LAKEHEAD UNIVERSITY

DEPARTMENT OF POLITICAL SCIENCE

Political Science 3713, F2016

Canadian Public Administration

Dr. L Paquette
Office: RB2020
Telephone: 343-8237
E-mail: laure.paquette@lakeheadu.ca
Office hours: Wednesday 13:30-14:30 or by appointment
Personal webpage: http://bolt.lakeheadu.ca/~polisci/index.html

COURSE OBJECTIVES

By the end of the course, you will understand and explain the public policy of 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;

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?

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:

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?

For higher education 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?

For budgetary and financial 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 tests (aka 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 lobbying and advocacy simulations about the policies, programs and services of Canada;
- classroom instruction;
- access to research materials and instructor-prepared worksheets;
- opportunities to participate in role-playing exercises (more details available on Desire2Learn under Role Play Simulations); 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 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 Canada**.**
- ***identify and assess*** the mains issues facing the administrative branch, the obstacles

and the assets in Canada;
- ***identify*** the types of interactions and processes of the administrative branch of Canada;
- ***distinguish*** between significant and insignificant political actors, effective and ineffective change in public policy, programs and services, and influences on the processes of 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.

TEXTS AND READINGS

- Readings as indicated on course calendar on Desire2Learn (D2L), to be retrieved through Zotero;
- *More Strategic Activism*, by Laure Paquette, available at 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. 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 public policy and administration
Week 3	Introduction to worksheets, team formation and team work
Weeks 4-6	Role play simulation I; tests 1 and 2
Week 8-11	Role play simulation II; test 3 and 4
Week 12	End of Role play simulation II; professionalism grade

GRADING

COMPONENT	PERCENTAGEOF TOTAL MARK
Test 1-4	40
Role Play Simulation I presentations and	20
Simulation 1 professionalism	10
Role Play Simulation II presentations and	20
Simulation II professionalism	10
Bonus Assignment: Skills Grid	Up to +5% of final grade
TOTAL	**100**

Tests are take-home, and are to be completed individually. They 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 in consultation with 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.

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 on assignments are as follows:

- 50 percentage points deducted for submissions up to 24 hours late;
- 100 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 and graded, I will not accept late assignments. Less participation will result in a lower participation grade. If you are responsible for a significant task as part of group work, and 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.