

# **LAKEHEAD UNIVERSITY**

## **DEPARTMENT OF POLITICAL SCIENCE**

### **Political Science 3711, W2014**

#### **Public Administration**

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### **COURSE OBJECTIVES**

By the end of the course, you will understand and explain the public policy of the US, the UK, and Canada, including the role of the professional public service.

You will be exposed to and learn about different elements of public administration (among others) such as:

- the role of the administrative branch of government of Canada;
- the responsibilities of the administrative branch of the government of Canada
- administrative processes in the making of policy decisions in Canada;
- the role of elected official, professional public servants, and citizens in the making of innovative public policy in Canada;
- the role of the administrative branch of government of the US;
- the responsibilities of the administrative branch of the government of the US
- administrative processes in the making of policy decisions in the US;
- the role of elected official, professional public servants, and citizens in the making of innovative public policy in the US;
- the role of the administrative branch of government of the UK;
- the responsibilities of the administrative branch of the government of the UK
- administrative processes in the making of policy decisions in the UK;
- the role of elected official, professional public servants, and citizens in the making of innovative public policy in the UK.

You will consider the following questions (among others):

- How and why do public servants contribute to the decision making process in Canada?
- How and why do elected officials contribute to the decision-making process in

Canada?

- How and why do citizens contribute to the decision-making process in Canada?
- How is the role of each of these different in the Canada and the UK?
- How is the role of each of these different in Canada and the US?
- How is the role of each of these different in the US and the UK?

You can find more information in the “Learner Outcomes” section below.

## COURSE CONTENT

Using role play simulation and individual written exercises, the course content will answer the following questions for Canada, the US and the UK:

*For health policy, programs and services:*

- What are the programs and services provided?
- Under what circumstances can change in the policy occur?
- What are the main characteristics of the decision-making process?
- What are the main characteristics?
- What are the main issues facing the country?
- What are the political positions regarding this policy?
- What is the public service doing to put the policy into practice?

*For environmental policy, programs and services:*

- What is the content of the programs?
- Under what circumstances can change in the policy occur?
- What are the main characteristics of the decision-making process?
- What are the main characteristics?
- What are the main issues facing the country?
- What are the political positions regarding this policy?
- What is the public service doing to put the policy into practice?

Using instructor-generated worksheets, political analysis will allow you to answer the following questions:

- Who are the significant political actors in the country, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular action?
- What are the resources on which the political system rests? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors?
- Who are the significant political actors in the policy making community, individuals or groups?
- How does the analyst distinguish between significant and insignificant actors?
- What influence do various actors have on a particular policy?
- What are the resources on which the political system rests? Which are scarce? Which are essential? How do political actors manage them?
- What factors favor which political actors? What is the impact on the outcome of the policy-making process?

- With respect to specific programs, who benefits? Who pays? What is rationed? How is it rationed? Who gets scarce resources? How is that decided?

## COURSE FORMAT

To support your learning the Course Content, you will be provided with:

- an opportunity to participate in several debates about the policies, programs and services of the US, UK and Canada;
- selecting the countries to be studied;
- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in role-playing exercises (more details available on Web CT's under Role Play Simulation); and
- individual and group written assignments.

## LEARNER OUTCOMES

In this course, you will learn:

- ***independent critical thinking*** through the use of research and written assignments;
- ***social awareness*** by requiring that you know the social and environmental policies, programs and services of the countries studied, how those policies are advocated by different political parties and interest groups, how they are implemented, and how this affects the citizens in general; and
- ***leadership*** through the team work required of role play simulations.

At the end of this course, you will be able to:

- ***collect authoritative information about*** the public policies, programs and services of the UK, the US, and Canada;
- ***identify the content, characteristics, decision making processes, roles of elected officials, officials, and citizens*** in the development and application of public policy, programs and services in the US, UK, and Canada.
- ***identify and assess*** the main issues facing the administrative branch, the obstacles and the assets in the US, UK, and Canada;
- ***identify*** the types of interactions and processes of the administrative branch of the US, UK and Canada;
- ***distinguish*** between significant and insignificant political actors, effective and ineffective change in public policy, programs and services, and influences on the processes of the US, UK and Canada;
- ***identify and assess*** resources needed for the polity to deliver programs and services and design and apply policy, (including identifying which ones are scarce), and what factors affect the functioning of the policy; and
- ***apply*** these skills research and analyze public policy, programs and services in Canada, the US, and the UK.

## TEXTS AND READINGS

- Readings as indicated on course calendar on Desire2Learn (D2L), to be retrieved through RefWorks;
- *Ten Core Worksheets*, and *More Strategic Activism*, by Laure Paquette, available on D2L and the bookstore;
- extra material on reserve or on D2L; and
- all available relevant material, and supplementary and further supporting information found through your own research.

## COURSE FORMAT

To support your learning the Course Content, you will be provided with:

- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in role-playing exercises; and
- individual and group written assignments.

## TYPICAL COURSE SCHEDULE

***NOTE: THIS COURSE SCHEDULE MAY CHANGE BECAUSE OF HOLIDAY SCHEDULES, UNFORESEEN CIRCUMSTANCES OR OTHER REASONS WITHOUT NOTICE.*** Periodic topical talks from the librarians at Paterson Library is part of the course. Consult the course calendar available on D2L for details.

|           |   |
|-----------|---|
| Week 1-2  | Introduction to the course structure and requirements, theory and history of comparative politics |
| Week 3    | Introduction to worksheets, team formation and team work  |
| Weeks 4-6 | Role play simulation I  |
| Week 8    | Worksheet workshop I  |
| Week 9-11 | Role play simulation II; Workshop II  |
| Week 12   | End of Role play simulation II; awarding of professionalism grade                                 |

## GRADING

| COMPONENT   | PERCENTAGE OF TOTAL MARK |
|---|--------------------------|
| Worksheets 1-9  | 60                       |
| Role Play Simulation I presentations and professionalism  | 20                       |
| Role Play Simulation II presentations and professionalism | 20                       |
| Bonus Assignment: Skills Grid                             | Up to +5% of final grade |
| <b>TOTAL</b>  | <b>100</b>               |

There is a guide on D2L on worksheets, which are to be completed individually. Worksheets must be typed, in point form, and in 10 or 12 point font. All assignments must be properly sourced using the Chicago Manual of Style. The balance of the grade reflects the presentations and background preparation in the role-play simulations, which include political speeches, media interviews, political advertising, and other types of presentation. There may be bonus assignments. In general, the instructor awards grades on assignments and presentations on the following criteria:

- The student did an excellent job: 8/10
- When reading the student's work, the instructor learns something: 9/10
- The student's work is better than the instructor could have produced: 10/10

The professionalism grade is given by teammates according to the following proposed rubric, to be discussed and modified on the second class of term. It is taken into account when grading the role play simulation

| Objective   | 9-10/10  | 7-8/10  | 5-6/10   | 3-4/10  |
|-------------|--|---|--|---|
| Attendance  | Attend every class                             | Miss only 1 class                                   | Miss several classes                                     | Miss many classes   |
|             | Be on time and prepared to start class         | Be on time and prepared to start class              | Arrive late for one or two classes                       | Arrive late for many class  |
|             | If ill, give notice prior to class/due date    | If ill, give notice prior to class/due date         | If ill, give notice after the class/due date             | If ill, give no notice or notice after an absence                         |
|             | Pay attention                                  | Pay attention                                       | Pay attention most of the time                           | Talk to others, sleep, eat, , pay attention to other work or activities   |
| Preparation | Read assignments in advance                    | Read assignments in advance                         | Read most assignments in advance                         | Frequently not do required readings in time for class                     |
|             | Ask questions in a timely manner               | Ask questions in a timely manner                    | Asks questions close to deadline                         | Often asks questions when it is too late                                  |
|             | Read instructions before asking questions      | Read instructions before asking questions           | Sometimes fails to read instructions thoroughly          | Often ask questions without consulting the course materials first         |
|             | Use graded feedback to improve all future work | Use selected graded feedback to improve future work | Use selected graded feedback to improve some future work | Ignore instructor feedback and/or disputes grade without a review of work |

## **ASSESSMENT AND ROLE OF THE INSTRUCTOR**

I believe that you learn only through what you yourself say, do, write or read, so I will use classroom time as much as possible to help you learn what you cannot learn any other way on your own. For more about my approach to teaching, background information is available in Annex 1: Scholarly Foundations of Course Delivery.

My responsibilities on this course are to:

- design the course and course requirements;
- set clear expectations for you to meet;
- coach you during your course work (developing strategies, role plays);
- help you prepare for components listed in the “Grading” section above, as well as exams and classroom participation; and
- resolve any conflicts or answer any questions regarding student activities in the course.

My performance is assessed through:

- formal student evaluations done at the end of the course;
- informal short discussions from time to time during the class;
- interactions (talk and e-mail) with individual or groups of students; and
- ongoing monitoring of your performance and that of other students in the class in all your work.

I commit to:

- ongoing reflection on my practice as a teacher;
- creativity, innovation and experimentation in the classroom;
- taking chances and making mistakes while I try to find the best way for you to learn; and
- being accountable to you and other students regarding these commitments.

### **IF YOUR WORK IS LATE...**

If there is no date stamp each page of any late assignment (available from the Department secretary or from the Lakehead University Security Services office), the applicable date/time penalties will be assessed based on when I receive the assignment.

Late penalties are as follows:

- 20 percentage points deducted for submissions up to 24 hours late;
  - 40 percentage points deducted for between 24 and 48 hours late;
- ONLY if I have not completed grading for all assignments handed in. Once all assignments are handed in are graded, I will not accept late assignments.

Less participation in class work will result in a lower participation grade. However, if you are responsible for a significant task as part of group work, and you do not fulfill that task, you will fail the course.

## **CHEATING**

When you registered at Lakehead University, you agreed to follow the University's *Code of Student Behaviour and Disciplinary Procedures* (you can find a version online here <http://policies.lakeheadu.ca/policy.php?pid=60>, but it's your responsibility to ensure if this is the most up-to-date version). Handing in any work under your name where you are not the author (either by yourself or part of a group) is considered academic fraud.

Handing in the same piece of work, or a significant part of the same piece, for more than one course without the written permission of the professors or departments concerned is considered academic fraud. Any professor who discovers academic fraud and does not apply for sanctions under the Procedures is negligent in his/her professional obligations.

## Annex 1: *Role Play Simulation*

Themes covered by the classroom simulation described below include elections, political culture, economic, social, and other domestic policies, political issues, political parties, media, electoral law and reform, some legislative and administrative processes, political structure, voting behavior, and political cleavages.

Teams of students are formed at random or on their own choices to represent the parties which hold seats in the legislature of the country, with individual students role-playing different party officials, including candidate, campaign manager, director of communications/media relations, director of finance/fundraiser, research cell member (including development of attacks on other parties, as well as tracking of attacks by other parties), and speechwriter. During the simulation, students are encouraged to be as realistic as possible. If the class is large enough, it is possible to have students appointed as journalists, whose job is to write news reports using the tone and editorial bias of a media outlet of their choice for each class. The students are required to prepare for, and conduct, the major events of an election campaign such as has occurred or is occurring in the country under study, with each student playing the role of a different actor in the process: leader of a party, campaign manager, fundraiser, speechwriter, etc. The simulation includes the following tasks: a campaign managers' meeting to set timetables and parameters; an election call or campaign launch; one campaign speech; writing and/or production of two television/internet commercials, one less than one minute and one less than two minutes; one news conference; a one-on-one media interview; and an all-candidates' debate. Team formation and selection of the party to represent familiarizes students with political parties. The campaign launch by the parties familiarizes students with the party platform. The planning of the mock election campaign familiarizes students with electoral systems, the legislative and executive branches of government, and any election laws or regulations. Media reports or interviews, if they occur, familiarize students with the role of the media in the politics of the country under study, as well as journalist, media consumer and voter behavior. Campaign speeches will ensure students are familiar with the most important political issues in the given election campaign or cycle. The leaders' debate, which occurs in almost all liberal democratic countries, will show the brand of leadership for that country, as well as confirming students' understanding of platform elements and extemporaneous speaking skills. Finally, the holding of the mock election itself reveals how the social cleavages and stratification will occur as represent by voting behavior. If there is media, then each class during the campaign starts with media reports. These take the form of brief written articles written in the style and tone of newspapers of the country under study.