



**POLITICAL SCIENCE 4-5P50 Machinery of Government - Fall 2017**

**Instructor: Joanne Heritz PhD**

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**Office: Plaza 344**

**Office Hours: Wednesdays 1800-1845 or by appointment**

**Seminar: Wednesday 1900-2200 MCD301**

**Please Note:**

Students are asked to consult Sakai on a regular basis to keep up to date on announcements and information regarding this course.

**Couse Description:**

The configuration of a government's machinery has immense impact on the capacity and legitimacy of the state's role in society and the economy. Organizations like government departments, central agencies, regulatory agencies and crown corporations shape the state's policy, its implementation, or service delivery processes and outcomes. The aim of the course is to study the structure and processes of the federal and provincial government in Canada. The course begins with an overview of the foundational theories of public organizations and critical features of the institutional landscape of Canadian Public Administration. Next, the course addresses the issues, concepts and debates relating to the various structures, processes and principles of the machinery of government in Canada. While the course material focuses on Canada, the concepts and issues may be applied to other liberal democratic political systems.

**Learning Objectives/Outcomes:**

By the end of this course students will be able to:

- Identify the theoretical and practical determinants of government structure, organization and management processes in Canada;
- Evaluate Canada's experience with various designs of its institutions and machinery of governance over time;
- Critically analyze the opportunities and challenges of organizational management and governance in a post-industrial, post-modern and digitized Canada;
- Develop arguments and pose questions that demonstrate critical thinking;
- Effectively lead and contribute to seminar discussions;
- Research, critically analyze, and write on aspects of the machinery of government in Canada.

**Required Text – Available from Bookstore:**

Dunn, Christopher (ed). 2010. *The Handbook of Canadian Public Administration*. Second Edition. Don Mills: Oxford University Press.

**Assigned Readings:** Journal articles are located in Sakai POLI 4-5P50 under the heading Resources.

**Course Evaluation:**

<b>Seminar Participation and Leadership</b>	<b>25%</b>
<b>Weekly Memos</b>	<b>20%</b>
<b>Take Home Mid-term Exam – October 25</b>	<b>15%</b>
<b>Research Paper: Outline – Due November 1</b>	<b>10%</b>
<b>Research Paper – Due December 1</b>	<b>30%</b>

**Relationship between attendance and grades:**

Students are expected to attend all classes and must submit all assignments in order to pass the course.

***Seminar Participation and Leadership 25%***

As a fourth year and graduate seminar, students should attend each session, read all assigned materials, engage critically with the material, and actively participate in the discussion.

Participation evaluation for this course is based on three components:

- Attendance – weekly attendance in seminar is mandatory as the seminar grade is based on attending the discussion. Students unable to attend should notify the professor, preferably before the missed seminar.
- Active, thoughtful and respectful engagement in group discussions focusing on the assigned readings.
- Seminar leadership: each week one (or more) students will be responsible for leading the seminar discussion. This requires facilitating the discussion by: defining and clarifying core concepts and terms; discussing the central arguments; addressing important issues by posing questions related to the assigned readings; and allowing students to pose their questions.

***Weekly Memos and Questions 20% - Due in Seminar Starting September 13***

Students are required to bring to seminar a hard copy, approximately one page in length, that includes a summary and critical analysis of the assigned readings. The memo should also include one question from each of the readings. The reflections will be collected at the end of each seminar. **Students who are absent from seminar may submit their reflection via email to the Instructor no later than the day of the seminar. Submissions will not be accepted after seminar without documentation.**

Questions should be critical in nature, and should reflect an effort to evaluate, analyze or synthesize course material. They should not be simple questions that generate a yes/no, or informational response. They are intended to reflect your thoughtful consideration of the material assigned to

generate a class discussion, and as such you should be prepared to pose and discuss your questions in seminar.

***Take Home Mid-Term Test - 15% - October 25th***

A take home midterm (essay format) focusing on the frameworks and concepts of the machinery of government in Canada, will be assigned in advanced **and will be due on October 25 by 1159, submitted to Sakai. Late mid-terms must be accompanied with documentation.**

***Research Paper Outline – 10% - Deadline November 1 -Submitted to Sakai***

The research paper outline is a preliminary component of the research paper. You are asked to submit a referenced outline (approximately three double-spaced pages), in essay format, that includes the following:

- Introduction - what is your interest in this topic;
- Thesis – clearly stated
- The approach you have selected to analyze in the paper;
- The referenced arguments you plan to use to support your thesis;
- A bibliography with a minimum of five scholarly sources (that are not included in the course outline).

The deadline of November 1 is firm, the outline will not be accepted after that date.

***Research Paper – 30% - Due December 1 Submitted to Sakai (Assignments)***

Students will choose their research essay topic from material covered in this course. Fourth year students will submit a paper 12-15 pages double-spaced in length (graduate students 15-20 pages). The research paper will build on the outline. The essay is due December 1. Departmental penalties will apply (see below) and papers will not be accepted after December 15 unless they have documentation. Students are strongly encouraged to meet with the professor to discuss their essay topics and research. Submit essays to Turnitin via Sakai 4P50-5P50 - Assignments. More information regarding the Research Paper will be provided in class.

**1-September 6**

**Introduction**

**Text** (Chapter 1) Lindquist, Evert. “Surveying the Public Administration Landscape: Frameworks, Narratives, And Contours.”

Kernaghan, Kenneth. *A Special Calling: Values, Ethics and Professional Public Service:*  
<http://www.tbs-sct.gc.ca/rp/scv-eng.pdf>

## **2-September 13**

### **The Context and Landscape of Canadian Public Administration in the 21<sup>st</sup> Century**

**Text** (Chapter 12) Roberts, Alasdair. “A Fragile State: Federal Public Administration in the Twentieth Century.”

**Text** (Chapter 13) Brock, Kathy, Matthew Burbidge and John Nator. “The Resilient State: The Federal Public Service, Challenges, Paradoxes and New Vision for the Twenty-First Century.”

Wiesel, Fredrika and Sven Modell. 2014. “From New Public Management to New Public Governance? Hybridization and Implications for Public Sector Consumerism.” *Financial Accountability & Management*. 30(2): 175-205.

## **3-September 20**

### **Inter-Organizational Networks and Horizontal Management**

**Text** (Chapter 28) Bourgault, Jacques. “The Role of Deputy Ministers in Canadian Government.”

Doberstein, Carey. 2013. “Metagovernance of urban governance networks in Canada: In pursuit of legitimacy and accountability.” *Canadian Public Administration*. 56 (4): 584-609.

Poocharoen, Ora-orn, and Bernard Ting. 2015. “Collaboration, Co-Production, Networks: Convergence of theories.” *Public Management Review*. 17(4): 587-614.

## **4-September 27**

### **Democracy, Third Sector and Citizen Engagement**

**Text** (Chapter 14) Zussman, David. “Alternative Service Delivery in Canada.”

**Text** (Chapter 17) Evans, B. Mitchell and John Shields. “The Third Sector and the Provision of Public Good: Partnerships, Contracting, and the Neo-Liberal State.”

Elson, Peter R. 2014. “Third wave, third sector: A comparative provincial analysis of the governance of third sector relations.” *Canadian Public Administration*. 57(4): 527-547.

Murray, Karen Bridget, Jacqueline Low and Angela Waite. 2006. “The voluntary sector and the realignment of government: A Street-level study.” *Canadian Public Administration*. 49 (3) (Fall 2006): 375-392.

## **5-October 4**

### **Multi-Level Governance**

**Text** (Chapter 23) Simeon, Richard. “Federalism and Intergovernmental Relations.”

**Text** (Chapter 25) Sancton, Andrew and Scott Sams. “Provincial and Local Public Administration.”

Bakvis, Herman. 2013. “In the shadows of hierarchy”: Intergovernmental governance in Canada and the European Union. *Canadian Public Administration*. 56 (2): 203-218.

Zeemering, E.S. 2016. “What are the challenges of multilevel governance for urban sustainability? Evidence from Ottawa and Canada’s national capital region. *Canadian Public Administration*. 59(2): 204-223.

## **6-October 11 – Fall Break**

## **7-October 18**

### **Accountability and Transparency in Complex Machineries**

**Text** (Chapter 3) Molot, Henry L. “The Public Service of Canada.”

MacDonald, Fiona and Karine Levasseur. 2014. “Accountability insights from the devolution of Indigenous child welfare in Manitoba.” *Canadian Public Administration*. 57 (1)(March 2014): 97-117.

Perrin, Burt. 2015. “Bringing accountability up to date with realities of public sector management in the 21<sup>st</sup> century. *Canadian Public Administration*. 58(1): 183-203.

## **8-October 25 – Mid-term Test**

### **MIDTERM TEST – OCTOBER 25 – SUBMITTED TO SAKAI**

## **9-November 1**

### **Values and Ethics in Public Administration**

**Text** (Chapter 16) Kernaghan, Kenneth. “East Block and Westminster: Conventions, Values, and Public Service.”

Fuji Johnson, Genevieve. 2011. “The Limits of Deliberative Democracy and Empowerment: Elite Motivation in Three Canadian Cases.” *Canadian Journal of Political Science*. 44 (1 March): 137 – 159.

### ***ESSAY OUTLINE SUBMISSION DEADLINE NOVEMBER 1***

*November 6 - Last date for withdrawal without academic penalty*

**10-November 8**

**Digital Governance in the Electronic Age**

**Text** (Chapter 29) “Information, Technology, and Canadian Public Administration.”

Luna-Reyes, Luis F. and J. Ramon Gil-Garcia. 2014. “Digital government transformation and internet portals: The co-evolution of technology, organizations, and institutions.” *Government Information Quarterly*. 31(4): 545-555.

McNutt, Kathleen. 2014. “Public engagement in the Web 2.0 era: Social collaborative technologies in a public sector context.” *Canadian Public Administration*. 57(1) (March 2014): 49-70.

Ustin, Erick and Jeffrey C. Callen. 2012. “Resilience, Authenticity and Digital Governance.” *Public Administration Quarterly*. 36(3): 413-427.

**11-November 15**

**Gender, Indigeneity, and the Public Sector**

**Text** (Chapter 18) Andrew, Caroline. “Women and the Public Sector.”

**Text** (Chapter 19) Shepherd, Robert. “First Nations and the Public Sector: Understanding Accountability and Its Impacts on Governance Relationships.”

**Text** (Chapter 20) Inuit Approaches to Public Governance, Public Administration, and Public Policy in Nunavut.”

**12-November 22**

**Student Research Presentations**

**13-November 29**

**Reconciling Theory and Practice in Public Administration**

**Course Review**

**Text** (Chapter 8) Lindquist, Evert. “Public Administration Research and Organization Theory: Recovering Alternative Perspective on Public Service Institutions.”

**ESSAYS DUE FRIDAY DECEMBER 1 - SUBMITTED TO SAKAI**

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## Academic Policies

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### **Academic Integrity:**

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

### Plagiarism software:

This course may use Turnitin.com, phrase-matching software. If you object to uploading your assignments to Turnitin.com for any reason, please notify the instructor to discuss alternative submissions.

### **Intellectual Property Notice:**

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Brock's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

### **Academic Accommodation:**

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Student Accessibility Services in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

### **Academic Accommodation due to Religious Obligations:**

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

### **Medical Exemption Policy:**

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

### **Mental Health Support Services**

#### **Confidential Personal Counselling on Campus**

- To make an appointment to see a counsellor call 905-688-5550 extension 4750 during regular
- office hours (8:30 - 12:00, 1:00 - 4:30) or visit the Student Development Centre (ST400)
- during office hours.
- <https://brocku.ca/personal-counselling>

## Student Justice Centre

A space safe on campus that provides listening, support, and referral services. Services are available Monday through Friday 9:00-5:00 (TH252A) by appointment or drop in.

[www.brocksjc.ca](http://www.brocksjc.ca)

## I.M. Well App

The I.M. Well app aims to address the stigma surrounding mental wellness by connecting students to the appropriate services on campus and within the community. This is an educational tool that covers a wide variety of topics such as anxiety, depression, transition and addiction. This app also offers a 24/7 live chat with mental health professionals.

<https://play.google.com/store/apps/details?id=com.eapexpert.iamwell&hl=en>

<https://itunes.apple.com/ca/app/im-well/id1150435727?mt=8>

## STATEMENT OF ACADEMIC INTEGRITY

**Please read and sign the following statement, and submit this sheet with your paper. Your paper will not be graded until you have submitted this form.**

I, the undersigned, confirm that I understand that all the following constitutes academic misconduct according to Brock University's policy on academic misconduct, which in turn is consistent with general academic practice:

- Quoting someone's words without using quotation marks
- Quoting someone's words without acknowledging the source
- Citing someone else's ideas in my own words but without citing the source
- Using someone else's organization of ideas
- Allowing someone else the opportunity to borrow material from my paper (e.g., by letting them have access to my paper when they are writing their own paper)
- Writing the paper for another student, or doing some of the work for them (such as, but not limited to, reading the articles for them and providing them with notes on the articles)
- Allowing someone else (or paying someone else) to write part or all of my paper, or do some of the work for me. The exceptions to this are that it is acceptable to allow someone to type the paper for me or make editorial comment on it. However, if someone types the paper for me, or if I incorporate an editorial suggestion, and there are errors in the typing or the suggestion was misguided, I take full responsibility for those errors.
- Submitting this work to another course without both instructors' permission.

I confirm that I have not done any of the above forms of academic misconduct.

Name (please print): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_