

Public Administration

AP/PPAS 3190 (Section A) 6.0

(Cross-listed as AP/POLS 3190 6.0)

2025-2026 Fall/Winter (LECT)

Course Information

Course Director: Professor Fausto Natarelli

E-mail: natarell1@yorku.ca

Phone: 416.803.9092

Office Hours: By appointment

Class Location: North Ross 120

Course Day & Time: Fridays @ 11:30 AM

First Class: September 5, 2026

Course eClass site: <https://eclass.yorku.ca/course/view.php?id=139756>

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 Director

Professor Natarelli is an Adjunct Professor with the York University [School of Public Policy and Administration](#) teaching undergraduate and graduate students theories and concepts as well as his practical experiences in public policy and administration, leadership and human resources. Prior to joining York University, Professor Natarelli was a distinguished provincial, regional municipal senior public servant. Over the course of his public service career, he held progressively responsible roles in strategic planning, policy and operational policy development, executive support, communications planning, issues management and media relations. Professor Natarelli concluded his public service career leading the development and delivery of large, complex transportation capital projects.

Office Hours and Location:

Office hours will be by appointment only and will occur via video conferencing or telephone. Professor Natarelli can be reached by email at natarel1@yorku.ca or by cell phone at (416) 803-9092.

Course Communication and Email Policy

The Course Director will regularly respond to student emails according to the following email policy:

- Students are asked to use a single email account over the entire course for greater likelihood of timely and problem-free email interactions. It is strongly recommended your York University assigned email account be used for all school related interactions.
- Responses to student emails will be provided from Monday to Friday generally between 8:00 AM and 8:00 PM. Normally, there will be no email response on the weekends. If you are experiencing an emergency, please include 'URGENT' in the subject line of your email.
- Responses to student emails will be provided generally within 48. Please wait 48 hours before sending an identical email to the Course Director.
- Where multiple emails occur related to the same topic, students are to preserve the email string in their communication to maintain information continuity.

Course Description

Examines the theory and practice of policy making and public administration as well as the machinery of government, with 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 Learning Objectives

At the end of the course, successful students should be able to:

- 1) Analyse public administration's conceptual and theoretical foundations and describe the mixes of values, interests, and competing orientations that shape theory and practice in the field.
- 2) Describe the governance and operation of Canadian public institutions and detect trends, challenges, and prospects for public administration.
- 3) Apply comparative strategies for public policy analysis and development.
- 4) Develop the research and analytical skills that are essential for working in the public sector or elsewhere and pursue advanced studies in public administration.
- 5) Reflect on, engage with and express clear and articulate thoughts regarding major issues in Canadian public administration.

Course Format and Organization

The course is divided into two main sections. The first section focuses on public policy, while the second focuses on public administration. For additional details please see the Course Schedule below.

Teaching Methodology

In class lecture materials will provide the context for the readings, which should be completed before each session and are listed below in the Course Schedule. Discussions will build on the readings and lecture material and all students are expected to actively participate. Workshops will also be conducted where students will be asked to work together in groups to produce results/answers to questions/challenges the outcomes of which will be reported back to the entire class. These workshops will focus on a range of topics to reinforce course concepts and themes. Students are strongly encouraged to prepare in advance for each session by completing the readings, participate in the discussions and take an active role in the workshops. Please review the Course Schedule for additional details.

Required Course Materials

Course Learning Materials	Cost	Availability
Howlett Michael, Ramesh M., and Perl, Anthony. 2020. <i>Studying Public Policy: Principles and Processes</i> , Fourth Edition, Oxford University Press, ISBN 9780199026142	\$54 (Digital eBook)	York University Book Store Scott Library Reserve.
Inwood, Gregory, J. 2011 (4th Edition). <i>Understanding Canadian Public Administration: An Introduction to Theory and Practice</i> , Edition No. 04, Pearson, ISBN 9780135119976	\$103 to \$137 (Paper - Soft Cover)	York University Book Store Scott Library Reserve.
	Total \$157 - \$191	

Optional Course Materials

Course Learning Material	Cost	Availability
(Recommended) Baglione, Lisa A. 2012. <i>Writing a Research Paper in Political Science: A Practical Guide to Inquiry, Structure, and Methods</i> , Second Edition, Saint Joseph's University, ISBN 9781608719914 (eBook) ProQuest Ebook Central - Book Details	\$31.50 to \$41.95	York University Book Store Scott Library Reserve.

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) where students will interact with the course materials, the course director/TA, as well as with each other.

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 \(LA&PS eServices\)](#)
- [Student Guide to Remote and Online Learning](#)

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

Course Evaluation Chart

Assessment	Weight %	Due Date
Discussion Paper	10%	October 20, 2025 @ 5:00 PM
Test #1: (In Class)	20%	November 28, 2025
Research Paper Proposal	10%	January 19, 2026 @ 5:00 PM
Research Paper	20%	March 23, 2026 @ 5:00 PM
Test #2: (In Class)	20%	March 27, 2026
Student Engagement & Participation	20%	Throughout
	100%	

Assessment Descriptions

Discussion Paper

Drawing on the content from the course readings assigned prior to the fall term Reading Week, each student will be asked to select course concepts and discuss how they relate to a Canadian public policy topic, current issue, journal article or case study. Professor Natarelli will provide additional details, instructions, and materials for the Discussion Paper at the start of the fall term. The Discussion Paper must be a 5 to 7 pages in length (approximately 1250 – 1750 words, not including cover page and references) using double-spacing and 12-point font and standard width margins. Also, the American Psychological Association (APA) style is to be used for citation of references and sources. Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation. The Discussion Paper is to be submitted via eClass and the imbedded *Turnitin* application.

Test #1

Term Test #1 will include all readings, discussions and supplemental information covered prior to the Fall term, that is the public policy theme. Additional details on the format of Test #1 will be provided at the start of the Fall Term. Test #1 will be administered during the 3-hour time frame of the lecture session.

Research Paper Proposal

The Proposal is the initial step to a more substantive effort. The Proposal will introduce a Canadian public policy topic and articulate a thesis statement or central argument for further analysis. In the winter term, students will then rely on the Proposal to guide the preparation of the Research Paper. The Proposal must be two pages in length (approximately 250-500 words, double spaced, 12-point font, using standard margins); excluding cover. In addition, the Proposal must contain a minimum of five academic/scholarly references (using the APA style). It is expected the Research Paper will rely on these references, so students should be mindful of the relationship between these two assignments. The references may change as research progresses; however, the initial references are required to demonstrate that you have conducted some research and that acceptable sources are available. The Proposal will be reviewed and graded expeditiously by Professor Natarelli affording students the feedback they need to advance their research and complete the Research Paper in a timely manner. Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation. The Research Paper Proposal is to be submitted via eClass.

Research Paper

The Research Paper is the major assignment for the course. It must be a minimum of 12 pages, and no more than 15 pages, in length (approximately 3000 – 3750 words, not including cover page, table of contents, charts, tables, images, and references) using double-spacing, twelve-point font and standard width margins. The Research Paper will rely on the previously completed and submitted Research Paper Proposal which can be repurposed and serve as the initial introductory pages of the Research Paper. The Research Paper must be a holistic work that demonstrates considerable research, writing and thinking on a substantive Canadian public policy (or possibly Canadian public administration) topic. The Research Paper must be professional in all aspects and should include the following:

- Title page (title of paper, student's name and student number, professor's name, course number and date).
- Introduction.
- Thesis statement or central argument.
- Body of the essay.
- Recommendations and conclusion(s).
- References, minimum five sources (of which five must be academic or scholarly texts books, journals, and government documents/reports in nature) using the APA style.
- Page numbers.

Grades will be deducted for typos and other grammatical errors. It is recommended the paper be read and edited by someone else before it is submitted for evaluation. The Research Paper is to be submitted via eClass and the *Turnitin* application.

Test #2

Test #2 will include readings, discussions and supplemental information covered throughout the Winter term and pertains to the public administration themes and concepts of the course. Details on the format of Test #2 will be provided in advance of the test date. Test #2 will be administered during the 3-hour time frame of the lecture session.

Student Engagement and Participation

Each student's engagement and participation in the sessions is essential to optimize the learning experience for all students in the course. Your insightful comments and informed perspectives related to course topics are valued, are welcomed - indeed expected! Students should strive to engage through the learning methods that will be used, listen actively, ask questions, involve themselves in group discussions and demonstrate that they have read and thought about the assigned readings so that they are able to contribute to engaging interactions. Students will be expected to communicate in a respectful and thoughtful manner engendering a safe and secure environment. Student engagement and participation grades will be assigned based on preparation, engagement/participation and contribution to discussion and interactions with other students in the course.

For an active class discussion attendance is a must, **but passive attendance will not be assessed positively**. To be able to participate in class discussion, it is important that you do the readings in advance of each class. Participation will be evaluated based on the expectations and associated point values indicated in the following table:

Student Activity/Expectation	Point Value
<ul style="list-style-type: none">▪ Sporadic attendance/not punctual.▪ Passive attendance most of the time.	1
<ul style="list-style-type: none">▪ Good attendance/punctual.▪ Attentive most of the time.	2
<ul style="list-style-type: none">▪ Above, plus:▪ Regularly participates – demonstrating a contribution to the discussion.▪ Does not necessarily demonstrate a preparedness or command of the reading.▪ Perhaps a cursory understanding of the topic.	3
<ul style="list-style-type: none">▪ Above, plus:▪ Regularly and clearly prepared by reading the material.▪ Actively seeking to be engaged in the discussion.▪ Does not over participate or dominate the conversation.▪ Respectful of other opinions.▪ Does not participate just for the sake of participating, but to make a contribution to the collective understanding of the issue/topic.	4

<ul style="list-style-type: none"> ▪ Above, plus: ▪ Fully engaged at a superior level. ▪ Not only demonstrated a command of the material, but brings reflections, thoughts to the conversation. ▪ Takes a leadership role in the presentation of ideas. ▪ Contribution is thoughtful, does not take the classroom discussion off track. ▪ Brings questions to class that are provocative. ▪ Successfully brings in personal/work experiences that enhance/enrich the discussion. 	5
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How to Submit Assessments

- Discussion Paper is to be submitted via eClass.
- Test #1 will occur in-class during a regularly scheduled lecture session.
- The Research Paper Proposal is to be submitted via eClass.
- Test #2 will occur in-class during a regularly scheduled lecture session.
- The Research Paper is to be submitted via eClass.

Late Work Policy

All written assessments (assignments) are expected to be submitted by the stated deadline. A deduction of 5% of the assignment total grade will be made for each calendar day an assignment is submitted beyond the due date. Further, the assignment will not be accepted 10 calendar days after the submission date. Exceptional circumstances may be accommodated with written consent from the Professor prior to the respective submission date.

Missed Tests and Exams

In the event of a serious emergency or unexpected event resulting in a missed test, students are to communicate with the Course Director for direction.

How to Use Citations in this Course

In this course the APA (American Psychological Association) Style of citation is required for course assignments. In support of the university's academic integrity policies, it's essential students appropriately reference sources relied upon in written submissions.

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	40-49	Marginally Failing
F	0	0-39	Failing

Re-grading Policy and Procedure

If, after looking over the written comments of the Course Director, and the marks you have received, you feel that your work deserves re-consideration, you must observe the following procedures:

- Create a typed note containing the following: (i) your name, (ii) your Student Number, (iii) the criteria against which you believe you have been graded incorrectly, and (iv) an explanation of why the course director has overlooked or misunderstood your exam's merits, or as reacted too severely to your exam answers' shortcomings.
- Submit your note via email to your professor. Handwritten submissions will not be considered.
- Re-grading will be based only on what you submit in writing.
- Your professor will re-grade the entire written material. Re-grading means that your answers will be re-evaluated, and a new grade may be assigned. This means that it is possible to lose marks as well as to gain marks through re-grading.
- Please do not submit your written request for re-grading to your professor unless you are confident that a grading error has occurred. Re-graded materials will be made available to you as expeditiously as possible and no later than two weeks from receipt of the written request.

Addition Errors

If there is an error in the arithmetic calculation of your mark advise your professor by email immediately. Indicate what you think the total should be. Return this within two weeks of receiving the original grade. Addition errors will not be considered after two weeks.

Course Schedule

Meeting	Topic/Theme	Reading
September 5 Session #1	Course Overview	Lecture and related materials provided by Professor.
PART I – Fall Term - Public Policy		
September 12 Session #2	Studying Public Policy: Why and How	Chapter 1: Howlett et al, <i>Studying Public Policy</i>
September 19 Session #3	Understanding Public Policy: Theoretical Approaches	Chapter 2: Howlett et al, <i>Studying Public Policy</i>
September 26 Session #4	The Policy Context: States and Societies	Chapter 3: Howlett et al, <i>Studying Public Policy</i>
October 11 to 17, 2025: Reading Week		
October 3 Session #5	Agenda Setting: Definitions and Problematics	Chapter 4: Howlett et al, <i>Studying Public Policy</i>
October 10 Session #6	Policy Formulation: Identifying and Assessing Policy Alternatives	Chapter 5: Howlett et al, <i>Studying Public Policy</i>
October 20, 2025	Submission of Discussion Paper (Via eClass and Turnitin)	
October 24 Session #7	Decision-Making in Public Policy: Policy Selection and Choice	Chapter 6: Howlett et al, <i>Studying Public Policy</i>
October 31 Session #8	Policy Implementation: Putting Policies into Effect	Chapter 7: Howlett et al, <i>Studying Public Policy</i>
November 7 Session #9	Policy Evaluation: Policy-Making as Learning	Chapter 8: Howlett et al, <i>Studying Public Policy</i>
November 14 Session #10	Patterns of Policy Change: Between Punctuations and Increments	Chapter 9: Howlett et al, <i>Studying Public Policy</i>
November 21 Session #11	A Focus on an Important Public Policy Issue or Topic #1	Lecture and related materials provided by the Professor.

November 28 Session #12	Term Test #1: Public Policy (During Regularly Scheduled Lecture Session)	
Part II – Winter Term - Public Administration		
January 9 Session #13	Term Overview & Setting the Context What is Public Administration?	Chapter 1: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
January 16 Session #14	Public Administration and Democracy	Chapter 2: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
January 19, 2026	Submission of Research Paper Proposal (Via eClass and <i>Turnitin</i>)	
January 23 Session #15	Theories of Organization	Chapter 3: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
January 30 Session #16	Organization Theory and Canadian Public Administration	Chapter 4: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
February 6 Session #17	Public Administration and Institutions: The Real World of Organizations and the Machinery of Government	Chapter 5: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
February 13 Session #18	Public Administration, the Constitution, and Law	Chapter 6: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
February 14 to 20, 2026: Reading Week		
February 27 Session #19	Public Administration and Public Policy	Chapter 7: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
March 6 Session #20	Public Administration, Management Reform and Financial Management	Chapter 9: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
March 13 Session #21	Public Administration and Ethics	Chapter 10: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
March 20 Session #22	Public Administration and Accountability	Chapter 11: Inwood, Gregory, J., <i>Understanding Canadian Public Administration</i>
March 23, 2026	Submission of Research Paper Paper (Via eClass and <i>Turnitin</i>)	
March 27 Session #23	Test #2: Public Administration (During Regularly Scheduled Lecture Session)	
April 6, 2026: Classes End		

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.

Add/Drop Deadlines

Last date to add a course without permission of instructor	September 16, 2025
Last date to add a course with permission of instructor	September 30, 2025
Drop deadline: Last date to drop a course without receiving a grade	February 3, 2026
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	February 3 to April 6, 2026

Note: You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as "W". The withdrawal will not affect your grade point average or count towards the credits required for your degree. Additional information is contained within the *Policy and Guidelines on Withdrawing from Course* <https://registrar.yorku.ca/enrol/dates/2025-2026/fall-winter>

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. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring [SPARK: Academic Integrity Module](#), [LA&PS Academic Honesty](#) and [Academic Integrity for Students](#).

Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's [Senate Policy on Academic Conduct](#). Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work **without your instructor's knowledge or permission**, is considered to be a breach of 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 your instructor or TA if they are permitting the use of these tools

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 days of religious significance](#). Should any of the dates specified in this syllabus for course assignments, tests, or deadlines conflict with a date of religious significance, please contact the instructor not less than two (2) weeks (or 14 days) prior to the date for which accommodation is sought. If the requested accommodation is for an exam or falls within the formal examination periods, you must complete and submit a [Religious Accommodation Agreement](#) at least three (3) weeks (or 21 days) 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 Conduct](#), 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](#).