[York University](http://www.yorku.ca/)

**AP/PPAS 3190 A 6.00 Public Administration**



Course Outline

SU 2018-2019 Summer

Tuesdays/Thursdays, 19:00-22:00, beginning April 30

ACW 204 Accolade West

| Instructor | Assistant |
| --- | --- |
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Professor Wilkins is Associate in Public Management with the School of Public Policy and Administration. He was a Commonwealth Diplomat based in London (United Kingdom) and a career senior public servant in Canada. In 2009, he was awarded the Lieutenant-Governor’s Medal for Excellence in Public Administration.

Course Description

This course examines the theory and practice of public administration, featuring policy making and the machinery of government in Canada. It discusses who makes policy, how policy is developed and implemented, and how the system works and is managed for results.

Course credit exclusion: GL/POLS 2500 6.00.

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# Course Learning Outcomes

This course outlines and reviews Canadian public administration in the context of international developments. It imparts fundamental knowledge and intimate insights about public institutions, policies, practices, and leaders engaged in government decision making and issues management.

Upon completion of the course, students should be able to:

* Describe the origin, development, and impact of public institutions;
* Apply comparative strategies for public policy development;
* Assess the effectiveness of current public management practices;
* Detect trends and prospects for Canadian public administration; and
* Identify linkages between public administration theory and practice.

# Deliverables at a Glance

Students are expected to do advance readings, attend all classes, and participate actively in class discussion of key concepts, practices, case studies, and assignments. Students are also expected to complete tasks and assignments according to schedule. The impact of each assignment on your final course grade is indicated in the table below. For details, please refer to Written Assignments, Projects, and Exams (pages 2-4).

| **Assignment** | **Quantity** | **% Weight** | **Total %** | **Responsibility** |
| --- | --- | --- | --- | --- |
| Scoping Mission | 1 | 20 | 20 | Individual |
| Policy Review | 1 | 40 | 40 | Individual/Group |
| Class Participation | 20 | 1 | 20 | Individual |
| Final Exam | 1 | 20 | 20 | Individual |
|  |  |  | **100%** |  |

# Course Material

There is no textbook for this course.

***Required readings*** are available on York University Moodle <https://moodle.yorku.ca/>. Please arrange for access, and check the site between classes. All course readings, materials, and announcements are posted on this site. Case studies, exercises, research, and informed class debate draw upon current publications and reliable Internet sites for pertinent opinion and evidence from domestic and international sources.

***Supplementary references*** may be suggested by the Instructor from time to time. They offer students the option of doing further reading on specific subject matter of special interest.

# Class Preparation and Participation

This course is delivered in the style of an interactive seminar in which readings, case studies, current events, real stories, and guest commentaries stimulate discussion.

***Preparation***. As class discussion is central to learning, students are expected to come to class well prepared. Each student is assumed to bring perspectives, knowledge, and experience that are of value to the topics under discussion. Students may wish to keep study notes to reinforce their learning. On average, students should expect 3-6 hours per class for pre-reading, casework, and assignments.

***Class Participation*.** This course works best when students attend all classes in their entirety, listen actively, ask questions, get involved in group exercises, and engage fully in class discussions. Everyone is encouraged to contribute and communicate respectfully in a secure environment. Over the course, 20% of the student grade is assessed on the basis of participation. For each of 20 eligible classes, up to one mark will be assigned for attendance, preparation, participation, and contribution to class learning. Interim progress will be shared with students midway through the course.

# Written Assignments, Projects, and Exams

| *Due Date* |  |
| --- | --- |
| JUN 6 | **SCOPING MISSION: TERMS OF REFERENCE**  The Scoping Mission is a foundational component of the course. The purpose is to introduce students to the nuances and intricacies of public institutions and their issues. In the role of advisor or consultant, students will conduct virtual field research and draft Terms of Reference to guide future study or work. The product is intended to facilitate senior management decision making about how to conduct a prospective project to remedy an important problem.  ***Institution.*** Students are asked to select an existing public institution operating in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. The task is to research the history, role, and impact of the institution. The Instructor will introduce the Public Institution Research Guidance, Scoping Mission Assessment Tool, and Terms of Reference Outline in Class 3. Starting in Class 4, there will be regular briefings and workshops through Class 9. Individual work may be facilitated via self-managed clusters created by students to study common institutional form, function, or jurisdiction.  ***Assessment.*** Students are asked to identify and examine gaps in institutional performance and sustainable results. The task is to make a preliminary assessment of the institution’s effectiveness and efficiency in fulfilling its mission and mandate. In Classes 4-9, the Instructor will review good practice criteria that help pinpoint institutional issues at stake.  ***Proposal.*** Students are asked to document the outcome of the Scoping Mission in proposed Terms of Reference. The task is to frame provisional information requirements to guide a prospective study or work. In Class 10, students will quality-check their final preparations in workshop. By Class 12, students will e-mail proposed Terms of Reference as a Word attachment to the Instructor for grading and comments. The Instructor will debrief feedback and results in Class 13.  Weightings for each section of the Terms of Reference follow a pro-forma outline:   |  |  |  | | --- | --- | --- | | **SECTION** | **WORDS** | **MARKS** | | Proposal to Management | 100 | 2 | | Institutional Context | 100 | 2 | | Problem Definition | 100 | 2 | | Project Objective | 100 | 2 | | Methodology and Scope | 100 | 2 | | Literature Review | 100 | 2 | | Preliminary Assessment | 200 | 4 | | Project Management | 200 | 4 | | **Total** | **1,000** | **20** |   Proposals will be assessed using five criteria:   1. Presentation of sound, clear, and coherent argumentation; 2. Demonstrated understanding of the issues under consideration; 3. Depth, breadth, and quality of intended analysis; 4. Originality of approach, arguments, observations, and insights; and 5. Professional presentation – length, format, visuals, grammar, spelling, citations.   Late papers will be penalized up to one letter-grade per class, subject to applicable University policies. No rewrites for course credit are permitted.  Maximum length: 1,000 words, single-spaced, 12-point font, 1-inch margins, inclusive of references, illustrations, and appendices  Value: 20% |
| JUL 4 | **POLICY REVIEW: GROUP PRESENTATION**  The Policy Review is a developmental component of the course. The purpose is to give students practice in policy analysis and advice using the case method. In the role of policy advisors, students will simulate a group presentation to an audience of policy makers and/or stakeholders. The task is to analyze an issue of interest and to assess comparative approaches for developing existing or proposed policy.  The Instructor will orient students to the project guidelines in Class 9. In workshop in Class 10, students are asked to form up to five groups of six to ten (6-10) members and to select a real public policy issue in a Canadian (federal, provincial, municipal, indigenous) or international jurisdiction. Time for briefings, group work, and coaching will be allocated in Classes 11-17.  Groups will present their policy case in Class 18, utilizing the audio-visual format of choice and providing the Instructor with an advance courtesy copy. Presentations will be viewed by a panel of guest judges, as well as by the class at large. They will be assessed on the basis of judges’ Scorecards, reflecting criteria from the CAPPA/IPAC National Public Administration Case Competition. The Instructor will compile feedback on the presentations and debrief the results in Class 19.  All group presentations must be made in class on the scheduled date. Missed presentations will result in a ‘nil’ mark, subject to applicable University policies. A presentation mark out of 30 will be shared by all group members.  The remaining 10 marks out of a total of 40 for this assignment will be at risk and assigned via Group Peer Assessment. Each group member will assess the contribution, performance, and engagement of all members of the group, including themselves, and will assign each a score out of 10. The average of scores submitted will determine each group member’s mark. Students failing to submit peer assessments before Class 20 will forfeit their allocation of 10 marks.  Maximum length: 10 core slides, 30 minutes for presentation and discussion, including 10 minutes minimum for Q&A  Value: 40% |
| JUL 25 | **FINAL EXAM: CASE STUDY**  The Final Exam is an integrating component of the course. It subsumes all readings, posted materials, lectures, and class discussions. The purpose is to consolidate learning, advance critical thinking, and test new competencies. The exam will take the form of a case study in public administration for review and analysis. Students are asked to write essay responses to one or more case questions.  The exam will be administered in the last scheduled class and is open book. Students may use their own devices for online access to course materials and Internet sources. The Instructor will review exam requirements and preparations in Classes 20-23.  Maximum length: 3 hours (180 minutes)  Value: 20% |

# Course Grades

Course grades conform to the 9-point system used in undergraduate programs at York University.

|  |  |  |
| --- | --- | --- |
| **Percentage Mark** | **Letter Grade** | **Grade Point** |
| 90 – 100% | A+ | 9 |
| 80 – 89% | A | 8 |
| 75 – 79% | B+ | 7 |
| 70 – 74% | B | 6 |
| 65 – 69% | C+ | 5 |
| 60 – 64% | C | 4 |
| 55 – 59% | D+ | 3 |
| 50 – 54% | D | 2 |
| 40 – 49% | E | 1 |
| 0 – 39% | F | 0 |

# General Academic Policies

***Academic Integrity.*** Honesty is fundamental to the integrity of university education and degree programs and applies in every course offered. Cheating and plagiarism are extremely serious academic offences that can result in severe sanctions. Quoting material without citing its source or using others’ arguments without acknowledging the author is dishonest and subject to penalties that affect your grade and your university standing.

Rules regarding academic honesty apply to all academic materials submitted for credit in this course. Students are deemed to have read and have full knowledge of all such regulations and enforcement mechanisms. All work submitted for academic credit may be verified by the University as to origin and creativity, and all appropriate steps may be taken where necessary if problems are found to exist.

Students should visit York University’s Academic Integrity website and refer specifically to <http://www.yorku.ca/academicintegrity/students/index.htm>. You are urged to read *Beware! Says Who? Avoiding Plagiarism* <http://www.yorku.ca/acadinte/files/beware-sayswho.pdf> and to do the online ‘Tutorial on Academic Integrity’ <http://www.yorku.ca/tutorial/academic_integrity/>.

***Accommodation of Religious Observances.*** York University is committed to respecting the religious beliefs and practices of all members of the community and to accommodating observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class presentation or the due date for an assignment pose such a conflict for you, please let the Instructor know in writing within the first three weeks of classes. Further guidance is available at <http://calendars.registrar.yorku.ca/2014-2015/policies/accommodation/index.htm>.

***Attendance Policy.*** Students are expected to attend all classes.  Course instructors are under no obligation to re-teach material that has already been taught during a regularly scheduled class.

Students seeking adjustments to scheduled class activities and evaluations by way of medical, religious, compassionate, work-related, military service, and other *bona fide* reasons must give appropriate notice to responsible University officials and the Instructor if reasonable accommodations are sought. Students failing to obtain signed deferral from the Instructor for a *bona fide* reason according to law and University policy may receive a failing grade for the course. Please refer to the appropriate regulations, deadlines, processes, and forms at <http://www.yorku.ca/secretariat/policies/>**.**

***Ethics Review Process.*** Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. Those proposing to undertake research involving human participants (e.g., interviewing the head of an organization or the staff of a government agency, board, or commission; conducting a public survey or focus group; having students complete a questionnaire) are required to submit an ‘Application for Ethical Approval of Research Involving Human Participants’ at least one month before you plan to begin the research. Please note that you must specify for each assignment whether your research will require ethics review and approval and, if so, what steps you will take to fulfill the ethics review process. If you are in doubt as to whether this requirement applies to you, please contact your Instructor immediately and/or consult the Policy at <http://www.yorku.ca/spark/academic_integrity/index.html>.

***Students with Disabilities.*** The Senate has adopted the *Policy Regarding Academic Accommodation for Students with Disabilities*, which provides that the University “… shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.” There are a number of different resources available at York University to assist students with disabilities: Counselling and Disability Services <http://www.yorku.ca/cds/>; Learning Disability Services <http://www.yorku.ca/cds/lds/index.html>; and/or Physical, Sensory and Medical Disabilities Services <http://www.yorku.ca/cds/psmds/index.html>.

Students who feel that there are extenuating circumstances which may interfere with the successful completion of any course requirements are encouraged to discuss the matter with the Instructor as soon as possible to make appropriate arrangements.

Students with physical, learning, or psychiatric disabilities who require accommodation in teaching style or evaluation methods should discuss this with the Instructor early in the course so that appropriate arrangements can be made.

# Class-by-Class Syllabus

Topics, readings, and other preparations for classes are listed below. Notice of changes in the schedule will be posted on Moodle and/or announced via e-mail.

A typical class is taught according to the following outline:

|  |  |  |
| --- | --- | --- |
| **TIME** | **CLASS COMPONENT** | **LEARNING ACTIVITY** |
| **18:30** | Preliminaries | * Classroom set-up * Student questions and advice |
| **19:00** | Opening | * Story or current events * Announcements * Agenda and objectives |
| **19:15** | Action Learning | * Assignment orientation, briefing, and preparation * Assignment feedback, results, and debriefing * Case study or exercise |
| **20:00** | Thematic Topic | * Lecturette or guest speaker * Q&A and discussion * Next class and closing |
| **21:00** | Workshop (optional) | * Break * Individual study, group work, and coaching * Student questions and advice |

| **Class: Date / Topic** | **Case, Exercise, or Feedback** | **Reading** | **Written Preparation** |
| --- | --- | --- | --- |
| Class 1: April 30  **Introduction to Public Administration** | ‘Expectations’ exercise | Moodle | Reading notes  Questions for discussion |
| Class 2: May 2  **Canadian Federalism and Governance** | ‘Power’ exercise | Moodle | Reading notes  Questions for discussion |
| Class 3: May 7  **Institutional Governance** | ‘Crown Corporation Governance’ case  Scoping Mission orientation | Moodle | Reading/case notes  Questions for discussion |
| Class 4: May 9  **Scoping Mission Workshop** | Scoping Mission briefing, topic selection, and cluster work | Moodle | Reading/research notes  Questions for discussion |
| Class 5: May 14  **The Public Service** | ‘Roles’ exercise  Scoping Mission briefing | Moodle | Reading/research notes  Questions for discussion |
| Class 6: May 16  **Sub-National Governance** | ‘Pan Am Games’ case  Scoping Mission briefing | Moodle | Reading/case/research notes  Questions for discussion |
| Class 7: May 21  **International Governance** | ‘Commonwealth’ case  Scoping Mission briefing | Moodle | Reading/case/research notes  Questions for discussion |
| Class 8: May 23  **Public Consultation** | Interim course feedback  ‘Collaboration’ exercise  Scoping Mission briefing | Moodle | Reading/research notes  Questions for discussion |
| Class 9: May 28  **Public Policy Making** | Interim course action plan  Policy Review orientation  Scoping Mission briefing | Moodle | Reading/research notes  Questions for discussion |
| Class 10: May 30  **Policy Review Workshop** | Scoping Mission quality check  Policy Review briefing, group formation, topic selection, and group work | Moodle | Reading/research notes  Questions for discussion |
| Class 11: June 4  **Budgeting and Financial Management** | Policy Review briefing and group work | Moodle | Reading/research notes  Questions for discussion |
| Class 12: June 6  **Accountability** | Policy Review briefing, group finalization, and group work  Class Participation interim progress | Moodle | Reading/research notes  Questions for discussion  **Terms of Reference due** |
| June 11-14: Summer Reading Week – no classes, University open | | | |
| Class 13: June 18  **Public Sector Reform** | Scoping Mission feedback and debriefing  Policy Review briefing and group work | Moodle | Reading/research notes  Questions for discussion |
| Class 14: June 20  **Citizen-Centred Service** | Policy Review briefing and group work | Moodle | Reading/research notes  Questions for discussion |
| Class 15: June 25  **Alternative Service Delivery** | ‘City of Winnipeg’ case  Policy Review briefing and group work | Moodle | Reading/case/research notes  Questions for discussion |
| Class 16: June 27  **Public-Private-People Partnerships** | ‘Brampton Civic Hospital’ case  Policy Review briefing and group work | Moodle | Reading/case/research notes  Questions for discussion |
| Class 17: July 2  **Change Management** | ‘Rapid Results Approach’ case  Policy Review briefing and group work | Moodle | Reading/case/research notes  Questions for discussion |
| Class 18: July 4  **Policy Review Presentations** | Policy Review group presentation | Moodle | **Group Presentation due** |
| Class 19: July 9  **Performance Management** | ‘Balanced Scorecard’ exercise  Policy Review group feedback, debriefing, and peer assessment | Moodle | Reading notes  Questions for discussion  **Group Peer Assessment due** |
| Class 20: July 11  **Values and Ethics** | Group Peer Assessment feedback  Exam preparation | Moodle | Reading notes  Questions for discussion |
| Class 21: July 16  **Political-Administrative Leadership** | Exam preparation | Moodle | Reading notes  Questions for discussion |
| Class 22: July 18  **Public Service Renewal** | ‘Blueprint 2020’ case  Exam preparation | Moodle | Reading/case notes  Questions for discussion |
| Class 23: July 23  **Future Trends and Challenges** | Course review  Course evaluation  Class Participation final mark | Moodle | Reading/review notes  Questions for discussion |
| Class 24: July 25  **Final Exam** | Case Study examination | Moodle | Open book  Internet access |
| August 9: Summer term ends | | | |