

JSGS 898 – COVID-19 and Public Policy

| UNIVERSITY OF SASKATCHEWAN / UNIVERSITY OF REGINA | |
|---|---|
| INSTRUCTOR: | Stephanie Ortynsky, Martin Boucher & JSGS Faculty and Executives-in-Residence |
| E-MAIL: | stephanie.ortynsky@usask.ca |
| OFFICE HOURS: | By appointment |
| OFFICE LOCATION: | Online |
| TERM: | Fall 2021 |
| ROOM: | Online (Zoom link available on Canvas) |
| DATE AND TIME: | Synchronous, Wednesdays at 5:30-8:20pm CST |

The syllabus for this course is comprised of this document and the document titled “JSGS Common Syllabus 2021-22.”

CALENDAR DESCRIPTION

COVID-19 has affected and continues to impact our lives, from health and safety to work and leisure practices. Just as individuals, organizations and businesses struggle to figure out how to move through this phase of 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, it is intended that students achieve the following learning objectives:

1. Analyze the challenges policy makers face when making decisions in a rapidly changing environment.
2. Assess why and how different levels of government respond.
3. Explain the linkages between policy responses in different areas (e.g., elderly care, food and energy security, health care).
4. Design a recovery plan with the integration of theoretical concepts and practical cases.

COURSE CONTENT AND APPROACH

The course will be taught synchronously 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 benefit most when they have read the material before class in order 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, REQUIRED READINGS AND ASSIGNMENT DUE DATES

| WEEK | INSTRUCTOR | TOPIC / READINGS | ASSIGNMENT |
|---|---|---|--|
| Week 1 Sept 8 | Peter Phillips Distinguished Professor | Topic: Risk, Uncertainty and COVID-19 Reading: 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. | Discussion board due |
| Week 2 Sept 15 | Kevin Fenwick Executive-in- Residence | Topic: Trade-offs and COVID-19 Reading: Aven, Terje and Ortwin Renn. 2018. Improving government policy on risk: Eight key principles. <i>Reliability Engineering and System Safety</i> 176: 230-241. | Discussion board due |
| Week 3 Sept 22 Part I 5:30-7pm | Rob Currie Executive-in- Residence & Susan Nedelcov- Anderson Assistant Deputy Minister | Topic: Development of the Education Sector Strategic Plan While Living With the Implications of COVID-19 Readings: Education Sector Strategic Plan Cycle 4 Extended - 2020-21. Government of Saskatchewan. Ministry of Education. Framework for a Provincial Education Plan 2020-30. Government of Saskatchewan. Report of the Provincial Planning Team. Process and What We Heard. | Discussion board due Briefing Note Assignment 1 due (25%) |

| | | | |
|--|--|---|----------------------|
| | | Government of Saskatchewan Provides Additional Supports for Students this Fall: https://www.saskatchewan.ca/government/news-and-media/2021/august/10/government-of-saskatchewan-provides-additional-supports-for-students-this-fall | |
| Week 3 Sept 22 Part II 7:15 - 8:20 pm | Martin Boucher Faculty Lecturer & Executive Director of GINI Program | Topic: Energy Security and COVID-19 Reading: Markard, J., & Rosenbloom, D. (2020). A tale of two crises: COVID-19 and climate. <i>Sustainability: Science, Practice, and Policy</i> , 16(1), 53–60. | |
| Week 4 Sept 29 | Ken Coates Professor and Canada Research Chair | Topic: The Latest Epidemic: COVID-19 and Indigenous Peoples Reading: TBC Pandemic Rights: Determining the Fair Value of the Treaty Commitment to Protect First Nations During the COVID-19 Outbreak. | Discussion board due |
| Week 5 Oct 6 | Loleen Berdahl Executive Director & Professor | Topic: The Politics of COVID-19 Readings: Pickup, M., Stecula, D., & Van der Linden, C. 2020. Novel Coronavirus, Old Partisanship: COVID-19 Attitudes and Behaviours in the United States and Canada. <i>Canadian Journal of Political Science</i> , 53(2), 357-364. Scott L. Greer, Elizabeth J. King, Elize Massard da Fonseca & Andre PeraltaSantos. 2020. The comparative politics of COVID-19: The need to understand government responses, <i>Global Public Health</i> , 15:9, 1413-1416. Shepherd, Hana, Norah MacKendrick, and G. Cristina Mora. 2020. Pandemic Politics: Political Worldviews and COVID-19 Beliefs and Practices in an Unsettled Time. <i>Socius</i> . | Discussion board due |
| Week 6 Oct 13 | Jerome Konecsni CEO Abazyne Bioscience | Topic: Innovation and Science Policy related to COVID-19 and pandemics Reading: Konecsni, J. 2021. Innovation Policy: Lessons from the Pandemic. JSGS Policy Brief. | Discussion board due |

| | | | |
|---|---|---|---|
| Week 7 Oct 20 | Ron Styles Executive-in-Residence | Topic: Macroeconomic Pressures of COVID-19 & Global Trade Readings: TBC | Discussion board due Briefing Note Assignment 2 due (25%) |
| Week 8 Oct 27 | Vincent Hopkins Assistant Professor | Topic: Communications and Behavioural Science During COVID-19 Readings: Van Bavel, J. J., ... & Willer, R. (2020). Using social and behavioural science to support COVID-19 pandemic response. <i>Nature human behaviour</i> , 4(5), 460-471. Banker, S., & Park, J. (2020). Evaluating prosocial COVID-19 messaging frames: Evidence from a field study on Facebook. <i>Judgment and Decision Making</i> , 15(6), 1037-1043. van Der Linden, S., Roozenbeek, J., & Compton, J. (2020). Inoculating against fake news about COVID-19. <i>Frontiers in psychology</i> , 11, 1-7. | Discussion board due |
| Week 9 Nov 3 Part I 7:30-8:20pm | Jen Budney Professional Research Associate & Peggy Schmeiser Adjunct Professor | Topic: COVID-19 - Gender Equality and Childcare Readings (one of following two articles): Sara Stevano, Alessandra Mezzadri, Lorena Lombardozi & Hannah Bargawi (2021) Hidden Abodes in Plain Sight: the Social Reproduction of Households and Labor in the COVID-19 Pandemic, <i>Feminist Economics</i> , 27:1-2,271-287. James Heintz, Silke Staab & Laura Turquet (2021) Don't Let Another Crisis Go to Waste: The COVID-19 Pandemic and the Imperative for a Paradigm shift, <i>Feminist Economics</i> , 27:1-2, 470-485. Reading (required): UNICEF (2020) Global Annual Results Report 2020: Gender Equality. New York: UNICEF. | Discussion board due |
| Week 9 Nov 3 Part II 7:30-8:20pm | Ken Coates Professor and Canada Research Chair | Topic: The Makings of A Lost Generation: Education During the Pandemic Readings: TBC | |
| Nov 10 | Reading Week | <i>Rest up, relax and enjoy!</i> | |

| | | | |
|----------------------------------|---|--|--|
| <p>Week 10 Nov 17</p> | <p>Haizhen Mou Professor</p> | <p>Topic: Fiscal Responses to COVID-19</p> <p>Reading: TBC Olivier Blanchard. April 8, 2020. “Designing the fiscal response to the COVID-19 pandemic” Peterson Institute for International Economics. https://www.piie.com/blogs/realtime-economic-issues-watch/designing-fiscal-response-covid-19-pandemic</p> | <p>Discussion board due</p> <p>Assignment Three Outline due (10%)</p> |
| <p>Week 11 Nov 24</p> | <p>Marc-Andre Pigeon Assistant Professor</p> | <p>Topic: Covid-19 and the New Economic Debate</p> <p>Readings: Douglas, James W., Raudia, Ringa, 2020, “Who is Afraid of the Big Bad Debt,” <i>Public Budgeting and Finance</i>, Fall 2020.</p> <p>Boesler, Matthew, 2021, “The Covid Trauma Has Changed Economics—Maybe Forever,” <i>Bloomberg</i>, available at: https://www.bloomberg.com/news/features/2021-06-01/stimulus-checks-2021-is-government-cash-as-economic-policy-here-to-stay</p> <p>Galbraith, James, July 23 2021, “Dismal Economics,” <i>Project Syndicate</i>, available at: https://www.project-syndicate.org/onpoint/economics-captured-by-neoclassical-magical-thinking-by-james-k-galbraith-2021-07 (PDF attached)</p> <p>Galbraith, James, 2008, “The Collapse of Monetarism and the Irrelevance of the New Monetary Consensus,” <i>Levy Economics Institute</i>, available at: https://www.levyinstitute.org/publications/the-collapse-of-monetarism-and-the-irrelevance-of-the-new-monetary-consensus</p> <p>MMT Podcast – Radicalize This. Begin at Minute 7:46 https://pileusmmt.libsyn.com/26-cory-doctorow-radicalize-this-part-1 (optional)</p> <p>TedTalk by Stephanie Kelton – Forthcoming (optional)</p> | <p>Discussion board due</p> |
| <p>Week 12 Dec 1</p> | <p>Bruno Dupeyron Professor & Graduate Chair</p> | <p>Topic: COVID-19 Border and Migration Policies</p> <p>Reading: 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 & Praxis</i> 42 (2): 240-48.</p> | <p>Discussion board due</p> <p>Assignment 3 due Dec 8.</p> |

*The readings that are listed above serve as a backbone for the course. Given the rapidity with which some policies are changing and the constant addition of new material, new readings will be added during the course. Please double-check any readings included on Canvas. Thank you for being flexible.

EVALUATION

Class Participation & Online Canvas Discussion Forums: 10%

Assignment One: 25% - due Sept 22, midnight

Briefing Note on Uncertainty, Risk and Trade-offs. Delivered and marked by Professor Peter Phillips.

Assignment Two: 25% - due Oct 20, midnight

Briefing Note on The Politics of Covid-19

Assignment Three: 40% - due Dec 8, midnight

Outline due Nov 17 (10%); full project due Dec 8 (30%)

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

DESCRIPTION OF ASSIGNMENTS

Class Participation & Online Canvas Discussion Forums – due at midnight after each module

Being prepared for class by reading the assigned materials in advance is an integral part of the course. This provides a base for a lively discussion with each expert presenter. Do review the assigned readings, post questions and comments you have about the topic for that week. Readings may be added prior to the modules. It is expected that students will provide thoughtful comments and engage with one another on the discussion board every week.

To earn participation marks in this course, please attend as many live classes as you can, actively engage in the discussion and ask questions. If you are unable to attend one or two classes, do make an extra effort to post on the discussion forum. Recordings will be made available in the event of a scheduling conflict or illness. You will receive 1% for 3 or more comments, questions asked live and/or online per module. There are two modules beyond the 10% grade that may provide bonus marks, if required.

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 the Politics of Covid-19

Students will each prepare a briefing note on how politics has shaped different policy responses to Covid-19. They may focus on one level of government (municipal, provincial or federal) or take a broader approach comparing responses from different jurisdictions around the world (1200 words).

Assignment Three: Bringing it All Together - Major Project on Comprehensive Policy for COVID-19 Recovery or Restructuring

Working either individually, or in groups of two, students will prepare an innovative, comprehensive policy response for what's to come post-COVID-19. Using material from the course, your own reflections over the term, and other academic and non-academic resources, students have the option to write a briefing package (2500 words), deliver a podcast, record a presentation or propose a different way to showcase a creative analysis of what decision-makers should do next.

Please provide a proposal of the major project, the way in which you will deliver it, and a list of references you intend to use by Nov 17.

*Further information on assignments, outlines, and marking rubrics will be provided when required.

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.

COURSE COMMUNICATION & OFFICE HOURS

Course announcements, assignment information, and general updates will be provided on Canvas. If you have general questions or comments about the course about assignments, deadlines and assigned materials, please post them on the discussion board so that all students can see the answers. If you have personal questions regarding accessibility and equity services (AES), respectful suggestions for improvement, or would like to set up an appointment, please email the instructor Stephanie Ortynsky. Emails will be answered within 48 hours during the week.

ENROLLMENT

Class enrollment will be limited to 30 students. This will give students the opportunity to engage in a constructive manner the discussion board.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

The first version of this course and its concept was developed by Dr. Martin Boucher and Dr. Murray Fulton and delivered in the 2020 fall term. Thank you for their guidance and the precedent they set for the updated delivery of this course for the 2021 fall term.

SUPPLEMENTARY MATERIAL: JSGS COVID-19 LECTURE SERIES

April 27, 2021 ~ Pandemics Vs. Endemics Vs. Epidemics: Risks of Non- Innovative Health Systems. Presented by **Dr. Tarun Katapally, Patient-Oriented Research Leader and Associate Professor, JSGS**. Moderated by **Doug Moen, Director, JSGS Executive Education**. [Watch the Video](#).

June 25, 2020 ~ The Path to a Vaccine for COVID-19. Presented by **Dr. Tania Bubela, Dean, Health Sciences, Simon Fraser University, Dr. Claudia Emerson, Director, Institute on Ethics and Policy for Innovation McMaster University, and Patricia Zettler, Associate Professor of Law, Ohio State University, Moritz College of Law**. Moderated by **Barbara von Tigerstrom, Professor, College of Law, University of Saskatchewan** and **Amy Zarzeczny, JSGS Associate Professor**. [Watch the video](#).

June 18, 2020 ~ Seniors' Care in an Era of COVID-19. Presented by **Michael Nicin, Executive Director, National Institute on Ageing, Dr. Samir K. Sinha, Director of Geriatrics, Sinai Health System and the University Health Network**, and moderated by **Dan Florizone, JSGS Executive-in-Residence**. [Watch the video](#). [Download the Power Point Presentation](#)

May 21, 2020 ~ The Canada-US Border in Changing Times: History, Myths and Prospects. Presented by **Bruno Dupeyron, Professor, JSGS, John Maggoire, Senior Advisor to the Governor, New York State Executive Chamber, Laurie Trautman, Director, Border Policy Research Institute, Western Washington University** and moderated by **Cheryl Camillo, MHA Director and Assistant Professor, JSGS**. [Watch the video](#).

May 6, 2020 ~ Justice in the time of COVID-19: Ethical considerations. Presented by **Vardit Ravitsky, Associate Professor, The Bioethics Program, School of Public Health, University of Montreal and Chair, COVID19 Impact Committee, Pierre Elliott Trudeau Foundation** and moderated by **Amy Zarzeczny, Associate Professor, JSGS**. [Watch this video](#).

May 5, 2020 ~ Economic Recovery in the Era of COVID-19. Presented by **JoeAnne Hardy, President, WBM Technologies Inc., Dr. Cory Neudorf, Professor, Community Health and Epidemiology, College of Medicine, University of Saskatchewan, Ron Styles, Executive-in-Residence, JSGS**, and moderated by **Dan Florizone, Executive-in-Residence, JSGS**. [Watch the video](#).

April 23, 2020 ~ The Government as Employer of Last Resort? Evidence from a Canadian Experiment. Presented by **Marc-André Pigeon, JSGS Assistant Professor and Director, Canadian Centre of the Study of Co-operatives**; moderated by **Martin Boucher, Faculty Lecturer, JSGS**. [Watch the video](#).

April 22, 2020 ~ Keeping Canadians Safe: Emergency Legislation in Canada. Presented by **Senator W. Brent Cotter, Q.C., The Senate of Canada and Professor, College of Law, University of Saskatchewan; Felix Hoehn, Assistant Professor, College of Law, University of Saskatchewan; Barbara von Tigerstrom, Professor, College of Law, University of Saskatchewan**; and moderated by **Doug Moen, Executive Director, JSGS**. [Watch the video](#).

*These events can be found at the JSGS Archived Events page here: <https://www.schoolofpublicpolicy.sk.ca/news-events/archived-events.php#LecturePresentations>

Also, JSGS has also produced Policy Briefs with COVID themes. The list of all Policy Briefs can be found here:

<https://www.schoolofpublicpolicy.sk.ca/research/publications/jsgs-policy-brief-archives.php> Please look through for COVID-19 themed pieces.