

PUBLIC ADMINISTRATION

AP/PPAS-AP/POLS 3190 6.00 SECTION C
2024-2025

THIS COURSE TAKES PLACE EXCLUSIVELY ONLINE

Course Information

Course Instructor: Daniel Cohn, Ph.D.

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Office Hours: W. 13:00 – 15:30 or By
Appointment

Course eClass site: TBA

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](#)).

Course Overview

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 Exclusions (CCE)

GL/POLS 2500 6.00.

Course Learning Objectives

- Give students the opportunity to become familiar with the key institutions of the Canadian state and their roles in Canadian public administration
- Give students the opportunity to familiarize themselves with, to understand and to apply major theories that seek to explain the behavior and actions of Canadian public servants, and to a lesser extent the public servants of other countries.
- Give students the opportunity to become familiar with the key institutions of the Canadian state and civil society and to understand their roles in the policy-making process.
- Give students the opportunity to familiarize themselves with, to understand and to apply major theories of policymaking and policy analysis as they pertain to Canada and to a lesser extent other countries.
- Give students the opportunity to improve their proficiency in social science research
- Give students the opportunity to practice and improve their oral and written communications skills
- Give students the opportunity to practice and improve their ability to make logical and well-reasoned arguments, employing both social science evidence and other forms of evidence.
- Give students the opportunity to learn and improve their skills needed to participate in working groups and other collaborative efforts.

Please Note: It is assumed that students enrolled in the course have a basic understanding of the structure and principles of Canadian politics and government, as would normally be obtained by successfully completing a second-year course in Canadian politics and government, such as AP/PPAS 2110 3.00 (Canadian Government) or AP/POLS 2100 3.00 (Introduction to Canadian Government). Students who lack this background would be wise to download and read the following free publication from the Library of Parliament: Forsey, Eugene (2020) *How Canadians Govern Themselves, Tenth Edition*. Ottawa: HM the Queen in Right of Canada.
https://learn.parl.ca/staticfiles/Learn/assets/PDF/ParliamentaryPrimer/how_cdn_govern_themselves_10th_ed-e.pdf

Course Organization

This course takes place exclusively online.

As you will see from the list of topics below, the course is divided into roughly two halves. The first half, in the fall term, looks at the institutions of the Canadian federal state and public administration in Canada, as well as the influences that set the context within which the Canadian state operates and within which public administration occurs. The second half, in the winter term, puts what we study in the fall term to use through the study of Canadian public policy.

Lectures and assignments are posted at the start of each term, so that you can work through the course at your own pace, while respecting the due dates for assignments. However, the course works best, and you will probably learn the most, if you approach the course as a set of weekly tasks. First do the required readings and then watch the corresponding lecture. To aid you with this, I have provided suggested weekly dates for each topic. However, as noted above, you can work through things at your own pace, so these are just suggestions. Try to start working on your assignments at the start of the term and plan your tasks so as to do the work over several weeks, so as to ensure you are not rushed into doing last minute work.

Although the lectures are “asynchronous” meaning you can do them when you want, there will be at least Four synchronous or live online meetings of the class (one near the start of each term when Professor Cohn will discuss and take live questions regarding the term assignments, and one near the end of each term when Professor Cohn will discuss and take questions regarding the term end take-home examinations. These will be recorded and posted afterwards for those who could not attend. The dates and times for these four live synchronous meetings will be posted at the start of the school year.

Instructor Office Hours and Communication Guidelines

- Office Hours (see above for day and time) are hours during the week when Professor Cohn is guaranteed (barring emergencies) to be available for you in his office, to answer your questions, to provide you with advice about this class, as well as other matters related to your studies here at York University. You do not need an appointment to drop in during office hours. **IMPORTANTLY FOR THIS CLASS**, you can also call Professor Cohn at his office phone number during office hours. Professor Cohn does not hold office hours, nor does he schedule in person appointments during the Fall and Winter Reading Weeks. However, he can be reached during reading weeks by phone and email (see below). If you cannot reach Professor Cohn during his office hours, please call or email him and ask to schedule a meeting at a different time during the week. He will do his best to accommodate you.

- Phone Messages: September – April outside of office hours, Professor Cohn checks his voice mail once a day (Monday to Friday) and tries to return phone calls within 24 hours or the next business day. If you call and leave a message after class on Friday afternoon, it is unlikely your call will be returned before Monday or the next business day if Monday is a holiday. If you leave a voice mail, please make sure you leave your name and a phone number you can be reached at. Please also mention any times when it would be best to call you and/or when Professor Cohn should not call you back. Unfortunately, due to budgetary constraints, Professor Cohn CANNOT return calls to international numbers. As an alternative, please ask to schedule a Zoom conversation. In many cases a private meeting via Zoom is superior to a phone conversation if the call involves a request for help with an assignment as it allows Professor Cohn and you to jointly review the written work you have already done. Unless you indicate otherwise, when setting up a Zoom chat, Professor Cohn will send the invitation to the email address provided to him by the University on the class enrollment list.
- Email: Professor Cohn checks his email every day (Monday to Friday) and tries to respond to all emails within 24 hours or the next business day if they arrive on Friday afternoon (when he is teaching another class), or on the weekend or a holiday. Professor Cohn generally does not look at his email on weekends or holidays.
- Social Media:
 - X (a.k.a. Twitter): Professor Cohn has an X account, [@danielcohn](#). He uses primarily to post emergency notices regarding his courses (such as if severe weather requires the cancelation and rescheduling of an exam).
 - Linked In: Professor Cohn also has a Linked In account, [danielcohnyorku](#), where he posts information useful for those studying public administration as well as career development and job opportunities.

Required Course Materials (Books)

An order has been placed at the York U. Bookstore for the following titles. You might be able to save some money by acquiring access to them in electronic version (either permanently or for the duration of the course), rather than by buying them in hard copy. The first two titles are the textbooks we will be using in the fall and winter term respectively. The third and fourth titles will be used to complete the Fall term AI Assignment.

- Johnson, David. 2022. *Thinking Government: Public Administration and Politics in Canada, Fifth Edition*. Toronto: University of Toronto Press. Referred to in the weekly topics and readings section as Johnson.
- Howlett, Michael, M. Ramesh and Anthony Perl. 2020. *Studying Public Policy: Principles and Processes, Fourth Edition*. Toronto: Oxford University Press Canada. Referred to in the weekly topics and readings section as Howlett et al.
- Baker, Pam. 2023. *ChatGPT for Dummies*. Hoboken, NJ: John Wiley and Sons.
- Pahlka, Jennifer. 2023. *Recoding America: Why Government is Failing in the Digital Age and How We Can Do Better*. New York: Metropolitan Books, Henry Holt and Company.

Technical Requirements

This course will make use of York University's Course Management Platform called eClass. Assignments, instructions for completing them and other information important to successfully completing this course will be posted on the course eClass site. The lectures for each topic have been recorded using Zoom and will be provided to you through a system called Panopto. The four meetings to discuss and take questions about the assignments and exams will be held using Zoom. You will also be submitting your assignments through a Turnitin portal on the course eClass site. As well, during this course (in the Fall term) we will be exploring the benefits and downsides of using AI in public administration. We will be using the free version of [ChatGPT](#) and you will need to sign up for an account to complete the assignment if you do not already have one.

Here are some useful links for computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page or write to askit@yorku.ca.

Course Evaluations

Assessment	Due Date	Weight %
Fall AI Assignment Part 1	October 24, 2024	10
Fall AI Assignment Part 2	November 29, 2024	10
December Take Home Exam	Assigned: November 29, 2024 Due: January 10, 2025	25
Policy Paper	April 4, 2025	25
April Take Home Exam	Assigned: April 4, 2025 Due: April 25, 2025	30
		100%

Please Note: You must complete all required assignments and exams to get a grade in this course other than "F". Professor Cohn only waives this rule in very extreme circumstances. If you have a legitimate reason and need additional time to complete assignments or sit a missed exam, beyond the end of the academic year in April, you will be offered the opportunity to complete a [Deferred Standing Agreement](#), to obtain that additional time.

Assessment Descriptions

Instructions and advice will be provided for each assignment on the course eClass site at the start of each term. Prior to the December and Final exams, a similar "how to" guide will be provided, as well as some practice questions taken from previous exams to help you study.

How to Submit Assessments

Exams will take place in person at a time and place designated by the University during the official December and April Exam periods. Assignments will be submitted through a TurnItIn portal on the course eClass site.

Late Work Policy

Late assignments are penalized at a rate of 10 percent of the available marks per day (weekends count as one day). If you have a legitimate reason as to why you cannot complete your work on time, please contact Professor Cohn as soon as you realize you have a problem. Extensions will be granted provided you have a reasonable reason for needing one. You may be asked to provide documentation to verify your request.

Missed Tests and Exams

The only acceptable reason for missing either the mid-term or final exam is due to immediate illness (yourself or someone you must care for) or some other unavoidable emergency. The need to travel away from Toronto is NOT an acceptable excuse. Do not book a vacation for your December break or plan to leave Toronto in April until AFTER the University publishes the December and Final exam schedules. If you miss the mid-term or final exam, you will be expected to write a make-up examination. You may be asked to provide documentation to prove you had a legitimate reason for missing the original exam date, before you are permitted to write the make-up.

How to Use Citations in this Course

You must cite sources in your assignments where required as per academic convention. You will be provided with information as to what this means via the eClass website. Public Administration is an interdisciplinary field. Researchers and other scholars who work in the field of Public Administration come from a variety of disciplinary backgrounds. As a result, there is no agreed up single system for citing sources in Public Administration. Therefore, you may use any system that you prefer, provided it is a recognized academic citation style and that you use it consistently throughout your assignment. It is not expected that you use proper citations during the December or Final exam. However, if you can provide the names of the authors whose ideas you are using, it does improve your mark. For example, "Weber gives us the classic description of public bureaucracies as organizations that..."

Resources to help with citations:

- [I need to cite and reference, Learning Commons](#)
- [Drop-in Research Support](#), YorkU Libraries
- [Writing Centre](#)
- [SPARK Student Papers & Academic Research Kit](#)

Grading

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

Grade	Grade Point	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Course Schedule

Important Dates

Explore the York University [Academic Calendar](#) to find a list of important dates, such as class start/end dates, drop deadlines, holidays and more.

Weekly Course Schedule

Sept. 2-6: Introduction to the Course – **No 3rd Hour Study Groups**

- No Readings

Sept. 9-13: Thinking About Canadian Society and Government – 3rd Hour Study Groups Begin

- Johnson, Chapter 1
- Fafard, Patrick, François Rocher, and Catherine Côté. 2009. Clients, Citizens, and Federalism: A Critical Appraisal of Integrated Service Delivery in Canada. *Canadian Public Administration* 52(4): 549-568. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1754-7121.2009.00100.x>

Weekly study questions:

- What do you believe are the most important factors among the unique composition and structure of Canadian society today, that places limits on the operation of the Canadian state?
- What do you believe those limits are?

Sept. 16-20: Thinking About Canada's Constitutional and Legal Framework: Federalism, the Charter of Rights and Freedoms, and Public Administration under the Rule-of-Law

- Johns, Carolyn M., Patricia O'Reilly, and Gregory J. Inwood. Intergovernmental Innovation and the Administrative State in Canada. *Governance* 19(4): 627-649. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1468-0491.2006.00331.x>
- Kelly, James B. 1999. Bureaucratic Activism and the Charter of Rights and Freedoms: The Department of Justice and its Entry into the Centre of Government. *Canadian Public Administration* 42(4): 476-511. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1754-7121.1999.tb02037.x>
- Johnson, Bonus Chapter Administrative Law, available from publisher's website. https://www.thinkinggovernment.com/Johnson_TG5e_BonusChapter.pdf

Weekly study questions:

- Are constitutions and Laws neutral or sources of power for some over others?

- Does the Rule-of-Law protect citizens from tyrannical government or protect the state and its bureaucrats from the will of the people? Or a bit of both?

Sept. 23-27:

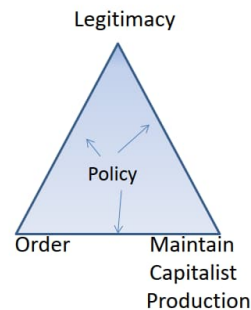
Public Administration in a Democracy: Ideologies of Government and Public Service

- Johnson, Chapter 2

Weekly study questions:

- Neo-Marxists, such as Claus Offe, have long argued that the liberal capitalist state exists within an iron triangle in that it must ensure three outcomes that are somewhat contradictory, if taken to extremes: It must preserve its legitimacy with the ordinary voters by ensuring and expectations are met to some degree, ensure that order prevails within its territory, and that capitalist production is maintained and profits are created for property owners at a rate comparable to that found elsewhere

**Marxism & the Triangle of State
Autonomy**



While the state has relative autonomy, in that it can move around within that triangle, it can never go too far towards any of the three corners for too long, nor of course leave the area demarcated by the triangle, unless of course its leaders are set on revolutionary change, such as towards some form of non-democratic and/or non-capitalist state. The unique historical circumstances that prevail in any society at any one time determine the actual shape of the triangle and how much autonomy that the state has at any one point in time to move around within it. Do you think that this week's readings

confirm or refute the neo-Marxist view on the relative autonomy of the capitalist state?

- Sept.30 – Oct.4: Institutions of Governance in Canada: Situating the Political Executive
- Johnson, Chapter 3
 - Craft, Jonathan and John Halligan. 2020. Chapter 5: Ministerial Partisan Advisers and the Politicisation of PAS [Policy Advisory Systems]. From Johnathan Craft and John Halligan. *Advising Governments in the Westminster Tradition*. Cambridge, UK: Cambridge University Press: 84-112. <https://doi-org.ezproxy.library.yorku.ca/10.1017/9781108377133>

Weekly study questions:

- What is the role of the “minister” in Canada’s adaptation of the Westminster System? Are they colleagues of the Prime Minister or something else, such as subordinates?
- A key group of actors that Johnson does not deal with are the partisan advisors who work for ministers in the minister’s office. Do they complement the professional public servants in the various departments of government or compete with them for power?

- Oct. 7-11: Ministers and Cabinet Decision-Making Systems
- Johnson, Chapter 4
 - Grube, Dennis. 2013. Public Voices from Anonymous Corridors: The Public Face of the Public Service in a Westminster System. *Canadian Public Administration* 56(1): 3-25. <https://doi-org.ezproxy.library.yorku.ca/10.1111/capa.12001>

Weekly study questions:

- Last week and this week we have seen that the lines demarcating the role of ministers and their partisan advisors, as well senior public servants under the Westminster system are becoming blurred. How does this relate to other trends

occurring within the system, such as the concentration of power within the office of the Prime Minister?

Oct. 14-18: FALL READING BREAK NO CLASS

Oct. 21-25: Organizational Design and Management Decision-Making – Oct. 25: AI Assignment Part I Due

- Johnson, Chapter 5

Weekly study questions:

- This week is a bit of a grab bag, grouping together topics. Some are from the field of organizational theory. Some from theories regarding how public-policy decisions are made. We will deal with the latter in much more detail next term. One of the key things to take away from this week is what it is argued that managers in an organization do when they manage, as well as what it is argued that they do to manage. What should the balance be between, facilitating, encouraging, monitoring and disciplining subordinates? To what extent should managers design organizational structures based on the work that needs to be done, or alternatively, design them based on the needs of the employees who will do the work?
- How does Weber's classic description of the state bureaucracy capture the different insights of the management theorists whose ideas are summarized in this chapter?

Oct. 28- Nov. 1: Financial Management

- Johnson, Chapter 6

Weekly study questions:

- There are basically two ways to make a budget. You can decide what the state needs to do and then estimate how much it will cost to do it. Alternatively, you can decide how much the state should cost and then estimate what can be done with that amount of money. At different times governments of Canada

have taken both approaches and approaches that balance the two. Be it resolved that, shifting the balance between the two approaches periodically is good for Canadians. Do you agree or disagree, why is this the case?

- How does “comprehensive” auditing differ from traditional auditing? Why is comprehensive auditing controversial with those who study public administration? Why do you think, by contrast, the public is very supportive of it?

Nov. 4 - 8:

Human Resources Management

- Johnson, Chapter 7
- Mau, Tim A. 2019. Enhancing Leadership Capacity in the Public Sector: Branding as an Employer of Choice. *International Journal of Public Leadership* 15(3): 155-169. <https://doi-org.ezproxy.library.yorku.ca/10.1108/IJPL-05-2019-0019>

Weekly study questions:

- How is human resource management in the public sector different from that in the private sector and not-for-profit organizations?
- Why, or why not, is a state bureaucracy representative of Canadians an achievable goal?
- Thinking about the readings we looked at in previous weeks: Has the merit system outlived its usefulness in the staffing of senior public service roles in Canada?

Nov. 11-15:

Issues in Management Reform

- Johnson, Chapter 8
- Ohemeng, Frank. 2014. New Public Governance: The Changing Landscape of Canadian Public Administration. In Charles Conteh and Ian Roberge. Eds. *Canadian Public Administration in the 21st Century*. New York: Routledge. 21-40. <https://doi-org.ezproxy.library.yorku.ca/10.1201/b15343>
- Aucoin, Peter. 2012. The New Political Governance in Westminster Systems: Impartial Public Administration and

Management Performance at Risk? Governance: An International Journal of Policy and Administration 25(2): 177-199. <https://doi-org.ezproxy.library.yorku.ca/10.1111/j.1468-0491.2012.01569.x>

Weekly study questions:

- Why over the last four decades did a consensus among all major political parties in Canada emerge, on the need to reform the Canadian state and its public service according to the dictates of the New Public Management?
- Thinking about this and previous weeks, how did the New Public Management help lead to both what Ohemeng calls The New Public Governance and Aucoin calls The New Political Governance?

Nov. 18-22:

Accountability, Responsibility, Responsiveness and Ethics

- Johnson, Chapter 9
- Gow, James Ian. 2008. Between Ideas and Obedience: A Practical Basis for Public Service Ethics. In David Siegel and Ken Rasmussen, Eds. *Professionalism and Public Service: Essays in Honour of Kenneth Kernaghan*. Toronto: University of Toronto Press: 99-126. <https://books-scholarsportal-info.ezproxy.library.yorku.ca/uri/ebooks/ebooks2/utpress/2013-08-26/1/9781442688872>

Weekly study questions:

- When, if ever, is it acceptable for public servants to ignore the instructions of their political superiors to develop or change public policy in a certain direction, or at least “slow walk” the reforms in the hope that the politicians will change their minds?
- Why, no matter how much protection is afforded to them, is becoming a “whistleblower” within the public service always going to be damaging to a public servant’s career?

Nov. 25-29:

The Challenges of Leadership – Nov 29: AI Assignment Part II Due, No Study Questions

- Johnson, Chapter 10

DECEMBER EXAM PERIOD

WINTER HOLIDAYS

Jan. 6-10: Introduction to Public Policy -- Jan 10: December Take Home Exam Due

- Howlett et al. Chapter 1

Weekly study questions:

- This week highlights the “dual purpose” nature of the fields of public administration and public policy as both academic pursuits and professional training. Based on what you have learned in previous weeks and what you read for this week’s lessons: To what extent do the two purposes compliment each other and to what extent do they contradict themselves in your opinion?
- What are the strengths and weaknesses of using the “policy cycle” as a heuristic for the policy process within states?

Jan. 13-17: Theory and Public Policy

- Howlett et al. Chapter 2

Weekly study questions:

- What are the positivist and post-positivist perspective within public policy studies?
- Howlett et al. summarize a number of different leading approaches to policy studies. To what extent does each of the approaches privilege actors or institutions as the most influential variables? Given what you have learned so far in this class and your previous studies, are any of these approaches more or less applicable to Canada?

Jan. 20-24: Situating Public Policy in Context

- Howlett et al. Chapter 3

Weekly study questions:

- Thinking about what we read during this course (especially last term) what are the key contextual variables that influence Canadian public policy-making both 1.) over the long-term (or more generally) 2.) in our current times?
- What is a policy subsystem and how does this concept fit within the wider concept of the modern state and society?
- How does Canada's political system which rests on three key institutions:
 - A Westminster style structure and conventions for government
 - A Federal division of powers between the national and provincial governments
 - Constitutionally protected rights and freedoms
 influence policy-making?

Jan. 27-31:

Agenda Setting: Which Policy Problems Get Debated?

- Howlett et al. Chapter 4

Weekly study questions:

- B.I.R.T politics to a considerable extent, is about how to "frame" issues so as to take advantage of the given policy agenda at any one time?
- How do we distinguish between, Epistemic Communities, Instrument Constitutions and Advocacy Coalitions, and why do the differences matter when we are trying to study public policy?

Feb. 3-7:

Formulating Public Policy

- Howlett et al. Chapter 5

Weekly study questions:

- Thinking about what we have studied in this class so far, why have “procedural” policy tools risen to prominence alongside of “substantive” policy tools?
- What is a policy advisory system, how does it differ from the policy-subsystem concept we looked at earlier?

Feb. 10-14: Public Policy Decision-Making

- Howlett et al. Chapter 6

Weekly study questions:

- In the week of January 13-17 we looked at some of the leading perspectives that researchers use to study public policy-making. How do those perspectives relate to the work we are doing this week?
- Be it resolved that policymaking is always rational to some extent. What differs are the things that advisors and decision-makers are seeking to prioritize.
- Can we truly explain “non-decisions”?

Feb. 17-21: WINTER READING BREAK – NO CLASS

Feb. 25-28: Public Policy Implementation

- Howlett et al. Chapter 7

Weekly study questions:

- What differentiates the different generations of theories in implementation research?
- Do the different generations of theories in implementation research suggest earlier theories were not as good, or that the problems of interest to researchers studying implementation changed?

- How has the politicization of public administration we discussed last term influenced implementation?

March 3-7:

Public Policy Evaluation

- Howlett et al. Chapter 8

Weekly study questions:

- Thinking back to last term, what role did the rise of “comprehensive” auditing play in the development of “evaluation research”?
- Thinking back to last fall when we looked at management reform (week of November 11-15), how do you think the rise of the New Public Management influenced the balance between “process” and “impact” evaluation?

March 10-14:

Patterns of Public Policy Change Pulling Everything Together

- Howlett et al. Chapter 9

March 17-21:

Pulling a Lot of Things Together: Examples

- Peterson St-Laurent, Guillaume, Shannon Hagerman and George Hoberg. 2017. Emergence and Influence of a New Policy Regime: The Case of Forest Carbon Offsets in British Columbia. *Land Use Policy* 60 (January): 169-180.
https://resolver-scholarsportal-info.ezproxy.library.yorku.ca/resolve/02648377/v60icomplete/169_eaioanfcoibc.xml
- Cohn, Daniel. 2007. Chapter 23: Academics and Public Policy: Informing Policy Analysis and Policy Making. In *Policy Analysis in Canada*. Edited by Laurent Dobuzinskis, Michael Howlett and David Laycock. Toronto: University of Toronto Press.
<https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks2/utpress/2013-08-26/1/9781442685529>

Weekly study questions:

- How do Peterson St-Laurent, et al. and Cohn, use the various theories we have looked at so far regarding policy studies and the policy-cycle to explain the events that they are studying?

March 25-28:

An Alternative Idea or a Warning? Public Policy and Complexity Theory – **Group Policy Papers are Due**

- Scott, J.C. 1998. Chapter 9: Thin Simplifications and Practical Knowledge: Metis, from *Seeing Like a State: How Certain Schemes to Improve the Human Condition have Failed*. New Haven, CN: Yale University Press. <https://doi-org.ezproxy.library.yorku.ca/10.12987/9780300128789-011>
- Glouberman, Shlomo and Brenda Zimmerman. 2002. *Complicated and Complex Systems: What Would Successful Reform of Medicare Look Like? Discussion Paper No. 8 for the Commission on the Future of Health Care in Canada*. Ottawa: H.M. The Queen in Right of Canada. Available electronically from the Government of Canada. <http://publications.gc.ca/collections/Collection/CP32-79-8-2002E.pdf>

Weekly Study questions:

- How does the concept of “complexity” and “complexity theory” present a challenge to everything we have looked at so far this term and/or a warning to those who seek to use what we have looked at, to assist them in making public policy in the real world?

March 31 - April 4: Wrap Up and Further Considerations -- **April 4: Policy Papers Due; Take Home Exam Assigned, No Study Questions**

April 25: **Take Home Exam Due**

Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

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

Academic Integrity

Academic integrity is a fundamental and important value of York University. As a York student, you are responsible for understanding and upholding academic integrity by completing your own work. Connect with reliable [on-campus resources](#) that can support your work in ways that uphold academic honesty values of honesty, trust, fairness, responsibility, and courage. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Honesty](#). You can learn more about upholding academic integrity in your courses by exploring the [Guiding Principles for LA&PS](#) webpage.

Generative Artificial Intelligence (GenAI)

Students are permitted to use generative artificial intelligence (AI) programs and tools in this course, provided that:

- They follow Professor Cohn's general course requirements for employing these tools. The requirements will be posted on the course eClass site.
- They follow any specific rules Professor Cohn provides for individual assignments as well.

Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work without following Professor Cohn's general requirements for the use of such tools and the additional rules applying to each assignment, will be considered to be a breach of the [Senate Policy on Academic Honesty](#). For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask Professor Cohn

Turnitin

To promote academic integrity in this course, students will normally 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.

Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

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

Intellectual Property

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

express permission. Course materials should only be used by students enrolled in this course.

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

Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

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

- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [Peer Mentorship](#) helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

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