

Course Outline

[Course: AP/PPAS 1110 A - Introduction to Public Administration \(Fall 2025-2026\) | eClass](#)

The Course Outline and Course Annex should be reviewed together to familiarize yourself with how the course works, how the class meets, and how office hours and other interactions are conducted. Please refer to the Course Annex for information specific to tutorials, readings, and policies.

This course is delivered through prerecorded lectures available online via eClass, online Zoom classes for live discussion with the Course Director and peers, and in-person Teaching Assistant-led tutorial groups. Students will be assessed based on three take-home assignments and participation in the in-person tutorial groups. Classes are scheduled Wednesdays, 10:30-12:20, September 3 through November 26. The home classroom is DB0010.

<p>Professor John Wilkins Course Director (CD) SSB N205M Seymour Schulich Building +1 (647) 965-3527 wilkins@yorku.ca One-day response to email queries Phone/Zoom meetings by appointment only</p>	<p>Professor Wilkins is a teaching practitioner with the School of Public Policy and Administration. He served 38 years as an international diplomat based in London (United Kingdom) and a career senior public servant in Canada. He was awarded the Lieutenant-Governor's Medal for Excellence in Public Administration.</p>
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Contents

Expectations.....	1
Lectures.....	2
Assignments.....	4
Schedule.....	7

Expectations

Course Description. *A comparative introduction to public administration which explores the ways in which the key institutions of western civilization impact on the work of public servants and the ways in which these institutions are, in turn, reshaped by their interaction with the primary institution of the public service, bureaucracy.* - Course Timetable

This course examines the theoretical and practical foundations of government institutions, policies, and practices in Public Administration. It reviews the fundamentals of how comparative systems work, how policies are developed and implemented, and how public servants manage for results. The course imparts insights into the ways governments and their leaders engage in problem solving, decision making, and issues management.

Learning Objectives. First-year students who typically take this course accrue higher-order learning exposures that lay the foundations for advanced undergraduate studies and professional careers. Experiential education marries academic learning with real-world expectations. It fills knowledge gaps and responds early to the existential demand for critical thinking.

Upon completion of the course, students should realize the following outcomes:

- ❑ Make students aware of the key characteristics of (1) four major social institutions (Western Culture, Liberal Ideology, Capitalism, Democracy), (2) how these institutions combine to constitute the dominant regime-type among today's nation-states, and (3) how they interact with a fifth major social institution, Bureaucracy;
- ❑ Give students the opportunity to learn variations in social institutions among nation-states within the dominant regime-type;
- ❑ Give students the opportunity to learn basic comparative social science theory;
- ❑ Give students the opportunity to learn how to create a logical and well-structured argument using social science evidence;
- ❑ Give students the opportunity to learn basic social science research and communication skills;
- ❑ Give students the opportunity to learn how major social institutions shape the work and choices available to public servants and public service organizations; and
- ❑ Give students the opportunity to learn how public service organizations in turn shape the development of major social institutions.

The blended in-person and online course format requires students to self-direct much of their learning.

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

Participation. Students are expected to multi-task across diverse streams of thought (theory) and activity (practice). The course works best when students attend lectures/classes/tutorials, raise questions, and keep pace with the schedule of learning and assignments. Everyone is encouraged to contribute and communicate respectfully in a secure workspace, consistent with the [Code of Student Rights & Responsibilities](#), [Secretariat Policies](#), and General Academic Policies (Course Annex, pages 5-8). Students are welcome to form self-managed study groups, discussion forums, or freelance syndicates to aid their studies.

Lectures

Lectures are prerecorded. Live Zoom classes are delivered Wednesdays, 10:30-12:20. They feature presentation and discussion of slides, recordings, readings, stories, cases, and exercises posted on eClass. The CD will confirm plans to attend the first class in-person on September 3 at 10:30. The remaining classes are available online. Students may use DB0010 as a base to stream lectures and classes.

Course Organization. Following an introduction to the field and study of Public Administration in Class 1, the course is organized in two parts (Schedule, pages 7-8):

- I. *Classic Frameworks.* The first part (Classes 2-6) explains the WHY and WHAT of traditional Public Administration. It frames the concepts, contexts, roles, and relationships of social institutions necessary to understand the fundamentals of good governance.
- II. *Modern Frameworks.* The second part (Classes 7-11) explains the WHY and WHAT of contemporary Public Administration. It outlines the planning, analysis, design, and implementation of public policies necessary to manage the rational problem-solving and decision-making process.

In Class 12, the course culminates in a review of the WHO, WHERE, WHEN, and HOW TO of Public Administration. It explores the form, function, capacity, and potential of public sector reforms and good management practices necessary to achieve policy outcomes.

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

Learning Format. The course is grounded in experiential education that enables students to explore and apply theory in practical assignments. Learning is facilitated by lectures, classes, tutorials, readings, recordings, and postings. This course has 12 modules that are delivered according to the Schedule (pages 7-8):

Asynchronous Lectures. Weekly lectures posted on the course eClass, including the agenda, slides, recordings, readings, and postings. The CD directs the learning schedule. Lectures, briefings, debriefings, and features are prerecorded in short segments to facilitate learning. Students can access them online at anytime, from anywhere, using eClass.

Synchronous Classes. Weekly live discussions scheduled via Zoom for orientation, coaching, and debriefing of assignments, as well as for general Q&A/discussion of course lectures, stories, cases, and exercises. The schedule of Zoom meeting invitations and recordings is posted on eClass.

In-Person Tutorials. Weekly in-person tutorial groups led by Teaching Assistants (TAs). There is no tutorial for Class 1. Please refer to the Course Annex, page 1 for more details.

Please note that:

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

Technology. [Course: AP/PPAS 1110 A - Introduction to Public Administration \(Fall 2025-2026\) | eClass](#) is the platform that enables students to interact with the course material, CD/TAs, and one another. [Zoom at YorkU](#) videoconferencing enables remote delivery and recording. Students are required to access a stable, higher-speed Internet connection, plus a computer or smart device with webcam and microphone. You can run online tests on [Speedtest](#) to determine Internet connection and speed.

Useful links for student computing information, resources, and help include:

- askit@yorku.ca
- [eLearning Getting Started \(LA&PS eServices\)](#)
- [Student Guide to eClass](#)
- [Student Guide to Remote and Online Learning](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#).

Assignments

Students are expected to complete assignments according to schedule and quality requirements. The impact of each assignment on your final course grade is indicated in the table below.

Assignment	Quantity	% Weight	Total %	Responsibility	Due Date
Mid-Term Essay	1	20	20	Individual	October 22
Final Essay	1	20	20	Individual	November 26
Term Paper	1	40	40	Individual	December 2
Tutorial Participation	10	2	20	Individual	December 2
			100%		

The four course assignments are described in detail below. All instructions, guidance, and support materials needed to complete these assignments are posted on eClass from the start of the course. They are completed as take-home assignments and are submitted on eClass through the Turnitin portal.

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

Policies and Penalties. Experiential learning calls for students to embrace high standards of quality, cost-effectiveness, and timeliness in their work. Course assignments simulate realistic public service working conditions and performance expectations to level the playing field for equitable student evaluation. Policies and penalties on late/no papers and page/word counts are intended to reinforce related guidance and learning outcomes.

The following implications will be administered across all assignments:

- Assignments must be received by the CD on or before the due date specified;
- Extensions must be pre-authorized on or before the due date for valid reasons (e.g., illness);
- Deferred assignments are only accepted when supported by proper documentation (e.g., medical);
- Late or missing assignments otherwise are not graded and/or receive a mark of zero (e.g., 0/20);
- Student rework of graded assignments may be allowed to facilitate learning without course credit;
- Page/word count limits are inclusive of all content in the assignment, excepting the Bibliography;
- Excess page counts above the maximum length specified are penalized by not reading and grading papers beyond the page limit (e.g., 0 if > 2 pages = 0 marks available after the second page);
- Excess word counts above the maximum length specified are penalized by the assignment's ratio of marks to words (e.g., -1:50 = 1 mark deducted for every 50 words in excess); and
- The CD's computer is the authoritative source for calculating lateness and page/word counts.

Late or Missing Work. Late assignments are penalized absolutely. The professional standard is on-time delivery or submission. Graduated deductions (e.g., 10% of available marks per day) are unrealistic and do not correlate with government performance expectations and consequences. If you have a legitimate reason consistent with YorkU policy why you cannot complete your work on time, please contact the CD at the earliest opportunity to request an extension. You may be asked to provide documentation to verify the reason, length, and a revised due date. Please do not ask your TA for an extension or permission to submit your work late. Only the CD can grant extensions.

An acceptable reason for missing an assignment is immediate illness, whether it applies to yourself or to caregiver obligations. YorkU may also consider other unavoidable medical, religious, compassionate, work-related, military service, or other emergencies. The need to travel in itself is not considered an acceptable excuse. Please do not book a vacation for your December break until after the final exam schedule is published and you know all your course-related commitments.

MID-TERM ESSAY: CLASSIC FRAMEWORKS & FINAL ESSAY: MODERN FRAMEWORKS

Task: choose 1 out of 3 topics from each of the Classic and Modern take-homes

Parameters: 1-2 pages, all-inclusive maximum length of 1,000 words, excluding annexed Bibliography; mandatory Word (or equivalent) document, optional PDF to maintain formatting; letter-size, portrait page; single-spaced, 12-point font, 1-inch (2.54 cm) margins all sides; essay/paragraphs format, selective use of bullets

Due Dates: October 22 (Mid-Term), November 26 (Final)

Value: 20% x 2 essays = 40%

Page/Word Count Penalty: 0 if > 2 pages single-spaced, or -1:50 if > 1,000 words

The Mid-Term and Final Essays are the foundational components of the course. The purpose is to test student learning about the theory and practice of Public Administration. You will conduct desk-based research and draft essays in response to two questions that are representative of the Classic and Modern parts of the course, respectively. You will draw upon related readings, eClass postings, and your own research, observations, and insights to prepare responses. The intent is to advance student grasp of the volatility, uncertainty, complexity, and ambiguity of Public Administration frameworks.

Preparation. Students working individually are asked to respond according to the schedule below to the two Essay Questions posted on eClass under Class 1. The CD will orient students to the task in class for the Mid-Term and Final Essays, respectively. Additional coaching is available from TAs on request.

Essay	Framework	Due Date	Debrief Date	Orientation Date
Mid-Term Essay	Part I - Classic	October 22	October 29	September 3
Final Essay	Part II - Modern	November 26	December 23	September 3

Deliverable. Students are asked to write essays of up to two pages, plus an annexed Bibliography. The task is to assemble key information, arguments, and advice in paragraphs with reference to the Essay Format posted. You should quality check your finished work against the assignment parameters and requirements. Please upload your essays to eClass Turnitin by the due dates. Essays received will be acknowledged, graded promptly, and debriefed in Class 8 and before the end of term, respectively.

Evaluation. The Rubrics for the Mid-Term and Final Essays are posted on eClass under Classes 7 and 12, respectively. Essays are expected to embrace goals that are measured against five criteria and 15 attributes:

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

Essay section headings, information organization, bullet format, and visuals are discretionary. Page/word counts and weightings are allocated according to a proforma outline:

SECTION	PAGES	WORDS	MARKS
Title	0.1	25	1
[Beginning – purpose, central issue, methodology]	0.4	225	4
[Middle – arguments, evidence, discussion]	1	500	9
[End – conclusions, the way forward, final thoughts]	0.5	250	4
Bibliography/Writing	∞	∞	2
Total	2	1,000	20

TERM PAPER: COMPARATIVE CASE ANALYSIS

Task: conduct take-home public policy analysis of the comparative feasibility of a policy proposal from the perspectives of three Classic and/or Modern frameworks

Parameters: 3-4 pages, all-inclusive maximum length of 2,000 words, excluding annexed Bibliography; mandatory Word (or equivalent) document, optional PDF to maintain formatting; letter-size, portrait page; single-spaced, 12-point font, 1-inch (2.54 cm) margins all sides; essay/paragraph format, selective use of bullets

Due Date: December 2

Value: 40%

Page/Word Count Penalty: 0 if > 4 pages single-spaced, or -1:50 if > 2,000 words

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

Case. The Case Study is posted on eClass under Class 7. It is grounded in a Canadian (federal, provincial, municipal, Indigenous) or foreign (country, international) jurisdiction. The task is to review and research the case, with a view to presenting rational arguments, evidence, and advice on good governance. The CD will orient students to the Case Question, Conceptual Framework, and Essay Format during Class 7. Follow-up briefings and coaching are available on request to reinforce preparations and interrogate the assignment.

Assessment. Students are asked to identify the case problems and opportunities. The task is to map the issues, identify the central issue, and plot strategies to improve policy outcomes. The CD will review the Case Question relative to the case context, good governance principles, and creative strategies in Class 7. Comparative analysis of three Classic and/or Modern frameworks is the lens for evaluating feasibility and prospects.

Deliverable. Students are asked to write a Term Paper to a target audience in response to the Case Question assigned. The task is to assemble key information, arguments, and advice in paragraphs with reference to the Essay Format. Please upload your Term Paper to eClass by the December 2 due date. Papers received will be acknowledged, graded promptly, and debriefed before the end of term.

Evaluation. The Rubric for Term Papers is posted on eClass under December 2 when Fall classes end. Papers are expected to embrace goals that are measured against five criteria and a variety of attributes customized to the case:

1. Presentation of sound, clear, and coherent argumentation;
2. Demonstrated understanding of the issues under consideration;
3. Depth, breadth, and quality of analysis;
4. Originality of approach, arguments, observations, and insights; and
5. Professional presentation – length, format, writing, grammar, in-text citations.

Term Paper section headings, information organization, bullet format, and visuals are discretionary. Page/word counts and weightings are allocated according to a proforma outline:

SECTION	PAGES	WORDS	MARKS
Title	0.1	25	1
Introduction	0.4	225	4
Context	0.6	300	6
[Classic/Modern Framework #1 – TBA]	0.8	400	7
[Classic/Modern Framework #2 – TBA]	0.8	400	7
[Classic/Modern Framework #3 – TBA]	0.8	400	7
Conclusion	0.5	250	4
Bibliography/Writing	∞	∞	4
Total	4	2,000	40

TUTORIAL PARTICIPATION: GROUPS 1-4

Task: TAs assess student attendance, participation, and contribution weekly for scheduled tutorials

Parameters: best-10 eligible tutorials, no tutorial scheduled for Class 1

Due Date: graded feedback reported to students at the end of Fall classes on December 2, mid-term interim progress reported by Class 7 tutorial

Value: 20% = 10 x 2% per tutorial

Tutorial Participation is the capstone component of the course. The purpose is to assess student interaction and engagement via measures of attendance, participation, and contribution to learning.

Weekly participation in tutorial groups is mandatory. Students are required to contact their TA in advance to explain why they cannot attend a group meeting.

Participation points are assigned for each tutorial, reflecting the synchronous (in-person) contributions made. Students can expect their tutorial performance to be assessed according to the Rubric posted on eClass under Class 1.

The TA will provide each student with a mid-term participation appraisal. It will reflect student progress in Classes 1-6 that constitute half (10%) of the Tutorial Participation grade. The total out of 20%, including the remaining half (10%) earned during Classes 7-12, will be communicated by December 2 when Fall classes end.

Schedule

The class-by-class syllabus of topics, learning activities, assignments, and readings is summarized below. Notice of schedule changes and assignment requirements, as well as news of potential interest to students, will be posted and/or announced via eClass. Please consult the Registrar's Office at [Undergraduate Fall 2025-2026 Important Dates](#) for more information on sessional dates, add/drop/financial/graduation deadlines, and holiday closures.

Class: Date (Time) / Topic	Learning Activities / Assignments	Readings
September 1: Labour Day – no classes, University closed		
September 3: Fall classes start		
Class 1: September 3 (10:30-12:20) Introduction to Public Administration	Course Outline and Annex Learning , teaching, and student expectations Course assignments orientation and guidance Recorded lecture, class, and Niue story No tutorial groups	Annex Class 1 N/A eClass
PART I – CLASSIC FRAMEWORKS		
Class 2: September 10 (10:30-12:20) Western Culture	Recorded lecture and class Tutorial groups	Annex Class 2 eClass
September 16: Last date to add a course without permission of instructor		
Class 3: September 17 (10:30-12:20) Liberal Ideology	Recorded lecture and class Tutorial groups	Annex Class 3 eClass
September 23: Last date to add a course with permission of instructor		
Class 4: September 24 (10:30-12:20) Capitalism	Recorded lecture and class Tutorial groups	Annex Class 4 eClass
Class 5: October 1 (10:30-12:20) Democracy	Recorded lecture and class Tutorial groups	Annex Class 5 eClass
Class 6: October 8 (10:30-12:20) Bureaucracy	Recorded lecture, class, and Ottawa story Tutorial groups	Annex Class 6 eClass
October 11-17: Fall Reading Week – no classes, University open		
October 13: Thanksgiving Day – no classes, University closed		
PART II – MODERN FRAMEWORKS		
Class 7: October 22 (10:30-12:20) Term Paper	Mid-Term Essay due Final Essay briefing and coaching Term Paper briefing and coaching on case study, question, context, concepts, strategy, and format Interim course check-up Recorded lecture and class Tutorial groups	Annex Class 7 eClass
Class 8: October 29 (10:30-12:20) The Westminster Model	Mid-Term Essay debriefing Recorded lecture and class Tutorial groups	Annex Class 8 eClass
November 4: Last date to drop a course without receiving a grade (Drop Deadline)		
Class 9: November 5 (10:30-12:20) The New Public Management	Recorded lecture and class Tutorial groups	Annex Class 9 eClass
November 5-December 2: Withdraw from a course and receive a grade of “W” on transcript (Course Withdrawal Period)		
Class 10: November 12 (10:30-12:20) The New Public Governance	Recorded lecture and class Tutorial groups	Annex Class 10 eClass
Class 11: November 19 (10:30-12:20) The New Political Governance	Recorded lecture and class Tutorial groups	Annex Class 11 eClass
Class 12: November 26 (10:30-12:20) Public Administration Reform	Final Essay due Course review and evaluation Recorded lecture, class, and Sierra Leone story Tutorial groups	Annex Class 12 eClass
December 2: Fall classes end – last date to submit Fall term work – Term Paper due		
December 2: Teaching Assistants report graded feedback on Tutorial Participation		
December 3: Fall Study Day		
December 4-19: Fall examinations		
December 23: Fall term ends – Final Essay and Term Paper debriefings posted		
December 24-January 1: Winter break – no classes, University close		

Course Annex

[Course: AP/PPAS 1110 A - Introduction to Public Administration \(Fall 2025-2026\) | eClass](#)

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Contents

Tutorials.....	1
Readings.....	2
Policies.....	5

Tutorials

Tutorials are scheduled Wednesdays at the times/locations below. Tutorial groups run weekly, September 10 through November 26, except for the first class on September 3.

Tutorial	Time and Location	Teaching Assistant	Email and Hours	Office and Hours
1	W 09:30-10:20 DB0004	Xiang Zhang	xiangz@yorku.ca xiangzhang@osgoode.yorku.ca TBA	TBA
2	W 09:30-10:20 TBA	Back-up <i>(only if > 75 students)</i>	TBA	TBA
3	W 13:30-14:20 DB0004	Kevwe Oghenechovwen	kevwe@yorku.ca TBA	TBA
4	W 13:30-14:20 DB0009	Tarisai Mudiwa	tmudiwa@yorku.ca TBA	TBA

Course Director: Professor John Wilkins, W 10:30-12:20 DB0010/Zoom, wilkins@yorku.ca, (647) 965-3527

Participation in tutorial groups is mandatory (i.e., not at the student's option). Tutorial Participation accounts for 20% of your grade. If you cannot attend a meeting of your tutorial group, you should contact your Teaching Assistant (TA) in advance to explain why you cannot attend.

Office Hours and Email. Course Director (CD) availability is noted on page 1 of the Course Outline. The protocols for CD office hours are posted under the Welcome section of the course eClass site. In addition, the Professor posts emergency notices (e.g., class cancellation due to severe weather, exam rescheduling), information useful for those studying Public Administration, and job and career development opportunities via eClass announcements.

The TAs do all grading of course assignments. They coach and advise students on assignments in tutorial groups. They each also have hours during the week when they are available in their offices to answer course-related questions. Because TAs have their own studies, they cannot be expected to answer emails from students throughout the week. Their email hours are listed above as the times outside office hours when TAs read and respond to student emails.

Readings

No textbook is required for this course. The weekly readings scheduled below are available from the York University (YorkU) Library and are posted on the eClass course site [Course: AP/PPAS 1110 A - Introduction to Public Administration \(Fall 2025-2026\) | eClass](#). Please arrange for access, and check the site between classes.

Supplementary readings may be flagged by the CD from time to time. Students may also request the CD to suggest readings on specific subject matter of special interest.

Costs of Educational Materials. There are no known costs of using readings in this course. They are accessible free of charge from the Library or public domain. The CD will:

- Indicate whether cost information is included in the syllabus
- Confirm compliance by selecting one of two check boxes:
 - ☒ I confirm this syllabus includes the required cost information
 - ☐ I do not confirm this syllabus includes the required cost information.

This Ontario Ministry of Colleges and Universities requirement took effect in January 2025 and applies to all courses prepared for the Fall 2025 term and beyond.

Weekly Readings. It is best to do each week's readings in the order listed. There are often things from the first reading that are important to keep in mind when doing the next or subsequent readings. All readings are available electronically on eClass and from the YorkU Library.

Linkages to the electronic resources listed below were recently tested and found to be in working order. All links are to "stable urls" and usually will not change. From time to time, computer networks crash and become unavailable during planned maintenance. It is prudent to download electronic readings as soon as possible, store them in your own computer, or print them out right away to avoid last-minute problems trying to find them.

In order to use the electronic resources available from the Library, you must first log in to a Library computer or sign in online as an authorized user of the Library website using "Passport York". You will probably be asked to log in before accessing the readings linked below. Sometimes, you might be bounced to either a dead-end page or a public access website where you are asked to pay for access to the material. If so, go to the Library and look up the reading using the citation information listed. Most items can be found by searching the Library's OMNI catalogue using the author's name and the reading's title. You may need to first find the relevant academic journal, then log into the database before going to the journal's master index page, selecting the correct volume and number, and finding the article in the table of contents page.

The linked sources below are also posted to the course eClass site for students' ease of access, reading, and use.

Class 1: September 3 – Introduction to Public Administration

No required Annex readings.

Class 2: September 10 – Western Culture

Snow, David A., Peter B. Owens, & Anna E. Tan. 2014. Libraries, Social Movements, and Cultural Change: Toward an Alternative Conceptualization of Culture. *Social Currents* 1(1): February 2014, 35-43. [Libraries, Social Movements, and Cultural Change: Toward an Alternative Conceptualization of Culture | Scholars Portal Journals](#)

Dalton, Russell J. 2019. Political Culture and Values. In Paul J. Quirk, Editor. *The United States and Canada: How Two Democracies Differ and Why it Matters*. Oxford, UK: Oxford University Press. [The United States and Canada](#)

Ninnes, Peter. 2000. Representation of indigenous knowledges in secondary school science textbooks in Australia and Canada. *International Journal of Science Education* 22(6): 603-617. [Representations of indigenous knowledges in secondary school science textbooks in Australia and Canada: International Journal of Science Education: Vol 22, No 6](#)

Class 3: September 17 – Liberal Ideology

Fawcett, Edmond. 2018. Introduction: The Practice of Liberalism. In *Liberalism: The Life of an Idea*, Second Edition. Princeton, NJ: Princeton University Press. [Liberalism](#)

Choquette, Éléna. 2021. Appropriating Indigenous lands: the liberal founding of Manitoba. *Settler Colonial Studies* 11(1): 86-102. [Full article: Appropriating Indigenous lands: the liberal founding of Manitoba](#)

Class 4: September 24 – Capitalism

Kocka, Jürgen. 2016. Chapter 1: What Does Capitalism Mean? In *Capitalism: A Short History*. Princeton, NJ: Princeton University Press. [1 What Does Capitalism Mean? from Capitalism: A Short History on JSTOR](#)

Sherman, Howard & Michael A. Meeropol. 2015. Chapter 4: The Keynesian Revolution. In *Principles of Macroeconomics: Activist vs Austerity Policies*. New York, NY: Routledge. [ProQuest Ebook Central - Book Details](#)

Kuokkanen, Rauna. 2011. From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis. *Canadian Journal of Political Science* 44(2): June 2011, 275-297. [From Indigenous Economies to Market-Based Self-Governance: A Feminist Political Economy Analysis on JSTOR](#)

Class 5: October 1 – Democracy

Macpherson, C.B. 1965. *The 1964 Massey Lectures: The Real World of Democracy*. Toronto: CBC (reprinted by Anansi Press). Part 1: The Old and New Dimensions of Democracy, 1-16. [The Real World of Democracy](#) OR listen to the CBC recording of this broadcast. [The 1964 CBC Massey Lectures, "The Real World of Democracy" | CBC Radio](#)

Wike, Richard & Janell Fetterolf. 2018. Liberal Democracy's Crisis of Confidence. *Journal of Democracy* 29(4): October 2018, 136–150. [Project MUSE - Liberal Democracy's Crisis of Confidence](#)

Poucette, Terry Lynn. 2018. Spinning wheels: Surmounting the Indian Act's impact on traditional Indigenous governance. *Canadian Public Administration* 61(4): December 2018, 499-522. [Spinning wheels: Surmounting the Indian Act's impact on traditional Indigenous governance](#)

Class 6: October 8 – Bureaucracy

Weber, Max. 1922 & 2019. Chapter 3: Types of Rule. In Keith Tribe, Translator & Editor. *Economy and Society: A New Translation*. Cambridge, MA: Harvard University Press. 338-354. [Economy and Society](#)

Lachance, Nathalie & Teresa Rose. 2020. From colonization to reconciliation: Increasing the collaborative capacity of public servants. *Canadian Public Administration* 63(4): December 2020, 640-659. [From colonization to reconciliation: Increasing the collaborative capacity of public servants - Lachance - 2020 - Canadian Public Administration - Wiley Online Library](#)

Class 7: October 22 – Term Paper

Gentilini, Ugo, Margaret Grosh, & Ruslin Yemtsov, Editors. 2020. *Exploring Universal Basic Income: A Guide to Navigating Concepts, Evidence, and Practice*. Washington, DC: The World Bank. [Exploring Universal Basic Income: A Guide to Navigating Concepts, Evidence, and Practices](#)

Class 8: October 29 – The Westminster Model

Aucoin, Peter. 1995. Chapter 2: Responsible Government and Career Public Servants. In *The New Public Management: Canada in Comparative Perspective*. Montreal: Institute for Research on Public Policy. 23-48. [The new public management](#)

Grube, Denis C. & Cosmo Howard. 2016. Is the Westminster System Broken Beyond Repair? *Governance* 29(4): October 2016, 467-481. [Is the Westminster System Broken Beyond Repair? - Grube - 2016 - Governance - Wiley Online Library](#)

Class 9: November 5 – The New Public Management

Hood, Christopher. 1991. A Public Management for All Seasons? *Public Administration* 69(1): March 1991, 3-19. [A PUBLIC MANAGEMENT FOR ALL SEASONS? - HOOD - 1991 - Public Administration - Wiley Online Library](#)

Dwivedi, O.P. & James Ian Gow. 1999. Chapter 5: The New Public Management Comes to Canada. In *From Bureaucracy to Public Management: The Administrative Culture of the Government of Canada*. Peterborough: Broadview Press. 125-160. [From bureaucracy to public management](#)

Class 10: November 12 – The New Public Governance

Osborne, Steven P. 2006. The New Public Governance? *Public Management Review* 8(3): 377-387. [Full article: The New Public Governance? 1](#)

Ohemeng, Frank. 2014. New Public Governance: The Changing Landscape of Canadian Public Administration. In Charles Conteh & Ian Roberge, Editors. *Canadian Public Administration in the 21st Century*. New York, NY: Routledge. 21- 40. [Canadian Public Administration in the 21st Century | Charles Conteh, I](#)

Class 11: November 19 – The New Political Governance

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): April 2012, 177-199. [New Political Governance in Westminster Systems: Impartial Public Administration and Management Performance at Risk - AUCOIN - 2012 - Governance - Wiley Online Library](#)

Marland, Alex, J.P. Lewis, & Tom Flanagan. 2017. Governance in the Age of Digital Media and Branding. *Governance: An International Journal of Policy and Administration* 30(1): January 2017, 125-141. [Governance in the Age of Digital Media and Branding - Marland - 2017 - Governance - Wiley Online Library](#)

Birch, Lisa & Steve Jacob. 2019. "Deliverology" and Evaluation: A Tale of Two Worlds. *Canadian Journal of Program Evaluation* 34(2): 303-328. ["Deliverology" and Evaluation: A Tale of Two Worlds | Canadian Journal of Program Evaluation](#)

Class 12: November 26 – Public Administration Reform

Lavoie, Josée, Amohia Bolton, & Judith Dwyer. 2010. Analysing Contractual Environments: Lessons from Indigenous Health in Canada, Australia and New Zealand. *Public Administration* 88(3): September 2010, 665-679. [ANALYSING CONTRACTUAL ENVIRONMENTS: LESSONS FROM INDIGENOUS HEALTH IN CANADA, AUSTRALIA AND NEW ZEALAND - LAVOIE - 2010 - Public Administration - Wiley Online Library](#)

Williams, Keith, J., Umar Umangay, & Suzanne Brant. 2020. Advancing Indigenous Research Sovereignty: Public Administration Trends and the Opportunity for Meaningful Conversations in Canadian Research Governance. *The International Indigenous Policy Journal* 11(1): February 2020, 1-24. [Advancing Indigenous Research Sovereignty: Public Administration Trends and the Opportunity for Meaningful Conversations in Canadian Research Governance | The International Indigenous Policy Journal](#)

Policies

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

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

Academic Integrity. Honesty is fundamental to the integrity of a university education and degree programs. Rules apply to all students in every course offered and to all academic materials submitted for course credit. Cheating and plagiarism are serious academic offences that can result in severe sanctions. Quoting material without citing its source and using others' work without acknowledging authorship are dishonest and subject to penalties that can affect your grade and university standing. Please consult YorkU's [Senate Policy on Academic Conduct](#) and explore the [Guiding Principles for LA&PS](#) to uphold academic integrity in your courses. Students are deemed to have read and have full knowledge of all such regulations and enforcement mechanisms. The University may verify the origin and creativity of work submitted for academic credit. It is suggested that you save draft assignments and rough notes in case intellectual property problems arise. Please refer to [Support & Resources](#) and [SPARK](#) for more information.

Accommodation of Religious Observances. YorkU is committed to respecting the religious beliefs and practices of all members of the community and to accommodating observances of special significance to adherents. Should any due dates for in-class presentations, assignments, or exams/tests conflict, please notify the CD in writing within the first three weeks of classes. If the date falls within the formal examination period, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period. More information is available at [Academic Accommodation for Students' Religious Observances](#).

Accommodation of Students with Disabilities. YorkU is committed to creating a learning environment which provides equal opportunity to all members of the community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with the CD as early as possible. Students with disabilities should contact and register with [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to the CD via a Letter of Accommodation (LOA). Accommodations normally require three (3) weeks (or 21 days) to arrange before a scheduled test or exam. Senate policy is available at [Academic Accommodation for Students with Disabilities](#).

Attendance. Students are expected to attend all classes. CDs are under no obligation to re-teach material that has already been taught during a regularly scheduled class. Students seeking adjustments to scheduled class activities and evaluations by way of medical, religious, compassionate, work-related, military service, or other legitimate reasons according to law and YorkU policy must give appropriate notice to the CD if reasonable accommodations are sought. Students failing to obtain CD approval for extension or deferral may receive a failing grade for relevant course grade components. Please refer to the appropriate regulations, deadlines, processes, and forms at [Secretariat Policies](#).

Citations. Students must cite sources in their assignments where required by academic convention. Public Administration is an interdisciplinary field in which academic researchers and scholars come from a variety of backgrounds. There is no agreed single system for citing sources. Students may use the citation method of choice, provided it is a recognized academic style and it is used consistently throughout an assignment. Proper in-text citation of authors' names, works, and ideas affects the credibility of sources and grades. Resources to help with citations are available at [Learning Commons – I need to cite and reference](#), [YorkU Libraries – Drop-in Research Support](#), [Writing Centre](#), and [SPARK Student Papers & Academic Research Kit](#).

Generative Artificial Intelligence. As a first-year course, it is important that students learn early how to do research from scratch and reinforce good practice. This includes asking good questions, knowing where and how to source research, and integrating research to add value to evidence and argumentation. To enable development of this capacity, students are not permitted to use Generative Artificial Intelligence (GenAI) in this course. Submitting work created through the use of GenAI tools will be considered a violation of the [Senate Policy on Academic Conduct](#). If you do not know whether an online resource or tool can be used, please consult the CD for guidance. For more information, please review [AI Technology & Academic Integrity: Information for Students](#).

Grading. Course grading conforms to the 9-point system used in YorkU undergraduate programs. For a full description of the grading scheme, visit the YorkU [Academic Calendar](#).

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

Health and Safety. The YorkU community shares responsibility for keeping others safe on campuses. Students must comply with all health and safety protocols. Please refer to current information about COVID-19 measures relative to vaccination mandate, masking protocol, and daily health screening at [Better Together](#). The Senate Executive Committee's [Principles to Guide 2021-2022 Course Planning](#) encourage the community to uphold compassion, kindness, empathy, and responsibility towards one another. Everyone has a duty of care to maintain professional and respectful interactions.

Intellectual Property. Course materials are designed for use as part of this YorkU course and are the CD's intellectual property unless otherwise stated. Third-party copyrighted materials (e.g., book chapters, journal articles, music, videos) 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 without the CD'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 the [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Conduct](#), and/or legal consequences for copyright violations.

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

Research Ethics. Students are subject to the *Policy for the Ethics Review Process for Research Involving Human Participants*. According to [Human Participants - Research & Innovation](#), all research involving human participants for graduate and undergraduate courses, theses, independent projects, and major research papers (MRPs) that are non-funded and minimal risk must be reviewed by the relevant unit-level Delegated Ethics Review Committee. Research subject to review includes, but is not limited to, surveys, questionnaires, interviews, participant observation, and secondary data analysis. For the purposes of research ethics review, "minimal risk" is defined under the [Panel on Research Ethics](#) as research in which the probability and magnitude of possible harms implied by participation in the research is no greater than those encountered by participants in those aspects of their everyday life that relate to the research. Please note that research conducted by students that is more than minimal risk and/or involves Indigenous peoples or clinical trials must be reviewed by the Human Participants Review Committee (HPRC). For these types of research, students are required to complete the HPRC protocol form. Please contact the Office of Research Ethics at ore@yorku.ca for further information. For more information on ethics review requirements for graduate and undergraduate course-related research and MRPs, please go to [Ethics-Review-Requirements-Course-Related-Research-8.15.17-1-1.pdf](#). Please consult your CD if you are in doubt as to whether these requirements apply to you.

Student Support and Resources. YorkU offers a wide range of student supports, resources, and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Please explore the links below to access these on-campus resources:

- [Academic Advising](#) provides students support and guidance in making academic decisions and goals;
- [Student Accessibility Services](#) supports accessibility accommodations and services when required;
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success;
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides 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 skill 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 \(OSCR\)](#) administers the [Code of Student Rights & Responsibilities](#) and provides critical incident support;
- [Peer Mentorship](#) helps students transition through their first year by connecting with upper-year students, aligning with mentor supports and resources, and leading a community hub on campus; and
- [goSAFE](#) is staffed by YorkU students who accompany community members to and from on-campus locations, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

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

Turnitin. To promote academic integrity in this course, students are normally required to submit their written assignments to Turnitin (via the course's eClass site) for review of textual similarities and detection of possible plagiarism. Students allow their material to be included as source documents in the Turnitin reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to YorkU's use of the Turnitin service are described on the [Turnitin](#) website. Students wishing to opt out of using Turnitin should contact the CD as soon as possible at the outset of the course.