina, T., Tao, Y., Fung, K., Elez, V. and Monk, J. 2019. *Measuring up: Canadian Results of the OECD PISA Study*. Council of Ministers of Education, Canada. Government of Canada. https://www.cmec.ca/Publications/Lists/Publications/Attachments/396/PISA2018_PublicReport_EN.pdf

Session 5 – Collaborations for Mental Health and Addictions - Feb. 1, 2021

Concerns with mental health, addictions and overdoses have been prevalent for years but have become more urgent for policy makers recently. In this session, students will have the opportunity to hear about a collaborative approach to address this problem in Saskatchewan. Reading materials and additional resources on the course homepage will help students understand a public policy methodology called ‘collective impact’, aspects of which will be addressed by the panel of guest speakers.

Zoom Presentation: Collaborations for Mental Health and Addictions – Chief Evan Bray, Regina Police Service and Billy Jo Morissette, Ministry of Health 1:30 – 3:30

Independent Learning: Collective Impact

REQUIRED READINGS

Kania, John and Mark Kramer. 2011. Collective Impact. Stanford Social Innovation Review. Winter. https://ssir.org/articles/entry/collective_impact

Kania, John and Mark Krame. 2013. Embracing Emergence: How Collective Impact Addresses Complexity. *Stanford Social Innovation Review*. Jan. 21.

https://ssir.org/articles/entry/embracing_emergence_how_collective_impact_addresses_complexity

Hanleybrown, Fay, John Kania, and Mark Kramer. 2012. Channeling Change: Making Collective Impact Work. *Stanford Social Innovation Review*. Jan. 26.

https://ssir.org/articles/entry/channeling_change_making_collective_impact_work

Sharma, A. November 23 2015. *Chasing systemic change*. You Tube [Chasing Systemic Change | Andi Sharma | TEDxSaskatoon](#)

SUPPLEMENTARY RESOURCES

Tamarack Institute. N.A. *Collective Impact*. <http://www.tamarackcommunity.ca/collectiveimpact>

Zellner, M. and Campbell, S. 2015. Planning for deep-rooted problems: What can we learn from aligning complex systems and wicked problems? *Planning Theory & Practice*. 16(4): 457-478.

Session 6 –Predictive Analytics - Feb. 8, 2021

Technology improvements are leading to new possibilities for the use of evidence in policy making, including the use of predictive analytics. The first part of this zoom seminar, as supported by required reading and other course materials on the homepage, will provide details about the usefulness of predictive analytics for policy making. The second part of the zoom seminar will be an opportunity for students to present their poster. More details about the poster assignment are available on the course homepage.

Zoom Presentation: Predictive Analytics in Health – Tracey Sherin and Tanya Verrall, Health Quality Council 1:30 – 2:30

Student Poster Presentation over Zoom: 2:30 – 3:30 MANDATORY ATTENDANCE

Independent Learning: Predictive Analytics

Due: Poster to be presented in class over Zoom and submitted by email to cynthia.bojkovsky@uregina.ca by Friday, Feb. 5 at 11:59 p.m.

Students have the option to edit and re-submit their poster by Wednesday, Feb. 10th at 11:59 p.m.

REQUIRED READINGS

De Marchi, G., Lucertini, G. and Tsoukiàs, A. 2016. From evidence-based policy making to policy analytics. *Annals of Operations Research*. 236: 15-38.

Giest, S. and Ng, R. 2018. Big data applications in governance and policy. *Politics and Governance*, 6(4): 1-4.

Saunders, J., Hunt, P. and Hollywood, J. 2016. Predictions put into practice: a quasi-experimental evaluation of Chicago's predictive policing pilot." *Journal of Experimental Criminology* 12(3): 347-371.

Gawande, A. January 24, 2011. The Hot Spotters. *The New Yorker*.
<http://www.newyorker.com/magazine/2011/01/24/the-hot-spotters>

SUPPLEMENTARY RESOURCES

Daniell, K.A., Morton, A. and Rios Insua, D. 2016. Policy analysis and policy analytics. *Annals of Operations Research*. 236: 1-13.

Gandomi, A. and Haider, M. 2015. Beyond the hype: Big data concepts, methods, and analytics. *International Journal of Information Management*, 35: 137 – 144. https://ac.els-cdn.com/S0268401214001066/1-s2.0-S0268401214001066-main.pdf?_tid=fbcf8bdd-e367-4725-a3f3-b8f801b19185&acdnat=1541784515_03d421ae1b04d35fd6dd5ad6be0ec91a

Session 7 – Collaborative and Innovative Approaches in Policing – Feb. 22, 2021

Delivering effective public policy often requires collaborations between government and community organizations. This zoom seminar includes guest speakers who will provide perspectives on two different collaborative partnerships. While neither of these partnerships were established as true collective impact projects, they have adopted many collective impact practices. These presentations, reading materials and additional resources on the course homepage will provide students with an opportunity to understand the role of the backbone organization in a collective impact project.

Zoom Presentation: Collaboration at The Regina Intersectoral Partnership (TRIP) - Lance Dudar and Wendy Stone, Regina Police Services 1:30 – 2:30

The Moose Jaw Hub - Rick Bourassa and Colleagues, Moose Jaw Chief of Police 2:30 – 3:30

Independent Learning: Collective Impact and Understanding Backbone Organizations

REQUIRED READINGS

Collier, R. 2017. Is police-public health collaboration an oxymoron? *Canadian Medical Association Journal*, 189(21): E760-E761

DuBow, W. Hug, S., Serafini, B. and Litzler, E. 2018. Expanding our understanding of backbone organizations in collective impact initiatives. *Community Development*. 49(3): 256-273.

N.A. N.D. Saskatchewan, Canada: *The Hub Model for community safety*.
http://results4america.org/wp-content/uploads/2017/07/LandscapeCS_Canada_4.pdf

SUPPLEMENTARY RESOURCES

Broda, L. 2019. *Annual Report 2019*. Saskatchewan advocate: A voice for children and youth. https://www.saskadvocate.ca/sites/default/files/u11/2019_Advocate_for_Children_and_Youth_Annual_Report.pdf

O'Soup, C. December 2017. *Shhh...Listen!!! We have something to say! Youth voices from the north*. Saskatchewan advocate: A voice for children and youth. https://www.saskadvocate.ca/sites/default/files/u11/listen_we_have_something_to_say_nov_2017.pdf

Schneider, A., Wickert, C. and Marti, E. 2017. Reducing complexity by creating complexity: A systems theory perspective on how organizations respond to their environments. *Journal of Management Studies*. 54(2): 182-207.

Zellner, M. and Campbell, S. 2015. Planning for deep-rooted problems: What can we learn from aligning complex systems and wicked problems? *Planning Theory & Practice*. 16(4): 457-478.

Session 8 – Policy Evaluation - March 1, 2021

Knowing whether policy achieves intended objectives requires careful evaluation. After learning last week how the Hub Model operates, students will now have the opportunity to hear about the Hub Model evaluation in Saskatchewan. Additional insights about the importance of evaluation and other principles of good public policy will be provided through the zoom seminar, required reading and additional resources on the course homepage.

Zoom Presentation: Policy Evaluation and the Hubs - Gina Alexander, Executive Director of Community Safety Outcomes and Corporate Supports 1:30 – 3:00; lecture 3:00 – 3:30

Independent Learning: Policy Evaluation and Good Policy Principles

REQUIRED READINGS

Corley, C. and Teare, G. 2019. The Hub Model: It's time for an independent summative evaluation. *Journal of Community Safety and Well-Being* 4(1): 10-12. <https://journalcswb.ca/index.php/cswb/article/view/93/182>

McFee, Dale R. and Norman E. Taylor. 2014. The Prince Albert Hub and The Emergence of Collaborative Risk-Driven Community Safety. *Change and Innovation in Canadian Policing: Canadian Police College Discussion Paper Series*. Ottawa, ON: Canadian Police College. http://publications.gc.ca/collections/collection_2017/sp-ps/PS67-1-1-2014-eng.pdf

Parkhurst, M. and Preskill, H. 2016. Learning in action: Evaluating collective impact. *Stanford Social Innovation Review*. https://ssir.org/articles/entry/learning_in_action_evaluating_collective_impact

SUPPLEMENTARY RESOURCES

Cabaj, M. March 9 2020. *Evaluating systems change: An inquiry framework with Mark Cabaj*.
You Tube https://www.youtube.com/watch?v=m905SvW_-N0

Session 9 – Collaborations for COVID-19 - March 8, 2021

COVID-19 presents a wicked problem at a scale never seen before in this lifetime. Drawing on several theoretical concepts previously presented, students will have the opportunity to consider the COVID-19 pandemic from a public policy lens. The panel presentation, assigned readings and additional materials available on the course homepage will focus on the collaboration required to find solutions for this wicked problem. The CDI assignment must be submitted by 11:59 p.m. and more information is available on the course homepage.

Zoom Presentation: Collaborations for COVID-19 – Rebecca Carter, Ministry of Health and Rob Currie 1:30 – 3:30

Independent Learning: COVID-19 as a Wicked Problem

Due: CDI by 11:59 pm March 8, 2021 to be emailed to cynthia.bojkovsky@uregina.ca

REQUIRED READINGS

Cankurtaran, P. and Beverland, M. 2020. Using design thinking to respond to crises: B2B lessons from the 2020 COVID-19 pandemic. *Industrial Marketing Management*, 88: 255-260.

Paquet, M. and Schertzer, R. 2020. COVID-19 as a complex intergovernmental problem. *Canadian Journal of Political Science*, 53: 343-347.

Auld, G., Bernstein, S., Cashore, B. and Levin, K. 2020. Managing COVID-19 as a super wicked problem: Lessons from, and for the climate crisis. Conference paper from ResearchGate.
https://www.researchgate.net/publication/342201345_Managing_COVID-19_as_a_Super_Wicked_Problem_Lessons_from_and_for_the_Climate_Crisis

Willis, P. 2016. From humble inquiry to humble intelligence: Confronting wicked problems and augmenting public relations. *Public Relations Review*. 42: 306-313.

SUPPLEMENTARY RESOURCES

Refer to course homepage

Session 10 – Lieutenant Governor and Group Work - March 15, 2021

This zoom session offers a special opportunity to hear from His Honour The Honourable Russ Mirasty, including how growing up as a member of the Lac La Ronge Indian Band shaped his career with the RCMP and his perspectives on public policy. The second part of this zoom session will involve break-out rooms for group work. More information regarding the final assignment is available on the course homepage.

Zoom Presentation: Lieutenant Governor Russ Mirasty 1:30 – 2:30

Zoom Group Work for Final Assignment: 2:30 – 3:30

REQUIRED READINGS

The Lieutenant Governor of Saskatchewan: His Honour the Honourable Russ Mirasty. 2020.
<http://ltgov.sk.ca/the-lieutenant-governor/lieutenant-governor-russ-mirasty>

SUPPLEMENTARY RESOURCES

None

Session 11 – Indigenous Policy and Group Work – March 22, 2021

Evidence based policy requires collaboration between researchers and policy makers. The first part of the zoom session will highlight current work being done by the Indigenous Peoples' Health Research Centre. The second part of this zoom session will involve break-out rooms for group work. More information regarding the final assignment is available on the course homepage.

Zoom Presentation: Collaborative Policy Approaches for Indigenous Policy – Cheyanne Desnomie and Moses Gordon, Indigenous Peoples' Health Research Centre 1:30 – 2:30

Zoom Group Work for Final Assignment: 2:30 – 3:30

REQUIRED READINGS

Allan, L., Hatala, A., Ijaz, S., Elder Courchene, D. and Elder Bushie, B. 2020. Indigenous-led health care partnerships in Canada. *Canadian Medical Association Journal* 192(9): E208-16.

Dutton, D., Forest, P., Kneebone, R. and Zwicker, J. 2018. Effect of provincial spending on social services and health care on health outcomes in Canada: an observational longitudinal study. *Canadian Medical Association Journal* 22(190): E66-71.

SUPPLEMENTARY RESOURCES

Johnson Shoyama Graduate School of Public Policy. N.D. Indigenous Peoples' Health Research Centre. <https://www.schoolofpublicpolicy.sk.ca/iphrc/>

Session 12 – Review – March 29, 2021

The first part of this zoom session is an opportunity to integrate the core theoretical concepts of this course with the information provided by guest speakers. The second part of this zoom session is an additional opportunity to work as a group to prepare the presentation for the final assignment. More information regarding the final assignment is available on the course homepage.

Zoom Presentation: Review 1:30 – 3:00

Optional Additional Zoom Group Work Time: 3:00 – 3:30

Due: Team Paper by 11:59 pm March 29, 2021 to be emailed to cynthia.bojkovsky@uregina.ca

Session 13 – Group Presentations – April 12, 2021

This zoom session is dedicated to group presentations for the final assignment. More information about the final assignment is available on the course homepage.

ZOOM GROUP PRESENTATIONS 1:30 – 3:30**MANDATORY ATTENDANCE****DESCRIPTION OF ASSIGNMENTS:**

SEMINAR PARTICIPATION: Students will be expected to actively participate in class discussions, guest speaker presentations and panel presentations. Guidelines are included in the syllabus.

POSTER: Students will select one of the data indicators presented by Doug Moen on January 18 (Session 2) and prepare a poster to address a policy problem. The poster must define the policy problem, demonstrate evidence-based policy making and include policy solution(s). If JSGS hosts the Tansley Lecture in spring 2021, the poster will be eligible for the student poster competition. Alternatively, well done posters may be appropriate for submission to other conferences. See the following website for details: <http://www.schoolofpublicpolicy.sk.ca/students/learning-through-experience/policy-research-poster-competition.php#Whysubmitaposter>

CABINET DECISION ITEM (CDI): Students will prepare a Saskatchewan specific CDI on any aspect of public policy that relates to this course. Data and reference information from the course must be integrated into the document. Students will be provided with an outline of the expected format in class.

IDENTIFYING WICKED PROBLEMS AND DESIGNING COLLABORATIVE SOLUTIONS GROUP PAPER AND PRESENTATION: Identify a wicked policy problem and justify how it meets the wicked problem criteria, according to the theoretical framework developed Rittel and Weber 1973 and related references studied during JSGS 867. Design an evidenced-based collaborative solution for the wicked problem and explain how it encompasses the principles of effectiveness, accessibility, efficiency, political feasibility and equity. Identify key stakeholders and their roles in planning and implementing the collaborative solution. Propose an evaluation strategy that can determine the success of your collaborative solution. Groups, as assigned in class, will prepare a paper with a maximum of 6000 words, excluding references and present a 20-25 minute PowerPoint slideshow with a maximum of 8 slides, excluding the title slide and references. The presentation will be presented by all group members on the last day of classes over Zoom. More information about this assignment will be provided in class. Assignments pertaining to COVID-19 as a wicked problem will be discouraged.

EVALUATION

ASSIGNMENT	GRADE	DESCRIPTION	DUE DATE
Seminar Participation	15%	Refer to guidelines	On-going
Poster	15%	Poster	February 5, 2021 at 11:59 p.m. SK time
Cabinet Decision Item	25%	2500 words	March 8, 2021 at 11:59 p.m. SK time
Team Final Paper	30%	6,000 words	March 29, 2021 at 11:59 p.m. SK time
Final Team Presentations	15%	PowerPoint Presentation	April 12, 2021 via Zoom 1:30-3:30 p.m. SK time

LATE ASSIGNMENTS

All assignments will be subject to late penalties except in the case of documented medical reasons. There are no exceptions. Grades will be penalized according to the following scale.

Penalties:	1 day	5 per cent
	2-4 days	15 per cent
	5-7 days	25 per cent

Assignments are not accepted after 7 days except for documented medical reasons.

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 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

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <http://https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html#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. Acknowledging the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavor. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php) 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. Acknowledging the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavor. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

STUDENT PARTICIPATION GUIDELINES

The JSGS courses rely heavily on the seminar style. What does a good seminar discussion look like?

Each person has read the text and several people have read at least one more item. All have thought about the readings and fashioned their own thoughts and opinions. These preliminary views will have been written down, but no one will read them out loud. There will be points that need clarification, and areas that are a bit of a mystery. Everyone will come with questions, and no one will feel uncomfortable raising them. Seminars work best when, above all, students learn from one another, people change their minds as the seminar goes on, and the whole group forward together. Mutual learning has two essentials:

1. *DO THE READING AND PREPARE YOUR THOUGHTS AND OPINIONS.* This is your responsibility to the group.
2. *BE WILLING TO ADMIT THAT THERE ARE THINGS YOU DON'T UNDERSTAND.* This can be difficult for students who are more comfortable in a lecture situation where it is possible to keep your head down when you don't understand something. You and your fellow classmates will learn from questions that clarify information from the instructor, guest speakers or peers.

If the members of the seminar are to do the teaching and the learning, what then is the purpose of the professor? The professor serves two purposes. First, she acts as a resource person, contributing additional pieces of information that help the members of the group

understand the questions and develops defensible positions. The professor steps in when the group is stymied or confused on a particular point. Second, the professor helps direct the discussion. She follows the steps which are outlined below, advises you when you are getting off track, and otherwise keeps the discussion moving along.

What is participation?

Beyond expressing your own relevant thoughts and experiences, participation means listening to, responding to and leaving room for others in the discussion. Everyone participates differently. Some people don't know what they think until they are in the midst of contributing to the discussion. While they can provoke creative thoughts in their listeners, sometimes they can go on, at length, without making much of a point. Others need to clarify the object of inquiry by asking fundamental questions. They remind us that what may seem obvious at first is often worthy of some profound thought. Another type of participator offers concise summary observations, keeping the discussion on track. All these different styles make important contributions to a class.

Respect for others is mandatory for successful seminar participation. The goal of participating is to learn, not criticize people's mistakes or challenges one may have in expressing themselves.

What should I expect in class discussion?

The following are suggestions for creating a participatory, supportive and open context for our class discussions. Class discussions over Zoom can be more challenging but they are equally important.

1. Adequately prepare for class discussions and guest speakers by staying current with assigned readings and familiarizing yourself with the organizations of guest speakers. It is important to respect that not all guest speakers will be familiar with the theoretical content of this course.
2. Respect the speaker and allow time for an individual to complete their thought. Avoid interrupting the speaker.
3. Find a balance of contributing your thoughts and ideas without dominating the conversation. Using the Zoom format, spoken comments or questions are preferred but contributions to the chat function will also be recognized as participation, particularly when conversations are moving quickly. There will be some classes when the professor will establish a round table discussion so all participants may offer their perspective.
4. Be inclusive and accepting of all people in your statements. Remarks that stereotype other people or express prejudices by gender, ethnic background, national origin, ability, age, sexuality etc. are objectionable and should be challenged.
4. Be patient with one another and recognize that sometimes a listener may interpret a comment differently than was intended. If something offends or puzzles you, ask for clarification first, before you challenge it.

5. Anticipate being challenged sometimes. Be prepared to justify your thoughts and ideas in a considerate way.
6. Be respectful that some information in this course may be confidential and/or private and should not be discussed outside the parameters of this course.
7. While guest speakers represent their organizations, recognize that they will share their own individual opinions.
8. Ask questions of each other, your guest speakers, and your instructors. Thoughtful questions are an excellent learning opportunity.
9. Bring your sense of humour to the classroom and share it with us. We all need humour more than ever these days.
10. Be courteous – join the Zoom seminar/lecture a few minutes before it begins, keep your video on and sound muted as much as possible and excuse yourself if you must leave early.

Participation Evaluation and Marking		
Attendance	Discussion	Reading
Always	<u>Excellent</u> : leads debate; offers carefully reasoned answers to the questions; takes care not to dominate; asks questions; helps others in non-obvious ways	Always reads beyond assigned documents; connects readings to questions; intelligently uses readings to inform the discussion
Almost always	<u>Very Good</u> : willing to offer answers; for the most part, makes thoughtful comments and asks helpful questions; a frequent contributor	Often reads beyond assigned documents; provides competent analysis of readings, frequently connecting them to the questions; responds well when prompted by others
Frequent	<u>Good</u> : has a basic grasp of the concepts and occasionally offers sound answers to the key questions; argument is sometimes faulty or poorly supported; may be uncomfortable asking questions or helping others	Displays familiarity with assigned readings but has difficulty forming a critical assessment and relating the reading to the topic questions
Not frequent enough	<u>Somewhat Poor</u> : remarks in class marred by misunderstandings of key concepts; seldom contributes effectively to answering the questions; digresses in unhelpful ways.	Actual knowledge of material is unclear and is overshadowed by improvised comments and remarks