AP/PPAS 3190 A ONLN 6.00 PUBLIC ADMINISTRATION

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Course Outline

Summer 2023 S3
May 8 through July 21, including four Zoom drop-in workshops scheduled for Tuesday at 19:00 (7:00 PM) on May 9, June 6, June 20, and July 4
eClass: AP/PPAS3190 A - Public Administration (2022-2023)
This course is designated for fully <u>online</u> delivery.

Instructor

Professor John Wilkins
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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 issues 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 9-10):

 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 a rational problem-solving and decision-making process.

 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 self-study, clarifying topical issues, sharing experiences, and guiding the learning process. The Instructor is committed to: (1) creating a stimulating platform for challenging ideas and 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, recordings, and workshops. This online course comprises 24 modules that are scheduled according to the Class-By-Class Syllabus (pages 9-10) and delivered as follows:

Asynchronous. 20 self-study modules on the course eClass, including posted agenda, presentation slides, recorded sessions, and reading materials. The learning schedule for modules is student directed. There are no in-person or remote classes. Lectures, briefings, debriefings, and features are recorded in shorter segments to facilitate learning focus. They can be accessed anytime, anywhere via eClass.

Synchronous. 4 drop-in workshops scheduled via Zoom for orientation to and coaching of assignments, as well as general Q&A/discussion of the course. These Zoom meetings are scheduled Tuesdays at 19:00. The schedule of meeting invitations is announced and posted on eClass. They are recorded and posted on eClass. Please note that:

- Recordings should be used for educational purposes only and as a means for enhancing accessibility;
- Students do not have permission to duplicate, copy, or distribute recordings outside the course;
- Such acts may violate FIPPA, as well as copyright laws; and
- All recordings of meetings will be destroyed after the end of the course.

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

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 4-6).

Assignment	Quantity	% Weight	Total %	Responsibility	Due Date
Essay #1: Institutions	1	20	**20**	Individual	May 26
Essay #2: Policy	1	20	**20**	Individual	June 14
Essay #3: Practice	1	20	**20**	Individual	June 26
Case: Memorandum	1	40	**40**	Individual	July 21
			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 9-10). 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 AP/PPAS3190 A - Public Administration (2022-2023). Please arrange for access, and check the site between modules. 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 online course format requires students to practice self-directed learning.

Preparation. Students are expected to do advance readings and be prepared to engage modules. 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 module for reading and assignments.

Participation. Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The course works best when students attend drop-in workshops, raise questions, and keep pace with the schedule of modules and assignments. Everyone is encouraged to contribute and communicate respectfully in a secure workspace, consistent with the Code of Student Rights & Responsibilities, Secretariat Policies, and General Academic Policies (pages 6-8). Students are welcome to form self-managed study groups, discussion forums, or freelance syndicates to aid their studies.

Technology. AP/PPAS3190 A - Public Administration (2022-2023) is the eClass platform that enables students to interact with the course material, Instructor, and one another. Zoom at YorkU videoconferencing enables remote delivery and recording of virtual classes. Students are required to access a stable, higher-speed Internet connection, plus a computer or smart device with webcam and microphone. You can run online tests on Speedtest to determine Internet connection and speed.

Useful links for student computing information, resources, and help include:
Student Guide to eClass
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 2) are described in detail below. All support 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 for 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 create a level playing field for equitable evaluation of students. Policies and penalties on late papers and page 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);
- Deferred assignments are only accepted when supported by proper documentation (e.g., medical);
- Further extensions or accommodation require students to formally petition the Faculty;
- Late or missing assignments otherwise are not graded and/or receive a mark of zero (e.g., 0/20);
- Student rework of graded assignments may be allowed to facilitate learning without course credit;
- Page count limits observe stated format parameters and are inclusive of all content in the assignment, excepting the Bibliography;
- Excess page counts above the maximum length specified are penalized by not reading and grading papers beyond the page limit (e.g., 0 > 1 page = no marks assigned beyond the point at which the 1-page limit is reached); and
- The Instructor's computer is the authoritative source for calculating lateness and page counts.

ESSAYS #1-3: INSTITUTIONS / POLICY / PRACTICE

> ***Parameters:*** 1 page <u>all-inclusive</u> maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; paragraph format
> ***Due Dates:*** May 26, June 14, June 26
> ***Value:*** 20% x 3 = 60%
> ***Page Count Penalty:*** 0 > 1 page

The Essays are the foundational component of the course. The purpose is to test student learning about theory and practice in Public Administration. You will conduct desk-based research and draft responses to three overarching questions that are representative of the Institutions, Policy, and Practice parts of the course, respectively. You will draw upon related textbook readings, eClass postings, and your own insights and observations to prepare responses. The intent is to advance student grasp of the complexities and issues of public institutions, policy analysis, and good management practice.

Preparation. Students working individually are asked to respond to three Essay Questions posted on eClass according to the schedule below. The Instructor will orient students to the task in workshop in Modules 2, 9, and 17, respectively. Additional discussion and coaching is available on request.

Essay #	Part	Due Date	Debrief Date	Question Posted
1	Institutions	May 26	June 6	Module 2: May 9
2	Policy	June 14	June 20	Module 9: June 6
3	Practice	June 26	July 4	Module 17: June 20

Deliverable. Students are asked to document their answer in a single, formatted page, plus Bibliography. You should quality check your final work against assignment parameters and requirements. Please e-mail your response as an attachment to the Instructor by the Module due date above. The Instructor will acknowledge receipt, return graded feedback, and debrief the results in workshop in Modules 9, 17, and 22, respectively.

Evaluation. Essays will be assessed using five criteria, each weighted equally out of 20 marks:
1. Innovative (4) – researches and fills knowledge gaps, reframes issues using creative perspectives, embraces new approaches to Public Administration;
2. Relevant (4) – links clearly to topical themes and current issues, builds upon challenges in advancing leading thought, promotes elevated baselines of good practice;
3. Scholarly (4) – observes rigour in critical analysis (theory, method), follows rational evidence-based process, paves the way for action research;
4. Interdisciplinary (4) – tackles complex cross-cutting issues head-on, integrates good governance principles, adopts a big-picture whole-of-government view; and
5. Presentation (4) – observes page count limit, conforms to format parameters, follows spelling/grammar/citation conventions.

CASE: MEMORANDUM

> *Parameters:* 2 pages all-inclusive maximum length, excepting Bibliography; Word (or equivalent) document, plus optional PDF version; letter-size, portrait page; single-spaced, 12-point font, 1-inch margins; memo/essay format
> *Due Date:* July 21
> *Value:* 40%
> *Page Count Penalty:* 0 > 2 pages

The Case 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 Module 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 Module 22. There will be advance briefing in workshop in Module 17 as a heads-up, followed by further briefing and interrogation of the assignment in Modules 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. The Instructor will review the Case Question relative to the updated case context and good governance principles via recorded briefing in Module 23. 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 the 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. The Instructor will acknowledge receipt and return graded feedback by 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	PAGES	MARKS
Memo Header/Title [Case Study]	0.1	1
[Beginning]	0.4	8
[Middle]	1.1	22
[End]	0.4	8
Bibliography	∞	1
Total	2	40

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 YU'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 YU's Academic Integrity website and refer specifically to SPARK.

Articial Intelligence. Authorized student uses of generative artificial intelligence (AI) may be permitted for certain course assessments. Specific uses are noted in the Course Outline and/or written instructions. Students are required to cite AI-generated material used in assignments to avoid taking credit for work that they did not do themselves. Failure to cite AI-generated work could amount to plagiarism. Quoted text, image, and code, as well as paraphrased material (without quotation marks), require in-text citation of specific AI tools used and student prompts. Generative AI should also appear in the bibliography or reference list. Citations follow a standard format: Generative AI tool (version). Prompt: "[insert the actual prompt entered by the user]". Generated at [insert URL address] on [date].

Students will learn continuously about what generative AI can and cannot do. Currently, text-generating AI like ChatGPT cannot engage in critical thinking, personalized reflection, interpretation of meaning(s), complex problem solving, and context-specific applications of course material. It cannot provide nuanced understanding or articulation of course material. Importantly, AI cannot evaluate the accuracy of material generated.

Accommodation of Religious Observances. YU 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 notify the Instructor in writing within the first three weeks of classes. More information is available at Academic Accommodation for Students' Religious Observances.

Accommodation of Students with Disabilities. The YU Senate has adopted policy on Academic Accommodation for Students with Disabilities. 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 as possible after start of the course.

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 the Instructor and/or responsible YU officials if reasonable accommodations are sought. Students failing to obtain signed deferral from the Instructor for a *bona fide* reason according to law and YU 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. All members of the YU community share responsibility for keeping others safe on campuses. Students must comply with all YU health and safety protocols. Please refer to current information about COVID-19 measures relative to vaccination mandate, masking protocol, and daily health screening at Better Together. The Senate Executive Committee's Principles to Guide 2021-2022 Course Planning encourage the community to uphold compassion, kindness, empathy, and a sense of responsibility towards one another. Everyone has 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. YU may collect your image, voice, name, personal views and opinions, and course work under authority of *The York University Act, 1965* and for related educational purposes. Students who participate in Hyflex sessions are consenting to have their video or image transmitted and/or recorded. If you have concerns, please sit in the designated seating area which is outside of 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, please use the text-based chat function to communicate during class.

PPAS 3190 A ONLN

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.

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 under Panel on Research Ethics 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 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 preparations for modules 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.

Module: Date (Time) / Topic	Learning Activities / Assignments	Reading
PART I – INSTITUTIONS		
Module 1: **Introduction to Public Administration**	Course Outline Recorded Course GPS Tour, lecture, and Niue Story	Dunn Introduction eClass
Module 2: May 9 (19:00) **Drop-in Workshop I**	Essay #1: Institutions orientation and coaching Learning , teaching, and student expectations Recorded Zoom meeting	eClass
Module 3: **Canadian Federalism**	Recorded lecture	Dunn 4, 6, 7 eClass
Module 4: **The Public Service**	Recorded lecture	Dunn 1 eClass
Module 5: **Governance and Accountability**	Recorded lecture and Ottawa Story	Dunn 24 eClass
Module 6: **Institutional Governance**	Recorded lecture	Dunn 11, 12 eClass
Module 7: **Local Governance**	Recorded lecture	Dunn 9 eClass
Module 8: *May 26* **International Governance**	***Essay #1: Institutions due*** Recorded lecture	eClass
May 27-June 2: Break for 2023 Congress – no classes, University open		
PART II – POLICY		
Module 9: June 6 (19:00) **Drop-in Workshop II**	Essay #1: Institutions debriefing Essay #2: Policy orientation and coaching Interim course check-up Recorded Zoom meeting	eClass
Module 10: **Budgeting**	Recorded lecture	Dunn 2, 3, 18 eClass
Module 11: **Public Consultation**	Recorded lecture	eClass
Module 12: **Public Policy Making**	Recorded lecture	Dunn 14 eClass
Module 13: **Public Sector Reform**	Recorded lecture	eClass
Module 14: **Citizen-Centred Service**	Recorded lecture	eClass
Module 15: **Alternative Service Delivery**	Recorded lecture	eClass
Module 16: *June 14* **Public-Private Partnerships**	***Essay #2: Policy due*** Recorded lecture	Dunn 17 eClass
PART III – PRACTICE		
Module 17: June 20 (19:00) **Drop-in Workshop III**	Essay #2: Policy debriefing Essay #3: Practice orientation and coaching Case: Memorandum advance briefing and coaching Recorded Zoom meeting	eClass
Module 18: **Change Management**	Recorded lecture	eClass
Module 19: **Performance Management**	Recorded lecture	eClass

PPAS 3190 A ONLN

Module: Date (Time) / Topic	Learning Activities / Assignments	Reading
Module 20: **Values and Ethics**	Recorded lecture	Dunn 5, 20 eClass
Module 21: **June 26** **Political-Administrative Leadership**	***Essay #3: Practice due*** Recorded lecture and Sierra Leone Story	Dunn 10, 16, 23 eClass
June 27-July 2: Summer Break – no classes, University open		
Module 22: July 4 (19:00) **Drop-in Workshop IV**	Essay #3: Practice debriefing Case: Memorandum orientation to case study/question, essay format, and conceptual framework Recorded lecture and Zoom meeting	eClass
Module 23: **Public Service Renewal**	Recorded lecture and briefing	eClass
Module 24: **Future Trends and Challenges**	Recorded lecture Course review and evaluation	Dunn 13, 21, 22, 25 eClass
July 21 Course end date	***Case: Memorandum due***	