

Public Affairs and Policy Management
PAPM 1001-A Policy: Analysis, Implementation and Evaluation
Arthur Kroeger College
Fall Term, 2023
Lecture: Mondays, 2.35 – 4.25 p.m.

Instructor: Dr. Anna Kopec
How to address me: Anna or Professor Kopec
Gender pronouns: (she/her/hers)
Email: annakopec@cunet.carleton.ca
Office telephone: (613) 520-2600 ext. 2631
Office hours: Mondays & Thursdays, 1-2pm, or by appointment

- *Office hours are dedicated times through the week for the course instructor to meet with YOU. Pop in to introduce yourself, ask questions about the course, or discuss content from the course. Note: if these times don't work for you, email me and we can arrange an alternate time to meet.*

Tutorials:

Tutorials will start in the week of **Monday, September 11th**. Please check **Brightspace for locations**.

Welcome to this Course!

LAND ACKNOWLEDGEMENT

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

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.

I would like to thank and acknowledge all the instructors that taught this course before me for their guidance and sharing of materials. I would like to thank Dr. Lisa Mills for sharing her previous lecture and tutorial materials and her direction.

Course overview:

What is public policy? The advent of Covid-19, colonial legacies and continued violence against Indigenous communities, the rising housing crisis in many Canadian cities, racism, legacies and ongoing inequalities, climate change, and many other issues bring to light how critical public policy is. Governments make decisions that try to alleviate – but can also perpetuate – inequalities in society whilst dealing with national and global emergencies and issues. 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.

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 the policy process and policy analysis including the streams model, rational decision-making model, critical approaches, gender-based analysis and intersectionality. 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
- 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, guest speakers, and professor

COURSE CALENDAR

Due dates:

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

- **Thursday, September 21** – on lecture from September 18 and associated readings
- **Thursday, October 5** – on lecture from September 25 and associated readings
- **Thursday, October 12** – on lecture from October 2 and associated readings
- **Thursday, November 2** – on lecture from October 30 and associated readings
- **Thursday, November 9** – on lecture from November 6 and associated readings
- **Thursday, November 16** – on lecture from November 13 and associated readings
- **Thursday, November 23** – on lecture from November 20 and associated readings
- **Thursday, November 30** – on lectures from November 27 and associated readings

Certificate of completion of GBA+ course – uploaded by October 13, 2023

Tutorial paper – due Thursday, November 2, 2023

Outline for the Final Paper – Due Monday, November 13

Final Paper – Due Friday, December 8

Questions for the final paper will be available on **Thursday, November 2**.

TEACHING STATEMENT

It is my hope that our class will support diversity of experience, thought, and perspective. I am committed to fostering an environment for learning that is inclusive for everyone regardless of gender identity, gender expression, sex, sexual orientation, race, ethnicity, ability, age, class, etc. We will explore and discuss various topics, some of which may be difficult and triggering. I aim to foster an environment for everyone, and hope in return that you respect one another and the diversity of lived experiences you all bring. Our safe class environment will include transparency, trust, empowerment, and collaboration. All students in the class, the instructor, and any guests should be treated with respect during all interactions. Please feel free to contact me via email or in person to let me know about any experiences you have had related to this class that have made you feel uncomfortable. I will continually strive to create inclusive learning environments and would therefore appreciate your support and feedback. I welcome emails or in-person communications to let me know your preferred name or pronoun.

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. Readings include longer and shorter pieces. If you are unable to do all the readings in full, please consider

using the AIC method (see Raul Pacheco-Vega's blog for some great materials: <http://www.raulpacheco.org/tag/aic/>) to prepare for class (*at minimum*). You are also expected to submit coursework on time unless an extension has been granted.

COURSE REQUIREMENTS

Required text:

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press

Please also note that we will use most, but not all, chapters of the textbook.

All other readings are available on Brightspace (under "Ares" heading); or the url is included below.

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.

ASSESSMENT

Your assessment will be as follows:

Tutorial attendance	5% (0.5% per tutorial: attend 10/11 for full marks)
Tutorial participation	5%
Quizzes (6/8 quizzes worth 3.33% each)	20%
GBA+ course	5% - Certificate of course completion to be uploaded no later than October 13, 2023
Tutorial paper	20% - Due November 2, 2023
Final paper outline	15% - Due November 13, 2023
Final paper	30% - Due December 8, 2023

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. Some lectures will also include guest speakers that will inspire specific discussion and will expose you to other perspectives and job/career opportunities. You are strongly encouraged to attend lectures. The quizzes will be largely based on the lecture material. Lecture slides will be uploaded on Brightspace **after quizzes are due** (Friday afternoon).

TUTORIALS

Tutorials will meet under the guidance of one of the TAs each week starting the week of Monday, September 11th ending on Wednesday, December 6th. (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 readings.

After the introductory tutorial, the tutorial discussion will be based around a set of questions posted on Brightspace (in the content for the relevant week). The questions will also guide your 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. You are required to complete 6 out of 8 quizzes. If you do all 8, the 6 quizzes with the highest grades will make up the quiz portion of your assessment. The dates for quizzes are already scheduled and shared with you, so please plan ahead to ensure you do not miss more than 2 quizzes.

The quiz will be open from 9 a.m. on Thursday to 9 a.m. Friday in the particular week. 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:

- **Thursday, September 21** – on lecture from September 18 and associated readings
- **Thursday, October 5** - on lecture from September 25 and associated readings
- **Thursday, October 12** – on lecture from October 2 and associated readings
- **Thursday, November 2** – on lecture from October 30 and associated readings
- **Thursday, November 9** – on lecture from November 6 and associated readings
- **Thursday, November 16** – on lecture from November 13 and associated readings
- **Thursday, November 23** – on lecture from November 20 and associated readings
- **Thursday, November 30** – on lectures from November 27 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.

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, final paper outline, and final paper 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 or lecture readings that are “*” in the Course Outline below (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, 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 there 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?
 - 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 Thursday, November 2nd.**

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, are to be based primarily on 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, and readings you will use in support.

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 the evaluator.

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 November 2.

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.

It is due on **Friday, 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

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. For short-term illness or other incapacitation you are asked to fill out a [Self-Declaration for Academic Considerations](#) form as documentation to support a reasonable request for accommodation for missed coursework, in-class exams, and assignments.

Every assignment – EXCEPT FOR THE QUIZZES AND FINAL PAPER – will have a 24-hour grace period. If you submit within the 24hours following a due date (for relevant assignment), you do not need to inform me or your TAs, fill out a self-declaration, or share any reasons regarding the lateness of the assignment. Late assignments beyond the 24-hour window 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

1. September 11: Introduction

Overview of the course and syllabus.

2. September 18: Policy context

Lecture readings:

Landry, Andrea. 2020. “4 This Reconciliation is for the Colonizer” In *Indigenous Reconciliation and Decolonization*, edited by Ranjan Datta, 38-46. Oxfordshire: Routledge.*

Banting, Keith, and Debra Thompson. 2021. “The Puzzling Persistence of Racial Inequality in Canada.” *Canadian Journal of Political Science/Revue canadienne de science politique*: 1–22.*

Tutorial readings:

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 Introduction,* pp. 1-22, and The history, pp. 37-55*

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

3. September 25: Policy cycle & analysis

Lecture readings:

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press. Chapter 1 (p.1-31)

Weible, Chris. 2018. "Introduction". In *Theories of the Policy Process* edited by Christopher M. Weible and Paul A. Sabatier (p. 7-11). Routledge.

Tutorial readings:

Diem, Sarah, Michelle D. Young, Anjalé D. Welton, Katherine Cumings Mansfield and Pei-Ling Lee. 2014. "The intellectual landscape of critical policy analysis." *International Journal of Qualitative Studies in Education* 27, no. 9: 1068-1090. (focus on 1068-1073).

Nesbeth, Kimberly. 2021. "Moving toward effective anti-racist policy analysis". *Policy Options* (December 1). <https://policyoptions.irpp.org/magazines/december-2021/moving-toward-effective-anti-racist-policy-analysis/> *

*May be used for tutorial paper

4. October 2: Gender based analysis & gender based analysis plus

Lecture readings:

Government of Canada. Policy on Gender-Based Analysis Plus. <https://www.justice.gc.ca/eng/abt-apd/pgbap-pacsp.html>

Hankivsky, Olena and Linda Mussell. 2018. "Gender-based analysis plus in Canada: problems and possibilities of integrating intersectionality." *Canadian Public Policy*: 303-316.*

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 October 13.

Tutorial readings:

Clark, Natalie and Davis-Alphonse, Chastity. Ministers Advisory Council on Indigenous Women (MACIW). Indigenous Gender Based Analysis Plus (IGBA+) Toolkit. (Feeding the community: executive summary pg. 7&8)) Download from:
<https://www2.gov.bc.ca/gov/content/governments/indigenous-people/minister-s-advisory-council-on-indigenous-women-maciw/gender-bases-analysis>

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* 29, vol. 4: 1168-1191.*

*May be used for tutorial paper

5. **October 9: No class & no tutorials this week**
6. **October 16: Essay writing (paper prep in tutorials)**
7. **October 23: No class (Fall break)**
8. **October 30: Agenda setting and problem solving (climate change)**

Lecture reading:

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press. Chapter 3 (pg. 63-88)

Tutorial readings:

Pralle, Sarah B. 2009. “Agenda-setting and climate change.” *Environmental Politics* 18, no. 5: 781-799.*

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

*May be used for tutorial paper.

9. **November 6: Policy design and instruments**

Lecture reading:

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press. Chapter 4 (p. 93-126).

Tutorial readings:

Namian, Dahlia. 2020. "Governing homelessness through instruments: a critical perspective on housing first's policy instrumentation." *Critical Policy Studies* 14, no. 3: 303-318.

Howlett, Michael, Joanne Vince, and Pablo del Río. 2017. "Policy integration and multi-level governance: dealing with the vertical dimension of policy mix designs." *Politics and Governance* 5, no. 2: 69-79.

10. November 13: Policy implementation

Lecture reading

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press. Chapter 5 (p.127-158).

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

Tutorial readings:

Brodkin, Evelyn Z. 2016. "Street-level Organizations, Inequality, and the Future of Human Services". *Human Service Organizations: Management, Leadership & Governance* 40, no. 5: 444-450.

11. November 20: Policy & program evaluation

Lecture Reading:

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press. Chapter 6 (p. 159-187)

Tutorial Reading:

Shepherd, Robert P. and Graham, Katherine A. H. 2020. "Evaluation in Indigenous contexts: an introduction to practice." *Canadian Journal of Program Evaluation* 34, no. 3: 391-399.

12. November 27: Policy actors

Lecture reading:

Hassel, Anke and Wegrich, Kai. 2022. *How to do public policy*. Oxford University Press.

Tutorial reading:

Marciano, Reut. 2022. "More than just experts for hire: a conceptualization of the roles of consultants in public policy formulation." *Policy Studies Journal*, 1-14.

Ngqangashe, Y, S Phulkerd, J Collin, C Huckel Schneider, AM Thow, and S Friel. 2022. "How policy actors assert authority in the governance of food marketing policies." *Food Policy*, 110: 1-7.

13. December 4: Citizen engagement and participation*Lecture readings:*

Fung, Archon. 2006. "Varieties of Participation in Complex Governance". *Public Administration Review*, 66: 66-75.

Horn-Miller, Kahente. 2013. "What Does Indigenous Participatory Democracy Look Like? Kahnawà:Ke's Community Decision Making Process." *Review of Constitutional Studies*, 18, no. 1: 111-132.

Tutorial readings:

Mattila, Mikko and Achillefs Papageorgiou. 2016. "Disability, Perceived Discrimination and Political Participation." *International Political Science Review* 38, no. 5: 505-519.

Paradis, Emily. 2016. "Outsiders Within: Claiming Discursive Space at National Homelessness Conferences in Canada." *Social Inclusion* 4, no.4.

14. December 8: Social movements as policy actors**(Friday following Monday schedule)**

Tremblay, Manon. 2020. "Social movements: full-fledged actors in Canadian politics. In *The Palgrave Handbook of Gender, Sexuality, and Canadian Politics* edited by Manon Tremblay and Joanna Everitt, 359-378.

Thompson, Debra. 2020. "11: The intersectional politics of Black Lives Matter." In *Turbulent Times, Transformational Possibilities?: Gender and Politics Today and Tomorrow* edited by Fiona MacDonald and Alexandra Z. Dobrowolsky, 251-268.

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

For Week 2, on inequality (Indigenous relations, systemic racism):

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>

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/>

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

Ontario’s anti-black racism strategy. 2020.

Cornstassel, Jeff. 2012. “Re-Envisioning Resurgence: Indigenous Pathways to Decolonization and Sustainable Self-Determination.” *Decolonization: Indigeneity, Education & Society* 1, no. 1.

McGregor, Deborah. 2018. “From ‘Decolonized’ to Reconciliation Research in Canada: Drawing from Indigenous Research Paradigms”. *AMCE An International Journal for Critical Geographies*, 17, no. 3: 810-831.

Delormier, Treena, Kahente Horn-Miller, Alex M. McComber, and Kaylia Marquis. 2017. “Reclaiming Food Security in the Mohawk Community of Kahnawà:ke through Haudenosaunee responsibilities”. *Maternal & Child Nutrition* 13, S3: 1-14.

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://viviresearch.ca/PDFS/BH-Final-Executive-Summary.pdf>

Owusu-Bempah, Akwasi. 2017. “Race and Policing in Historical Context: Dehumanization and the Policing of Black People in the 21st Century.” *Theoretical Criminology* 21, no. 1: 23–34.

Palmater, Pamela (2016). “Shining Light on the Dark Places: Addressing Police Racism and Sexualized Women and Girls in the National Inquiry”. *Canadian Journal of Women and the Law* 28, no. 2: 253-284.

Pratt, Anna and Valverde, Mariana. 2002. "From Deserving Victims to 'Masters of Confusion': Redefining Refugees in the 1990s". *Canadian Journal of Sociology* 27, no. 2: 135-161.

Pasternak, Shiri, Kevin Walby and Abby Stadnyk (eds). 2022. *Disarm, defund, dismantle: police abolition in Canada*. Toronto: Between the Lines.

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/>

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

For Week 3, on the policy cycle and analysis

Knill, Christoph and Jale Tosun. 2020. "1 Introduction". In *Public Policy: A New Introduction*. Pp. 1-12.

City of Toronto. "Anti-black racism analysis tool for a radically equitable COVID-19 response".

<https://www.ontario.ca/page/ontarios-anti-black-racism-strategy>

Kraft, Michael E. and Scott R. Furlong. 2021. "4 Policy analysis an introduction". In *Public Policy: Politics, Analysis, and Alternatives*.

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

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 4, on GBA and GBA+

Hankivsky, Olena. 2014. "Intersectionality 101". Institute for Intersectionality Research & Policy, SFU.

Status of Women Canada. 2020. "What is GBA+?" 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://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>

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*.

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.*

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 8, on agenda setting and climate change

Zahiaridis, Nikolaos. 2023. "Multiple streams framework." In *Encyclopedia of Public Policy* edited by M van Gerven et al.

Howlett, Michael, Allan McConnell and Anthony Perl. (2017). "Moving policy theory forward: connecting multiple stream and advocacy coalition frameworks to policy cycle models of analysis." *Australian Journal of Public Administration* 00, no. 0: 1-15.

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, no. 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* 3, no. 1: 5-28.

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/>

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>

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 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

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/>

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

For Week 9 on policy design and instruments

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.

Fernández-I-Marín, Xavier, Christoph Knill and Yves Steinebach. 2021. “Studying policy design quality in comparative perspective.” *American Political Science Review* 115, no. 3: 931-947.

Peters, Guy B. et al. 2018. *Designing for policy effectiveness*. Cambridge Elements, Cambridge University Press.

Bressers, H. T. A. and L. j. O’Toole. 1998. “The selection of policy instruments: a network based perspective.” *Journal of Public Policy* 18, no. 3: 213-39.

For week 10, on policy implementation

Moynihan, Donald and Pamela Herd. 2018. *Administrative Burden: Policymaking by Other Means*. Russell Sage. Introduction and Chapter 1, pp. 1-42.

Knill, Christoph and Jale Tosun. 2020. “7 implementation”. In *Public Policy: A New Introduction*. Pp. 122-143.

May, Peter J. 2015. “Implementation Failures Revisited: Policy Regime Perspectives”. *Public Policy and Administration* 30, no. 3-4: 277-299.

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.

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

For Week 11, on program evaluation

Knill, Christoph and Jale Tosun. 2020. "8 evaluation". In *Public Policy: A New Introduction*. Pp. 144-163.

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

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

DeLancey, D. 2019. "Indigenous Evaluation in the North West Territories: Opportunities and Challenges." *Canadian Journal of Program Evaluation* 34, no. 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 12, on policy actors

Haelf, Leonore, Sebastian Sewerin, and Tobias S. Schmidt. 2020. "The role of actors in the policy design process: introducing design coalitions to explain policy output." *Policy Sciences* 53: 309-347.

Marciano, Reut and Jonathan Craft. 2023. "Theorizing policy advisory system management: approaches and practice." *Journal of Public Policy*.

For Week 13, on citizen engagement and participation:

Labelle, Alexie. 2021. "Why participate? An intersectional analysis of LGBTQ people of color activism in Canada." *Politics, Groups, and Identities* 4: 807-825.

Simpson, Leanne Betasamosake. 2021. *As We Have Always Done: Indigenous Freedom through Radical Resistance*. Minnesota: University of Minnesota Press. (Introduction)

Bourgeois, Robyn. "4: Adversarial Politics: Understanding the Colonial Context of Indigenous Women's Political Participation in Canada". In eds. Roosmarijn de Geus, Erin Tolley, Elizabeth Goodyear-Grant, and Peter John Loewen *Women, Power, and Political Representation: Canadian and Comparative Perspectives*. University of Toronto Press.

For Week 14, on social movements:

Wright II, James E., Dongfang Gaozhao, Kenneth Dukes, and Da'Shay Templeton. 2022. "The power of protest on policies: Black Lives Matter protest and civilian evaluation of the police." *Public Administration Review* 83: 130-143.

Millward, Peter and Shaminder Takhar. 2019. "Social movements, collective action and activism." *Sociology* 53, no. 3: NP1-12.

Amenta, Edwin and Francesca Polletta. 2019. "The cultural impacts of social movements." *Annual Review of Sociology* 45: 279-99.

COMMUNITY GUIDELINES

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity*. In our course, we will seek to behave with these values in mind:

	As students, we will...	As a teaching team, we will...
Honesty	<ul style="list-style-type: none"> Honestly demonstrate our knowledge and abilities on assignments and exams Communicate openly without using deception, including citing appropriate sources 	<ul style="list-style-type: none"> Give you honest feedback on your demonstration of knowledge and abilities on assignments Communicate openly and honestly about the expectations and standards of the course through the syllabus, and with respect to assignments and exams
Responsibility	<ul style="list-style-type: none"> Complete assignments on time and in full preparation for class Show up to class on time, and be mentally/physically present Participate fully and contribute to team learning and activities 	<ul style="list-style-type: none"> Give you timely feedback on your assignments Show up to class on time, and be mentally & physically present Create relevant assessments and class activities

Respect	<ul style="list-style-type: none"> • Speak openly with one another, while respecting diverse viewpoints and perspectives • Provide sufficient space for others to voice their ideas 	<ul style="list-style-type: none"> • Respect your perspectives even while we challenge you to think more deeply and critically • Help facilitate respectful exchange of ideas
Fairness	<ul style="list-style-type: none"> • Contribute fully and equally to collaborative work, so that we are not freeloading off of others • Not seek unfair advantage over fellow students in the course 	<ul style="list-style-type: none"> • Create fair assignments, and grade them in a fair, and timely manner • Treat all students equitably
Trust	<ul style="list-style-type: none"> • Not engage in personal affairs while on class time • Be open and transparent about what we are doing in class • Not distribute course materials to others without authorization 	<ul style="list-style-type: none"> • Be available to all students when we say we will be • Follow through on our promises • Not modify the expectations or standards without communicating with everyone in the course
Courage	<ul style="list-style-type: none"> • Say or do something when we see actions that undermine any of the above values • Accept a lower or failing grade or other consequences of upholding and protecting the above values 	<ul style="list-style-type: none"> • Say or do something when we see actions that undermine any of the above values • Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values

* This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

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, including the unauthorized use of generative AI tools (e.g., ChatGPT);
- 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 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>

ACADEMIC ACCOMMODATION

Carleton recognizes that students may experience unexpected, temporary incapacitation (i.e., illness, injury, or extraordinary circumstances outside of a student's control). As a result, Carleton has put into place a protocol for students to apply for accommodations using a self-declaration form in the event of missed work. The form can be found at: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. Note that these forms should be used for short-term concerns related to missed work; if you are experiencing chronic, ongoing challenges which necessitate a broader solution, I recommend reaching out to the Paul Menton Centre and/or the Care Support team.

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 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

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/>.