# YORK U — AP/PPAS 3190 B 6.00 PUBLIC ADMINISTRATION

## Course Outline

Fall/Winter 2022-2023 Y
Mondays, starting at 19:00 (7:00 PM), beginning September 12
CLH 110 Curtis Lecture Halls
eClass: Course: AP/PPAS3190 B - Public Administration (Full Year 2022-2023)
*This course is designated for in-person delivery.  All or a significant portion of this course will meet in-person in the location assigned.*

## Instructor

***Professor John Wilkins***
SSB N205M Seymour Schulich Building
(647) 965-3527 mobile
wilkins@yorku.ca
One-day response to e-mail queries
Phone/in-person meetings by appointment

Professor Wilkins is a teaching practitioner with the School of Public Policy and Administration.  He served as an international diplomat based in London (United Kingdom) and a career senior public executive in Canada.  He was awarded the Lieutenant-Governor's Medal for Excellence in Public Administration.

## Course Description

*Examines the theory and practice of policy making and public administration as well as the machinery of government, with particular reference to Canada.  It discusses who makes policy, how policy is developed and implemented, and how the system is controlled and evaluated.  Course credit exclusion: GL/POLS 2500 6.00.* - Course Timetable

## Contents

## Course Learning Outcomes

This course examines the theory and practice of Public Administration, featuring policy making and the machinery of government in Canada and abroad.  It discusses who makes policy, how policy is developed and implemented, and how the system works and is managed for results.  The course imparts knowledge and insights about public institutions, policies, practices, and leaders engaged in government decision making and issue management.

***Learning Objectives.***  Third and fourth-year students who typically take this course accrue higher-order learning exposures as they progress toward professional careers or postgraduate studies.  Experiential education marries academic learning with real-world expectations.  It fills knowledge gaps and responds to demand for critical thinking.

Upon completion of the course, students should be able to:
❑ Describe the governance, operation, and performance of public institutions;
❑ Apply comparative strategies for public policy analysis and development;
❑ Assess the appropriateness and efficacy of public management practices;
❑ Detect trends, challenges, and prospects for Canadian Public Administration; and
❑ Recognize the intersection between Public Administration theory and practice.

***Course Organization.*** The course is organized in three parts, as scheduled in the Class-by-Class Syllabus (pages 10-12):

I. *Institutions.* The first part explains the WHY and WHO of Public Administration. It frames the concepts, context, roles, and relationships of public institutions necessary to understand the fundamentals of good governance.

II. *Policy.* The second part explains the WHAT of Public Administration. It outlines the planning, analysis, design, and implementation of public policy necessary to manage rational problem solving and decision making.

III. *Practice.* The third part explains the WHERE, WHEN, and HOW TO of Public Administration. It explores the form, function, capacity, and opportunities of good management practice necessary to achieve public policy outcomes.

***Teaching Approach.*** The Instructor serves as an expert resource by facilitating class discussions, clarifying topical issues, sharing experiences, and guiding the learning process. The Instructor is committed to: (1) creating an open, stimulating environment for exchanging ideas and questioning assumptions; (2) being available for questions and advice; and (3) being prompt, prepared, and respectful of all points of view. This does not mean accepting uncritically every argument. Public Administration is about using evidence and logic for strategic thinking and tactical action.

***Learning Format.*** The course is grounded in experiential education that enables students to explore and apply theory in practical assignments. Learning is facilitated by readings, postings, and discussions. Classes are delivered in-person with online support as outlined below.

| TIME | COMPONENT | LEARNING ACTIVITY |
|------|-----------|-------------------|
| Before Class | Preliminaries | • Instructor preparation of lecture, briefing, or debriefing <br> • Instructor posting of agenda, announcements, and materials <br> • Student reading and preparation |
| 19:00 | Opening | • Class gathering, welcome, and story <br> • Meeting objective and agenda <br> • Announcements |
| 19:15 | Thematic Topic | • Lecture, readings, and current events <br> • Case study, exercise, or learning activity <br> • Plenary/breakout discussion and Q&A |
| 20:15 | Action Learning | • Assignment orientation, briefing, or debriefing <br> • Plenary/breakout discussion and Q&A <br> • Next class and closing |
| After Class | Follow-up | • Instructor assignment preparations and grading <br> • Student individual study and exchanges <br> • Instructor response to requests for coaching and advice |

In-person classes are scheduled according to the Class-By-Class Syllabus (pages 10-12). Students who attend classes discuss questions about lectures, readings, cases, exercises, and assignments in plenary and/or breakout. Classes last up to three hours, including time for student exchanges and coaching.

Lectures, briefings, and debriefings can be accessed anytime, anywhere via the course eClass site. They are delivered in shorter segments to facilitate learning focus. Action learning benefits from student preparations outside class.

Please review the entire Course Outline and eClass to familiarize yourself with how the class meets and how office hours and other interactions are conducted.

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## Deliverables at a Glance

Students are expected to complete assignments according to schedule and quality requirements. 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 4-8).

| Assignment | Quantity | % Weight | Total % | Responsibility | Due Date |
|---|---|---|---|---|---|
| Public Institution Research: Fact Sheet | 1 | 20 | 20 | Individual | November 7, 2022 |
| Public Policy Review: Briefing Paper | 1 | 30 | 30 | Individual | January 16, 2023 |
| Management Practice Review: Discussion Paper | 1 | 30 | 30 | Individual | March 20, 2023 |
| Case Study Analysis: Memorandum | 1 | 20 | 20 | Individual | April 8, 2023 |
| | | | 100% | | |

## Course Material

*Required reading* for this course is:

**Dunn, Christopher. Editor. 2018. *The Handbook of Canadian Public Administration*. Third Edition. Oxford University Press Canada. 561 Pages. ISBN 9780199026166, ISBN 9780199026173 (PDF).**

Dunn (2018) is an acclaimed Canadian textbook on the theory and practice of Public Administration: "This edited collection identifies current issues, interprets their relevance, and blankets the Canadian scene more so than counterparts. [It] is a refreshed compendium of emerging themes and topical issues authored by leading scholars in the field. It paints an abstract portrait of twenty-first-century national political-administrative realities and aspirations upon the vast canvass of the decentralized and evolving landscape of Canadian federalism." – John Wilkins, York University

Chapter readings from Dunn (2018) are listed in the Class-by-Class Syllabus (pages 10-12). The text can be purchased online through the [York University Bookstore](#). It is available for free delivery in Canada or for online eClass access to the Day1Digital E-Book.

*Supplementary readings* are available on the York University eClass course web page for [AP/PPAS3190 B - Public Administration (Full Year 2022-2023)](#). Please arrange for access, and check the site between classes. All remaining course readings and materials are posted on eClass.

*Suggested readings* may be flagged by the Instructor from time to time. Students may also request the Instructor to identify readings on specific subject matter of special interest.

## Class Preparation and Participation

The course format and interactive style require students to practice self-directed learning.

*Preparation*. Students are expected to do advance readings and be well prepared to engage in class. You are assumed to bring perspectives, knowledge, and experience that are of value to exploring course topics. While course materials are posted on eClass, you may wish to keep notes to reinforce your learning. On average, you should expect to spend 3-6 hours per class for reading and assignments.

*Group Work.* The course may involve group discussion of short cases, scenarios, role plays, Q&A, and related activities. They assist students in learning and applying knowledge acquired from readings and lectures to their studies. At their option, students may also form study groups, discussion forums, or freelance syndicates to consult on individual assignments.

***Participation***.  Students are expected to multi-task across diverse streams of thought (theory) and activity (practice).  The course works best when students attend classes in their entirety, listen actively, volunteer questions, and engage in plenary/group discussions.  Everyone is encouraged to contribute and communicate respectfully in a secure environment, consistent with the [Code of Student Rights & Responsibilities](#), [Secretariat Policies](#), and General Academic Policies (pages 9-10).

***Technology.***  The platforms used in this course enable students to interact with the course material, Instructor, and one another.  If circumstances warrant, the Instructor may announce conversion from in-person classes to remote delivery via Zoom.  In this event, students will be required to access a stable, higher-speed Internet connection, plus a computer or smart device with webcam and microphone.

Zoom recordings since May 2022 are stored in Canada.  If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.  The system is configured to automatically notify participants when a session is being recorded.  Please refer to York Information Security's notes on [Zoom Privacy and Security](#) and related General Academic Policies (pages 9-10).

Useful links for student computing information, resources, and help include:
[Student Guide to eClass](#)
[Zoom at YorkU](#)
[Zoom@YorkU Best Practices](#)
[Zoom@YorkU User Reference Guide](#)
[Computing for Students Website](#)
[Student Guide to eLearning at York University](#).

## Written Assignments, Projects, and Exams

The four assignments identified under Deliverables at a Glance (page 3) are described in detail below. All materials needed to complete these assignments are posted on eClass.

The costs and consequences of presenting late advice or inferior work are especially high in Public Administration.  Increased expenditures and lost revenues go directly to fiscal deficits.  They reduce spending power, discount public value, and undermine confidence in government.  The multiplier effects on public policy outcomes impact people and change lives.

***Policies and Penalties.***  Experiential learning calls on students to embrace high standards of quality, cost-effectiveness, and timeliness in their work.  Course assignments simulate realistic public service working conditions and performance expectations to level the playing field for equitable student evaluation.  Policies and penalties on late papers and word counts are intended to reinforce related guidance and learning outcomes.

The following implications will be administered across all assignments:
- Assignments submitted for grading must be received by the Instructor on or before the due date;
- Extensions must be pre-authorized before the due date for valid policy reasons (e.g., illness);
- Late assignments are only accepted when supported by proper documentation (e.g., medical);
- Further extension or accommodation requires students to formally petition the Faculty;
- Late or missing assignments otherwise are not graded and receive a mark of zero (e.g., 0/20);
- Students may request feedback on rework of previously graded assignments to facilitate learning;
- Rework of graded assignments is not accepted and reviewed for course credit;
- Word count limits are inclusive of all content in the assignment, excepting the Bibliography;
- Excess word counts above the maximum length specified are penalized according to the assignment's ratio of words to marks (e.g., -1:50 = 1 mark deducted for every 50 words in excess); and
- The Instructor's computer is the authoritative source for calculating lateness and word counts.

**PUBLIC INSTITUTION RESEARCH: FACT SHEET**

> *Parameters:* 1,000 words <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/bullet format
> *Due Date:* November 7 　　　 *Value:* 20% 　　　 *Word Count Penalty:* -1:50

Public Institution Research is the foundational component of the course. The purpose is to introduce students to the complexities and issues of public institutions. In the role of advisor, students will conduct desk-based research and draft a Fact Sheet on an institution of interest. The product is intended to inform senior management planning of a prospective project to remedy an important institutional problem. Visualizing the target audience for the Fact Sheet helps motivate and focus research and development.

*Institution.* Students are asked to select an existing public institution operating in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to research the history, role, and impact of the institution. This research may be transferable in part to subsequent assignments. The Instructor will orient students to the Fact Sheet Outline and Scoping Mission Assessment Tool in workshop in Class 2. There will be regular briefings and interrogation of the Outline through Class 7.

*Assessment.* Students are asked to identify 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 3-6, the Instructor will review symptoms of possible problems via the Scoping Mission Assessment Tool. Coaching to help pinpoint and assess institutional issues at stake is available on request.

*Deliverable.* Students are asked to document the outcome of their research in a Fact Sheet. The task is to compartmentalize key information in bullet format according to the section headings of the Fact Sheet Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Fact Sheet as an attachment to the Instructor by the Class 8 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 9.

*Evaluation.* Fact Sheets will be assessed using five criteria and the section weightings below:
1. Presentation of sound, clear, and coherent information;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of preliminary analysis;
4. Originality of approach, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

| SECTION | WORDS | MARKS |
|---|---|---|
| Title [Institution: Jurisdiction] | 10 | 1 |
| Executive Summary | 90 | 2 |
| History | 200 | 3 |
| Profile | 500 | 10 |
| Performance | 200 | 3 |
| Bibliography | ∞ | 1 |
| **Total** | **1,000** | **20** |

**PUBLIC POLICY REVIEW: BRIEFING PAPER**

> *Parameters:* 1,000 words <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
> *Due Date:* January 16          *Value:* 30%          *Word Count Penalty:* -1:33

Public Policy Review is the first of two developmental components of the course. The purpose is to give students practice in policy analysis and advice. In the role of advisor, students will conduct desk-based research and draft a Briefing Paper on an existing or emerging policy issue of interest. The product is intended to inform senior management decision making on an important policy matter. Visualizing the prospective target audience for the Briefing Paper helps motivate and focus analysis and advice.

*Issue.* Students are asked to select a contemporary public policy issue found in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to research policy issues and define a significant, urgent, or growing problem to address. This research may be transferable in part to subsequent assignments. The Instructor will orient students to the Briefing Paper Outline and Public Policy Review Guidance in workshop in Class 9. There will be regular briefings and interrogation of the Outline through Class 14.

*Assessment.* Students are asked to identify gaps in institutional performance and policy outcomes. The task is to analyze the central issue and assess comparative policy development strategies. In Classes 10-14, the Instructor will review analytical frameworks and policy options via the Public Policy Review Guidance. Coaching to help pinpoint and assess the central issue is available on request.

*Deliverable.* Students are asked to document the outcome of their research and analysis in a Briefing Paper. The task is to make specific, actionable recommendations and present strategic advice in paragraph format according to the section headings of the Briefing Paper Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Briefing Paper as an attachment to the Instructor by the Class 14 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 15.

*Evaluation.* Briefing Papers will be assessed using five criteria and the section weightings below:
1. Presentation of sound, clear, and coherent argumentation;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

| SECTION | WORDS | MARKS |
|---|---|---|
| Title [Issue: Institution, Jurisdiction] | 10 | 1 |
| Executive Summary | 120 | 4 |
| Issue | 100 | 3 |
| Background | 100 | 3 |
| Current Status | 100 | 3 |
| Options | 190 | 5 |
| Recommendation | 190 | 5 |
| Implications | 190 | 5 |
| Bibliography | ∞ | 1 |
| Total | 1,000 | 30 |

**MANAGEMENT PRACTICE REVIEW: DISCUSSION PAPER**

> *Parameters:* 1,000 words <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; heading/paragraph format
> *Due Date:* March 20          *Value:* 30%          *Word Count Penalty:* -1:33

Management Practice Review is the second of two developmental components of the course. The purpose is to raise student awareness of good public sector management practices. In the role of advisor, students will conduct desk-based research and draft a Discussion Paper on an existing or emerging management practice of interest. The product is intended to inform senior management resolution of an important management problem. Visualizing the prospective target audience for the Discussion Paper helps motivate and focus research and advice.

*Practice.* Students are asked to select a contemporary public management practice found in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to research good practice and capitalize on a significant, urgent, or growing opportunity. The Instructor will orient students to the Discussion Paper Outline and Management Practice Review Guidance in workshop in Class 17. There will be regular briefings and interrogation of the Outline through Class 22.

*Assessment.* Students are asked to close gaps in institutional performance, groom the path for policy implementation, or continuously improve management results. The task is to assess sub-optimal management practices and benchmark comparative Canadian and international good practice. The Instructor will review the implications via the Management Practice Review Guidance in Classes 15-22. Coaching to help search for, pinpoint, and assess good practices is available on request.

*Deliverable.* Students are asked to document the outcome of their research and analysis in a Discussion Paper. The task is to profile the opportunity for innovation and present strategic advice in paragraph format according to the section headings of the Discussion Paper Outline. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Discussion Paper as an attachment to the Instructor by the Class 22 due date. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in Class 23.

*Evaluation.* Discussion Papers will be assessed using five criteria and the section weightings below:
1. Presentation of sound, clear, and coherent information;
2. Demonstrated understanding of the practices under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

| SECTION | WORDS | MARKS |
|---|---|---|
| Title [Good Practice: Institution, Jurisdiction] | 10 | 1 |
| Executive Summary | 120 | 4 |
| Problem Definition | 100 | 3 |
| Context | 100 | 3 |
| Literature Review | 190 | 5 |
| Jurisdictional Scan | 190 | 5 |
| Opportunity for Innovation | 190 | 5 |
| Implications | 100 | 3 |
| Bibliography | ∞ | 1 |
| **Total** | **1,000** | **30** |

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**CASE STUDY ANALYSIS: MEMORANDUM**

*Parameters:* 1,000 words <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; memo/essay format

*Due Date:* April 8          *Value:* 20%          *Word Count Penalty:* -1:50

Case Study Analysis is the integrating component of the course. The purpose is to consolidate learning, advance critical thinking, and test new competencies. In the role of advisor, students will conduct desk-based research and draft a Memorandum on the central issue of the case. The product is intended to inform senior management decision making on the form and function of good governance. Visualizing the target audience for the Memorandum helps motivate and focus research and advice.

*Case.* The case study is posted on eClass under Class 22. It is grounded in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to review and research the case, with a view to presenting rational arguments, empirical evidence, and practical advice. The Instructor will orient students to the Case Study/Question, Essay Format, and Conceptual Framework in workshop in Class 22. There will be advance briefing in workshop in Class 17 as a heads-up, followed by further briefing and interrogation of the assignment in Classes 23-24.

*Assessment.* Students are asked to identify the case problems and opportunities. The task is to map the issues, identify the central issue, and plot strategies to improve governance. In Classes 23 and 24, the Instructor will review the Case Question relative to the updated case context and good governance principles. Coaching to help pinpoint and assess case issues at stake is available on request.

*Deliverable.* Students are asked to write a Memorandum to a target audience in response to a case question. The task is to assemble key information, arguments, and advice in paragraphs with reference to the Essay Format. Students should quality check their final work against assignment parameters and requirements. Please e-mail the Memorandum as an attachment to the Instructor by the course end date following Class 24. The Instructor will acknowledge receipt, return graded feedback, and post a debriefing before the end of term.

*Evaluation.* Memoranda 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 analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, visuals, grammar, spelling, in-text citations.

Section headings and information organization are discretionary in the Essay Format. Weightings are allocated notionally within the Memorandum according to a proforma outline:

| SECTION | WORDS | MARKS |
|---|---|---|
| Memo Header/Title [Case Study] | 20 | 1 |
| [Beginning] | 200 | 4 |
| [Middle] | 580 | 10 |
| [End] | 200 | 4 |
| Bibliography | ∞ | 1 |
| Total | 1,000 | 20 |

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## Course Grades

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

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

## General Academic Policies

*Academic Integrity.*  Honesty is fundamental to the integrity of university education and degree programs.  It applies in every course offered.  Cheating and plagiarism are serious academic offences that can result in severe sanctions.  Quoting material without citing its source or using others' arguments without acknowledging authorship is dishonest and subject to penalties that can affect your grade and 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.  Please consult York's Senate Policy on Academic Honesty.  The University may verify the origin and creativity of all work submitted for academic credit, and all appropriate steps may be taken where necessary.  It is suggested that you save draft assignments and rough notes in case intellectual property problems arise.  For more resources, students should visit York University's Academic Integrity website and refer specifically to SPARK.

*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 due dates specified in the syllabus for an in-class presentation, assignment, or examination pose a conflict, please let the Instructor know in writing within the first three weeks of classes.  More information is available at Academic Accommodation for Students' Religious Observances (Policy, Guidelines and Procedures) | Secretariat Policies.

*Accommodation of Students with Disabilities.*  The York University Senate has adopted policy on Academic Accommodation for Students with Disabilities (Policy) | Secretariat Policies.  Students who require accommodation in a course need to be registered with Student Accessibility Services.  A Letter of Accommodation should be provided to the Instructor as soon after the start of the course as possible.  More information is available at Student Accessibility Services.

*Attendance.*  Students are expected to attend all classes.  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, or 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 given grade components, and consequently in the course.  Please refer to the appropriate regulations, deadlines, processes, and forms at Secretariat Policies**.**

***Health and Safety.*** As part of York's [Community of Care Commitment](#), all members of the York community share the responsibility of keeping others safe on campuses. In this course, as elsewhere on campus, students must comply with all University health and safety protocols. Please refer to current information about COVID-19 health and safety measures relative to vaccination mandate, masking protocol, and daily health screening on the [Better Together](#) web site. The Senate Executive Committee's [Principles to Guide 2021-2022 Course Planning](#) encourage us to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. We all have a duty to uphold professional and respectful interactions with one another.

***Privacy.*** Even though this course meets in person, it may occasionally involve Hyflex sessions when guest speakers join parts of a class remotely via Zoom. Hyflex sessions are digitally transmitted and may be recorded to support teaching and learning in the classroom. As a result, York University may collect your image, voice, name, personal views and opinions, and course work under the authority of The York University Act, 1965, and for use in related educational purposes. Students who participate in a Hyflex session are consenting to have their video or image transmitted and/or recorded. If you have concerns with such transmission or recording, sit in the designated seating area which is outside of the camera range. In addition, students who participate orally are consenting to have their voices, personal views, and opinions transmitted and/or recorded. If you do not consent to the transmission or recording of your voice, please use the text-based chat function to communicate during class. Students are not permitted to use any third-party software or application to record a transmitted Hyflex session. If you have any questions about the collection or use of your personal information, please contact your Instructor or the Privacy Office at [info.privacy@yorku.ca](mailto:info.privacy@yorku.ca).

***Research Ethics.*** Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. According to [Human Participants - Research & Innovation](#), all research involving human participants for graduate and undergraduate courses, theses, independent projects, and major research papers (MRPs) that are non-funded and minimal risk must be reviewed by the relevant unit-level Delegated Ethics Review Committee. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, participant observation, and secondary data analysis.

For the purposes of research ethics review, "minimal risk" is defined in [Introducing TCPS 2 (2018) – Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#) as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research. Please note that research conducted by students that is more than minimal risk and/or involves Indigenous peoples or clinical trials must be reviewed by the Human Participants Review Committee (HPRC). For these types of research, students are required to complete the HPRC protocol form. Please contact the Office of Research Ethics at [ore@yorku.ca](mailto:ore@yorku.ca) for further information.

For more information on ethics review requirements for graduate and undergraduate course-related research and MRPs, please go to [Ethics-Review-Requirements-Course-Related-Research-8.15.17-1-1.pdf](#). Please consult your Instructor if you are in doubt as to whether these requirements apply to you.

## Class-by-Class Syllabus

Topics, learning activities, readings, and other class preparations are summarized below. Notice of schedule changes and assignment requirements, as well as news of potential interest to students, will be posted and/or announced via eClass. Regular course updates will normally be posted weekly.

| Class: Date / Topic | Learning Activities / Assignments | Reading |
|---|---|---|
| **PART I – INSTITUTIONS** | | |
| Class 1: September 12<br>**Introduction to Public Administration** | Course, teaching, and student expectations | Dunn Introduction<br>eClass |
| Class 2: September 19<br>**Public Institution Research Workshop** | Fact Sheet orientation and institution selection | eClass |
| Class 3: September 26<br>**Canadian Federalism** | 'Power' exercise<br>Fact Sheet briefing and coaching | Dunn 4, 6, 7<br>eClass |
| Class 4: October 3<br>**The Public Service** | Fact Sheet briefing and coaching | Dunn 1<br>eClass |
| October 8-14: Fall Reading Week – no classes, University open (except October 10: Thanksgiving Day – closed) | | |
| Class 5: October 17<br>**Governance and Accountability** | Fact Sheet briefing and coaching | Dunn 24<br>eClass |
| Class 6: October 24<br>**Institutional Governance** | Fact Sheet briefing and coaching | Dunn 11, 12<br>eClass |
| Class 7: October 31<br>**Local Governance** | 'Pan Am Games' case<br>Fact Sheet briefing and coaching | Dunn 9<br>eClass |
| Class 8: November 7<br>**International Governance** | Interim course check-up<br>***Fact Sheet due*** | eClass |
| **PART II – POLICY** | | |
| Class 9: November 14<br>**Public Policy Review Workshop** | Fact Sheet debriefing<br>Briefing Paper orientation and policy issue selection | eClass |
| Class 10: November 21<br>**Budgeting** | Briefing Paper briefing and coaching | Dunn 2, 3, 18<br>eClass |
| Class 11: November 28<br>**Public Consultation** | 'Collaboration' exercise<br>Briefing Paper briefing and coaching | eClass |
| Class 12: December 5<br>**Public Policy Making** | Briefing Paper briefing and coaching | Dunn 14<br>eClass |
| December 24 – January 8: Winter break – University closed | | |
| Class 13: January 9<br>**Public Sector Reform** | Briefing Paper briefing and coaching | eClass |
| Class 14: January 16<br>**Citizen-Centred Service** | Briefing Paper briefing and coaching<br>***Briefing Paper due*** | eClass |
| Class 15: January 23<br>**Alternative Service Delivery** | Briefing Paper debriefing | eClass |
| Class 16: January 30<br>**Public-Private Partnerships** | 'Brampton Civic Hospital' case<br>Discussion Paper advance briefing and coaching | Dunn 17<br>eClass |
| **PART III – PRACTICE** | | |
| Class 17: February 6<br>**Management Practice Review Workshop** | Discussion Paper orientation and good practice selection<br>Memorandum advance briefing and coaching | eClass |
| Class 18: February 13<br>**Change Management** | Discussion Paper briefing and coaching | eClass |
| February 18-24: Winter Reading Week – no classes, University open (except February 20: Family Day – closed) | | |
| Class 19: February 27<br>**Performance Management** | 'Balanced Scorecard' exercise<br>Discussion Paper briefing and coaching | eClass |
| Class 20: March 6<br>**Values and Ethics** | Discussion Paper briefing and coaching | Dunn 5, 20<br>eClass |
| Class 21: March 13<br>**Political-Administrative Leadership** | Discussion Paper briefing and coaching | Dunn 10, 16, 23<br>eClass |
| Class 22: March 20<br>**Case Study Analysis Workshop** | Memorandum orientation to case study/question, essay format, and conceptual framework<br>***Discussion Paper due*** | eClass |

| Class: Date / Topic | Learning Activities / Assignments | Reading |
|---|---|---|
| Class 23: March 27<br>**Public Service Renewal** | 'Blueprint 2020' case<br>Discussion Paper debriefing<br>Memorandum briefing and coaching | eClass |
| Class 24: April 3<br>**Future Trends and Challenges** | Course review and evaluation<br>Memorandum briefing and coaching | Dunn 13, 21, 22, 25<br>eClass |
| April 8: Last date to submit Winter term work | ***Memorandum due*** | eClass |
| April 27: Winter term ends | | |