

**Public Affairs and Policy Management**  
**PAPM 1001-A Policy: Analysis, Implementation and Evaluation**  
**Arthur Kroeger College**  
**Fall Term, 2024**  
**Lecture: Thursdays, 11.35 a.m. – 1.25 p.m.**  
**See Brightspace for location**

**Instructor:** Dr. Anna Kopec  
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## 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.

#### **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. At other times there are events that punctuate decisionmaking, or actors involved that bring in their perspectives and narratives, or certain groups that gain power to bring about change.

In this course, we will explore the facets of the policy cycle through various policy process theories. These theories have different elements of focus: events, actors, narratives, feedback processes, institutions, that help us understand the complexity of policy processes and policymaking.

We will examine some of the factors influencing the policy-making stages, as well as the broader context in which policymaking occurs in Canada, as well as presenting challenges for policymakers with each theory applied to various important policy issues.

### **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 theories of the policy process discussed in the course and explain the differences between them
- Apply policy process theories to current events
- Write an academic essay, using correct citation methods
- Engage in respectful discussion and debate

### **COURSE CALENDAR**

#### **Due dates:**

**Participation in lecture activities and polls – throughout**

**Theory 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. 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 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. Readings often include a textbook chapter along with an additional academic article. 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:**

Eds. Christopher M. Weible. 2023. *Theories of the Policy Process fifth edition*.

Please also note that we will use most, but not all, chapters of the textbook. Older editions (fourth in particular) may be used and then supplemented with my copy or from a classmate. All other readings are available on Brightspace (under "Ares" heading); or the url is included below.

In the lectures we will discuss the theories and characterize them. We will discuss applications, which will then be the focus of tutorials (breaking down the theory and applying it).

## **ASSESSMENT**

Your assessment will be as follows:

Tutorial attendance	7.5% (0.75% per tutorial: attend 10/11 for full marks)
Tutorial participation	7.5%
Lecture Participation	15%
Theory paper	25% - Due Friday, November 8, 2023
Final paper outline	15% - Due Monday, November 18, 2023
Final paper	30% - Due Monday, December 9, 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 and theories; provide helpful background; and introduce important applications. 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.

### Lecture Participation (15% of your grade)

Activities during class lectures (graded for completion) will count towards 15% of your grade. We will be using [wooclap](#) during lectures (I will post the questions with the QR and event code on the slide). You can use your phone or laptop to participate. If you do not have a device, you can write your answers on a piece of paper with your name and ID# and hand it in to me at the end of the class. Participation through wooclap will be connected to the gradebook on Brightspace and will ONLY be graded for completion/participation. At other times, I will ask you to participate through activities and hand in your notes or thoughts to be graded for completion ONLY.

**Please note that there will be participation throughout the term and at times multiple times within a lecture. Grades are not lost per activity, but an average will be taken at the end of the term. If you attend lectures and participate you will receive full marks. Grades will be lost for missing more than ONE lecture, but this will be incremental (you won't lose MANY marks for two missed lectures for example).**

## TUTORIALS

Tutorials will meet under the guidance of one of the TAs each week starting the week of Monday,

September 9<sup>th</sup> ending on Friday, November 29<sup>th</sup>. (The specific day for your tutorial depends on your schedule).

You will receive marks for attendance and participation.

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. Each week there is an accompanying reading that serves as an application of a particular theory, supplements the textbook, or offers an important argument. The tutorials will focus on the applicable readings (often the second reading assigned for the week) and will serve as an opportunity for you to dissect the theories into their components (see the Analyzing Theories Template on Brightspace).

### **Tutorial Participation**

**Together, attendance and participation account for 15% of your grade (7.5% each).**

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.

### **Written work**

The tutorial paper, final paper outline, and final paper are to be submitted on Brightspace in Word format (not .pdf). The papers are meant to build off one another, writing the first will help with the second. Please be aware that to ensure you are most prepared to write the papers, the second half of the semester is heavier on the assessments. Plan accordingly, and keep up with lectures and readings to ensure you are prepared to write the papers.

**Theory paper: (worth 25% of your grade)**

For this paper, you will write a paper that answers the following question:

Which policy process theory do you find most helpful to understanding policy change? Why?

Your paper should include an introduction that presents a clear argument and introduces your reasoning. For example you may write “the punctuated equilibrium theory (PET) provides the most theoretical leverage in understanding how policies change” or “I will argue that policy feedback theory is the most helpful to understanding policy change”. Each of these statements would then have a following sentence introducing WHY and the reasoning that will be further explored in the remainder of the paper.

The paper does **NOT** require that you do outside research. Once you choose a theory, look at the readings for that week (including supplementary readings). As we will be looking at multiple theories, you should be introducing other theories too to **SHOW** why the one you’ve chosen is “best”. You do not need to compare **ALL** of the theories throughout, but depending on your argument, you may find it helpful to point to the weaknesses of other theories in support of your argument.

The paper should do the following:

- Provide a clear argument in support of one theory.
- Identify **WHY** the theory is more helpful.
- Include **AT LEAST 1 OTHER THEORY** in the reasoning.
- Identify and describe the theories presented (using class material).
- Provide clear reasoning and critique as needed (of other theories, but also it’s okay to say your chosen theory helps in some ways but is limited in others to have a balanced argument)

The paper should **NO MORE THAN 1000 WORDS** (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.

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 apply one of the theories to a current event, policy issue, and policy change. You are asked to provide research on the particular event, policy, or change, apply the theory, and consider the limitations of the application.

**You are encouraged to use your tutorial paper and build off the comments from the grader and the argument you presented in the paper.** You can use the same theory you argued for in the paper and apply it to an issue of your choosing.

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.

Your argument here will be in defense of your application of a theory. For example: “Punctuated equilibrium theory helps us understand the policy changes during the pandemic”. You can choose a particular time or event or policy. Perhaps you want to use policy feedback theory to explain why a particular policy has been in place for an extended period of time (so the lack of change).

The outline should include a minimum of 10 sources you will be using in the paper (half of which should be on the event and can include academic AND non-academic sources). You will receive feedback on your outline

### **Final Paper (worth 30% of your grade)**

The final paper should be between 6-8 pages (or between 1500 and 2000 words).

The paper should draw on the readings from the course but will also require outside research. Consider using some of the references in the readings (including in the textbook!) that point to seminal pieces applying the theories or also those applied to specific cases/events. The activities during the lectures and tutorials, as well as the readings, will provide many examples of how to write the paper.

### **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. 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 will have a 24-hour grace period. If you submit within the 24 hours following a due date (for the 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**

*\*You are expected to complete the readings for each week before class. The supplementary readings are there for additional application and may be helpful for your papers/further understanding.*

### **1. September 5: Introduction**

*Overview of the course and syllabus.*

*Readings:*

Weible, Christopher. 2020. "Theories of policy processes: ways to think about them and use them". <https://medium.com/policy-process-matters/theories-of-policy-processes-ways-to-think-about-them-and-use-them-9368792ecb50>

### **2. September 12: The Policy Cycle**

Savard, Jean-François. 2012. "Policy Cycles". Encyclopedia Dictionary of Public Administration. [https://dictionnaire.enap.ca/dictionnaire/docs/definitions/definitions\\_anglais/policy\\_cycles.pdf](https://dictionnaire.enap.ca/dictionnaire/docs/definitions/definitions_anglais/policy_cycles.pdf)

Cairney, Paul. "Policy Concepts in 1000 Words: The Policy Cycle and its Stages". <https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-its-stages/>

Textbook: Introduction

### **3. September 19: Multiple Streams Framework**

*Readings:*

Textbook: Ch.1



Boulden, Matthew and Daniel Béland. 2022. Multiple Streams Framework Analysis of High-Frequency Rail Policy in Canada. *Canadian Public Policy* 48, no. 3: 374-385.

*Supplementary*

Amri, Michelle M. and Dilani Logan. 2021. Policy Responses to COVID-19 Present a Window of Opportunity for a Paradigm Shift in Global Health Policy: An Application of the Multiple Streams Framework as a Heuristic. *Global Public Health* 16, no. 8-9: 1187-1197.

Smith, Verna. 2023. Applying the Multiple Streams Framework in Westminster Systems: A Comparative Case Study of Pay-for-Performance Policymaking in Primary Health Care in England and New Zealand. *International Review of Public Policy* 5, no.1: 44-63.

#### **4. September 26: Punctuated Equilibrium Theory**

*Readings:*

Textbook: Ch. 2

Jones, Willie D. 2023. An Exploration of the Association of Police-Involved Killings of US Citizens and Police Reform Bills-A Punctuated Equilibrium Theoretical Application. *Journal of Policy Practice and Research* 4: 296-307.

*Supplementary*

Joly, Jeroen and Friederike Richter. 2023. The Calm Before the Storm: A Punctuated Equilibrium Theory of International Politics. *Policy Studies Journal* 51: 265-282.

Flink, Carla M. 2017. Rethinking Punctuated Equilibrium Theory: A Public Administration Approach to Budgetary Changes. *Policy Studies Journal* 45, no.1: 101-120.

#### **5. October 3: Policy Feedback Theory**

*Readings:*

Textbook: Ch. 3

Kopec, Anna. 2024. The Interactive Effects of Policies: Insights for Policy Feedback Theory from a Qualitative Study on Homelessness. *Policy Studies Journal* 0: 1-21.

*Supplementary:*

Garcia-Rios, Sergio, Nazita Lajevardi, Kassra A. R. Oskooii, and Hannah L. Walker. 2023. The Participatory Implications of Racialized Policy Feedback. *Perspectives on Politics* 21, no.3: 932-950.

Ellingsæter, Anne Lise, Ragni Hege Kitterød and Jan Lyngstad. 2017. Universalising Childcare, Changing Mothers' Attitudes: Policy Feedback in Norway. *Journal of Social Policy* 46, no. 1: 149-173.

## 6. October 10: The Advocacy Coalition Framework

### *Readings:*

Textbook: Ch. 4

Stritch, Andrew. 2015. The Advocacy Coalition Framework and Nascent Subsystems: Trade Union Disclosure Policy in Canada. *The Policy Studies Journal* 43, no.4: 437-455.

### *Supplementary*

Gabehart, Kayla M., Aerang Nam and Christopher M. Weible. 2022. Lessons from the Advocacy Coalition Framework for Climate Change Policy and Politics. *Climate Action* 1, no. 13: 1-14.

Osei-Kojo, Alex, Karin Ingold and Christopher M. Weible. 2022. The Advocacy Coalition Framework: Lessons from Applications in African Countries. *Politische Vierteljahresschrift* 63: 181-201.

## 7. October 17: The Narrative Policy Framework

### *Readings:*

Textbook: Ch. 5

Flores, Andrew, Daniel Boden, Donald Haider-Markel, Daniel Lewis, Patrick Miller and Jami Taylor. 2023. Taking Perspective of the Stories we Tell About Transgender Rights: The Narrative Policy Framework. *Policy Studies Journal* 51:123-143.

### *Supplementary:*

Williams Teshanee T. and Jennifer Kuzma. 2022. Narrative Policy Framework at the Macro Level-Cultural Theory-Based Beliefs, Science-Based Narrative Strategies, and their Uptake in the Canadian Policy Process for Genetically Modified Salmon. *Public Policy and Administration* 37, no. 4: 480-515.

Jones, Michael D. and Mark K. McBeth. 2020. Narrative in the Time of Trump: Is the Narrative

**8. October 24: No class (Fall break)****9. October 31: The Institutional Analysis and Development Framework***Readings:*

Textbook: Ch. 6

Andersson, Krister. 2006. Understanding Decentralized Forest Governance: An Application of the Institutional Analysis and Development Framework. *Sustainability: Science, Practice and Policy* 2, no.1: 25-35.

*Supplementary:*

Robben, Laure-lise, Rik Peeters and Arjan Widlak. 2024. Burdens on the Gateway to the State: Administrative Burdens in the Registration of People Experiencing Homelessness in Belgium and the Netherlands. *Journal of Policy Analysis and Management*: 1-24.

Heikkila, Tanya and Krister Andersson. 2018. Policy Design and the Added-Value of the Institutional Analysis Development Framework. *Policy & Politics* 46, no. 2: 309-324.

**10. November 7: Comparing Policy Process Theories***Readings:*

Textbook: Ch. 9

McGovern, Rachel and Michael D. Jones. 2024. The Narrative Policy Framework and Institutions. *Review of Policy Research* 0: 1-22.

Schmid, Nicolas, Sebastian Sewerin and Tobias S. Schmidt. 2020. Explaining Advocacy Coalition Change with Policy Feedback. *Policy Studies Journal* 48, no. 4: 1109-1134.

*Supplementary:*

Dziengel, Lake. 2010. Advocacy Coalitions and Punctuated Equilibrium in the Same-Sex Marriage Debate: Learning from Pro-LGBT Policy Changes in Minneapolis and Minnesota. *Journal of Gay & Lesbian Social Services* 22: 165-182.

Howlett, Michael, Allan McConnell, and Anthony Perl. 2017. Moving Policy Theory Forward: Connecting Multiple Stream and Advocacy Coalition Frameworks to Policy Cycle Models of

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Analysis.

*Theory paper due Friday, November 8<sup>th</sup> at 11:59pm*

## **11. November 14: Implementation (Challenges and Administrative Burdens)**

*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.

Bell, Elizabeth, James E. Wright II and Jeongmin Oh. 2024. Does Administrative Burden Create Racialized Policy Feedback? How Losing Access to Public Benefits Impacts Beliefs about Government. *Journal of Public Administration Research and Theory*: 1-16.

*Supplementary:*

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.

*Paper outline due Monday, November 18<sup>th</sup> at 11:59pm.*

## **12. November 21: Policy Analysis**

*Readings:*

Cairney, Paul. 2023. The politics of policy analysis: theoretical insights on real world problems. *Journal of European Public Policy* 30 no. 9: 1820-1838.

Browne, Jennifer, Brian Coffey, Kay Cook, Sarah Meiklejohn and Claire Palermo. 2019. A guide to policy analysis as a research method. *Health Promotion International* 34:1032-1044.

*Skim read:*

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

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>

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/> \*

*Supplementary:*

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

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).

### **13. November 28: Policy Evaluation**

*Readings:*

Government of Canada. "Policy on Results: What is Evaluation". <https://www.canada.ca/en/treasury-board-secretariat/services/audit-evaluation/evaluation-government-canada/policy-results-what-evaluation.html>

OECD iLibrary. "Chapter 1: Towards a Systemic Approach to Policy Evaluation". <https://www.oecd-ilibrary.org/sites/9fa07ac8-en/index.html?itemId=/content/component/9fa07ac8-en>

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

*Supplementary:*

DeGroff, Amy and Margaret Cargo. 2009. Policy Implementation: Implications for Evaluation. In J. M. Ottoson & P. Hawe (Eds.), *Knowledge utilization, diffusion, implementation, transfer, and translation: Implications for evaluation. New Directions for Evaluation*, 124, 47–60.

### **14. December 5: Policy & Inequality in Canada**

*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.\*

*Supplementary:*

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\*

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/> \*

*Final paper due Monday, December 9 at 11:59pm.*

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

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

\* 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](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**

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/>

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**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/>.