

**PPAS 4190 3.0 Section A
Fall 2024**

Ethics and the Public Service: Integrity and Democracy

Thursday, 14:30 – 17:30

Class will be in person in YK DB 0013 (Victor Phillip Dahdaleh Building),
but you must also check eClass for asynchronous components.

Course Outline

Course Director:

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Office Hours: Online – Time and Link to be provided on eClass

Website: XXX

Table of Contents

1. Land Acknowledgment	1
2. Prerequisites	2
3. Course description	2
4. Learning Objectives	3
5. Evaluation (further details at end of Course Outline)	3
6. Technical Requirements for Taking the Course	3
7. Participation	3
8. Student Conduct	4
9. Academic Integrity	4
10. Textbooks	6
11. Weekly Topics and Readings	6
11. Detailed Evaluation Information	12

1. Land Acknowledgment

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

2. Prerequisites

AP/PPAS 2110 6.0, or AP/PPAS 2110 3.0 “Canadian Government,” or AP/PPAS 2910 6.0, “Canadian Democracy in a North American Context,” or GL/POLS 2100 6.0, “Introduction to Canadian Government”, or permission of the instructor (which is granted to students with a serious interest in the subject matter).

3. Course description

This course analyzes the basic ideas that underlie ethical principles and values in the public sector in democratic countries, with emphasis on Canada. The course examines ethical standards and current events in politics and the public service, situating these standards within the broader principles of ethical management, policy making, and public administration. Ethical government is important to our democracy, and it is therefore crucial for students of politics and policy to be able to understand what rules of ethical conduct exist, how those rules are administered and/or enforced, and to be able to think critically about how those rules might be improved. This course introduces students to important concepts, including: critical and ethical decision and policy making, with some focus on the responsible use of emerging technology such as AI/ChatGPT; corruption; conflicts of interest; lobbying and lobbyist registration; whistleblowing in the public sector; and patronage and conventions of public service neutrality and loyalty.

Students in this course will gain a deep understanding of ethical decision making within the context of public administration, and why the use of public office for personal gain is wrong. We will learn to analyze and make decisions about typical ethical dilemmas that arise in the public sector, both with regard to public servants and elected politicians. Codes of conduct for federal, provincial and municipal public servants are examined, along with the structures for advising and resolving disputes about the application of those codes. With regard to elected politicians, the Canadian system of independent oversight commissioners (e.g. ethics commissioners and lobbyist registrars) is highlighted. Through an examination of these themes, the course provides students with analytical tools for identifying ethical problems and a framework for managing ethical conduct. Attention will also be given to ‘hidden’ (as opposed to explicit) ethical concerns in public sector management, including: decision making under uncertainty and information asymmetry; risk and moral hazard; allocation of scarce resources; demands and identification of stakeholders; expected outcomes and probable consequences; and the responsible use of technology.

It is recognized that the course covers a broad range of subjects and that most students are new to them. Selections of managerial ethics and decision making will be incorporated throughout the course and will be available through eClass. Students must be willing and eager to engage in the subject matter in a critical manner. Students must also be prepared to undertake a research project, with an honours-level depth of engagement and proper citations.

This course requires students to responsibly use ChatGPT for the final project and incorporates customized managerial mini-simulations throughout the course.

4. Learning Objectives

Students will learn:

- to identify broad normative factors particular to public management and decision making;
- how to recognize an ethical dilemma and how to analyze typical ethical dilemmas that arise in public sector workplaces;
- why ethics is important to democracy;
- how mechanisms designed to incentivize ethical conduct and, when necessary, punish public sector actors for their unethical conduct, are integrated into public sector institutions;
- the reasons for public sector codes of conduct and strategies for compliance;
- the reasons for conflict of interest policies and legislation covering elected politicians, and the mechanisms developed in Canada to ensure that elected politicians (federal, provincial and municipal) understand the rules and comply with them;
- the theory behind lobbyist registration rules federally, provincially and municipally, and how those registration regimes operate;
- the theory behind public sector disclosure of wrongdoing (aka whistleblowing) rules and how whistleblower protection regimes operate; and,
- how to speak and write clearly about public sector ethics issues.

5. Evaluation

Assignment:	Six (6) Mini-Sim reflections	Value (%):	30
Assignment:	Participation – short post class memo (1% each)	Value (%):	10
Assignment:	Stakeholder analysis	Value (%):	15
Assignment:	Individual multimedia presentations	Value (%):	15
Assignment:	Final project report	Value (%):	30
TOTAL:			100%

6. Technical Requirements for Taking the Course

Several platforms may be used in this course (e.g., eClass, Zoom, **XXX**, etc.) through which students will be required to interact with the course materials, the course director, as well as with one another. Please review this syllabus to determine how the class meets, and how office hours and presentations will be conducted.

7. Participation

Attendance during weekly class sessions is mandatory. You will be expected to engage and ask questions both in-person and, if we are forced online, through the Zoom chat function. Inappropriate or disrespectful language will not be tolerated and you may be removed from class until the matter has been addressed. There is a standing expectation of professional decorum.

Your participation grade will be based upon a short memo outlining your engagement in the scheduled class sessions, the outline of the memo will be given in class. You will indicate the specific topics of discussion and very briefly explain how you participated in class discussion. That being said, do not hesitate to reach out to me (your instructor) if you have concerns about the scheduling of the sessions or if you need to make special arrangements with respect to your attendance on specific weeks. If we end up on Zoom, you will then also be expected to enable your video so that we can engage with one another in thoughtful conversations about the course content.

8. Student Conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper ‘etiquette’ (the basic rules for communicating with others in online spaces) by consulting the [student guide to e-learning](#). **If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact me immediately so I can work to resolve the issue.**

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone’s consent.

9. Academic Integrity

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

Turnitin

To promote academic integrity in this course, students may be required to submit their written assignments to Turnitin (via the course’s eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

AI/ChatGPT

It is recognised that AI is a revolutionary tool that will change the way society functions from here on out. It is also recognized that public institutions and private entities are beginning to utilize the amazing power and opportunity that AI represents, in both decision making and policy development for their respective constituents. It is anticipated that in the next five years most governments, institutions, and organizations will be employing AI in day-to-day operations in some way shape or form. Thus, this course is structured around the belief that students should have a safe, structured exposure to employing AI in a professional way.

Students in this course will use AI/ChatGPT in a very specific way and for a very specific purpose. Authorized use will be LIMITED to the final project for research purposes. Students may not employ AI outside of this permitted use, or for any other assignment. The responsible use will be outlined both in class and in the assignment instructions. We will go through how to use AI in a way consistent with the way governments and organizations are currently exploring its responsible use.

Using AI to produce written content is a strictly prohibited violation of academic integrity.

10. 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 so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

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

11. Required textbook

Kenneth Kernaghan & John Langford, *The Responsible Public Servant*, 2nd Ed. (Toronto: IPAC, 2014). (Available in bookstore and you should also be able to find used copies – make sure you get the SECOND edition.) [The digital PDF/ePUB version is available on the IPAC Website: https://ipac.ca/iPAC_EN/iPAC_EN/Shop/Books.aspx?hkey=0338f800-a721-46f6-b702-93fde98546ba]

→ All other readings will be posted on eClass or emailed to you.

12. Weekly Topics and Readings

Please go through the REQUIRED material (which may include asynchronous video and audio recordings) for the lecture prior to the class. After the class, go through the assigned materials again more carefully. The quantity of assigned materials is set for a fourth year class and is quite reasonable; you should have no difficulty keeping up.

NOTE: *MOST* readings have been *SUBSTANTIALLY* cut down in the eClass PDF's.

Weekly reading amount is *NO MORE* than two (2) law article lengths of material.

FOUNDATIONS: 2 weeks

Class 1: *Introduction to course; Introduction to Canadian Government*

In our first class you will be:

- Introduced to the course and what is required of you;
- Introduced to some basics about how the Federal, Provincial, Municipal governments are structured and operate so that everyone in the class has the same background knowledge;
- Taught about the unique relationships & responsibilities that exist in and across government.
- Introduced to the basic ideas and vocabulary of ethics.

Required Readings:

- Eugene Forcey, “How Canadians Govern Themselves.” (eClass)
- Partnership for Public Service, “Trust in Government.” (eClass)
- Hasko von Kreigstein, “A primer on moral concepts and vocabulary.” (eClass)
- Canadian Parliamentary System: (Short Background Government LINK)
- Branches of Government: (Short Background Government LINK)
- The Electoral System of Canada: (Short Background Government LINK)
- <https://www.ola.org/en/visit-learn/teach-learn-play/games/levels-government>

Class 2: *Ethical Decision Making*

This week you will learn how to identify ethical dilemmas and how to make considered, well-informed and defensible decisions when confronted with a dilemma. We will also talk about different theories of ethics because they can sometimes be used to help us understand another person's decision-making or to help us bridge the gap between what two different parties believe is "the right thing to do".

Required Readings:

- Susan Dimock, et al., "Introduction to Morality and Ethics." (eClass)
 - Joseph Heath, "The Ethics of Public Administration." (eClass)
 - Hasko von Kreigstein, & Chris MacDonald, *Smart Business: Critical thinking for business students - Selections* (eClass)

 - Practise online mini simulation/activity posted on eClass. Play through before class, and we will work through this together.
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THE PUBLIC SERVICE: 3 weeks

Class 3: *Conventions (Cabinet, Ministers, and the Civil Service)*

This week we will learn more about the different public service environments (e.g. ministries, agencies, ministers' offices, etc.) We will also learn about:

- Cabinet and its related conventions
- Political Neutrality
- The Duty of Loyalty
- What it means to "Act in the Public Interest"
- The duty of fairness and the principles of natural justice

Required Readings:

- Andrew Heard, *Canadian Constitutional Conventions: The Marriage of Law and Politics*, Chapter 3, "Cabinet, Ministers, and the Civil Service" (eClass)
 - Joseph Heath, "Cost-Benefit Analysis as an Expression of Liberal Neutrality" (eClass)
 - Laura Hartman, et. al., "Ethical Decision Making: Personal and Professional Contexts" (eClass).
 - Susan Dimock, et. al., "Professional Values" (eClass)

 - Online mini simulation/activity about political neutrality (eClass).
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Class 4: *Public Service Codes of Conduct*

This week you will learn about:

- Conflicts of interest & other in-service ethics rules

- Post-service ethics rules
- Ethics executives & the idea of “reporting up”
- Whistleblowing

Required Readings:

- Susan Dimock, et. al., “The Value of Ethics Codes and of Ethics in the Public Service” (eClass)
 - Susan Dimock, et. al., “Disclosure of Wrongdoing” (eClass)
 - Garrett Mac Sweeney, “Building a Code of Conduct” (eClass)
 - Online mini simulation/activity about whistleblowing (eClass)
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Class 5: *Digital Government & Using AI in Public Administration*

This week you will learn about the important role that data plays in policy making. We will also discuss the increasing digitization of our bureaucracies and the important risks that arise as we move to automate (and outsource!) certain kinds of public sector decision-making.

Required Readings:

- Justin Longo, “When artificial intelligence meets real public administration” (eClass)
- Jonas Verstaete, et. al., “Turning Data into Actionable Policy Insights” (eClass)
- Deloitte, “Canada’s AI Imperative” (eClass)
- Goldman Sachs, “Gen AI: Too Much Spend, Too Little Benefit?” (eClass)
- Online mini simulation about the role of data in public policy making (eClass).

Suggested Readings:

- Edward Zitron, “Have We Reached Peak AI?”
 - Edward Zitron, “Pop Culture”
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Class 6: *Money, Influence & Politics*

This week you will learn about:

- Lobbying (incl. cash-for-access & loopholes)
- Patronage
- Ethics Case presented and stakeholder analysis process discussed in class.

Required Readings:

- Gerry Ferguson & Ian Stedman, “Regulation of Lobbying” (eClass)
- Phil Parvin, “The Ethics of Political Lobbying” (eClass)
- Selection of managerial ethics and decision making for the final assignment (eClass)
- Online mini simulation/activity about lobbying (eClass).

Suggested Readings:

- *Honest Politics Now*, Chapter 3: “Ethical Problems in Public Life” (pgs 60-70), Chapter 6: “Money in Politics” and Chapter 7: “Lobbying”
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October 17: *Reading Week = No Class*

Take this time to read ahead and work on your final project

ELECTED OFFICIALS (FEDERAL/PROVINCIAL): 2 weeks

Class 7: *Conflicts of Interest and Unethical Conduct*

This week you will learn about:

- Dirty hands / Lying in the public interest
- Abuse of Authority & Misuse of resources
- Undue Influence

Required Readings:

- Gerry Ferguson & Ian Stedman, “Public Officials and Conflicts of Interest” (eClass)
 - Kenneth Kernaghan and John Langford, “Conflict of Interest” (eClass)
 - Dimock et. al, “Corruption, Conflicts of Interest, and Other Unethical Conduct” (eClass)

 - Online mini simulation/activity about lobbying (eClass)
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ACCOUNTABILITY: 2 weeks

Class 8: *The Basics of Accountability*

This week you will learn about:

- Traditional approaches to accountability, incl committees
- More Customs & Conventions
- Cabinet & Party Codes Conduct
- Public Inquiries
- Election Laws & Criminal Laws

Required Readings:

- Parts of Ian Stedman’s dissertation “Part 5.3 – Complementary Domestic Ethical and Legal Regimes” (eClass)
- Peter J Carver, “Getting the Story Out: Accountability and the Law of Public Inquiries” (eClass)
- Kenneth Kernaghan and John Langford, “The Accountable Public Servant” (eClass)

Class 9: *Understanding Officers, Offices, Roles & Agents of Accountability*

This week you will learn more about the officers and agents of parliament. We will discuss how those Office are established; what their roles are; the balance that must be met between independence and accountability, etc. Topic areas covered will include:

- Ethics / Integrity;
- Lobbying;
- Whistleblowing / Disclosure of Wrongdoing;
- Privacy & Freedom of Information;
- Ombudspersons;
- Auditors General; and
- Environmental Commissioners

Required Readings:

- Online mini simulation/activity about integrity commissioners (eClass)
- Readings will be provided closer to term start date.

MUNICIPAL ETHICS: 1 week**Class 10: *Municipal Ethics and Accountability Issues***

This week you will learn about how ethics infrastructure is different at the municipal level. This difference primarily stems from the fact that municipal government is not party based (i.e. councilors are not affiliated with the Liberals, Conservatives, NDP or Green parties) and this changes the dynamic and the accountability relationships applicable to ethics oversight officers (e.g. integrity commissioners, ombudspersons and lobbyist registrars). We will also discuss the concept of *political acuity* and its role as an important skillset that can help support and sustain stronger council-staff relations.

Required Readings:

- Shereen Arcis, Student Blog, Western Law, “Strengthening Municipal Ethics in Ontario” (eClass)
- Shereen Arcis, “Expanding The Powers of Integrity Commissioners in Ontario” (eClass)
- David Arbuckle, “Held to Account? An Analysis of Political Accountability in Ontario’s Municipal Sector” (eClass)
- Selection of managerial ethics and decision making (will be posted on eClass)
- Online mini simulation/activity about Staff-Council relations (eClass)

INDIGENOUS PEOPLES AND GOVERNANCE ETHICS

Class 11: *Indigenous Systems of Governance*

This week you will learn about how ethics infrastructure operates in band councils and how that differs from those that we see in parliamentary systems. This will of course involve learning about band councils (as established under the Indian Act), forms of governance traditionally used by Indigenous peoples, and the relationship between the two. We will discuss the experience of Indigenous peoples who serve (or have served) as elected representatives in parliamentary government.

Required Readings:

- Christopher Alcantara, et. al., “Institutional design and the accountability paradox: A case study of three Aboriginal accountability regimes in Canada.” (eClass)
- Ron Baker & Bettina Schneider “Accountability and control: Canada's First Nations reporting requirements.” (eClass)
- Douglas Sanderson, “Redressing the Right Wrong” (eClass)

Required Multi-Media:

Chief and Council:

<https://ecampusontario.pressbooks.pub/indigstudies/chapter/chief-and-council/>

Mumilaaq Qaqqaq, former NDP MP for Nunavut, farewell speech House of Commons:

<http://www.cbc.ca/player/play/1909598275566> (10 min)

<https://youtu.be/mTz15D9ghuE> (shortened 2 min version)

No political parties: How Nunavut's consensus government works:

<https://youtu.be/2sEVjwiXfsU> (2 min)

Class 12: *Ethical Leadership and Summary / Overview*

In this class we will take a step back and talk about what lessons you have learned and how you can use this information as you move forward in your career? I will ask you to tell me which topics that you wish you could learn more about and we will continue to discuss how important it is to always be thinking about the important role that ethics and accountability play in helping us achieve good governance practices in the public sector.

Required Readings:

- Selection of Leadership, managerial ethics and decision making (will be posted on eClass)

13. Detailed Evaluation Information

NOTE: All assignments must be uploaded to eClass in MS Word and/or MS Power Point format.

1. Mini Sim & Reflection Assignments, 30% (due as outlined in syllabus)

This assignment consists of two parts, both relating to the Mini Sim:

Part 1 must be submitted before class. A link will be provided on eClass:

→ Take notes about your decisions as you move through the weekly mini-sim module. If you believe that a course concept has been engaged, make specific notes about the course concepts. Make sure you engage directly and clearly with those course concepts and explain to me why you think they matter for the decision you are making and (relatedly) how you used those concepts (e.g., rules, laws, principles, customs, etc.) to help you in your decision making. In other words, JUSTIFY your decisions!

Part 2 will be submitted within 24 hours following class:

→ After discussing the materials with your instructor and your class, would you change any of the decisions you made when you worked through the sim? Whether the answer is Yes or No, you are expected to explain and justify yourself using course concepts and sound, logical reasoning.

Please note: There are Mini-Sims throughout the course, but we will work through the first one as a group. I will grade you on your best 3 (each one will be worth 10%), effectively allowing you to drop the remaining assignments, if necessary. Submitting all will give you a better chance of maximizing your grade. I am grading you on the clarity of your analysis and the accuracy of your engagement with course concepts. I don't expect you to be perfect, but I do expect you to demonstrate to me that you have done your readings and made a strong effort to apply them in your analysis.

Your pre-class reflections must be no more than two pages long.

2. Participation, 10%

Further to completing the mini-sims and your reflection assignments, you will be expected to contribute to class discussions. Given that you will have done your readings and already completed the first part of your reflection assignment before some of the classes, you should be well-prepared for our discussions.

You will submit a short post class memo outlining how you participated, with brief thoughts on your participation and/or the participation of your classmates. **No more than a few sentences.**

Students will be given an ethics case in class 2 and will be required to analyze the case as the basis of the remainder of their assessments for the course. The case will deal with ethical leadership and public policy considerations. Being able to breakdown and analyse a case is an important skill in decision making, professional judgement, and in understanding the nuances and importance of ethics and risk in organizations. The ethical aspects of this analysis will include, but is not limited to: stakeholder management; fiduciary and public responsibilities; reputational risk; rights and duties; consequences; policy considerations; and long-term sustainability for public institutions.

In addition to developing these important skills, it should be noted that the use of case analysis in multi-staged hiring processes is increasing in organizations worldwide, and thus exposure and comfort with this process better prepares students with some important job market and interview skills.

3. Stakeholder Analysis: 15% (Due Class 6)

Students will be expected to independently analyse the intricacies and nuances of the stakeholders involved in the case provided and will determine core set(s) of stakeholders based on the values and principles involved and discussed in class. Students will complete a stakeholder analysis by utilizing a template that will be provided on eClass and will work through this analysis independently. This analysis will play a role in both the multimedia presentation and in the final project report.

A sample stakeholder analysis will NOT be provided or posted on eClass, but the template will be released on eClass by Class 2 and we will discuss this assignment in class 2, including how the assignment will be graded. You should come prepared with your questions.

The Stakeholder Analysis is an exhibit to the final report, updated based upon assessment and feedback. A summary of the analysis will be incorporated into the Final Report.

4. Individual multimedia presentations: 15% (Due Class 12)

Based on prescribed sections and expectations, students will prepare and independently present a viable solution to the case. This presentation will be prepared in MS Power Point and will include pertinent portions of the stakeholder analysis and the final report as determined by the student. The presentation is due the final class and will be followed up with a scheduled half hour one-on-one zoom session with the instructor during the exam period. During this zoom session students will present the presentation and answer questions pertaining to their analysis and defend their solution. Students are to prepare the presentation and present as if they are a consultant to senior leadership, and the instructor will take the role of senior leadership in trying to determine if the solution is the right way forward.

You will be graded on the content and presentation of your analysis, and your ability to design and craft a presentation (a visually and orally presented argument) for why you believe your ethical decision making and solution is the best way forward in a persuasive way. Students will be assessed on the structure, creative, and aesthetic elements of their presentation, especially the ability to order and include information from your report and stakeholder analysis in a way that supports your conclusion, and use of course concepts and ideas. It should be noted that ALL the information in the presentation should be found in the stakeholder analysis and final report, but NOT ALL of the information in the stakeholder analysis and final report should be found in the presentation. Students will also be assessed on their professionalism and preparation in the one-on-one presentation, including their ability to answer questions in the discussion. Students should be able to defend any assumptions that they may make in presenting their solution and are more than welcome to include appendix slides that address assumptions or questions they may anticipate. These slides, however, will not be considered in the final grade, beyond the grades allocated for preparation and professionalism, as they may include information outside of the stakeholder analysis and final project report.

A sample multimedia presentation will NOT be provided or posted on eClass, but the expectations will be released on eClass by Class 5 and we will discuss this assignment at various times throughout the second half of the course. You should come prepared with your questions in class.

Students should include a reference slide(s) and will be expected to include any and all references using the APA citation style, 7th edition (this can be easily found using Google).

5. Final project report: 30% (Due Class 11)

Students will prepare a final report outlining a description of the case; what they believe are the important facts; their analysis of the case, which is to include a discussion of the stakeholders, three realistic and potential alternatives to action; and one solution they believe senior leadership should move forward with that includes a presentation of the risks and contingencies of this course of action, timelines, and any other important points the student believes necessary to support their solution. In preparing their final report, students should engage with any and all course material that the student deems applicable to their solution or analysis, and should ensure that their analysis includes prescribed sections that will be uploaded to eClass. Students will also include their stakeholder analysis assignment as an exhibit to the report, individual exhibits will not be graded or considered as part of the required length range of the Final Project Report assignment, but use of exhibits are required and will be considered as a whole.

Students will be graded on three overarching factors: a) the quality and insightfulness of their understanding and analysis, b) the extent to which their analysis shows that they have read and understood course readings related to and relevant to their report, and c) the clarity, reasonability, and comprehensibility of the argument presented as their solution to the case, including how well the solution is supported with reasons and considerations. Students will be provided with a rubric that reflects these factors in more detail, as well as general section titles.

Reports should be no shorter than 14 pages and no longer than 20 pages, and submitted as MS Word files, 12 pt Times font. Students are more than welcome to include source material or breakdowns of assumptions as appendices; there will be an allocation of the final grade to the appendices section as a whole. Students will also be expected to include any and all references using the APA citation style, 7th edition (this can be easily found using Google).

A sample final project report will NOT be provided or posted on eClass, but the expectations will be released on eClass, and we will discuss this assignment at various times throughout the second half of the course. You should come prepared with your questions.

NOTE: This assignment will REQUIRE the use of AI/ChatGPT for research purposes. Students will need to keep a log, and show how they used AI to solve a policy problem.

Using AI to produce written content is a strictly prohibited violation of academic integrity.