

**Introduction to Public Administration: Bureaucracy and Western  
Liberal Capitalist Democracy****PPAS 1110 3.00 Section A****Fall 2022****NOTE: THIS IS AN IN-PERSON CLASS THAT TAKES PLACE ON CAMPUS****Course Information**

Course Instructor: Prof. Daniel Cohn

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Tel: (416) 736-2100 x77276

Course Day &amp; Time: W. 10:30-12:30

Class Location: DB 0006

Course eClass site:

<https://eclass.yorku.ca/course/view.php?id=69751>

Office Location: McLaughlin 128

Office Hours: T. 10:30 – 12:30

**Teaching Assistants and PASS Leader/Student Peer Mentor**

Tutorial Group	Time and Location	Teaching Assistant	Email & Email Hours	Office & Office Hours
1	W 9:30 – 10:20 VH 1018	Adam Schachhuber	<a href="mailto:aschachh@yorku.ca">aschachh@yorku.ca</a> T. Afternoons	McLaughlin 127 W 12:30-13:20
2	W 9:30 – 10:20 VH 1016	Stephanie Mackenzie-Smith	<a href="mailto:sms75@yorku.ca">sms75@yorku.ca</a> T. Afternoons	McLaughlin 127 W 14:30-15:20
3	W 13:30 – 14:20 VH 1016	Adam Schachhuber	<a href="mailto:aschachh@yorku.ca">aschachh@yorku.ca</a> T. Afternoons	McLaughlin 12 W 12:30-13:20
4	W 13:30 – 14:20 R S104	Stephanie Mackenzie-Smith	<a href="mailto:sms75@yorku.ca">sms75@yorku.ca</a> T. Afternoons	McLaughlin 127 W 14:30-15:20
PASS Leader/ Student Peer Mentor: Saif Shaihk More information to follow at the start of the term				

**Land Acknowledgment**

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

[Why do we partake of a Land Acknowledgement and what does it mean?](#)

( <https://www.youtube.com/watch?v=qNZi301-p8k> )

## Course Overview

### Course Description

PPAS 1110 provides a comparative introduction to public administration which explores the ways in which the key institutions of western civilization impact on the work of public servants and the ways in which these institutions are, in turn, reshaped by their interaction with the primary institution of the public service, bureaucracy.

### Course Learning Objectives

- Make students aware of the key characteristics of four major social institutions: Western Culture, Liberal Ideology, Capitalism, and Democracy; how these institutions combine to constitute the dominant regime-type among today's nation states; as well as how they interact with a fifth major social institution, Bureaucracy.
- Give students the opportunity to learn variations among nation-states within the dominant regime-type, based on variation in the way that these social institutions are expressed
- Give students the opportunity to learn basic comparative social science theory.
- Give students the opportunity to learn basic social science research and communications skills.
- Give students the opportunity to learn how major social institutions shape the work and choices available to individual public servants and public service organizations (bureaucracies).
- Give students the opportunity to learn how public service organizations (bureaucracies) have in turn shaped the development of the other major social institutions.

### Course Format and Organization

This is an in-person course that will take place on campus.

The course consists of a weekly lecture and tutorial groups. Participation in tutorial groups is NOT optional. As per the grading scheme noted below, a significant portion of your grade will be awarded for participation in tutorial groups. If you cannot attend a specific meeting of your tutorial group, you should contact your teaching assistant in advance and explain to him or her why you cannot attend.

## Course Communication Plan and Office Hours

- Office Hours are hours during the week when your professor and teaching assistants are guaranteed (barring emergencies) to be available for you in their offices, to answer your questions, and also to provide you advice about this class, as well as any other issues that you might want help with relating to your education here at York. You do not need an appointment to drop in during office hours. In the case of Professor Cohn, you can also call him at his office phone number during office hours should you not want to drop in and see him in person.
- Outside of office hours, Professor Cohn checks his voice mail once a day (Monday to Friday) and tries to return phone calls within 24 hours or the next business day. If you leave a voice mail, please make sure you leave your name a phone number you can be reached at, and mention any times when it would be best to call you and/or when Professor Cohn should not call you back.
- EMAIL: Professor Cohn checks his email every day (Monday to Friday) and tries to respond to all emails within 24 hours or the next business day if they arrive on Friday afternoon. Professor Cohn generally does not look at his email on the weekends or holidays. **Please note:** Unlike your professor, your teaching assistants are not fully time employees of the University and also have their own studies to attend to. As a result, they cannot be expected to answer email from students in their tutorial groups all week long. Therefore, along with your teaching assistant's office hours, this course outline also lists their email hours (the times during the week when they read and respond to emails from students in this class).

## Course Evaluation

Assessment	Due Date	Weight %
Book Review	October 5	20
Mid-Term Exam	Held in Class October 19	10
Essay	Due December 1	30
T/A Group Participation	Throughout the Term	20
End of Term Exam	During Official Exam Period	20
		100%

## Submitting Assignments and Writing Exams

In order to earn a grade other than F in this course, all assignments and exams must be completed. Professor Cohn will only waive this rule in the most extreme circumstances. The Book Review and Essay will be submitted in electronic format via our course E-Class website. The Mid-Term and Final Exams will be written in person (the Mid-Term will take place in class on October 19), the Final will be written during the Official December Exam Period at a place, date and time designated by the University.

## Late Work Policy

Late assignments are penalized at a rate of 10 percent of the available marks per day (weekends count as one day). If you have a legitimate reason as to why you cannot complete your work on time, please contact Professor Cohn as soon as you realize you have a problem. Extensions will be granted provided there is a legitimate reason. You may be asked to provide documentation so as to verify your request. Please do not ask your Teaching Assistant for an extension or permission to otherwise submit your work late. Only Professor Cohn can grant extensions.

## Missed Tests and Exams

The only acceptable reasons for missing the mid-term or final exam is due to immediate illness (yourself or someone you must care for) or some other unavoidable emergency. The need to travel is NOT an acceptable excuse. Do not book a vacation for your December break until AFTER the University publishes the final exam schedule. If you miss the mid-term or final exam, you will be expected to write a make-up examination. You may be asked to provide documentation to prove you had a legitimate reason for missing the original exam date, before you are permitted to write the make-up. In the case of the final exam, the make-up examination will be held after the December break in January. Please do not ask your Teaching Assistant for permission to miss an exam or to schedule make-ups. Only Professor Cohn can grant permission for this.

## Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good

C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

\*As noted above, Professor Cohn will not award a grade other than F unless a student completes all of the assignments and exams for the course. He only waves this rule in the most extreme circumstances.

### Academic Integrity

All students in the course are strongly encouraged to familiarize themselves with the seven modules of [The Academic Integrity Tutorial](#). Please note: It is your responsibility to be aware of [The University's Academic Honesty Policy](#), as well as its other policies governing student conduct and to ensure that your work is done in conformity with the best standards of academic behaviour. The regulations of the University require instructors to report ALL suspected violations of the Academic Honesty Policy. Your professor will be happy to answer any questions you might have about academic integrity and to assist you, but it is up to you to make sure you do not cheat. Sounds silly? Yes it does. However, many violations of these policies are simply accidental and not deliberate. By taking the time to review the modules of the tutorial, you will be taking a big step towards ensuring you do not inadvertently get yourself into trouble.

### Required Books and Readings

- The book we will be reading for this year's book review assignment is: Louie, Clarence. 2021. *Rez Rules: My Indictment of Canada's and America's Systematic Racism Against Indigenous Peoples*. Toronto: McClelland and Stewart – Penguin. ISBN: 9780771048333 [Copies of this book have been ordered by the York University Book Store. It is also available from most major book retailers.]
- Weekly readings are all available electronically from the York University Library.

Linkages to electronic resources listed in this syllabus have been recently tested and found to be in working order. All links are to so-called "stable urls" and usually will not change. From time to time, however, they do. Furthermore computer networks do

crash and become unavailable for planned maintenance. It is wise to download electronic readings as soon as possible and either store them in your own computer or print them out right away. This will help ensure you are not in a last minute panic to find them. In order to use the electronic resources available from the Library, you must first log-in to a computer in the Library or have signed in as an authorized user on the Library web site using the "Passport York System". If you are not logged-in, you will probably be asked to do so before accessing the readings linked below. However, sometimes you might instead be bounced to either a dead-end page, or a public access website where you are asked to pay for access to the material. If so, go to the library and look up the reading using the citation information listed for the reading. Most can be found by just searching the Library's OMNI catalogue using the author name and the reading title. However, sometimes you need to first find the academic journal it is in, then login to the database it is stored in and go to the journal's master index page, select the correct volume and number and then find the article on the table of contents page.

## Course Schedule: Weekly Readings and Activities

It is best to do each week's readings in the order listed. There are often things from the first reading listed for the week that are important to keep in mind when you do the next reading, and so on.

September 7            Welcome to Class; Regimes and their underlying concepts: Global Insertion, Ideology, Productive Organization, and The State; Why does what we are doing in this class matter? **This is the first lecture, there is no tutorial group this week.**

- No Reading

September 14: Western Culture **Your Tutorial Groups Begin.**

- Snow, David A, Peter B. Owens, and Anna E Tan. 2014. Libraries, Social Movements and Cultural Change: Towards an Alternative Conceptualization of Culture. *Social Currents* 1(1): 35-43. Available from the Library at: <https://doi-org.ezproxy.library.yorku.ca/10.1177/2329496513514034>
- Ratzinger, Joseph. 2004. Europe: It's Spiritual Foundation Yesterday, Today, and in the Future. Originally published in *Inside the Vatican* (June/July 2004). Available online at: <https://www.catholicculture.org/culture/library/view.cfm?recnum=6317>
- Ninnes, Peter. 2000. Representation of Indigenous Knowledge in Secondary School Science Textbooks in Australia and Canada. *International Journal of*

Science Education 22(6): 603-617 <https://doi-org.ezproxy.library.yorku.ca/10.1080/095006900289697>

- When you read this piece by Ratzinger, think about who Joseph Ratzinger is and what his “day job” was before he retired? How might this have shaped his “interests” in conceiving of Europe and the West in a certain way?
- Ratzinger is writing about what he sees as the origins of the concept of “Europe” and “European culture”. Many scholars also see these as the origins of the West and Western culture. Can you discuss the elements he itemizes and its history in the language of a “library” that is used by Snow et al. to conceptualize “culture.”
- The Library analogy also might help us with the Ninnes article. What factors do you think are involved in leading people to decide that our cultural library collection needs certain new additions and not others?
- Think about the “Land Acknowledgement” at the top of this course outline, what does the growing acceptance of the need to make such statements say about the ability of Western Culture to assimilate ideas and practices from other cultures into its “library”?

#### September 21: Liberal Ideology

- Fawcett, Edmond. 2018. Introduction: *The Practice of Liberalism. In Liberalism: The Life of an Idea, Second Edition.*, NJ: Princeton University Press. Available from the Library at: <https://doi-org.ezproxy.library.yorku.ca/10.23943/9781400889679>
- Choquette, Éléna. 2021. Appropriating Indigenous Lands: The Liberal Founding of Manitoba. *Settler Colonial Studies* 11(1): 86-102. Available from the Library at: <https://doi-org.ezproxy.library.yorku.ca/10.1080/2201473X.2020.1853947>
  - Today, when liberalism is our dominant (or hegemonic) ideology, it is easy to forget that when thinkers first began to articulate the ideology as a coherent system of beliefs, it was revolutionary. In most of Europe, these ideas were either shunned or suppressed. This began to change gradually, first in Great Britain, Switzerland, some parts of Germany and the Netherlands, then elsewhere. Why did Liberalism take root in this pattern? Think about last week’s readings, as well as the chapter from Fawcett’s book you have read.
  - What was it about the dominant ideology prior to liberalism that liberals objected to?
  - Today, liberalism is the dominant (or hegemonic) ideology of our era across the planet. All other ideologies situate themselves relative to liberalism. Most people in the West (whatever their ideology) adhere to many of the same beliefs as liberals. What is it then that Fawcett sees as setting liberalism apart from other western ideologies such as modern conservatism, social democracy (i.e. modern socialism) and environmentalism?



- Thinking about that last question, how did the ideas unique to liberalism, allow the European founders of modern Canada to justify their appropriation of indigenous lands? Do we still use liberalism in this way in our era?

#### September 28: Capitalism

- Kocka, Jürgen. 2016. Chapter 1: What does Capitalism Mean? In *Capitalism a Short History*. Princeton, NJ: Princeton University Press. Available from the Library at: <https://www-jstor-org.ezproxy.library.yorku.ca/stable/j.ctvc77kv8.4>
- Sherman, Howard, and Meeropol, Michael A. 2015. Chapter 4: The Keynesian Revolution. In *Principles of Macroeconomics Activist vs. Austerity Policies*. New York, NY: Routledge. Available from the Library at: <https://ebookcentral.proquest.com/lib/york/detail.action?docID=1986808>
- Kuokkanen, Rauna. 2011. From Indigenous Economies to Market-Based Self-Governance: A Feminist Political-Economy Analysis. *Canadian Journal of Political Science* 44(2): 275-297. Available from the Library at: <https://www-library-yorku-ca.ezproxy.library.yorku.ca/find/MyResearch/EZProxy?url=https://www.jstor.org/stable/41300542>
  - How do the ideas and beliefs that separate liberalism from other modern ideologies fit with, or serve to justify, or seem to make commonsensical, some or all of the key features of capitalism as described by Marx, Weber and Schumpeter?
  - How did Keynes' insights and the revolution he inspired in economics change thinking about the role of the state in a capitalist society and a capitalist economic system?
  - Is the emergence of "indigenous capitalism" an example of the "creative destruction" Schumpeter argued was a key hallmark of capitalism? How does liberalism justify indigenous capitalism?
  - At its core, the positive view of indigenous capitalism (held by Louie whose book you are reading for the review assignment) sees it as providing the necessary financial resources to produce economic prosperity and political autonomy for indigenous people, while also enabling them to preserve important elements of their cultures and values. Is this too optimistic a view? Can you operate in a capitalist economy and not live in a capitalist society characterized by Western culture and liberal ideology (with all of the good and bad things that result)?

#### October 5: Democracy -- **BOOK REVIEWS ARE DUE**

- Diamond, Larry. 2008. Democratization in the Twenty-First Century: The Prospects for the Global Diffusion of Democracy. In Nardulli, Peter F. (ed.) *International Perspectives on Contemporary Democracy*, Bloomington, IL: University of Illinois Press. Available from the Library at: <https://www-jstor-org.ezproxy.library.yorku.ca/stable/10.5406/j.ctt1xcnm8.5>
- Diamond, Larry. 2020. Breaking out of the Democratic Slump. *Journal of Democracy* 31(1): 36-50. Available from the Library at: <https://muse-jhu-edu.ezproxy.library.yorku.ca/article/745952>



- Poucette, Terry Lynn. 2018. Spinning Wheels: Surmounting The Indian Act's Impact on Traditional Indigenous Governance. *Canadian Public Administration* 61(4): 499-522. [https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/00084840/v61i0004/499\\_swstiaiotig.xml](https://journals-scholarsportal-info.ezproxy.library.yorku.ca/pdf/00084840/v61i0004/499_swstiaiotig.xml)
  - Diamond argues that there are degrees to which different societies are democratic and this can change for the better or the worse. He argues there are at least two categories of democracies, those that at least hold competitive elections, electoral democracies and a higher category, liberal democracy. As well as holding competitive elections, countries that are liberal democracies also are strong adherents to the rule-of-law and generally respect civil and human rights, while exhibiting legal safeguards to protect the rights and freedoms of minorities. Is his argument convincing or should we consider “electoral democracies” to be “undemocratic”.
  - Diamond is a democratic universalist. He believes any society can become a successful liberal democracy. Do you agree or does success as a liberal democracy presuppose the existence in a political society of one or more of the other three big institutions we have studied so far this term?
  - Thinking about what we have learned so far about Western Culture and Liberalism, as well as this week's readings, why do you think what we understand to be free and fair competitive elections are so important for our Western understanding of democracy? Why – on the other hand -- is consensus and consensual decision-making so important for how many Indigenous Nations in North America understand democracy?

October 12: READING BREAK: NO LECTURE POSTED, NO TUTORIAL GROUPS, NO DROP-IN GROUPS,

October 19: MID-TERM IN CLASS EXAM, NO LECTURE, NO TUTORIAL GROUPS,

October 26: Bureaucracy (A Brief Introduction)

- Weber, Max. 1922 / 2019. Chapter 3: Types of Rule (only pp.338-354). In Tribe, Keith (trans. and ed.) *Economy and Society: A New Translation*. Cambridge, MA: Harvard University Press. Available from the Library at: <https://doi-org.ezproxy.library.yorku.ca/10.4159/9780674240827>
- Lachance, Nathalie, and Teresa Rose. 2020. From Colonization to Reconciliation: Increasing the Collaborative Capacity of Public Servants. *Canadian Public Administration* 63(4): 640-659 <https://doi-org.ezproxy.library.yorku.ca/10.1111/capa.12394>
  - The first reading this week is Weber's classic statement of bureaucracy as an ideal type organization. An ideal type is something that doesn't really exist but enough real world examples are close enough to it, that it serves

as a good model for how real world examples look and ought to behave if our theories are correct. What is the relationship between Weber's Bureaucracy and Western Culture, Liberalism and Democracy? What is its relationship with a further concept: "Modern" or "Modernization"?

- The second reading looks at the need for a bureaucracy to change so as to address a pressing public problem, reconciliation between the Canadian state and Indigenous citizens. Think carefully about what this involves in practical terms. Bureaucratic organizations cannot just change. Some has to give the orders, then there is a lot of work that needs to be done to make it happen. In some cases all that work which is required to change an organization inhibits change, even if the correct orders are given. In some cases that inhibition is overcome. Think about the four big institutions that compose our regime, which we have studied previously this term. What role do they play in either re-enforcing the barriers to reforming public sector bureaucracies or in overcoming them?

#### November 2: The Westminster System of Government

- Aucoin, Peter. 1995. *The New Public Management: Canada in Comparative Perspective*. Montreal: Institute for Research on Public Policy. ONLY: Chapter 2: Responsible Government and Career Public Servants pp: 23-48. [https://books-scholarsportal-info.ezproxy.library.yorku.ca/uri/ebooks/ebooks0/gibson\\_crkn/2009-12-01/5/415383](https://books-scholarsportal-info.ezproxy.library.yorku.ca/uri/ebooks/ebooks0/gibson_crkn/2009-12-01/5/415383)
- Grube, Denis C., and Cosmo Howard. 2016. Is the Westminster System Broken Beyond Repair? *Governance* 29(4): 467-481. Available from the Library at: <https://doi-org.ezproxy.library.yorku.ca/10.1111/gove.12230>
  - "The Westminster System," is often used as a concept that describes the nature of the state in the United Kingdom and the countries it most closely influenced (Canada, Australia and New Zealand). One with political leaders (the Prime Minister and his or her Cabinet Ministers) who are held democratically accountable by the need to maintain a legislative majority to stay in power, as well as a politically neutral, career bureaucracy whom the political leaders in turn direct by setting overall policy and whom they hold accountable by establishing and monitoring control systems. At the head of each department is a political leader (the Cabinet Minister) who speaks for --and answer for-- their department. The job of professional public servants is to give their minister the best possible professional advice and once the government's policy has been approved by the legislature and become law, implement it in the most efficient and effective manner, while paying due respect to any other laws, people's rights, etc.

Senior Public servants are politically neutral, generalist (they specialize in management not a particular field) and serve on a career-long basis rising up through the public sector. At least that is how it is supposed to work. As your readings note, many commentators feel it doesn't. What are some of the things that have gone wrong and how can we use the four big institutions we studied earlier this term, as well as the institutional features of the bureaucratic model, to explain what has been going wrong and why?

- Terms to keep an eye out for “Managerialism” and “New Public Management” (or NPM). These terms will be important over the next few weeks.

#### November 9: The New Public Management

- Hood, Christopher. 1991. A Public Management for All Seasons? *Public Administration* 69(1): 3-19. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1467-9299.1991.tb00779.x>
- Dwividi, O.P. and James Ian Gow. 1999. *From Bureaucracy to Public Management: The Administrative Culture of the Government of Canada*. Peterborough: Broadview Press. ONLY: Chapter 5: The New Public Management Comes to Canada. pp. 125-160. [https://books-scholarsportal-info.ezproxy.library.yorku.ca/uri/ebooks/ebooks0/gibson\\_crkn/2009-12-01/4/408064](https://books-scholarsportal-info.ezproxy.library.yorku.ca/uri/ebooks/ebooks0/gibson_crkn/2009-12-01/4/408064)
  - What do you think the difference is between “public administration” and “public management”
  - To what extent is simultaneously freeing managers to manage and making managers manage itself a contradiction?
  - To what extent was the drive to reform bureaucracy powered by forces inside the democratic state and to what extent was it driven by forces emanating from the other institutions of our regime?

#### November 16: The New Public Governance, Government as a Network Actor without Hierarchy?

- Osborne, Steven P. 2006. The New Public Governance? *Public Management Review* 8(3): 377-387. <https://doi-org.ezproxy.library.yorku.ca/10.1080/14719030600853022>
- Ohemeng, Frank. 2014. New Public Governance: The Changing Landscape of Canadian Public Administration. In Charles Conteh and Ian Roberge. Eds. *Canadian Public Administration in the 21<sup>st</sup> Century*. New York: Routledge. 21-40. <https://doi-org.ezproxy.library.yorku.ca/10.1201/b15343>
  - Is it best to see the New Public Governance as something different from the NPM or as a modification based on hard won experience with the NPM?
  - How can democratic accountability be maintained in New Public Governance arrangements when so much is determined not by ministers

accountable to Parliament, but by negotiations between public servants across ministerial boundaries, and/or with bureaucrats from other levels of government, and/or with non-state actors from businesses and social organizations?

- If the latter is an issue, why is the New Public Governance often seen as a more “democratic” version of public management than the NPM?
- What does your answer to that question say about the linkage between elections and democracy that was emphasized in the first half of the course?

#### November 23: The New Political Governance: Politicization, Ministers and Senior Bureaucrats

- Aucoin, Peter. 2012. The New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk? *Governance: An International Journal of Policy and Administration* 25(2): 177-199. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1468-0491.2012.01569.x>
- Marland, Alex, J.P. Lewis and Tom Flanagan. 2017. Governance in the Age of Digital Media and Branding. *Governance: An International Journal of Policy and Administration* 30(1): 125-141. <https://doi-org.ezproxy.library.yorku.ca/10.1111/gove.12194>
- Birch, Lisa and Steve Jacob. 2019. “Deliverology” and Evaluation: A Tale of Two Worlds. *Canadian Journal of Program Evaluation* 34(2): 303-328. <https://doi.org/10.3138/CJPE.53365>
  - How does the concept of “risk” help explain why politicization made it difficult for the Westminster-system countries to reduce red tape (procedural rules) over the long haul, so that more emphasis could be placed on outcomes?
  - When thinking about politicization, ask yourself to what degree this can be explained by the vulnerability that governments always feel they are in due to changes in communication technology and the so called “permanent election campaign” and to what degree it can be accounted for by the new challenges public sector bureaucracies are being asked to meet? For example, can any single government department be responsible for all the public policy demands presented by the emergence of the internet and mobile telecommunications and computing? How about reconciling with indigenous peoples? These gigantic issues with society-wide consequences require so called “whole of government responses.” That means coordination across departments and vertically as well, both inside government departments and between levels of government in our federation, as well as with non-state actors in business and social organizations. Who ought to perform that coordination role in a democracy? Is it realistic to assume when things get that large, politicians will not demand a greater role, and as a result that their public servants will become more closely aligned with their political projects?

November 30: Last Class: A Final look at 40 Plus Years of Public Sector Reform through the Lens of Reconciliation with Indigenous Peoples -- **ESSAYS ARE DUE**

- Lavois, Josée, Amohia Bolton, and Judith Dwyer. 2010. Analysing Contractual Environments: Lessons from Indigenous Health in Canada, Australia and New Zealand. *Public Administration* 88(3): 665-679. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1467-9299.2009.01784.x>
- Williams, Keith, J., Umar Umangay, and Suzanne Brant. 2020. Advancing Indigenous Research Sovereignty: Public Administration Trends and the Opportunity for Meaningful Conversations in Canadian Research Governance. *The International Indigenous Policy Journal* 11(1) <https://doi-org.ezproxy.library.yorku.ca/10.18584/iipj.2020.11.1.10237>
  - Each of these articles discusses an aspect of reconciliation and how it is being impacted by / or might be impacted by, approaches to public administration and public management, as well as real world efforts to reform the public sector. What role do “trust” and “accountability” play in reconciliation and how are they impacted by efforts at public administration and public management reform?
  - Thinking about the role that public administration and public management reform might play in either enabling or inhibiting reconciliation, does that role magnify or moderate the influence of the four big institutions that compose our regime -- which is also the dominant regime in our era, Western, Liberal, Capitalist, Democracy?

## Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

## Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

## Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let Professor Cohn know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

## Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

## Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

## Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a



professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

## Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.  
be used for a subsequent offering of the course.

## Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.



- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).