Public Affairs and Policy Management
PAPM 3000-A Policy Research
Arthur Kroeger College
Fall Term, 2024
Lecture: Tuesdays, 8.35 – 11.25 a.m.
See Brightspace for location

Instructor: Dr. Anna Kopec
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Pronouns: (she/her/hers)
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Office telephone: (613) 520-2600 ext. 2631
Office hours: Tuesdays 1-2pm & Thursdays 10-11am, 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.*

Welcome to this Course!

LAND ACKNOWLEDGEMENT

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

COURSE DESCRIPTION:

From the Undergraduate Calendar:

Policy Research
An examination of the research strategies and techniques relevant to policy analysis and evaluation. Using the case study method, the role of research and research organizations in the policy process is discussed. The issue of ethical dilemmas in policy research is also considered.

Course overview:

How does or can research influence public policy and policy processes? Research can inform policy making at various stages of the policy process. Policymakers and public servants are often tasked with making decisions by analysing and evaluating policies in ways that improves policies for

those they target. There are, therefore, implications in the frameworks they use to analyze and evaluate policies, the research and evidence they utilize in support, the stakeholders they do and do not engage with, and the alternatives they provide.

In this course, we will consider the relationship between policy and research. We will do so through the process of policy analysis. This will include the consideration of different frameworks of analysis, identifying a policy problem, considering and assembling evidence, stakeholder analysis, identifying alternatives, and considering and identifying evaluation criteria. The choices in the policy analysis process are also informed by our positionalities, and the research used as evidence includes important ethical considerations. We will, therefore, also consider the ethics in policy research and in policy analysis.

Although it is helpful to see policy analysis as a series of steps and a singular process, it is often much more complicated. This is because policymaking itself is complicated, with many complex social problems that require careful considerations and multiple policies, as well as policy instruments and collaboration between actors with varying policy capacities. We will consider these complexities and how they influence policy analysis and the decisions made, as well as how and where research fits in.

LEARNING OUTCOMES:

At the end of this course, you will be able to:
- Describe the utility and relevance of research for public policy
- Conduct and engage in policy analysis by identifying a policy problem, providing evidence, assessing alternatives, and providing evaluative criteria
- Engage in thoughtful and respectful discussion and debate
- Write a policy brief

COURSE CALENDAR

Due dates:

ChatGPT policy brief & reflection – Due October 10, 2024
Policy analysis I (problem definition and evidence) – Due October 30, 2024
Policy analysis II (alternatives and evaluation) – Due November 18, 2024
Policy brief – Due December 10

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 having done the reading for the week. We will discuss the readings, and they will be instrumental for the assignments in the course. Participation in lectures is expected, the activities and discussions are designed to help you with your assignments and assist in your understanding. Each week we will discuss different aspects and tools of policy analysis that will help you with your assignments. 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:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold path to more effective problem solving.* Sixth edition. SAGE publications.

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

ASSESSMENT*
* Students writing the HRE should come see me for alternative assignments that will be helpful for the HRE proposal.

Your assessment will be as follows:

Lecture participation	15%	- Throughout
Chat GPT brief & reflection	20%	- Due **October 10, 2024**
Policy analysis I	25%	- Due **October 30, 2024**
Policy analysis II	25%	- Due **November 18, 2024**
Policy brief	15%	- Due **December 10, 2024**

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 are organized around different forms, tools, and steps in policy analysis. The readings will be introduced, and we will engage in critical discussions and activities that help us digest the various concepts, their relevance for public policy, and consider how they may translate to your assignments. You should read all the required readings. Supplementary readings will be discussed in lectures and are meant to assist in understanding concepts and offering applications, you may also find them helpful for your assignments and discussion posts. Some lectures will include guest speakers that will inspire specific discussion and will expose you to other perspectives and job/career opportunities.

Participation + in class activities (worth a total of 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).
ASSIGNMENTS

All written work should be uploaded by the due date and in **.docx** format.

Course readings will be helpful in designing each of the assignments, but you will need to conduct outside research depending on the policy problem you choose. Some policy areas may also have their own examples of policy analyses and approaches available online that can be helpful. See the Brightspace page for additional resources. All assignments are related and should build from one another. If you decide to change your topic/policy problem, I will ask you to offer at least an outline of the previous assignments as needed to ensure you receive the necessary comments to incorporate into the following assignment.

1. **ChatGPT brief & reflection (worth 20% of your grade)**

In this first assignment, you will have ChatGPT create a policy brief on a problem of your choosing. This problem can be the one you choose to focus on for the remainder of the assignments. You can play around with the prompts but a suggestion is: "Write a policy brief about _____ in Canada". You can be as specific as you want (you can ask it to provide specific alternatives for example by adding "…and include _____ as a policy recommendation". The goal here is to have you engage with AI but also recognize its limitations while exploring the structure and purpose of a brief. Once ChatGPT has generated a policy brief you are to evaluate the brief and reflect on it using our rubrics. This will be earlier on in the semester; the point is not to jump ahead and read about problem definition or anything but rather to start with a somewhat blank slate and start thinking about how to evaluate a brief and what's needed to write a convincing one.

You will hand in the ChatGPT prompt and generated response in addition to a reflection. Your reflection will consider answers to the following questions (using our rubrics for policy analysis I and II in addition to your own thoughts):
   - What is helpful in the generated brief? Interesting?
   - What is missing?
   - How are sources used (or not) in the brief? Is there enough evidence?
   - Are you convinced by the recommendation offered?

Beyond using ChatGPT you do not need to use outside sources for this reflection. You might want to check some of the sources used by ChatGPT but beyond the engagement with the prompt do not conduct outside research. You do not need an introduction, feel free to jump into the reflection itself. The reflection will be **between 700 and 1000 words** and is due on **Thursday, October 10, 2024 (by 11:59pm) together** with the ChatGPT prompt and generated response (you can include it as an additional document or as an appendix).

2. **Policy analysis I (worth 25% of your grade)**

In this second assignment, you will introduce a problem of your choosing. It can be the same as the one you used for the first assignment (but this should NOT include ANY copy and pasting from the ChatGPT generated response – that would be plagiarizing). The problem needs to be specific to the

Canadian context, but can be as specific as you'd like and, in the jurisdiction you choose (housing in a specific city, etc.). According to Bardach and Patashnik (2020), this assignment includes the first two steps of their eightfold path. You will define the problem and assemble evidence. This can include academic literature, policy and nonprofit reports, administrative and government data, etc. In this paper you will also include the current approach. Rubric can be found on Brightspace.

This assignment should be a **maximum of 750 words** (excluding the references) and is due on **Thursday, October 30, 2024 (by 11:59pm).**

*There should be a **minimum** of 10 sources used. All your claims regarding the problem should have evidence in support and you should include BOTH academic and nonacademic sources (at least half SHOULD be academic).*

Policy analysis II (worth 25% of your grade)

This assignment will be composed of the next three steps of Bardach and Patashnik's (2020) eightfold path. You will include the current policy approach to the given problem and consider **at least two** alternatives. You can use the alternatives generated by ChatGPT from the first assignment, but you will need to do the research in support of them and CANNOT use any of the generated response directly. These alternatives can be from different jurisdictions or countries. You will consider the implications of these alternatives (can they be implemented in Canada or your specific city/province, what difficulties might be encountered, etc.) and the trade-offs but you will ultimately choose **one** policy recommendation. It might be that one option is clearly "better" but you still need to consider the trade-offs between them, and if they have different challenges, you are asked to consider them and then argue that one recommendation is still best (it's okay to say this one is more applicable and easier to implement in the Canadian context, for example). You will also provide a list of criteria that can be used to evaluate projected outcomes of your recommendation.

This assignment should be a **maximum of 750 words** (excluding the references) and is due on **Monday, November 18, 2024 (by 11:59pm).**

Policy brief (worth 15% of your grade)

Combining the first two assignments and the comments you received on them, and in a more concise and deliberate manner, you will write a policy brief. Policy briefs are a concise summary that includes the best policy options to solve a problem written for policymakers and others creating and influencing policy.

The policy brief should be a **maximum of 1,000 words.** It will include: a title, summary, problem description, overview of research, current and their implications, as well as policy recommendations. Appendices and references will not count towards the word limit. The policy brief is due on **Tuesday, December 10, 2024 (by 11:59pm).**

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EXTENSIONS

Extensions **will not** be granted for assignments, 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 48-hour grace period. If you submit within the 48 hours following a due date (for relevant assignment), you do not need to inform me or your TA, fill out a self-declaration, or share any reasons regarding the lateness of the assignment. Given the scaffolding nature of the assignments, however, students who hand in their papers within the grace period can expect their comments and grades a day or two later. Late assignments beyond the 48-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 10: Introduction & the importance of policy briefs**

Required readings:

AFS. 2023. "Understanding the purpose and importance of a policy brief: all you need to know". https://afs.org.au/careers/essay/understanding-the-purpose-and-importance-of-a-policy-brief-all-you-need-to-know.html

Arnautu, Diana and Christian Dagenais. 2021. Use and effectiveness of policy briefs as a knowledge transfer tool: a scoping review. *Humanities and Social Sciences Communications* 8, no. 211: 1-14.

2.   **September 17: Research & policy**

Guest lecture from Dr. Kristen Pue (ESDC)

Required readings:

Mead, Lawrence M. 2015. Only connect: why government often ignores research. *Policy Sciences* 48: 257-272.

Newman, Joshua and Brian Head. 2015. Beyond the two communities: a reply to Mead's "why

government often ignores research". *Policy Sciences* 48: 383-393.

Supplementary readings:

Duiveman, Robert. 2020. Making research relevant to policymaking: from brokering boundaries to drawing on practices. *Policy Studies* 41. No. 1: 23-41.

Weible, Chris. 2018. "Introduction". In *Theories of the Policy Process* edited by Christopher M. Weible and Paul A. Sabatier. Routledge.

3.   September 23: Introduction to policy analysis

Required readings:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold path to more effective problem solving.* Sixth edition. SAGE publications. Introduction (xv-xx).

Clemons, Randy and Mark K. McBeth. 2020. "Chapter 2: The rational public policy method". In *Public Policy Praxis: A Case Approach for Understanding Policy and Analysis 4th edition.* Routledge.

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: 1068-1073 only.

Skim read:

Clark, Natalie and Davis-Alphonse, Chastity. Ministers Advisory Council on Indigenous Women (MACIW). Indigenous Gender Based Analysis Plus (IGBA+) Toolkit. 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 readings:

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

Hoefer, R. 2021. Theory in social policy research: rationality and its discontents. *Journal of Policy Practice and Research,* 2: 233-237.

4.   October 1: The importance of policy analysis & research + intro to policy briefs
Guest lecture: Dr. Vivian Hoffman

Required readings:

Anthony E. Boardman, David H. Greenberg, Aidan R. Vining, David L. Weimer "Introduction to Cost-Benefit Analysis", in *Cost-Benefit Analysis: Concepts and Practice*. pp. 1-27 (Chapter 1).

Jindal, A. and Shrimali, G., 2022. Cost–benefit analysis of coal plant repurposing in developing countries: A case study of India. Energy Policy, 164, p.112911.

Rachel Samson. 2021. "Cost-benefit analysis is the wrong tool for tackling climate change". *Policy Options*. November 1, 2021. URL: https://policyoptions.irpp.org/magazines/november-2021/cost-benefit-analysis-is-the-wrong-tool-for-tackling-climate-change/

Skim read
Tessier, C. 2019. *The policy brief: a tool for knowledge transfer.* National Collaborating Centre for Healthy Public Policy. https://www.ncchpp.ca/docs/2019-PC-KS-PolicyBrief-EN.pdf

DSFG Briefing Note Guide. 2020. "Practical guide to writing briefing notes in the Government of Canada". (Posted on Brightspace under Week 4)

See more in Brightspace under "Policy brief resources" for more examples of policy briefs and helpful guides/resources.

Some class time will be used to start the first assignment (we will pull up ChatGPT and consider the importance of briefs and the information they share)

5.   October 8: Identifying the problem

Required readings:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold path to more effective problem solving.* Sixth edition. SAGE publications. Part I, Step One (p. 1-14).

Daviter, Falk. 2019. Policy analysis in the face of complexity: what kind of knowledge to tackle wicked problems? *Public Policy and Administration* 34, no. 1: 62-82.

Supplementary readings:

Cairney, Paul. 2019. "Policy analysis in 750 words: defining policy problems and choosing solutions". https://paulcairney.wordpress.com/2019/12/20/policy-analysis-in-750-words-defining-policy-problems-and-choosing-solutions/

Pal, Leslie Alexander, Auld, Graeme, and Mallett, Alexandra. 2021. *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. 6th Edition. Toronto: Nelson Education. *Chapter 3:* Agenda-Setting and Problem (Re)Solving in Policy Analysis, p. 116-139.

Peters, B. Guy and Matthew Tarpey. 2019. Are wicked problems really so wicked? Perceptions of policy problems. *Policy and Society* 35, no.2: 218-236.

Assignment 1 due Friday October 11, 2024

6.   October 15: Evidence in policy

Required readings:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold path to more effective problem solving.* Sixth edition. SAGE publications. Part I, Step Two (p. 14-21) & Part II (p. 97-120).

White, A. 2018. "Evidence that works: building the Canadian evidence infrastructure for social policy". Mowat research #176. https://mowatcentre.munkschool.utoronto.ca/evidence-that-works/

Supplementary reading:

Bowen, Shelley and Anthony B. Zwi. 2005. Pathways to "evidence-informed" policy and practice: a framework for action. *PLoS Medicine* 2, no. 7: 0600-0605.

7.   October 22: Reading week NO CLASS

8.   October 29: Stakeholders & Implementation

Required readings:

Hassel, Anke and Kai Wegrich. 2022. "Chapter 7: How to Engage with Stakeholders". In *How to do Public Policy.* Oxford University Press, pp. 193-225.

Balane, Marysol Astrea, Benjamin Palafox, Lia M. Palileo-Villanueva, Martin McKee and Dina Balabanova. 2020. Enhancing the use of stakeholder analysis for policy implementation research: towards a novel framing and operationalized measures. *BMJ Global Health* 5: 1-12.

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.

Supplementary reading:

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

Simon, Jeanne W. 2017. "Stakeholder analysis and wicked problems". In *Global Encyclopedia of Public Administration, Public Policy, and Governance* edited by A. Farazmand.

Prell, Christina, Klaus Hubacek and Mark Reed. 2009. Stakeholder analysis and social network analysis in natural resource management. *Society and Natural Resources* 22, no. 6: 501-518.

Flew, Terry and Tania Lim. 2019. "31 Assessing policy I: Stakeholder Analysis". In *The Palgrave Handbook of Methods for Media Analysis* edited by Hilde Van den Bulck, Manuel Puppis, Karen Donders and Leo Van Audenhove p. 541-555.

Newig, Jens, Nicolas W. Jager, Edward Challie, and Elisa Kochskämper. 2023. Does stakeholder participation improve environmental governance? Evidence from a meta-analysis of 305 case studies. *Global Environmental Change* 82, no. 102705: 1-11.

Assignment 2 due October 30

9.   November 5: Identifying alternatives

Required readings:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold path to more effective problem solving.* Sixth edition. SAGE publications. Part I, Step Three (p. 21-31).

Canadian Centre for Policy Alternatives. 2023. "Rising to the challenge: an agenda for public leadership". *Alternative Federal Budget 2023.* Introduction (p. 6-11) & Infrastructure, cities and transit (p. 96-102). https://policyalternatives.ca/publications/reports/alternative-federal-budget-2023

Supplementary reading:

Gregory, Robin and Ralph L. Keeney. 1994. Creating policy alternatives using stakeholder values. *Management Science* 40, no. 8:1035-1048.

10.   November 12: Evaluation criteria & outcomes

Required readings:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold*

path to more effective problem solving. Sixth edition. SAGE publications. Part I, Step Four - Six (p. 31-76).

OECD. 2021. "Applying evaluation criteria thoughtfully". p. 10-11; 17-35. (executive summary, Chapter Two & Three) https://www.oecd-ilibrary.org/development/applying-evaluation-criteria-thoughtfully_543e84ed-en

Supplementary reading:

Demerse, Clare and Matthew Bramley. 2008. "Criteria for policy evaluation". In *Choosing Greenhouse Gas Emission Reduction Policies in Canada.* Pembina Institute.
https://www.jstor.org/stable/resrep00247.6

Assignment 3 due Monday, November 18

11.   November 19: Ethics in policy research

Required readings:

Patton, Carl V., David S. Sawicki and Jennifer J. Clark. 2016."Chapter 3: The policy analysis process; 2.3 Ethical Considerations". In *Basic Methods of Policy Analysis and Planning Third Edition.* Routledge. p. 27-39.

Bandola-Gill, Justyna, Sotiria Grek and Marlee Tichenor. 2023. The rise of the reflexive expert? Epistemic, care-ful and instrumental reflexivity in global public policy. *Global Social Policy:* 1-18.

Supplementary readings:

Marshall, Catherine. 1997. "Chapter 1: dismantling and reconstructing policy analysis". In (eds). *Feminist Critical Policy Analysis I,* p.1-38.

Kim Etherington. 2007. "Ethical Research in Reflexive Relationships". *Qualitative Inquiry,* 13(5): 599-615.

Sweeney Windchief and Jason Cummins. 2022. "Considering Indigenous Research Methodologies: Bicultural Accountability and the Protection of Community Held Knowledge". *Qualitative Inquiry,* 28(2), 151-163.

Aili Mari Tripp. 2018. "Transparency and Integrity in Conducting Field Research on Politics in Challenging Contexts," *Perspectives on Politics,* 16(3), 728-738

Danielle Jacobson and Nida Mustafa. 2019. "Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research". *International Journal of Qualitative Methods, 18,* 1-12.

Jessica Soedirgo and Aarie Glas. 2020. "Toward Active Reflexivity: Positionality and Practice in the Production of Knowledge". *Political Science & Politics, 53(3),* 527-531.

12.   November 26: Narrowing down & complex design problems

Required readings:

Eugene Bardach and Eric M. Patashnik. 2020. *A practical guide for policy analysis: the eightfold path to more effective problem solving.* Sixth edition. SAGE publications. Part I, Step Seven & Eight (p.77-92) & Part III (123-132)

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.

Supplementary readings:

Cejudo, Guillermo M. and Cynthia L. Michel. 2021. Instruments for policy integration: how policy mixes work together. *Sage Open:* 1-10.

Cejudo, Guillermo M. and Philipp Trein. 2023. Pathways to policy integration: a subsystem approach. *Policy Sciences* 56: 9-27.

Maggetti, Martino and Philipp Trein. 2022. Policy integration, problem-solving, and the coronavirus disease crisis: lessons for policy design. *Policy and Society* 41, no. 1: 53-67.

13.   December 2: Policy capacity

Required readings:

Howlett, Michael. 2009. Policy analytical capacity and evidence-based policy-making: lessons from Canada. *Canadian Public Administration* 52, No. 2: 153-175.

Newman, Joshua, Adrian Cherney and Brian W. Head. 2016. Policy capacity and evidence-based policy in the public service. *Public Management Review* 19, no. 2: 157-174.

Supplementary readings:

Wu, X., M. Ramesh, and M. Howlett. 2015. Policy capacity: a conceptual framework for understanding policy competences and capabilities. *Policy and Society* 34, no. 3-4: 165-171.

Final policy brief due Tuesday, December 10, 2024

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	• Honestly demonstrate our knowledge and abilities on assignments • Communicate openly without using deception, including citing appropriate sources	• 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	• 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	• 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	• Speak openly with one another, while respecting diverse viewpoints and perspectives • Provide sufficient space for others to voice their ideas	• Respect your perspectives even while we challenge you to think more deeply and critically • Help facilitate respectful exchange of ideas
Fairness	• 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	• Create fair assignments, and grade them in a fair, and timely manner • Treat all students equitably
Trust	• 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	• 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 | • 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 | • 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);
    - Remember that we are engaging directly with ChatGPT in the course, and only use ChatGPT to the extent they are required for the assignments (and NOT beyond the guidelines/requirements)
- 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/.