



**PAPM 3000: Policy Research  
Fall 2016  
Mondays, 11:35 AM to 2:25 PM  
Room 518, Southam**

Calendar notes

Last date to withdraw with fee adjustment: September 30, 2016

No class: Monday, October 10 and Monday, October 24

Final class: Friday, December 9, 2016

Last day to withdraw from courses: December 9, 2016

**Calendar Description:** An examination of the research strategies and techniques relevant to policy analysis and evaluation. Using the case study method, the role of research and research organizations in the policy process is discussed. The issue of ethical dilemmas in policy research is also considered.

**Course Summary:** This course is intended as an introduction to policy research as a professional practice that takes place both inside and outside of government. The course should help you connect your second year training on social research methods and your understanding of how policy decisions are made. This course asks you to *read* (assigned and suggested readings), *think* (by critiquing examples of policy research output) and *do* (by participating in exercises to illustrate policy research practices). For students in 3<sup>rd</sup> year, this course will help you plan ahead for your 4<sup>th</sup> year HRE. You will complete the course with a list of potential supervisors, an annotated bibliography and a draft research question. For students in 4<sup>th</sup> year, this course will help you write a better HRE that clearly communicates the findings of your research and addresses its implications for public policy.

**Contact Information:**

	Instructor	Teaching Assistant
<b>Office</b>	Prof. Jennifer Robson 2433-R, River Building	TBD
<b>Email</b>	jennifer.robson@carleton.ca	
<b>Twitter</b>	@jenniferrobson8	
<b>Office Hours</b>	Mondays 10-11 and Thursdays 10-11	

**Course Texts:**

All assigned readings will be posted on the cuLearn site. Students are expected to complete all assigned readings before the start of each weekly lecture. In-class quizzes will be based on readings assigned for the same week as well as in-class discussion.

A special note about the assigned chapters from Greener's text, *Designing Social Research: A guide for the bewildered*. Only one (1) copy of this text can be viewed at a time through the Library's subscription. You can, however, "print to PDF" through the on-line viewer. [I urge you to view the chapter, print to PDF quickly and exit the online viewer so that other students in the class can have access. I also strongly encourage you to get these readings earlier.](#) In this circumstance, technology is likely to punish the procrastinator.

**Evaluation:**

Please read below for a more detailed description of each component of the evaluation matrix.  
NOTE: Assignments will NOT be accepted in person, in my office or by email. ALL written assignments MUST be uploaded to the cuLearn assignment folder associated with each assignment unless otherwise noted.

Item	Due Date	Weight
In-class quizzes	Throughout the term, held at the end of classes (surprise!).	3 x 5% = 15% (best 3 of 5)
Your HRE portfolio	Annotated Bibliography due September 30 (10%)  Interim version: in class, November 21 (5%)  Final version: 5 PM, December 9 (30%)	10% + 5% + 30% = 45%
Assignment 1 (in pairs): Data retrieval and presentation	5 PM, October 7	10%
Assignment 2 (group): Seminar on a policy-relevant research publication	In-class, November 28.	20%
Professionalism	Throughout the term	10%

In-class quizzes: (15%)

You will complete 5 quizzes in class. They will be held at random intervals and announced at the start of a class, not before. This is an opportunity to evaluate your own learning. The quiz will cover assigned readings and in-class discussion for the week. Each quiz will have 5 questions. Only your best 3 of the 5 quizzes will be used for your final grade.

I will schedule one or more make-up quizzes only for students who, due to circumstances reasonably beyond their control, have not written at least 3 quizzes by the end of classes. Make-up opportunities will not be available for other circumstances, including, but not limited to: regret, repentance, panic, opportunism, self-improvement or bribery.

### Personal HRE portfolio (10% + 5% + 30%)

You will complete a portfolio to prepare you for your 4<sup>th</sup> year Honours Research Essay. This will NOT be a research proposal which is a document you should plan to prepare with your supervisor. Instead, your portfolio will have the following components:

1. An annotated bibliography of at least 5 publications relevant to your field of interest. At least 1 of these must be from the 'grey' or applied literature and 1 must be from a peer-reviewed academic journal or book. Your bibliography include a concept map of the keywords used in your search (see Pacheo-Vega) and all 5 entries must be cited using APA style (see cuLearn for a link to APA guidelines). Each entry must be accompanied by a brief summary and critical discussion, written in prose. See readings for Week 3 for guidelines on preparing an annotated bibliography. Draft version (worth 10% of your final grade) is due September 30. You'll receive feedback and will submit an improved version as part of your final portfolio (December 9).
2. A 250 word summary of your area of interest and an initial effort to draft a manageable and meaningful research question for your HRE. Successful students will show attention to the qualities of both good social research questions and policy relevance.
3. A shortlist of potential supervisors to approach with their contact information and background on their areas of research expertise. Successful students will communicate their selection criteria, search method(s) and sufficient detail on each candidate as would normally be expected in a list of key informant interview targets.
4. A month-by-month personalized workflow plan for your HRE. Successful students will demonstrate that they have consulted the College HRE guidelines for 2016, have given consideration to their expected academic and non-academic workloads, have given consideration to the likely needs of a supervisor and other relevant considerations in preparing a realistic workplan. The plan should be presented as a table with the following column headings: Date, Description of task or milestone, Explanatory Notes.
5. A 500 word discussion of the current policy context related to your topic. Successful students will communicate the policy relevance of their proposed topic and will be able to show some awareness of the responsible policy-making institutions and decision-makers, the policy questions relevant to those decision-makers and the considerations that will likely be included in the analysis of policy options. Where a student is unable to provide this information, he or she will be successful by clearly outlining expected sources of information.

The draft version of your completed portfolio is due (in printed format) in class on November 21.

### Assignment 1: Replicate a data table, turn it into a graph (in pairs)

Working in pairs, you will use the CANSIM database to create a simple bivariate cross-tabulation. You will download the data and turn it into a simple graph using software like Excel or Numbers. We will go over an example together in class. You will hand in a copy of your table and the graph you generated from the CANSIM data. Your file must be in a .PDF format. You are expected to:

- clearly label your table and graph, this includes all titles
- use an appropriate graph format that clearly communicates your data
- perform any data transformations needed with accuracy
- include complete and accurate source information
- include a 2-3 sentence statement explaining what you think the data show.

Assignment 2: Defend a piece of policy-research (in groups) – “PAPM 3000 Reads: Research edition”

Working in small groups (3-6 students per group), you will scan the literature and chose 1 policy research publication within the following parameters: 1) published within the last 5 years; 2) published in English; 3) presents original findings from one or more quantitative or qualitative research methods; 4) relevant to one or more policy files of the Government of Canada (note: this includes Canadian foreign policy, international development, trade, security and migration).

As a group, you will present and defend your choice for both the quality of the research and its relevance to Canadian policy. Groups must name their choice of publication not later than October 31 in class. In the un-likely event that 2 groups select the same publication, both groups will be asked to chose a new publication for this exercise.

On November 21 class, your group must participate in a moderated debate with one or two groups defending other research. Your debate preparation should include: an opening “pitch” of not more than 3 minutes; brief responses (35 seconds) to anticipated questions from the moderator; closing remarks of not more than 2 minutes. Based on information presented in the debate, students in the audience will vote for the best piece of research in round. Each team’s performance will be evaluated by the Professor and the TA using a scoring matrix to be circulated ahead of time. Teams who win the class vote in their debate round will receive a 5 point bonus on their group assessment. Final scores cannot exceed 20%.

Professionalism (10%)

You have an opportunity to earn up to 10% of your final grade by meeting the following expectations:

- Submitting all assignments on time, unless you’ve received prior written confirmation of an extension or have a medical note certifying illness.
- Attending more than 80% of scheduled lectures and conducting yourself in a professional manner in class (conscious isn’t enough, constructive and engaged participation is what I’m looking for).
- Completing all 5 in-class quizzes.

**Lecture schedule:**

The following schedule is subject to change. Please check the CuLearn site regularly for any updates to the course agenda. Content posted by the instructor is deemed to have been distributed to all students.

Week	Topics	Readings
1: Sept 12	Introduction, course objectives  What is policy research? <ul style="list-style-type: none"><li>• Philosophy of science</li><li>• Basic research vs policy research</li></ul> Models of policy-making  <i>**Thursday office hours cancelled this week**</i>	Course outline  Townsend and Kunimoto (2009)  Cerna (2013)
2: Sept 19	Public policy in Canada <ul style="list-style-type: none"><li>• Priorities</li><li>• Processes</li><li>• Instruments</li></ul>	Theodoulou (2013) Finance Canada (2010) Mintrom (2011)  <i>**see also resources posted on cuLearn for</i>

		use in class**
3: Sept 26	What makes a good <i>policy</i> research question?  Reviewing literature • Annotated literature reviews	Mendizabal (2013)  Greener (2011) *chapter 2 Olin Library, Cornell University
Sept 30, 5 PM	<b>Draft annotated bibliography due (10%)</b>	
4: Oct 3	Using secondary data • Working with survey and administrative data	Neuman and Robson (2015), Chp 11
Oct 7, 5 PM	<b>Assignment 1 (data retrieval and presentation) due (10%)</b>	
Oct 10	NO LECTURE	
5: Oct 17	Designing your own survey • Questionnaire design • Sampling • Collection through analysis	Greener (2011), Chapter 3 and pages 59-66 of Chapter 4
Oct 24	NO LECTURE	
6: Oct 31	Interviews  Focus groups	Berg & Lune, Chp 4 and 5
7: Nov 7	Evaluation Cost-benefit models Experiments and pilot projects	TBS (2004) Trebilcock, <i>et al</i> (2007), p.1-15 Haynes <i>et al</i> (2012)
8: Nov 14	Identifying policy implications from research	Talbot & Talbot (2014) *Executive summary only Izumi et al (2010) Glover (2002)
Nov 21	<b>Interim draft of your HRE due in class (5%)</b>	
9: Nov 21	Ethical research • Rules at Carleton for HREs  Peer review • <i>In-class exercise</i>	Panel on Research Ethics (2014), Chp 1 Carleton University Research Board, Human Ethics FAQs  Your draft HRE portfolio
10: Nov 28	<b>Group assignment (20%)</b>	
		Articles chosen by your group
11: Dec 5	Be a better writer • In-class exercises	Greener (2012), Chp 10 Pinker (2014)
12: Dec 9	Working professionally (on campus and beyond)  HRE workshop	Lee & Mitchell (2011) Moore (2001)  HRE Guidelines (2016)

## **Administrative Matters:**

### **Academic misconduct**

As stated in the *Carleton University Academic Integrity Policy*, you have the following responsibilities as students:

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- Following the expectations articulated by instructors for referencing sources of information and for group work.
- Submitting original work, citing sources fully, and respecting the authorship of others.
- Asking for clarification of expectations as necessary. Students who are in any doubt as to whether an action on their part may be viewed as a violation of the standards of academic integrity should ask for clarification.
- Identifying situations that may reasonably lead to a violation of this policy.
- Preventing their work from being used by others, e.g. protecting access to computer files, etc.
- Adhering to the principles of academic integrity when conducting and reporting research.

As described in the Policy, violations of academic integrity include:

- Plagiarism
- Unauthorized re-submission of work
- Unauthorized co-operation collaboration
- Misrepresentation
- Impersonation, and
- Disruption of classroom activities, periods of instruction or examinations.

As an instructor, I am responsible for providing reasonable clarification on expectations regarding citation and authorized collaboration. Furthermore, I am responsible for reporting suspected student violations to the Dean of the Faculty of Public Affairs.

Please consult the full policy at:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/academicintegrity/>