

Introduction To Canadian Public Administration
POLI / LABR / COMM 2Q98
Winter 2018

Instructor: Tim Fowler, PhD
Email: tfowler@brocku.ca
Office hrs: Wednesday, 11am - 1pm

Lecture: M & W, 10a - 11a, TH 244
Office: PL 344

Seminar 1:	Mon, 4 - 5pm	1C113	Tim Fowler
Seminar 2:	Tue, 4 - 5pm	WH8J	Antonia Mwangi
Seminar 3:	Wed, 1 - 2pm	PL 311	Jason Sykes
Seminar 4:	Mon, 12 - 1	D404	Antonia Mwangi

INTRODUCTION

This course is designed to provide students with an introduction to the structures, processes, and debates in public administration in Canada. We will look at the role of public administration within the Canadian political system, discuss the forms of organizations and the processes of organizational change within the public service, and look at the types of accountability and oversight that exists within Canadian public administration. We will also discuss public servants, and their unions, themselves. This course is designed to be a survey or introductory course to the field of Canadian public administration, to prepare you for upper year courses in public administration.

Course Modification Statement: The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their email and course websites weekly during the term and to note any changes.

REQUIREMENTS AND GRADING SCHEME

Seminar	15%	Ongoing throughout the term
Profile I	15%	Due, in class, January 29 th , late penalty 100%
Profile II	15%	Due, in class, February 12 th , late penalty 100%
Term Paper	25%	Due, in class, March 28 th , late penalty 100%
Final Exam	30%	As scheduled by the registrar, April exam period

Please note that a paper does not count as handed in until a physical copy has been submitted.

SEMINAR PARTICIPATION will reflect the quality of seminar participation to the weekly seminar. The grade will reflect the depth of analysis of the course readings and materials, a demonstrated knowledge of the required readings, and the ability to apply the readings to larger questions and themes in political science and public administration. A quality contribution to seminar involves reading all required materials, making thoughtful and relevant comments, being courteous to classmates and respectful of

opposing viewpoints. Students who attend seminars but do not contribute to discussion should not expect a passing grade for seminar participation.

For many of the seminars in this course, we will be reading a case study - most of them factual - from the Institute of Public Administration Canada. These case studies are linked, albeit sometimes loosely, to the readings for the lecture for the week. Being able to link the practical aspects of the case study to the theoretical or technical details from the text book readings is surely a way to impress your seminar leader. Please note that the content of the case studies themselves are examinable.

Political science involves a good deal of discussion of opposing viewpoints. Students are reminded to be respectful of those with whom they disagree. That said, language and comments which are sexist, racist, homophobic, transphobic, speciesist, or which discriminates on the base of age or ability will not be tolerated.

It is the Student's responsibility to ensure they have signed the attendance sheet for each seminar they are present. Cell phones are not permitted during seminar. Students who insist on texting or using social media during seminars will be asked to leave.

For the **FIRST PROFILE** you are tasked with providing an overview of one of the trade unions that operates in the federal public service - The Professional Institute of the Public Service of Canada (PIPS), The Public Service Alliance of Canada (PSAC), or The Canadian Association of Professional Employees (CAPE). In a **4 - 5 page** paper you should provide a brief history of the union, an overview of the structure of the union (how is the union governed, what sectors of the public service are organized by this union), and the current challenges that this union faces. You will need to consult **two primary sources from the union**. These could be webpage posts, publications or pamphlets the union puts out, transcriptions of speeches from union leaders, etc. You will also need to consult **two academic, peer-reviewed sources** (books or journal articles) for this assignment. Please note that failure to use the minimum number of sources can result in a failing grade for the assignment. **The late penalty for the union profile is 100%.**

For the **SECOND PROFILE** you are tasked with providing an overview of a Ministerial portfolio in the federal government. You should provide a description of the institutional environment for which the Minister is responsible. This will include departments and agencies that are in the portfolio, the statutory framework for these institutions, the Minister's related powers, duties, and functions, and senior public service positions reporting to the minister. You should also discuss what parliamentary relationships this portfolio has. This should be done in a **4 - 5 page** paper, in which you will need to consult **four primary sources from the Government of Canada** and **one academic, peer-reviewed source**. Please note that failure to use the minimum number of sources can result in a failing grade for the assignment. Please note that this is for a Ministerial portfolio in the **federal** government, and using a portfolio in a different government can result in a failing grade. For this assignment, you **may not provide an overview of Transport Canada** - Transport Canada is off limits for this assignment. **The late penalty for the Ministerial portfolio is 100%.**

For the TERM PAPER, students should write an **8 - 10 page** on one of the topics of their choosing, in the style of an argumentative research essay. The essay should have a clearly presented thesis, from which the argument flows naturally. You are expected to consult no less than **six peer-reviewed academic sources** *not* including the assigned readings for this course. The essay mark will be based on the logic of your argument, the clarity of your writing, and the evidence you present to support your thesis. The **late penalty for the term paper is 100%**.

The first task in your term paper is to lay out a clear thesis and central argument. Your paper will be evaluated based on the strength of evidence you lay forth to support your thesis. A good paper will have a logical flow to it, and an argument that follows clearly from the central thesis statement. An excellent paper will also link your particular topic / case study to a larger body of theoretical work. You should also read the guidelines for grammar and style in the course outline - part of your grade will be based on your writing style.

Term Paper Topics:

1. Is the public service becoming politicized? If 'yes,' how so, and is it to the detriment of the public service?
2. How can the relationship between the PMO & the public service be characterised?
3. What should the role of the Auditor General be?
4. Is public service neutrality an outdated concept?
5. Is ministerial responsibility a dead concept?
6. Does Canada need to strengthen its protection for whistleblowers in the federal public service?
7. How has collective bargaining in the public service changed? What is the current state of labour relations in the public service?

The FINAL EXAM will cover material presented in both the lecture and the course readings. Please note that the readings are designed as a starting point for the week's material, and that lecture will invariably cover topics not in the readings. Thus, it is critical that students attend lecture if they hope to pass the final exam. Do not book vacation until the exam schedule has been posted. No accommodation will be given to students who have booked vacation during the exam period.

MENTAL HEALTH SUPPORT SERVICES

To make an appointment to see a counsellor for confidential personal counselling on campus:

- 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
- or visit <https://brocku.ca/personal-counselling>

A NOTE ON ACCOMMODATION

With respect to due dates for assignments and missing seminars, I am more than willing to grant extensions or excused absences, respectively, for illness, bereavement, bona fide emergencies, or other acceptable academic reasons, including registration with SDC. When you miss an assignment or seminar, please contact me as soon as possible - before hand, if possible. We will be able to work out an alternate arrangement.

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 for alternative dates and/or means of satisfying requirements well before the date in question.

MEDICAL EXEMPTION POLICY

In the case of illness, please contact me as soon as you know that you will miss a seminar or deadline due to illness - you will also need a doctor's note. 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>

ACADEMIC MISCONDUCT

Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and/or ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during tests and exams, or fabricating data for a lab assignment.

Assignments which feature plagiarized material in whole or in part will automatically receive a grade of "0," and the Brock University procedures for addressing academic misconduct will be initiated by the instructor. **It is essential that students be aware that personal or academic circumstances (eg. spring graduation) will have absolutely no bearing on the lecturer's decision to pursue cases of plagiarism.**

It is imperative that students be familiar with Brock University's current Academic Regulations and University Policies, especially Section VII pertaining to academic misconduct.

The course will not use a computerized plagiarism detection system.

A NOTE ON TECHNOLOGY IN LECTURE

Cell phones are prohibited during lecture. Please turn them **OFF** (not to silent) during lecture. Students

who use their phones while on silent mode will be asked to leave the class.

ON WRITTEN ASSIGNMENTS

The following technical requirements exist for all written components of this course: 12 point font, one inch margins, and double spaced text. All written assignments *must* use a recognized academic citation style for their assignments - Chicago, APA, or MLA. If you use an 'in text' citation system, you *must* reference specific page numbers in your citations - an author / date citation is not sufficient. Students should also consult the appended "term paper guidelines" for some simple rules, that will be enforced come marking time, on how to write a proper term paper. Did you read the entire course outline? If you did, email me before the end of the second week of class, and tell me your favourite dinosaur, and I'll give you a bonus mark in the class for reading the outline.

POLICY ON REMARKING

After the TA or instructor has provided feedback on an assignment, students should wait 24 hours before contacting the marker with follow-up questions. However, they should wait no longer than seven days, so that any questions can be resolved quickly and without unnecessary problems.

Please don't 'jump the queue' when it comes to remarking. If your TA marked the assignment in question, contact your TA first for a remark. You should approach them with a brief paragraph on *why* you feel your paper was marked unfairly, and why it should be remarked. Only after your TA has remarked the assignment in question is it appropriate to contact the course instructor.

NO EXTRA CREDIT

The grade I report to the registrar is the grade you earn based on the items listed in the course syllabus. There will be no opportunity to make up extra credit in this course, there will be no alternative assignments offered for this course (except, of course, in the case of those assignments arranged through the SSWD centre), nor will there be 'make-up' assignments for missed seminars, missed papers, etc. Please keep in mind that "I need a higher grade to keep my scholarship" or "I need a higher grade to maintain my eligibility" or "I need a higher grade to get into my major" are not valid reasons for extra credit or make up assignments. Requests of this nature will simply be ignored. Please keep this in mind during the course. You will have ample opportunities to receive a very high grade in this course, assuming you avail yourself of all the resources present: attend lecture, do your readings, visit the office hours of the teaching team or send emails to us when you need help.

CONTACT PROTOCOL

The lecturer and the teaching assistants have set aside weekly office hours to meet with students to discuss course material. These office hours are some of your best resources for consulting with the instruction team. If you cannot meet during the office hours, feel free to send an email to the appropriate person, but please keep the following simple rules for email etiquette in mind:

- Please indicate your full name and course code in the email. Many of us are on teaching teams for many different courses.
- Emails must be written in proper English. Students will be asked to revise, edit and re-send emails that do not meet minimum standards of grammatically correct English.

-Please allow for a minimum of 48 hours for turnaround on emails

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.

COURSE TEXTS

Paul Barker & Tim A. Mau. *Public Administration in Canada, Second Edition*. Toronto: Nelson. 2017.

All other readings can be found in the 2Q98 coursekit

READING SCHEDULE

January 8th & 10th Introduction & The Institutions of Canadian Government

Lecture: Forsey, How Canadians Govern Themselves (online at:

http://www.parl.gc.ca/about/parliament/senatoreugeneforsey/book/assets/pdf/How_Canadians_Govern_Themselves8.pdf, link on sakai)

No Seminars this week

January 15th & 17th Politics and Public Administration in Canada

Lecture: Barker, 1, "What is Public Administration?"

Seminar: "Saskatchewan Goes Smoke-Free"

January 19th Registration system closes online

January 22nd & 24th Overview of the Canadian Public Service

Lecture: Barker, 6, "Government Departments and Central Agencies," & Barker, 7, "Crown Agencies."

Seminar: "Deputy Minister's Day"

January 29th & 31st Bureaucracy

Lecture: Barker, 3, "Public Administration and Organizational Theory: The Structural Foundation."

Seminar: "Representative Bureaucracy In Policing"

February 5th & 7th New Public Management & Alternative Service Delivery

Lecture: Barker 5, "Public Administration and Organizational Theory: The New Public Management, Governance, and Beyond."

Seminar: "The LCBO's Shop the World Program"

- February 12th E-Government, Public Administration, & Democracy
Lecture & Seminar: Nicole Goodman, Zachary Spicer, Adam Churchard, & Peter DeMaio, “What is a Smart City?” & Zachary Spicer, Nicole Goodman, & David Wolfe, “Are Canadian Cities Smart?”
- February 14th No lecture, seminars as normal
- February 19th & 21st Reading Week
- February 26th & 28th Exploring Alternatives to New Public Management
Lecture & Seminar: Leo Panitch, “A Different Kind of State?” and Gregory Albo “Democratic Citizenship and the Future of Public Management,” both in Gregory Albo, David Langille, & Leo Panitch, eds., *A Different Kind of State? Popular Power and Democratic Administration*. Toronto: Oxford University Press, 1993.
- March 5th & 7th The Policy Advisory Function
Lecture: Barker, 13, “Intergovernmental Administrative Relations.”
Seminar: “National Child Benefit: Good Policy or Good Timing?”
- March 9th Last day to withdraw without academic penalty
- March 12th & 14th Ministerial Responsibility & Parliamentary and Public Oversight of the Public Service
Lecture: Barker, 9, “The Executive and the Bureaucracy,” and Barker, 11, “The Legislature and the Bureaucracy.”
Seminar: “Four Million Dollar Typo”
- March 19th & 21st Public Administration & Public Money
Lecture: Barker, 17, “The Budgetary Process,” and Barker, 18, “The Management of Financial Resources.”
Seminar: “Playing Politics with Procurement”
- March 26th & 28th Ethics and Values in the Public Service
Lecture: Barker, 2, “Values and Ethics in Public Administration.”
Seminar: “A Conflict of Loyalties”
- April 2 & 4 When The State is Your Employer
Lecture: Barker, 15, “The Management of Human Resources,” and Barker 16 “Representative Bureaucracy and Employment Equity.”
Seminar: Bryan Evans, “When Your Boss is the State: The Paradoxes of Public Sector Work” in Stephanie Ross & Larry Savage, eds., *Public Sector Unions in the Age of Austerity*. Halifax: Fernwood, 2013.

TERM PAPER GUIDELINES

Part A: Simple Rules

1. Don't wait until the last possible moment to begin working.
2. Decide the purpose of your paper. Is it to find something out, or to argue a point of view?
3. Make an outline of your paper before you begin research or writing.
4. Use enough sources and avoid relying too heavily on one source. A string of consecutive footnotes/endnotes all referring to the same source should be avoided.
5. When using internet sources, make sure they are reliable, and provide complete citations. Government web sites are excellent sources of information. Private ones should be used with caution, especially if their origin is unclear. Wikipedia should not be used.
6. Make sure that your paper has an introduction, a main body, and a conclusion. Use sub-headings to divide your paper into parts.
7. Don't pad your paper with lengthy direct quotes from your sources. Use direct quotes only when they are particularly memorable, eloquent, or important, and keep them short.
8. Pay attention to style, grammar and spelling. (See Part B for suggestions of what to avoid)
9. Number your pages with numerals centred at the top of the page. (Any word-processing program will do this) The title page should not be numbered.
10. Use a proper style for your references/footnotes/endnotes. There are two proper styles but use one of them consistently.
11. Type the titles of books or periodicals to which you refer in italics. (Underlining was used in the days of typewriters, most of which could not do italics, but italics look much better)
12. Before printing the paper, carefully read over what you have written, noting ways in which both style and substance could be improved. (Part B suggests some things to watch for) Then correct the paper, as required, and print the corrected version.
13. Staple your paper so that there is no danger of pages being lost. Don't rely on a paper clip. If you use a staple, make sure it is large enough to secure all of your pages.
14. Hand in your paper on time! Penalties for lateness will be imposed.

Part B:How to Avoid Losing Marks for Poor English

1. Don't write long, incoherent sentences. Keep them short and succinct, with one main point.
2. Make sure that every sentence includes a subject (noun or pronoun) and a verb.
3. Don't insert a comma between the subject and the verb. Use two commas to enclose a group of words that could be removed without destroying the essential meaning of the sentence. Use one comma only to separate a distinct subordinate clause from the rest of the sentence.
4. Divide your paper into paragraphs of reasonable length. Begin a new paragraph when you introduce a new thought or theme. No paragraph should ever be as much as one page in length.
5. Don't use "however" as a conjunction to join two parts of a sentence. Use "but" as a conjunction. Correct usage: "The federalists expected to win easily but they only won by a few votes." Incorrect usage: "The federalists expected to win easily however they only won by a few votes."
6. Don't split infinitives by placing an adverb between the "to" and the "verb". Correct usage: "to secede unilaterally." Incorrect usage: "to unilaterally secede".
7. Don't use apostrophes ('s) to form the plural of a noun or proper name. Plural nouns are formed by adding s to the noun with no punctuation. 's means a possessive relationship as in phrases like "Canada's future" or "women's rights".
8. Use the verb "to substitute" correctly. Correct usage: "The new textbook was substituted for the old one." Incorrect usage: "The old textbook was substituted with the new one."
9. Remember that the words "data" and "media" are plurals and take plural verbs. Correct usage: "The media are biased." Incorrect usage: "The media is biased."
10. Don't write "criteria" or "phenomena" (plural) when you mean "criterion" or "phenomenon"
11. Don't confuse "may have" with "might have". Use "may have" only if you aren't certain of the facts. Use "might have" for scenarios that you know did not happen. Correct usage: "Germany might have won the war if it had possessed nuclear weapons." Incorrect usage: "Germany may have won the war if it had possessed nuclear weapons."
12. Don't use "would have" in a clause beginning with "if." Correct usage: "If Kerry had won the election..." Incorrect usage: "If Kerry would have won the election..."
13. Don't write "lead" when you mean "led". Lead is a mineral. Led is the past tense of "to lead".
14. Don't use "amount" to designate a quantity that can be counted. Use "number." Correct usage: "The number of students has increased." Incorrect usage: "The amount of students has increased."

15. Commas, semicolons, colons and periods are all separate punctuation marks and each have their own separate uses. Learn the uses of these punctuation marks and use them correctly.

16. Use proper Canadian English spelling. Most word processors will default to American English - change to, and use, Canadian or British English.