

Public Affairs and Policy Management
PAPM 1001-A Policy: Analysis, Implementation and Evaluation
Fall Term, 2020
Lecture: Thursdays 2.35-4.25
(Via Zoom)*

Instructor: Dr. Lisa Mills
email: lisa.mills@carleton.ca
Office: D199 Loeb
Office hours: Thursday, 4.30-5.30 p.m.
or by appointment
(Via Zoom)

I acknowledge that the land on which Carleton University is located is the traditional, unceded territories of the Algonquin people.

This syllabus has been prepared with the assistance of Dilki Jagoda.

Tutorials:

Tutorials will start in the week of **Monday, September 14th**.

A1 – Monday 9:35 – 10:25 – Claire Jaworski

A2 – Tuesday 10:35 – 11:25 – Susan Ajibowu

A3 - Friday 11:35 – 12:25 – Sancho Angulo

A4 – Monday 10:35 – 11:25 – Sancho Angulo

A5 – Tuesday – 9:35 – 10:25 – Claire Jaworski

A6 – Friday 12:35 – 13:25 – Ahmed Al-Jalili

A7 – Monday 14:35 – 15:25 – Susan Ajibowu

A8 – Tuesday 14:35 – 15:25 – Ahmed Al-Jalili

COURSE DESCRIPTION:**From the Undergraduate Calendar:****Policy: Analysis, Implementation, and Evaluation**

The processes of policy-making, implementation and evaluation. Forces that shape policy deliberations and alternative tools for managing policy action and policy evaluation. Theoretical approaches to understanding the origins of policy, and methods by which programs are designed and assessed.

Course overview:

The advent of Covid-19 has brought to light just how critical public policy is. In order to protect citizens from the pandemic, governments have shut down businesses, implemented stay-at-home orders, and mandated mask wearing in enclosed public spaces. They have also introduced programs to try to help people cope with the economic fallout from the disaster, such as the Canada Emergency Response Benefit (CERB).

So, what is public policy? Pal (2021) defines it as “a course of action or inaction chosen by public authorities to address a given problem or interrelated set of problems. It is a guide to action, a plan, a framework” (1-2). I would combine these definitions to say it is “a guide to a course of action, or a decision not to act, made by public authorities to address a given problem or interrelated set of problems”. Policy has three main elements: the definition of the problem; the goals that the policy hopes to achieve; and the choice of instruments, or tools, for carrying out the policy e.g. the creation of the CERB to prevent economic collapse.

Policy researchers usually think of policy as unfolding in a series of stages, called the policy cycle, that loop back to the first stage. According to this model of policy, the problem is defined, options are selected, the policy is implemented – that is, executed or put into practice – and then it is evaluated, to determine whether or not the policy has achieved its goals.

Real life can be a bit messier than this, however. The stages of the cycle are not always completely distinct from one another; nor are policies completely separate, with multiple policies being implemented by the same organization.

Nevertheless, it can be useful to think of policy in terms of stages. In this course, we will examine each of the stages, considering the particular challenges that policy makers, researchers, implementers and evaluators may face.

Throughout the course, we will be thinking about policy, or doing policy analysis. Dunn (2008, in Pal, 2021, 17) defines this as “a process of multidisciplinary inquiry designed to create, critically assess, and communicate information that is useful in understanding and improving policies.” The dominant model of policy analysis is the rational model, in which policy makers

define the problem, choose the desired goals, consider alternatives, and evaluate the consequences. We will examine the rational model, along with other approaches to policy analysis. There are many models and frameworks which could be considered, and which you will encounter over the course of the degree. We will look at just a few, including: the streams model, in which policy decisions are made when a particular understanding of the problem and solution coincides with a political opportunity; gender-based analysis, which posits that policies do not affect undifferentiated individuals, but men, women, and non-binary people, who may be affected differently by, and have different perspectives on, policy; intersectional analysis, which points out that along with gender, our experiences and identity are shaped by our ethnicity, whether or not we're racialized, our sexual orientation, our age, and other factors; class analysis, which considers the impact of the economic structure of our society on policy-making; and Indigenous approaches, which emphasizes the impact of colonialism on policies towards Indigenous people, and the ways in which Indigenous people understand the world and relationships with government.

LEARNING OUTCOMES:

At the end of this course, you will be able to:

- Identify the stages of the policy cycle and some of the challenges associated with them
- Describe the frameworks for analyzing public policy discussed in the course, and explain the differences between them (such as the rational model, the streams model, gender-based analysis, intersectional analysis, and class analysis)
- Apply more than one of these frameworks to current policy issues
- Write an academic essay, using correct citation methods
- Engage in respectful discussion and debate with your classmates, TA, and professor

COURSE CALENDAR

Quizzes – open for 24 hours from 9 a.m. on the following dates (see further information below):

- September 23, 2020
- September 30, 2020
- October 14, 2020
- October 21, 2020
- November 4, 2020
- November 18, 2020
- November 25, 2020

Tutorial paper – November 2, 2020

Outline for the Final Paper – November 16, 2020

COURSE EXPECTATIONS

You are expected to come to the lectures and the tutorials having done the reading for the week. If you are unable to do both the lecture and the tutorial reading, prioritize the tutorial reading – I will discuss the lecture readings in the lecture.

In weeks when there are more than two or three readings, there may be one or two newspaper or magazine articles as well. These are short articles, so they shouldn't take you long to read! But don't skip them because they are short – they usually shed light on a particular policy or current problem, and will be helpful for tutorial discussion and debate.

It is recommended that you have a laptop or desktop computer for the course. A microphone and webcam would be advantageous for participating in tutorials, but not required. For further information, please see <https://carleton.ca/its/help-centre/faq-technical-specs-for-new-students/>

This course is **synchronous**: a real-time, online course where the instructor and students meet via web conferencing tools, at scheduled days and times (below). However, the class will also be recorded.

Session Recording:

Web conferencing sessions in this course may be recorded and made available **only** to those within the class. Sessions may be recorded to enable access to students with internet connectivity problems, who are based in different time zone, and/or who have conflicting commitments. If students wish not to be recorded, they need to leave your camera and microphone turned off.

You will be notified at the start of the session when the recording will start, and Zoom will always notify meeting participants that a meeting is being recorded. It is not possible to disable this notification.

Please note that recordings are protected by copyright. The recordings are for your own educational use, but you are not permitted to publish to third party sites, such as social media sites and course materials sites.

COURSE REQUIREMENTS

Required text:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.

Please note that we are using the **sixth** edition of this volume.

This book can be purchased via the Carleton University Bookstore, at <https://www.bkstr.com/carletonstore/product/beyond-policy-analysis-638830-1>; or via the publisher, at <https://retail.tophat.com/collections/humanities-social-science/products/9780176886912>.

Please also note that we will use most, but not all, chapters of the textbook, and that we will not always use them in chronological order – Chapter Two will be discussed later in the semester, for example.

All other readings are available on CuLearn (under “Ares” heading); or the url will be included in this syllabus.

The lectures will provide a broad overview of the theme selected for that week, as well as detailed analysis and examples. The tutorials will be organized around readings that challenge you to engage in the week’s theme in a different or novel way.

ASSESSMENT

Your assessment will be as follows:

Tutorial attendance	10% (1% for each tutorial attended)
Tutorial participation	5% (0.5% for each contribution, one contribution counted per tutorial)
Quizzes (seven quizzes worth 5% each)	35%
Tutorial paper	15% - Due November 2, 2020
Final paper outline	15% - Due November 16, 2020
Final paper	20% - Due December 7, 2020

All papers should be uploaded on CuLearn before 11.59 p.m. on their due date.

“Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are

final until they are approved by the Dean.”

LECTURES

Lectures will be via Zoom at the following link:

<https://us02web.zoom.us/j/81442157770?pwd=RWs0Q295MTlrUnJCQTZVTEdVdnRmZz09>

Meeting ID: 814 4215 7770

Passcode: 965781

*If you do not already have a Zoom account, please sign up for one. They are free.

TUTORIALS

Tutorials will meet under the guidance of one of the TAs each week starting the week of Monday, September 14th ending on Friday, December 11th (the specific day for your tutorial depends on your schedule).

You will receive one mark for each tutorial that you attend out of a maximum of 10 marks.

The expectation is that each week you will have read and carefully considered the assigned readings.

Tutorial Format

The first meeting of the term will be an opportunity to meet your TA and be introduced to the course. The following tutorials will be organized around discussion of the tutorial readings.

Tutorial participation

You will receive half (0.5) per cent of a mark for each contribution to tutorial discussion, to a maximum of 5 marks. This includes:

- A comment or question that relates to the readings
- A response to another student (or TA's) question or comment
- Only half a mark can be earned in each tutorial (ie, you can't make two contributions in the same tutorial and have that count for 1 mark)

The comment or question:

- Should relate to the readings – it may expand on the reading, or connect other ideas or examples not in the reading, but it shouldn't be a random or disconnected comment
- Should make sense ie not be a random collection of words
- Should be respectful of others in the class

- Can be on camera or in the chat function

If you are unable to participate in tutorials for any reason, please let me know, and I will make alternative arrangements for assessment.

Quizzes (worth a total of 35% of your grade)

There will be seven quizzes set throughout the term, each consisting of five questions, which will be combination of multiple-choice and true/false questions.

The quiz will be open from 9 a.m. on Wednesday to 9 a.m. Thursday in the particular week (that is, the quiz for Week 2 will be available to open on the Wednesday after the Week 2 lecture – see dates below). Once you have opened the quiz, you will have half an hour to complete it.

The quizzes will be on:

Material from Week 2 – Wednesday September 23

Material from Week 3 – Wednesday September 30

Material from Week 5 – Wednesday October 14

Material from Week 6 – Wednesday October 21

Material from Week 7 – Wednesday November 4

Material from Week 10 – Wednesday November 18

Material from Week 11 – Wednesday November 25

Written work

The tutorial paper and final paper outline are to be submitted on CuLearn in **Word** format (**not** .pdf).

Tutorial paper: (worth 15% of your grade)

For this paper, you should select one of the tutorial readings (not the textbook for the course).

Your paper should include an introduction – which provides a brief overview of the issue that the reading introduces, and outlines your evaluation of the reading – and a conclusion, which sums up your evaluation. For example, in the introduction you may say something like, “in examining the effects of private foundations on government revenue, this article illuminates the negative consequences of the charitable model,” or, “I will argue that although this article demonstrates that the existence of private foundations reduces government revenue, this does not mean that the charitable model should be abandoned.”

It is OK to use the word “I” as in, “I will argue...”

The paper should do the following:

- Identify the author's main argument. (In some cases, the author's argument will be stated clearly, in the introduction to the article or chapter. Take note – this is a very good way to state *your* argument in essays! In other cases, you will have to infer the author's argument – that is, you will determine what the main argument is from your reading of the sub-arguments, examples, or ideas presented by the author).
- Identify the *main points* the author makes in support of this argument.
- Identify the evidence the author uses to support the argument. What information, data, metaphors, or examples does the author use to support the argument?
- Critique the author's argument. This does not mean being completely negative about everything the author has said, but developing an appreciation of the strengths and weaknesses of their claims. In order to do this, think about:
 - o Is the evidence that the author presents convincing? Does it support their argument?
 - o Are their gaps in the evidence that the author has presented?
 - o Are there key assumptions the author makes in order for the argument to hold true?
 - o Does the author's argument make logical sense? That is, do the main points used to support the argument follow logically, or do they contradict one another?
 - o Are all the points relevant to the main argument?
 - o Do the metaphors used apply to the particular case?
 - o Are there other ways to approach the evidence that the author has presented? For example, if the author is approaching the topic using a rational decision-making model, how would the issue look if they were using a gender-based analysis instead? Or, if they are applying a gender-based analysis, might they be overlooking the influence of factors such as class or ethnicity?
- Or, apply the author's ideas to current events – think of an example of a current policy issue that demonstrates the author's ideas or concepts.

The paper should be 2-3 double-spaced, typed pages, with no more than 12 point, Times New Roman font, one-inch margins, and no fancy lettering or designs to take up space (i.e., roughly 600-850 words). Clearly identify the reading under review, the date of the tutorial, your name, and your TA's name.

This paper is intended to be an exercise in expository writing – it should have a beginning, middle, and an end. Do not use point form or bullets. You are not to summarize the reading. It should be written in a way that seeks to convince your TA of the point or points you wish to make.

Final Paper Outline: (worth 15% of your grade)

The final paper asks you to respond to one of the essay questions. The questions will be posted on Friday, October 30.

The outline should be at least one, but no more than two, pages (or between 400 and 700 words).

It should provide an overview of: your (tentative) thesis statement, and an outline of the major points/arguments you will make in defence of that statement.

Final Paper (worth 20% of your grade)

The final paper should be between 6-8 pages (or between 1500 and 2000 words). It will address one of the essay questions posted on October 30. The questions will be similar to the questions posted for tutorial discussion.

Reference Style for Written Work

You are required to use proper citations for all your written work. More details on academic integrity are provided below.

Referencing style: It is recommended that references for all assignments be in APA format. There will be a citation workshop in class.

The MacOdrum Library tip sheet is really helpful:

<https://library.carleton.ca/sites/default/files/help/Using%20APA%20style%20-%20Final%202017-09-19.pdf>

See also:

<https://library.carleton.ca/help/apa-0>

And the following activity:

<https://owl.excelsior.edu/citation-and-documentation/apa-style/apa-activity/>

CuLEARN: Course materials, lectures, assignments, between-class discussions, grades and corrected assignments will be managed through cuLEARN <https://carleton.ca/culearn>

EXTENSIONS

Extensions **will not** be granted for essays, except in cases of documentable illness or family/personal emergency.

Late assignments will incur a penalty of 3 marks per day including holidays and weekend days. If the assignment is not submitted within one week of the due date, it will receive a grade of zero (except in cases of documentable illness or family/personal emergency).

UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Please be aware that all work submitted as a requirement of PAPM 1001 must be both your own work and original to this course. Academic offences are serious infractions and will not be tolerated. Students should consult the University's [Academic Integrity Policy](#) concerning academic integrity and instructional offences.

PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

My pointers on plagiarism:

If you have any questions about how to handle a specific type of source, please feel free to ask.

Here are some of my specific pointers on avoiding plagiarism:

- 1) Acknowledge every source from which you have drawn information or ideas for your paper. That is, even if you are not quoting directly from a source, you should still acknowledge where the idea, argument, or information came from.
- 2) Place *every direct quote* from a source in quotation marks (or indent it), and provide an in-text citation for the source.*
- 3) Express other authors’ ideas in your own words. If you are outlining someone else’s argument, for example, outline it in your own words, and acknowledge the author at the end of your summation of his or her argument or idea(s). *Any words not in quotation marks must be your own words.* This advice has an intellectual as well as a legal purpose: being able to express an author’s ideas in your own words is part of your learning process.

- 4) Try not to use quotes too frequently. Quotes should be used when they so beautifully or aptly sum something up that you cannot say it any better. An essay is not a collection of quotes.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

- Pregnancy obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#)
- Religious obligation: write to the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).
- Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder, Autism Spectrum Disorders, chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the instructor your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation. After requesting accommodation from PMC, meet with the instructor to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

STUDENT CONDUCT

This goes without saying, but all communication should be professional and respectful and should uphold the tone of the Student Rights and Responsibilities Policy, found at <https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>

INTELLECTUAL PROPERTY

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. – by both instructors and students – are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

INDIGENOUS STUDIES

For information about Carleton's Centre for Indigenous Initiatives and the *Ojigkwanong Indigenous Student Centre* (Patterson Hall 228), please visit <https://carleton.ca/indigenous/>.

COURSE OUTLINE**Week****1. September 10: Introduction**

Overview of the course and syllabus.

2. September 17: Public Policy and Policy Analysis

Lecture and Tutorial Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.
Chapter 1: Policy Analysis: Concepts and Practice.

Stone, D. (2012) *Policy Paradox: The Art of Political Decision-Making*. New York, W.W. Norton & Co.

*Chapter 1: The Market and the Polis**

United Nations (2020, July 18). "Inequality Defines Our Time": UN Chief Delivers Hard-Hitting Mandela Day Message UN News. *United Nations News*, United Nations, Retrieved July 20, 2020, from <https://news.un.org/en/story/2020/07/1068611>

**This chapter may be used as the basis for your tutorial paper.*

3. September 24: Agenda-Setting

Please note that the first hour of the course will feature a workshop on academic reading.

Lecture Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.
Chapter 3: Agenda-Setting and Problem (Re)Solving in Policy Analysis (NB: This week we are reading Ch 3, not Chapter 2!)

Tutorial Reading:

Thompson, D. and Wallner, J. (2011) A Focusing Tragedy: Public Policy and the Establishment of Afrocentric Education in Toronto. *Canadian Journal of Political Science*, 44:4, 807-828*

**This paper may be used as the basis for your tutorial paper.*

4. **October 1: Agenda-Setting continued: evidence and policy-making**

Please note that the first hour of this class will feature a workshop on critical thinking.

Parkhurst, J. 2017. *The Politics of Evidence: From evidence-based policy to the good governance of evidence*. Abingdon, Oxon and New York: Routledge.

Chapter 1: Introduction*

Attaran, A. and Houston, A.R. (2020) Pandemic Data-Sharing: How the Canadian Constitution Has Turned into a Suicide Pact. In Flood, C.M., MacDonnell, V., Philpott, J., Thériault, S., and Venkatapuram, S. (Eds) *Vulnerable: The Law, Policy and Ethics of COVID-19*. (91-104) Ottawa: University of Ottawa Press.*

**May be used as the basis of your tutorial paper.*

Seucharan, C. and Bascaramurty, D. (2020, July 31) Toronto's marginalized communities disproportionately affected by virus: data. *The Globe and Mail*. Retrieved August 20, 2020 from <https://www.theglobeandmail.com/canada/article-torontos-marginalized-communities-disproportionately-affected-by/>

Andrew-Amofah, B., Flynn, A., and Wood, P. (2020, June 12) As city life restarts, inclusion is key. *The Globe and Mail*, Retrieved August 20, 2020, from <https://www.theglobeandmail.com/opinion/article-as-we-restart-life-in-our-cities-being-inclusive-is-key/>

5. **October 8: Policy Instruments and Policy Design**

Please note that the first hour of this class will feature a workshop on the fundamentals of academic writing.

Lecture Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.

Chapter 4: Policy Instruments and Policy Design

Tutorial Reading:

Center for Climate and Energy Solutions. (2015) *Market Mechanisms: Understanding the Options*, retrieved on August 23, 2020 from <https://www.c2es.org/document/market-mechanisms-understanding-the-options/>*

Klein, N. (2014) *This Changes Everything: Capitalism vs the Climate*, New York: Simon and Schuster.

*Chapter 4: Planning and Banning: Slapping the Invisible Hand, Building a Movement**

**May be used as main reading for tutorial paper.*

6. October 15: Policy implementation

Lecture Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.

Chapter 5: Policy Implementation

Tutorial Reading:

Weaver, K. (2009) *If you build it, will they come? Unforeseen obstacles in policy implementation*. Tansley Lecture, Saskatoon: Johnson Shoyama Graduate School of Public Policy, April 16, retrieved on August 24, 2020 from

https://www.schoolofpublicpolicy.sk.ca/documents/research/archived-publications/tansley-publications/2009_Tansley%20Publication.pdf *

**may be used as main reading for tutorial papers*

7. October 22: Policy Actors, Communities, and Networks

Lecture Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.

Chapter 6 : Policy Actors, Communities, and Networks

Tutorial Reading:

Giridharadas, A. (2019) *Winners Take All: The Elite Charade of Changing the World*, New York: Vintage Books.

*Chapter 1: But how is the world changed?**

Adam Saifer. (August 13, 2020) Covid-19 has exposed the limits of philanthropy. *The Conversation*, retrieved August 24, 2020 from

<https://theconversation.com/amp/covid-19-has-exposed-the-limits-of-philanthropy-144035> *

Surowiecki, J. (December 14, 2020) In Defense of Philanthrocapitalism, the *New Yorker*, retrieved August 24, 2020 from

<https://www.newyorker.com/magazine/2015/12/21/in-defense-of->

[philanthrocapitalism](#)

**may be used as main reading for tutorial paper*

8. October 29: Fall Break. No Class.

9. November 5: The US Election

Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.
Chapter 2: Modern Governance: Challenges for Policy Analysis. Just read pp. 58-59, and 76-90.

Other readings TBA.

10. November 12: Policy and Program Evaluation

Lecture Reading:

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education.
Chapter 7: Evaluation

Tutorial Reading:

DeLancey, D. (2019) Indigenous Evaluation in the North West Territories: Opportunities and Challenges, *Canadian Journal of Program Evaluation*, 34:3, 492-512*

**may be used as main reading for tutorial paper*

11. November 19: Gender-Based Policy Analysis

Readings:

Status of Women Canada. (2020) What is GBA+? Retrieved on August 24, 2020 from <https://cfc-swc.gc.ca/gba-acs/index-en.html>

Rachael Johnstone, Bessma Momani. (June 9, 2020) Health ministries need to look at race, ethnicity, and socio-economic data to assess the pandemic toll. Gender-Based Analysis Plus is the tool for it. *Policy Options*,* retrieved on August 24, 2020 from <https://policyoptions.irpp.org/magazines/june-2020/a-gba-case-for-understanding-the-impact-of-covid-19/>

Strauss, D. (2020, June 30). Coronavirus threatens to wipe out gender equality gains, UN agency warns. *Financial Times*, retrieved August 29, from <https://www.ft.com/content/70cc16bf-ede5-45cd-ab15-2e0aeca5964d>

Stephanie Paterson and Francesca Scala. (2020) Feminist Government or Governance Feminism? Exploring Feminist Policy Analysis in the Trudeau Era, In Fiona MacDonald and Alexandra Dobrowolsky (Eds) *Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow*, 49-67, Toronto: University of Toronto Press.*

*May be used as basis for tutorial paper.

12. November 26: State violence and Black Lives Matter

Readings:

Maynard, R. (2017) *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnipeg: Fernwood Publishing.
*Chapter 3. Arrested (In)justice**

Ibram X. Kendi. (2016) *Stamped from the Beginning: The Definite History of Racist Ideas in America*. New York: Hachette.
Prologue, 1-13.*

Tutorial readings:

13th; directed by Ava DuVernay; documentary/film, October 2016,
<https://www.youtube.com/watch?v=krfcq5pF8u8>

Kaba, M. (June 14, 2020) Yes, we mean literally abolish the police. *New York Times*, retrieved August 24, 2020 from
<https://www.nytimes.com/2020/06/12/opinion/sunday/floyd-abolish-defund-police.html> *

White, P. (2020, August 16) For many advocates of cutting police funding, doing so is hard – even when municipalities are on side. *Globe and Mail*, retrieved on August 24, 2020
<https://www.theglobeandmail.com/canada/article-for-defund-the-police-advocates-the-struggle-is-harder-in-canada/>

*may be used as main reading for tutorial paper

13. December 3: Income inequality and class analysis

The New York Times Editorial Board. The America we need. *The New York Times*,*
retrieved August 24, 2020 from

<https://www.nytimes.com/interactive/2020/opinion/america-inequality-coronavirus.html>

Schor, J. B. (2020) *After the Gig: How the sharing economy got hijacked and how to win it back*. Berkeley: University of California Press.
Introduction: The Problem of Work.*

Macdonald, D. 2018. Born to Win: Wealth Concentration in Canada since 1999.*
<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2018/07/Born%20to%20Win.pdf>
*may be used as main reading for tutorial paper

14. December 10: Climate Change

Readings:

Rich, N. (2018, August 1) Losing Earth: The decade we almost stopped climate change. *New York Times Magazine*,* retrieved August 24, 2020
<https://www.nytimes.com/interactive/2018/08/01/magazine/climate-change-losing-earth.html>

McKibben, B. (2020) 130 Degrees, *New York Review of Books*,* retrieved August 24, 2020 from <https://www.nybooks.com/articles/2020/08/20/climate-emergency-130-degrees/>

Blackwell, G. and Thunberg, G. (2020) *I know this to be true*. San Francisco: Chronicle Books.
The Interview, 31-52.*

*May be used as basis for tutorial paper.

Further reading (optional readings that may be used in your final essay):

For Week 3, on agenda-setting:

Kingdon, J.W. (2001). A Model of Agenda Setting, with Applications. *L. Rev. MSU-DCL* 331.

Kingdon, J.W. (1995). *Agendas, Alternatives, and Public Policies*, Second Edition, New York, Harper Collins, Chapter 5.

Jann, W. and Wegrich, K. (2007) Theories of the Policy Cycle. In Fischer, F., Miller, G.J.,

and Sidney, Mara S. *Routledge Handbook of Public Policy Analysis: Theory, Politics, and Methods*. 43-62. Boca Raton: CRC Press.

For Week 4, on evidence and policy-making:

Young, S. (2013) Introduction: Evidence-Based Policy-Making: The Canadian Experience. In Young, S. (Ed.) *Evidence-Based Policy-Making in Canada*, (1-25) Toronto: Oxford University Press.

Orsini, M. and Smith, M. (2010) Social Movements, Knowledge and Public Policy: The Case of Autism Activism in Canada and the US., *Critical Policy Studies*, 4(1), 38-57.

Markowitz, G. and Rosner, D. (2013) *Lead Wars: The Politics of Science and the Fate of America's Children*, Berkeley: University of California Press.
Chapter 1: Introduction: A History of Neglect.

Robertson, G. (July 28, 2020) "Without early warning you can't have early response": How Canada's world-class pandemic alert system failed. *The Globe and Mail*, retrieved August 23, 2020 from <https://www.theglobeandmail.com/canada/article-without-early-warning-you-cant-have-early-response-how-canadas/>

Hanson, C. and Levac, L. (2020, June 12) True reconciliation demands data around the injustice of the residential school system. *The Globe and Mail*. Retrieved August 20, 2020 from <https://www.theglobeandmail.com/opinion/article-reconciliation-means-canadians-have-a-duty-to-remember-the-injustice/>

For Week 5, on policy design and policy instruments:

Shapiro, M. (2010) Conning the Climate: Inside the Carbon-Trading Shell Game. Harper's Magazine, February, 31-39.

Mark Winfield. (2016) Implementing Environmental Policy in Canada. In VanNijnatten, D.L. (Ed) *Canadian Environmental Policy and Politics: The Challenges of Austerity and Ambivalence, Fourth Edition*, Toronto: Oxford University Press.

Flood, C. M., Thomas, B., and Wilson, K. (2020) Civil Liberties vs. Public Health. In Flood, C.M., MacDonnell, V., Philpott, J., Thériault, S., and Venkatapuram, S. (Eds) *Vulnerable: The Law, Policy and Ethics of COVID-19*. (91-104) Ottawa: University of Ottawa Press.*

Leilani Farha and Kaitlin Schwan. (2020) The Front Line Defence: Housing and Human Rights in the Time of Covid-19. In Flood, C.M., MacDonnell, V., Philpott, J., Thériault, S., and Venkatapuram, S. (Eds) *Vulnerable: The Law, Policy and Ethics of COVID-19*. (355-366) Ottawa: University of Ottawa Press.*

For Week 9 – the WE controversy:

Barry-Shaw, N. and Jay, D.O. (2012) *Paved with Good Intentions: Canada's development NGOs from idealism to imperialism*. Halifax: Fernwood Press.

Michael H. Hall and Paul B. Reed. (1998). "Shifting the Burden: How Much Can Government Download to the Non-Profit Sector," *Canadian Public Administration* 41(1): 1-20.

Munro, L.T. (2020) Are WE ready to change? *McLeod Group Blog*, retrieved on 24 August, 2020 from <https://www.mcleodgroup.ca/2020/07/are-we-ready-to-change/>

Tiessen, R. (July 29, 2020) WE's international development identity problem. *McLeod Group Blog*, retired August 24, 2020 from <https://www.mcleodgroup.ca/2020/07/wes-international-development-identity-problem/>

Nahla Ayed. (July 13, 2020) *The Current*, CBC Radio, retrieved on August 24, 2020 from <https://www.cbc.ca/radio/thecurrent/the-current-for-july-13-2020-1.5647242>

First segment on the WE charity

For Week 11, Gender-Based Policy Analysis:

Fiona MacDonald and Alexandra Dobrowolsky (Eds) *Turbulent Times, Transformational Possibilities? Gender and Politics Today and Tomorrow*, 49-67, Toronto: University of Toronto Press.

Martha Friendly, Morna Ballantyne. (2020, March 24) Covid-19 shows us childcare is always an essential service. *Policy Options*, retrieved from August 24, 2020, from <https://policyoptions.irpp.org/magazines/march-2020/covid-19-crisis-shows-us-childcare-is-always-an-essential-service/>

Janet Siltanen and Andrea Doucet. (2008) *Gender Relations: Intersectionality and Beyond*, Toronto: Oxford University Press.

Naraghi Anderlini, S. (2020, March 25) Women, peace and security in the time of corona, *LSE Blogs*, Retrieved on August 24, 2020 from

<https://blogs.lse.ac.uk/wps/2020/03/25/women-peace-and-security-in-the-time-of-corona/>

For Week 12, State Violence and Black Lives Matter

OHRC. (2020) *A Disparate Impact: Second interim report on the inquiry into racial profiling and racial discrimination of persons by the Toronto Police Service*. Retrieved on August 24, 2020 from

<http://www.ohrc.on.ca/sites/default/files/A%20Disparate%20Impact%20Second%20interim%20report%20on%20the%20TPS%20inquiry%20executive%20summary.pdf#overlay-context=en/disparate-impact-second-interim-report-inquiry-racial-profiling-and-racial-discrimination-black>

Robyn Maynard. (2017) *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Halifax and Winnipeg: Fernwood Publishing.

Lopez, R., Washington, B., & Taylor, K. (2020, June 10). Minnesota's Decades-Long Failure to Confront Police Abuse. *The New Yorker*, Retrieved July 23, 2020 from <https://www.newyorker.com/news/news-desk/minnesotas-decades-long-failure-to-confront-police-abuse>

Winter, J. (2020, June 6) Can this First Nation's partnership with police offer a path for peace and justice elsewhere? *Globe and Mail*, retrieved August 24, 2020 from <https://www.theglobeandmail.com/canada/british-columbia/article-can-this-bc-first-nations-partnership-with-police-offer-a-path-for/>

Ibram X. Kendi. (2016) *Stamped from the Beginning: the Definite History of Racist Ideas in America*. New York: Hachette.

Taylor, K.Y. (2016) *From #BlackLivesMatter to Black Liberation*. Chicago: Haymarket Books.

David Chariandy. (2017) *Brother*. Toronto, Penguin Random House.

For Week 13, Inequality

Banting, K. and Thompson, D. (2018) The puzzling persistence of racial inequality in Canada. In J. Hooker, J. & A. B. Tillery, Jr (Eds.), *The Double Bind: The Politics of Racial and Class Inequalities in the Americas* (101-122). Washington, DC: American Political Science Association.

Reed, A. (2020) Socialism and the argument against race reductionism. *New Labor Forum*, 29(2), 36-43.

Weil, D. 2014. *The Fissured Workplace: Why Work Became So Bad for So Many and What Can Be Done to Improve It*. Cambridge, Harvard University Press. Vignettes and Ch 1.
Emmanuel Saez and Gabriel Zucman. (2019) *The Triumph of Injustice: How the rich dodge taxes and how to make them pay*. New York: W.W. Norton & Company.

Suzman, J. (2020, August 28) The 300,000-year case for the 15-hour week. *Financial Times*, Retrieved August 31, 2020 from <https://www.ft.com/content/8dd71dc3-4566-48e0-a1d9-3e8bd2b3f60f>