Introduction to Public Policy

PUAD 5120, BUSI 5120, POLI 4240/5240 (Section 01)
Fall 2015-2016
Tuesdays 11h30 – 14h25, Room 1011, Kenneth C. Rowe Management Building

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Office Hours:	Tuesdays 10h00-11h00, or by appointment

Course Description

Over 40 years ago, Thomas Dye defined 'public policy' as "anything a government chooses to do or not to do."[1] 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."[2]

Policymaking is the art of developing responses to public problems.[3] As public problems appear to be increasing in quantity and complexity (e.g. international security shocks, global financial crises, climate change), there is renewed interest in public policy, as evidenced by the Occupy Wall Street, Arab Spring and Idle No More movements.

David Easton[4] noted that the actions of government are the authoritative allocation of values for a society.[5] 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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[1] Dye, Thomas R. (1972). *Understanding Public Policy*. Englewood Cliffs, NJ: Prentice-Hall at 2.

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

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

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

[5] 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 three 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,[6] 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 thinking, creativity and innovation, critical judgment, initiative, problem solving, 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.

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 **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.

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[6] Canada Deputy Minister Task Force. (December 1996). *Strengthening our Policy Capacity,* at 4.

2. ***Public policy analysis*** – This aspect of the course will focus on the main policy fields that preoccupy Canadian policy makers at all levels 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 macroeconomic, social, health, aboriginal, 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:[7]

   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 an open discussion on topical policy issues and the weekly readings. That discussion will be followed by a lecture on the assigned subject-matter for the week, interspersed with seminar style dialogue and case studies. The class may occasionally employ conversations with guest policy practitioners in the federal, provincial and municipal governments. These guests will elucidate and amplify the content of the assigned readings, and will respond to questions from students on their practical experiences in the policy world.

Learning Materials:

There is no required text for the course; readings can be found online, largely on the course website.

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 for each week. The allocation of grades will be as follows:

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

	GRADUATE	POLI 4240
Participation	10%	10%
Mid-term	25%	25%
Research Publication	35%	35%
Presentation	15%	15%
Memorandum to Cabinet	15%	15%

Research Publication (< 3,000 words):

Your assignment is to complete a policy research publication to advance the discussion on a policy issue. Papers need to follow the general conventions of scholarship for a formal written paper at the graduate level. It should also, however, be visually and aesthetically pleasing; it should be engaging and accessible. You can model it after a policy publication from a think tank or policy institute. (See appendix for examples of policy institutes.) Further instructions will be provided early in the term.

You can select the topic. The topic should be a current controversy that has public policy implications. The publication should include and build on major elements/themes/issues emanating from the readings or lectures in the session. Note that the readings for the class are only a starting point for the paper.

You must register your topic with the class teaching assistant. I will only permit three people to study the same topic. Send your topic by email; first come, first served. Emails cannot be sent before September 20. Everyone must register a topic by September 30. If you fail to do so, five percent will be deducted from your research publication mark at the end of term.

You may identify gaps in government's policy framework, critique existing policies or implementation, and propose new policy directions.

Papers must include a minimum of ten referenced sources with proper citations[8] and a bibliography of reviewed works.

The paper must be submitted in electronically on November 28 by hard copy at the start of class on November 29.

Memorandum to Cabinet (MC) – (under 1500 words in total):

Your assignment will be to prepare a MC outlining a policy issue and making a recommendation (if appropriate). It should be based on the work you have done for your research publication. Directions on content and format will be provided in class.

The MC is due electronically on November 14 in hard copy on November 15 at the start of class.

Presentation:

Three classes have been allocated for presentations. You will present your MC as if you were presenting to Cabinet or a Cabinet Subcommittee. You will be given FOUR minutes to make your presentation. Following the four minutes you may or may not receive questions. In addition to the instructor grading the presentation, public servants will be in the class to provide you with feedback. Directions on content and format will be provided in class.

Midterm:

A two hour midterm examination will occur in class on October 25. It will cover all aspects to-date of the course addressed during lectures, assigned readings, assignments and other materials distributed during class. Further information on the final examination will be provided during the term.

General Rules

Students are expected to submit class work on the assigned deadlines. Students who miss a deadline because of illness must provide a medical certificate as outlined in the *2016-2017 Dalhousie University Calendars. It an assignment is not submitted on time, you will receive an immediate reduction of ten percent, and you will be given an additional five calendar days to submit the work. If the work is not received within five calendar days, you will receive a zero.*

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[8] Use which ever style you wish provided you use it consistently; cite specific pages when appropriate, which is almost always. As a rule, I will not mark papers that are not properly referenced.

Course Schedule and Reading Assignments

Date	Topic
September 6	**Course overview and introduction**
September 13	**Public Policy Studies – Basic Concepts** Readings: • Torjman, "What is Policy?"; • Leslie Pal, "Introduction" pp. 1 – 24; • Hood and Jackson, "Administrative Argument," pp. 17-29 **Public Policy Cycle – Problem Recognition, Framing and Issue Definition** Readings: • Leslie Pal, "Problem Definition" pp. 97 – 114; • Brewer and DeLeon, Introduction pp. 17 – 21 **Cases** Readings: • Eltantawy and West, "Egyptian Revolution"; • Wade and Beran, "Cyberbullying" pp. 44-61 • Quigley et al., "Cyber Gurus"; • Backhouse Report, pp. 1-29, 48-79
September 20	**Panel Event and Luncheon with Canadian Association of Former Parliamentarians**

Date	Topic
September 27	**Public Policy Cycle – Issue Definition** Readings: • Bardach, "Eightfold Path" pp. 1-10 ; • Brewer and DeLeon, "Problem Recognition" pp. 48 – 53 **Memorandum To Cabinet** Jim Baker, NS Executive Office Working at Executive Office and the Purpose of the Memorandum to Cabinet (MC)
October 4	**Public Policy Studies – Theories, Ideologies and World Views** Readings: • Miljan, "Theories of Policy" pp. 23-50 ; • Sabatier and Weible, pp. 25 – 51, 363—366, 375 – 381 ("Theories of the Policy Process," 2014, available through Novanet); • Johnson, "Ideologies of Government" pp. 63 – 74 ; • Hood, on-line lecture on Cultural Theory; see appendix for link **Cases** Readings: • Himelfarb, "Introduction" pp. 1-13; • IPAC Case, "Formulating a Provincial Budget"

Date	Topic
October 11	**Public Policy Cycle – The Context of Public Policy-Making** Readings: • Miljan, "Context" pp. 51-86; • Johnson, "Policy Environment" pp. 36 – 56; • Hood, Risk Regulation Regimes; on-line lecture; see appendix for link **Cases** Readings: • Sex Education in Ontario; readings noted in appendix
October 18	**Public Policy Cycle – Policy Instruments** Readings: • Howlett, "Policy Instruments" pp. 114 – 135 ; • Bardach, Appendix B ; • Newman and White, "Practical Realities" **Cases** Readings: • Reclaimed Water: From toilet to tap and the 'yuck' factor California Drought (PBS); https://www.youtube.com/watch?v=kbkCa8EXn4w • Orange County Water Plant (reclaimed water); https://www.youtube.com/watch?v=6bk6PEz2QF8 • Salzman, "Drinking Water" pp. 239-247
October 25	**Midterm**

Date	Topic
November 1	**Public Policy Cycle – Policy Architecture and Design** Readings: • Bardach, "Eightfold Path" pp. 16-69; • Aucoin, "Why bureaucracy will survive" pp. 290-306; • Bakvis and Juillet, "Horizontal Government" pp. 1-23, 33-40, 45-69 **Cases** Readings: • C.D. Howe Institute, "Privatizing Liquor Distribution"; Further Readings: • Iacobucci and Trebilcock, "Crown Corporations"; • CTPL, "Adjustment of the Wine Industry"
November 8	**Public Policy Cycle – Policy Relationships and Networks** Readings: • Agranoff, "Policy Networks" pp. 320-347 ; • Agranoff, "Limitations of Public Management" pp. 265-284 • Quigley, "Man Plans" pp. 142-164 **Cases** Readings: • Action Plan for Critical Infrastructure • National Strategy for Critical Infrastructure • BC Auditor's Report • British Columbia tsunami warning system, http://www.cbc.ca/news/canada/british-columbia/b-c-tsunami-warning-came-39-minutes-after-u-s-alert-1.1183291

Date	Topic
November 15	**Public Policy Cycle – Policy Implementation** Readings: • Savoie, "Introduction" pp. 3-16 • Savoie, "Good at What" pp. 237-261 **Cases** Readings: • Quigley et. al, "H1N1" p267-288 **Presentations**
November 22	**Presentations**
November 29	**Presentations**

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 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

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.

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) 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
- visit our main office in the Killam Library, Room G28 (main floor)
- call 494-3077 or
- email the Coordinator at: 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 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.

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.

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- **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**.

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.

Dalhousie University Undergraduate Grade Policy:

Grades	Numeric Range	GPA	Norm – Referenced	Criterion Referenced
A+	90-100	**4.30**	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	**4.00**		
A -	80-84	**3.70**		
B +	77-79	**3.30**	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	**3.00**		
B -	70-72	**2.70**		
C+	65-69	**2.30**	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	**2.00**		
C -	55-59	**1.70**		
D	50-54	**1.00**	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	**0.00**	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		**0.00**	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

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. (10 points)	Occasionally refers to content of readings and presentations or draws on their own experience, sometimes uses it to support points or offer alternative views	Rarely refers to course readings; rarely uses other material to support points or note "fit" of other material with approaches presented (4 points)	Unable to cite from readings; cannot use readings to support points; cannot articulate "fit" of readings with topic at hand (2 points)
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 (10 points)	Often a willing participant, responds occasionally to questions or comments by others; occasionally volunteers a point of view (7 points)	Rarely a willing participant, rarely responds to questions; rarely volunteers point of view (4 points)	Never a willing participant, never able to respond *to* questions; never volunteers point of view 2 (points)

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 (10 points)	Rarely unprepared; rarely arrives late; occasionally solicits instructors; perspective outside class (7 points)	Often unprepared; occasionally arrives late; rarely solicits instructors' perspective outside class (4 points)	Rarely prepared; often arrives late; never solicits instructors' perspective outside class (2 points)

Adapted from www.edci.purdue.edu/vanfossen/604/604partrubric.html

Appendix: Readings & Background Material

Online lectures noted in the syllabus are available through
http://cip.management.dal.ca/hidden/
Username: cipuser
Password: 7Y5f#ss

"Cultural Theory" is required for class on October 4th. "Risk Regulation Regimes" is required for class on October 11th.

Case: Sex education in Ontario
CBC: "Sex-ed change needs 'rethink': Ont. Premier"
http://www.cbc.ca/news/canada/toronto/sex-ed-change-needs-rethink-ont-premier-1.899831

CBC: "Sex-Ed Protests Prove Awkward for School Staff"
http://www.cbc.ca/news/health/sex-ed-protests-prove-awkward-for-school-staff-1.3220803

There are other related CBC and popular media articles you may wish to review.

Context of Ontario Revised Curriculum (pages 65-87):
https://qspace.library.queensu.ca/bitstream/1974/6544/3/Valaitis_Victoria_J_201105_MA.pdf

Expert Perspective:
Lyba Spring: Let's Talk About Sex - The Agenda with Steve Pakin -
https://www.youtube.com/watch?v=DvsS3xQ-K3w

Academic Paper on Pervasive Concepts in Sex Ed:
McKay, A. (July 01, 2009). "Sexual health education in the schools: Questions & answers" (3rd edition). Canadian Journal of Human Sexuality, 18.
http://www.sieccan.org/pdf/she_q&a_3rd.pdf

Ministry of Education (2015) Health Physical Education Curriculum. Toronto: Queen's Park.
http://www.edu.gov.on.ca/eng/curriculum/elementary/health1to8.pdf
[You do not have to read this document but I have included it for reference.]

Articles in the Economist about Sex Laws in America:

(2009), "America's Unjust Sex Laws." The Economist. See:
http://www.economist.com/node/14165460

(2009), "Sex Laws: Unjust and Ineffective." The Economist. See:
http://www.economist.com/node/14164614

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/