

JSGS 891: Public Policy Professionalism

	University of Regina Campus	University of Saskatchewan Campus
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OFFICE HOURS:	By Appointment	By Appointment
OFFICE LOCATION:	314 College Building	Room 150 – Diefenbaker Building
TERM:	Fall 2020	Fall 2020
ROOM:	Online (via Zoom)	
DATE AND TIME:	Wednesdays 9am-10am (not required)	

LAND ACKNOWLEDGEMENT

We acknowledge that the University of Saskatchewan's main campus is situated on Treaty 6 Territory and the Homeland of the Métis. The University of Regina is on Treaty 4 lands with a presence in Treaty 6. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another. We would also like to recognize that some may be attending this course from other traditional Indigenous lands. We 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.

CALENDAR DESCRIPTION

This pass/fail course provides students with an introduction to the three MPA competency fields, and the overarching areas of knowledge required of policy professionals. It will also provide introductory classes on Canadian institutions, public sector processes, basic policy making skills, public servants' roles and responsibilities and introduce the final MPA capstone project which will be presented at the end of the MPA program as part of JSGS 892 which is taken in the last semester of the program.

LEARNING OBJECTIVES

JSGS has three broad areas of professional competencies that all students should be able to communicate and demonstrate. These include: the analysis and use of evidence for policy making; the role of politics and democracy in shaping public policy; and the complex reality surrounding the delivery and implementation of public policy to citizens.

By the end of this course, students will:

1. Identify and discuss the Johnson Shoyama Graduate School of Public Policy MPA competencies;
2. Develop an awareness of how class assignments, extra-curricular activities and teamwork contribute to the development of competencies;
3. Assess their own level of competency in these areas and develop a plan for improvement.
4. Understand what the skills and competencies of a modern public servant are and how to acquire these.
5. Have a clear sense of how the three overarching competencies need to be integrated.
6. Have identified a policy/management problem that can serve as a focus for their time in the program and as the basis for their capstone presentation.

COURSE CONTENT AND APPROACH

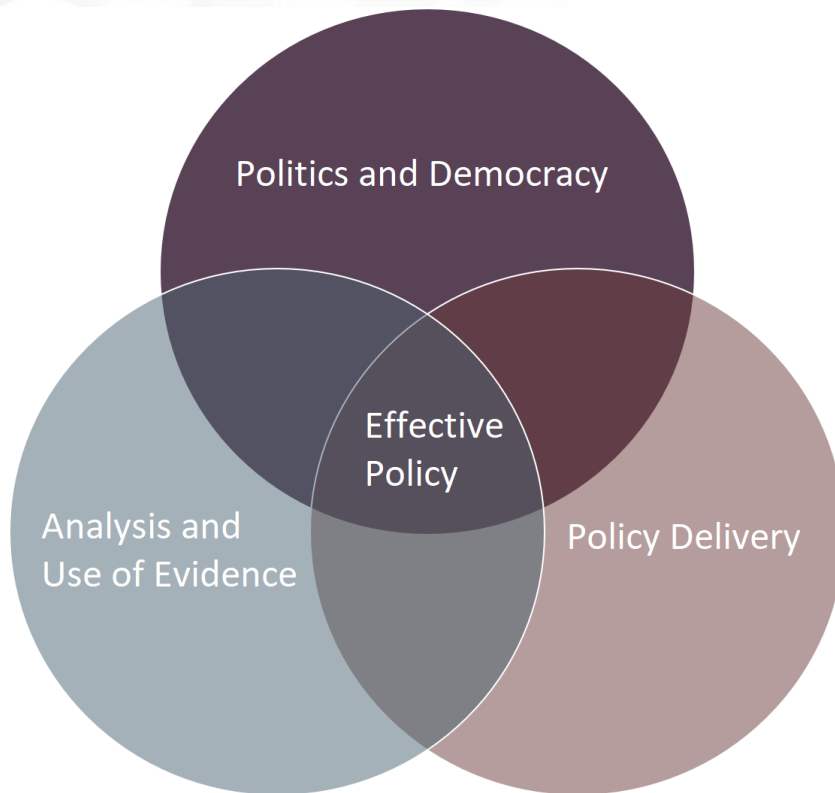
Students enter the JSGS MPA program to gain the knowledge and skills that will allow them to begin or advance a career in the public service, the NGO sector or public administration more broadly. In this class, students will begin to understand the competencies that modern public servants must possess and to apply them to real problems in public administration.

The JSGS competencies reflect the values of the Canadian Association of Programs of Public Administration (CAPPA), through which the MPA program receives professional accreditation. The Johnson Shoyama Graduate School of Public Policy and its faculty are committed to help students flourish as public administration professionals in modern public and non-profit sectors.

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.



MPA students are expected to be more than consumers of knowledge. While discussions and activities will be facilitated, students are in charge of their own learning. It is expected that the students will use the materials provided to think about problems in new ways, to synthesize ideas, and to produce and communicate innovative solutions. The final pass/fail grade in this course will be based on completion of required readings and assignments.

COURSE OUTLINE

Week	Module	Tasks and Dates
Sept 3 – Sept 12	Module 1: Introduction to your MPA program	Discussion Board
Sept 13 – Sept 19	Module 2: The Generic Competencies	Discussion Board
Sept 20 – Sept 26	Module 3: The Policy Professional Competencies	Discussion Board
Sept 27 – Oct 3	Module 4: Writing in the Public Service	Discussion Board

		Student Peer Review Submission of Reflection Assignment Due Oct 3
Oct 4 – Oct 10	Module 5: Analytical Skills	Discussion Board Final Submission of Briefing Note Due Oct 10
Oct 11 – Oct 17	Module 6: Canadian Institutions of Governance	Discussion Board
Oct 18 – Oct 24	Module 7: The Politics of Public Policy	Discussion Board
Oct 25 – Oct 31	Module 8: The Politics of Public Administration	Discussion Board
Nov 1 – Nov 7	Module 9: Indigenous Issues	Discussion Board Student Peer Review Submission of Reflection Assignment Due Nov 7
Nov 8 – Nov 14	***READING WEEK***	
Nov 15 – Nov 21	Module 10: Leadership	Discussion Board Announcement of Groups of Case Study Presentation Final Submission of Reflection Assignment Due Nov 21
Nov 22 – Nov 28	Module 11: Evidence	Discussion Board Announcement of Case for Case Study Presentation
Nov 29 – Dec 10	Module 12: Bringing It All Together	Discussion Board Case Study Presentation Due Dec 7 Case Study Peer Evaluation Due Dec 10

Readings for the course are provided within the course materials

EVALUTATION

Discussion Board

20%

Briefing Note	10%
Reflection Assignment	20%
Case Study Presentation	40%
Case Study Peer Evaluation	10%
Total	100%

This course is graded on a Pass/Fail basis. Each element will be evaluated individually to ensure it meets the standard for a pass. A Passing grade is required on each assignment in order to receive a Passing grade for the course. To pass the course, students must participate in all in-class activities, including self-and peer-assessment, and submit all assignments.

LATE ASSIGNMENTS

All assignments must be submitted by the due date. Late assignments will not be accepted, except by previous arrangement with the instructor.

DESCRIPTION OF ASSIGNMENTS

Many activities and assignments will be completed in class. However, all students are required to prepare for each session in advance by reading assigned texts. Attendance and active participation in all discussion boards and assignments are required. Details of each will be distributed separately.

Discussion Board **DUE at the end of each week on Saturday except reading week**

Discussions are how we will have an opportunity to engage with one another and develop our learning community. A variety of topics will be discussed in the board throughout the class. Students are responsible for providing thoughtful comments on the discussion board and share at least two posts per week.

Students will have the option (i.e. not required) to participate in weekly online discussions with the instructors for the course. These sessions will be recorded and shared with all students in the course. Students are encouraged to arrive prepared to discuss the weekly discussion board questions.

Briefing Note **DUE October 10th**

Students will prepare a one to two-page note providing a technical briefing to a minister or senior official on a contemporary issue. Topics will be distributed in the course.

Giving and receiving feedback is essential to improving writing and developing emotional intelligence. Prior to the final due date, students will submit a draft of their Briefing Note to a student peer reviewer. All students will receive at least one Briefing Note and are expected to provide feedback by **October 8th**.

Reflection Assignment **DUE November 7th**

Students will have the option to select one of three reflection assignments: (1) Professional Practice Statement, (2) Summary Reflection, or (3) Indigenous Policy Reflection. Details of each assignment option will be provided in the course.

Case Study Presentation **DUE December 7th**

In groups of 3-5 students will prepare a 5-10 minute case study presentation. The case for the case study presentation will be announced **November 28th**. Student groups will have 10 days to prepare for the case study presentation.

Case Study Peer Evaluation **DUE December 10th**

Students will prepare a peer evaluation of the case study presentation of their group members.

REQUIRED RESOURCES

Alex Marland and Jared Wesley. 2019. The Public Servants Guide to Government in Canada Toronto University of Toronto Press, pp. 108.

SUPPLEMENTARY READINGS

Eggers, W. and J. O'Leary. 2009. If We Can Put a Man on the Moon: Getting Big Things Done in Government. Boston MA: Harvard Business Review Press, pp. 256.

Harford, T. 2007. The Undercover Economist. Anchor Canada, pp. 288.

Heilbroner, R. 1953 (any edition). The Worldly Philosophers: The Lives, Times and Ideas of the Great Economic Thinkers. Simon & Shuster/Touchstone, pp. 368.

Miljan, L. 2012 (or any edition including with Brooks). Public Policy in Canada: An Introduction. Toronto: Oxford University Press, pp. 368.

Weale, A. 2007 (any edition). Democracy. Palgrave Macmillan, pp. 320.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas (U of S)/Moodle (U of R) after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their internet connection) can view the session at a later time. This will also provide you the opportunity to review any material discussed.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Students may record sessions for their own use (i.e., they are not permitted to distribute the recordings).

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 Centre for Student Accessibility (<https://www.uregina.ca/student/accessibility/>).

University of Saskatchewan (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 Access and Equity Services (AES) at 966-7273 or aes@usask.ca (<https://students.usask.ca/health/centres/access-equity-services.php>).

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

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, 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. Monday to Friday.

University of Saskatchewan (U of S): Students in this course who are experiencing stress can seek assistance from the University of Saskatchewan Student Wellness Centre. For more information, please visit this website: <https://students.usask.ca/health/centres/counselling-services.php>, or call (306) 966-4920 between 8:30 a.m. to 4:30 p.m. Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

University of Regina (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://www.uregina.ca/gradstudies/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 endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

University of Saskatchewan (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. 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. All students should read and be familiar with the Regulations on Academic Student Misconduct (<https://secretariat.usask.ca/documents/student-conduct-appeals/StudentAcademicMisconduct.pdf>) as well as the Standard of Student Conduct in Non-Academic Matters and Procedures for Resolution of Complaints and Appeals (<http://www.usask.ca/secretariat/student-conduct-appeals/StudentNon-AcademicMisconduct.pdf>)

For more information on what academic integrity means for students see the Student Conduct & Appeals section of the University Secretary Website at: <http://www.usask.ca/secretariat/student-conduct-appeals/index.php>. 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.

GRADE DESCRIPTORS

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.