



PAPM 4000 E
Capstone Seminar
Public Policy and Administration
Social Policy
Faculty of Public Affairs
Arthur Kroeger College of Public Affairs
FALL 2018

PAPM 4000 E — Seminar Specialization in Public Policy and Administration / Social Policy

Class Schedule: Wednesdays 11:35 a.m. - 2:25 p.m.

Classroom: Loeb D199

Instructor: Dr. Senada Delic

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Office: D199

Office Hours: Wednesdays 2:30 p.m. – 4:30 p.m. (or by appointment)

COURSE DESCRIPTION

This policy-focused Capstone Seminar is designed to provide students with an opportunity to apply their previously acquired academic knowledge and skills in public policy analysis to real-world policy issues in their chosen area of specialization. The seminar is organized around two areas of specialization: (1) public policy and administration, which covers key policy fields of macroeconomic policy, health policy, Indigenous policy, and environmental policy, and (2) social policy. The seminar is based on immersive learning, with both in-class academic and out-of-class experiential components, as well as a component of group-oriented problem-solving.

The substantive content of the seminar will deal with selected policy issues and problems that require application of concepts and techniques introduced in the specialization curriculum. This application is intended to tie students' knowledge insights together with policy practices in the area and help students develop strong analytical research, communication, and teamwork skills. The goal is to simulate professional work demands students may encounter in their pursuit of graduate studies in public policy and administration and professional careers in public affairs.

LEARNING OBJECTIVES

By effectively synthesizing and integrating your existing knowledge related to a specific public policy area and applying it to real-world problems, you will be able to generate your own ideas and conclusions from the course content and learn how to effectively communicate those ideas to a relevant policy community. Specific learning objectives of this seminar are then to:

- Effectively synthesize and integrate your knowledge and skills in public policy analysis
- Expand your understanding of current dilemmas and opportunities in public policy
- Acquire critical thinking, analytical research, and academic writing skills
- Strengthen your teamwork skills
- Effectively communicate complex policy issues, both orally and in writing

The core activities to be used to achieve the set objectives by the end of seminar include:

Critical Thinking / Analysis

- Policy problem identification; policy analysis, evaluation and quality assessment of identified policy options; problem solving; policy recommendations

Policy Research / Report Writing / Communication

- Literature gathering and synthesizing; writing and presenting policy research reports

Teamwork

- Class participation; group discussions; assigned groupwork

TEACHING METHODS AND COURSE FORMAT

The course is designed to be an interactive seminar format, with different in-class and out-of-class activities complementing the course material. The idea is that students learn best about policy making by doing it themselves and by engaging with practitioners and stakeholders.

In-class activities will combine critical thinking and analytical discussions of assigned readings with group work.

Out-of-class activities will involve three off-campus Site Visits where students will have an opportunity to engage with practitioners and decision makers on relevant policy topics.

Regular and active class attendance is required in this course as it constitutes one of the core components of the students' evaluation. Students are required to take an active part in both in-class and out-of-class activities and to have read all the required readings prior to the class.

A list of Site Visit locations and a description of what 'active participation' entails for students are provided in the 'course evaluation' section of this syllabus.

READINGS REQUIREMENTS

The seminar will draw primarily from three required textbooks, listed below. If you prefer, you can order used copies of these textbooks through online retailers. However, individual chapters that will be covered in class will be posted on cuLearn.

Other important course materials, such as group collaboration/discussion forums, in-class discussion worksheets and additional readings from academic journals or timely media reports will also be posted on cuLearn. Please ensure that you have access to it and consult it regularly.

Required Texts

Rice, James J., and Michael J. Prince. 2013. *Changing Politics of Canadian Social Policy, Second Edition*. Toronto: University of Toronto Press, Scholarly Publishing Division.

Macfarlane, Emmett. 2013. *Governing from the Bench: The Supreme Court of Canada and the Judicial Role*. Vancouver: University of British Columbia Press.

Truth and Reconciliation Commission of Canada. 2015. *Final Report of the Truth and Reconciliation Commission of Canada, Volume One: Summary Honouring the Truth, Reconciling for the Future*. Toronto: Lorimer & Company Ltd.

Recommended Text (Placed on Reserve at the McOdrum Library)

Miljan, Lydia. 2012. *Public Policy in Canada: An Introduction, 6th Ed.* Oxford University Press.

The recommended textbook (Miljan 2012) contains a succinct overview of key policy fields in Canada (macroeconomic policy, social policy, health policy, family policy, Aboriginal policy, and environmental policy) that you might find useful in selecting a policy research topic.

COURSE EVALUATION

The four core elements of students' evaluation for this course are summarized in the table below.

Evaluation	Percentage Value	Due Date and Location
Class attendance and participation	20%	Ongoing (in-class and out-of-class)
Policy debate position paper	20%	October 3 rd (in-class ; Early Feedback) *
Group policy research summary	20%	October 31 st (on cuLearn ; Early Feedback) *
Policy brief (two components)		
Policy brief presentation	10%	November 21 st – December 5 th (in-class)
Policy brief submission	30%	A week after policy brief presentation (email) [†]

*These assignments will be graded by October 11 and November 9, respectively, as per the University suggested deadlines for early feedback.

[†]See page 7 and page 8 of this syllabus, describing details for the policy brief presentation and for the policy brief submission components.

I have registered this course for the Incentive Program, offered through the Centre for Student Academic Support, where you can complete *one workshop* on *academic integrity* and receive a 5% bonus grade for this course. More on this will be posted on cuLearn and discussed in class.

Class Attendance and Participation — 20% ongoing

Class attendance will be taken each class, starting in *Week 2*, Wednesday, September 12. Students are expected to come to class prepared to contribute to discussions. The evaluation mark for this component of the course will be derived from your attendance sheet record and from your active participation, in-class and out-of-class.

Active participation relates to your preparedness for the class as in being attentive during the class and raising thoughtful comments and questions during the class discussions, as well as engaging with presenters. This may include initiating a topic or question; providing information or an example to clarify a point; summarizing a part of readings and/or the discussions; seeking clarifications; and respectfully adding to or amending ideas that have been discussed.

Because attendance at Site Visits is an important course requirement, active participation, described above, at Site Visits, applies. In addition to active participation at Site Visits, after each Site Visit you will submit a one-page summary of your impressions, which will count towards your participation grade. More details will be provided on cuLearn.

The purpose of this out-of-class activity is to provide you with an exposure to different policy making and policy analysis environments, governmental and non-governmental, that can help you expand your understanding of how real-world policy-making operates. In case a student is unable to attend a Site Visit, an alternative activity/assignment will be requested from the student to ensure participation grade is earned.

Site Visits Locations and Dates:

1. Multifaith Housing Initiative, Haven Office, Barrhaven, Suzanne Le – **Oct. 10th**
2. Parliament Hill, House of Commons, Member of Parliament, John Nater – **Oct. 31st**
3. City of Ottawa, Community and Social Services Department; Ottawa Public Health – **Nov. 7th**

For all off-campus activities, the University requires students to sign an Informed Consent form. This form will be provided for you to sign it in-class, in *Week 1*, Wednesday September 5.

Travel information, including special security procedures, if any, and relevant links to the Site Visit locations will be posted on cuLearn and discussed in class prior to the travel date. If transportation is a barrier to participation, please notify me at the beginning of the semester.

Policy Debate Position Paper — 20% due in-class on Wednesday, October 3rd

During the class on Wednesday, September 26, students will be seated in two groups and each group will conduct a debate on a relevant public policy topic. A list of suggested policy debate topics will be posted on cuLearn after the first class, on Wednesday September 5, and the two groups will be formed in class, in *Week 2*, Wednesday September 12. Once the two groups are formed, the students in each group will be free to choose a topic for their debate from the list of suggested topics or to propose their own topic. In latter case, please ensure you consult me for verification of the topic relevance at least one week prior to the debate.

Debating is a formal ritualized way of settling disagreements in which people (i.e. debaters) with opposing views on a public policy issue do their research and prepare their arguments in a structured logical way and present them objectively to the opposing side.

The structure of our debate will be formal, as close as possible to the structure of debates conducted in the Provincial Legislature and in the Federal House of Commons. However, we will relax the timing and make the 2-minute timed speeches for each speaker a bit longer to ensure students are able to express their arguments fully. We will also have a longer time frame for students on each side of the debate to formulate their opening statements as well as longer consultation breaks for the rebuttal and for the final remarks. Detailed guidelines for this in-class activity will be posted on cuLearn and discussed in class prior to the debate date.

Following this in-class debate, each student will write a 3-4-page (1000 words max) position paper, in response to either the “yes” or the “no” side of the debate in which s/he participated.

Responses in this position paper *must* refer to the academic and/or other literature as reference sources. There is no set formula on how many reference sources should be used; it is the student’s judgment to include enough references to ensure that s/he is not making unsupported claims. A good paper should inform and persuade and should be logically organized, clearly argued, and well referenced. The paper should contain the following four sections:

1. INTRODUCTION (introduce the debate topic; provide some background information and explain why the topic is important; and assert the thesis)
2. COUNTER ARGUMENT (summarize the counterclaims; provide supporting information for those counterclaims; refute the counterclaims; and give evidence for argument)
3. YOUR ARGUMENT (present minimum three overall points to your argument; after asserting the first point, give your educated and informed opinion on that particular point and provide support using at least three sources; do the same for the other two points)
4. CONCLUSION (restate your thesis in different words and discuss its implications)

The paper must have a title page with all required information included (student name, course information, and the due date). The pages should be numbered and have one-inch margins set on all sides; text should be double-spaced and 12-point Times New Roman font should be used. The paper must include proper in-text citations (preferably APA or Chicago Author-Date style) and full reference list. The title page and the reference list will not be counted as part of the page limit.

Group Policy Research Summary — 20% due on cuLearn on October 31st by 11:55 p.m.

In this assignment, you will be asked to undertake a small group (3-4 students) research on a policy issue in Canada of your choice and submit a summary of your research for a group grade.

Each group will select a contemporary public policy issue to study together and produce a summary that captures the following five aspects: (1) how well the policy issue is treated in the media, (2) the political process, (3) the court, (4) the stakeholders such as Indigenous communities and/or other relevant stakeholders, and (5) which of the primary values of public administration (accountability, transparency, legitimacy, efficiency, effectiveness, equity, and fairness) are most frequently raised, either positively or not.

Each group member will be held responsible for undertaking the research and for writing a section of the summary. To assist you in coordinating the tasks for this assignment, I will create Group Collaboration Forums for each group on cuLearn. I will also provide some in-class group collaboration time for groups to discuss their progress and seek help or clarification, if needed.

The total grade for this assignment will be derived from two components: a group grade (15%) for the summary and an individual grade (5%) for individual students' reflections on the *process* and *product* of his or her own portion of the group work. The due date is the same for both components, the group policy research summary and the individual students' reflections.

We will form groups for this assignment in *Week 2*, on Wednesday, September 12, so that you can start with your collaboration and research for this assignment early on in the semester.

The summary should be 6-8 pages, maximum 2000 words. Include all students' names, course information, and the due date on the cover page. Double-space the text and use 12-point Times New Roman. Be rigorous and consistent in referencing your sources, whichever reference style you choose to use.

There is no page limit for the individual students' reflections component and students are not required to follow any formatting or style guidelines; the only requirement for this component of the assignment is that students *engage in critical reflection*, reflecting on their personal discoveries about their own learning and the process of working collaboratively and verbalizing what they would do differently the next time around. The reflection should *not* merely restate or describe what the student did individually or together with the group.

Policy Brief (two components)

Policy Brief Submission — 30% due by email one week after the Policy Brief Presentation

The Policy Brief assignment is your major individual term project for this course. In addition to providing you with a sheet containing detailed guidelines, I will set aside time in-class to discuss this assignment, including going over some samples of policy briefs, to ensure you have a clear idea about what is expected from this assignment. I encourage you to start working on this assignment as soon as the semester starts so that you can benefit more from in-class work.

The Policy Brief submission requires you to select a contemporary policy issue of your choice and present in-depth research in a written format that is designed for a high-level public official, a decision-maker in the chosen policy area. This necessarily implies a short, concisely written paper (maximum 5 double-spaced pages) with ‘thick’ appendices (minimum 5 pages) that back all analytical, evaluative and other factual claims made in the Policy Brief.

A sheet containing detailed guidelines and specifications for the Policy Brief submission requirements will be distributed in-class in *Week 1* and posted on cuLearn. Please ensure you refer to those guidelines as you start writing your policy brief, and seek clarification, if needed.

Policy Brief Presentation — 10% in-class, starting November 21st to December 5th

The presentations of your “policy brief work in progress” will start in *Week 12*, Wednesday November 21, in which you will present your “almost completed” policy brief to your classmates. The main purpose of these presentations is for you to obtain useful feedback on your work so that you can incorporate it into your final draft before you submit it for grading.

To ensure equity, each student will be afforded the same amount of time to incorporate the feedback s/he receives from the presentation into the final draft of the policy brief. Thus, the due dates for submitting the final copy of the policy brief are as follows:

For students presenting on November 21st, the due date for policy brief is November 28th
For students presenting on November 28th, the due date for policy brief is December 5th
For students presenting on December 5th, the due date for policy brief is December 12th

Students will sign up for their presentation time slots during the first day of classes, on Wednesday September 5th, on a first come, first served basis. That list will be posted on cuLearn.

Each presenter will be given 20 minutes to present their work and open up a discussion with their classmates, drawing on what was learned in the research and what important gaps in knowledge remain, brainstorming and suggesting possible avenues to undertake further research so as to obtain the required knowledge on the researched topic and to improve policy options and the recommended course of action being considered in the working copy of the policy brief.

Each presenter is responsible for creating informative presentation slides and for developing/responding to discussion points in a way that maximizes the benefit of the feedback and strengthens his/her competence in the policy area. For this purpose, I suggest that presenters

budget approximately 60% of their presentation time to the discussion period. A successful and useful presentation includes a constructive and considerate discussion/debate on the topic.

Classmates are responsible for asking presenters constructive questions and for making their own contribution during the presentation discussion period, drawing on their previous knowledge/expertise and on what they learned in this course. Recall that active engagement in the presentations of your classmates is essential to ensuring a good participation grade.

To conceptualize the importance of this presentation, students should treat it as formal and professional, approximating graduate school thesis proposal, work-related policy briefing or professional conference presentation. Guidelines for this presentation will be posted on cuLearn.

WRITTEN ASSIGNMENTS, LATE POLICY, EXTENSIONS, AND DEFERRAL

Late submissions of written work that is due in-class should be delivered electronically through email or cuLearn, as soon as possible. For late submissions, 5% penalty per day will be applied, counting from the official in-class due date, and including weekends.

Students will not be able to make up for in-class missed work such as group discussions, class participation, and presentations.

In case where a student is unable to attend an out-of-class activity, an alternative assignment will be assigned, provided the student has documentation to validate his/her absence.

Extensions, requested before the due date, may be granted at the discretion of the instructor for exceptional circumstances such as for serious and documented medical reasons or for other emergency personal circumstances.

Students who encounter circumstances beyond their control that prevent them from submitting the final assignment by the due date may apply for a deferral as per the University Regulations in Section 2.5 and 2.6 of the Undergraduate Calendar. The following link provides specific details: <https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

As of September 1, 2017, term work *cannot* be differed by the Registrar's Office. Students are held responsible for immediately informing the instructor of the circumstances and for making alternate arrangements with the instructor, that meet the University grade submission deadlines.

EMAIL CORRESPONDENCE

All course-related email communication to students in this course will be done using the students' official Carleton University e-mail accounts. Important confidential course-related information such as individual grades and additional readings will be posted on cuLearn. It is therefore students' responsibility to monitor their Carleton e-mail account and cuLearn webpage.

GRADING SYSTEM

As per Academic Regulation 2.3, course grade is determined by the course instructor, subject to the approval of the Faculty Dean. The 12-point letter grading system used at Carleton University, with corresponding grade points and the percentage conversion, is shown in the following table.

The University does not formally provide a definition of the standard for each grade level. Typical understanding at the Faculty of Public Affairs is that an A grade denotes excellence, a B is good to very good, C is acceptable, and D grade is barely a passing grade. The description in the table gives you more insight into what is generally required to obtain a certain grade in this course. Final grades will become final only *after* they have been approved by the Faculty Dean.

Passing Letter Grade	Percentage	Point Equivalent	Description
A+	90-100	12	Exceptional, outstanding, and excellent performance. These grades indicate a student who is self-initiating, exceeds expectations, and has an insightful grasp of the subject matter.
A	85-89	11	
A-	80-84	10	
B+	77-79	9	Very good, good, and solid performance. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in other areas of the subject matter.
B	73-76	8	
B-	70-72	7	
C+	67-69	6	Satisfactory or minimally satisfactory performance. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	63-66	5	
C-	60-62	4	
D+	57-59	3	Marginal performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
D	53-56	2	
D-	50-52	1	

Note: 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. For further details, consult Carleton University Calendars 2018-19 Edition.

COURSE CALENDAR AT GLANCE

WEEK	MEETING DATE	TOPICS / ACTIVITES / SUBMISSIONS	LOCATION
Week 1	Wednesday, September 5	Introduction	Loeb D199
Week 2	Wednesday, September 12	Social Policy & Politics in Canada Policy & Truth and Reconciliation	Loeb D199
Week 3	Wednesday, September 19	Policy & Law in Canada Social Policy & Politics in Canada	Loeb D199
Week 4	Wednesday, September 26	<i>In-Class Policy Debate</i>	Loeb D199
Week 5	Wednesday, October 3	Social Policy & Politics in Canada Policy & Truth and Reconciliation <i>Policy Debate Position Paper due</i>	Loeb D199
Week 6	Wednesday, October 10	SITE VISIT #1	Multifaith Housing Initiative, Barrhaven
Week 7	Wednesday, October 17	Policy & Law in Canada Social Policy & Politics in Canada Policy & Truth and Reconciliation	Loeb D199
October 24 READING WEEK — NO CLASSES			
Week 8	Wednesday, October 31	SITE VISIT #2 <i>Group Policy Research Summary due</i>	Parliament Hill, Downtown Ottawa
Week 9	Wednesday, November 7	SITE VISIT #3	City of Ottawa, CentrepoinTE
Week 10	Wednesday, November 14	Social Policy & Politics in Canada Policy & Law in Canada	Loeb D199
Week 11	Wednesday, November 21	<i>Policy Brief Presentations</i>	Loeb D199
Week 12	Wednesday, November 28	<i>Policy Brief Presentations</i>	Loeb D199
Week 13	Wednesday, December 5	<i>Policy Brief Presentations</i>	Loeb D199

DETAILED CLASS SCHEDULE AND ASSIGNED READINGS

Week 1 — Wednesday, September 5

Introduction and syllabus overview
Overview of Site Visits requirements
Informed Consent Form signatures /Question Period sign up
Academic integrity
Policy debate position paper guidelines
Policy brief guidelines
Policy presentation sign up
Groupwork
In-class activity worksheet: policy research interests

Week 2 — Wednesday, September 12

Guiding questions for class preparation for Week 2 – Week 10 readings: What are the central points or arguments made in the assigned readings? How does this week's readings relate to each other, to discussion activities, to the assignment and to the site visit, where applicable? How do you evaluate the author's positions on the topic?

Overview of Canadian social policy in a globalizing and pluralizing context
Overview of Crown-Indigenous relations in Canadian history

Groups formation (for in-class debate and for policy research summary)
Group policy research summary discussion
In-class activity worksheet: brainstorming possible debate topics

Required readings (selected chapters from the assigned textbooks)

Rice and Prince. 2013. pp. 23-40; 138-166.

Truth and Reconciliation Commission of Canada. 2015. pp. 1-22.

Additional recommended readings (Authenticated proxied links to articles posted on cuLearn)

Rodríguez-Pose, Andrés, and Nicholas Gill. 2003. "The Global Trend Towards Devolution and its Implications." *Environment and Planning C: Government and Policy* 21(3): 333-351.

Bradbury, Johnathan, and James Mitchell. 2005. "Devolution: Between Governance and Territorial Politics." *Parliamentary Affairs* 58(2): 287-302.

Alcantara, Christopher. 2013. "Preferences, Perceptions, and Veto Players: Explaining Devolution Negotiation Outcomes in the Canadian Territorial North." *Polar Record* 49(249): 167-179.

Alcantara, Christopher, Kirk Cameron, and Steven Kennedy. 2012. "Assessing Devolution in the Canadian North: A Case Study of the Yukon Territory." *Arctic* 65(3): 328-338.

MacDonald, Fiona. 2011. "Indigenous Peoples and Neoliberal "Privatization" in Canada: Opportunities, Cautions and Constraints." *Canadian Journal of Political Science* 44(2): 257-273.

Week 3 — Wednesday, September 19

Overview of judicial role in policy-making processes
Overview of early legal treatment of Indigenous population in Canada
Overview of early developments in Canadian social welfare

Debate guidelines
Policy brief discussion
Problem definition in policy analysis
In-class activity worksheet: defining policy problem

Required readings (selected chapters from the assigned textbooks)

Macfarlane, Emmett. 2013. pp. 39-69.
Rice and Prince. 2013. pp. 42-58.
Truth and Reconciliation Commission of Canada. 2015. pp. 37-70; 129-133.

Week 4 — Wednesday, September 26

In-Class Policy Debate

Policy debate position paper guidelines revisited

Week 5 — Wednesday, October 3

Overview of social security system in Canada
Legacy of residential schools and child welfare calls for action
Group policy research summary discussion forum1
In-class activity worksheet: brainstorming questions for the upcoming site visit

Required readings (selected chapters from the assigned textbooks).

Rice and Prince. 2013. pp. 88-114; 115-137.
Truth and Reconciliation Commission of Canada. 2015. pp. 135-164.

Policy Debate Position Paper due

Week 6 — Wednesday, October 10

SITE VISIT to the Multifaith Housing Initiative, Haven Office, Barrhaven

In this site visit, we will meet with the Executive Director, Suzanne Le, and with other staff members of a local not-for-profit charitable organization, the Multifaith Housing Initiative, at one of their property sites, Haven located in Barrhaven, where they deliver affordable housing services to those most at risk.

Our visit will include both a presentation and a tour of the facilities, informing you about the kind of services they provide to the public as well as giving you an opportunity to pose questions about their new projects and public policy opportunities and challenges facing them.

In preparation for this visit, reflect in particular on what you learned so far about social assistances and social housing and try to come up with potential questions to ask during the visit. We will meet at their Haven location at 12:00 p.m. The visit should end no later than 2:00 p.m.

Required readings (*links to these will be posted on cuLearn under this Site Visit section*)
Multifaith Housing Initiative, official website.

Week 7 — Wednesday, October 17

Overview of issues in social policy: social control, selectivity, and universality
The supreme court processes leading to decision

Group policy research summary discussion forum2
Policy brief research progress discussion
Policy evaluation stage in the policy cycle
Sample policy brief

In-class activity worksheet: Sharing impressions from the past site visit and brainstorming questions for the upcoming site visits

Required readings (*selected chapters from the assigned textbooks*).

Rice and Prince. 2013. pp. 186-218.
Macfarlane, Emmett. 2013. pp. 70-100; 101-132.

Additional recommended readings (*links will be posted on cuLearn*)

A Summary of Daniels v. Canada at the Supreme Court of Canada. Métis National Council, April 19, 2016.
Daniels v. Canada: A case of simple answers with significant consequences. Jason Madden, Canadian Lawyer, April 18, 2016.

READING WEEK ————— **Monday, October 24** ————— NO CLASSES

Week 8 — Wednesday, October 31

SITE VISIT to Parliament Hill, House of Commons, John Nater, MP (Perth-Wellington)

In this site visit, we will meet with a Member of Parliament, John Nater, who graduated from Arthur Kroeger College of Public Affairs in 2007 with a Bachelor of Public Affairs and Policy Management (BPAPM). Our visit will include a meeting and a discussion at his Hill Office, with an opportunity to attend Question Period at the House of Commons.

In preparation for this visit, reflect on what you already know about policy processes and raise questions of interest to you. The questions could be about the specifics of those processes or about how Mr. Nater's experience in the BPAPM program prepared him for his career in public service. In any case, make the best out of this visit to inspire yourself and to receive hands on advice from an experienced alumnus who knows how it is to be in your current place.

We will meet at the Parliament Hill at 12:00 p.m. and we will go through the security procedure before we enter the site. The mandatory part of the visit should end no later than 2:00 p.m. Students who are interested in attending the Question Period will stay past 2:00 p.m. The choice to attend the Question Period will need to be made in *Week 1* class.

Required readings (links to these will be posted on cuLearn under this Site Visit section)

How it all started for John Nater (BPAPM '07). Arthur Kroeger College, News, July 18, 2017.

John Nater, M.P. Perth-Wellington. Parliament of Canada, House of Commons, official website.

Group Policy Research Summary due on cuLearn by 11:55 p.m.

Week 9 — Wednesday, November 7

SITE VISIT to the City of Ottawa

Community and Social Services Department & Ottawa Public Health

In this site visit, we will meet with staff members of the Community and Social Services Department and of the Ottawa Public Health to learn about the breadth of services they provide to the public and to inquire about public policy opportunities and challenges facing them.

In preparation for this visit, reflect on what you learned so far about social assistances, social housing, childcare, employment services, and economic development and try to come up with potential questions to ask during the visit.

Our hosts at the Ottawa Public Health are the lead of their Healthy Public Policy Strategic Direction and have a lot of great experience in areas of public health, including drugs decriminalization and safe-injection sites, immunization vaccination debates, sexual health and other public health policy issues. Feel free to form your participation questions based on your individual interest in the discussed areas of public health.

We will meet at their main location in CentrepoinTE, at 100 Constellation Crescent, at 12:00 p.m. The visit should end no later than 2:00 p.m.

Required readings (links to these will be posted on cuLearn under this Site Visit section)

City of Ottawa, Community and Social Services Department, official website.

Accelerating Ottawa's progress on ending homelessness. Rhonda Bradley, Senior Advisor, Public Affairs at United Way Ottawa, Blog post May 4, 2017.

City spending less per capita on social services, Carleton researchers find. CBC News, September 14, 2016.

Ottawa Public Health official website

Ottawa Public Health ponders where marijuana can be used. Ottawa Citizen, April 30, 2017.
How Ottawa's health unit says we should legalize pot. Ottawa Citizen, October 12, 2016
Dr. Isra Levy 'pleased' with progress on immunizing students. CBC News, April 27, 2016.
Ottawa's medical health officer says injection sites save lives. Ottawa Sun, April 7, 2016.

Week 10 — Wednesday, November 14

Creating new social policy agenda
The legacy and reconciliation, moving from apology to action

Policy brief and policy brief presentations discussion
In-class activity worksheet: sharing impressions from the past site visits

Required readings (selected chapters from the assigned textbooks).

Rice and Prince. 2013. pp. 288-320.

Truth and Reconciliation Commission of Canada. 2015. pp. 164-182; 319-337.

Week 11 — Wednesday, November 21

Policy Brief Presentations

Presentation 11:45am – 12:05pm

Presentation 12:15 – 12:35pm

Presentation 12:45 – 1:05pm

Coffee break 1:05 – 1:20pm

Presentation 1:25 – 1:45pm

Presentation 1:55 – 2:15pm

Week 12 — Wednesday, November 28

Policy Brief Presentations

Presentation 11:45am – 12:05pm

Presentation 12:15 – 12:35pm

Presentation 12:45 – 1:05pm

Coffee break 1:05 – 1:20pm

Presentation 1:25 – 1:45pm

Presentation 1:55 – 2:15pm

Week 13 — Wednesday, December 5

Policy Brief Presentations

Presentation 11:45am – 12:05pm

Presentation 12:15 – 12:35pm

Presentation 12:45 – 1:05pm

Coffee break 1:05 – 1:20pm

Presentation 1:25 – 1:45pm

UNIVERSITY REGULATIONS AND COURSE EXPECTATIONS

ACADEMIC INTEGRITY STANDARDS

Carleton University has adopted a policy to deal with allegations of academic misconduct. This policy is expressed in the document *Carleton University Academic Integrity Policy*, which describes in detail its scope of application, principles, definitions, rights and responsibilities, academic integrity standards, procedures, sanctions, transcript notations, appeal process, and records implications that may be applied to a student who has been found to have violated these standards. The document is available at: <http://carleton.ca/senate/wp-content/uploads/Academic-Integrity-Policy1.pdf>

Plagiarism, as defined by the University Senate, involves “presenting, whether intentionally or not, the ideas, expressions of ideas or work of others as one’s own.” This can include:

- Reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- Handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Please note that plagiarism and other academic integrity offences cannot be resolved directly by the course instructor. The university procedure requires that 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. To ensure your understanding of academic integrity, I will set aside some time in-class to go over details and to arrange some activities for you to practice proper citations. The importance of attending these exercises cannot be overemphasized since all of your written assignments require you to cite your reference sources at the academic level.

Also note that all materials created for this course (including presentations, posted readings, and assignments) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). If used as reference, please ensure proper citing of the sources.

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. Carleton University allows for three types of academic accommodations to be arranged on human rights grounds. These include accommodations on the basis of disability, religious obligations, and family status (e.g. pregnancy accommodation). The accommodation request processes are:

Pregnancy obligation: please contact me with any requests for an 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 see the Student Guide at: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: Please contact me with any requests for an 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 see the Student Guide at: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodation 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 documented disability requiring academic accommodation in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with 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 requirements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at: <https://carleton.ca/pmc/faculty/accommodation-process/>

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: carleton.ca/sexual-violence-support

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. Please contact 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>