



Carleton
UNIVERSITY

PAPM 4000 E
Social Policy/Public Policy and Administration Capstone

Arthur Kroeger College of Public Affairs
Fall 2016

Mondays 11:35-2:25
Loeb D199

Instructor: Dr. Jerald Sabin
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Office Hours: Mondays by appointment (College)
Tuesdays 10:00-12:00; 1:00-4:00 (DT2127)

COURSE DESCRIPTION

How can you shape public policy in Canada? What path should you follow and how can you make a difference along the way? Should you pursue a career with the public service? Or explore opportunities in politics, law, academia, or the media? In this capstone seminar, you will reflect on what you have learned during your time with the College and how you can best apply your skills to a significant social policy problem and to public dialogue in Canada.

Each week this course explores a different component of policy making in Canada, including policy making in the media, in the political process, and in the judicial system, as well as policy as a means towards reconciliation with Indigenous peoples. Each of these units will provide you with an opportunity to critically analyze the policy process, to explore potential career paths through site visits and meetings with practitioners – including B.PAPM alumni – and to refine your research, writing, and analytic skills.

LEARNING OBJECTIVES

This course has several academic and experiential learning objectives. Students will synthesize what they have learned throughout their program and apply this knowledge and skills to a policy issue of their choice. By the end of the course, students will be familiar with various forums for policy debate, as well as gain new skills for participating in the policy process. Students will learn about various career paths from site visits, practitioners, and alumni. Students will understand their role in reconciliation with Indigenous peoples and how their knowledge and skills in public policy analysis can contribute to this process. Finally, students will further develop their research, writing, analytic, and teamwork skills through the production of a major writing project.

READING REQUIREMENTS

In this course, our learning is based in experiential and academic learning. Required texts can be purchased in the **Carleton University Bookstore** (University Centre), accessed in the course reserves at **MacOdrum Library**, or ordered through online retailers. You may use either the print or electronic versions of the text. Other readings are available through cuLearn.

- Craft, Jonathan. 2016. *Backrooms and beyond: Partisan advisers and the politics of policy work in Canada*. Toronto: University of Toronto Press, 328 pp.
- Macfarlane, Emmett. 2013. *Governing from the bench: The Supreme Court of Canada and the judicial role*. Vancouver: UBC Press, 264 pp.
- Truth and Reconciliation Commission of Canada. 2015. *Final report of the Truth and Reconciliation Commission of Canada (Vol. 1): Honouring the truth, reconciling for the future*.

SITE VISITS

This term, we will be making five off-campus site visits. The purpose of these visits is to engage students in experiential learning and to explore policy making in different settings. Students will also have the opportunity to learn about different career paths in social policy and public administration.

We will be visiting:

1. The office of John Nater, MP (Perth-Wellington).
2. The Supreme Court of Canada (*Dennis James Oland v Her Majesty the Queen*)
3. The University of Ottawa's Faculty of Law.
4. The Canada Council for the Arts.
5. Shopify.

Attendance at site visits is a course requirement. If a student cannot attend the site visit, an alternative activity/assignment may be requested. Attendance at the Supreme Court of Canada hearing is not mandatory because it falls outside class hours. On days with site visits, class time is revised to 12:00 pm – 2:00 pm to enable students adequate time to travel to and from the site. All visits are located in downtown Ottawa and on OC Transpo lines #4 and #7. If transportation is a barrier to participation, please speak to me at the beginning of term. Travel information, including addresses and security procedures, will be distributed in class and through cuLearn.

Students are expected to participate in site visits through active listening, asking questions, and engaging guest speakers. This is an opportunity both to learn about policy making in different institutional settings – legislative, judicial, academic, and in the public and private sectors – but also to learn about career paths from young professionals.

COURSE REQUIREMENTS

Requirement (grading type)	Due Date	Value
1. Attendance and participation (individual)	Ongoing	20%
2. Op-ed assignment (individual)	Oct. 17 (by 11:59 pm)	20%
3. Policy research briefing book chapter (individual)	Dec. 9 (in class)	30%
4. PRB introduction (collective)	Dec. 9 (in class)	5%
5. Group presentation (collective)	Dec. 9	25%

1. Attendance and participation (20%) – This is fourth-year, reading-intensive seminar. You are expected to come to class prepared to contribute to discussions on readings and topics. Evaluation of your participation is based on your preparedness for class, being attentive during class, and raising thoughtful comments and questions.

Keep in mind the following questions when preparing for class: What are the central points or arguments being made in the readings? How does this week’s readings relate to each other and the discussion pieces? How do you evaluate the author’s positions?

Active participation includes initiating a topic or question; providing information or an example to clarify a point; summarizing a part of the discussion; seeking clarification (asking questions!); adding to or amending what others have said; and, respectfully offering positive or negative reactions to other’s points.

2. Op-ed assignment (20%) – You will write a 650 word op-ed that provides an answer to a question on any issue relevant to Canadian social policy or public administration. Instructions to be distributed in class.

3. Policy research briefing book (30%) – The course’s major assignment is a group produced *policy briefing book* on a contemporary social policy issue in Canada. From assisted death to sex work, marijuana legalization to well-being in rural and remote Indigenous communities, social policy has been at the forefront of recent Canadian policy debates. Each group will select a contemporary social issue to study over the term and produce a briefing book on how the policy is treated in the media, the political process, the courts, and, if appropriate, with Indigenous peoples. Each group member will be responsible for an individually-graded 5000-5500 word chapter (20-22 pp.). Instructions to be distributed in class.

4. Policy research briefing book introduction (5%) – Groups will be responsible for writing a synthetic 1250-1750 (5-7 pp.) word introduction to their briefing book that will be collectively graded. Instructions to be distributed in class.

5. Group presentation (25%) – Groups will prepare a presentation based on their policy briefing book of approximately 30 minutes that will be collectively graded. Instructions to be distributed in class.

COURSE POLICIES

Academic accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and no later than two weeks before the first assignment. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

For religious observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

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

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not

trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Grading: Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter Grade	12-point scale	Percentage	Letter Grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Assignment submission: All assignments are to be submitted electronically through cuLearn. Details for doing so will be provided in class and through cuLearn.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Carleton email accounts: All email communication to students for this course will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

AT A GLANCE

WEEK	DATE	TOPIC	Location/Notes
Week 1	September 12	Introduction	Loeb D199
Week 2	September 19	Policy & Media I	Loeb D199
Week 3	September 26	Policy & Media II	Loeb D199
Week 4	October 3	Policy & Politics I	Loeb D199
	October 10	THANKSGIVING	
Week 5	October 17	Policy & Politics II	House of Commons OP-ED ASSIGNMENT DUE
	October 24	READING WEEK	
Week 6	October 31	Policy & Law I	Supreme Court of Canada
Week 7	November 7	Policy & Law II	Loeb D199
Week 8	November 14	Policy & Law III	University of Ottawa Faculty of Law
Week 9	November 21	Policy & Reconciliation I	Loeb D199
Week 10	November 28	Policy & Reconciliation II	Canada Council for the Arts Shopify
Week 11	December 5	<i>In class workshop</i>	Loeb D199
Week 12	December 9 (Friday)	<i>Presentations</i>	Loeb D199 BRIEFING BOOKS DUE

* IMPORTANT NOTE: Because Thanksgiving falls on a Monday, and our class is therefore cancelled, a make-up class will take place on Friday, December 9.

OUTLINE OF TOPICS AND READINGS

Readings

[cuLearn]: Reading available on cuLearn

[R]: On reserve at MacOdrum Library/Available at Carleton University Bookstore

September 12, 2016 Week 1: Introduction

Activities:

- Introduction to the course.
- Overview of op-ed assignment.
- Overview of attendance and participation rubric.

September 19, 2016 Week 2: Policy & Media I

Questions:

- How does the media shape political and policy discourse in Canada and elsewhere?
- How are political and policy agendas set? Which actors influence this agenda setting?
- Can governments control political and policy messaging?

Required readings:

- Small, Tamara A., Thierry Giasson, and Alex Marland. 2015. "The triangulation of Canadian political communication." In *Political communication in Canada: Meet the press and tweet the rest*, eds. Alex Marland, Thierry Giasson, and Tamara A. Small. Vancouver: UBC Press, 3-23. [cuLearn]
- Marland, Alex. "The centralization of communications in government and politics." In *Brand command: Canadian politics and democracy in the age of message control*. Vancouver: UBC Press, 3-27. [cuLearn]
- Thompson, John B. 2012. "The media and politics". In *The Wiley-Blackwell companion to political sociology*, eds. Edwin Amenta, Kath Nash, and Alan Scott. Hoboken: Blackwell Publishing Ltd, 263-272. [cuLearn]
- Wolfe, Michelle, Bryan D. Jones, and Frank R. Baumgartner. 2013. "A failure to communicate: Agenda setting in media and policy studies." *Political Communication*, 30.2: 175-192. [cuLearn]

Activities:

- Overview of policy briefing book assignment.
- Policy briefing book group formation.
- Review of op-ed assignment.

September 26, 2016 Week 3: Policy & Media II

Questions:

- What is the role of journalists in the policy cycle?
- Should academics write op-eds? Do they influence the policy process?
- How can you contribute your own voice to policy debates?

Required readings:

- O’Grady, Kathleen and Noralou Roos. 2016. “Linking academic research with the public and policy-makers.” *Policy Options* (August 1): <http://policyoptions.irpp.org/magazines/august-2016/linking-academic-research-with-the-public-and-policy-makers/> [cuLearn]
- Nisbet, Matthew C. and Declan Fahy. 2015. “The need for knowledge-based journalism in politicized science debates.” *The ANNALS of the American Academy of Political and Social Science*, 658.1, 223-234. [cuLearn]
- Paré, Daniel J. and Susan Delacourt. 2015. “The Canadian Parliamentary Press Gallery: Still relevant or relic of another time?” In *Political communication in Canada: Meet the press and tweet the rest*, eds. Alex Marland, Thierry Giasson, and Tamara A. Small. Vancouver: UBC Press, 111-126. [cuLearn]
- Sommer, Bob and John R. Maycroft. 2008. “Influencing public policy: An analysis of published op-eds by academics.” *Politics & Policy*, 36.4, 586-613. [cuLearn]

Sample op-eds:

- Callaghan, Mike. 2016. “Time to wash our hands of antibacterial soap.” *Toronto Star* (September 7): <https://www.thestar.com/opinion/commentary/2016/09/07/time-to-wash-our-hands-of-antibacterial-soap.html>
- Lowen, Peter. 2016. “The belief that we’re a tolerant society isn’t borne out by the data.” *Ottawa Citizen* (September 9): <http://ottawacitizen.com/opinion/columnists/loewen-the-belief-that-were-a-tolerant-society-isnt-borne-out-by-the-data>
- Smith, Craig Damian. 2016. “Air show too traumatic for newcomers who escaped war.” *Toronto Star* (August 25): <https://www.thestar.com/opinion/commentary/2016/08/25/air-show-too-traumatic-for-newcomers-who-escaped-war.html>
- Stokke, Anna. 2016. “Ontario’s math system is broken. So why isn’t the government fixing it?” *Globe and Mail* (September 1): <http://www.theglobeandmail.com/opinion/ontarios-math-system-is-broke-so-why-isnt-the-government-fixing-it/article31664784/>

Activities:

- Op-ed assessment activity.

October 3, 2016

Week 4: Policy & Politics I

Questions:

- How is policy-making enabled or constrained by the policy process?
- What role do political actors (legislators, political staff, party officials and members) play in the policy process?

Required readings:

- Craft, Jonathan. 2016. *Backrooms and beyond: Partisan advisers and the politics of policy work in Canada*. Toronto: University of Toronto Press, 328 pp.

Activities:

- Group meeting (30 min.)

October 10, 2016 THANKSGIVING

October 17, 2016 Week 5: Policy & Politics II [SITE VISIT]

Site visit:

- Class: 12:00-2:00 pm + 1 hour travel time.
- House of Commons: We will be meeting with John Nater (CPC), Member of Parliament for Perth-Wellington and B.PAPM alumnus.
- You are invited to watch Question Period from the Member's Gallery following our visit. Attending QP is not a course requirement.
- Travel and meeting instructions to follow.
- No Monday office hours.

October 24, 2016 READING WEEK

October 31, 2016 Policy & Law I [SITE VISIT]

Site visit:

- Class: 9:00 am – 12:00 pm; Tour at 1:00 pm.
- Supreme Court of Canada: *Dennis James Oland v Her Majesty the Queen* (<http://www.scc-csc.ca/case-dossier/info/sum-som-eng.aspx?cas=36986>)
- Attendance of this site visit is not a course requirement. Students can watch a webcast of the hearing on the Supreme Court of Canada website (<http://www.scc-csc.ca>). Link will be published on cuLearn.
- Travel and meeting instructions to follow.
- No Monday office hours.

November 7, 2016 Policy & Law II

Questions:

- What is the function of the judiciary in liberal democracies?
- What role should the judiciary play in policy-making?
- What is the policy legacy of the Supreme Court of Canada?

Required readings:

- Macfarlane, Emmett. 2013. *Governing from the bench: The Supreme Court of Canada and the judicial role*. Vancouver: UBC Press, 264 pp.

Activities:

- Group meeting (30 min.)
- Overview of group presentation.

November 14, 2016 Policy & Law III [SITE VISIT]

Questions:

- How does law shape social policy in Canada?
- How do members of the legal profession shape the policy cycle/public administration in Canada?
- Careers in law. What are the benefits/drawbacks of pursuing law as a means to shape public policy? What can students gain from engaging in legal education? What kinds of careers could they pursue in public sector law?

Site visit:

- Class runs 12:00-2:00 pm + 1 hour travel time.
- University of Ottawa Faculty of Law: Meeting with members of the Public Law Group.
- Travel and meeting instructions to follow.
- No Monday office hours.

November 21, 2016 Policy & Reconciliation I

Objective:

- Students will learn about their role in Canada's reconciliation process with Indigenous peoples and the crucial role of policy makers in working towards this goal. Almost all policy areas can be read through a lens of reconciliation and students will gain introductory skills to use this lens in their future academic and professional work.

Required readings:

- Truth and Reconciliation Commission of Canada. 2015. *Final report of the Truth and Reconciliation Commission of Canada (Vol. 1): Honouring the truth, reconciling for the future.*

Activities:

- Group meeting (30 min.)

November 28, 2016 Policy & Reconciliation II [SITE VISIT]

Site visit:

- Class runs 12:00-2:00 pm + 1 hour travel time.
- Canada Council for the Arts: Arts Policy Group.
- Shopify: Government Relations.
- Travel and meeting instructions to follow.
- No Monday office hours.

December 5, 2016 Presentation preparation/Group meetings

No formal class. D199 will be available for group meetings. I will be holding office hours in the College during class time to meet with groups.

December 9, 2016 Presentations

Group presentations. Approximately 30 minutes each. Questions/discussion to follow.

CLASS PARTICIPATION

Student _____

	F 0-49%	D 50-59%	C 60-69%	B 70-79%	A 80-100%
Class Attendance (50% of grade)					
Consistently attended class (in case of illness or other issue student informed instructor)					
Class Participation (50% of grade)					
Consistently came to class prepared (having done readings)					
Consistently contributed to class discussions (making reference to readings; drawing connections to themes developed in the course)					
Consistently contributed to a positive learning environment (respectful discussion and debate)					

Comments:

Grade:
