

## Introduction to Public Policy

PUAD 5120, BUSI 5120, POLI 4240/5240 (Section 01)

Fall 2019

Tuesdays 11h30 – 14h25, Room 1009, Kenneth C. Rowe Management Building

Wednesdays 14h30-15h30, MacEachen Institute for Public Policy, MacDonald Building

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### Course Description

Over 40 years ago, Thomas Dye defined 'public policy' as "anything a government chooses to do or not to do."<sup>1</sup> Although this oversimplifies the term, public policy "is the fundamental activity of governments. It is through the public policy-making process that governments establish the framework within which all citizens (human and corporate) must function; and it is the process via which governments decide both which societal goals to pursue and how to (best) pursue them."<sup>2</sup>

Policymaking is the art of developing responses to public problems.<sup>3</sup> As public problems appear to be increasing in quantity and complexity (e.g. international security shocks, global financial crises, climate change, trade agreements), there is renewed interest in public policy, as evidenced by the Occupy Wall Street, Arab Spring and Idle No More movements as well as the recent protests in Hong Kong.

David Easton<sup>4</sup> noted that the actions of government are the authoritative allocation of values for a society.<sup>5</sup> One of the reasons to study public policy is to understand the policy determinants and to appreciate the underlying ideologies and rationales. These understandings

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<sup>1</sup> Dye, Thomas R. (1972). *Understanding Public Policy*. Englewood Cliffs, NJ: Prentice-Hall at 2.

<sup>2</sup> Young, Shaun P. ed. (2013). *Evidence-Based Policy-Making in Canada*. Don Mills, ON: Oxford University Press at 1.

<sup>3</sup> Pal, Leslie A. (2013). *Beyond Policy Analysis – Public Issue Management in Turbulent Times (5<sup>th</sup> Ed.)*. Toronto: Nelson Education, at 414.

<sup>4</sup> Easton, David (1953). *The Political System: An Inquiry into the State of Political Science*. New York: Alfred A. Knopf.

<sup>5</sup> Miller, Eugene F. (1971). David Easton's Political Theory. *Political Science Reviewer, Fall*. 184 at 190.

bring coherence to government actions, permitting civil society to hold government accountable in its duty to advance public values.

## **Learning Objectives**

There are four primary objectives for the course:

1. The main objective is for students to learn the public policy development process and to increase their capacity to undertake its key functions,<sup>6</sup> which include:
  - a) theoretical research;
  - b) statistics, applied research and modeling;
  - c) environmental scanning, trend analysis, and forecasting;
  - d) policy analysis and advice;
  - e) consultation and managing relations;
  - f) communications; and
  - g) program design, implementation, monitoring and evaluation.

Students will practice the necessary behavioural competencies required of professional policymakers including adaptability, analytical and strategic thinking, creativity and innovation, critical and ethical judgment, initiative, problem solving, communication and persuasion, relationship building and teamwork. Course readings, lectures, examinations and experiential learning assignments will proffer opportunities to exercise technical policymaking competencies, such as information gathering and project management.

2. A second objective of the course is for students to increase their knowledge of public policy theories, ideologies and contexts, positioning public policy as an important sub-field of social science.
3. A third objective is for students to better understand current government policy in different substantive fields. Students will develop the necessary analytical skills to contribute to future policy investigation and study.
4. A fourth objective is introduce students to interesting and important policy debates that are occurring presently, and to familiarize students with the complexity of the issues by providing a number of perspective on these issues.

## **Course Content:**

*Introduction to Public Policy* is a general overview of three different aspects of public policy:

1. **Public policy studies** – This aspect of the course will examine the basic concepts of public policy, including underlying normative and positive theories, political ideologies, policy determinants, and contextual influences. The intention is to better understand

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<sup>6</sup> Canada Deputy Minister Task Force. (December 1996). *Strengthening our Policy Capacity*, at 4.

**why** governments do what they do. This exploration provides not only a more complete knowledge of public policy as a social science, but also equips students to participate in policy management processes.

2. **Public policy analysis** – This aspect of the course will focus on the main policy fields that preoccupy Canadian policy makers at all orders of government. The intention is to better understand **what** governments do. It will provide an introduction and overview of the classical imperatives and approaches to policy making in key areas, such as social, health, Indigenous, environmental and foreign policy.
3. **Public policy development process** – This aspect of the course will increase students' capacity to develop public policy. The intention is to teach **how** governments do what they do:<sup>7</sup>
  - a) Problem identification and definition;
  - b) Policy Formulation – research, information gathering, analysis, policy instruments, networks, options, policy design and recommendations;
  - c) Agenda Setting – goal setting, policy planning;
  - d) Decision-making;
  - e) Policy implementation; and
  - f) Evaluation.

### **Class Format:**

*Introduction to Public Policy* is a lecture-discussion class. Typically, each class will begin with brief comments to the class from Professor Quigley about the policy subject for the week. Following the opening comments, there will be a panel discussion on a topical policy issue by thought leaders from civil society. These guests will elucidate and amplify aspects of the content of the assigned readings, and discuss their practical experiences in the policy world. Each of the panels will have a question and answer section.

The panels will be followed by further discussions on the key subjects for the week; they may include group exercises, further discussion of the panel, a discussion on aspects of the readings or the assignments, or a formal lecture. We will not have the time to discuss all of the reading material in any given week; the instructor will select some key themes to discuss in the time available. Students are still expected to read all of the material; all of the material is examinable.

Students will also be required to attend four bi-weekly one-hour “theory workshops” where they will engage critically with the policy theory literature, and have an opportunity to discuss any questions they may have pertaining to course assignments or to weekly readings. Attendance and participation in these workshops will be evaluated as a part of your overall

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<sup>7</sup> Howlett, Michael, Ramesh, M., Perl, Anthony. (2009). *Studying Public Policy – Policy Cycles & Policy Subsystems*. Toronto: Oxford University Press, at 12-13.

course grade.

It is assumed that the students have little or no background in policy studies. There is a considerable amount of material in this course – readings identified in this syllabus and on the course website as well as panel discussions, and talks from the instructor. There are also other opportunities to develop your awareness about policy – the instructor’s office hours, special events organized for the class, discussions with your peers as well as policy discussions in the popular press (e.g., New York Times, Globe and Mail). A learning environment is co-constructed; it includes the students, the instructors and the guest speakers. Students are encouraged to develop and harness an intellectual curiosity for policy studies; students should engage with the material, and remain motivated throughout the course. Key concepts will be discussed in the class; much of your development, however, will occur outside of class as you engage, reflect, comment on and write about the course material.

### **The MacEachen Institute and the Policy Course**

The panel format of this course is enabled by a special relationship between the School of Public Administration and the MacEachen for Public Policy and Governance. It presents an exciting and unique opportunity for the students in the class and helps us to develop the competencies that we seek to develop in the student body.

Each week, the MacEachen Institute will host its *Policy Matters Speaker Series* in the class. This allows us to bring policy experts from a diverse range of policy backgrounds into the class to discuss current debates and research from an academic and practitioner point of view. Students will be exposed to a rich discourse from a variety of policy fields.

The MacEachen Institute sponsors or co-sponsors the panels. Planning for the speaker series starts in the winter for the following fall. This year, approximately 30 speakers will visit the class. These panels would not be possible without the support of the MacEachen Institute. In order for the MacEachen Institute to sponsor these panels, the panels must align with the mission of the MacEachen Institute—to encourage public policy discourse and civic engagement in the community. It also allows us—the class, the MacEachen Institute and the School of Public Administration—to engage effectively with the community and the public service on a regular basis, which allows for a healthy exchange and cross-fertilization of ideas between the academy to those working in practice. Understanding and negotiating the interface between the academy and the world of practice will be important part of for your professional development.

As a result, students should expect the panel part of the course—12 to 1:30—to be open to the public; students, public servants and members from the Halifax community will join us for these panels. From time to time, there may also be media coverage of the panels; you may wish to follow this in the local press.

The MacEachen Institute will often post and share material related to class material. Though it is not mandatory, we encourage you to follow the MacEachen Institute on Twitter and Facebook (@DalMIPP), and subscribe to the newsletter (dal.ca/mipp).

Note also that the panels constitute an interesting and unique part of the course, but it is only one part of the course. The professor's office hours, the teaching assistant, the readings, the course website, the class time following the panels, the tests, the assignments, the marking, etc., are part of this course but not available to members of the public.

### **Learning Materials:**

There is no required text for the course; readings can be found online, largely on the course website. Materials over and above those which are indicated on the syllabus may be assigned during the term. All material distributed to the class is examinable. Students are also encouraged to read about policy issues that are covered in the press daily (e.g., Globe and Mail, National Post, NY Times, the Guardian).

Note that the panel discussions are normally live-streamed and then made available on the MacEachen Institute website. This can be a useful resource but remember that technology fails from time to time; students cannot expect (and depend on) any one panel to be available online after the panel concludes.

### **Method of Evaluation:**

The grading procedure for this course is designed to encourage everyone to gain an understanding of both the theoretical and practical dimensions of public policy as reflected in the readings and discussions each week. Both undergraduate and graduate students are required to complete all of the assignments. Students' position as an undergraduate or graduate student will be taken into account during the grading procedure. The allocation of grades will be as follows:

	<b>GRADUATE</b>	<b>POLI 4240</b>
<b>Participation (throughout)</b>	15%	15%
<b>Op-Ed (due Friday October 11)</b>	20%	20%
<b>Briefing note (due Friday November 8)</b>	30%	30%
<b>Final test (November 26)</b>	35%	35%

**Participation:**

**Attendance, at both the panels and the theory workshops, is mandatory.** Students are expected to come to class each week, having completed the readings for the week. Students are expected to listen at the panels, ask questions when appropriate and actively engage in the exercises that follow the panels. **Students must sign the weekly attendance sheet when they arrive.**

Students will also be required to sign up to ask questions of panelists on a given week. That week, they must come to class prepared to ask up to two questions of the panelists. Up to five people can sign up for one given week; they may or may not have the opportunity to ask their questions, but they should be prepared to ask them. Student preparedness will count under participation. A signup sheet will be passed around on the first day of class, September 4. Everyone must sign-up for one week. **On the week that students are asking questions, they are expected to attend the Green Room to meet with the speakers before the panel. The Green Room meets at 1115 to 1150 (Room 3052, Dean's suite, Rowe Building). More information will be provided in class.**

Students must send their questions to the teaching assistant by 11:59 pm on the Monday, the day before they are scheduled to ask their questions. The teaching assistant will not mark the questions or comment on them, necessarily. The purpose of sending the questions in advance is simply to indicate that you have spent some time thinking about and preparing your questions. If you do need assistance in formulating questions, please see the appendix that provides some tips for formulating questions. You can also visit the teaching assistant or professor during office hours to discuss them. It is not appropriate to ask for assistance in developing your questions the Monday night they are due.

Students will be split into two groups during the first class, and will be expected to attend biweekly theory workshops having prepared by completing the required readings. These workshops are designed to be facilitated spaces where students can ask questions, test theories, and clarify core policy theory concepts. The teaching assistant will also come with questions for the class; be prepared to answer questions. **Participation in these sessions will be graded; students cannot switch groups once assigned groups in the first class; students are expected to ask critical, informed questions based on the readings and other related class topics.**

**Op-Ed (800 words):**

Identify an aspect of one of the panel topics that interests you from weeks 2 to 6 (September 10 to October 8) and write an 800-word op-ed about the topic. (800 words excludes references, which must be included as part of your submission.) You should select an aspect of the topic, which is to say something that can reasonably be associated

with the topic, and likely a controversy that needs to be addressed, and for which you must take a position. You should argue for the government to do something (or not do something), for example. You should conduct research outside of the reading list to assist you in preparing the op-ed. Pay particular attention to the style of an op-ed. It should be written as if for a submission to a quality broadsheet, such as the Globe and Mail or the New York Times. That noted, papers need to follow the general conventions of scholarship for a formal written paper at the graduate level. **Please indicate on your title page to which panel your op ed refers.**

### **Briefing Note – (under 1500 words, excluding references):**

You must prepare a briefing note on an aspect of one of the panel topics from weeks 7 to 10 (October 15 to November 5). You should select an aspect of the topic, which is to say something that can reasonably be associated with the topic. **A (simplified) briefing note template has been included in the appendices.** You must identify the issue as well as any important contextual and background issues. You must identify a reasonable number of options, discuss the risks involved in these options, and make a recommendation. Note that a briefing note is not like an op-ed. You are playing the role of a public servant, not an external advocate. You are not advocating for change; you are conducting a rational analysis and making a recommendation to the Deputy Minister based on the information available.

### **Test:**

A test will occur on the last week of class. Readings, lectures, in-class discussions, material distributed in class and panel discussions are examinable. Study aids will be available for students throughout the course on the Brightspace homepage. Questions on the test will include at least two additional panel topics that have not been assessed previously.

### **Panel Schedule and Panel Reading Assignments**

Date	Topic
September 3	<p><b>Course overview and introduction</b></p> <p>Theory Readings (all groups):</p> <ul style="list-style-type: none"> <li>• Torjman, “What is Policy?”;</li> <li>• Leslie Pal, “Introduction” pp. 1 – 24;</li> <li>• Paul Cairney, “The Policy Cycle and its Stages”</li> </ul> <p>Study Aid:</p> <ul style="list-style-type: none"> <li>• Study Aid 1 – What is Policy?</li> </ul>

Date	Topic
September 10	<p><b>Panel: Election 2019: Democracy and Manipulation in the Internet Age</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"> <li>• McKelvey &amp; Dubois, “Computational Propaganda in Canada: The Use of Political Bots”</li> <li>• Selected readings from Sanger, “The Perfect Weapon”</li> <li>• Quigley et al., Chapter 8 “Cyber Gurus” in <i>Too Critical to Fail</i></li> </ul>
September 17	<p><b>Panel: Food Security and Health Policy in Canada</b></p> <p>Panel Reading:</p> <ul style="list-style-type: none"> <li>• Qikiqtani Inuit Association, “Food Sovereignty and Harvesting”</li> <li>• Public Health Agency of Canada, “Ottawa Charter for Health Promotion”</li> <li>• Alvaro et al., “Moving Canadian governmental policies beyond a focus on individual lifestyle: some insights from complexity and critical theories.”</li> <li>• McLissac et al., “Understanding System-Level Intervention Points to Support School Food and Nutrition Policy Implementation in Nova Scotia, Canada”</li> <li>• Seck, “Relational Law: Re-imagining Tools for Environmental and Climate Justice”</li> </ul>
September 24	<p><b>Panel: The Future of Work</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"> <li>• Boyd &amp; Holton, “Technology, innovation, employment and power: Does robotics and artificial intelligence really mean social transformation?”</li> <li>• Johal &amp; Yalnizyan, “Race To The Top”</li> </ul>
October 1	<p><b>Panel: Canada's Energy Future</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"> <li>• Poitras, “Prologue &amp; Chapter 1” of <i>Pipe Dreams</i></li> <li>• Turner, “Chapter 13: Complicity” of <i>The Patch</i></li> <li>• Kolbert, “Chapter 13: The Thing With Feathers” of <i>The Sixth Extinction</i></li> <li>• Prentice, “Canada’s Global Opportunity: Our Energy Resources and Markets” in <i>Triple Crown: Winning Canada’s Energy Future</i></li> </ul>



Date	Topic
October 8	<p><b>Panel: Human Rights and Reconciliation: Rights for Indigenous Children</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"><li>• Metallic, ““A Human Right to Self-Government over First Nation Child and Family Services and Beyond: Implications of the Caring Society Case”</li><li>• Blackstock, C., 2016. “The Complainant: The Canadian Human Rights Case on First Nations Child Welfare.” McGill Law Journal 62:2.</li></ul>
October 11	<p><b>Op-Ed is due</b></p>
October 15	<p><b>Panel: Resilience or Reluctance: Climate Change Adaptation Policy in Atlantic Canada</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"><li>• Sherren et al., “Coastal infrastructure realignment and salt marsh restoration in Nova Scotia, Canada” (found on OECD website)</li><li>• Sherren et al., “Does noticing energy infrastructure influence public support for energy development? Evidence from a national survey in Canada”</li><li>• Chouinard et al., “The Participative Action Research Approach to Climate Change: Adaptation in Atlantic Canadian Coastal Communities” pages 67-87</li></ul>

Date	Topic
October 22	<p><b>Panel: Housing as a key determinant of health: Meeting the housing needs of older LGBTQ2S+ Canadians</b></p> <p>Required Readings:</p> <ul style="list-style-type: none"> <li>• Mallory and Sears, “Evidence of Housing Discrimination Based on Sexual Orientation and Gender Identity”</li> <li>• Canadian Coalition Against LGBTQ+ Poverty, “What are the needs of lesbian, gay, bisexual, trans, and queer (LGBTQ+) people that should be addressed by Canada’s Poverty Reduction Strategy?”</li> <li>• Putney et al., 2018. “‘Fear Runs Deep:’ The Anticipated Needs of LGBT Older Adults in Long-Term Care.” <i>Journal of Gerontological Social Work</i>, 61:8, 887-907.</li> <li>• Orel, Nancy (2014). “Investigating the Needs and Concerns of Lesbian, Gay, Bisexual, and Transgender Older Adults: The Use of Qualitative and Quantitative Methodology.” <i>Journal of Homosexuality</i>, 61:1, 53-78.</li> </ul> <p>Suggested Readings</p> <ul style="list-style-type: none"> <li>• Ecker, “LGBTQ2S Adult Housing Needs Assessment: Final Report”</li> <li>• Mahieu et al., 2018. “How do community-dwelling LGBT people perceive sexuality in residential aged care? A systematic literature review.” <i>Aging and Mental Health</i>.</li> </ul>
October 29	<p><b>Panel: When the dust settles: How do we hold people to account after disasters?</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"> <li>• Wells, “Corporations and Crime” in <i>Corporations and Criminal Responsibility</i> – pages 40-62</li> <li>• Bittle, “Visions of Economic Grandeur: The Influence of Corporate Capitalism” in <i>Still Dying for a Living</i> – pages 115-148</li> <li>• Campbell, selected readings from <i>The Lac-Mégantic Rail Disaster: Public Betrayal, Justice Denied</i></li> <li>• Quaid, “At Cross Purposes: The Responsible Subject, Organizational Reality, and the Criminal Law”</li> </ul> <p>Optional readings:</p> <ul style="list-style-type: none"> <li>• Quigley et al., “The Opinion-Responsive Hypothesis: Fascination and Aversion” in <i>Too Critical to Fail</i> – pages 160-186</li> <li>• Quigley et al., Conclusion of <i>Too Critical to Fail</i></li> </ul>

Date	Topic
November 5	<p><b>Panel: The Art of the Deal: Public Private Partnerships</b></p> <p>Panel Readings:</p> <ul style="list-style-type: none"> <li>Newman, Chapters 1 and 2 of <i>Governing Public-Private Partnerships</i></li> </ul>
November 8	<b>Briefing Note is due</b>
November 12	<b>Fall reading Week – no class</b>
November 19	<p><b>Not All Fun And Games: Cultural and Recreational Infrastructure in Nova Scotia</b></p> <ul style="list-style-type: none"> <li>The World Bank’s Infrastructure Prioritization Framework (pages 2 – 17)</li> <li>The Culture White Paper <ul style="list-style-type: none"> <li>Foreword and Executive Summary (pages 5-11)</li> <li>Section 4: Cultural Investment, Resilience and Reform (pages 49 -58)</li> </ul> </li> <li>Asset Recycling (Deloitte Australia) (Entire report is approximately 8 pages)</li> <li>City of Regina Recreation Plan 2010-2020 <ul style="list-style-type: none"> <li>Objective and background (pages 1-5)</li> <li>Guiding Principles (pages 13-16)</li> <li>Public Engagement and Planning (pg.18)</li> <li>Evaluation and Modification (p. 42)</li> <li>Appendix A – A benefits-based approach (pages 43-47)</li> </ul> </li> </ul>
November 26	<b>Final Test</b>

### Theory workshop schedule and readings

<b>Group 1 Dates:</b>	<b>Group 2 Dates:</b>
Wednesday September 11th	Wednesday September 18th
Wednesday September 25th	Wednesday October 2nd
Wednesday October 9th	Wednesday October 16th
Wednesday October 23rd	Wednesday October 30th

Date	Topic
Week One	<p><b>Argumentation &amp; Problem Definition</b></p> <p>Essential Readings:</p> <ul style="list-style-type: none"> <li>• Hood and Jackson, “Administrative Argument,” pp. 9-29</li> <li>• Leslie Pal, “Problem Definition” pp. 97 – 114;</li> <li>• Came and Griffith, “Tackling racism as a wicked public health problem: enabling allies in anti-racism praxis”</li> <li>• Cairney, “Policy Concepts in 1000 Words: Framing”</li> </ul> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>• Bacchi, “Problematizations in Health Policy”</li> <li>• Durnova et al, “Discursive Approaches to Public Policy”</li> </ul> <p>Study Aid:</p> <ul style="list-style-type: none"> <li>• Slide Set 2: Problem Recognition, Issue Definition and Argumentation</li> </ul>
Week Two	<p><b>Op-ed Workshop</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Op-ed package &amp; resources</li> <li>• Brewer and DeLeon, “Problem Recognition” pp. 48 – 53</li> <li>• Bardach, “Eightfold Path” pp. 1-10</li> </ul>
Week Three	<p><b>Context &amp; Policy Instruments</b></p> <p>Essential readings:</p> <ul style="list-style-type: none"> <li>• Miljan, “Context” pp. 51-86;</li> <li>• Howlett, “Policy Instruments” pp. 114 – 135;</li> <li>• Paterson and Scala, “Gendering Public Policy”</li> <li>• Cairney, “Policy Concepts in 1000 Words: Context, Events, Structural and Socioeconomic Factors”</li> </ul> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>• Harell et al., “Public opinion, prejudice and the racialization of welfare in Canada”</li> <li>• Bambra et al., “Towards a politics of health”</li> </ul> <p>Study Aid:</p> <ul style="list-style-type: none"> <li>• Slide Sets 3 and 4 – Context and Policy Instruments</li> </ul>

Week Four

### **Briefing note workshop/Theories of Public Policy**

Readings:

- Newman and White, "Practical Realities"
- Crammond and Carey, "What is policy and where do we look for it when we want to research it?"
- Cairney, Oliver and Wellstead, "To Bridge The Divide Between Evidence and Policy"
- Savoie, "Good at What"

Study Aid:

- Slide Set 5: Theories of Public Policy

## Accommodation

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca)

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

## Absence from Class

The regulation for **Missed or Late Academic Requirements due to Student Absence** was approved by Dalhousie's Senate on September 25, 2017, removing the need for medical sick notes for absences that result in missed or late academic requirements of three days or less.

### Absence from class

10% of your final grade is dedicated to participation in class. To confirm your attendance, you will be asked to sign an attendance sheet at the beginning of each class. It is your responsibility to make sure that the sheet is signed.

If you miss a class, you will be expected to submit a [Declaration of Absence form](#). This form can be submitted to me in person, via e-mail or through the Brightspace page, under "Assignments". You can submit a **maximum of two** forms per course during a term.

### Late Penalty and Late submissions

If you submit your assignment late, 10 per cent is deducted from your mark. Assignments for this course are due on Fridays. If you fail to submit your assignment on Friday, then ten percent will be deducted from your mark. You will have to submit your assignment by 1130 am the following Tuesday otherwise you will receive zero.

If you fail to submit an assignment, and you provide a Declaration of Absence form (as noted above) then you will have until the following Tuesday at 1130 to submit your assignment otherwise you will receive zero.

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances (such as caregiving duties; immediate family illness,

injury or death; involvement in an accident; legal proceedings; being a victim of a crime, domestic or intimate partner violence.) that may affect their ability to complete required graded academic requirements.

If you need Academic or Health & Wellness Support, please refer to the [Halifax Campus Resource List](#)

For major and chronic physical or mental health conditions or other long-term or recurring absences, students should refer to the University's "[Missed or Late Academic Requirements due to Student Absence](#)" regulation and the [Student Accommodation Policy](#). Information on managing absences may be provided by Dalhousie Student Health & Wellness and appear in the academic calendar entry with this regulation.

## **Student Support**

### ***Writing Centre:***

The writing centre works to develop writing skills that meet university expectations in one-on-one sessions, in small groups, and in classes. The centre's website ([www.writingcentre.dal.ca](http://www.writingcentre.dal.ca)) offers information on seminars.

### ***Studying for Success:***

University life can often be challenging. However, with help from the Studying for Success program, you too can become a more effective learner. Attend our workshops or drop in for individual study skills sessions, where we can help you with Time Management, Critical Reading, Note taking, Preparing for Exams, and much more. We at SFS would like to make your university experience a more rewarding one. Don't wait until it's too late! Let Studying for Success help you find smarter ways to study.

For more information or to make appointments, please:

- visit our website: [www.dal.ca/sfs](http://www.dal.ca/sfs)
- visit our main office in the Killam Library, Room G28 (main floor)
- call 494-3077 or
- email the Coordinator at: [sfs@dal.ca](mailto:sfs@dal.ca)

## Intellectual Honesty

### Standard Language for Graduate Courses

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [managementintegrity@dal.ca](mailto:managementintegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.



**Faculty of Management clarification on plagiarism versus collaboration:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## Standard Language for Undergraduate Courses

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

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Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Dishonesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [managementintegrity@dal.ca](mailto:managementintegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

### Student Code of Conduct

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. (Read more: [https://www.dal.ca/campus\\_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html](https://www.dal.ca/campus_life/safety-respect/student-rights-and-responsibilities/student-life-policies/code-of-student-conduct.html))

### Diversity and Inclusion – Culture of Respect

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported. (Read more: <http://www.dal.ca/cultureofrespect.html>)

### Recognition of Mi'kmaq Territory

Dalhousie University is located on the Traditional Lands of the Mi'kmaq. We are all Treaty people. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).

### University Policies and Programs

- Important Dates in the Academic Year (including add/drop dates) [http://www.dal.ca/academics/important\\_dates.html](http://www.dal.ca/academics/important_dates.html)
- University Grading Practices: Statement of Principles and Procedures [https://www.dal.ca/dept/university\\_secretariat/policies/academic/grading-practicespolicy.html](https://www.dal.ca/dept/university_secretariat/policies/academic/grading-practicespolicy.html)
- Scent-Free Program <http://www.dal.ca/dept/safety/programs-services/occupational-safety/scent-free.html>

### Faculty of Graduate Studies Grade Policy:

Graduate students must achieve a minimum, or passing, grade of B- in all classes required as part of their degree program. Any lower grade will be recorded as a failure, with the exception of those classes with an approved pass/fail grading scheme.

A+	90-100	Represents very high achievement. Signifies original work of distinction, well organized and presented.
A	85-89	Superior performance indicating high level of command of the subject matter and an ability for critical analysis.
A-	80-84	Very good. Has firm command of course principles and techniques.
B+	77-79	Average performance.
B	73-76	Satisfactory. Acceptable performance for a Master's program.
B-	70-72	Marginal performance.
F	< 70	Failure. Unacceptable for credit towards a Master's degree.

**Undergraduate Level Graduate Level Presentations/Memo to Cabinet/Research Paper**

The chart below offers a summary of the undergraduate level grading regulations for assignments in this course.

Grades	Numeric Range	GPA	Norm – Referenced	Criterion Referenced
A+	90-100	<b>4.30</b>	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	85-89	<b>4.00</b>		
A -	80-84	<b>3.70</b>		
B +	77-79	<b>3.30</b>	Good	Evidence of grasp of subject matter; some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	73-76	<b>3.00</b>		
B -	70-72	<b>2.70</b>		
C+	65-69	<b>2.30</b>	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefiting from his/her university experience.
C	60-64	<b>2.00</b>		
C -	55-59	<b>1.70</b>		
D	50-54	<b>1.00</b>	Marginal Pass	Evidence of minimally acceptable (except in programs where a minimum grade of “C” is required) familiarity with subject matter, critical and analytical skills.
F	<50	<b>0.00</b>	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills, limited or irrelevant use of literature. In cases where a student does not complete the work and no other grade is appropriate, F should be reported.
INC		<b>0.00</b>	Incomplete	
W			Neutral and no credit obtained	Withdrew after deadline
ILL			Neutral and no credit obtained	Compassionate reasons, illness
P			Neutral	Pass
T			Neutral on admission	Transfer credits

### Graduate Level Presentations

The chart below offers a summary of the graduate level grading regulations for assignments in this course.

GRADE	GRADE POINT	PERCENT EQUIVALENT	DEFINITION	NOTES
A+	4.3	90-100	exceptional	exceptional work which exceeds expectations; high order original thinking, research, and critical skills; excellent capacity to analyse and synthesize; excellent grasp of subject matter; thorough understanding of the literature
A	4.0	85-89	excellent	high order original thinking, research, and critical skills; excellent capacity to analyse and synthesize; excellent grasp of subject matter; thorough understanding of the literature
A-	3.7	80-84	very good	strong evidence of original thinking, research, and critical skills; very good ability to analyse and synthesize; very good grasp of subject matter; very good understanding of the literature
B+	3.3	77-79		
B	3.0	73-76	good	evidence of original thinking, research and critical skills; good ability to analyse and synthesize; familiarity with the
B-	2.7	70-72		
F	0	0-69	failure	insufficient evidence of original thinking, research skills, critical skills, analytical ability, familiarity with literature; or failure to complete assignments on time or according to course specifications
INC			Incomplete	Extensions are available only in exceptional circumstances.
ILL			illness, compassionate reasons	Documentation must be submitted to the Instructor within one week of due date.
w			withdrew after deadline	The Registrar's office assigns this grade.

A grade of B- or higher is a clear pass for graduate students.

### Class Participation

The following rubric will be used in determining student grades for class participation including student comprehension of assigned readings.

CRITERIA	QUALITY			
1. Degree to which, student integrates course readings and presentations and field experience into their classroom participation.	Often refers to content of readings and presentations or draws on their own experience; uses readings or experience to support points or offer alternative view. (8 - 10 points) A-, A or A+	Occasionally refers to content of readings and presentations or draws on their own experience, sometimes uses it to support points or offer alternative views (7 - 8 points) B-, B or B+	Rarely refers to course readings; rarely uses other material to support points or note "fit" of other material with approaches presented (4 - 6 points) Undergraduate (D, C-, C, C+) Graduate (F)	Unable to cite from readings; cannot use readings to support points; cannot articulate "fit" of readings with topic at hand (0 - 4 points) F
2. Interaction/participation in classroom discussions	Always a willing participant, responds frequently to other students or adds to others' comments; routinely volunteers a point of view (8 - 10 points) A-, A or A+	Often a willing participant, responds occasionally to questions or comments by others; occasionally volunteers a point of view (7 - 8 points) B-, B or B+	Rarely a willing participant, rarely responds to questions; rarely volunteers point of view (4 - 6 points)  Undergraduate (D, C-, C, C+)  Graduate (F)	Never a willing participant, never able to respond to questions; never volunteers point of view (0 - 4 points) F
3. Demonstration of professional attitude, demeanor and overall interest	Always demonstrates commitment through preparation; always arrives on time; often solicits instructors' perspective before or after class or by email (8 - 10 points) A-, A or A+	Rarely unprepared; rarely arrives late; occasionally solicits instructors' perspective outside class (7 - 8 points) B-, B or B+	Often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class (4 - 6 points) Undergraduate (D, C-, C, C+)  Graduate (F)	Rarely prepared; often arrives late; never solicits instructors' perspective outside class (0 - 4 points) F

## Appendix: Selected Examples of Public Policy Institutes

Center for America Progress (Washington DC)

<https://www.americanprogress.org/>

Cybersecurity and Homeland Security Center, George Washington University, Washington DC

<https://cchs.gwu.edu/>

Academy of Government (Edinburgh)

<http://www.aog.ed.ac.uk/about>

Centennial Center (American Political Science Association, Washington DC)

<http://www.apsanet.org/centennial>

Foundation for European Progressive Studies

<http://www.feps-europe.eu/en/>

European Climate Foundation (Brussels)

<https://europeanclimate.org/>

Global Public Policy Institute (Berlin)

<http://www.gppi.net/home/>

Danish Institute for International Studies

<http://www.diis.dk/en>

Munk School of Global Affairs

<http://munkschool.utoronto.ca/>

Mowatt Center

<https://mowatcentre.ca/>

## **Appendix: Speakers**

From week two through week nine, the class will feature the Policy Matters speaker series with different panelists each week. The list of guests is subject to change. At present, the following guests are confirmed. For more information on the guests, please see the MacEachen Institute's [Policy Matters speaker series website](#).

### **Week Two: Election 2019: Democracy and Manipulation in the Internet Age**

**Guests:** Tom Clark (Chair), Anatoliy Gruzd, Elizabeth Dubois, Paul McLeod, Natasha Gauthier

### **Week Three: Food System Failure: Why food is a forgotten policy option**

**Guests:** Jamie Baxter (Chair), Catherine Mah, Megan Bailey, Sara Kirk, Sara Seck

### **Week Four: The Future of Work: Where Demographics, Technology and Urbanization collide**

**Guests:** Sunil Johal, Karen Foster, Travis McDonough, Ian Munro

### **Week Five: Canada's energy future: Trifecta or Trilemma**

**Guests:** Dennis McConaghy, Kirsten Zickfield, Jacques Poitras

### **Week Six: Human Rights and Reconciliation: Rights for Indigenous Children**

**Guests:** Naomi Metallic, Cindy Blackstock, Angelina Amaral

### **Week Seven: Resilience or Reluctance: Climate Change Adaptation Policy in Atlantic Canada**

**Guests:** Blair Feltmate (Chair), Kate Sherren, Megan Leslie, Omar Chouinard, Robert Strang

### **Week Eight: – Housing as a key determinant of health: Meeting the housing needs of older LGBTQ2S+ Canadians**

**Guests:** Jacqueline Gahagan, Liesl Gambold, Shawn Harmon, Ren Thomas

### **Week Nine: When the dust settles: How do we hold people to account after disasters?**

**Guests:** Lori Turnbull (Chair), Bruce Campbell, Paul Kovacs, Jennifer Quaid, Kevin Quigley

### **Week Ten: The Art of the Deal: Public Private Partnerships**

**Guests:** Mary Brooks (Chair), Ray Mitchell, Matti Siemiatycki, Paul LaFleche

### **Week Eleven: Not All Fun And Games: Cultural and Recreational Infrastructure in Nova Scotia**

**Guests:** Darrell Dexter (Chair), Bill Greenlaw, Kevin Quigley



## Appendix: Briefing Note Template

Author's Name

Department to which this note is addressed:

Date

Issue

Context and Background

Options Analysis

Recommendation

## Appendix: How to ask a question during a panel

Start by making the following assumptions:

- The panelists are experts in the field;
- They are happy to be participating but they have volunteered their time to come to speak to us; they are guests in our class and we are grateful they are there; they are busy people; in some cases they travelled quite a distance to be with us. Please extend an appropriate welcome and level of respect.
- We want to have a professional and civil discussion about important policy discussions.
- Each week we will learn something about important policy debates but we are not going to resolve complex policy issues; we have to be realistic about what can be achieved in a 90 minute panel.
- There will be lots of opportunity for you to share your views beyond the panel discussions – in the discussion that follows in the second half of class, during office hours with the professor or TA, with your peers and in the assignments. You do not have to get 'everything out' in the one question that you ask.

When formulating questions for panelists:

- Do the readings for the week;
- Take notes when you are doing the reading;
- Do extra readings outside of the course;
- Identify interesting controversies and tensions that are identified in the literature; develop questions in light of these controversies; try also to link the issues in the literature with current events;
- Make your question brief and clear;
- Give the respondent an opportunity to develop an answer; we want them to reflect and provide thoughtful answers; we don't want yes / no, or trick questions.

- Prepare three or four questions; they may answer your question in their presentation; someone else might ask the question you expected to ask before it is your turn; you need to be flexible;
- Address your question to ONE person; never address it to “everyone in the panel”; never say “anyone can answer this;” do not expect to ask a follow up; we have a tight timeline; we want to get as many questions in from as many people as possible; if you ask a question of the entire panel, it will take three to four times longer to answer the question; this will likely reduce the number of people who get to ask a question from six people, to two people. We don’t want that.
- If you see that one panelist is receiving all the questions, you might direct your question to another panelist. Every panelist will want to be asked a question.
- We will be live-streaming the panels; make sure you wait for the microphone and speak into it clearly.

## **Appendix: Some comments on how to engage with the panels: how will your knowledge be tested?**

Students will wonder what information they should gather from the panels, and how will their knowledge of the panels be evaluated in the course. Here are some things to note as the course begins.

We have dedicated considerable time and resources to organize panels on important and interesting policy topics. We would like you to enjoy the panels. They represent a great opportunity for you to learn from top scholars and practitioners about important policy debates.

Still, panelists will share a lot of information. How should you engage with this information? How will you be examined during this course on this information?

The first assignment is an op ed and the second assignment is a briefing note. There are notes in the syllabus about these assignments. You should refer to those sections for more information, but broadly speaking, the goal of each exercise is to motivate you to think critically and rigorously about policy problems and solutions presented by the panels you have attended.

**Importantly, when you submit your op-ed and briefing note, you have to identify to which panel your op-ed and briefing note refer.** For the final test, you can expect **two questions** that will each ask you to summarize key controversies identified by a panel topic, and take policy positions in light of the problems identified. Your answers can refer to the panel discussion, the readings for the panel on the syllabus as well as readings over and above the readings on the syllabus.

**In other words, you should be able to discuss aspects of policy challenges that relate to at least four of the panels (e.g., op ed, briefing note, two exam questions).**

(Note that this section of the syllabus refers to the panels and the panel topics only. The final exam will also include questions on other subjects (e.g., theory) for which you must prepare; we will discuss the

exam in more detail closer to the exam date.)

Specifically, be sure to complete all readings before the panel so you can be better informed about the topic before the panel occurs. Note also that the panels will be recorded; this will give you an opportunity to review the discussion later. Remember, the recordings are never guaranteed; there is always the chance of a technology failure.

During the panel, when you are reflecting on the content, ask yourself these questions:

- What problem has the panelist identified? How has the speaker described it? Can it be described differently?
- What is the source of the problem?
- What evidence has the speaker presented to support his/her claims? Is it convincing?
- Does the speaker present different policy options? What are they? How are they different?
- Does the status quo have benefits?
- What is the speaker's preferred policy?
- What would success look like? Are these arguments about efficiency? Fairness and accountability? Stability and learning?
- What assumptions might the speaker be making?
- What is the speaker's data source?

Remember that the core readings for the course will identify a number of key concepts that will raise similar questions. Use the course readings to analyze the panel discussions (e.g., references to problem definition, policy options, recommendations, implementation, etc.)

## **Appendix: The MacEachen Institute for Public Policy and Governance**

The MacEachen Institute for Public Policy and Governance at Dalhousie University is a nationally focused, non-partisan, interdisciplinary institute designed to support the development of progressive public policy and to encourage greater citizen engagement.

In February 2015, the Directors of the MacEachen Institute for Policy and Government announced a donation to Dalhousie University of \$2.25 million. The donation was used to establish the Institute in the name of the Honourable Allan J. MacEachen.

### **A partnership with national reach**

The MacEachen Institute for Public Policy and Governance at Dalhousie University provides an effective non-partisan mechanism to expand the reach and impact of the Institute's work. As such, it enables us to build on Mr. MacEachen's legacy by promoting vigorous debate on progressive public policy issues. Most importantly, it encourages and engages active participation by Canadian citizens in civic activities ranging from community and neighbourhood issues to issues of national concern.

### **Independent and informed**

The Institute looks at progressive ways to tackle public policy and governance issues through open discussion with a variety of informed players and aims to serve as the "go to" place provincially,

regionally and nationally for rich, robust public policy debate, discussion and research. The MacEachen Institute at Dalhousie University engages scholars, students and community members in the development of policy options, policy research and other outputs of the Institute.

### **Vision**

We see a diverse public engaged in **thoughtful** and **informed** public policy discourse advancing the cause of a progressive and democratic society.

### **Mission statement**

Our mission is to **energize** and **inform** progressive **public policy education, ideas** and **debates** in Canada and abroad. Our goals for the Institute are to:

- Attract international, national and local **thought leaders** from the public, private and third sector to contribute to these debates.
- Be part of a broad national and international network of **forward-looking** institutions and associations concerned about matters of progressive public policy.
- Be a welcoming, **collaborative** and **non-partisan** physical and virtual network.
- **Engage creatively** with communities and technologies to maximize access.
- Employ a rich, **diverse and international perspective**, which will include **interdisciplinary** and comparative approaches.
- Use our resources **efficiently, transparently** and **with integrity**, with an eye to maximizing the Institute's impact and establishing and growing its reputation as a **leading international centre** for public policy research, debate and education.
- Communicate our findings regularly and in **accessible** formats and fora.
- **Excite, engage** and **support** young people, and in so doing help ready the next generation of policy-makers.