



**DALHOUSIE  
UNIVERSITY**

FACULTY OF MANAGEMENT

**School of Information Management**

**INFO 6100 - Information in Public Policy and Decision Making (Winter 2025)**  
(Cross listed with ENVI 6100 and PUAD 6150)

Wednesdays, 2:35 pm – 5:25 pm, (in-person), Room 3001, Rowe Management Building

*Instructor:* Dr. Rachael Cadman | *E-mail:* [r.cadman@dal.ca](mailto:r.cadman@dal.ca)

*Office Hours:* by appointment with in-person meetings (or via Zoom)

*Note: This syllabus may be subject to minor alteration prior to or during the term.*

**COURSE DESCRIPTION**

INFO 6100 (ENVI 6100 & PUAD 6150) addresses the question of how information is used in policy making at local, national, and international levels. While modern policy making prescribes the use of the best available information, evidence-based policy making is relatively new and challenging due in part to the large quantities and types of information that could inform decisions. This course will examine the role of information, arising primarily from various research and knowledge domains, in policy decisions, and will give particular attention to the interface between research and policy decisions. The course will draw on research-based case studies to illustrate enablers and barriers affecting the use and influence of information.

**PREREQUISITES**

There are no prerequisites for this graduate course. This elective course is open to all graduate students in the Faculty of Management and related programs.

**COURSE OBJECTIVES**

The objectives of this course are to:

1. Introduce the concept and practices of evidence-based policy and decision-making;
2. Identify current-day practices in the production (types and format) and communication of research-based information;
3. Outline and describe activities at the research-policy interface (often labelled, science-policy interface), particularly regarding information pathways;
4. Introduce and describe methods of assessing the complex phenomenon of the use and influence of research-based information and publications;
5. Identify and assess knowledge management practices applicable to policy and decision-making contexts; and

6. Identify and assess best practices for promoting use of research-based evidence in policy and decision-making processes.

### **COURSE/LEARNING OUTCOMES**

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas:

1. The types of research-based information created for and/or used in policy and decision-making;
2. The contexts (e.g., governmental and intergovernmental) in which research may be used in policy and decision making and a variety of perspectives about evidence-based policy and decision-making;
3. The role(s) of research-based information in policy and decision-making contexts;
4. The challenges (enablers and barriers) in facilitating use of research-based information in policy and decision-making;
5. The complexity of measuring use and influence of information; and
6. Application of best practices in promoting wider awareness and use of research-based information in policy and decision-making.

### **INFORMATION TECHNOLOGY**

A Brightspace course site will serve as the main resource site for this course where copies of all course materials will be posted, discussion boards will be available, and related materials will be posted. The course will be conducted via in-person classes.

### **INSTRUCTIONAL METHODS**

Instruction in this course will include lectures, cases, and class discussion. Throughout the course, guest speakers will be featured to offer expert insights on various aspects of the complex research-policy interface phenomenon. Members of the Environmental Information: Use and Influence research team will contribute to the course ([www.eiui.ca](http://www.eiui.ca)). Students will prepare for, and engage in discussion of, concepts and ideas presented in class through readings and cases.

### **TEXT**

A specific text has not been assigned in this course. Nonetheless, selections from the following books will be included in the weekly readings and students may wish to consult the full volumes as resources for the course themes and assignments.

Boaz, A., Davies, H., Fraser, A., & Nutley, S. (Eds.) (2019). *What works now? Evidence-informed policy and practice*. Bristol: The Policy Press. ISBN 978-1-4473-4548-0 (paperback).

Bogenschneider, K., & Corbett, T. (2021). *Evidence-based policymaking: Envisioning a new era of theory, research, and practice* (2nd edition). New York: Routledge. ISBN 978-0-367-52385-5 (paperback).

Dillon, S., & Craig, C. (2021). *Storylistening: Narrative evidence and public reasoning*. New York: Routledge. ISBN 978-0-367-40673-8 (paperback).

## GENERAL RESOURCES

The literature on evidence-based decision-making and the use of information and knowledge in public policy is large and growing. The following websites may prove helpful during the course:

American Association for the Advancement of Science (AAAS). Science Policy Resources. – [www.aaaspolicyfellowships.org/resources/science-policy-resources#communicating\\_science](http://www.aaaspolicyfellowships.org/resources/science-policy-resources#communicating_science)

Canadian Science Policy Centre – <https://sciencepolicy.ca>

International Network for Government Science Advice (INGSA) – [www.ingsa.org](http://www.ingsa.org)

NESTA (formerly National Endowment for Science, Technology and Arts), a UK-based independent charity) – [www.nesta.org.uk](http://www.nesta.org.uk)

Science Advice for Policy by European Academics - [www.sapea.info](http://www.sapea.info)

Science and Policy Exchange – [www.sp-exchange.ca](http://www.sp-exchange.ca)

## METHODS OF EVALUATION

Students will be evaluated in this course as noted below. Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection. See also the [Grading Policy](#) of the School of Information Management.

### ***Seminar Presentations — 15%***

Students will be assigned to a group, who will prepare and then lead the discussion for one of the weekly themes of the course. Further guidelines are provided separately.

**Due date: varies (beginning date depends on class registration)**

### ***Science Policy proposal – 15%***

Select an information management issue and identify a problem that could be addressed through a change of existing policy, or creation of a new one. You are encouraged to select a topic related to your academic or career area of interest, but you may choose a different topic if you wish.

Note: The CSPC Award of Excellence Youth Category opens their competition in the summer, with applicants due sometime in September (usually). You can (and should!) use this assignment to build an application toward the real thing!

**Due date: Wednesday, January 29, 2025**

### ***Review of a Policy Document — 20%***

Students will select a policy document (from an assigned list) and use the Evidence for Democracy's "[Eyes on Evidence Best Practices](#)" toolkit to assess the quality of the policy in

terms of the use of evidence. Students will provide a five-page assessment of the policy noting particularly how research-based information informed the preparation of the document. Further details are provided separately.

**Due date: Wednesday, March 5, 2025**

**Essay — 35%**

Students will write a 4,500-word essay on a topic selected in consultation with the instructor. Further guidelines will be provided separately.

**Due date: Wednesday, April 9, 2024** [a week after the last class for the course]

**Participation — 15%**

This course involves considerable reading and consideration of topics about information and evidence as they relate to research-based (research-informed) policy and decision-making. Students are encouraged and expected to actively participate in the discussion of each of the themes of the course, during the classes. In addition, discussion boards are set up for each weekly theme. In general, students' participation will be assessed on the following criteria: class attendance, completion of assigned readings, extent of participation in discussions, and adherence to course deadlines. *Attendance at the classes alone is not sufficient for satisfactory participation in this course.*

**PARTICIPATION EVALUATION RUBRIC**

Criteria	Weighting	Indicators
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance / Punctuality	10%	The student is always punctual with no unexcused absences

**CLASS POLICIES**

**Attendance**

Attendance in the classes is required and is included in the participation mark. Attendance records will be kept by the instructor. Students are expected to contact the instructor (by e-mail) if they cannot attend a class, must arrive late, or leave early.

### **Citation Style**

This course uses American Psychological Association (APA) style for bibliographic citations and references as well as rules governing the presentation of the text. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of an assignment. For more information on APA style, consult the Dalhousie Libraries [website](#) or the APA's Frequently Asked Questions about APA. See further details below.

### **Late penalties for assignments**

Assignments are due at **midnight** on Wednesdays the week noted in the syllabus. Each student will have an allowance of 5 "flex" days where they may, without penalty, submit an assignment past the assigned deadline. Days must be used in full (aka, no partial days). Students will communicate *before* submission of their assignment that they wish to use flex days, and how many they are using. It is understood that if a student uses their entire bank of flex days, they may request more and, upon discussion with the course instructor, may be granted additional days based on need. The students commit to honoring the existing deadlines as much as possible, and to refrain from the irresponsible use of flex days. The students also commit to communicating with the instructor early and often if they anticipate needing additional time to complete an assignment. The instructor commits to creating an equitable classroom environment, and granting additional flex days or, with communication from the student in advance of a deadline, additional time to complete an assignment on a generous and case-by-case basis. Should this late policy be found to be ineffective, both the students and the instructor may reserve the right to revisit this policy in class.

### **Missed or Late Academic Requirements due to Student Absence**

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams, or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only two separate Student Declaration of Absence forms may be submitted per course during a term.

### **SCHOOL OF INFORMATION MANAGEMENT [GRADING POLICY](#)**

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.

B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

### INTEGRATION OF MASTER OF INFORMATION COMPETENCIES

Program Competency	Course Learning Outcome	Course Assessment
Adaptation	Outcome #s 1, 2, 3, 4, 5, & 6	Assignment #s 1, 3, & 4 (depending on topics selected)
Collaboration	Outcome #s 1, 2, 3, & 4	Assignment #s 1, 2, 3, 4, & participation (depending on topics selected)
Commitment to equity, diversity, inclusion, accessibility, and decolonization	Outcome #s 1, 2, 3, 4, 5, & 6	Assignment #s 1, 2, 3, & 4 (depending on topics selected)
Communication	Outcome #s 1, 2, 3, & 4	Assignment #s 1, 2, 3, 4, & participation
Digital and technological literacy	Outcome #s 1, 2, 3, 4, 5, & 6	Assignment #s 1, 2, 3, 4, & participation
Evidence-based practices	Outcome #s 1, 2, 3, 4, 5, & 6	Assignment 1, 2, 3, 4 & participation
Leadership	Outcome #s 2, 3, 4 & 6	Assignment #s 1, 2, & 4 (depending on topics selected)
Management	Outcome #s 2, 3, 4, 5, & 6	Assignment #s 1, 2, 3, & 4 (depending on topics selected)
User-centred design	Outcome #s 1, 2, 3, 4 & 6	Assignment #s 1, 2, 3, & 4 (depending on topics selected)

### ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. 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. Visit [https://www.dal.ca/campus\\_life/academic-support/accessibility/accommodations-/classroom-accommodation.html](https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html) for more details.

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

### **ACADEMIC INTEGRITY**

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides [policies and procedures](#) that every member of the university community is required to follow to ensure academic integrity.

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 now 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 [Academic 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 authorized 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.



## **UNIVERSITY STATEMENTS**

This course is governed by the academic rules and regulations set forth in the [University Calendar](#) and the Senate.

### ACCESSIBILITY

The Student Accessibility Centre serves as Dalhousie's Centre for expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide [Student Accommodation Policy](#) working across all programs and faculties.

### 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—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### DIVERSITY AND INCLUSION

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, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

### INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

### RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit <https://native-land.ca/>.

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).

### [FAIR DEALING POLICY](#)

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

### INSTRUCTIONS FOR ASSIGNMENTS

Assignments are due by 11:59 pm (Atlantic) on the dates indicated and are to be submitted via the relevant assignment drop box in the Brightspace site for the course. For all assignments, *pay very close attention to the instructions provided*. Assessment will be based on adherence to the instructions and on the quality of the submissions (including logical flow, critical analysis, and clear, unambiguous presentation of ideas). In addition, follow the general guidelines outlined below:

- All assignment documents are to be **submitted in Word format**. Do **not** submit documents in pdf format.
- *Always* include a title page, with an appropriate title. “Science policy assignment” is not an appropriate title, for example. Do *not* place a running header and page number on the title page even though the style rules (noted below) may state this practice should be followed.
- All pages in documents (except the title page, which is *not* included in the numbering) *must* be numbered.
- As noted above, all documents submitted in this course *must* follow the style rules (text and bibliographic styles) described in *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association, 2019. **NOTE: Failure to adhere to the rules of the selected bibliographic style will lead to a grade category deduction assigned to a submission.**

A Quick Guide for APA styles has been prepared by the Dalhousie University Libraries, which is available at the Libraries website as well as in the Brightspace site for this course. In addition, a document, titled “Writing Tips,” is available in the course site to provide guidance on some common APA style matters.

- Any text or paraphrase taken from a published work must be attributed using the correct citation rules. Keep in mind that acknowledgement of another writer's ideas or arguments is needed even if you do not use the exact same words in expressing those ideas or arguments.

## COURSE SCHEDULE

Several guest speakers will participate in the course throughout the term to present insights about the weekly themes noted below. These speakers are knowledgeable about the overall subject of the course and will address specific themes based on their research and experience. The schedule of the speakers' participation may be updated as the course progresses.

Each week we will explore 3-4 Essential Readings on the theme of the week. I will provide additional suggested readings ("Further Readings"), that are meant to support your learning. These readings will be useful if you want to dig deeper into a subject. They are not required readings but will support seminar presenters to fill out their knowledge on their subject.

### *Week 1—8 January 2025—Introduction to the Course*

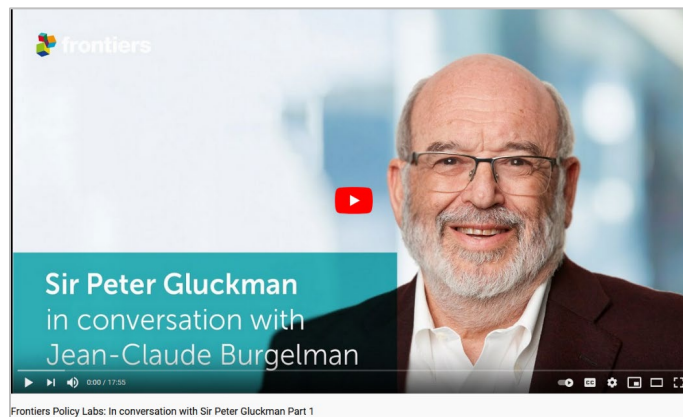
#### Topics

What is the purpose of this course? What characterizes contemporary contexts for policy and decision making?

#### Essential Readings

Boaz, A., Davies, H., Fraser, A., & Nutley, S. (2019). What works now? An introduction. In A. Boaz, H. Davies, A. Fraser, & S. Nutley (Eds.). *What works now? Evidence-informed policy and practice* (Chapter 1, pp. 1-15). Bristol: The Policy Press.

Sir Peter Gluckman. Part I – Science Advice and Policymaking. (2020, November 25). YouTube. <https://www.youtube.com/watch?v=KpuRofWEHQ>



## *Week 2—15 January 2025—Evidence-Based Policy: History and Current Day*

### **Topics**

What is evidence-based policy and how has it been applied in national and international contexts?

Guest: Dr. Kevin Quigley, Academic Director, MacEachen Institute for Public Policy & Governance, Dalhousie University

### **Essential Readings**

Bogenschneider, K., & Corbett, T. J. (2021). Understanding the policy process: Insights from insiders. In K. Bogenschneider & T. J. Corbett. *Evidence-based policymaking: Envisioning a new era of theory, research, and practice* (2nd ed., Chapter 4, pp. 60-89). New York: Routledge.

Migone, A., Howlett, M., & Howlett, A. (2024). Words not deeds: The weak culture of evidence in the Canadian policy style. *Policy and Society*, puae026.

<https://doi.org/10.1093/polsoc/puae026>

Turnbull, L. (2020). The House of Commons and responsible government. In J. Bickerton & A-G. Gagnon (Eds.). *Canadian politics* (7th ed., Chapter 4, pp. 65-79). Toronto: University of Toronto Press.

### **Further Reading**

Cairney, P. (2019). Evidence and policy making. In A. Boaz, H. Davies, A. Fraser, & S. Nutley (Eds.). *What works now? Evidence-informed policy and practice* (Chapter 2, pp. 21-40). Bristol: The Policy Press.

Craft, J. & Henderson, S. (2023): Policy staff and the evolving nature of policy analytical capacity in Australia, Britain, Canada, and New Zealand, *Policy Studies*.10.1080/01442872.2023.2233452

## Week 3—22 January 2025—What is evidence?

### Topics

What constitutes evidence? How is evidence defined by creators and users? What are the pathways of research-based information in policy and decision-making contexts?

Guest: Dr. Suzuette Soomai, Regional Senior Fisheries Manager, Fisheries and Oceans Canada, Halifax NS

### Essential Readings

Ahn, J., & Kahlor, L. A. (2022). When experts offer conflicting information: A study of perceived ambiguity, information insufficiency, trustworthiness and risk information behaviors. *Health Communication*, 1–11. <https://doi.org/10.1080/10410236.2022.2146033>

INGSA Horizon Series. (2021, September 26). Clair Craig and Sarah Dillon – Narrative evidence and critical listening. [YouTube; 46:11].

<https://www.youtube.com/watch?v=LlqImTV5Bsw&t=12s>

Qaiser, F., Fowler, C., & Achor, V. (2022). *Eyes on evidence III: An assessment of the transparency of evidence usage across provincial policy announcements* (p. 41). Evidence for Democracy.

[https://evidencefordemocracy.ca/sites/default/files/reports/eyes\\_on\\_evidence\\_iii\\_report.pdf](https://evidencefordemocracy.ca/sites/default/files/reports/eyes_on_evidence_iii_report.pdf)

### Further Reading

Geddes, M. (2021). The webs of belief around “evidence” in legislatures: The case of select committees in the UK House of Commons. *Public Administration*, 99(1), 40-54.

<https://doi.org/10.1111/padm.12687>

Editors. (2022, November 17). Agriculture sorely needs a system for evidence synthesis.

*Nature*, 611(7936), 425–426. <https://doi.org/10.1038/d41586-022-03694-5>

Editors. (2024, October 31). The world needs a US president who respects evidence. *Nature*,

634(8036), 1017-1018. <https://doi.org/10.1038/d41586-024-03417-y>

## Week 4—29 January 2025—Science in Decision-Making

### Topics

What characterizes scientific information, and what distinguishes it from other types of information? How is scientific information published and what characteristics (e.g., format) factor in its use in policy and decision making?

Guest: Dr. Kris Poduska, Associate Scientific Director, Transforming Climate Action, and Professor in the Department of Physics and Physical Oceanography, Memorial University, St. John's NL

### Essential Readings

Arseneault-Deraps, C., Davis, R., MacLeod, M. E. C., Wilson, E., Aubrey, B., Goodenough, A., Madden, J. C., Adeli, K. A., Cvitanovic, C., Young, N., Hinderer, J. M., Nyboer, E. A., Nguyen, V. M., Piczak, M. L., & Cooke, S. J. (2024). Best practices for producing actionable knowledge to inform fisheries management and conservation. *Environmental Biology of Fishes*.

<https://doi.org/10.1007/s10641-024-01591-6>

Bennett, N. J., Dodge, M., Akre, T. S., Canty, S. W. J., Chiaravalloti, R., Dayer, A. A., Deichmann, J. L., Gill, D., McField, M., McNamara, J., Murphy, S. E., Nowakowski, A. J., & Songer, M. (2022). Social science for conservation in working landscapes and seascapes. *Frontiers in Conservation Science*, 3, 954930. <https://doi.org/10.3389/fcosc.2022.954930>

Food and Agriculture Organization of the United Nations. (2024). *Guidance on strengthening national science–policy interfaces for agrifood systems*. Rome: Food and Agriculture Organization of the United Nations. xv, [1], 117 p ISBN 978-92-5-139322-2.

DOI <https://doi.org/10.4060/cd3125en> \*\*focus on Annex 3

### Further Reading

Lubchenco, J. (2024, October 16). Aligning policy with scientific knowledge: Integrating solutions for climate change, biodiversity loss, and inequity [YouTube video (1:01:03)].

<https://www.stockholmresilience.org/news--events/stockholm-seminars/stockholm-seminars/2024-10-16-aligning-policy-with-scientific-knowledge-integrating-solutions-for-climate-change-biodiversity-loss-and-inequity.html>

## *Week 5–5 February 2025–Indigenous Knowledge systems, local knowledge and other ways of knowing for decision-making*

### **Topics**

How does local knowledge, Indigenous knowledge, and other experience factor into policy and decision making? In addition, how is health and humanities information published and what characteristics (e.g., format) factor in its use in policy and decision making?

Guest: Dr. Shelley Denny, Director of Aquatic Research and Stewardship, Unama'ki Institute of Natural Resources

### **Essential Readings**

Kemp, C., Yarchuk, K., Menzies, A., Perron, N., Noganosh, S., Northrup, J., & Popp, J. (2024). Weaving ways of knowing in practice: A collaborative approach to prioritizing community knowledge and values in wildlife camera monitoring with Magnetawan First Nation. *FACETS*, 9, 1–17. <https://doi.org/10.1139/facets-2024-0030>

Klenk, N. (2024). The multiple meanings of knowledge in scholarship at the science-policy interface. *Environmental Science & Policy*, 103948. <https://doi.org/10.1016/j.envsci.2024.103948>

Sidik, S. M. (2022). Weaving the lore of the land into the scientific method. *Nature*, 601(7892), 285–287. <https://doi.org/10.1038/d41586-022-00029-2>

### **Further Reading**

Kukutai, T., McIntosh, T., Boulton, A., Durie, M., Foster, M., Hutchings, J., Mark-Shadbolt, M., Moewaka Barnes, H., Moko-Mead, T. T., Paine, S.-J., Pitama, S., & Ruru, J. (2024). *Te Pūtahitanga: A Tiriti-Led Science-Policy Approach for Aotearoa New Zealand* [Report]. AgResearch. <https://doi.org/10.57935/AGR.26001496.v1>

Moffat, K., Snook, J., Paul, K., & Frid, A. (2024). *Inclusivity of Indigenous Knowledge Systems in Fisheries Management*. Research Square. <https://doi.org/10.21203/rs.3.rs-5523126/v1>

## Week 6—12 February 2025—International statutes and their role in policy-making

### Topic:

The international space, in particular multi-national negotiations and statutes, have a huge influence on policy-making, but are rarely considered when national policies are negotiated. How do these forums inform public policy and decision-making?

Guest: Captain Jack Gallagher, Master Mariner, Director of Hammurabi Consulting and former Captain in the Canadian Coast Guard

### Essential Readings:

Blasiak, R., & Claudet, J. (2024). Governance of the High Seas. *Annual Review of Environment and Resources*, 49(Volume 49, 2024), 549–572. <https://doi.org/10.1146/annurev-environ-011023-022521>

De Donà, M. (2024). *Science-Policy Interfaces in Global Environmental Governance: Myths, Challenges and Opportunities*. Springer Nature Switzerland. <https://doi.org/10.1007/978-3-031-68260-5> \*read Chapter 4

Tetley, C., & Koch, S. (2024). Narratives of research collaboration for sustainability at the global science-policy interface: A vehicle for inequality or transformation? *Environmental Science & Policy*, 155, 103708. <https://doi.org/10.1016/j.envsci.2024.103708>

### Further Readings:

The rest of De Dona (2024)

Whittingham, K. L., Earle, A. G., Leyva-de la Hiz, D. I., & Argiolas, A. (2023). The impact of the United Nations Sustainable Development Goals on corporate sustainability reporting. *BRQ Business Research Quarterly*, 26(1), 45–61. <https://doi.org/10.1177/23409444221085585>

De Donà, M., & Linke, S. (2022). “Close but not too close” – experiences of science-policy bridging in three international advisory organizations. *Critical Policy Studies*, 1–19. <https://doi.org/10.1080/19460171.2022.2028173>

**Winter Term Study Break – 17-21 February 2025**



## Week 7—26 February 2025—The Role of the media at the science-policy interface

### Topics

What is the role of the news media and contemporary social media in promoting awareness and use of research-based information? What happens when the information is “fake”?

Guest: Daniel Cressey, Ocean Editor at Dialogue Earth; formerly the Deputy Editor, *Research Fortnight*, and senior science journalist, *Nature*, London

### Essential Readings

Chen, K., Molder, A. L., Duan, Z., Boulianne, S., Eckart, C., Mallari, P., & Yang, D. (2022). How climate movement actors and news media frame climate change and strike: Evidence from analyzing twitter and news media discourse from 2018 to 2021. *The International Journal of Press/Politics*, 194016122211064. <https://doi.org/10.1177/19401612221106405>

Howell, E. L., & Brossard, D. (2021). (Mis)informed about what? What it means to be a science-literate citizen in a digital world. *Proceedings of the National Academy of Sciences*, 118(15), e1912436117. <https://doi.org/10.1073/pnas.1912436117>

Slater, M. H., Scholfield, E. R., & Moore, J. C. (2021). Reporting on Science as an Ongoing Process (or Not). *Frontiers in Communication*, 5. <https://doi.org/10.3389/fcomm.2020.535474>

### Further Reading

Condie, C. M., Vince, J., & Alexander, K. A. (2022). The long-term evolution of news media in defining socio-ecological conflict: A case study of expanding aquaculture. *Marine Policy*, 138, 104988. <https://doi.org/10.1016/j.marpol.2022.104988>

Lester, L., & Foxwell-Norton, K. (2020). Citizens and science: Media, communication and conservation. In W. J. Sutherland, P. N. M. Brotherton, Z. G. Davies, N. Ockendon, N. Pettorelli, & J. A. Vickery (Eds.), *Conservation Research, Policy and Practice* (Chapter 16, pp. 265-276). Cambridge University Press. <https://doi.org/10.1017/9781108638210.016>

CleanLaw 53: Joe Goffman speaks with Katharine Hayhoe about climate change attribution and communicating the reality of climate change to the public, December 15, 2020.

Podcast available at: <https://eelp.law.harvard.edu/2020/12/cleanlaw-katharine-hayhoe-and-joe-goffman-talk-climate-science-communication-and-hope/>

Transcript available at: <http://eelp.law.harvard.edu/wp-content/uploads/CleanLaw-53.pdf>

## *Week 8—5 March 2025—Advocacy and Political Action at the Information-Policy Interface*

### **Topics**

What is the role of political activism in decision-making? How can citizens influence decision-making?

Guest: Dr. Sarah Laframboise, Executive Director of Evidence for Democracy

### **Essential Readings**

Gardner, C. J., Thierry, A., Rowlandson, W., & Steinberger, J. K. (2021). From Publications to Public Actions: The Role of Universities in Facilitating Academic Advocacy and Activism in the Climate and Ecological Emergency. *Frontiers in Sustainability*, 2.

<https://doi.org/10.3389/frsus.2021.679019>

Gluckman, P. D., Bardsley, A., & Kaiser, M. (2021). Brokerage at the science–policy interface: From conceptual framework to practical guidance. *Humanities and Social Sciences Communications*, 8(1), 1–10. <https://doi.org/10.1057/s41599-021-00756-3>

Tormos-Aponte, F., Brown, P., Dosemagen, S., Fisher, D. R., Frickel, S., MacKendrick, N., Meyer, D. S., & Parker, J. N. (2023). Pathways for diversifying and enhancing science advocacy. *Science Advances*, 9(20), eabq4899. <https://doi.org/10.1126/sciadv.abq4899>

### **Further Reading**

Cadman, R., MacDonald, B. H., & Soomai, S. S. (2020). Sharing victories: Characteristics of collaborative strategies of environmental non-governmental organizations in Canadian marine conservation. *Marine Policy*, 115, 103862.

<https://doi.org/10.1016/j.marpol.2020.103862>

## *Week 9—12 March 2025—Public consultation, communication and engagement for policy and decision-making*

### **Topics**

What factors enable or prevent the communication of research-based information in public policy contexts? What does good public consultation look like, and how should that information contribute to policy-making?

Guest: Bill Lahey, President, University of King's College, Halifax NS

### **Essential Readings**

Cvitanovic, C., Shellock, R. J., Mackay, M., van Putten, E. I., Karcher, D. B., Dickey-Collas, M., & Ballesteros, M. (2021). Strategies for building and managing 'trust' to enable knowledge exchange at the interface of environmental science and policy. *Environmental Science & Policy*, 123, 179–189. <https://doi.org/10.1016/j.envsci.2021.05.020>

Galende-Sánchez, E., & Sorman, A. H. (2021). From consultation toward co-production in science and policy: A critical systematic review of participatory climate and energy initiatives. *Energy Research & Social Science*, 73, 101907. <https://doi.org/10.1016/j.erss.2020.101907>

Moreland, H. R., De Santo, E. M., & MacDonald, B. H. (2021). Understanding the role of information in marine policy development: Establishing a coastal marine protected area in Nova Scotia, Canada. *FACETS*, 6, 1539–1569. <https://doi.org/10.1139/facets-2020-0109>

### **Further Reading**

Norström, A. V., Cvitanovic, C., Löf, M. F., West, S., Wyborn, C., Balvanera, P., Bednarek, A. T., Bennett, E. M., Biggs, R., de Bremond, A., Campbell, B. M., Canadell, J. G., Carpenter, S. R., Folke, C., Fulton, E. A., Gaffney, O., Gelcich, S., Jouffray, J.-B., Leach, M., ... Österblom, H. (2020). Principles for knowledge co-production in sustainability research. *Nature Sustainability*, 3(3), Article 3. <https://doi.org/10.1038/s41893-019-0448-2>

Wyborn, C., Datta, A., Montana, J., Ryan, M., Leith, P., Chaffin, B., Miller, C., & Kerkhoff, L. van. (2019). Co-Producing Sustainability: Reordering the Governance of Science, Policy, and Practice. *Annual Review of Environment and Resources*, 44(Volume 44, 2019), 319–346. <https://doi.org/10.1146/annurev-environ-101718-033103>

## Week 10 —19 March 2025—Data sovereignty & decision-making

### Topics

Guest Lecture: Carla Pamak & Michelle Saunders, Nunatsiavut Government Lands and Natural Resources Department

### Essential Readings

Kukutai, T., & Taylor, J. (Eds.). (2016). *Indigenous Data Sovereignty: Toward an agenda*. ANU Press. <https://doi.org/10.22459/CAEPR38.11.2016> \*read the introduction

Leonard, K., David-Chavez, D., Smiles, D., Jennings, L., Alegado, R. 'Anolani, Manitowabi, J., Arsenault, R., Begay, R. L., & Davis, D. D. (2023). *Water Back: A Review Centering Rematriation and Indigenous Water Research Sovereignty*. 16(2).

Walter, M., Lovett, R., Maher, B., Williamson, B., Prehn, J., Bodkin-Andrews, G., & Lee, V. (2021). Indigenous Data Sovereignty in the Era of Big Data and Open Data. *Australian Journal of Social Issues*, 56(2), 143–156. <https://doi.org/10.1002/ajs4.141>

### Further Reading

Kukutai & Taylor (2016) other chapters (especially Slipp's)

Tuck, E., & Yang, K. W. (2014). Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. *Qualitative Inquiry*, 20(6), 811–818. <https://doi.org/10.1177/1077800414530265>

## *Week 11—26 March 2025—Looking to the future of evidence-based policy in Canada*

### **Topics**

Based on the earlier themes of the course, what actions could be taken to improve the use of research-based information in policy contexts? What recommendations can be made for best practices regarding increased awareness and use of research-based information?

Guest: Hon. Stanley Kutcher, MD, FRCPC, Senator (Nova Scotia), Senate of Canada

### **Essential Readings**

Holzer, J., Awada, T., Baird, J., Bennett, E., Borer, E., Calderon-Contreras, R., Groffman, P., Grove, J. M., Harvey, B., Hickey, G., Hobbs, I., Humphries, M., Metzger, M., Orenstein, D., Robinson, B., Watt, A., Winkler, K., & Asif, F. (2024). Managing environmental knowledge networks to navigate complexity. *Ecology and Society*, 29(4), art4.

<https://doi.org/10.5751/ES-15493-290404>

Stevance, A.-S., Bridgewater, P., Louafi, S., King, N., Beard, T. D., Van Jaarsveld, A. S., Ofir, Z., Kohsaka, R., Jenderedijan, K., Rosales Benites, M., Mulongoy, K. J., Chaudhari, K. L., Painter, J., & Meter, A. (2020). The 2019 review of IPBES and future priorities: Reaching beyond assessment to enhance policy impact. *Ecosystems and People*, 16(1), 70–77.

<https://doi.org/10.1080/26395916.2019.1702590>

Strand, M. (2024). Advancing transdisciplinarity as an epistemology for more ethical engagements with fishing communities. *ICES Journal of Marine Science*, fsae148.

<https://doi.org/10.1093/icesjms/fsae148>

## *Week 12—2 April 2025—Course Wrap-Up: What have we learned?*

### **Topics**

What has this course taught us about the role of information and evidence in public policy and decision making?

### **Readings**

Aronson, J. K., Barends, E., Boruch, R., Brennan, M., Chalmers, I., Chislett, J., Cunliffe-Jones, P., Dahlgren, A., Gaarder, M., Haines, A., Heneghan, C., Matthews, R., Maynard, B., Oxman, A. D., Oxman, M., Pullin, A., Randall, N., Roddam, H., Schoonees, A., ... Vale, L. (2019). Key concepts for making informed choices. *Nature*, 572(7769), 303-306.

<https://doi.org/10.1038/d41586-019-02407-9>

Davies, H., Boaz, A., Nutley, S., & Fraser, A. (2019). Conclusions: Lessons from the past, prospects for the future. In A. Boaz, H. Davies, A. Fraser, & S. Nutley (Eds.). *What works now? Evidence-informed policy and practice* (Chapter 18, pp. 369-382). Bristol: The Policy Press.

Editors. (2022, March 3). Wanted: Better systems for turning evidence into action. *Nature*, 603(7899), 7–8. <https://doi.org/10.1038/d41586-022-00559-9>