The Johnson-Shoyama Graduate School of Public Policy, with campuses at the University of Regina and the University of Saskatchewan, is an interdisciplinary centre for public policy research, teaching, outreach and training.

JSGS 804 – SEMINAR ON RESEARCH AND WRITING

UNIVERSITY OF REGINA CAMPUS

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OFFICE HOURS: Monday, 1:30 to 2:30 pm and by appointment
OFFICE LOCATION: University of Regina Campus, Suite 110 - 2 Research Drive, Office 110 - 10
TERM: Fall 2012
ROOM: EA 106.2
TIME: 9:00 – 11:45 am
UR COURSES: http://www.uregina.ca/urcourses
SYLLABUS VERSION: JSGS804 F2012 v. 1.0 (updated July 6, 2012)

CALENDAR DESCRIPTION

This course will serve as an introduction to research and writing in public policy, including effective policy research, research design, sourcing, evaluation, analysis and presentation. During the course, students work towards the completion of a detailed policy analysis.

ACKNOWLEDGEMENTS

The instructor would like to thank warmly his colleagues, Greg Marchildon, Kathy McNutt, Andrea Rounce and Ken Rasmussen, who have built and taught this course in the past years. Also, many thanks to Daniel Béland for his kind help in an earlier version of this syllabus. Finally, Greg Marchildon has facilitated significant improvements of this syllabus.

TABLE OF CONTENTS

> Required and Recommended Readings
> Useful Material and Links
> Referencing: Chicago Manual of Style (16th Ed.) – Author-Date System
> Evaluation
> Seminar Schedule
> Student with Special Needs
> Policies
  > Academic Integrity and Conduct
  > Attendance and Participation
  > Late Assignments
  > Research Involving Human Subjects
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REQUIRED READINGS

Three required books are available at the bookstore and at the library on reserve:


Other readings are available through the Dr. Archer Library:

- catalogue basic search: [http://voyager.uregina.ca:7008/vwebv/searchBasic](http://voyager.uregina.ca:7008/vwebv/searchBasic)
- e-resources: [http://www.uregina.ca/library/eresources/](http://www.uregina.ca/library/eresources/)

Additional resources are available here (click on the *Teaching* section, and then go to the *Student Resources* subsection):

- [http://uregina.ca/~dupeyrob/](http://uregina.ca/~dupeyrob/)

Please note that, if you connect from off campus, you need to follow this quick tutorial: [http://uregina.libguides.com/content.php?pid=190512](http://uregina.libguides.com/content.php?pid=190512)

USEFUL MATERIAL AND LINKS

Additional material and links will be found at the following URL during the semester:
[http://uregina.ca/~dupeyrob/teaching.html](http://uregina.ca/~dupeyrob/teaching.html)

REFERENCING: CHICAGO MANUAL OF STYLE (16th ed.) – AUTHOR-DATE SYSTEM

While the *Chicago Manual of Style* is available online ([http://www.chicagomanualofstyle.org](http://www.chicagomanualofstyle.org)), there is short form guide available through the JSGS website at: [http://www.schoolofpublicpolicy.sk.ca/resources/current_students/Resources.php](http://www.schoolofpublicpolicy.sk.ca/resources/current_students/Resources.php)

The *Chicago Manual of Style* suggests two types of documentation system:

- the humanities style that includes “notes” (footnotes and/or endnotes) and a “bibliography”;
- the author-date system, with “in-text references” and a “reference list”.

JSGS Regina uses the author-date citation system because the Chicago author-date system is one of the most widely used systems in the policy-oriented social sciences (Table 1).
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Table 1. Chicago Manual of Style Use at JSGS Regina

<table>
<thead>
<tr>
<th>Chicago Manual of Style Documentation System</th>
<th>Chicago Manual of Style - Humanities Style</th>
<th>Chicago Manual of Style - Author-Date System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopted by JSGS Regina</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Components</td>
<td>- Notes, i.e. footnotes and endnotes</td>
<td>- In-text references</td>
</tr>
<tr>
<td></td>
<td>- Bibliography</td>
<td>- Reference list</td>
</tr>
<tr>
<td>Example: book, one author</td>
<td>- Note:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Bibliographic entry:</td>
<td></td>
</tr>
</tbody>
</table>

EVALUATION

Assignments:

1. **Policy Paper**
   a) *Literature Review* (20%) – due date: Oct. 22
      Requirements:
      - select six (6) scholarly / academic publications (monographs, edited books, journal articles...) that cover the policy topic you have selected, and offer a critical and balanced perspective; non scholarly publications (governments documents, think tank and mass media production...) are not allowed in this assignment, in which 100% of your references are scholarly / academic references;
      - however, please note that other types of references will be allowed in the final paper, up to 30% (see 1.c);
   b) *Research question, outline and reference list* (10%) – due date: Oct. 1
   c) *Final version* (30%) – due date: Dec. 3
      Requirements:
      - 2,500 words (+/- 10%), excluding cover page, title, outline, tables, figures and reference list. Print the word count - at the end of your paper (before the reference list);
      - use the Chicago Manual of Style author-date system; footnotes and endnotes are not allowed;
      - 70% of your references should be scholarly references.
   d) *Discussion of one of your peers’ paper, and response from your peer* (10%)

2. **Participation** (20%) – due date: whole semester (5%, in class participation, and 5% peer-review work); and 10%, questions on readings

3. **Briefing Note** (10%) – due date: Nov. 26
Hard copies must be submitted in class. Electronic copies won’t be accepted, unless there is a previous agreement between the student and the instructor concerning a specific assignment.

Table 2. Seminar Schedule

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
<th>Readings [Required (R) and Suggested (S) Readings]</th>
<th>Workshops</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sep. 17</td>
<td>Conducting Effective Research</td>
<td>(R) Bohaker and Iacovetta 2009.</td>
<td>From research topic to research question</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Wacquant 2010.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Booth, Colomb and Williams, ch. 1 and 2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Smith, ch. 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Sep. 24</td>
<td>Designing a Research Question and Conducting a Systematic Literature Review</td>
<td>(R) Booth, Colomb and Williams, ch. 3 and 4.</td>
<td>Literature review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Smith, ch. 3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Oct. 1</td>
<td>Finding and Using Relevant Sources (1/2)</td>
<td>(R) Booth, Colomb and Williams, ch. 5.</td>
<td>Library tour</td>
<td>- Research question...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Smith, ch. 4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Oct. 15</td>
<td>Finding and Using Relevant Sources (2/2)</td>
<td>(R) Booth, Colomb and Williams, ch. 6.</td>
<td>Peer-editing</td>
<td></td>
</tr>
<tr>
<td>6. Oct. 22</td>
<td>The Craft of Writing</td>
<td>(R) Booth, Colomb and Williams, ch. 7 to 14, 16 and 17.</td>
<td>Engaging sources</td>
<td>- Literature Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Smith, ch. 5 and 6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(R) Strunk and White, whole book.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PART 1. RESEARCH SKILLS FOR PUBLIC POLICY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Oct. 29</td>
<td>Introduction to Different Forms of Policy Communication</td>
<td>(R) Smith, ch. 2, 6, 8 and 9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Nov. 5</td>
<td>Government Documents (I): Briefing Notes</td>
<td>(R) Smith, ch. 7.</td>
<td>Deconstructing Briefing Notes</td>
<td></td>
</tr>
</tbody>
</table>
| 9. Nov. 19 | Government Documents (II): Cabinet Memorandum (Cabinet Document Item) | (R) Cabinet Memorandum / CDI documents on UR Courses | Deconstructing Cabinet Memoranda     | - Draft of policy paper to be sent by Nov. 15, 11:59 pm to your...
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Nov. 26</td>
<td>Presenting Descriptive Statistics</td>
<td>(R) Draft of your peers. Peer editing of draft of policy paper</td>
</tr>
<tr>
<td>11. Dec. 3</td>
<td>Policy Paper</td>
<td>No reading</td>
</tr>
</tbody>
</table>

**STUDENTS WITH SPECIAL NEEDS**

Students in the course who, because of a disability, may have a need for accommodations are encouraged to come and discuss accommodations with the instructor, and to contact the Coordinator of Special Needs Services at 585-4631.

**POLICIES**

**Academic Integrity and Conduct**

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (as attached; and available at [http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml](http://www.usask.ca/university_council/reports/archives/guide_conduct.shtml)), and at the University of Regina (available at [http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct](http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct)). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

“(…) Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student’s own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students’ use of others’ expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:
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a. not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
b. presenting the whole or substantial portions of another person’s paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors. (...)

Students who are uncertain what plagiarism is should discuss their methodology with their instructors. (...)”

(1) http://www.uregina.ca/gradstudies/calendar/policy_univ.shtml#conduct

LATE ASSIGNMENTS
Thou shall not have late assignments! Otherwise, five percent will be deducted each day during the first seven days after the due date. Assignments received after the seventh day after the due date will be graded F.

RESEARCH INVOLVING HUMAN SUBJECTS
All research that involves living human subjects - e.g., interviews, observation, participant observation and so on - requires review and approval by the University of Regina Research Ethics Board before the research is started.
Information concerning the Board, its policies and procedures can be found at:
http://www.uregina.ca/research/REB/policies.shtml

ATTENDANCE
You have up to two unexcused absences for this course. Please contact your instructor if you know that you are going to miss class. Please see Table 2.

JSGS GRADE DESCRIPTORS
Adopted November 2010.

85+ excellent
A superior performance with consistent strong evidence of:
> a comprehensive, incisive grasp of the subject matter;
> an ability to make insightful critical evaluation of the material given;
> an exceptional capacity for original, creative and/ or logical thinking;
> an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
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> an excellent ability to apply theories to real-world problems and intersect with related disciplines.

**80-85 very good**

An excellent performance with strong evidence of:

> a comprehensive grasp of the subject matter;
> an ability to make sound critical evaluation of the material given;
> a very good capacity for original, creative and/or logical thinking;
> an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
> a strong ability to apply theories to real-world problems and intersect with related disciplines.

**75-80 good**

A good performance with evidence of:

> a substantial knowledge of the subject matter;
> a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
> some capacity for original, creative and/or logical thinking;
> a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
> some ability to apply theories to real-world problems and intersect with related disciplines.

**70-75 satisfactory**

A generally satisfactory and intellectually adequate performance with evidence of:

> an acceptable basic grasp of the subject material;
> a fair understanding of the relevant issues;
> a general familiarity with the relevant literature and techniques;
> an ability to develop solutions to moderately difficult problems related to the subject material; and
> a moderate ability to examine the material in a critical and analytical manner.
## Table 3. Rules for Class Attendance by Chappell Lawson

<table>
<thead>
<tr>
<th>Legitimate excuses for missing class</th>
<th>Non-excuses for missing class</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; I was injured and was taken to the hospital (and here is the note from the doctor / paramedic / ambulance driver).</td>
<td>&gt; My boyfriend / girlfriend / long-lost cousin arrived unexpectedly in town.</td>
</tr>
<tr>
<td>&gt; I was sick (and here is the note from the Dean / doctor / faith healer / local voodoo priest).</td>
<td>&gt; I am taking two classes whose time slots conflict.</td>
</tr>
<tr>
<td>&gt; I am on the verge of a nervous breakdown (and here is the note from the Dean / shrink / licensed mental health care professional).</td>
<td>&gt; I overslept / needed to sleep / felt like sleeping / was overcome by that soporific feeling I sometimes get in the afternoon and didn't feel like drinking any more coffee.</td>
</tr>
<tr>
<td>&gt; I play competitive sports and will be away that day for a match / swim meet / full-contact mud-wrestling contest. [Note future tense]</td>
<td>&gt; My alarm clock fell off of my shelf overnight and shattered into lots of plastic pieces, and consequently, it didn't go off. I think my kitten must have done it.</td>
</tr>
<tr>
<td>&gt; My dorm room flooded / burned down / fell over in an earthquake (and here is the notice from the newspaper / the Dean / the Fire Marshal / the Army Corps of Engineers).</td>
<td>&gt; I had work for my other classes.</td>
</tr>
<tr>
<td>&gt; A close relative was very sick / injured / dying / dead so I had to fly out of town (and here is the notice from my family / the Dean / the hospital / the funeral home).</td>
<td>&gt; I needed a break.</td>
</tr>
<tr>
<td>&gt; My boyfriend / girlfriend / alien lover broke up with me.</td>
<td>&gt; I am not interested in _____ (insert topic of the week).</td>
</tr>
<tr>
<td></td>
<td>&gt; I actually believed those Master Card ads that say I deserve whatever I want.</td>
</tr>
<tr>
<td></td>
<td>&gt; There was a rerun of Star Trek on TV.</td>
</tr>
<tr>
<td></td>
<td>&gt; The lecture conflicted with my aqua-aerobics class.</td>
</tr>
<tr>
<td></td>
<td>&gt; I invented a time machine for my senior project and was trapped in 2071 when everyone else was in class, but I promise that three years from now, when I've gotten all the bugs out of the system, I'll go back to last week and make up the session.</td>
</tr>
</tbody>
</table>

## FINAL WORDS AND FINE MANNERS

**Syllabus.** This syllabus is neither the Stone Tablets nor the US Constitution. As a result, I reserve the right to change some of its aspects, e.g., readings or due dates, and to make reasonable format changes to the assignments as term goes on. I will announce all changes (if I make any) in class and confirm on the JSGS 804 UR Courses portal.

**Office hours.** You are very welcome to see me during my office hours, in order to raise questions, comments or suggestions about this specific course, or more generally about your education.

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Email. When you send me an email, you are encouraged, in order to receive a response, to include in the subject line:

(a) the course number, e.g., “JSGS 804” (without the quotation marks), and
(b) the main issue(s) addressed in your email, e.g., “More readings needed” (without the quotation marks).

Also, please start with a formal greeting, so that I have the feeling you are not spamming me, e.g., “Hi Bruno”. I will do my best to respond to your email within 48 hours, but if I do not, please send me a gentle reminder.

Laptop use. Students are not encouraged to use their laptop in the classroom. However, if you need your laptop, you are welcome to have a chat with your instructor during the first class.

Cell-phones. Due to a more specific and latent technophobia, cell-phones have to be turned off. Students who will lay a hand on their cell-phone during the course will be summarily executed.

Wikipedia. Students who use Wikipedia will be force-fed with a copious ‘foie gras poutine’.

Cravings. Beverages are welcome. Snacks and dark chocolate are tolerated (minimum 65% cocoa).

REFERENCES

1. Core Readings


Giltrow, Janet, Daniele Burgoyne, Richard Gooding, and Marlene Sawatsky. 2005. Academic Writing: An Introduction. Peterborough, ON: Broadview Press. See chapter 1: Although clearly designed for undergraduate students of English, this first chapter provides a thorough set of examples to help students understand and think about different writing voices (and audiences).


2. Other suggested readings

2.1. On research


2.2. On writing


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GLOSSARY (in construction)

- author-date system (see Chicago Manual of Style)
- basic research versus applied research
- bibliographic software
- Chicago Manual of Style
- classification
- comparative analysis
- contextual description
- dependant variable
- descriptive statistics
- epistemology
- ethics
- hypothesis-testing
- independent variable
- literature review = review of the literature
- methodology
- new public management (NPM)
- normative versus empirical reasoning
- online sources

- ontology
- prediction
- print sources
- qualitative research methods
- quantitative research methods
- research hypothesis
- research methods (see qualitative research methods and quantitative research methods)
- research model
- research question
- research topic
- sample
- scientific method
- sources of information