

JSGS 884 – Professional Planning

UNIVERSITY OF REGINA CAMPUS – Syllabus v. 1.0	
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OFFICE HOURS	All office hours and individual meetings will be held online via Zoom, by appointment
TERM:	Winter 2022
ROOM:	All classes will be held online via Zoom. Recordings will be available for some classes. Please see on UR Courses additional information about the online format for this course: https://urcourses.uregina.ca/
DATE AND TIME:	Introductory meeting to be announced via UR Courses Presentation of Portfolio on April 12, 13, 14, 2022- 9:00 am – 4:00 pm
CHANGES:	Version 1.0: near final draft – subject to minor changes

LAND ACKNOWLEDGEMENT

The University of Regina campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 4 Territory and the traditional territory of the Cree and Saulteaux, Assiniboine and the Homeland of the Métis, while the University of Saskatchewan campus is situated on Treaty 6 Territory, the traditional territory of Cree Peoples and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands.

If you want to have a better understanding of land acknowledgments and discussions about them, and therefore reflect on how you situate yourself, you may start this journey with these two articles and blog post:

Blenkinsop, Sean, and Mark Fettes. 2020. "Land, Language and Listening: The Transformations That Can Flow from Acknowledging Indigenous Land." *Journal of Philosophy of Education* 54 (4): 1033–46. <https://doi.org/10.1111/1467-9752.12470>.

Robinson, Dylan, Kanonhsyonne Janice C. Hill, Armand Garnet Ruffo, Selena Couture, and Lisa Cooke Ravensbergen. 2019. "Rethinking the Practice and Performance of Indigenous Land Acknowledgement." *Canadian Theatre Review* 177 (1): 20–30.

Vowel, Chelsea. 2016. "Beyond Territorial Acknowledgments." *Âpihtawikosisân* (blog). September 23, 2016. <https://apihtawikosisan.com/2016/09/beyond-territorial-acknowledgments/>.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

This course is a modified form of previous courses, designed and taught by Ken Rasmussen, Chris Gunter, Elizabeth Schwartz, and Kurtis Boyer.

CALENDAR DESCRIPTION

This course requires the development, submission, presentation and validation of a professional portfolio at the end of the student's MPA program. Each student will gather, archive, organize, assess and demonstrate evidence of a standard level of proficiency attainment in each MPA competency areas.

LEARNING OBJECTIVES

JSGS 884 is intended to enhance knowledge and competencies learned in other JSGS courses and in your related work experiences. In JSGS 883 you evaluated your strengths and weaknesses in the JSGS MPA attribute areas, set goals for improvement over the course of your degree program, and developed concrete action plans for achieving those goals.

This course aims to help you to implement those action plans and to systematize your framework for thinking about public administration and your leadership in a public sector setting as part of a lifelong learning process.

The learning objectives of the class are the following:

- Enhancing active development in the MPA competency areas and or/ attributes throughout the program; demonstrating your ability to think critically and to show leadership and a high level of professionalism;
- To create a portfolio that demonstrates the knowledge gained throughout the MPA program and how you have developed the required competencies associated with policy professionalism and public management
- To assess the effectiveness of the MPA program in achieving its mission, goals and objectives.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS MPA graduates will be prepared to meet the policy challenges of a rapidly changing world:

- *Analysis and Use of Evidence* – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- *Politics and Democracy* – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- *Policy Delivery* – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

The following assignments are to be completed on an ongoing basis throughout the semester. This class requires that you:

1. Prepare a portfolio.
2. Make a final presentation.

The portfolio will be prepared as a Word document. This portfolio is a presentation of you, your background, your expertise and interests, along with a critical analysis of those elements. Preparing the portfolio is not only required for this class but can serve as a professional foundation that will aid in future career endeavors.

COURSE OUTLINE AND ASSIGNMENT

A. Prepare a Portfolio

(To be completed 1 week before the final presentation)

For this course, all portfolio Word documents will include each of the following sections:

Section 1. Introduction/Main Page

This will include a short introduction/welcoming paragraph that includes a welcome message, short personal bio, and a brief explanation of the different sections of the portfolio (1 page maximum).

Section 2. Resume (two versions)

You should include 2 versions of your resume in the portfolio:

- a short version (2 pages maximum);
- a detailed version (as many pages as required).

Section 3. Reflections on your program and your future

(between 900 and 1,000 words, excluding references)

For this section you are asked to consider what you think is key to the practice of any public policy professional by integrating what you have learned in the MPA program, your life experience to this point in time and your work history.

It will provide brief and concise statement of how you envision the practice of public administration and public policy development and how this reflection will influence your career.

Things to consider:

- Reviewing your knowledge, skills, aptitudes, attitudes, and abilities
 - What are you good at? What are your strengths? In what areas do you need to develop further?
- Consider the following in this section:

- People management; Time management; Project management; Writing

- Oral presentation skills
- Budgeting and fiscal management
- Problem solving and decision making
- Teamwork
- Assess your professional development and competency acquisition while a student in the MPA program
- What part of the MPA program contributed toward your professional development?
- In what way has the MPA program affected your perspective on how you would (or do) engage in the practice of public administration and your career as a public policy professional?
- Also reflect on your favorite courses and your least favorite courses.
- Write your philosophy of practice which identifies the most compelling or useful concepts, ideas, skills gleaned from your coursework in the MPA program to date, with comments regarding why you want to include the one publication studied during your MPA program that you have found to be most valuable.
- Anything else you think relevant in expressing your competencies in relation to your experience as an MPA student that is not related to courses, for instance conversations with classmates, etc.

Section 4. Final Presentation Report

(between 1100 and 1250 words, excluding references)

The final presentation will consist of a short summary that will assess critically what you have accomplished during the MPA. In light of the 3 attributes of JS GS (see above in this syllabus - evidence, politics and democracy, and policy delivery), you will assess your course assignments and projects.

You may (please note that it is not mandatory) also add to your course assignments and projects a few illustrations of additional experience you may have acquired outside formal courses (e.g., informal interactions with your classmates, involvement with the student association, research assistant, teaching assistant, executive internship, case competition, JS GS keynotes, etc.)

Please structure your report in 3 sections, with personalized headings – you must change what is in square brackets below:

Introduction

Explain briefly what was your motivation to do the MPA and develop these 3 attributes. Has this motivation evolved?

Section 1. [What I have learnt in the area of *evidence*]

Two paragraphs:

Assess your course assignments and projects, and explain how they have allowed you to better understand the notion of evidence and use evidence in public policy and public administration.

Assess critically what you have learnt / done in the MPA, and make a couple of suggestions. How to keep improving yourself in this area of evidence as an alumnus/a, and how to improve the MPA in this area of evidence?

Section 2. [What I have learnt at the intersection of *politics and democracy*]

Two paragraphs:

Assess your course assignments and projects, and explain how they have allowed you to better understand the link between politics and democracy and use it in public policy and public administration.

Assess critically what you have learnt / done in the MPA, and make a couple of suggestions. How to keep improving yourself at the intersection of politics and democracy as an alumnus/a, and how to improve the MPA in this area?

Section 3. [What I have learnt in the area of *policy delivery*]

Two paragraphs:

Assess your course assignments and projects, and explain how they have allowed you to better understand the notion of policy delivery and use policy delivery in public policy and public administration.

Assess critically what you have learnt / done in the MPA, and make a couple of suggestions. How to keep improving yourself in this area of policy delivery as an alumnus/a, and how to improve the MPA in this area of policy delivery?

Conclusion

Based on this assessment, how do you see yourself as an alumnus/a and current/future public servant?

B. Final Capstone Presentation

Students will need to be prepared to present (10-15 mins) the report to a panel of public service professionals, professors and alumina. The panelists will be tasked with evaluating the presentations as well as providing valuable feedback to the presenters. It is important to know that while the presentations will be evaluated by the panelists, those evaluations will not be part of the student's grade, rather the evaluations will be used to help assess program competencies.

A supplemental handout will be provided to provide guidance on the capstone presentation.

TECHNOLOGIES REQUIRED FOR THIS ONLINE COURSE

You will need one electronic device with a web camera and a microphone, in order to attend and contribute to synchronous classes and activities.

An electronic device with a browser, a PDF viewer, and a word processing program will be required for the assignments.

SUGGESTED READINGS

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

Chrisinger, D. (2017). *Public Policy Writing That Matters*. Baltimore: Johns Hopkins University Press. Bardach, E., & Pataschnik, E. M. (2016). *A Practical Guide for Policy Analysis: The Eightfold Path to*

More Effective Problem Solving (Fifth Edit). London: SAGE Publications Ltd.

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

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

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

EVALUATION

This course is graded on a Pass/Fail basis.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Each element will be evaluated individually and all are weighted equally. The student's grade is solely the responsibility of the instructor. In order to pass the course, students must participate in all in-class activities, submit all assignments and earn a minimum overall grade of 70%.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

STUDENTS EXPERIENCING STRESS

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website: <http://www.uregina.ca/student/counselling/contact.html> , or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <https://www.uregina.ca/gradstudies/current-students/grad-calendar/policy-univ.html>) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavor. (See Appendix 1 for a detailed overview of the policy). If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

VARIA

POLICY ON STUDENT PARENTS AND CHILDREN IN CLASS - borrowed from Dr. Melissa Cheyney, Oregon State University

In order to encourage parents of all genders to strive in the academia, children should not be left out of the equation by our academic institution. The absence of a formal university policy on children in the classroom does not forbid informal accommodations, but a personal written policy not only seeks to create a friendly, respectful and inclusive space in the classroom, but also to reflect individually and collectively on approaches and measures that allow it.

Here, I copy Dr. Cheyney's policy that includes five principles, meant to be evaluated after each class:

“ 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and often another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to

accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom! “

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

GENDER-INCLUSIVE POLICY

This course recognizes the importance of referring to people the way that they are comfortable being referred to. Inclusivity means that I will work hard to refer to every student by their preferred name, pronoun and language. I recognize the right for students to use gender-neutral pronouns. If you would like to, please consider discussing this with me in person at the end of any class, during my office hours, or consider sending me an email.

INTERNATIONAL STUDENTS

Being an international student comes with numerous challenges. These challenges can be linguistic, cultural, or affective, to name just a few. I also acknowledge the fact that these issues can be multifaceted in your graduate program, starting with this course, for instance remarks with implicit meaning, opaque references, unknown methods, and so on. In order to tackle these issues, please do not hesitate to let me know, for instance during class and/or after any class and/or during office hours, and I will do my best to address them with you. At the same time, I want to be very clear that this support won't be a substitute to the uniform work and ethical standards that are expected from any graduate student. In brief, as an international student, you will unquestionably work twice as much as a domestic student to attain the same academic standards, and I will do my best to support you in your efforts.

In addition, your international experience and perspective will be extremely valuable in class. While you will learn more about Canadian politics and policy issues, you will also distance yourself from the national system you have been immersed into most of your life, which is called “implicit comparison”. However, your fellow Canadian classmates and your servant won't necessarily see their own system with the same depth, unless you participate. Therefore, your participation and contribution are essential to a mutually beneficial exchange that will allow us to share our perspectives, widen our horizons, and add some healthy degrees of complexity to our understanding of public policy issues, domestically and internationally.

FINAL WORDS AND FINE MANNERS

This syllabus is neither the Stone Tablets nor the US Constitution. As a result, I reserve the right to change due dates and to make small format changes to the assignments as term goes on. I will announce all changes (if I make any) in class and confirm on the JSGS 806 UR Courses portal.

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

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

APPENDIX 1. U of R ACADEMIC CONDUCT AND MISCONDUCT

Regulations Governing Discipline for Academic and Non-academic Misconduct

General

Student Behaviour

Students of the University of Regina (the "University") are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

Scope

Throughout these regulations, all references to the University include its federated and related colleges, namely Luther College, Champion College and First Nations University of Canada (formerly Saskatchewan Indian Federated College), and these regulations apply to all students of all such entities who are also University of Regina students, and to all students of any regional college who are taking courses through the University. All references herein to a "faculty" shall be read as including the relevant College or program, where the context requires.

Principle of Progressive Discipline

Actions taken and penalties imposed when misconduct has been determined will be guided by the principle of progressive discipline. To that end, penalties assigned and actions take will:

- Normally increase in severity for second and subsequent acts of misconduct.
- Take into account the severity of the misconduct.
- Education with respect to correct behaviour and the consequences of future misconduct.

ACADEMIC MISCONDUCT

Academic Integrity

Assignments, tests, and examinations are designed for students to show the instructor how well they have mastered the course material. When the instructor evaluates the student's work, it must

therefore be clear which ideas and words are the student's own. The general principles of academic integrity for students doing course work are that they are to do their own original, individual work, unless told otherwise by the course instructor, and are to give credit for other people's ideas or words. Students should be aware that while collaborative or group work on assignments may be encouraged in some disciplines, it is not acceptable in others. Discussion of ideas with faculty and other students (that is, intellectual debate) is both allowable and important, provided that credit is given in written work for ideas that are not one's own. Group study (as distinct from group work on an assignment that is to be graded) is likewise permissible unless explicitly forbidden by the instructor.

Important Note: As an investment in your success in your graduate program, the University is providing a no-cost, online introductory course on academic integrity that is compulsory for all incoming graduate students. This course, which can be completed in less than an hour, is expected to be completed at your own pace before the end of your first semester. Please ensure that you register for **GRST 800AA** along with your regular courses during your first registration period. Further information on this course can be obtained at http://www.uregina.ca/gradstudies/calendar/program_reqts.shtml#courses

Violations - Acts of Academic Misconduct

Acts of academic dishonesty or misconduct include acts which contravene the general principles described in section 2.1.2, above. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community.

Cheating

Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

1. unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
2. copying from the work of other students;

3. communicating with others during an examination to give or receive information, either in the examination room or outside it;
4. consulting others on a take-home examination (unless authorized by the course instructor);
5. commissioning or allowing another person to write an examination on one's behalf;
6. not following the rules of an examination;
7. using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
8. altering answers on an assignment or examination that has been returned;
9. taking an examination out of the examination room if this has been forbidden.

Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. Plagiarism includes the following practices:

1. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
2. presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

In addition to the matters described above, academic misconduct subject to discipline also includes (but is not limited to) the following:

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer;
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);

- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may also be considered to be academic misconduct unless authorized by the course instructor:

- Submitting the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so;
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

Procedure

Any academic or administrative member or official of the University who suspects that academic misconduct has occurred shall immediately notify the relevant Dean, or his or her designate (the "Investigating Dean"). Where the academic misconduct occurs in connection with a particular course, the Dean or designate of the faculty offering the course shall be the Investigating Dean. For all other acts of academic misconduct, the Dean or designate of the student's faculty or college shall be the Investigating Dean.

Upon receiving notification, the Investigating Dean shall investigate the alleged academic misconduct immediately, which process will include offering an opportunity for the student to explain the incident, and conducting any further investigation deemed necessary to ensure procedural fairness. Upon receiving notification, the Investigating Dean will also immediately notify the University Secretary of the alleged misconduct. If the Investigating Dean is not the Dean of the student's faculty, the Investigating Dean will also notify the Dean of the student's faculty of the alleged misconduct. If the academic misconduct has been established, the Investigating Dean may take the appropriate academic action, and impose the appropriate penalty.

The Investigating Dean will make the disciplinary decision on the academic misconduct and will advise the student of the disciplinary decision in writing. A copy of the disciplinary decision will be provided to the University Secretary and the student's faculty.

Where a student commits academic misconduct in two or more courses in the same semester, and the courses in question are offered by more than one faculty, the Dean or designate of the student's faculty may assign a penalty additional to those assigned by the Investigating Deans.

For misconduct by graduate students, the Dean of the Faculty of Graduate Studies & Research is deemed to be the students' Dean.

For misconduct in graduate courses, the Dean of the Faculty of Graduate Studies & Research is deemed to be the Dean of the faculty offering the course.

Academic Holds

A student who has committed or is under investigation for an act of Academic Misconduct will have a hold placed on his/her student account. The hold remains on the student's account for 30 days following the decision letter by the Faculty. If the student does not submit a formal request to appeal the decision of the Faculty within the 30 days, the hold is automatically lifted from his/her account after 30 days. If the student wishes to appeal the decision, the hold remains on his/her account until a decision is reached following his/her appeal hearing. During the hold period, a student is not able

to register for classes on his/her own, verify grades or obtain transcripts. Should a student need to perform any of these actions, a student can perform these actions with the help of his/her faculty.

Removing an Academic Hold

If a student does not wish to appeal the penalty that has been assigned, and would like the hold removed from the student account prior to the end of the 30 day period, students can submit a 'Request to Remove the Hold on Student Account' form to the University Secretariat. The form is available on the University Secretariat website at: <http://www.uregina.ca/president/assets/docs/pdf/USec/RemoveHoldForm.pdf>.

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

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

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

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

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

Table 1: Chicago Manual of Style Use at JSGS Regina

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

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