

JSGS 867 ADVANCED PUBLIC POLICY

| UNIVERSITY OF REGINA CAMPUS | |
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| INSTRUCTOR: | Cynthia Bojkovsky and Doug Moen |
| PHONE: | (306) 585 - 5460 |
| E-MAIL: | cynthia.bojkovsky@uregina.ca |
| OFFICE HOURS: | By appointment, for phone or video meetings |
| OFFICE LOCATION: | College Ave Campus, University of Regina |
| TERM: | Winter 2022 |
| ROOM: | CB 330 |
| DATE AND TIME: | Tuesdays 1:00 – 4:00 |

This is a draft form of the syllabus. Revisions may be possible until the start date of the course.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

The content of the current syllabus is the intellectual property of the current instructors, Cynthia Bojkovsky and Doug Moen. We would like acknowledge and express appreciation to Dr. Kathleen McNutt for providing an earlier version of this course as a foundational reference.

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.

LEARNING OBJECTIVES

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

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 others will 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.

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.

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.

REMOTE LEARNING CONTEXT

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.

USE OF VIDEO AND RECORDING OF THE COURSE

Some of our Zoom class sessions will be recorded to support students who may 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 course homepage website, 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 have any questions about the collection or use of your personal information, please contact your instructor.

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 2022 section of JSGS 867 will be offered using a flexible model, with in-person learning at the University of Regina and Zoom facilitated seminars for students off campus. Students will have the opportunity to learn from real world policy makers and gain experiential skills through collaborative group work.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all the synchronous sessions in person if possible, and Zoom is offered for those unable to attend in person. 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.

REQUIRED READINGS

This course does not have a required text book. Required articles, reports and other sources of information are indicated below.

SUPPLEMENTARY READINGS

Supplementary materials will also be suggested for each module. These materials are not required but will provide additional background and introduce different perspectives on the topics being considered. You are advised to pick and choose which of the supplementary materials to review depending on your areas of interest and/or challenge. Please do not feel obligated to review all supplementary materials on this syllabus.

Additional supplemental text books that you may find helpful for this field of study include:

Pal, L., Auld, G. and Mallet, A. 2021. *Beyond Policy Analysis*. 6th ed. Toronto: Nelson Education Ltd.

Bardach, E. and Patashnik, E. 2020. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. 6th edition. California: CQ Press.

Howlett, M., Ramesh, M. and Perl, A. 2020. *Studying Public Policy: Principles and Processes*. Toronto: Oxford University Press.

Siu, B. 2020. *Developing Public Policy*. 2nd edition. Toronto: Canadian Scholars.

COURSE OUTLINE AND ASSIGNMENTS

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| Module 1: Course Introduction and Wicked Problems | Jan. 11 |
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Students will attend the seminar as well as review the syllabus and course homepage to familiarize themselves with course expectations. The required reading materials and other resources available introduce students to the concept of ‘wicked problems’, a core theoretical concept for this course.

Seminar: Cynthia Bojkovsky and Doug Moen

Required materials:

“Tackling wicked problems: A public policy perspective.” *Australian Public Service Commission*. 2012.
<http://www.apsc.gov.au/publications-and-media/archive/publications-archive/tackling-wicked-problems>

Head, B. “Wicked problems in public policy.” *Public Policy* 3, no. 2 (2008): 101-118.
https://www.researchgate.net/publication/43502862_Wicked_Problems_in_Public_Policy

Head, B.W. and Alford, J. “Wicked problems: Implications for public policy and management.” *Administration & Society* 47, no. 6 (2015): 711-739.

Head, B. "Understanding 'wicked' policy problems." *Policy Options Politiques*. Institute for Research on Public Policy: Jan. 9, 2018. <http://policyoptions.irpp.org/magazines/january-2018/understanding-wicked-policy-problems/>

Rittel, Horst W. J. and Melvin M. Webber. "Dilemmas in a General Theory of Planning." *Policy Sciences* 4, no. 2(1973): 155–169.

Supplementary materials:

Turnbull, N. and Hoppe, R. "Problematizing 'wickedness': A critique of the wicked problems concept, from philosophy to practice." *Policy and Society* 38, no. 2 (2019): 315-337.

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| Module 2: Collaborative Policy Making and Policy Analysis Review | Jan. 18 |
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In this module, students can expect to learn more about the importance of collaborative policy making and review some concepts from basic policy analysis. This review is of particular importance for students who are early in their studies, as they may encounter new ideas. Concepts from this module will be relevant for the remainder of the course and applicable to all the assignments.

Seminars: Collaborative Policy Making and Action by Doug Moen
Policy Analysis Review by Cynthia Bojkovsky

Required materials:

Azad, S., Howlett, M., Lewis, J. and Ramesh, M. "Procedural policy tools in theory and practice." *Policy and Society* 40, no. 3 (2021): 295-311.

Dentoni, D. Bitzer, V. "Harnessing wicked problems in multi-stakeholder partnerships." *Journal of Business Ethics* 150, no. 2 (2018): 333-356.

Hood, C. "Intellectual obsolescence and intellectual makeovers: Reflections on the tools of government after two decades." *Governance* 20, no. 1 (2007): 127-144.

Weible, C., Heikkila, T., deLeon, P. and Sabatier, P. "Understanding and influencing the policy process." *Policy Sciences* 45, no. 1 (2012): 1021.

Supplementary materials:

Capano, G. and Howlett, M. "The knowns and unknowns of policy instrument analysis: Policy tools and the current research agenda on policy mixes." *SAGE open* 10, no. 1(2020): 215824401990056.

Ostrom, E. "Policy analysis in the future of good societies." *The Good Society* 11, no. 1 (2002): 42-48.

Module 3: Introducing the Data and Reconciliation**Jan. 25**

For the first half of class, we will welcome a guest speaker to discuss truth and reconciliation and how this relates to public policy. During the second half of class, Doug Moen will present human services data from the Government of Saskatchewan, which students will utilize for the poster assignment.

Guest Presentation: Truth and Reconciliation in Public Policy by Emily Grafton, UofR 1:00 – 2:00

Seminar: Introducing the Data by Doug Moen 2:15 – 3:45

Required materials:

Blair, S. "Indigenous Peoples of Saskatchewan." *University of Saskatchewan*.

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

Nouri, A. "From the bench to the beltway – a scientist's journey to public policy." *Developmental Biology* 459, no. 1 (2020): 52-54.

Sydelko, P., Midgley, G., Espinosa, A. "Designing interagency responses to wicked problems: Creating a common, cross-agency understanding." *European Journal of Operational Research* 294 (2021): 250-263.

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

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

Supplementary materials:

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

"Voice, Vision and Leadership: A Place for All." *The Joint Task Force on Improving Education and Employment Outcomes for First Nations and Métis People*. 2013. <http://www.jointtaskforce.ca/wp-content/uploads/2013/04/Joint-Task-Force-Final-Document.pdf>

Module 4: Evidence Based Policy Making**Feb. 1**

The role of evidence in policy making will be examined during the seminar and throughout a panel presentation by guest presenters from the Government of Saskatchewan public service. The guest presenters will elaborate on data presentation from Module 3. The information presented by the guest speakers will be critical for the poster assignment and also applicable to all the other assignments in this course.

Seminar: Evidence Based Policy Making by Cynthia Bojkovsky 1:00 – 2:00

Presentation: Using data in evidence-based policy making – Gerry Craswell, Ministry of Education; Curtis Woloschuk, Ministry of Justice; Jamie Ash, Ministry of Health; and Kimberly Hill, Ministry of Social Services 2:15 – 3:45

Required materials:

Lucas, D. "Evidence-based policy as public entrepreneurship." *Public Management Review* 20, no. 11 (2018): 1602-1622.

Gunn, A. and Minstrom, M. "Where evidence-based policy meets research impact." *Australian Journal of Public Administration* 80, no. 3 (2021): 544-553.

McConnell, A. and 't Hart, P. "Inaction and public policy: Understanding why policy makers 'do nothing'." *Policy Sciences* 52, no. 4 (2019): 645-661.

Richards, G. "How research-policy partnerships can benefit government: A win-win for evidence based policy making." *Canadian Public Policy* 43, no. 2 (2017): 165-170.

Supplementary materials:

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

Karboul, A. "The global learning crisis - and what to do about it." *Ted Talks Daily*. 2016 Nov 3. 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. "Measuring up: Canadian Results of the OECD PISA Study." *Council of Ministers of Education, Government of Canada*. 2019. https://www.cmec.ca/Publications/Lists/Publications/Attachments/396/PISA2018_PublicReport_EN.pdf

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| Module 5: Collective Impact and Collaborations for Mental Health and Addictions | Feb. 8 |
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Students will have the opportunity to learn about a public policy methodology called 'collective impact', and hear how it is being used to address mental health and addictions in Saskatchewan.

Seminar: Collective Impact by Cynthia Bojkovsky 1:00 – 2:00

Presentation: Collaborations for Mental Health and Addictions – Chief Evan Bray, Regina Police Service and Billy Jo Morissette, Ministry of Health 2:15 – 3:45

Required materials:

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

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

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

Henderson, C. and Gronholm, P. "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, no. 6 (2018): 1158-1172.

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

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

Supplementary materials:

Michels, S. "Ceasefire." *The New Yorker* 2018. <https://www.youtube.com/watch?v=CuKHAVqm1Gw>

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

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| Module 6: Predictive Analytics | Feb. 15 |
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In the first half of the class, students will learn more about the role of predictive analytics in evidence-based policy making and how this differs from traditional use of data. In the second half of the class, students will present their posters to the rest of the group, an opportunity that may help students prepare to present at a future conference.

Presentation: Predictive Analytics in Health – Tracey Sherin, Health Quality Council 1:00 – 2:00

Student Poster Presentation: 2:15 – 3:45 MANDATORY ATTENDANCE*

***Posters must be submitted in advance to Cynthia Bojkovsky by Sunday, February 13, 2022 at 11:59 p.m. SK time, via email: cynthia.bojkovsky@uregina.ca**

Required materials:

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

Giest, S. and Ng, R. "Big data applications in governance and policy." *Politics and Governance* 6, no. 4 (2018): 1-4.

Saunders, J., Hunt, P. and Hollywood, J. "Predictions put into practice: a quasi-experimental evaluation of Chicago's predictive policing pilot." *Journal of Experimental Criminology* 12, no. 3 (2016): 347-371.

Gawande, A. "The Hot Spotters." *The New Yorker*: January 24, 2011.

<http://www.newyorker.com/magazine/2011/01/24/the-hot-spotters>

Supplementary materials:

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

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

Module 7: Collaborative and Innovative Approaches in Policing**Mar. 1**

Note: Tuesday, Feb. 22 is during Reading Week and there is no course activity expected during this break.

These guest speakers will provide perspectives on two different collaborative partnerships involving policing for community well-being, which involve several collective impact practices. Understanding the leadership of these organizations provides insights as to how backbone organizations operate in collective impact projects.

Cabinet Decision Item Due

Presentations: The Regina Intersectoral Partnership (TRIP) - Lance Dudar and Wendy Stone, Regina

Police Services 1:00 – 2:15

The Moose Jaw Hub - Rick Bourassa & Colleagues, Moose Jaw Chief of Police 2:30 – 3:45

Required materials:

Collier, R. "Is police-public health collaboration an oxymoron?" *Canadian Medical Association Journal* 189, no. 21 (2017): E760-E761

DuBow, W. Hug, S., Serafini, B. and Litzler, E. "Expanding our understanding of backbone organizations in collective impact initiatives." *Community Development* 49, no. 3 (2018): 256-273.

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

Supplementary materials:

Ackerman-Barger, K., Sandvold, I., Patterson, D., Brown, K. and Douglas-Kersellius, N. "Leveraging collective impact to promote health equity." *Journal of Health Care for the Poor and Underserved* 41, supp. 4 (2020): 91.

Broda, L. "Someone to watch over us." *Saskatchewan Advocate for Children and Youth*. March 2021.
https://www.saskadvocate.ca/sites/default/files/pdfs/reports/Someone_to_Watch_Over_Us_Special_Report_Final_March_2021.pdf

“Raising Canada 2020.” *Children First Canada*. September 2020. https://childrenfirstcanada.org/wp-content/uploads/2021/09/Raising-Canada-Report_2020_Updated.pdf

Dutton, D., Forest, P., Kneebone, R. and Zwicker, J. “Effect of provincial spending on social services and health care on health outcomes in Canada: an observational longitudinal study.” *Canadian Medical Association Journal* 22, no. 190 (2018): E66-71.

Schneider, A., Wickert, C. and Marti, E. “Reducing complexity by creating complexity: A systems theory perspective on how organizations respond to their environments.” *Journal of Management Studies* 54, no. 2(2017): 182-207.

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| Module 8: Policy Evaluation | Mar. 8 |
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After learning last week how the Hub Model operates, students will now have the opportunity to understand how Hubs are being evaluated in Saskatchewan. Additional insights about the importance of evaluation and methodologies for completing evaluation will be provided in the seminar.

Presentation: Policy Evaluation and the Hubs - Gina Alexander, Executive Director of Community Safety

Outcomes and Corporate Supports 1:00 – 2:30

Seminar: Policy Evaluation by Cynthia Bojkovsky 2:45 – 3:45

Required materials:

Corley, C. and Teare, G. “The Hub Model: It’s time for an independent summative evaluation.” *Journal of Community Safety and Well-Being* 4, no. 1 (2019): 10-12.

<https://journalcswb.ca/index.php/cswb/article/view/93/182>

McFee, Dale R. and Norman E. Taylor. “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: 2014*. Ottawa, ON: Canadian Police College.

http://publications.gc.ca/collections/collection_2017/sp-ps/PS67-1-1-2014-eng.pdf

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

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

Parkhurst, M. and Preskill, H. “Learning in action: Evaluating collective impact.” *Stanford Social Innovation Review* (2016).

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

Supplementary materials:

Cabaj, M. “Evaluating systems change: An inquiry framework with Mark Cabaj.” *You Tube* March 9 2020.

https://www.youtube.com/watch?v=m905SvW_-N0

Glenn, N., Kongats, K., Cowie, H., Guimond, J. And Nykiforuk, C. "Promoting children's play in Calgary, Alberta: A case study of collective impact and municipal leadership." *Cities and Health* 4: 1-17.

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| Module 9: Collaboration in Times of Crisis | Mar. 15 |
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Drawing on several theoretical concepts previously presented, students will have the opportunity to consider the scope of collaboration required for crises in public policy. Ideas presented by the guest speaker about crises and public policy will be explored further using a systems theory perspective.

Presentation: Duane MacKay, CanOps 1:00 – 2:15

Seminar: Systems Theory by Cynthia Bojkovsky 2:30 - 3:45

Required materials:

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

Head, B. "Forty years of wicked problems literature: forging closer links to policy studies." *Policy and Society* 38, no. 2 (2019): 180-197.

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

Zellner, M. and Campbell, S. "Planning for deep-rooted problems: What can we learn from aligning complex systems and wicked problems?" *Planning Theory & Practice* 16, no. 4 (2015): 457-478.

Supplementary materials:

Albright, E. and Crow, D. "Capacity building toward resilience: How communities recover, learn, and change in the aftermath of extreme events." *Policy Studies* 49, no. 1 (2019): 89-122.

Auld, G., Bernstein, S., Cashore, B. and Levin, K. "Managing COVID-19 as a super wicked problem: Lessons from, and for the climate crisis." Conference paper from ResearchGate (2020).

https://www.researchgate.net/publication/342201345_Managing_COVID-19_as_a_Super_Wicked_Problem_Lessons_from_and_for_the_Climate_Crisis

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

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| Module 10: Lieutenant Governor and Group Work | Mar. 22 |
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This class offers a special opportunity to learn from His Honour The Honourable Russ Mirasty about 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 class provides an opportunity for group work on the final assignment.

Presentation: Lieutenant Governor Russ Mirasty 1:00 – 2:15

Group Work for Final Assignment: 2:30 – 3:45

Required materials:

The Lieutenant Governor of Saskatchewan: His Honour the Honourable Russ Mirasty. 2020.

<http://ltgov.sk.ca/the-lieutenant-governor/lieutenant-governor-russ-mirasty>

Supplementary materials:

None

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| Module 11: Community Based Organizations and Course Review | Mar. 29 |
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The guest speaker for this class will help students better understand collaboration involving community-based organizations. The second half of class will allow students to integrate core theoretical concepts from the course with information provided by guest speakers.

Presentation: The Phoenix Residential Society Sheila Wignes 1:00 – 2:15

Review Seminar: 2:30 – 3:45 by Cynthia Bojkovsky and Doug Moen

Team Final Paper Due

Required materials:

“Phoenix Residential Society” available at <https://phoenixregina.com/>

Supplementary materials:

None

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| Module 12: Team Presentations | April 5 |
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Students will present their final team assignment as per the rubric on the course homepage.

Team Presentations in class: 1:00 – 3:45; MANDATORY ATTENDANCE

EVALUATION

| Assignment | % of Total Course Grade | Time-frame/Due Date |
|---------------------------------|-------------------------|--|
| Seminar and Group Participation | 15% | On-going |
| Poster Presentation | 15% | Submit: Feb. 13, 2022 at 11:59 SK time |

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| | | Present: Feb. 15, 2022 during class |
| Cabinet Decision Item | 25% | March 1, 2022 at 11:59 p.m. SK time |
| Team Final Paper | 30% | March 29, 2022 at 11:59 p.m. |
| Team Presentations | 15% | April 5, 2022 during class |

Information regarding each assignment is provided below and additional details will be available on the course homepage.

Please see the JSGS Grade Descriptions in the relevant student handbook (available at: <http://www.schoolofpublicpolicy.sk.ca/students/resources/useful-links-and-documents.php#JSGSdocuments>) for information about expectations and associated marking ranges.

Referencing: As discussed further below, academic integrity is of paramount importance and is taken very seriously. Anytime you use material (e.g., ideas, data, etc) from someone or somewhere else, you **must** reference your source. A wide variety of citation styles exist. For consistency, the Johnson Shoyama Graduate School of Public Policy uses the Chicago Manual of Style's in-text, author date system. Please note the in-text, author date system does not use footnotes or endnotes. There is a quick referencing guide that provides helpful examples of this referencing style available on our course homepage. Students can also access the full online version of the Chicago Manual of Style through the University of Regina library.

DESCRIPTION OF ASSIGNMENTS:

PARTICIPATION (10% class + 5% group work; ongoing): Students will be expected to actively participate in class discussions, guest speaker presentations and panel presentations. Guidelines are included in the syllabus. Participation in class will constitute 10% towards your final grade. The other 5% will be designated by team members on the final assignment (paper and presentation).

POSTER (15%; submitted by Sunday, Feb. 13, 2022 at 11:59 p.m. SK time; presented in class on Feb. 15, 2022): Students will select one of the data indicators presented by Doug Moen on January 25 (Module 3) and prepare a poster to address the related policy problem. The poster must define the policy problem, demonstrate evidence-based policy making and include potential policy solution(s). High quality posters may be eligible for the student poster competition hosted by JSGS in spring 2022 (if it proceeds) or they may be appropriate to submit 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) (25%; due Tuesday, March 1, 2022 at 11:59 p.m. SK time): 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. Students who are uncertain about their topics are encouraged to speak to their professors in advance of this assignment.

IDENTIFYING WICKED PROBLEMS AND DESIGNING COLLABORATIVE SOLUTIONS GROUP PAPER (30%; due Tuesday, March 29 at 11:59 p.m. SK time) AND PRESENTATION (15%; presented in class on Tuesday, April 5, 2022): 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 why that solution is the best alternative. Identify key stakeholders and their roles in planning and implementing the collaborative solution. Propose an evaluation strategy that could 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 in the classroom or over Zoom. More information about this assignment will be provided in class.

LATE ASSIGNMENTS

5% will be deducted per day for late assignments, subject to extensions granted in exceptional circumstances which are generally unanticipated and outside the student's control (e.g., illness, family emergency). If such a situation should arise, please contact the professor as soon as possible.

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STUDENT RESOURCES

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success.

<https://www.uregina.ca/remote-learning/>

Using Inclusive Language. These three videos by Martin Boucher and Heather McWhinney address issues of diversity and inclusion in research and language. The first one is general; the second is on conventions for writing about Indigenous Peoples; and the third is on Indigenous expressions.

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3612d5de-1f72-4573-a3c6-ac24003b3fd3>

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=f1e308cb-eb9c-4c89-9df6-ac8d001d9de0>

<https://usask.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=3c38d24e-2a9b-4b97-ad52-ac43003a1176>

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

<https://www.uregina.ca/gradstudies/current-students/Rights%20/index.html>ights & Responsibilities of graduate students

ENROLLMENT LIMIT

Class enrollment will generally 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:

Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.

<https://www.uregina.ca/student/accessibility/students/index.html>

STUDENTS EXPERIENCING STRESS

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 JSJS 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:

Academic Integrity – <https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2018-2019/2018-19-UG-Calendar-05b-Academic-Regulations.pdf>

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.