Instructor: Rebecca Nabert
Email Address: rnabertc@uwaterloo.ca
Office Location: Hagey Hall 340
Office Hours: Wednesdays 5:20pm – 6:20pm 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 classical and current debates on the appropriate roles and purpose of maintaining an ethical, professional, and highly-skilled public service to support democratic governance in Canada. To this end, we will discuss: 1) the dominant political culture and ideologies that lay the foundations for public administration institutions; 2) the roles and relationships between elected political officials, their appointed staff, and appointed public servants; 3) the functions and democratic expectations of the executive office; 4) the evolving public sector management philosophies according to the changing political environment and government of the day; 5) recent trends in accountable, equitable and representative human resources management in the public sector, and 6) the process and demands of citizen-responsive public sector budgeting in a globalized economy. The course primarily focuses on the federal public sector; however, we will discuss provincial and municipal public sector cases throughout the term. Additionally, students will hear from a world-renowned researcher, bestselling author, Ted Talk speaker, and member of the UN Global Happiness Council, Jennifer Moss, Co-founder of Plasticity Labs, when she visits our class to discuss how governments can increase happiness among the public sector.

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 in Canada.
• Clearly comprehend the defining roles and close ideological linkages between politics, public administration and public sector management.

• Identify the factors that led to public sector management reforms in Canada and discuss the benefits for improving efficiency, accountability, transparency and ethics in public administration.

• Examine the public sector from a diversity and equity lens and discuss whether human resource reforms are successful.

• Identify and discuss how new trends (new technologies, inclusivity and the well-being/happiness agenda) in public sector management including, human resources management, organization, and service delivery methods have changed public service delivery.

• Debate the relevance and utility of the foundational principles of the modern public sector in light of contemporary trends in public management.

University Regulations:

Cross-listed course:
Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.

Academic Integrity:

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70. In addition, consult http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes for the Faculty of Arts’ grievance processes.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72.
Academic Integrity website (Arts): http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html

Academic Integrity Office (uWaterloo): http://uwaterloo.ca/academic-integrity/

Accommodation for Students with Disabilities:

Note for students with disabilities: The AccessAbility Services (AS) Office, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term.

Texts:


The required textbook is available for purchase at the University of Waterloo bookstore. It is also offered for rent (for approximately 90 days) or as an e-book on Google Play: https://play.google.com/store/books/details/David_Johnson_Thinking_Government?id=VtphDgAAQBAJ


The recommended textbook will be available on Reserve at the Dana Porter Library. Students will find it useful to read the chapters corresponding with the topic of their Small Group Discussion Leader and Paper week (see description under Course Requirements)

Course Requirements, Expectations, and Standards:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Grade</th>
<th>Weight</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Participation:</td>
<td>10%</td>
<td></td>
<td>Ongoing</td>
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<tr>
<td>Small Group Discussion Leader &amp; Paper:</td>
<td>25%</td>
<td></td>
<td>Student Sign-up</td>
</tr>
<tr>
<td>Mid-term:</td>
<td>30%</td>
<td>Wed. Oct. 31 6:30pm - 8:30pm</td>
<td></td>
</tr>
<tr>
<td>Take Home Final Exam:</td>
<td>35%</td>
<td>Fri. Dec. 7 5:00pm DropBox</td>
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Class Attendance & Participation: 10%  
ONGOING

Attendance will be noted in each class meeting first by an attendance sheet and then by completing a Peer Review of Small Discussion Leaders as the term progresses. 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 lectures having completed all of the required readings. Participation grades will reflect whether a student's contribution to both small and large class discussions demonstrates a familiarity with, and understanding
of these readings. While each student should participate frequently in discussions, the quality of the contribution and respect for our peers are equally important.

- 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 required 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.

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!

Small Group Discussion Leaders & Papers: 25%  STUDENT SIGN UP
Students will sign up to lead small discussion groups beginning Wednesday September 26, 2018. Typically, small group discussions will be run by the leaders after a lecture.

Grade Distribution for this Course Requirement:
Peer-Review of the Small Group Discussion Leader:  5%
Instructor Observation of Small Group Discussions:  5%
Thesis-Driven Debate or Discussion Paper:  15%

- Each Small Group Discussion Leader is responsible for:
  • All required readings listed under Schedule in this syllabus prior to class - and most likely a week or two before so you have time to…
  • Conduct outside research of an example of the selected topic as it occurred in public administration. The example or brief case study can be historical or recent, at the municipal, regional, provincial or federal/state level of government, and in any country, provided appropriate context is also presented. Examples can be found in newspapers or on news websites such as CBC, news magazines (Macleans, The Economist, New Scientist, TIME, The Atlantic, The Walrus, etc.), academic journals
(e.g. Canadian Public Administration, Public Administration Review), books, or government task forces or commissions (e.g. the 1984 Royal Commission on Equality in Employment) but not blogs, or social media outlets such as Facebook. Accounts of events made by standing government reports, press releases and government produced documents should be triangulated with other sources.

- 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 topic. Summaries of the readings will not be accepted. The discussion paper should be four to five pages long, double-spaced, and should integrate the assigned textbook reading, relevant lecture notes, any additional assigned readings and outside research (appropriately cited). 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.
- Leading the group in discussing questions posed by the instructor (listed under Schedule), as well as adding follow-up discussion questions on the topic of lecture that day
- Presenting a case study or example of the topic of lecture from historical or current public administration, at any level of government, or in any context (discussed in your paper)
  - EG. If the class topic is New Public Management, the student may want to present and discuss an example of government privatization or contracting out and the results
- Discuss various practical consequences and theoretical ramifications of your example for public administration
- Allowing and encouraging all group members a chance to participate in small group discussions
- Speaking on behalf of a small group in a larger class discussion or debate

**Students who are not the Small Group Discussion Leader are responsible for:**
- Attending class
- Completing all assigned readings under Schedule in this syllabus prior to class
- Listening attentively to the Small Group Discussion Leader and others
- Making analytical and critical comments in a constructive and respectful manner
- Handing in a brief Peer-Review of the Small Group Discussion Leader at the end of class based on the following:
  - Preparedness - presenting an example researched outside of class and having a discussion question thoughtfully prepared
  - Relevance - the outside example directly relates to the topic of the day even if the example is outside of your interest area (for example, you are interested in budgeting and taxation but the example is in health care. In other words, do not base your judgement on how interesting the example is to you personally but on how well it relates to the topic of the day)
  - Discussion - did the Small Group Discussion Leader keep the discussion on topic? Did you learn anything?
- The Peer Review of the Small Group Discussion Leader will be used to record your attendance and contribute to 5% of the Small Group Discussion Leader’s grade on this course requirement.
Tests & Examinations:

**Midterm: 30%**

**WED. OCTOBER 31 aka. HALLOWEEN***

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 examples discussed in class is also required. Knowledge of current events are not necessary for the midterm BUT current events may be used to describe or illustrate core concepts, theories and debates. Students will have two hours from 6:30pm - 8:30pm to complete the Midterm.

*The Midterm date may be moved to another week ONLY IF NECESSARY to accommodate our Special Guest Speaker’s world-travelling speaking schedule. Students will be notified of any changes ASAP.

**Take Home Final Exam: 30%**

**DUE FRIDAY DECEMBER 7, 2018; 5:00 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 name, 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 ID number 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:
This table provides a quick overview of the term. Full details follow.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>DISCUSSION</th>
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<tbody>
<tr>
<td>1 WED SEPT 12</td>
<td>INTRODUCTION: POLITICAL ENVIRONMENT</td>
<td>Johnson Intro &amp; Ch 1; Macleans articles &amp; Chretien interview (CBC)</td>
<td>Does “the world need more Canada?”</td>
</tr>
<tr>
<td>2 WED SEPT 19</td>
<td>IDEOLOGY &amp; THE SIZE OF STATE</td>
<td>Johnson Ch 2; Ch 5 pp163-171 Public v Private Sector Mgmt. &amp; Macleans’ articles</td>
<td>New directions for Federal political parties? New parties? (Bernier)</td>
</tr>
<tr>
<td>3 WED SEPT 26</td>
<td>INSTITUTIONS OF GOVERNANCE</td>
<td>Johnson Ch 3; Ch 7 pp.259-262 Patronage &amp; Merit; Ch 5 pp. 171-176 Weber’s Bureaucracy; &amp; Macleans’ articles</td>
<td>Should public servants be politically neutral?</td>
</tr>
<tr>
<td>4 WED OCT 3</td>
<td>MINISTERS &amp; CABINET DEC-MKG SYSTEMS</td>
<td>Johnson Ch 4; Ch 5 pp.188-196 Dec-Mkg Models Aucoin, NPG</td>
<td>How much do politicians control public servants? How independent is the public service?</td>
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<td>WED. Oct 10</td>
<td>STUDY DAY: NO CLASS</td>
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<tr>
<td>5 FRI OCT 12</td>
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<td>MIDTERM REVIEW</td>
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<tr>
<td>6 WED OCT 17</td>
<td>BUREAUCRACY &amp; ACCOUNTABILITY</td>
<td>Johnson Ch 5 pp. 161-180 B&amp;W 1980. The Bureaucracy of Murder Revisited</td>
<td>How did Hitler’s Nazi bureaucracy compare to Weber’s bureaucracy?</td>
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<tr>
<td>8 WED OCT 31</td>
<td></td>
<td>MIDTERM WRITTEN IN CLASS 6:30pm - 8:30pm</td>
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<tr>
<td>9 WED NOV 7</td>
<td>ORGANIC-HUMANISTIC ORG. DESIGN - GUEST SPEAKER</td>
<td>Johnson Ch 5 pp. 180-188 Moss 2016. Happiness at Work pp. 142-146</td>
<td>Can Millennials find happiness in the public sector?</td>
</tr>
<tr>
<td>10 WED NOV 14</td>
<td>NEW PUBLIC MGT.*</td>
<td>Johnson, Ch 8</td>
<td>Should the public sector be run like a business?</td>
</tr>
<tr>
<td>11 WED NOV 21</td>
<td>HUMAN RESOURCES MGT*</td>
<td>Johnson, Ch 7</td>
<td>Is EE fair; necessary; successful?</td>
</tr>
<tr>
<td>12 WED NOV 28</td>
<td>FINANCIAL MGT.* &amp; FINAL EXAM Q.</td>
<td>Johnson Ch 6</td>
<td>Should govt be required to run balanced budgets?</td>
</tr>
<tr>
<td>FRI DEC 7</td>
<td>5:00PM. TAKE HOME FINAL ESSAY DUE; MY POLITICAL SCIENCE DROPBOX</td>
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* ORDER OF CLASSES MAY CHANGE DEPENDING ON GUEST SPEAKER’S SCHEDULE.
CLASS 1: WED. SEPT 12: INTRODUCTION TO THE COURSE

Required Readings:

1. Johnson: Intro xiii-xxii & Ch 1 Citizen-Government Relations
4. 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 http://www.cbc.ca/news/politics/trudeau-dissolve-indigenous-affairs-worried-1.4265842

DISCUSSION: Does “the world need more Canada”?

Over the past year we have seen various local and state governments remove statues and discuss renaming buildings in order to recognize a more accurate depiction of the legacy of colonial political figures, particularly in relation to their decisions governing Indigenous peoples in Canada. A major focus of the debate has questioned whether historical figures should be judged by today’s values or those of their historical context. Would John A. Macdonald feel the same way and make the same decisions if he were Prime Minister today? Would he regret the choices he made? While we cannot ask him these questions, we can ask former Prime Minister Jean Chretien, how he now feels about the 1969 Federal White Paper produced by the Department of Indian Affairs and Northern Development under his leadership as Minister. The 1969 White Paper on Indian Policy proposed ending the reserve system created by the 1876 Indian Act and assimilation of Indigenous peoples into mainstream Canada. Long-time CBC journalist Anna Maria Tremonti did just this in May 2018.

- Describe the relationship between the federal government (fed govt) & Indigenous peoples in Canada; and between Indigenous people and the rest of Canada.
- Do you think anything has changed btwn Indigenous peoples and the & fed govt since Pierre Trudeau and Justin Trudeau’s time as Prime Minister of Canada?
- Would removing John A. MacDonald’s name from schools and government buildings help?
- While our discussion focuses on Indigenous policy and relations btwn the fed govt and First Nations, what are the other three defining challenges faced by the Canadian federal govt?

Further Readings:
- 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
- “No plans to remove John A. Macdonald's name from federal properties, Trudeau says” CBC News, Aug. 28 2017 http://www.cbc.ca/news/politics/justin-trudeau-john-a-macdonald-name-1.4265561
CLASS 2: WED. SEPT. 19 Is Government Necessary: What is POGG?

Required Readings:
1. Johnson Ch 2 Ideologies of Government and Public Service
2. Johnson Ch 5 pp. 163-171 Public V Private Sector Management
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 importance of a free press” CBC News Aug 18, 2017 http://www.cbc.ca/news/politics/andrew-scheer-the-rebel-analysis-wherry-1.4251357

Discussion: Have the policy positions of the NDP, Liberals, and Progressive Conservatives changed over time? Is there a difference between Canadian and American conservatives? What do you think will be the direction and fate of Maxime Bernier’s new political party?

Further Readings:
• Anne Kingston “Are you Canadian Enough?” Maclean’s 129(39) Oct. 3 2016
• Jonathon Gatehouse, “Our Very own Donald Trump” Maclean’s 129(22) June 6, 2016

CLASS 3: WED. SEPT. 26 Roles & Relations btwn politicians & bureaucrats

Required Readings:
1. Johnson Ch 3 Institutions of Governance
2. Johnson Ch 7 pp. 259-262 Patronage and Merit Systems
3. Johnson Ch 5 pp.171-176 Weber’s Theory of Bureaucracy

Discussion: Should public servants be politically neutral? Is ministerial responsibility a dead concept?

CLASS 4: WED. OCT. 3: Decision-making and Responsibility

Required Readings:
1. Johnson Ch. 4 Ministers & Cabinet Decision-Making Systems
2. Johnson Ch 5 pp188-196: Decision-Making Models

Discussion: Reconsider political neutrality, impartiality, a loyal public service and ministerial responsibility under NPG. Does NPG change or distort the lines of accountability?

WED. OCT. 10: STUDY DAY - NO CLASS
CLASS 5: FRI. OCT. 12 FOLLOWS WEDNESDAY SCHEDULE: MIDTERM REVIEW

No Required Readings - Instructor will present a Midterm Review: EG. responsible government; politics-admin dichotomy, ministerial responsibility & political neutrality among others

CLASS 6: WED. OCT. 17: Organizational Design Part I: Bureaucracy and Accountability

Required Reading:
1. Johnson Ch 5 pp. 161-180 Public Management

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?) What could Nazi bureaucrats have done differently to save people’s lives?

CLASS 7: WED. OCT. 24: Accountability, Responsibility and Ethics

Required Readings:
1. Johnson Ch 9 Accountability Responsibility, Responsiveness, and Ethics

Discussion: Do Institutions responsible for Parliamentary Oversight offer better tools for Scrutinizing and Improving Governance? Should Whistleblowing be encouraged in the public service?

CLASS 8: WED. OCT. 31 MID-TERM written in class; 6:30PM - 8:30 PM

CLASS 9: WED. NOV. 7: Organizational Design Part II: Organic Humanistic Design

*******************GUEST SPEAKER JENNIFER MOSS*******************

Required Readings:
2. Johnson Ch 5 pp 180-188 The Organic-Humanistic Model of Organizational Design

Discussion: Can Millennials find happiness in the public sector? Does the public sector need to change for Millennials?

CLASS 10: WED. NOV. 14 NPM & the Rise in Consultancies: “Pink slips and running shoes”

Required Reading: Johnson Ch. 8 Issues in Management Reform

Discussion: Should the public sector be run like a business? Should governments use the private sector to deliver more services?
Further Reading:
Courtney, Joseph & Robert Hickey 2016. “Street-Level Advocates: Developmental Service Workers

CLASS 11: WED. NOV. 14: Human Resources Management

Required Reading:
1. Johnson Ch 7 Human Resources Management

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)

Further Reading:
Officer Race and Police Involved Homicides of Black Citizens.” Public Administration Review, 77(2):
206-216.

CLASS 12: WED. NOV. 28: Public Sector Budgeting: “We’re All Keynesians Now”

Required Reading: Johnson Ch. 6 Financial Management

Discussion: Should Governments be required by Law to Run Balanced Budgets?
Take home Final Exam Question Presented in Class

Further Reading:
failure or qualified success?” Canadian Public Administration, 59(4): 495–515.

FRIDAY DECEMBER 7, 2015 5:00 PM:
Take Home Final Exam Due in Political Science Drop Box labelled R.Nabert-Chubb, Hagey Hall,
3rd Floor in hallway.