

# JSGS 898: COVID-19 and Public Policy

UNIVERSITY OF SASKATCHEWAN/UNIVERSITY OF REGINA	
<b>INSTRUCTOR:</b>	<b>Martin Boucher; JSGS faculty and executives in residence</b>
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<b>OFFICE HOURS:</b>	<b>By appointment</b>
<b>OFFICE LOCATION:</b>	
<b>TERM:</b>	<b>Fall 2020</b>
<b>ROOM:</b>	<b>Online (Zoom link will be made available)</b>
<b>DATE AND TIME:</b>	<b>Synchronous, Wednesday, 7:00 – 10:00 am with selected sessions 5:00 – 7:00 pm.</b>

\*All times are Central Standard Time, which is the time zone for Saskatoon and Regina.

## 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. The University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis.*

## CALENDAR DESCRIPTION

COVID-19 affects all parts of our lives, from health and safety to work and leisure practices. Just as individuals, organizations and businesses struggle to figure out how to plan and react to the pandemic, so too do governments. The purpose of this course is to examine how Indigenous, municipal, provincial and national governments have approached the challenges presented by COVID-19 and to analyze the public policy decisions made by these different governments. Among the topics covered are the nature of the risk and uncertainty created by COVID-19, the nature of the modeling done to support policy decisions, the manner in which First Nations addressed the pandemic, the direct and indirect impacts of COVID-19 on Canadian's health, the fiscal impacts of the policy responses, and the implications of COVID on how things like health research and elderly care should be done in the future. The course is jointly taught by JSGS faculty and executives-in-residence, thus providing students with insights from both theory and practice.

## LEARNING OBJECTIVES

By the end of this class, students should have achieved the following learning objectives.

1. Understand the challenges policy makers face when making decisions in a rapidly changing environment.
2. Understand why and how different levels of government respond.
3. Identify the linkages between policy responses in different areas (e.g., elderly care, food and energy security, health care).
4. Be able to integrate theoretical concepts with practical case examples.

## 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 course will be taught online. Students will have the opportunity to hear from a range of academics and practitioners in a seminar format. Each week, the instructor(s) will lead a discussion based on a set of readings drawn from published articles, studies, reports, news stories and blogs. The course will draw heavily on the excellent material written since the outbreak of COVID (some of it formally published and some of it not). Students will be expected to have read the material before class and to actively participate in the discussion.

## CORE READING

Weible, C. M., Nohrstedt, D., Cairney, P., Carter, D. P., Crow, D. A., Durnová, A. P., Heikkila, T., Ingold, K., McConnell, A., & Stone, D. (2020). COVID-19 and the policy sciences: Initial reactions and perspectives. *Policy Sciences*, 53(2), 225–241.  
<https://doi.org/10.1007/s11077-020-09381-4>

## COURSE OUTLINE AND ASSIGNMENTS

WEEK	INSTRUCTOR	READINGS	ASSIGNMENT
Week 1  Week of Sept 7	Peter Phillips	<b>Topic: Risk, Uncertainty and COVID-19</b>  <b>Readings</b>  Phillips, P. 2009. The kaleidoscope of risk analysis: The state of the art 25 years after the Red Book. Commentary on the proceedings of the 1st International Conference on Risk Assessment, Brussels, November 18-19.	Discussion board due
Week 2  Week of Sept 14	Kevin Fenwick	<b>Topic: Trade-offs and COVID-19</b>  <b>Readings</b>  Aven, Terje and Ortwin Renn. 2018. "Improving government policy on risk: Eight key principles" Reliability Engineering and System Safety 176: 230-241. <a href="https://www.sciencedirect.com/science/article/pii/S0951832017305185">https://www.sciencedirect.com/science/article/pii/S0951832017305185</a> .	Discussion board due
Week 3  Week of Sept 21	Iryna Khovrenkov	<b>Topic: COVID-19 Modeling and Public Policy</b>  <b>Readings</b>  E.S. McBryde, M.T. Meehan, O.A. Adegboye, A.I. Adekunle, J.M. Caldwell, A. Pak, D.P. Rojas, B. Williams, J.M. Trauer, Role of modelling in COVID-19 policy development, <i>Paediatric Respiratory Reviews</i> (2020), doi: <a href="https://doi.org/10.1016/j.prrv.2020.06.013">https://doi.org/10.1016/j.prrv.2020.06.013</a>	Discussion board due  Assignment 1 due



Week 4  Week of Sept 28	Haizhen Mou	<b>Topic: Fiscal Responses to COVID-19</b>  <b>Readings:</b>  Olivier Blanchard. April 8, 2020. "Designing the fiscal response to the COVID-19 pandemic" Peterson Institute for International Economics. <a href="https://www.piie.com/blogs/realtime-economic-issues-watch/designing-fiscal-response-covid-19-pandemic">https://www.piie.com/blogs/realtime-economic-issues-watch/designing-fiscal-response-covid-19-pandemic</a>	Discussion board due
Week 5  Week of October 5	Jim Marshall	<b>Topic: COVID-19 – Public Health, Public Goods and Public Infrastructure</b>  <b>Readings</b>  Chen, L.C., T.G. Evans and R.A. Cash. Health as a Global Public Good, In Inge Kraul, Isabelle Grunberg and Marc A. Stern (eds), <i>Global Public Goods International Co-operation in the 21st Century</i> , United Nations Development Programme, New York, Oxford University Press, 1999.  <a href="https://www.researchgate.net/profile/Eugenio_Bobenrieth/publication/46440722_The_Political_Economy_of_International_Environmental_Cooperation/links/55ddb07308ae79830bb531ed/The-Political-Economy-of-International-Environmental-Cooperation.pdf#page=322">https://www.researchgate.net/profile/Eugenio_Bobenrieth/publication/46440722_The_Political_Economy_of_International_Environmental_Cooperation/links/55ddb07308ae79830bb531ed/The-Political-Economy-of-International-Environmental-Cooperation.pdf#page=322</a>  Carande-Kulis VG, Getzen TE, Thacker SB. Public goods and externalities: a research agenda for public health economics. <i>J Public Health Manag Pract.</i> 2007;13(2):227-232. doi:10.1097/00124784-200703000-00024. <a href="https://pubmed.ncbi.nlm.nih.gov/17299332/">https://pubmed.ncbi.nlm.nih.gov/17299332/</a>	Discussion board due



<p>Week 6</p> <p>Week of October 12</p>	<p>Chuk Plante</p>	<p><b>Topic: COVID-19 – Public Health Data and the Social Determinants of Health</b></p> <p><b>Readings</b></p> <p>Bignami-Van Assche, Simona, and Ari Van Assche. 2020a. “Are We Running Blind Towards the Reopening of the Economy? What the Limited Amount of Available Data Is and Is Not Telling Us.” <a href="https://cirano.gc.ca/en/summaries/2020PE-12">https://cirano.gc.ca/en/summaries/2020PE-12</a>.</p> <p>Bignami-Van Assche, Simona, and Ari Van Assche. 2020b. “Demographic Profile of COVID-19 Cases, Fatalities, Hospitalizations and Recoveries Across Canadian Provinces.” <a href="https://cirano.gc.ca/en/summaries/2020s-31">https://cirano.gc.ca/en/summaries/2020s-31</a>.</p> <p>Bignami-Van Assche, Simona, Daniela Ghio, and Ari Van Assche. 2020. “Consider the Age of Workers When Reopening the Economy.” <i>Policy Options</i>, April 24.</p>	<p>Discussion board due</p>
<p>Week 7</p> <p>Week of October 19</p>	<p>Peggy Schmeiser and Jen Budney</p>	<p><b>Topic: COVID-19 – Gender Equality and Childcare</b></p> <p><b>Readings</b></p> <p><a href="https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/policy-brief-the-impact-of-covid-19-on-women-en.pdf?la=en&amp;vs=1406">https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2020/policy-brief-the-impact-of-covid-19-on-women-en.pdf?la=en&amp;vs=1406</a></p> <p><a href="https://www.unicef-irc.org/publications/pdf/IRB-2020-18-childcare-in-a-global-crisis-the-impact-of-covid-19-on-work-and-family-life.pdf">https://www.unicef-irc.org/publications/pdf/IRB-2020-18-childcare-in-a-global-crisis-the-impact-of-covid-19-on-work-and-family-life.pdf</a></p>	<p>Discussion board due</p> <p>Assignment 2 due</p>

<p>Week 8</p> <p>Week of October 26</p>	Ken Coates	<p><b>Topic: First Nations and COVID-19</b></p> <p><b>Readings</b></p> <p>Pandemic Rights: Determining the Fair Value of the Treaty Commitment to Protect First Nations During the COVID-19 Outbreak.</p>	Discussion board due
<p>Week 9</p> <p>Week of November 2</p>	Martin Boucher	<p><b>Topic: Energy Security and COVID-19</b></p> <p><b>Readings:</b></p> <p>Markard, J., &amp; Rosenbloom, D. (2020). A tale of two crises: COVID-19 and climate. <i>Sustainability: Science, Practice, and Policy</i>, 16(1), 53–60. <a href="https://doi.org/10.1080/15487733.2020.1765679">https://doi.org/10.1080/15487733.2020.1765679</a></p>	Discussion board due
<p>Week of November 9</p>		<b>Reading Week</b>	
<p>Week 10</p> <p>Week of November 16</p>	Louise Greenberg	<p><b>Topic: Food Security and COVID-19</b></p> <p><b>Readings</b></p> <p>Deaton, BJ. 2020. Food security and Canada's agricultural system challenged by COVID-19. <i>Canadian Journal of Agricultural Economics</i> 68: 143– 149. <a href="https://doi-org.cyber.usask.ca/10.1111/cjag.12227">https://doi-org.cyber.usask.ca/10.1111/cjag.12227</a></p> <p>Hobbs, JE. 2020. Food supply chains during the COVID-19 pandemic. <i>Canadian Journal of Agricultural Economics</i> 68: 171– 176. <a href="https://doi-org.cyber.usask.ca/10.1111/cjag.12237">https://doi-org.cyber.usask.ca/10.1111/cjag.12237</a>.</p>	Discussion board due

Week 11  Week of November 23	Bruno Dupeyron	<b>Topic: COVID-19 Border and Migration Policies</b>  <b>Readings</b>  Garrett, Terence M. 2020. COVID-19, Wall Building, and the Effects on Migrant Protection Protocols by the Trump Administration: The Spectacle of the Worsening Human Rights Disaster on the Mexico-U.S. Border. <i>Administrative Theory &amp; Praxis</i> 42 (2): 240-48. <a href="https://doi.org/10.1080/10841806.2020.1750212">https://doi.org/10.1080/10841806.2020.1750212</a> .	Discussion board due
Week 12  Week of November 30	Cheryl Camillo	<b>Topic: Policy/programmatic responses to COVID-19</b>  <b>Readings</b>  King, M., Maltsev, A., Haldane, V., Allin, S., Marchildon, G., Roerig, M., & Camillo, C. 2020. <i>North American COVID-19 Policy Response Monitor: Saskatchewan</i> . Toronto, ON: North American Observatory on Health Systems and Policies. <a href="https://ihpme.utoronto.ca/wp-content/uploads/2020/07/SK-COVID19-Response-Monitor_20200626.pdf">https://ihpme.utoronto.ca/wp-content/uploads/2020/07/SK-COVID19-Response-Monitor_20200626.pdf</a> .	Discussion board due  Assignment 3 due three days after last class.

\*The readings that are listed above serve as a backbone. Given the rapidity with which some policies are changing and the constant addition of new material, new readings will be added during the course. See the Required Readings section in each module for the complete list of readings for each module.

## EVALUATION

**Discussion Forums** 10%

**Assignment One:** 25%

Briefing Note on Uncertainty, Risk and Trade-offs

**Assignment Two:** 25%

Briefing Note on Economic Modeling and Forecasting

**Assignment Three:** 40%

Bringing it All Together: Major Briefing on Comprehensive Policy for COVID Recovery

## **DESCRIPTION OF ASSIGNMENTS:**

### **Discussion Board Participation (Individual - due at the end of each module)**

The discussion boards are an integral part of the course. A variety of topics will be discussed in the discussion board throughout the class. It is expected that students will provide thoughtful comments on the discussion board every week.

### **Assignment One: Briefing Note on Uncertainty, Risk and Trade-offs**

Students will each prepare a briefing note on the nature of risk and uncertainty and the implications for the trade-offs that policy makers are required to make (1200 words).

### **Assignment Two: Briefing Note on Modeling, Forecasting and Data Analysis**

Students will each prepare a briefing note on the use of models, forecasts and data analysis in policy formation and development (1200 words).

### **Assignment Three: Bringing it All Together: Major Briefing on Comprehensive Policy for COVID-19 Recovery**

Working together in groups of two, students will prepare a briefing package on a comprehensive policy for the COVID-19 recovery (2500 words).

## **LATE ASSIGNMENTS**

Late assignment will be assigned a penalty of 5%; assignments more than a week late will lose a full grade of 10%; special circumstances will be considered upon application by the student.

## **ADDITIONAL EVALUATION INFORMATION**

### **DEU Writing Centre - Quality writing help for free!**

Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your

project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing-centre.php>

### **Participation Expectations**

Participation in the discussion board is required to pass the course.

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>

The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>

### **ENROLLMENT LIMIT**

Class enrollment will be limited to 20 students. This will give students the opportunity to engage in a constructive manner the discussion board.

### **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 (USask): 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](mailto:aes@usask.ca) (<https://students.usask.ca/health/centres/access-equity-services.php>).

### **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 (USask): 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 <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.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 (USask): 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 <http://www.usask.ca/secretariat/student-conduct-appeals/academic-misconduct.php>). 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 any faculty member and we can discuss your questions.

## 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.