POL 214
Canadian Public Administration

Department of Politics and International Studies
Fall 2018

Tuesdays and Thursdays 11:30 AM – 1:00 PM
Nicholls 213

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Office Hours: Tuesdays and Thursdays 10:00-11:00 AM or by appointment

I would like to acknowledge that the land on which our class gathers is the traditional and unceded territory of the Abenaki People and the Wabanaki Confederacy.

COURSE DESCRIPTION

An introduction to the theory and practice of public administration in Canada. The structure of the public service, public planning and finance, public personnel administration, the growth of administrative discretion, and administrative responsibility will be studied.

LEARNING OBJECTIVES

This course has several academic learning objectives. The purpose of this course is to familiarize students with public administration in Canada at the federal, provincial, territorial, and municipal levels, as well as in Indigenous governments. By the end of the course, students will be able to identify, describe, and critique the institutions, practices, and processes of Canadian public administration. This includes the basic structure of public administration, as well as its key actors, funding models, and oversight. Students will also consider critical approaches to public administration and how the practices of Canadian government intersect with various groups, included on the basis of gender and Indigeneity. Assignments are designed to provide students with theoretical and applied research skills, including policy analysis and persuasive writing.

READING REQUIREMENTS

In this course, there is one required text. The text book can be purchased in-person or online through the **Bishop's University Bookstore** (Marjorie Donald Building), accessed in the course reserves at the **John Bassett Memorial Library**, or ordered through online retailers. You may use either the print or electronic versions of the text.

–   Dunn, Christopher. 2018. *The Handbook of Canadian Public Administration.* Third Edition. Don Mills: Oxford University Press Canada, 548 pp.

Readings have been limited to ~30 pp. per week. Students are expected to attend classes prepared to engage these assigned materials through lectures, classroom discussion, online participation, and breakout groups.

COURSE REQUIREMENTS

Requirement	Due Date	Value
1. Participation	Ongoing	15%
2. Midterm exam	Oct. 11 (60 min)	20%
3. Public sector profile presentation (5 min)	Ongoing	10%
4. Briefing note exercise (4 pp.)	Nov. 22	25%
5. Final exam	Dec. exam period (90 min)	30%

1. *Participation (15%)* – Throughout the term, you will be asked to respond both in class and on Slack to discussion questions based on course materials. To sign up for a Slack account, use the following address: https://join.slack.com/t/pol214-publicadmin/signup

   I will grade online and in-class participation equally. Online and in-class participation provides students with a variety of learning styles access to the best means for communicating their ideas, interacting with their peers, and engaging in a variety of active learning exercises.

2. *Midterm exam (20%)* – To be held during regular classroom hours. The midterm will cover the first half of the course, including all assigned readings, lectures, and additional materials distributed in class or through Slack.

3. *Public sector profile presentation (10%)* – You will make a 5 minute presentation to the class on a federal, provincial, or territorial department or agency. The presentation will describe the institution, its mandate, enabling statute(s), and provide a critical analysis of its current activities (i.e. its newsworthy activities or current controversies). Instructions and rubric will be distributed in class on our first meeting.

4. *Briefing note exercise (25%)* – You will write a mock four page (~1000 words) policy research brief to the Assistant Deputy Minister of a federal department or agency on a contemporary policy issue. The brief will identify the policy issue, provide competing arguments, assess current political opportunity structures, and recommend next steps. Citations are required. A detailed assignment sheet and rubric will be available early in the course.

   Policy Research Brief Outline (optional) – You may submit a one page outline of your policy brief, including your selected organization, policy issue, and main arguments. Optional outlines can be submitted up to November 1, 2018 by email or in class.

5. *Final exam (30%)* – To be scheduled during December exam period. The final exam will be a cumulative, two-hour exam, and include short and long answer questions.

COURSE POLICIES

Academic accommodations. Student Accessibility & Accommodation Services provides a wide array of individualized support services to meet the needs of students with disabilities in order that they may define and achieve personal autonomy while pursuing higher education. [To be reviewed.]

Assignment submission guidelines. All written assignments must be submitted in class. Assignments will not be accepted by email or under my office door. Assignments left in the Division of Social Sciences drop box will be assigned the appropriate late penalty. Please see late penalty for more information.

Unless otherwise specified, all assignments must conform to the stipulated page length, and must be typed using **12 point Times New Roman font (or open-source equivalent), one inch margins, and double spacing of the lines**. Failure to comply with the length or format requirements will result in one of the following penalties, depending on my assessment of the seriousness of the departure from the requirements:

(a) rejection of the assignment in its entirety and entry of a grade of zero for the assignment;
(b) refusal to grade those portions of the assignment that fail to comply with the length or format requirements; or
(c) imposition of a grade penalty reflecting the failure to comply with the length or format requirements, having regard to the nature and extent of the non-compliance.

All written assignments will be marked in accordance with rubrics distributed with assignment instructions and posted on Slack. Grade appeals should be made to me, accompanied by a one-page (~ 250 words) write-up outlining why the assignment grade should be appealed. Once appealed, the grade will be reconsidered and could go up or down.

Classroom community and participation. The classroom should be an anti-oppressive learning environment. We will adhere at all times to a policy of mutual respect in sharing opinions and ideas, in accordance with Bishop's University's Policy on the Prevention of Harassment (https://www.ubishops.ca/about-bu/bishops-university-leadership-and-vision/governance-and-administration/harassment/). Rude, discriminatory, oppressive, or otherwise marginalizing comments or language will not be tolerated.

Email Policy. I will respond to emails within 48 hours during weekdays. I will only respond sporadically to emails sent on weekends. You should note the course code ('POL 123') in the subject line of your email.

Grading. Grading in this course will be done using percentage grades. See below for this course's grading scheme:

Passing grade......................50% – 100%; P (pass)
Failing grade...................... 0% – 49%; F (failure)
80%–100%.............................. (equivalent to A)
70%–79%................................ (equivalent to B)
60%–69%................................ (equivalent to C)
50%–59%................................(equivalent to D)

I'll use your pronoun. It's no big deal. See www.nbdcampaign.ca. In addition, class rosters and University data systems are provided to instructors with students' legal names. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. If these change at any point during

the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you. [Borrowed from Dr. Z Nicolazzo - @trans_killjoy]

Late penalties. <mark>Late assignments will be penalized **10% per day**, including weekend days.</mark> You may submit late assignments to the Division of Social Sciences drop box outside Ms. Monetta Gallichon's office (HAM 201B). Please email a copy of your late assignment, as I will use the email (with an exact copy of the submitted assignment) to determine the late penalty.

In exceptional circumstances, I will consider extensions. Appropriate official documentation must be provided. Extensions cannot be granted beyond the end of term.

Language of instruction. The language of instruction of the institution is English. Nonetheless, students have the option to submit individual written work in either English or French, except where a knowledge or competency in a language is an object of the course. Students who wish to submit work in French must notify their instructor by the Add/Drop deadline so that, if necessary, special arrangements can be made for the evaluation of their work. Please see the Academic Calendar for more information.

Make-up tests. Make-up tests for missed midterm exams will only be considered when appropriate official documentation is provided.

Plagiarism. Reproduced from the Bishop's University Academic Calendar:

2.1 Plagiarism is a kind of academic dishonesty in which an individual uses the work of another without appropriate acknowledgement. Plagiarism includes but is not limited to the following practices:
- Using another's work without acknowledgement
- Copying material without quotation marks
- Paraphrasing too closely the exact words of the originating author
- Submitting work written in whole or in part as one's own by another individual.

2.2 The following practices related to plagiarism are also prohibited:
- Helping another student plagiarize
- Submitting in whole or in part work for which the student has received credit in another course, unless the permission of the instructor has been obtained
- Submitting any statement of fact known to be false or providing a fabricated reference to a source.

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Religious observance. Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Slack. Slack is an online tool that allows users to chat, share content, and direct messages through their browser, desktop, tablet, or smartphone app. Slack has been widely adopted as a means of office communications across the private sector and particularly by journalism, media, and internet companies. We'll be using Slack to facilitate participation outside the classroom. You will be divided into discussion groups of about 10 and provided with prompts (questions, tasks, etc.). **These prompts will be assigned each Tuesday and you will have until Sunday at midnight to discuss or debate the prompt or to complete the task.** I will also hold online office hours concurrently with my office hours in McGreer and at other times. Supplementary readings and materials will be distributed through Slack. You can download the desktop or mobile app here: www.slack.com.

Writing Centre. The Writing Centre is located in the Library. Get help with planning, organizing, outlining, sentence structure, grammar, referencing and citations. This service is free.

> Make an appointment with writing centre staff by using the online booking system ([http://buwrit-ingcenter.simplybook.me](http://buwritingcenter.simplybook.me)). Appointments are available from Mondays to Friday. Planning in advance in the key to your success; last minute appointments are hard to obtain, especially near the end of the session.

OUTLINE OF TOPICS AND READINGS

Date	Topic	Required Reading/Assessments
Sept. 6	Introduction	Introduction (12 pp.)
What is the public sector?		
Sept. 11	Responsible government	Chapter 5 (12 pp.)
Sept. 13	Federal/provincial/territorial executives	Chapter 6 (21 pp).
Sept. 18	The public service	Chapter 7 (20 pp.)
What does the public sector do?		
Sept. 20 Sept. 25	The policy process	Chapter 14 (15 pp.)
Sept. 27	Communicating public policy	Chapter 25 (14 pp.)
How is the public sector funded?		
Oct. 2	Budgeting	Chapter 18 (13 pp.)
Oct. 4	Fiscal federalism	Chapter 2 (14 pp.)
Oct. 9	The federal spending power	Chapter 3 (19 pp.)
Oct. 11		****Midterm exam (60 min)****
Who works in the public sector?		
Oct. 16	Federal public servants	Chapter 1 (16 pp.)
Oct. 18	Political staff	Chapter 23 (11 pp.)
Oct. 23	Ethics and accountability for public servants	Chapter 20 (19 pp.)
What is the broader public sector?		
Oct. 25	Agencies	Chapter 11 (10 pp.)
Oct. 30	Crown corporations	Chapter 12 (15 pp.)
Nov. 1	Public-private partnerships	***Briefing note outlines may be submitted until this date*** Chapter 17 (11 pp.)
Nov. 6	**Study day**	
Nov. 8	**Class cancelled**	
Identity, civil society, and local perspectives		
Nov. 13	Indigenous peoples	Chapter 13 (19 pp.)
Nov. 15	Gender	Chapter 21 (9 pp.)
Nov. 20	Civil society organizations	Chapter 26 (8 pp.)
Nov. 22	Local public administration	****Briefing note due**** Chapter 9 (12 pp.)
Who governs the government?		
Nov. 27	Administrative law	Chapter 4 (18 pp.)
Review class		
Nov. 29	Studying public administration	Exam review

Appendix A – Online Code of Conduct

In this course, you will be participating in course discussions and assignments in-person and through a variety of online tools. I expect you to adhere to the same standards of behaviour and engagement that you would follow in person and on campus.

1. **Respectful conduct**

    a. All participants in online discussions should maintain an environment that is *free of harassment* towards the teaching team and members of the class. This includes demeaning written or oral comments based on ability, age, ancestry, citizenship, colour, creed, ethnic origin, family status, gender, gender expression, gender identity, language group, marital status, place of origin, race, receipt of public assistance, record of offences, religion, religious dress, religious practice, sex, and/or sexual orientation of that individual or those individuals. All participants must abide by the Bishop's University Code of Student Conduct (http://www.ubishops.ca/wp-content/uploads/Code-of-Student-Conduct.pdf). Please refer to the Code for additional information.
    b. All participants should *respect the views of others* and respond in a courteous manner in our discussions about the materials and issues explored in the course.
    c. All participants should make *valuable contributions* to online discussions. Contributions should be thoughtful and in keeping with the tone and direction of our discussions.
    d. All participants should respect the privacy of other members of the class by not sharing or spreading private information.
    e. All participants should respect the integrity of Bishop University's computer systems, such as Moodle, and the online discussion tool slack.com.

2. **Participation**

    a. I expect *active participation* from everyone in our online discussions. This includes asking questions, responding to discussion prompts, respectfully engaging other participants in debate, and introducing new ideas and information to our discussions.
    b. I expect *clear communication* from everyone in our online discussions. Given the real-time nature of our discussions, however, I recognize that typos, spelling and grammatical errors, and other mistakes can happen. You have the option to edit your entries, but my focus will be on the quality of your ideas and contributions to our discussions.
    c. Have fun.

Appendix B – Participation grade rubric

Criteria	Non-performance (0)	Satisfactory (1)	Good (2)	Excellent (3)
Includes and applies relevant course concepts, theories, and materials correctly with citations and sources.	Does not explain relevant course concepts, theories, or materials. Does not provide citation of sources.	Summarizes relevant course concepts, theories, or materials. Provides citation some of the time.	Applies and analyzes relevant course concepts, theories, or materials correctly. Provides citation most of the time.	Evaluates and synthesizes course concepts, theories, or materials correctly, using examples or supporting evidence. Consistently provides citation.
Responds to fellow learners, relating the discussion to relevant course concepts and providing substantive feedback.	Does not respond to fellow learners.	Responds to fellow learners without relating discussion to the relevant course concepts. Provides feedback, but it is not substantive.	Responds to fellow learners, relating the discussion to relevant course concepts. Feedback is substantive most of the time.	Responds to fellow learners, relating the discussion to relevant course concepts, and consistently extends the discussion through provision of substantive feedback.
Applies relevant professional, personal, or other real-world experiences.	Does not contribute professional, personal, or other real-world experiences.	Contributes some professional, personal, or other real-world experiences that may or may not relate to course content.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences and extends the discussion by responding to the examples of peers.