

# PSCI 331: PUBLIC ADMINISTRATION

Spring, 2014

EV2 Rm 2002, Mondays 9:30am – 12:20pm

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**Office Location:** Hagey Hall 340

**Office Hours:** Mondays 12:30pm -1:30pm 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, 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 notes and/or presentations that are posted on LEARN; 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 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 and renewed emphasis on security; 5) the process of public sector budgeting in a globalized economy, including the relations between regions, provinces, territories, and the federal government; 6) accountable, equitable and representative human resources management in the public sector; 7) the popularity and benefits of alternative service delivery arrangements; and 8) the prevalence and utility of e-governance. Most of our readings and debates will focus on Canadian experiences.

**Pre-Requisites:** PSCI 260 Strongly recommended.

## Course Objectives:

By the end of this course, students should:

- Have a solid understanding of the purpose and functions 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.

## 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, [Student Discipline](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) <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, [Student Petitions](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>. In addition, consult [Student Grievances](http://arts.uwaterloo.ca/student-grievances-faculty-arts-processes) <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, [Student Appeals](http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) <http://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>.

**Academic Integrity website (Arts):** [Academic Integrity](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html) [http://arts.uwaterloo.ca/arts/ugrad/academic\\_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

**Academic Integrity Office (uWaterloo):** [Academic Integrity Office](http://uwaterloo.ca/academic-integrity/)  
<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 1132, 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:**

Roberto P. Leone and Frank L.K. Ohemeng, Editors, *Approaching Public Administration: Core debates and emerging issues*, Emond Montgomery Publications, 2011. (Required)

David Johnson, *Thinking Government: Public Administration and Politics in Canada*, Third Edition, UTP Division: Higher Education, 2011. (Recommended)

Texts are available for purchase at the University of Waterloo bookstore.  
The required text is on 3-hour reserve at the Dana Porter Library.

### **Course Requirements, Expectations, and Standards:**

Class Attendance & Weekly Synopses: 10%

Participation in class discussions and/or activities: 5 %

Research Assignment: 20%

Mid-term: 25%

Final Exam: 40%

**YOUR SUCCESS IN THIS CLASS REQUIRES WEEKLY READINGS, HOMEWORK, AND ATTENDANCE.**

This course is designed to allow students to learn about public administration through weekly readings covering the foundations of public administration and exploration of key debates, accompanied by lectures, in-class activities, and/or discussion questions. In order for our group discussions to be productive learning tools students will come to class prepared to participate by completing the assigned readings and handing in a **one-page, computer-printed, bullet-point synopsis** of the assigned readings.

The weekly synopses of required readings should include:

1. The question being examined
2. The various authors' thesis, evidence, and conclusion
3. Your view on which author has presented the most convincing argument and why

**Weekly synopses receive 1 point each on the basis that they are complete, computer-printed, and handed into the instructor during class time.**

**Missing a Class:** Students who miss a class can hand in a computer-printed copy of their weekly assignment to the instructor **during class the following week only, for half credit. Do not email** your weekly synopsis to the instructor if you have missed a class. Handwritten and emailed weekly assignments will not be accepted. Lecture presentations will be posted on the U of W D2L webpage every week for review.

### **Participation in class discussions and/or activities: 5%**

Reading and completing the weekly synopses will allow students to effectively answer questions during class lectures and contribute to our class discussions and/or in class activities. In-class activities include individual and group situations working on short assignments that students may be required to hand in; therefore, students will bring **PAPER AND WRITING TOOLS to all classes in addition to electronic devices.** Class participation is based on students' quantity and quality of contributions to our class discussions and activities. It will be 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!

### **Research Assignment: 20% DUE MONDAY JULY 28 (LAST CLASS)**

Students will identify a current issue or event in Canadian public administration that is of interest to them and prepare a brief 5 page, double spaced, computer-printed (can be double or single-sided) paper describing their topic to be submitted during class.

**PAPERS WILL NOT BE ACCEPTED BY EMAIL.**

Issues can be identified using traditional (newspapers, weekly magazines, TV broadcasts, etc.) and/or social media (internet blogs and videos are acceptable for this purpose), working papers, journal articles, books, topics from other courses, etc.; however, the research assignment will be based on your research from 3 to 4 periodicals, journals, government reports, or book chapters.

Nationally circulated newspapers, such as the *Globe and Mail* or *National Post*, and news magazines such as *The Economist*, *MacLean's*, *The Guardian*, etc. are allowed to be one of the 3 to 4 sources but should not be used as your sole source of information.

The research assignment will be graded according to the clarity, conciseness, and logical organization with which students can provide the following information:

1. An explanation of the problem situated within the core concepts and key debates of public administration (provide a thesis statement using course material) (20 points)
2. A brief description of the political context of the issue (5 points)
3. An overview of the purpose, functions and political and administrative personnel of the government departments, agencies, or corporations primarily involved in the issue (20 points)
4. A brief explanation of the jurisdiction and institutional constraints (Eg. Level of government, Constitution, regulations, Courts, international actors, treaties, etc.) (10 points)
5. A discussion of how the issue has been or could be resolved, who was or would be involved in a resolution (10 points)
6. A conclusion as to how the issue has impacted the practice and theory of public administration (10 points)

Total: 75 points

### **Late Policy (is strict this term!):**

Late research assignments will receive a 5 point deduction per day and will not be accepted if they are more than 8 days late. **LATE PAPERS WILL NOT BE ACCEPTED BY EMAIL.** THEY MUST BE HANDED INTO THE POLITICAL SCIENCE DROP-BOX. Extensions will not be granted the night before the paper is due. **EXTENSIONS WILL ONLY BE GRANTED TO STUDENTS WITH A DOCTOR'S NOTE.**

### **Tests & Examinations:**

#### *Midterm : 25%*

Students will complete a written midterm test during **Week 8 Monday June 23**, 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.

#### *Final Examination: 40%*

Students will complete a written final exam during the final examination period. This exam will be comprehensive and will build on the foundations covered on the midterm exam. This exam will include essay questions that ask students to present arguments using course material from multiple topics explored during the term.

**Please note: Student travel plans are not an acceptable reason for granting an alternative examination time.**

## **Instructor's Policy on the Use of Multi-media Tools and Experiential-Learning Activities in the Course.**

Throughout the term we will employ various multi-media tools and engage in a number of experiential-based learning activities to achieve our course objectives. These activities will accompany traditional lectures and class discussions of the assigned readings. The use of multi-media images and experiential-based learning activities are meant to explore course concepts and achieve learning objectives in fun and memorable ways for the purposes of content comprehension and recall in exam situations. Multi-media images may depict political protests, military paraphernalia, and cultural norms that are selected according to the instructors' best judgement to provoke discussion while avoiding graphic images that may (re)produce traumatic experiences. Provocative images could include still frames of protestors or police being attacked, images of property destruction, or military weapons not engaged in combat. Graphic videos depicting acts of violence, war, or mutilation are not considered to be appropriate for this course. Students are welcome to inform the instructor of any sensory (food or aroma) allergies, physical or social challenges, or cultural practices at their own discretion. These will be kept in mind when planning experiential-learning activities and rewards.

**Schedule: There are a number of holidays through-out the summer term. Please read the schedule carefully.**

**Week 1 Monday May 5: What am I doing here? Introduction to Public Administration**  
RECOMMENDED; NOT REQUIRED: Johnson Ch 1: Cdn Society & Governance

**Week 2 Monday May 12**

**"Pink slips and running shoes": Ideologies & Public Administration Institutions**

REQUIRED Reading: L & O Ch. 1: Do contemporary theories of public administration have more influence than classical ones?

RECOMMENDED Reading: Johnson Ch 2: Ideologies of Govt and Public Service

**VICTORIA DAY MONDAY MAY 19 : UNIVERSITY IS CLOSED, CLASS IS ON WEDNESDAY.**

**Week 3 WEDNESDAY MAY 21**

**"O Captain, my Captain": Theoretical roles & relationships between politicians and bureaucrats**

REQUIRED Reading: L & O Ch. 2: Do Politicians control government?

RECOMMENDED Reading: Johnson Ch 3: Institutions of Governance

**Week 4 Monday May 26**

**“Who you Gonna call?” Decision-making and blame when policies go bad**

REQUIRED Reading: L & O Ch. 5: Is Ministerial responsibility a dead concept?

REQUIRED Reading 2: L & O Ch.3: Should the bureaucracy be politically neutral?

RECOMMENDED Reading: Johnson Ch 4: Ministers and Cabinet-Decision-making Systems

**Week 5 Monday June 2**

**Making it to the top without a bottom line: Managing the public sector**

REQUIRED Reading 1: L & O Ch 4: Should the public sector be run like a business?

REQUIRED Reading 2: L & O Ch. 13: New Political Governance

RECOMMENDED Reading: Johnson Ch. 5: Organizational Design and Mngt Decision-making

**Week 6 Monday June 9**

**McGovernment? Now serving over 35,000,000: ASD Arrangements**

REQUIRED Reading 1: L & O Ch. 6: Do Performance management systems lead to better accountability and governance?

REQUIRED Reading 2: L & O Ch. 10: Should Governments use the Private Sector to Deliver Public Services?

RECOMMENDED Reading 3: Johnson Ch 8: Issues in Management Reform

**Week 7 Monday June 16**

**Babysitting ‘Big Brother’: Accountability & Responsibilities**

REQUIRED Reading 1: L & O Ch 7: Do Institutions responsible for Parliamentary Oversight offer better tools for Scrutinizing and Improving Governance?

REQUIRED Reading 2: L & O Ch 8: Should Whistleblowing be encouraged in the public service?

**RECOMMENDED Reading 1:** L & O Ch 16: Federal Accountability Regimes and First Nations' Governance

RECOMMENDED Reading 2: Johnson Ch 9: Accountability: Responsibility, Responsiveness, and Ethics

**Week 8 Monday June 23 MIDTERM IN CLASS**

**Week 9 MONDAY JUNE 30 CANADA DAY: UNIVERSITY IS CLOSED. NO CLASS THIS WEEK**

**Week 10 Monday July 7**

***Guitars and Cadillacs, ... Tar Sands?: Public sector budgeting***

REQUIRED Reading: L & O Ch.9: Should Canadian Governments be required by Law to Run Balanced Budgets?

RECOMMENDED Reading: Johnson Ch.6: Financial Management & Johnson Ch.1 pp42-46: Regionalism, Regional Disparities and the Politics of Accommodation

**Week 11 Monday July 14**

***Mad Men? Mad Women? Human resources management in the public sector***

REQUIRED Reading 1: L & O Ch. 11: Is Employment Equity Fair and Necessary?

REQUIRED Reading 2: L & O Ch 18: Emerging Trends in Public Service Employment

RECOMMENDED Reading: Johnson Ch.7: Human Resources Management

**Week 12 Monday July 21: RESEARCH ASSIGNMENTS DUE NEXT WEEK; CAN BE HANDED IN EARLY**

***The Biggest 'Twits': E-governance & Public Administration***

REQUIRED Reading 1: L & O Ch. 12: Is E-government radically transforming Public Administration?



**REQUIRED Reading 2:** L & O Ch. 14: Using the Tools of the 21st Century: Open Data and Wikis

**Week 13 Monday July 28 LAST CLASS: RESEARCH ASSIGNMENTS DUE  
Final Exam Review & “Bottom of the Totem Pole” or Rock Bottom? Municipal Governance**

REQUIRED Reading: L & O Ch.15 Foundations of Governance

**MONDAY AUGUST 4 CIVIC HOLIDAY : UNIVERSITY IS CLOSED. NO OFFICE HOURS.**

**TUESDAY AUGUST 5 : FINAL EXAMS BEGIN**

**SATURDAY AUGUST 16 : FINAL EXAMS END**