

**Public Affairs and Policy Management**  
**PAPM 1001-A Policy: Analysis, Implementation and Evaluation**  
**Arthur Kroeger College**  
**Fall Term, 2022**  
**Lecture: Thursdays, 2.35 – 4.25 p.m.**  
**ME (Mackenzie Building) 3380**

**Instructor:** Dr. Lisa Mills  
**email:** [lisamills@cunet.carleton.ca](mailto:lisamills@cunet.carleton.ca)  
**Office:** D199E Loeb  
**Office telephone:** (613) 520-2600 ext. 2635  
**Office hours:** Thursdays, 4.30 – 5.30, or by appointment

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

**Tutorials:**

Tutorials will start in the week of **Monday, September 12<sup>th</sup>** and will be held in the **Arthur Kroeger College classroom, D199, Loeb Building**.

**Unless otherwise indicated by the TAs, TA office hours will be in Loeb D199F.**

<b>Tutorial Group</b>	<b>Day &amp; time</b>	<b>TA</b>	<b>TA Email</b>	<b>TA Office Hours</b>
Group A1	Tuesday 11:30-12:30	Sarina de Havelyn	<a href="mailto:sarinadehavelyn@cmail.carleton.ca">sarinadehavelyn@cmail.carleton.ca</a>	9.30 – 10.30 Wednesday
Group A2	Monday 12:30 – 1:30	Kasia Polanska	<a href="mailto:katarzynapolanska@cmail.carleton.ca">katarzynapolanska@cmail.carleton.ca</a>	3.30 - 4.30 Wednesday
Group A3	Wednesday 8:30 – 9:30	Sarina de Havelyn	<a href="mailto:sarinadehavelyn@cmail.carleton.ca">sarinadehavelyn@cmail.carleton.ca</a>	9.30 – 10.30 Wednesday
Group A4	Monday 10:30 – 11:30	Kasia Polanska	<a href="mailto:katarzynapolanska@cmail.carleton.ca">katarzynapolanska@cmail.carleton.ca</a>	3.30 – 4.30 Wednesday

---

**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 also consider different theoretical approaches to policy analysis – including the rational decision-making model, the constructivist model, the streams model, gender-based analysis, intersectionality, and pluralism. We will examine some of the factors influencing the policy-making stages, as well as the broader context in which policy-making occurs in Canada, such as

the climate crisis, which sets the context for the planet, as well as presenting challenges for policy-makers; and the institutions of relations between Indigenous and non-Indigenous people and calls for reconciliation, which set the context in Canada.

### **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):

- **Monday, September 19** – on lecture from September 15 and associated readings
- **Monday, October 3** - on lecture from September 22 & 29 and associated readings
- **Tuesday, October 11** – on lecture from October 6 and associated readings
- **Monday, October 31** – on lecture from October 20 and associated readings
- **Monday, November 7** – on lecture from November 3 and associated readings
- **Monday, November 14** – on lecture from November 10 and associated readings
- **Monday, November 21** – on lecture from November 17 and associated readings
- **Friday, December 9** – on lectures from December 1 & 8 and associated readings

**Certificate of completion of GBA+ course – uploaded by November 24, 2022**

**Tutorial paper – due Friday, October 21, 2022**

**Outline for the Final Paper – Due Friday, November 11**

**Final Paper – Due Thursday, December 8**

Questions for the final paper will be available on **Friday, October 21.**

---

## 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. You are also expected to submit coursework on time, unless an extension has been granted.

## COURSE REQUIREMENTS

### Required text:

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

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

This book can be purchased at Haven Books at 43 Seneca St, on the corner of Seneca & Bank St, and via <https://www.havenbooks.ca/products/beyond-policy-analysis>

or via the publisher, at <https://tophat.com/catalog/social-science/political-science/full-course/beyond-policy-analysis-public-issue-management-in-turbulent-times-6th-edition-leslie-a-pal-graeme-auld-alexandra-mallett/4454/>

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.

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%
Quizzes (eight quizzes worth 2.5% each)	20%
GBA+ course	5% - Certificate of course completion to be uploaded no later than November 24, 2022
Tutorial paper	20% - Due October 21, 2022
Final paper outline	15% - Due November 11, 2022
Final paper	30% - Due December 8, 2022

All papers should be uploaded on Brightspace before 11.59 p.m. on their due date. Papers will be returned with grades and comments via Brightspace.

**Grading**

The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

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 have been approved by the Dean.

## LECTURES

The lectures will set the context for the week's reading and tutorial discussion. They will introduce concepts related to the week's topic; provide background to the topic; and indicate issues of debate and argument related to the topic. You are strongly encouraged to attend lectures. The quizzes will be largely based on the lecture material.

## TUTORIALS

Tutorials will meet under the guidance of one of the TAs each week starting the week of Monday, September 12<sup>th</sup> ending on Friday, December 9<sup>th</sup>. (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, and will be prepared to discuss them.

### *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.

After the introductory tutorial, the tutorial discussion will be based around a set of questions which will be posted on Brightspace the Wednesday before e.g. for tutorials in the week of September 19, questions will be posted on Brightspace on Wednesday the 14<sup>th</sup>. The questions will also guide your tutorial reading.

### *Tutorial participation*

Your participation for the semester will receive a letter grade, considering your overall contribution to the class. Contributions may include comments on, or questions about, the topic or readings, and can be directed to your TA or to another student or students in the class. Please note that your comments and questions:

- 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

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 20% of your grade)**

There will be eight quizzes set throughout the term, each consisting of five questions, which will be combination of multiple-choice and true/false questions. Each question will be worth half a mark.

The quiz will be open from 9 a.m. on Monday to 9 a.m. Tuesday in the particular week, except when for the week of Thanksgiving, when the quiz will be open from 9 a.m. Tuesday to 9 a.m. Wednesday, and the week of the final class, when it will be open from 9 a.m. Friday to 9 a.m. Saturday. 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 quiz dates are:

- **Monday, September 19** – on lecture from September 15 and associated readings
- **Monday, October 3** - on lecture from September 22 & 29 and associated readings
- **Tuesday, October 11** – on lecture from October 6 and associated readings
- **Tuesday, October 17** – on lecture from October 13 and associated readings
- **Monday, November 7** – on lecture from November 3 and associated readings
- **Monday, November 14** – on lecture from November 10 and associated readings
- **Monday, November 21** – on lecture from November 17 and associated readings
- **Friday, December 9** – on lectures from December 1 & 8 and associated readings

**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 or other similar reason, that cannot be accommodated.**

**GBA+ course**

You must do the GBA+ course at <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/take-course.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:
  - Is the evidence that the author presents convincing? Does it support their argument?
  - Are their gaps in the evidence that the author has presented?
  - Are there key assumptions the author makes in order for the argument to hold true?
  - 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?
  - Are all the points relevant to the main argument?
  - Do the metaphors used apply to the particular case?
  - 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. 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 21<sup>st</sup>.**

The paper outline should draw on the readings from the course. While you may use additional readings if you wish, the final paper, and the outline, should be based primarily on the course readings.

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.

The outline may be in bullet points, rather than full sentences and paragraphs. However, it should still be readable – the points must make sense to your TA.

### **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 21.

The paper should draw on the readings from the course. While you may use additional readings if you wish, the final paper, and the outline, should be based primarily on the course readings.

The questions will be similar to the questions posted for tutorial discussion. It is due on **Thursday, December 8.**

---

## 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: You may use any style you wish, provided it is consistent. It is nevertheless recommended that references for all assignments be in the Chicago, Author-Date system. See:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-2.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html)

There will also be a citation workshop in class.

## EXTENSIONS

Extensions **will not** be granted for essays, except in cases of documentable illness or family/personal emergency. If the need for an extension is related to Covid-19, in place of a doctor's note or medical certificate, students will be advised to complete the [self-declaration form](#) available on the Registrar's Office website to request academic accommodation.

**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).**

## COURSE OUTLINE

### Week

#### 1. September 8: Introduction

*Overview of the course and syllabus.*

#### 2. September 15: Policy Context & Current Issues - Climate Change

*Lecture readings:*

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/>

*Tutorial readings:*

Public Policy Forum. 2022. *A Leadership Blueprint for Canada's High-ESG Gas: Serving the Public and Global Good*,\* August, <https://ppforum.ca/wp-content/uploads/2022/08/LeadershipBlueprintForCanadasHighESGGas-PPF-Aug2022-EN.pdf>  
pp. 8-22 and 49-51

Christensen, Lasse Tofte and Dusyk, Nichole. 2022. *Why Canadian Liquefied Natural Gas is not the Answer for the European Union's Short-Term Energy Needs*.\* IISD, <https://www.iisd.org/system/files/2022-08/bottom-line-canadian-lng-not-eu-energy-crisis-solution.pdf>

\*May be used for tutorial paper

#### 3. September 22: Policy Context & Current Issues: Residential Schools

Truth and Reconciliation Commission. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, [https://irsi.ubc.ca/sites/default/files/inline-files/Executive\\_Summary\\_English\\_Web.pdf](https://irsi.ubc.ca/sites/default/files/inline-files/Executive_Summary_English_Web.pdf)  
Introduction,\* pp. 1-22, and The history, pp. 37-55\*

Battell Lowman, Emma and Adam J. Barker. 2015. *Settler: Identity and Colonialism in 21st Century Canada*. Black Point, Nova Scotia: Fernwood Publishing. Ch 3 It's Always About the Land\*

\*May be used for tutorial paper

#### **4. September 29: Public Policy and Policy Analysis: The Rational & Constructivist Approaches**

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*

#### **5. October 6: Public Policy: Agenda-Setting and Problem Solving**

*Lecture reading:*

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6<sup>th</sup> Edition. Toronto: Nelson Education. *Chapter 3: Agenda-Setting and Problem (Re)Solving in Policy Analysis*, pp. 116-138. (NB: This week we are reading Ch 3, not Chapter 2!)

*Tutorial Reading:*

John W. Kingdon. 2001. A Model of Agenda Setting, with Applications. *L. Rev. MSU-DCL 331*.\*

Ajadi, Tari and Debra Thompson. 2021. The Two Pandemics of Anti-Black Racism and Covid-19 are Tied 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.

#### **6. October 13: Essay writing and citing your sources**

#### **7. October 20: Policy Instruments and Policy Design**

*Lecture reading:*

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6<sup>th</sup> Edition. Toronto: Nelson Education. *Chapter 4: Policy Instruments and Policy Design*. Read pages 165-195

*Tutorial reading:*

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

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>

\*May be used for tutorial paper

**8. October 27. Fall Reading Break. No class.**

**9. November 3. Policy Implementation**

*Lecture Reading:*

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6<sup>th</sup> 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](https://www.schoolofpublicpolicy.sk.ca/documents/research/archived-publications/tansley-publications/2009_Tansley%20Publication.pdf)

**10. November 10: Policy Implementation continued: New Public Management**

*Lecture reading:*

Mohamed Charih and Lucie Rouillard. 1997. The New Public Management, in Mohamed Charih and Arthur Daniels eds *New Public Management and Public Administration in Canada*. Ottawa, Institute of Public Administration of Canada, pp. 27-45.

*Tutorial reading:*

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.

J.P. Boase. 2000. "Beyond government? The Appeal of Public-Private Partnerships," *Canadian Public Administration* 43(1): 75-92.

See also the MultiFaith Housing Initiative: <https://www.multifaithhousing.ca/>

## 11. November 17: Policy & Program Evaluation

### *Lecture Reading:*

Pal, L.A., Auld, G., and Mallett, A. (2021). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6<sup>th</sup> Edition. Toronto: Nelson Education.  
*Chapter 7: Evaluation*. Read pages 309-329

### *Tutorial Reading:*

National Collaborating Centre for Aboriginal Health. 2013. Indigenous Approaches to Program Evaluation, <https://www.nccih.ca/docs/context/FS-IndigenousApproachesProgramEvaluation-EN.pdf>

## 12. November 24: Gender-Based Policy Analysis & GBA+ Analysis

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

**Certificate of completion must be uploaded by 11.59 p.m. on November 24.**

AWID (Association for Women in Development). 2004. Intersectionality: A Tool for Gender and Economic Justice, Women's Rights and Economic Change, No. 9, August, [https://www.awid.org/sites/default/files/atoms/files/intersectionality\\_a\\_tool\\_for\\_gender\\_and\\_economic\\_justice.pdf](https://www.awid.org/sites/default/files/atoms/files/intersectionality_a_tool_for_gender_and_economic_justice.pdf)

Julia Smith, Alice Murage, Ingrid Lui, Rosemary Morgan. 2022. Integrating Gender-Based Analysis Plus into Policy Responses to Covid-19: Lived Experiences of Lockdown in British Columbia, Canada. *Social Politics: International Studies in Gender, State and Society*, 3 August, <https://doi.org/10.1093/sp/jxac024>

## 13. December 1: Policy issues and policy actors: 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>

Yogaretnam, Shaamini. 2021. Ottawa police board approves smaller-than-requested budget increase. CBC News, November 24, <https://www.cbc.ca/news/canada/ottawa/ottawa-police-budget-board-approves-1.6260488>

Vivic Research. 2021. Alternatives for a Safer Ottawa: Non-Police Mental Crisis Response. Executive Summary. <https://vivicresearch.ca/PDFS/BH-Final-Executive-Summary.pdf>

#### **14. December 8: Policy actors**

*Lecture readings:*

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

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

*For Week 2, on climate change:*

Environment and Climate Change Canada. 2022. Emissions Reduction Plan: Canada's Next Steps for Clean Air and a Strong Economy.

[https://publications.gc.ca/collections/collection\\_2022/eccc/En4-460-2022-eng.pdf](https://publications.gc.ca/collections/collection_2022/eccc/En4-460-2022-eng.pdf)

Read pages 7-51.

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. <https://cascadeinstitute.org/wp-content/uploads/2021/04/Carter-Dordi-Canadas-one-eye-shut-climate-policy-1.1-April-16.pdf>

Bill McKibben. 2012. Global Warming's Terrifying New Math. *Rolling Stone*, July 19, <https://www.rollingstone.com/politics/politics-news/global-warmings-terrifying-new-math-188550/>

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/>

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>

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

*For Week 3, on Residential Schools:*

Royal Commission on Aboriginal Peoples. 1996. *Report of the Royal Commission on Aboriginal Peoples, Vol. 1*. Ch. 9, The Indian Act; Ch. 10, Residential Schools; and Ch. 16, Principles of a Renewed Relationship, at <http://data2.archives.ca/e/e448/e011188230-01.pdf>

Truth and Reconciliation Commission. 2015. *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada*, [https://irsi.ubc.ca/sites/default/files/inline-files/Executive\\_Summary\\_English\\_Web.pdf](https://irsi.ubc.ca/sites/default/files/inline-files/Executive_Summary_English_Web.pdf)

Truth and Reconciliation Commission of Canada. 2015. *Final Report of the Truth and Reconciliation Commission of Canada*. Vol. 1. Toronto, James Lorimer and Company. Ch 1 Introduction

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

Battell Lowman, Emma and Adam J. Barker. 2015. *Settler: Identity and Colonialism in 21st Century Canada*. Black Point, Nova Scotia: Fernwood Publishing.

See Policy Options' Special Feature, The Indian Act: Breaking Its Stubborn Grip, <http://policyoptions.irpp.org/magazines/september-2017/the-indian-act-breaking-its-stubborn-grip-2/>

*For Week 4, on decision-making models:*

Bacchi, Carol Lee. 2009. *Analysing Policy: What's the Problem Represented to Be?* Pearson. Chapter 1, Introducing a "What's the Problem Represented to Be?" Approach to Policy Analysis

*For Week 6, on agenda-setting and problem solving:*

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



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.

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

Rob A. DeLeo, Kristin Taylor, Deserai A. Crow and Thomas A. Birkland. 2021. During Disaster: Refining the Concept of Focusing Events to Better Explain Long-Duration Crises. *International Review of Public Policy*, Vol. 3 No 1 5-28.

*For Week 8, on policy design and policy instruments:*

David Dollar and David G. Victor. Market-based solutions to climate change have failed to deliver. Transcript of podcast,

[https://www.brookings.edu/wp-content/uploads/2020/12/DollarAndSense\\_Transcript\\_Victor\\_Market-based-solutions-to-climate-change-have-failed-to-deliver.pdf](https://www.brookings.edu/wp-content/uploads/2020/12/DollarAndSense_Transcript_Victor_Market-based-solutions-to-climate-change-have-failed-to-deliver.pdf)

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

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.

*For Week 9, Implementation & New Public Management:*

Leslie A. Pal. 2014. *Beyond Policy Analysis, Fifth Edition*. Chapter 5, from “New Public Management” to end of chapter, pp. 195-205.

Donald J. Savoie. What is Wrong with the New Public Management? *Canadian Public Administration*, Vol 38 No 1, 112-121

Barrie McKenna. 2014. Canadian Governments Have Become Seduced by Private-Public Projects,” *The Globe and Mail*, December 14, at <https://www.theglobeandmail.com/report-on-business/canadian-governments-have-become-seduced-by-private-public-projects/article22078500/>

Paul Boothe. 2015. Public-Private Partnerships Are Still the Better Way to Build. *Maclean's*, November 30, at <https://www.macleans.ca/economy/economicanalysis/public-private-partnerships-are-still-the-better-way-to-build/>

Natalie Kitroeff, David Gelles and Jack Nicas. 2019. The Roots of Boeing’s 737 Max Crisis: A Regulator Relaxes its Oversight. *New York Times*, July 27, [https://www.nytimes.com/2019/07/27/business/boeing-737-max-faa.html?nl=todaysheadlines&emc=edit\\_th\\_190728%3Fcampaign\\_id%3D2&instance\\_id=11106&segment\\_id=15626&user\\_id=ff3b8c2ca7c3b4a21bdb0f634c3f0b09&regi\\_id=589805890728](https://www.nytimes.com/2019/07/27/business/boeing-737-max-faa.html?nl=todaysheadlines&emc=edit_th_190728%3Fcampaign_id%3D2&instance_id=11106&segment_id=15626&user_id=ff3b8c2ca7c3b4a21bdb0f634c3f0b09&regi_id=589805890728)

William Langewiesche. 2019. What Really Brought Down the Boeing 737 Max? *New York Times Magazine*, September 18, [https://www.nytimes.com/2019/09/18/magazine/boeing-737-max-crashes.html?fbclid=IwAR34ELrFFZBQio4dPpNKTuL6v13mRp\\_qwmiyQmTo-MSLbS5jo13K9xczSBw](https://www.nytimes.com/2019/09/18/magazine/boeing-737-max-crashes.html?fbclid=IwAR34ELrFFZBQio4dPpNKTuL6v13mRp_qwmiyQmTo-MSLbS5jo13K9xczSBw)

*For Week 10, Evaluation*

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

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

Carol H. Weiss. 1998. *Evaluation Research: Methods for Assessing Program Effectiveness*. New Jersey, Prentice-Hall, Ch. 3.

Sherri Torjman, “Are Outcomes the Best Outcome?” Ottawa: The Caledon Institute, 1999.

Deborah Stone. *Policy Paradox: The Art of Political Decision Making*, New York and London, W.W. Norton and Company, 1997. Chapter 7, Numbers

*For Week 11, Gender-Based Policy Analysis:*

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

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://theonn.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>

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-ed5-45cd-ab15-2e0aeca5964d>

Isaac, M. and Elrick, J. 2020. "How COVID-19 May Alleviate the Multiple Marginalization of Racialized Migrant Workers." *Ethnic and Racial Studies*. DOI: 10.1080/01419870.2020.1842900

Migrant Workers Health Expert Working Group. 2020. *Recommendations for Overcoming Health Challenges Faced by Migrant Agricultural Workers during the COVID-19-Virus Pandemic*. Available at: <http://www.migrantworker.ca/wp-content/uploads/2020/06/June-9-2020-HC-recommendations.pdf>

Sultana, Anjum, and Carmina Ravanera. 2020. *A Feminist Economic Recovery Plan for Canada: Making the Economy Work for Everyone*. The Institute for Gender and the Economy (GATE) and YWCA Canada. <https://www.feministrecovery.ca/the-plan>.

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.\*

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. (2017) *Gender Relations in Canada: Intersectionalities and Social Change*, Toronto: Oxford University Press.

Connell, Raewyn. 2021. *Gender in World Perspective. Fourth edition*. Cambridge, Polity Press, Ch 1 The Question of Gender

*For Week 12, State Violence and Black Lives Matter*

Denley, Randall. 2021. Denley: Squeezing Ottawa's police budget accomplishes nothing. Ottawa Citizen, November 30, <https://ottawacitizen.com/opinion/denley-squeezing-ottawas-police-budget-accomplishes-nothing>

Vivic Ottawa. 2021. Alternatives for a Safer Ottawa: Non-Police Mental Crisis Response. Full Report. <https://viviresearch.ca/PDFS/BH-Final-Strategy.pdf>

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>

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/>

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/>

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>

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

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/>

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

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

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

(Note that there is a depiction of sexual violence between 33.42 and 34.00 which may be disturbing for some who may wish to fast-forward past it).

## 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 regarding academic integrity and instructional offences: <https://carleton.ca/registrar/academic-integrity/>

### PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.

### *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.

### **Statement on Student Mental Health**

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

**Emergency Resources (on and off campus):** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

#### **Carleton Resources:**

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

#### **Off Campus Resources:**

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling->

[services/](#)

- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

## IX. Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

**Feeling sick?** Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

**Masks:** Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

**Vaccines:** While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca).

## 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 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. For



accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

**Religious obligation:** 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. 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 (ADHD), Autism Spectrum Disorders (ASD), 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](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me 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 (if applicable). After requesting accommodation from PMC, meet with me 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 will 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/>

## **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/>.