

Public Affairs and Policy Management
PAPM 1001-A Policy: Analysis, Implementation and Evaluation
Fall Term, 2021
Lecture: Mondays 11.35 a.m. – 1.25 p.m.
(Via Zoom)*

Instructor: Dr. Lisa Mills
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Office: D199E Loeb
Office hours: Monday, 2.30 – 3.30 p.m. (but please email me in advance to notify me that you would like to meet)
 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 13th**. **All tutorials will be online.**

Tutorial Group	Day	Time	TA
A1	Tuesday	8.35 – 9.25	Sancho Angulo
A2	Wednesday	12.35 a.m. – 1.25 p.m.	Sancho Angulo
A3	Wednesday	11.35 a.m. – 12.25 p.m.	Claire Jaworski
A4	Tuesday	3.35 – 4.25 p.m.	Claire Jaworski

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.

We will begin the course by looking at two current, and critical, policy challenges: climate change, and the consequences of the residential school system which existed in Canada between 1880 and 1996.

Following these two weeks, and throughout the course, we will be thinking about ways of understanding 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; and the constructivist model, which emphasizes the importance of how policies are framed, and reality interpreted. We will also consider intersectional approaches, and ideas from critical race theory.

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, constructivist analysis, intersectional analysis)
- Explain two (or more) perspectives on the debate in at least one of the current policy issues discussed in class
- Write an academic essay, using correct citation methods
- Engage in respectful discussion and debate with your classmates, TA, and professor

COURSE CALENDAR

Due dates:

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

- **Friday, September 24, 2021** – on lecture from September 20 and associated readings
- **Friday, October 1, 2021** - on lecture from September 27 and associated readings
- **Friday, October 8, 2021** – on lecture from October 4 and associated readings
- **Friday, October 22, 2021** – on lecture from October 18 and associated readings
- **Friday, November 5, 2021** – on lecture from November 1 and associated readings
- **Friday, November 12, 2021** – on lecture from November 8 and associated readings
- **Friday, November 19, 2021** – on lecture from November 22 and associated readings

Tutorial paper – due Friday, October 22, 2021

Outline for the Final Paper – Due Friday, November 12

Final Paper – Due Friday, December 10

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 policy challenge, 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 Brightspace (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	5% (0.5% for each tutorial attended)
Tutorial participation	5% (0.5% for each contribution, one contribution counted per tutorial)
Quizzes (seven quizzes worth 2.5% each)	17.5%
GBA+ course	2.5% - Due November 16, 2021
Tutorial paper	20% - Due October 22, 2021
Final paper outline	20% - Due November 12, 2021
Final paper	30% - Due December 13, 2021

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

LECTURES

Lectures will be via Zoom. The link can be found on the Brightspace site.

*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 13th ending on Friday, December 3rd. (the specific day for your tutorial depends on your schedule).

You will receive half 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)
- You can nevertheless make more than one contribution per tutorial

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 17.5% 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 Friday to 9 a.m. Saturday in the particular week (that is, the quiz for Week 2 will be available to open on the Friday after the Week 2 lecture – see dates below).

Once you have opened the quiz, you will have fifteen minutes to complete it (10 minutes to do the test, plus five minutes to review and revise your answers).

The quizzes will be on:

Material from Week 2 – September 24

Material from Week 3 – October 1

Material from Week 4 – October 8

Material from Week 6 – October 22

Material from Week 8 – November 5

Material from Week 9 – November 12

Material from Week 10 – November 19

Please note that you will only have a second opportunity to take the quiz if you missed it due to illness or personal emergency. If you missed the quiz because you forgot, or were moving house, that cannot be accommodated.

GBA+ course

You must do the GBA+ course at <https://cfc-swc.gc.ca/gba-acs/course-cours-en.html>

When you have completed the course, you will receive a certificate of completion; please upload that in the relevant bucket on Brightspace.

Please note that the GBA+ course must be completed by the date indicated, unless you missed it due to illness or personal emergency.

Written work

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

Tutorial paper: (worth 20% 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 20% of your grade)

The final paper asks you to respond to one of the essay questions. **The questions will be posted on Friday, October 22nd.**

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 30% 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 22. The questions will be similar to the questions posted for tutorial discussion. It is due on **Monday, December 13.**

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 the Chicago, Author-Date system. There will be a citation workshop in class.

<https://www.chicagomanualofstyle.org/turabian/turabian-author-date-citation-quick-guide.html>

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, 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 13: Introduction

Overview of the course and syllabus.

2. September 20: Policy Issues - Climate Change

Required readings:

Paterson, Matthew. 2021. IPCC Report: How to Make Global Emissions Peak and Fall – and What’s Stopping Us.* *The Conversation*, August 9, <https://theconversation.com/ipcc-report-how-to-make-global-emissions-peak-and-fall-and-whats-stopping-us-165830>

Radwanski, Adam. 2021. Ottawa takes first step on climate accountability.* *The Globe and Mail*, <https://www.theglobeandmail.com/opinion/article-ottawa-takes-a-big-step-toward-climate-change-accountability-with-lots/>

Carter, Angela V. and Truzaar, Dordi. 2021. *Meeting Canada’s climate commitments requires ending supports for, and beginning a gradual phase-out of, oil and gas production*.* CI Technical Paper, #2021-4, Version 1.1, April 16.

*May be used for tutorial paper.

There will be an optional workshop on academic reading from 1.30 to 2.30 p.m. today (ie after class). It is strongly recommended that you attend! A recording will be made available if you are unable to attend.

3. September 27: Residential Schools

Required readings:

Bousquet, Marie-Pierre. 2021. Residential Schools: We Must Read the Commission Reports.* *Policy Options*, July 14th, <https://policyoptions.irpp.org/magazines/july-2021/residential-schools-we-should-read-the-commission-reports/>

Truth and Reconciliation Commission. 2015. *Canada’s Residential Schools: Missing Children and Unmarked Burials*.* Vol. 4. Executive Summary, pp. 1-12.

*May be used for tutorial paper.

There will be an optional, introductory workshop on the Fundamentals of Academic writing at 1.30 to 2.30 p.m. today (ie after class). It is strongly recommended that you attend. It will be recorded if you are unable to attend.

4. **October 4: Public Policy and Policy Analysis**

Required Reading:

Pal, Leslie A., Graeme Auld, and Alexandra Mallett. 2021. *Beyond Policy Analysis*, Ch 1, pp. 1-32

Stone, D. (2012) *Policy Paradox: The Art of Political Decision-Making*. New York, W.W. Norton & Co. *Chapter 1: The Market and the Polis**

*May be used for tutorial paper.

5. **October 11: Thanksgiving. No class**

6. **October 18: Agenda-Setting and Problem Solving**

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, pp. (NB: This week we are reading Ch 3, not Chapter 2!)

Tutorial Reading:

Birkland, Thomas A. 1998. Focusing Events, Mobilization, and Agenda-Setting. *Journal of Public Policy*, Vol. 18 No. 1 53-74*

Ajadi, Tari and Debra Thompson. 2021. The Two Pandemics of Anti-Black Racism and Covid-19 are Tired Together. *The Globe and Mail*, May 22,
<https://www.theglobeandmail.com/opinion/article-the-two-pandemics-of-anti-black-racism-and-covid-19-are-tied-together/>*

*May be used for tutorial paper.

There will be an optional workshop on how to cite your sources from 1.30 to 2.30 p.m. today (ie after the class). It is strongly recommended that you attend! If you are unable to attend, the session will be recorded.

7. October 25: Fall break. No class

8. November 1: Policy Instruments and Policy Design

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. Read pages 165-195

Aldy, Joseph E. and Robert N. Stavins. 2012. Using the market to address climate change: Insights from theory and experience. *Daedalus*, 141 (2) Spring.

Krahe, Max. 2021. For sustainable finance to work, we will need central planning. *Financial Times*, July 11, <https://www.ft.com/content/54237547-4e83-471c-8dd1-8a8dcebc0382>

Rosenbloom, Daniel et al. 2020. Why carbon pricing is not sufficient to mitigate climate change, and how “sustainability transition policy” can help, *PNAS*, <https://www.pnas.org/content/117/16/8664>

9. November 8: 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

10. November 15: 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 Read pages 309-329

Tutorial Reading:

Gillespie, Judy et al. 2020. Missing In Action: Indigenous Knowledge Systems in the Evaluation of Comprehensive Community Initiatives. *Canadian Journal of Program Evaluation*, Vol. 35

11. November 22: Gender-Based Policy Analysis**Required readings/activities:**

Do the gender-based analysis plus course at <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.html>

Bezanson, Kate, Andrew Bevan, and Monica Lysack. 2020. *Care at the Core*. Toronto: First Policy Response. <https://policyresponse.ca/care-at-the-core/>.

Canadian Women's Foundation. 2020. Resetting Normal: Women, Decent Work, and Canada's Fractured Care Economy. <https://theonnc.ca/wp-content/uploads/2020/07/ResettingNormal-Women-Decent-Work-and-Care-EN.pdf>

Hankivsky, Olena and Anuj Kapilashrami. 2021. Beyond sex and gender analysis: an intersectional view of the Covid-19 pandemic outbreak and response. <https://www.qmul.ac.uk/media/global-policy-institute/Policy-brief-COVID-19-and-intersectionality.pdf>

12. November 29: State violence and Black Lives Matter

Commission on Systemic Racism in the Ontario Criminal Justice System. 1995. *Report of the Commission on Systemic Racism in the Ontario Criminal Justice System*. Toronto: Queen's Printer for Ontario. Ch 3, Racism in Justice: Understanding Systemic Racism, 39-59, at <https://ia600303.us.archive.org/6/items/reportracismont00comm/reportracismont00comm.pdf>

Lord, Craig. 2020. "Ottawa Police Budget Proposed to Rise \$13.2 million in 2021." *Global News*, (November 4), <https://globalnews.ca/news/7442180/ottawa-police-budget-2021/>

Porter, Kate. 2020. Redirecting Police Funds to Public Health a No-Go at Council. CBC News, (October 14) <https://www.cbc.ca/news/canada/ottawa/budget-goals-2021-menard-motion-police-1.5762411>

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

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 83-115

Black Lives Matter Canada. 2020. Let's Reimagine a New System. <https://defundthepolice.org/alternatives-to-police-services/>

13. December 6: Policy Actors, Communities, and Networks

Required Readings:

Pal, Leslie et al. *Beyond Policy Analysis, Sixth Edition*. Ch 6, Policy Actors, Communities, and Networks.

Hall, Michael H. 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.

Manji, Firoze and Carl O'Coill. 2002. The missionary position: NGOs and development in Africa. *International Affairs*, Vol 78 No 3 567-83/

14. December 10: Discussion of Final Essays

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

For Week 2, on climate change:

IPCC Report. 2021. The chapters of the IPCC report, including the summary for policymakers, can be found here: <https://www.ipcc.ch/sr15/>

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/>

Klein, Seth. 2020. *A Good War: Mobilizing Canada for the Climate Emergency*. Toronto: ECW Press. Chapters 1 & 6.

For Week 3, on Residential Schools:

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