

DRAFT – SUBJECT TO CHANGE

**YORK UNIVERSITY
SCHOOL OF PUBLIC POLICY AND PUBLIC ADMINISTRATION
AP/PPAS 3190 6.0 Section C – Wednesday 16:00-19:00 – CLH 110
PUBLIC ADMINISTRATION
FALL-WINTER 2022-2023**

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Office location: TBC

Office hours: Monday 15:15-16:15 (or by appointment)

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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**).

This course is cross-listed to AP/POLS 3190 6.0. Course credit exclusion is: GL/POLS 2500 6.0.

Course Description: This course examines the theory and practice of public administration and the machinery of government with reference predominantly to Canada. The course studies: how governments work with an emphasis on the elected executive, the executive, the legislative, and the courts; policymaking; federalism and multi-level governance; international and comparative public administration; public administration trends and prospects. The interactions between public administration, politics, public policy and governance, accountability, and democracy underpin the many topics that are addressed during the year.

The course analyses the way public administration has developed in Canada over the past century and the key components and concepts of modern public sector administration, including those related to organizations, budgeting, human resources, accountability, citizen engagement, and evaluation.

Public administration is both a field of study and of practice. This course is structured to provide students with much of the field's core material and to give them the opportunity to apply their knowledge via the assignments and in-class activities including debates, scenarios, and case studies.

Learning Outcomes: The course is designed to develop in-depth knowledge about Canadian public administration and public administration in general, stimulate critical thinking, and address fundamental debates in the discipline. The knowledge, competencies, and skills acquired will be useful to those interested in Canadian politics more broadly, to students interested in a possible future career in the public service, and to those considering graduate studies in public administration and policy.

At the completion of this course students will be able to:

1. Demonstrate an advanced grasp of the workings of Canadian governments;
2. Critically assess key aspects of public administration;
3. Engage in substantive debates in and about Canadian public administration, including how it compares to other countries;
4. Research and disseminate findings on a topic of relevance to public administration;
5. Express themselves clearly and concisely in discussions of public administration.

Format: This is an in-person course. Presence is mandatory. The class will include lectures, seminar-type discussions, and various in-class assignments. Students are encouraged to participate actively to maximize their learning.

This course has an eClass site that contains PowerPoint presentations of lectures, links to select readings, course announcements, etc. Students are advised to log in to take advantage of easily accessible resources.

This is an in-person course, and students are expected to attend classes in person. There will be no accommodation and the course cannot be completed remotely. If we are required due to changing York University and public health guidelines to revert back to an online course, I will provide students with updated information for us to be able to continue and if need be complete the course remotely.

Required Textbook (available for purchase at the York Bookstore):

Dunn, Christopher (ed.) 2018. *The Handbook of Canadian Public Administration*, third edition. Don Mills, Toronto: Oxford University Press.

The weekly lecture schedule contains additional mandatory and supplementary readings.

For students requiring a refresher on some of the foundational knowledge in Canadian public administration, please see:

Barker, Paul, Mau, Tim (eds). 2017. *Public Administration in Canada*, second edition. Toronto: Nelson.

Assignments

Students are asked to complete four assignments throughout the year. Students must select and complete one assignment per category. The fourth assignment is an assessment to take place during the examination period at the end of the year. Students must inform the faculty member by September 23 via eClass or email of the assignments they have chosen to complete; they will not be allowed to change their selection after this date.

Category 1: Critical Thinking (20%) Due November 4

Option A: Book Review Essay

Students must select, read, compare and review two books of their choice that address a similar theme in public administration. Books must be pre-approved by the faculty member. The objective is to determine how these books, each in their own way, contribute to the advancement of knowledge in the field. The review essay must not exceed 2500 words. Students will be assessed based on their understanding of the books, and of the material; their analytical skills; the presentation and organization of the material; and, writing skills and format.

Option B: Ethics

Students are presented with a case study in ethics on which they must reflect. Their written reflection may not exceed 2500 words. Students need to conduct research as appropriate to provide an in-depth response. Students will be assessed based on the breadth and depth of their reasoning; their understanding of the dilemma and of the various issues involved; the credibility and originality of their response; and, writing skills and format.

Option C: Case Study – Group Project

In teams of two, students must invent and write a case study – a scenario – that could be used to teach a topic in Canadian public administration as part of a university-level course. The case study may not exceed 2500 words. The case study should be viewed as an assignment that could be given to students so it should conclude with a dilemma, research, discussion questions, tasks, etc. Students will be assessed based on their understanding of the material that forms the basis of the case study; the credibility and originality of the material, as well as their analytical skills; the presentation and organization of the material; and, writing skills and format. Both students will be given the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload.

Category 2: Research (30%) Due February 10

Option A: Literature Review

Students must complete a literature review of a maximum of 6000 words on a topic of relevance in public administration. The topic must be pre-approved by the faculty

member. Students will be assessed on their demonstrated ability to write a literature review; the breadth and depth of their research; their understanding of the material; their analytical skills; the presentation and organization of the material; and, their writing skills as well as format.

Option B: Module Plan

Students must develop the material for a module on a pre-approved topic for an online university course in Canadian public administration. Students must develop the plan for a module that would last the equivalent of at least three weeks, as well as required associated material such as lecture videos, readings, quizzes, etc. Students will be given access to background resources to guide them in their work. They must include at least one assignment that students would have to complete after the module. Students will be assessed on the breadth and depth of their research; their understanding of the material; their analytical skills; the presentation and organization of the material including creativity and originality in content and presentation; and, writing skills and format.

Option C: Podcast – Group Project

In teams of two, students must prepare and record a 20-minute podcast on a topic of interest in Canadian public administration. The topic must be pre-approved by the faculty member. Students must submit the podcast transcript along with the recording. Students will be assessed on the breadth and depth of their research; their understanding of the material; their analytical skills; the presentation and organization of the material including creativity and originality in content and presentation; and, use of the format. Both students will be given the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload.

Category 3: Presentation (15%)

Presentation dates and viewing to be determined using a sign-up sheet, with dates spread out throughout the year.

Option A: Great Scholar Presentation

Students select a great scholar in Canadian public administration and present their contributions to the field. What did the scholar research? What did they argue? Where did they have the largest influence? Students will be presented with a list of scholars from whom to select. The presentation is not to exceed 10 minutes. Students will be assessed based on their understanding of the scholar's positions, and contributions to the field; their analytical skills, and organization of the material; and, presentation format, as well as the overall feel of the presentation.

Option B: The Debate (Group Project)

Students select their partners to present different perspectives on a debatable topic. Students will be given a list of statements from which to choose. The debate between the

two students is not to exceed 15 minutes. Part of the goal of this assignment is to get you to view and be able to represent at least two different opposing perspectives and to present each credibly. Each perspective must be given equal weight, irrespective of your own beliefs. Students will be assessed on their understanding of the debate, and how fairly and accurately they have presented both sides of the issue. Students will also be assessed on their analytical skills, organization of the material; and, presentation format, as well as the overall feel of the presentation. Both students will be given the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload.

Option B: YouTube Clip (Group Project)

In teams of two, students will develop and prepare a YouTube clip explaining a substantive concept in Canadian public administration. Students will be provided with a proposed list of concepts from which to choose. The clip is not to exceed 5 minutes. The clip must be appropriate for class viewing and will, in fact, be shown in class. Students will be assessed based on their demonstrated understanding of the concept; their capacity to explain the concept in a clear, direct, and concise way to a broad public audience; their creativity and originality in the use of the format; and, the overall quality of the clip. Both students will be given the same grade, and it is up to students to determine how best to work together to ensure a fair distribution of the workload. The clip must be sent to the faculty member at least 48 hours before its viewing in class to determine and ensure its suitability.

*Category 4: Assessment (25%) **During the April Examination Period***

Option A: Sit-Down Examination

This is a traditional three-hour examination at the end of the year. The examination will cover the major themes addressed during the year and include both short answer questions, as well as essay-type questions. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

Option B: Take-Home Examination

Students will have one week to answer two of five essay-type questions. Each answer must not exceed 2500 words (exam total = 5000 words). Students are not required to conduct outside research for this examination and are to use course material. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

Option C: Oral Examination

Students selecting this option will be given three questions to review, and on which to prepare a ten-minute presentation. Upon the day and time of the examination, the faculty member will ask the student one of the three questions and be given an extra fifteen minutes to finalize their presentation. The student will present for ten minutes, and there will be a five-minute follow-up Q&A by the faculty member. The total time of the

examination, including the extra preparation time, will not exceed thirty minutes. Students will be primarily assessed based on their demonstrated knowledge and understanding of the material covered in the course.

Participation (10%)

The participation grade applies to all students. Presence is mandatory and students are expected to actively engage with the course. Students will be assessed on presence; active listening and engagement; and, participation in in-class assignments, exercises, and discussions.

Grading, Assignment Submission, and Late Policy

Grading: Assignments will be graded as per their weight in the final grade; the sums of all grades add up to the student's final mark. The final letter grade will be determined as illustrated:

<i>Grade</i>	<i>Per Cent Range</i>	<i>Description</i>
A+	90-100	Exceptional
A	80-89	Excellent
B+	75-79	Very Good
B	70-74	Good
C+	65-69	Competent
C	60-64	Fairly Competent
D+	55-59	Passing
D	50-54	Marginally Passing
E	(marginally below 50%)	Marginally Failing
F	(below 50%)	Failing

Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. Information on the **Pass/Fail Grading Option**.

Please note that students who wish to designate a course as Pass/Fail must do so within the first two weeks of the term in which the course begins.

Last Date to Withdraw from the Course: The last day to withdraw from this course without receiving a final grade is February 10, 2023.

Assignment Submission: Proper academic performance depends on students doing their work well, and on time. Accordingly, assignments for this course must be received by 23:59 on the due date specified for the assignment. Written assignments should be submitted via eClass. Please pre-arrange the means of submission for other assignments, as per technical requirements.

In pursuing their work, students are encouraged to contact the faculty member for all necessary support, to ask questions and to seek guidance, and to do so as early as possible. I will be happy to work with you and make sure that you submit an assignment that reflects the best of your abilities.

Late assignments: Late assignments will be assessed a 5% penalty per day. No assignment will be accepted beyond one week of the due date.

Life happens. If there are circumstances that make it difficult for you to complete an assignment on time, please let me know as early as possible. Accommodation and flexibility are much easier when requests are made early, as opposed to close or after the deadline. Requests made after the due date will generally not be accepted. Communication truly is the easiest way to address a developing issue.

Save your draft assignments and rough notes in case intellectual property or computer/internet problems arise.

IMPORTANT COURSE INFORMATION

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

Student Rights & Responsibilities

Academic Accommodation for Students with Disabilities

Academic Honesty and Integrity

York students are required to maintain the highest standards of academic honesty and are subject to the **Senate Policy on Academic Honesty**. The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards. Cheating and plagiarism are extremely serious academic offenses that will result in **severe sanctions**.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students' research and writing skills and cope with University life. Students are expected to review the materials on the **Academic Integrity website**.

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 your instructor know as early as possible in the term if you anticipate requiring academic accommodation. 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.

Ethics Review Process

York students are subject to the York University *Policy for the Ethics Review Process for Research Involving Human Participants*. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) 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. If you are in doubt as to whether this requirement applies to you, contact your professor immediately.

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.

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.

WEEKLY LECTURE SCHEDULE AND MANDATORY READINGS

Week 1: Introduction/What is Public Administration

Dunn. Chapter 1: A Legislative Map of the Federal Public Service

Recommended

Forsey, Eugene A. [*How Canadian Govern Themselves*](#), 10th edition. Library of Parliament.

Week 2. Values and Ethics in Public Administration

Dunn. Chapter 5: East Block and Westminster: Conventions, Values, and Public Service

Dunn. Chapter 20: Ethics in the Public Sector: From Compliance to Values or Compliance and Values?

Recommended

Treasury Board of Canada Secretariat. 2012. [*Values and Ethics Code for the Public Sector*](#).

Week 3: The Central Executive

Dunn. Chapter 6: *The Central Executive in Canadian Government: Searching for the Holy Grail*

Recommended

Dunn. Chapter 23: *Out from the Shadows: Political Staff as Public Administrators*

Week 4: The Executive

Dunn. Chapter 10: *The Role of Deputy Ministers in Canadian Government*

Recommended

Dunn. Chapter 24: *The Limits to Defying Gravity: Horizontal Governance and Competing Values in Canada's Westminster System*

Week 5: The Legislative

Dunn. Chapter 7: *Parliament and the Public Service*

Week 6: Judicial Public Administration and Administrative Law

Dunn. Chapter 4: *An Introduction to Administrative Law*

Dunn. Chapter 8: Judicial Administration

Week 7: The Broader Public Service

Dunn. Chapter 11: *Arm's Length Agencies and Canadian Public Administration*

Dunn. Chapter 12. *Crown Corporations in Canada: 'In theory, there is no difference between theory and practice. But, in practice, there is.'*

Week 8: Beyond Government

Dunn. Chapter 17: *Public Private Partnerships in Canada: Reflections on Twenty Years of Practice*

Dunn. Chapter 26: *The Third Sector, The Neo-Liberal State, and Beyond: Reshaping Contracting and Policy Analysis*

Week 9: The Budget and Financial Management

Dunn. Chapter 18: *Budgeting in Canada: Centre Stage of Government and Governance*

Recommended

[The Budget Basics](#). Government of Ontario.

Week 10: Human Resource Management

Dunn. Chapter 19: *Collective Bargaining and Dispute Resolution in the Public Sector*

Week 11: Technology and Communications in the Public Sector

Dunn: Chapter 22: *Information, Technology, and Canadian Public Administration*

Dunn. Chapter 25: *Communications Concepts and Practices in Canadian Public Administration*

Week 12: Foresight and the Futures of Government and Bureaucracy

Dunn. Chapter 15: *A Fragile State: Federal Public Administration in the Twentieth Century*

Recommended

[Policy Horizons Canada](#)

Week 13: The Policy Process

Dunn. Chapter 14: *The Policy Process*

Week 14: Decolonization and Indigenizing Public Administration

Dunn. Chapter 13: *Indigenous Peoples and the Reconciliation Agenda: Funding, Accountability and Risk*

Week 15: Gendering Public Administration

Dunn. Chapter 21: *Gendering Canadian Public Administration*

Week 16: Federalism and Public Administration

Dunn. Chapter 2: *Adaptability, Accountability and Sustainability: Intergovernmental Fiscal Arrangements in Canada*

Dunn. Chapter 3: *The Federal Spending Power*

Week 17: Public Administration in Ontario

Evans, Bryans. 2017. "The Commanding Heights of Power and Politics in Ontario." *The Politics of Ontario*, edited by Cheryl N. Collier and Jonathan Malloy. North York: University of Toronto Press, pp. 100-117.

Week 18: Municipal Public Administration/Toronto

Dunn. Chapter 9: *Local Public Administration*

Henstra, Daniel. 2017. "Local Government and Politics in Ontario." *The Politics of Ontario*, edited by Cheryl N. Collier and Jonathan Malloy. North York: University of Toronto Press, pp. 118-134.

Week 19: Theories of Public Organizations Part 1

Recommended

Barker and Mau: Chapter 3-4-5

Week 20: Theories of Public Organizations Part 2

Hudon, Pierre-André, and Christian Rouillard. 2015. "Critical Management Studies and Public Administration: Reinterpreting Democratic Governance Using Critical Theory and Poststructuralism." *Canadian Public Administration* 58 (4): 527–548.

Week 21: Comparative Public Administration: Canada in Context

Pollitt, Christopher., and Geert. Bouckaert. 2011. *Public Management Reform a Comparative Analysis: New Public Management, Governance, and the Neo-Weberian State*, 3rd ed. Oxford: Oxford University Press, Chapter 1.

Dunn. Chapter 27: *Looking Across the Atlantic: The European Union and Canada Compared*

Week 22: International Public Administration

Moloney, Kim. 2021. “Deconcentrated Global Governance, Transnational Administration, and the Public Administration Discipline.” *Global Public Policy and Governance* 1 (2): 175–201.

Week 23: The State of Democracy (Populism and Public Administration)

Peters, B. Guy, and Jon Pierre. 2019. “Populism and Public Administration: Confronting the Administrative State.” *Administration & Society* 51, (10): 1521–45.

Meier, Kenneth J., Mallory Compton, John Polga-Hecimovich, Miyeon Song, and Cameron Wimpy. 2019. “Bureaucracy and the Failure of Politics: Challenges to Democratic Governance.” *Administration & Society* 51 (10): 1576–1605.

Week 24: Revisiting the Role of the State: Conclusion

Student Support and Resources

To help students 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**.

Course Specific Resources

There is considerable information available on the Web on public administration. Some of the web sites below may be of assistance in your research and of interest in exploring issues related to public administration.

Canada School of Public Service: information about the latest news and trends in executive learning, including information about executive education and development programs and services and to documents

The Innovation Journal: independent, peer-reviewed, journal devoted to sharing ideas and discussing public sector administration innovation

Institute of Public Administration of Canada: national non-profit organization, concerned with the theory and practice of public management, with 17 regional groups across Canada

Office of the Auditor General of Canada: publications, including searchable full text of the Reports of the Auditor General

Parliament: access to the House of Commons, Senate and the Library of Parliament, including debates, committee proceedings, and status of legislation

Privacy Commissioner of Canada: includes annual reports

Privy Council Office: includes annual reports to the Prime Minister

Public Service Commission of Canada: responsible for promoting and safeguarding a merit-based, representative and non-partisan public service that serves all Canadians.

There are also many web sites related to both public administration and public policy that might be useful for this course.

Canadian Centre for Policy Alternatives

Canada West Foundation

Canadian Council on Social Development (CCSD)

CD Howe Institute

Conference Board of Canada

Fraser Institute

International Labour Organization

Institute for Research on Public Policy (IRPP)

Organisation for Economic Development and Cooperation (OECD)

Vanier Institute