

# LAKEHEAD UNIVERSITY

## DEPARTMENT OF POLITICAL SCIENCE

### Political Science 3711, F2010

#### 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?

## REQUIRED TEXT AND READINGS

- *Ten Core Worksheets*, by Laure Paquette, available on WEB CT;
- extra material on WEB CT's Course Calendar; 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:

- 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.

## TYPICAL COURSE SCHEDULE

*Please see WebCT's Course Calendar. As a sample only, see below*

Week 1	Introduction to the course structure and requirements
Week 2	Introduction to the theory and history of comparative public policy
	Introduction to the theory and history of comparative public policy (2 of 2)
Week 3	Research workshop (library) and Worksheet workshop I
Weeks 4-6	Role play simulation I
Week 8	Worksheet workshop II
Week 9-11	Role play simulation II; worksheet workshop II
Week 12	End of Role play simulation II; awarding of professionalism grade

## 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.

## GRADING

COMPONENT	PERCENTAGE OF TOTAL MARK
Worksheets	60
Professionalism	10
Performance of team in each debate, 6 debates in total	30
<b>TOTAL</b>	<b>100</b>

In preparation for completing the worksheets, students must participate in a discussion forum for the duration of the simulation. While participation is mandatory, the discussion occurring will not be graded. Worksheets are due on the class after the analysis workshop. There is a guide on WEB-CT on worksheets, which are to be completed individually. Worksheets must be: typed; in the proper format i.e. using the worksheet as specified in the WebCT document, in 12 point font. All assignments must be properly sourced according to the Chicago Manual of Style. The grade for each debate is for the team, and reflects the quality of research, cogency of arguments presented, and overall effectiveness of argumentation. In general, the instructor awards grades on assignments and moots 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.

Learning Objective	13-15/15 Students receiving <b>Excellent</b> will:	11-13/15 Students receiving <b>Good</b> will:	9-11/15 Students receiving <b>Satisfactory</b> will:	0-11/15 Students receiving <b>Poor to Failure</b> will:
<b>Attendance</b>	Attend every	Miss only 1	Miss several	Miss many

	class	class with	classes	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, or give your attention to other work or activities
<b>Preparation</b>	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 careful critique of your own work

The participation to the role play simulation will reflect the presentations and background preparation, which include class presentations and preparation of memoranda. 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

## **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 on WebCT: 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 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:

- 10 percentage points deducted for submissions up to 24 hours late;
- 20 percentage points deducted for between 24 and 48 hours late;
- 40 percentage points deducted for between 48 and 72 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>). 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.