

**DEPARTMENT OF HUMAN ECOLOGY  
FACULTY OF AGRICULTURE, FORESTRY AND HOME ECONOMICS  
UNIVERSITY OF ALBERTA**

**HECOL 300  
HUMAN ECOLOGICAL PERSPECTIVES ON POLICY DEVELOPMENT AND EVALUATION**

**FALL 2019**

Class time: Monday, Wednesday and Friday 10:00 to 10:50

Classroom: AgFor Centre 1-13

Instructor: Dr. Janet Fast

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*Note: Every effort will be made to respond to email inquiries within two days but this won't always be possible. Be sure to specify "HECOL 300" in the subject line of the message.*

Office Hours: Tuesdays 2:00 – 3:30 p.m.; otherwise by appointment

**COURSE OBJECTIVES/LEARNING OUTCOMES**

HECOL 300 examines "Processes of policy development, implementation and analysis; Canadian policy environments, institutional frameworks and instruments; application to professional practice and to current social and economic issues."

Upon completion of the course students should be able to answer the following questions:

1. What is public policy?
2. How do problems get the attention of policy makers?
3. What are the broad contextual influences on public policy in Canada?
4. How are policies made and implemented?
5. What criteria and tools are useful in developing and assessing policy choices?
6. How are policy choices and outcomes mediated and influenced by individuals, organizations and political institutions?

In addition, students should be prepared to play a role, as a human ecology professional and as a citizen, in formulating, evaluating and/or influencing policies.

The course will comprise a combination of lectures and small and large group in-class discussions of readings and periodic exercises and activities intended to help students better understand the key concepts they are responsible for learning.

## RESOURCES

### Readings

Course materials for HECOL 300 include a text book and a selection of additional required readings that are available electronically. Readings are listed in the course schedule by weekly topic and alphabetically in the reading list: url's and hotlinks are provided in the reading list. Occasional additional required readings may be assigned throughout.

### E-class

Copies of all relevant documents for the course (syllabus, course schedule, assignment descriptions etc.) are on the eClass site for the course. Students will need their Campus Computing ID (CCID) and password received via e-mail from the Office of the Registrar to logon to eClass. Access eClass at: <https://eclass.srv.ualberta.ca/portal/>. Assistance with eClass, including tutorials, computer set-up information, and frequently asked questions is available on the website.

### **Specialized Support and Disability Services (SSDS):**

Students requiring accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health should discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381 (phone) or 492-7269 (TTY).

### TOPICAL OUTLINE AND READINGS

| Date     | Topic & Reading  | Policy Issue  | Additional Notes/Activities  |
|----------|--|---|--|
| Sept. 4  | Course introduction  |   | Political knowledge quiz   |
| Sept. 6  | What is policy?<br>Read: Miljan, Chapter 1   |   |  |
| Sept. 9  | How does policy happen and why does it look the way it does?<br>Theories of public policymaking                    |   |  |
| Sept. 11 | Read: Miljan, Chapter 2; Cairney (read and listen to podcast);<br>Scott  |   |  |
| Sept 13  | Selecting and analyzing media stories for policy relevance   |   | Bring to class 1 media story about a policy issue                                    |
| Sept. 16 | The 2019 Federal Election<br>Read: CASA  |   | Select one of the “top concerns for students” (CASA); complete discussion questions. |
| Sept. 18 | The Role of Values and Perspectives in Policymaking<br>Read: Stewart p. 14-16 & 23-32; Trudeau Foundation; Belisle |   | Complete Common Good Values Survey   |
| Sept. 20 | Setting the stage: Introduction to policymaking contexts<br>Read: Miljan, Ch. 3                                    |   |  |
| Sept. 23 | The Political Context<br>Read: Miljan, Ch. 3, p. 52-59; Forsey, p. 1-8 & 32-40;                                    | Family policy OR<br>Environmental protection policy |  |
| Sept. 25 | AND McKay, Mathieu & Doucet OR Miljan, Chapter 12.   |   |  |
| Sept. 27 | The Economic Context<br>Read: Miljan, Ch. 3, p. 69-83 & Ch. 7; Porter  | Globalization                                       |  |
| Sept. 30 |  |   |  |

|                       |  |  |   |
|-----------------------|--|--|---|
| Oct 2                 | The Legal Context<br>Read: Miljan, Ch. 3, p. 59-64; Forsey, p. 8-19, 30-31; Emmens & Law; Kwasniewski                | Human Rights law:<br>Family status<br>Patent law | Guest: Marcella Daye,<br>Canadian Human Rights<br>Commission (TBC)  |
| Oct. 4                |  |  |   |
| Oct. 7                | The Social Context<br>Read: Miljan, Chapter 8, 10 & 11; Blackstock   | Family policy/Indigenous<br>policy               | Guest: Scarlett Papin<br><b>MEDIA JOURNAL ENTRY 1<br/>DUE OCT 9</b> |
| Oct. 9                |  |  |   |
| Oct. 11               | The Policymaking Process and the Policy Agenda<br>Read: Miljan: p. 31-43; Barnes & Virgint; Evans, Hertzman & Morgan | Health policy                                    |   |
| Oct. 14               | <b>THANKSGIVING DAY</b>  |  | <b>UNIVERSITY CLOSED</b>  |
| Oct. 16               | Return and discuss first media journal entry   |  |   |
| Oct. 18<br>AGE-WELL   | Catch-up & Exam Review   |  |   |
| Oct. 21<br>To Moncton | <b>MID-TERM EXAM</b>   |  | <b>ELECTION DAY: VOTE!</b>  |
| Oct. 23<br>AGE-WELL   | Problem definition<br>Read: Citizens for Public Justice; First Call 2015a  | Poverty  |   |
| Oct. 25<br>CAG        | Policy instruments<br>Read: Pal, Chapter 4; Hobbs OR Health Canada OR Howard   | Product safety OR<br>intellectual property       |   |
| Oct. 28               |  |  |   |
| Oct. 30<br>SPH FEC    | Policy implementation<br>Read: Miljan, Chapter 5; Williams & Wells   | Public safety                                    |   |
| Nov. 1                | Return and review mid-term exam  |  |   |
| Nov. 4                | Policy Analysis, Policy Evaluation and Policy-Relevant Research<br>Read: Miljan, Chapter 6 & 9                       | Health policy                                    |   |

|                      |  |   |  |
|----------------------|--|---|--|
| Nov. 6               | Process Evaluation<br>Read: HRSDC 2005; OR Morestin et al, p. 55-61  | Youth employment OR<br>food labelling                 |  |
| Nov. 8               |  |   |  |
| Nov. 11-15           | <b>REMEMBRANCE DAY/ FALL READING WEEK</b>  |   | <b>NO CLASSES</b>                                    |
| Nov. 18              | Outcome Evaluation<br>Read: Margolis et al; OR Murray & Rivers; OR First Call(a) & First   | Parental Leave Policy OR<br>Energy Policy OR Child    |  |
| Nov. 20              | Call(b)  | Poverty   |  |
| Nov. 22              | Efficiency Evaluation<br>Read: HRSDC 2009, sections 2.3, 3.3 & 4.3; OR Morestin et al, p.<br>55-61   | Youth employment OR<br>food labelling                 |  |
| Nov. 25              | Role of research in policy evaluation<br>Read: Prowse et al; Fast et al  | Food marketing to<br>children OR family<br>caregiving | Guest: Kim Raine (TBC)<br>Guest: Matt Jeneroux (TBC) |
| Nov. 27              |  |   |  |
| Nov. 29              | Stakeholders: The “Actors” in Policymaking; Influencing policy<br>Read: University of Albert Students’ Union; CASA; APIRG  | Student Advocacy                                      | Guests: U of A SU; APIRG                             |
| Dec. 2               | Role of the media in policymaking—your media journals<br>Read: Chakrabarti   | Social media  | <b>MEDIA JOURNAL ENTRY 2<br/>DUE DEC 2</b>           |
| Dec. 4               |  |   |  |
| Dec. 6               | Wrap-up, catch-up & exam review  |   |  |
| Dec. 17<br>9-11 a.m. | <b>FINAL EXAM</b><br>Exams written through Specialized Support and Disability<br>Services (SSDS) have varying start and end times; students must<br>confirm their bookings and exam accommodations with SSDS at<br>2-800 SUB, e-mail ssds.exams@uss.ualberta.ca<br>or call (780) 492-3381. |   | <b>FINAL EXAM</b>                                    |

## READING LIST

**Text:** available for purchase in the campus book store or on Amazon.

Miljan, L. (2018). *Public Policy in Canada: An Introduction*. Don Mills, ON: Oxford University Press.

**Additional readings:** the following should be retrieved from the web sites indicated.

Alberta Public Interest Research Group (APIRG)

<https://apirg.org/about/>

Barnes, A. & Virgint, E. (2015). *The legislative process: From government policy to proclamation*.

Government of Canada: Library of Parliament

<https://lop.parl.ca/staticfiles/PublicWebsite/Home/ResearchPublications/InBriefs/PDF/2015-52-e.pdf>

Belisle, D. (2018, December). Québec's fashion police: A century of telling women what not to wear. *The Conversation*.

<https://theconversation.com/quebecs-fashion-police-a-century-of-telling-women-what-not-to-wear-107550>

Cairney, P. (2013, November). *The policy cycle*.

<https://paulcairney.wordpress.com/2013/11/11/policy-concepts-in-1000-words-the-policy-cycle-and-its-stages/>

Canadian Alliance of Student Associations (CASA) (2019). *The student vote*.

[https://d3n8a8pro7vhm.cloudfront.net/casaacae/pages/3048/attachments/original/1560861077/The\\_Student\\_Vote.pdf?1560861077](https://d3n8a8pro7vhm.cloudfront.net/casaacae/pages/3048/attachments/original/1560861077/The_Student_Vote.pdf?1560861077)

Canadian Alliance of Student Associations (CASA) (2012). *Policy priorities for 2016*.

<https://d3n8a8pro7vhm.cloudfront.net/casaacae/pages/803/attachments/original/1463344848/LOBBY-DOCS-2016-6-group-FINAL-EN.pdf?1463344848>

Chakrabarti, S. (2018). *Hard questions: What effect does social media have on democracy?* Facebook Newsroom

Citizens for Public Justice (ND). *Busting myths about poverty in Canada*.

<https://cpj.ca/poverty-myths/>

Emmans, J. & Law, D. K. (2014, May). *Johnstone v. CBSA*. *Gowlings*.

<http://www.mondaq.com/canada/x/314202/employee+rights+labour+relations/Johnstone+v+Canada+Border+Services+Agency+Federal+Court+Of+Appeal+Unanimously+Upholds+Family+Status+Accommodation+Obligations>

Evans, R., Hertzman, C., & Morgan, S. (2009). *Improving Health Outcomes in Canada*. Ottawa: Institute for Research on Public Policy.

<http://irpp.org/wp-content/uploads/assets/research/canadian-priorities-agenda/improving-health-outcomes/evans-sept-2008.pdf>

Fast, J. (2015). *Caregiving for older adults with disabilities: Present costs, future challenges*. Ottawa: Institute for Research on Public Policy.

<https://irpp.org/research-studies/caregiving-for-older-adults-with-disabilities/>

First Call (2015a). *Child Poverty Report Card: Summary*.

[http://still1in5.ca/?page\\_id=516](http://still1in5.ca/?page_id=516)

First Call (2015b). *Fact Sheet 11: The importance of government help: Public policy matters*.

<http://still1in5.ca/wp-content/uploads/2014/11/2015-BC-Child-Poverty-Report-Card-FirstCall-FactSheet11-2015-11.pdf>

Forsey, E. A. (2016). *How Canadians govern themselves*. Ottawa: Government of Canada.

[https://lop.parl.ca/about/parliament/senatoreugeneforsej/book/assets/pdf/How\\_Canadians\\_Govern\\_Themselves9.pdf](https://lop.parl.ca/about/parliament/senatoreugeneforsej/book/assets/pdf/How_Canadians_Govern_Themselves9.pdf)

Health Canada. (2009). *Flammability of Textile Products in Canada*. Ottawa: author.

[http://www.hc-sc.gc.ca/cps-spc/alt\\_formats/hecs-sesc/pdf/pubs/indust/flammability-inflammabilite/flammability-inflammabilite-eng.pdf](http://www.hc-sc.gc.ca/cps-spc/alt_formats/hecs-sesc/pdf/pubs/indust/flammability-inflammabilite/flammability-inflammabilite-eng.pdf)

Hobbs, J. E. (2010). Public and private standards for food safety and quality: International trade implications. *The Estey Centre Journal of International Law and Trade Policy*, 11 (1). 136-152.

<http://ageconsearch.umn.edu/bitstream/90586/2/hobbs11-1.pdf>

Howard, C. (2012). Lululemon's yoga-pant waistband stretches the limits of design patent protection. *Jurist*, Dateline Oct. 25, 2012

<http://jurist.org/dateline/2012/10/cory-howard-patent-law.php>

Human Resources and Skills Development Canada (HRSDC) (2005). *Formative evaluation of the Youth Employment Strategy*. Ottawa: author.

[http://publications.gc.ca/collections/collection\\_2013/rhdcc-hrsdc/RH64-90-2000-eng.pdf](http://publications.gc.ca/collections/collection_2013/rhdcc-hrsdc/RH64-90-2000-eng.pdf)

Human Resources and Skills Development Canada (HRSDC) (2009). *Summative evaluation of the Youth Employment Strategy*. Ottawa: author

[http://publications.gc.ca/collections/collection\\_2010/rhdcc-hrsdc/HS28-55-1-2009-eng.pdf](http://publications.gc.ca/collections/collection_2010/rhdcc-hrsdc/HS28-55-1-2009-eng.pdf)

Kwasniewski, B. W. (2013, February). Elder care and family status discrimination Ontario ruling. *Charity Law Bulletin* No. 300.

<http://www.carters.ca/pub/bulletin/charity/2013/chylb300.htm>

Margolis, R., Hou, F., Haan, M., & Holm, A. (2019). Use of parental benefits by family income in Canada: Two policy changes. *Journal of Marriage and Family*, 81, 450-467.

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/jomf.12542>

McKay, L., Mathieu, S., & Doucet, A. (2016). Parental-leave rich and parental-leave poor: Inequality in Canadian labour market based leave policies. *Journal of Industrial Relations*, 58(4), 543–562.  
<http://jir.sagepub.com.login.ezproxy.library.ualberta.ca/content/58/4/543.full.pdf+html>

Morestin, F., Hogue, M-C, Jacques, M., & Benoit, F. (2011). *Public Policies on Nutrition Labelling: Effects and Implementation Issues—A Knowledge Synthesis*. Ottawa: National Collaborating Centre for Healthy Public Policy.  
[http://www.ncchpp.ca/docs/Synthesis\\_nutrition\\_labelling\\_EN.pdf](http://www.ncchpp.ca/docs/Synthesis_nutrition_labelling_EN.pdf)

Murray, B., & Rivers, N. (2015). British Columbia’s revenue-neutral carbon tax: A review of the latest “grand experiment” in environmental policy. *Energy Policy*, 86, 674-683.  
<https://www.sciencedirect.com.login.ezproxy.library.ualberta.ca/search/advanced?docId=10.1016/j.enpol.2015.08.011>

Pal, L. (2014). *Beyond policy analysis: Public issues management in turbulent times*. Toronto, ON: Nelson Education Ltd.

Porter, C. (2016, June). After Brexit, which way for fashion? *Financial Times*,  
<http://www.ft.com/cms/s/2/8f288762-3316-11e6-bda0-04585c31b153.html?siteedition=intl#axzz4Kj2YXAAk>

Prowse, R. J., Naylor, P-J., Olstad, D. L. , Carson, V., Storey, K., Mâsse, L. C., Kirk, S. F. L., & Raine, K. D. (2018). Food marketing in recreational sport settings in Canada: a cross-sectional audit in different policy environments using the Food and beverage Marketing Assessment Tool for Settings (FoodMATS), *International Journal of Behavioral Nutrition and Physical Activity*, 15, 39  
<https://doi.org/10.1186/s12966-018-0673-5>

Stewart, J. (2009). *Public Policy Values*. NY, NY: Hargrave Macmillan. Ch. 1: What are policy values?  
[http://www.palgrave.com/resources/sample-chapters/9780230554009\\_sample.pdf](http://www.palgrave.com/resources/sample-chapters/9780230554009_sample.pdf)

Trudeau Foundation (2012). *The Common Good: Who Decides? A National Survey of Canadians*. Ottawa: author

For a synopsis (required):

<https://www.ualberta.ca/news-and-events/newsarticles/2012/11/definingcanadascommongood>

For the full report (optional):

<http://www.environicsinstitute.org/uploads/institute-projects/tf%202012%20survey%20-%20backgrounder%20-%20final%20november%2012-2012.pdf>

University of Alberta Students’ Union (2018). 2018 Undergraduate Survey Report  
<https://www.su.ualberta.ca/media/uploads/1143/2018UndergradSurveyReport.pdf>

Williams, A. F. & Wells, J. K. (2004). The role of enforcement programs in increasing seat belt use *Journal of Safety Research*, 35(2), 175–180.

<http://www.sciencedirect.com.login.ezproxy.library.ualberta.ca/science/article/pii/S0022437504000210>

## COURSE EXPECTATIONS, ASSIGNMENTS AND GRADING

Students are expected to behave professionally and ethically, demonstrate genuine interest in the subject matter, and come to all classes prepared to engage in the learning process, having completed assigned readings, and considered guiding questions or completed exercises where provided.

There will be three evaluation elements: a media journal and two exams. The media journal and exams will be weighted in determining the final grade as follows:

|               |     |
|---------------|-----|
| Media journal | 35% |
| Mid-term exam | 30% |
| Final exam    | 35% |

Evaluation of assignments will be expressed in raw marks throughout the term. Grades will be assigned only to the final distribution of total marks for the full course. Assignment of grades will be based on a combination of absolute achievement and relative performance in this class. The overall performance required to earn various grades are described as follows:

|   |                |   |
|---|----------------|---|
| <b>Excellent:</b><br>The student has demonstrated excellent understanding of course content.    | A <sup>+</sup> | Outstanding: The student has demonstrated an extraordinary grasp of the course content and performance reflects creativity and innovation, in addition to a high level of analytical ability. |
|   | A              | Excellent: The student has demonstrated superior understanding of the course content and a high level of analytical ability.  |
|   | A <sup>-</sup> | The student has demonstrated superior understanding of the course content, but has not shown the same level of analytical ability as students receiving an A.                                 |
| <b>Good:</b><br>The student has demonstrated a sound understanding of course content.           | B <sup>+</sup> | The student has demonstrated a sound understanding of course material, with superior understanding being evident in some topics.  |
|   | B              | The student has demonstrated a uniformly sound understanding of course material.  |
|   | B <sup>-</sup> | The student has demonstrated a generally sound understanding of course material, but there are some areas in which depth of understanding is limited.   |
| <b>Satisfactory/<br/>Adequate:</b><br>The student has demonstrated awareness of course content. | C <sup>+</sup> | The student has demonstrated adequate awareness of course content with sound understanding of some topics.  |
|   | C              | The student has demonstrated adequate awareness of all of the central dimensions of the course.   |
|   | C <sup>-</sup> | The student has demonstrated adequate awareness of most central dimensions of the course, but lacks knowledge of one or two topics.   |
| <b>Poor</b>   | D <sup>+</sup> | The student has demonstrated a lack of knowledge in one or more of the central dimensions of the course, and has very superficial understanding of most topics.                               |
| <b>Minimal Pass</b>   | D              | The student's performance is only minimally acceptable due to a lack of understanding of several central dimensions of course content.  |
| <b>Fail</b>   | F              | The student has demonstrated a lack of knowledge of most of the course content.   |

## **E-Mail**

Electronic communication between the instructor and students *will use only University of Alberta accounts* (i.e., "[student](mailto:student@ualberta.ca)"@ualberta.ca). Please include the course name and number (HECOL 300) and the purpose of your e-mail in the subject line of your e-mail. The instructor will not respond to E-mail on weekends.

## **Submission of Assignments and Late Assignments**

Assignments are to be submitted to the instructor no later than 4 p.m. on the dates indicated in this syllabus. If a student is unable to turn in an assignment during scheduled class time, they may be submitted to the department administrator in HEB 302. Assignments may be submitted either in hard copy or electronic form. If submitted electronically, the assignment should be uploaded to the eClass folder established by the instructor for this purpose.

Due dates for assignments are noted in the topical outline and the assignment description. In order to be fair to students who manage their time so as to meet deadlines, **NO EXTENSIONS WILL BE GRANTED** except in the case of illness or other extreme circumstances. Students who submit assignments after the deadline stated in the syllabus will be penalized 25% for each day (24 hours) the assignment is late. Assignments submitted more than three days late will receive a mark of zero.

## **Electronic Devices**

No electronic devices, including calculators and cellular telephones, are permitted during exams. Cellular telephones must be turned off during class time and during exams, and must be stored away during exams.

## **Policy on Course Outlines**

The University's policy about course outlines can be found at in §23.4(2) of the University Calendar.

## **Absence from Examinations**

The mid-term examination must be written on the date noted in the course schedule, except in the case of illness or other extreme circumstances. The weight allocated to a mid-term exam missed due to illness or other extreme circumstances will be added to the final exam.

Students should check exam schedules prior to making travel or event plans. Instructors cannot give students permission to miss the final exam or grant a request for a deferred final exam. Decisions to grant a deferred final exam can only be made by students' own Faculty's Student Services Office. Acceptable reasons for excused absences may include illness or bereavement. Unacceptable reasons include weddings, travel or vacation. The University policy on deferred exams can be found in Section 23.3.2 of the University Calendar. Should a request for a deferred final exam be granted, the instructor will set a new exam, and set a new time and location for it in consultation with the student.

## **Academic Integrity and Code of Student Behaviour**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour ([www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 2003).

All students at the University of Alberta are subject to the Code of Student Behaviour, as outlined at: <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>. Please familiarize yourself with it and ensure that you do not participate in any inappropriate behavior as defined by the Code. Key components of the code include the following statements.

30.3.2(1) No Student shall submit the words, ideas, images or data of another person as the Student's own in any academic writing, essay, thesis, project, assignment, presentation or poster in a course or program of study.

30.3.2(2) c. No Student shall represent another's substantial editorial or compositional assistance on an assignment as the Student's own work.

## MEDIA JOURNAL ASSIGNMENT

This project builds on the concept of the anthropologist's field diary. The journal consists of dated entries of print or electronic media stories that illustrate the elements of policymaking being discussed in class. For each topic listed below, students will provide one illustration selected from the popular media, ideally during the week(s) when the element of policymaking it illustrates is being covered in class. Illustrations should be selected from a variety of sources and represent a variety of policy issues: each illustration should come from a different media source, deal with a different policy issue, and come from a different week during the term. Acceptable media sources include newspapers, magazines, trade journals, radio or television.

Items from a print media source should be clipped (or downloaded from an electronic source) and included in the journal entry. Items from an audio or visual media source should be accompanied by a full description/transcript. [Hint: many TV and radio broadcasters have web sites where transcripts, and even audio or video clips, can be found.] *Each entry should be dated and the source cited accurately so that the original item could be located by the instructor.* (See Publication Manual of the American Psychological Association, Sixth Edition, available in both the library and the book store, or visit this web site: <http://guides.library.ualberta.ca/apa>)

Students will *analyze* each illustration (not more than 2 pages, typed, double spaced, per illustration). This analysis will normally include a description of: (a) what policy issue the item illustrates; (b) which policymaking principle it illustrates; (c) *how* it illustrates the relevant policymaking principle; and (d) what conclusions can be drawn about the policy issue from the information provided. Any sources used for this analysis should be referenced in APA format.

### Photo Journal Option

This option is offered as an alternative to **ONE** of the three required journal entries. You are not required to substitute this for one of the media journal entries; it is your choice.

A photo journal entry consists of 2 or 3 photographs that you think illustrate a current policy issue or policy problem, and one of the principles of policymaking being discussed in the course. You should use your own photographs, but they may be photographs you have already taken, or ones you take specifically for the purposes of the assignment.

Please provide your photos in electronic .jpg file format, preferably with all macrodata (this should automatically be included in .jpg files). This likely means you will need to submit this journal entry electronically: send your submission to the instructor's e-mail address by the deadline. If taking photos specifically for the assignment, please be polite—avoid, or ask permission, to take photos of people or of private property; **DO NOT** take photos of children without their parents' explicit permission (written permission if the child is not related to you).

You will analyze each illustration (not more than 2 pages, typed, double spaced, per illustration). This analysis will normally include a description of: (a) what policy issue the photo illustrates (and why you think it does); (b) which policymaking principle it illustrates; (c) how it illustrates the relevant policymaking principle; (d) what conclusions can be drawn about the policy issue from the information you gather. Since there will be no text to work from, as there would be with a media item, you will likely need to do some additional research. Any sources used for this analysis should be referenced in APA format.

You will select illustrations for the following topics, ideally during the week(s) the relevant element of policy making is covered in class:

Media journal entry #1:

Value: 15% of final grade

Topic: mandatory: Policymaking environments

**Due date: October 9**

Media journal entry #2:

Value: 20% of final grade

Topic: Select one of: Problem definition in policymaking

Policy evaluation

Influencing policy

**Due date: December 2**

You will submit your media journal for marking in two parts. Media journal entry #1 must be submitted than 4 p.m. on **October 9**. Media journal entry #2 is due no later than 4 p.m. on **December 2**. Media journal entries must be submitted *as Word documents* to the designated folder on your eClass site by the deadline.

The journal project will be evaluated according to the following criteria:

1. Quality of analysis: selected media items (or photos) are *good* illustrations of the relevant policy principle; analysis reflects an understanding of the principle it is intended to illustrate that goes beyond a superficial level; evidence that class/reading material has been applied.
2. Completeness: illustrations and analyses are included for all topics, properly dated and cited; illustrations are from a variety of sources and cover a variety of policy issues.
3. Quality of writing; clarity, grammar and punctuation; logical presentation; appropriate references used and correctly cited.