PSCI 331: PUBLIC ADMINISTRATION
Fall, 2017
AL 124, Mondays and Wednesdays 4:00pm – 5:20pm

Instructor: Rebecca Nabert
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Office Location: Hagey Hall 340
Office Hours: Monday 11:30am – 1:00pm or by appointment

Contact Policy: Please feel free to email me if you are missing a class due to health reasons or in case of emergency. You may also email me if you encounter a persistent problem that affects your work in this class. Please refer to this syllabus for questions regarding the course readings, course requirements and due dates. If you have questions concerning course material and discussions for a class you have missed, please: 1) ask a fellow student about what material you have missed; 2) consult the course LEARN webpage; and 3) visit my office hours for further clarifications.

Course Description: This course examines current and classical debates on the appropriate roles and purpose of maintaining an ethical, professional, and highly-skilled public administration to support the political functions of democratic governance in Canada. In this course we will discuss: 1) the dominant political culture and ideologies that lay the foundations for public administration institutions; 2) the roles and relationships between politicians and bureaucrats; 3) the functions and democratic expectations of the executive office; 4) the management of the public sector in an age of austerity, alternative service deliveries, and renewed emphasis on security; 5) recent trends in accountable, equitable and representative human resources management in the public sector, and 6) the process of public sector budgeting in a globalized economy.

Pre-Requisites: PSCI 260 Strongly recommended.

Course Objectives:
By the end of this course, students should:

- Have a solid understanding of the purpose, functions and values of the public sector to support a sound democratic government.
- Identify the factors that led to two decades of public sector management reforms in Canada and discuss the benefits for improving efficiency, accountability, transparency and public administration ethics.
- Examine the public sector from a diversity and equity lens.
• Identify and discuss how new trends in human resources management, organization and service delivery methods are changing the public sector; and whether the happiness industry can transform the public sector. To this end, students will be benefit from a world-renowned researcher, author and guest speaker on November 20th!

University Regulations:

Texts:


The required textbook is available for purchase at the University of Waterloo bookstore.


The recommended textbook will be available on Reserve at the Dana Porter Library. Students will read assigned chapters according to seminar presentation dates. Used copies are also available for purchase.

Course Requirements, Expectations, and Standards:

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<th>Due Date</th>
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<td>Class Attendance &amp; Participation:</td>
<td>15%</td>
<td>Ongoing</td>
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<td>Discussion Papers &amp; Presentations:</td>
<td>25%</td>
<td>Student Sign-up</td>
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<td>Mid-term:</td>
<td>30%</td>
<td>Mon. Nov. 6, 4-5:20pm</td>
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<td>Take Home Final Exam:</td>
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Class Attendance & Participation: 15%

Attendance will be noted in each class meeting. Students have one freebie during the term to miss a class for any reason that they do not need to clear with the instructor without losing any credit.

Participation grades are based on participation throughout the term. It is expected that students will attend seminars and lectures having completed all of the required readings. Participation grades will reflect whether a student’s contribution to class discussions demonstrates a familiarity with, and understanding of, these readings. While each student should participate frequently in discussions, the quality of the contribution is more important than quantity. Students are encouraged to come to class with prepared discussion questions to pose to the class.

• Positively evaluated: responding to others’ remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other
arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight.

- **Negatively evaluated:** the domination of class discussion by means of volume, tone, or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening or appearing to listen; intemperate interruptions; uninformed or glib answers, including just general opinion; lack of weekly preparation

More specifically, participation is graded as follows:

5 points: student leads discussions, offering original comments, questions and insights that directly address the main concepts and theories being tested in the readings, and participates in a timely manner that allows others to comment as well

4 points: student frequently adds thoughtful comments and questions to discussion topics and demonstrates knowledge of the main points of the readings

3 points: student participates when prompted with accurate knowledge of the readings

2 points: student participates in discussions in random fashion with comments or questions that reflect a cursory reading of the required articles

1 point: student attends class and listens respectfully to classmates without contributing to discussions with comments or questions that reflect the readings. Student may have not done the readings but asks questions that further class discussions.

0 points: student does not attend class; student attends class and then leaves the room for more than 15 minutes; or student attends class but is engaged in other activities on their electronic devices. In other words, laptops, tablets and other devices should be used only to focus on the topic of the day.

We will be courteous and respectful of our peers and their contributions to class discussions, keeping our comments focused on the assigned topic and succinct so that everyone will have a chance to contribute to class discussions. Students are not expected to “know everything” in advance; thoughtful questions and making meaningful clarifications and connections among course topics also count towards class participation!

**Discussion Papers & Presentations: 25%**

Students will sign up to lead seminars on most Mondays of the term. There will be four to five seminar leaders for each Monday that we run seminars depending on class size. (Student-led seminars will not run the first class, mid-term class, and guest speaker class).

Each seminar leader is responsible for:

- Writing, computer printing, and handing in a thesis-driven discussion paper that argues one side of a debate or provides critical insights and comments on the readings. Summaries of the readings will not be accepted. The discussion paper should be four to five pages long, double-spaced, and should integrate both the assigned textbook reading, relevant lecture notes, and the assigned debate/discussion reading for seminar leaders. Discussion papers must be handed in during the class time in which students have signed up to lead.
  - Email submissions will not be accepted.
  - Late papers will not be accepted and extensions will not be granted without verification of illness documentation.
- A 5 minute presentation of their critical analysis, debate points, insight or extension of the material depending on the assigned reading.
• Leading a small group discussion
• Representing a small group in a larger class discussion or debate

Tests & Examinations:

Midterm: 30%  Monday November 6, 2017
Students will complete a written midterm test during class time. The purpose of the test is to ensure that students understand the fundamental concepts, theories and core debates of public administration. Knowledge of current events are not necessary for the midterm BUT current events may be described to illustrate core concepts, theories and debates.

Take Home Final Exam: 30%  DUE Monday December 11, 2017 12:00 pm
Students will write a take-home, comprehensive, final exam. The final exam question will be presented during our last class meeting. Students will prepare a 6 to 8 page, double spaced, computer-printed paper that includes:

• A thesis statement that succinctly answers the question by presenting an argument based on the topics discussed through-out the term
• A statement that describes the order of your argument and lists the main topics from the course that will be discussed
• An explanation of the thesis statement (body of the paper)
• A conclusion that describes how the evidence and explanation provided have supported the thesis statement.
  ❖ NOTE that there is no introduction
• All course material MUST be cited within the text or body of your essay in the format of:
  ❖ Journal articles (Author’s last name, year of publication : page number)
    ▪ Eg. (Savoie 2006:263)
  ❖ Required text : (Author’s last: page number)
    ▪ Eg. (Johnson p.195)
  ❖ Lectures (Title of lecture and week)
    ▪ Eg. (Power, Decision-making and Accountability Wk.3)
• A bibliography or references page is not necessary since students will only use assigned course readings to complete the final exam.

The take home exam should also include:
1. A cover page with the student’s name, course number, course title, instructor’s name and term.
2. Student’s name & student ID number on the top of the first page followed by the student’s name on the top of each subsequent page
3. Page numbers in the format of: Page X of Y on the bottom of each page
Please note: Student travel plans are not an acceptable reason for granting an extension for the take home final exam. Extensions will not be granted for the final exam without verification of illness or for compassionate reasons only.

Schedule:

**WK 1: MON. SEPT 11: INTRODUCTION TO THE COURSE**
Reading: Johnson Intro xiii-xxii

**WED. SEPT. 13 Does “the world need more Canada”?**
Reading: Johnson Ch 1 Citizen-Govt Relations

**WK 2: MON. SEPT. 18 Discussion:** Describe the relationship between the fed govt & First Nations; and between First Nation’s people and the rest of Canada. How can relations btwn First Nation’s & Fed govt be improved? Would removing John A. MacDonald’s name from school and government buildings help?
Seminar readings:
1. L & O Ch 16.
3. Aaron Wherry “Should John A. Macdonald’s name be removed from schools? It is at least a question worth Asking: Confronting the good and the bad of Canada’s first prime minister” *CBC News* Aug 25, 2017
6. John Paul Tasker “'I worry about this': Trudeau's move to dissolve Indigenous Affairs Department prompts concern: 'We want to see less of the paternalism that already exists, not see it multiply,' Indigenous scholar says” *CBC News* August 29 2017 [Reading](http://www.cbc.ca/news/politics/trudeau-dissolve-indigenous-affairs-worried-1.4265842)

**WED. SEPT. 20 Is Government Necessary?** How much Govt do we need?
Reading: Johnson Ch 2 Ideology

**WK 3. MON. SEPT. 25 Discussion:** Have the policy positions of the NDP, Liberals, and Progressive Conservatives changed over time? Is there a difference between Canadian and American conservatives?
Seminar readings:
3. Aaron Wherry “Analysis: Distancing himself from The Rebel might be a defining moment for Scheer and his party: Conservative leader will likely be spared any lectures about the
4. “How to Kill the NDP” Maclean’s 129(16) April 25, 2016: Jason Markusoff, “Hard Left Turn”; Evan Solomon, “The NDP’s Conscious Uncoupling” & Jonathon Gatehouse Interview: “This is an ideological battle”

WED. SEPT. 27 “O Captain, my Captain”: Roles & Relations btwn politicians & bureaucrats
Reading: Johnson Ch 3 Institutions of Governance

WK 4. MON. OCT. 2 Discussion: Ministerial Responsibility & Political Neutrality: Should public servants be neutral? Is ministerial responsibility a dead concept?
Seminar Readings:
1. L&O Chs: 3 & 5

WED. OCT. 4 “Who you Gonna call?” Decision-making and Responsibility
Reading: Johnson Ch. 4 Ministers & Cabinet Decision-Making Systems

WK 5. MON. OCT. 9 THANKSGIVING: NO MEETING

WED. OCT. 11 STUDY DAY: NO MEETING

FRI. OCT. 13: WEDNESDAY SCHEDULE: Dec-Mkg Techniques & Central Messaging
Reading: Johnson Ch. 5 pp.189-196 ONLY

WK 6. MON. OCT. 16 Discussion: the PMO, Control & & Communication: Was Harper more controlling over the administration than Chretien or did he get a bad rep? Have the Trudeau Liberals used the same or different PMO & communication strategies as the Harper Conservatives? Is the PMO ruining or helping our democracy?
Seminar Readings:
1. L&O Ch 13

WED. OCT. 18 “the Bureaucracy of Murder”: Organizational Design Part I
Readings:
1. Johnson Ch 5 Public Management: Organizational Design pp.161-180 ONLY

WK 7. MON. OCT. 23 Discussion: the Bureaucracy of Murder Revisited: How did Hitler’s Nazi bureaucracy compare to Weber’s ideal bureaucracy? How did Hitler create the ’bureaucracy of murder’? (i.e. what rules were in place?)
Seminar Readings: L&O Ch 2 & Breton & Wintrobe “The Bureaucracy of Murder Revisited” (should already be done from week before)
**WED. OCT. 25 Babysitting ’Big Brother’?**
Reading: Johnson Ch 9 Accountability Responsibility, Responsiveness, and Ethics

**WK 8. MON. OCT. 30 Discussion: Do Institutions responsible for Parliamentary Oversight offer better tools for Scrutinizing and Improving Governance? Should Whistleblowing be encouraged in the public service?**
Seminar Reading: L&O Chs 7 & 8

**WED. NOV. 1 Midterm Review: responsible government; politics-admin dichotomy, ministerial responsibility & political neutrality**

**WK 9. MON. NOV. 6 MID-TERM written in class**

**WED. NOV. 8 Mad Men? Mad Women?**
Reading: Johnson Ch 7 Human Resources Management: Merit & Representation

**WK 10. MON. NOV. 13 Discussion: Is Employment Equity Fair & Necessary? What should be considered ’merit’? Should the public sector be required to look like the population it serves? Have diversity initiatives in various public sector orgs been successful? (EG RCMP)**
Seminar Readings: L & O Ch.11
Online video: ‘Crafting a Transgender Guide’ CBC Power and Politics w/Rosemary Barton August 24 2017 OR search for a CBC or other news article

**WED. NOV. 15 Shiny Happy People? Organizational Design Part II**
Readings:

**WK 11. NOV. 20 GUEST SPEAKER: JEN MOSS, Co-Founder at Plasticity**
**Discussion: Are Millennials too coddled? Can they fit into the public sector or does the public sector need to change for Millennials?**
NO SEMINAR LEADERS; EVERYONE READS: L&O Ch 18

**WED. NOV. 22 “Pink slips and running shoes”: NPM & the Rise in Consultancies**
Reading: Johnson Ch. 8 Issues in Management Reform

**WK. 12. NOV. 27 Discussion: Should the public sector be run like a business? Should Govts use the private sector to deliver services?**
Seminar Readings:
1. Johnson Ch 8 Evaluating NPM pp320-326
2. L&O Chs 4 &10

**WED. NOV. 29 “We’re All Keynesians Now”: Public Sector Budgeting**
Reading: Johnson Ch. 6 Financial Management

**WK 13. MON. DEC. 4: Take home Final Exam Question Presented in Class**
**Discussion: Should Governments be required by Law to Run Balanced Budgets?**
Seminar Reading: L&O Ch.9
Outside research: Where does the money for deficits & bailouts come from?