

PSCI 4408 A
Public Affairs Management and Analysis
18:05. – 20:55 Wednesdays
Please confirm location on Carleton Central

Instructor: David C.G. Brown
Office: A800 Loeb Building
Office Hours: Wednesdays, 16:00-17:30 p.m. – after class or at another time by appointment.
Phone: (613) 520-2600 ext. 2063 (during office hours only). Weekly office hours or e-mail are the best means of reaching the instructor.
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Course description

This seminar course explores some of the major issues relating to the context and dynamics of public affairs management and analysis. Public affairs links the realms of public administration, public policy and politics. Much of the focus of the course is on the institutional setting for executive decision-making and implementation, starting with the organizational assumptions and dynamics of the executive branch. Particular attention will be paid to the relationship between politicians and permanent officials. The class will also look at other relationships that are integral to public affairs, including those between the executive and legislature, among levels of government, and with the international environment. The relationship with the media is a thread that runs throughout the course.

The course looks at the Canadian federal government as a case study, and students will be asked to distinguish features and issues that are particular to that environment, including the historical roots of current institutions, practices and debates. More generally, the course will help students develop their understanding of how and why the Canadian system of public affairs operates as it does. In carrying out their course assignments they will also be encouraged to look at comparisons with other levels of government within Canada and at other national systems.

In the nature of a senior undergraduate seminar, students will be expected to attend all classes and to come to class prepared to participate actively. The core of the class will be to explore issues through group discussion. The instructor will provide contextual commentary in each class, and guest speakers have been invited for two classes. Most of the discussion, however, will be student-led, based on presentations of the required course readings. Typically classes will begin with a round-table discussion of current events relating to the subject-matter of the course, and students are strongly encouraged to monitor daily media coverage of public affairs. There will be a ten minute break at the mid-point of each class.

Students should if possible read the suggested readings for the first lecture as part of the scene-setting for the course – although they should attend even if they haven't! They are also encouraged to familiarize themselves with academic journals relating to the subject matter of the course, including *Canadian Public Administration*, *Canadian Public Policy*, *Optimum*, and *Governance*.

Texts

The **required texts** are available at the Carleton University Bookstore:

Barbara Wake Carroll, David Siegel and Mark Sproule-Jones, editors. 2005. *Classic Readings in Canadian Public Administration*. Don Mills: Oxford University.

O.P. Dwivedi, Tim A. Mau and Byron Sheldrick, editors. 2009. *The Evolving Physiology of Government: Canadian Public Administration in Transition*. Ottawa: University of Ottawa Press.

All the readings in the textbooks have been assigned, some as required readings and the remainder as suggested additional readings. The additional readings are provided in case students are interested in pursuing a topic in greater depth and are not taken into account in assessing marks. A number of the non-textbook readings are available on-line, as indicated in the course schedule, and are also posted on the course WebCT site. The remainder have been placed on reserve at the MacOdrum Library. In addition, copies of the readings that are not in the textbooks or on-line are available in the Political Science Resource Room, C666 Loeb. The Resource Room is open from 8:45 a.m. – 4:15 p.m., Monday to Friday.

Lecture slides, presentation material, Websites links and other relevant materials are posted in a **learning module** for each class on the PSCI 4408A WebCT course website. **Students are strongly encouraged to check the course WebCT site at least weekly.** They are also invited to propose material that would be of interest to the class for inclusion in the learning modules.

Communication with the instructor

Students are encouraged to meet with the instructor during office hours at least once during the term, in particular to discuss the topic for the major assignment but also to discuss any questions or difficulties they are having in the class. Every effort will be made to reply promptly to e-mails to the instructor, preferably using the e-mail facility on the course WebCT site, alternatively Carleton Connect. It is assumed that all students will visit the course WebCT site regularly, including to check their e-mail and course announcements.

Evaluation

The class mark will be based on a combination of the following elements (details provided below):

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| 1. Attendance and class participation | 15% |
| 2. Early feedback – Institutional profile due October 14 | 20% |
| 3. Reading Reviews | 20% |
| 4. Research essay | 45% |
| a. Outline due November 4 | 5% |
| b. Final paper due December 2 | 40% |

There are no examinations in this course. Students will be considered to be in good standing at the end of the course if they have met all requirements. A deferral for the final assignment will only be provided if all earlier course requirements have been met.

Requirements for the individual assignments are summarized below. Additional guidance for assignments will be provided during class and posted on the course WebCT site. Depending on class enrolment, there may be some modification in how the reading reviews are structured.

Written material must follow a standard format for footnoting and bibliographic references. Students are encouraged to familiarize themselves with the advice for essay writing and citations that is found on the Department of Political Science website at <http://www.library.carleton.ca/subjects/polisci/writing.html> Any specific formatting requirements for individual assignments will be indicated in the detailed guidance provided for that assignment.

Except as noted, the written assignments must be submitted to the instructor at the beginning of class on the due date. Assignments will be accepted for marking only if they are provided in hard copy form. In addition, the research essay, due on December 2, must be submitted to the instructor's WebCT e-mail account in electronic format by the end of the day on the due date. Failure to do so will result in a reduction of one-third letter grade in the mark assigned to the essay (e.g., a letter mark of B becomes a B-).

Written assignments that are handed in late will be penalized one-third of a letter grade for each day they are late. Late assignments (or other assignments, *in exceptional circumstances and with the agreement of the instructor*) may be left at the Political Science drop box, located outside the Political Science departmental office at room B640 Loeb Building. The drop box is emptied **every weekday at 4 p.m.** and all items collected at that time are date-stamped with that day's date.

Assignments will be returned on the dates indicated in the course schedule. In the case of the final assignment, the instructor will hold office hours on December 16 (two weeks after the final class) when they may be picked up. Alternatively, students may include a self-addressed stamped envelope with their paper, in which case it will be returned by mail. All marks will be posted on the course WebCT site.

1. Attendance and class participation (15%)

Students are expected to attend and participate actively – and respectfully – in all classes. Attendance will be taken through a weekly sign-in sheet, and half the attendance and class participation mark will be determined by the number of classes attended. The other half of the mark will be based on the instructor's assessment of the contribution that students make to classes; this will be on a three-point scale of: little or no contribution/reasonable contribution/strong contribution.

2. Early feedback – Institutional profile of a public affairs environment (20% – due October 14)

Select one of the weekly class topics and describe the related institutional environment. This includes ministerial portfolios, associated departments and agencies, the statutory framework, significant Ministerial powers, key senior public service positions, parliamentary relationships, major planning and reporting documents related to the portfolio, the main predecessors of the portfolio, associated advisory and interjurisdictional bodies, and the nature of its public affairs agenda.

Students may wish to use this assignment to explore the institutional context for the topic they select for their research essay. This is not a requirement, however.

This information should be written as a background research note and should be no longer than three pages single spaced (approx. 1500 words), although it can be supplemented with supporting annexes. Point form bullets and summary tables are encouraged in order to make the note more readable. All bibliographic sources should be indicated in endnotes (may be additional to the three pages).

A suggested format and advice on sources will be provided during class on September 23. The assignment will be returned during class on October 28; marks will be posted on Web CT.

3. Reading reviews and presentations (20% – number and timing based on class size & sign-up sheet)

Each class after the first one has four required readings. At the first class, each student will be assigned a reading from the first round of classes. Later readings will be assigned during the second or third class, and the total number that each student will be assigned will depend on the number of students in the class.

For each assigned reading, the student will prepare a short note (375-500 words long) to provide a basis for leading class discussion of that reading. The note should include a brief summary of the topic of the reading and then provide a critical commentary on the major arguments. It should also comment on how the reading fits with the topic of the class in which it is assigned and significant linkages to the other readings for that class. The note should conclude with questions that the student will use to lead the class discussion.

The notes may be in point form and should be handed in to the instructor at the end of the class in which the reading is presented. They will be returned with comments at the following class (in the case of the readings for the last class, the notes will be returned with the research essay). Cumulative marks will be posted on the course Web CT site after the second round of reading presentations and also at the end of the course.

More detailed guidance for this assignment will be provided during the first class and posted on WebCT. The assignment may be modified slightly after the second class to take account of the final class size, but the weight of the assignment and its general nature will not change.

4. Research essay (45% – 5% for outline due November 4; 40% for final paper due December 2)

The research paper should address a topic relating to one of the classes in the course. It should reflect the orientation of public affairs management as the intersection between politics, public administration and public policy

The final paper should be 4000-4500 words (approx. 14-16 pages double spaced) plus bibliography and citations. While it should include the federal government dimension, students are encouraged to look to intergovernmental dynamics and comparisons with provincial or other governments where relevant. The paper may build on the institutional profile prepared earlier in the term.

The outline should be a minimum length of two pages double-spaced. It must be submitted to the instructor by November 4 for approval and feedback. It should include a clear statement of the issue and working hypothesis, together with an outline of major elements of the paper and the core bibliography.

Detailed guidance will be distributed and discussed in class on October 14 and posted on WebCT. The outline will be returned on November 11. The final paper may be picked up during regular office hours on December 16 (two weeks after the final class). Alternatively, students may include a self-addressed stamped envelope with their paper, in which case it will be returned by mail. Marks will be posted on the course WebCT site.

Schedule

Week 1 – September 16: **Introduction – public affairs management in context**

Reading review sign-up and detailed format distributed

- Course overview
- Introductory lecture and discussion
- New institutionalism
- The Canadian state – roots and characteristics

Recommended readings

- Iain Gow. 2009. "Evolution of Disciplinary Approaches and Paradigms in the Study of Public Administration in Canada" in Dwivedi, Mau and Sheldrick, pp. 2—39.
- André Lecours. 2005. "New Institutionalism: Issues and Answers" in André Lecours, ed., *New Institutionalism: Theory and Analysis*. Toronto: University of Toronto Press, pp. 3—25.
- Evert Lindquist. 2009. "Public Administration Research and Organization Theory: Recovering Alternative Perspectives on Public Service Institutions" in Dwivedi, Mau and Sheldrick, pp. 40—71.
- John Halligan. 2009. "A Comparative Perspective on Canadian Public Administration within an Anglophone Tradition" in Dwivedi, Mau and Sheldrick, pp. 292—311.

Section 1 – *The institutional context for public affairs*

Week 2 – September 23: **Democratic control – Parliament, the Courts, Ministers and the challenge of accountability**

Detailed format distributed for institutional profile

- Parliamentary oversight
- Individual and collective Ministerial responsibility
- Parliamentary officers
- The courts and the democratic process

Required readings

- Peter Aucoin and Donald J. Savoie. 2009. "The Politics-Administration Dichotomy: Democracy versus Bureaucracy?" in Dwivedi, Mau and Sheldrick, pp. 97—117.
- Nicholas d'Ombrain. 2007. "Ministerial responsibility and the machinery of government" *Canadian Public Administration*, Volume 50, No. 2 (Summer 2007), pp. 195—217. Available on the Carleton Library Website at: <http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/119818772/PDFSTART>
- C.E.S. Franks. 2009. "The Unfortunate Experience of the Duelling Protocols: A Chapter in the Continuing Quest for Responsible Government in Canada" in Dwivedi, Mau and Sheldrick, pp. 118—150.
- Byron Sheldrick. 2009. "Administrative Law and Public Governance: An Overlooked Dimension of Governance" in Dwivedi, Mau and Sheldrick, pp. 358—379.

Additional readings

- Kenneth Kernaghan. 1978. "Changing Concepts of Power and Responsibility in the Canadian Public Service" in Wake Carroll, Siegel and Sproule-Jones, pp. 166—181.
- F.L. Morton and Leslie A. Pal. 1985. "The Impact of the Charter of Rights on Public Administration" in Wake Carroll, Siegel and Sproule-Jones, pp. 443—462.
- Donald C. Rowat. 1973. from *The Ombudsman Plan*: "The Case for the Plan in Canada" in Wake Carroll, Siegel and Sproule-Jones, pp.144—152.

Week 3 – September 30: **Governance in a Media-constructed environment**

Guest speaker – Jim Bronskill, Canadian Press: “What makes a good story?”

- Government communications on the cusp of politics and administration
- Media relations
- Access to Information
- Public trust

Required readings

- A. Paul Pross. 2009. “Law and Innovation: The Incremental Development of Canadian Lobby Regulation” in Dwivedi, Mau and Sheldrick, pp. 151—188.
- Alasdair S. Roberts. 2005. “Spin Control and Freedom of Information: Lessons from the United Kingdom and Canada” *Public Administration* 83 (1): 1—23.
Available on the Carleton Library Website at:
<http://web.ebscohost.com.proxy.library.carleton.ca/bsi/pdf?vid=3&hid=9&sid=89d08355-6055-4eef-a371-3e29970e78aa%40sessionmgr4>
- Andrea D. Rounce. 2006. “Ottawa’s Spending on Public Opinion Research: Implications for Democratic Governance” in G. Bruce Doern, ed., *How Ottawa Spends 2006-2007: In From the Cold – the Tory Rise and the Liberal Demise*. Montreal and Kingston: McGill-Queen’s University Press, pp. 138—159.
- Paul Thomas. 2009. “Trust, Leadership, and Accountability in Canada’s Public Sector” in Dwivedi, Mau and Sheldrick, pp. 215—248.

Additional readings

- Kenneth Kernaghan. 1980. “Codes of Ethics and Public Administration: Progress, Problems, and Prospects” in Wake Carroll, Siegel and Sproule-Jones, pp. 182—196.

Week 4 – October 7: **Managing the Collectivity**

- Managerial role of the Prime Minister
- Organizational taxonomy – central and common services agencies
- Politics and administration (PMO/PCO doctrine)
- Public sector reform

Required readings

- Canada. Royal Commission on Government Organization (Glassco Commission). 1962. “The Tasks of Management: A New Approach” in Wake Carroll, Siegel and Sproule-Jones, pp. 20—32.
- Colin Campbell and George J. Szablowski. 1979. “What Central Agencies May and Ought to Do: Structure of Authority” in Wake Carroll, Siegel and Sproule-Jones, pp. 53—79.
- Marc Lalonde. 1971. “The Changing Role of the Prime Minister’s Office” *Canadian Public Administration*, Vol 14, No. 4 (December 1971), pp. 509—537.
Available on the Carleton Library Website at:
<http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/120077042/PDFSTART>
- Gordon Robertson. 1971. “The Changing Role of the Privy Council Office” *Canadian Public Administration*, Vol 14, No. 4 (December 1971), pp. 487—508.
Available on the Carleton Library Website at:
<http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/120077041/PDFSTART>

Additional readings

- J.I. Gow and J.E. Hodgetts (2003). “Where are we coming from? Are there any useful lessons from our administrative history?” *Canadian Public Administration*, Volume 46, No. 2 (Summer 2003), pp. 178-201

Available on the Carleton Library Website at
<http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/119923344/PDFSTART>

- H.L. Laframboise. 1971. "Administrative Reform in the Federal Public Service: Signs of a Saturation Psychosis" in Wake Carroll, Siegel and Sproule-Jones, pp. 33—52.
- Hugh D. Segal. 1981. "The Accountability of Public Servants: Our Government Would be Better if Senior Mandarins Were Less Secure" in Wake Carroll, Siegel and Sproule-Jones, pp. 84—87.
- Mitchell Sharp. 1981. "The Role of the Mandarins: The Case for a Non-Partisan Senior Public Service" in Wake Carroll, Siegel and Sproule-Jones, pp. 80—83.

Week 5 – October 14: **Departments, Programs and Policy Sectors**

Institutional profile due

Detailed format distributed for research essay

- The department as a policy actor and program vehicle
- The role and accountability of the Deputy Minister
- Reconciling line program and collective management objectives

Required readings

- Caroline Dufour. 2009. "From Administration to Management: Forty Years of Public Sector Education in Quebec" in Dwivedi, Mau and Sheldrick, pp. 189—214.
- Michael Howlett, M. Ramesh and Anthony Perl. 2009. "The Policy Context" in *Studying Public Policy: Policy Cycles & Policy Subsystems, Third Edition*. Toronto: Oxford University Press, pp. 50—89.
- Leslie A. Pal. 2006. "Policy Instruments and Design: Inventory and the Dynamics of Instrument Choice" in *Beyond Policy Analysis: Public Management in Turbulent Times, Third Edition*. Toronto: Thomson Nelson, pp. 137—162.
- Michael J. Prince and John A. Chenier. 1980. "The Rise and Fall of Policy Planning and Research Units: An Organizational Perspective" in Wake Carroll, Siegel and Sproule-Jones, pp. 463—483.

Additional readings

- Peter Aucoin and Herman Bakvis. 1984. "Organizational Differentiation and Integration: The Case of Regional Economic Development Policy in Canada" in Wake Carroll, Siegel and Sproule-Jones, pp. 377—397.
- Albert Breton and Ronald Wintrobe. 1979. "Bureaucracy and State Intervention: Parkinson's Law?" in Wake Carroll, Siegel and Sproule-Jones, pp. 427—442.
- Ian D. Clark and Harry Swain. 2005. "Distinguishing the real from the surreal in management reform: suggestions for beleaguered administrators in the government of Canada" *Canadian Public Administration* Vol. 48, No. 4 (December 2005), pp. 453—476.

Available on the Carleton Library website at:

<http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/119919199/PDFSTART>

- Kenneth Woodside. 1983. "The Political Economy of Policy Instruments: Tax Expenditures and Subsidies in Canada" in Wake Carroll, Siegel and Sproule-Jones, pp. 496—516.

Section 2 – The administrative components of public affairs

Week 6 – October 21: **Managing Money**

- Budgeting
- Comptrollership

- Audit and Evaluation

Required readings

- Barbara W. Carroll and David I. Dewar. 2002. "Performance Management: Panacea or Fool's Gold?" in Christopher Dunn, ed., *Handbook of Canadian Public Administration*. Toronto: Oxford University Press, pp. 413—429.
- David A. Good. 2007. "Beyond Spenders and Guardians" in *The politics of public money: spenders, guardians, priority setters and financial watchdogs inside the Canadian government*. Toronto: University of Toronto Press, pp. 17—41.
- Andrew Graham. 2007. "Financial Management in the Public Sector" in *Canadian Public-Sector Financial Management*. Montreal and Kingston: McGill-Queen's University Press, pp. 7—22.
- Sharon Sutherland. 1980. "On the Audit Trail of the Auditor General: Parliament's Servant, 1973-1980" in Wake Carroll, Siegel and Sproule-Jones, pp. 328—352.

Additional readings

- Rodney Dobell and David Zussman. 1981. "An Evaluation System for Government: If Politics Is Theatre, Then Evaluation Is (Mostly) Art" in Wake Carroll, Siegel and Sproule-Jones, pp. 353—374.
- A.W. Johnson. 1963. "Efficiency in Government and Business" in Wake Carroll, Siegel and Sproule-Jones, pp. 299—312.
- Aaron Wildavsky. 1979. "A Budget for All Seasons? Why the Traditional Budget Lasts" in Wake Carroll, Siegel and Sproule-Jones, pp. 313—327.

Week 7 – October 28: **Managing People**

Institutional profile returned

- Merit
- Unionization
- Diversity

Required readings

- J.E. Hodgetts. 1964. "Challenge and Response: A Retrospective View of the Public Service of Canada" in Wake Carroll, Siegel and Sproule-Jones, pp. 8—19.
- Ken Rasmussen and Luc Juillet. 2009. "The Origins of Merit in Canada" in Dwivedi, Mau and Sheldrick, pp. 74—96.
- Alasdair Roberts. 2002. "A Fragile State: Federal Public Administration in the Twentieth Century" in Christopher Dunn, ed. *The Handbook of Canadian Public Administration*. Don Mills: Oxford University Press, pp. 18—36.
- Robert A. Vaison. 1969. "Collective Bargaining in the Federal Public Service: The Achievement of a Milestone in Personnel Relations" in Wake Carroll, Siegel and Sproule-Jones, pp. 197—209.

Additional readings

- Kathleen Archibald. 1973. "from *Sex and the Public Service*" in Wake Carroll, Siegel and Sproule-Jones, pp. 233—277.
- William A.W. Neilson. 1984. "Service at the Pleasure of the Crown: The Law of Dismissal of Senior Public Servants" in Wake Carroll, Siegel and Sproule-Jones, pp. 278—298.
- V. Seymour Wilson and Willard A. Mullins. 1978. "Representative Bureaucracy: Linguistic/Ethnic Aspects in Canadian Public Policy" in Wake Carroll, Siegel and Sproule-Jones, pp. 210—232.

Week 8 – November 4: **Managing Technology and Knowledge**

Research essay outline due

- Information Technology
- Knowledge and information management
- Privacy and security

Required readings

- Nick Bontis. 2007. "Mining the Nation's Intellectual Capital: Knowledge Management in Government" in Sandford Borins, Kenneth Kernaghan, David Brown, Nick Bontis, Perri 6 and Fred Thompson. *Digital State at the Leading Edge*. Toronto: University of Toronto Press, pp. 155—182.
- Sandford Borins. 2007. "Conceptual Framework" in Sandford Borins, Kenneth Kernaghan, David Brown, Nick Bontis, Perri 6 and Fred Thompson. *Digital State at the Leading Edge*. Toronto: University of Toronto Press, pp. 14—36.
- Nicholas Robinson and David Large. 2004. "PIPEDA: Impact On CRM And Public-Private Sector Interaction" *Optimum: the Journal of Public Sector Management* Vol. 34, Issue 4, Dec 2004, pp. 47—63.
Available on the Carleton Website at:
<http://www.optimumonline.ca/article.phtml?id=215>
- Jeffrey Roy. 2006. "Security" in *E-Government in Canada: Transformation for the Digital Age*. Ottawa: University of Ottawa Press, ch. 2: pp. 29—47.

Additional readings

Section 3 – The concentric circles of public affairs relationships

Week 9 – November 11: **Managing the Broader Public Sector – the institutional dimensions of instrument choice**

Research essay outline returned

Guest speaker – Dr. Jim Mitchell, Managing Partner, Sussex Circle: "Beyond the departmental model"

- Regulatory regimes
- Crown Corporations and other forms of direct intervention
- Alternative Service Delivery

Required readings

- G. Bruce Doern. 1979. "Regulatory Processes and Regulatory Agencies" in Wake Carroll, Siegel and Sproule-Jones, pp. 103—123.
- J.E. Hodgetts. 1973. "Structural Heretics: The Non-Departmental Forms" in Wake Carroll, Siegel and Sproule-Jones, pp. 87—102.
- Michael Prince. 2000. "Banishing Bureaucracy or Hatching a Hybrid? The Canadian Food Inspection Agency and the Politics of Reinventing Government" *Governance: An International Journal of Policy and Administration*. Vol. 13, No. 2, April 2000, pp. 215—232.
Available on the Carleton Library website at:
<http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/119046314/PDFSTART>
- David Zussman. 2002. "Alternative Service Delivery" in Christopher Dunn, ed., *Handbook of Canadian Public Administration*. Toronto: Oxford University Press, pp. 53—76.

Additional readings

- C.A. Ashley and R.G. H. Smalls. 1965. from *Canadian Crown Corporations* in Wake Carroll, Siegel and Sproule-Jones, pp. 124—143.

Week 10 – November 18: **Relationship management – citizens and non-governmental partners**

- Citizen-centred service
- Public-private partnership
- Voluntary and not-for-profit sector

Required readings

- Maryantonnnett Flumian, Amanda Coe and Kenneth Kernaghan. 2007. "Transforming service to Canadians: the Service Canada model" *International Review of Administrative Sciences*, Vol 73(4): 557—568.
Available on the Carleton Library site at:
<http://ras.sagepub.com.proxy.library.carleton.ca/cgi/reprint/73/4/557>
- Ruth Hubbard and Gilles Paquet (2007). "Public-Private Partnerships: P3 and the 'Porcupine Problem'" in G. Bruce Doern, ed., *How Ottawa Spends 2007-2008: The Harper Conservatives – Climate of Change*. Montreal and Kingston: McGill-Queen's University Press, pp. 254—271.
- Kenneth Kernaghan. 2009. "Putting Citizens First: Service Delivery and Integrated Public Governance" in Dwivedi, Mau and Sheldrick, pp. 249—269.
- Susan D. Phillips. 2001. "More than Stakeholders: Reforming State-Voluntary Sector Relations" *Journal of Canadian Studies*, Vol, 35, Issue 4 (Winter 2001), pp. 182—201.
Available on the Carleton Library Website at:
<http://proquest.umi.com.proxy.library.carleton.ca/pqdlink?index=10&did=75497523&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1248842810&clientId=13709&aid=1>

Additional readings

- Mark Sproule-Jones. 1979. "Coordination and the Management of Estuarine Water Quality" in Wake Carroll, Siegel and Sproule-Jones, pp. 484—495.

Week 11 – November 25: **Multilevel management**

- Provincial government
- Municipal government and urban affairs
- Aboriginal government
- Intergovernmental relations

Required readings

- Carolyn M. Johns, Patricia L. O'Reilly and Gregory J. Inwood. 2007. "Formal and informal dimensions of intergovernmental administrative relations in Canada." *Canadian Public Administration*, Volume 50, No. 1 (Spring 2007), pp. 21—41.
Available on the Carleton Library Website at:
<http://www3.interscience.wiley.com.proxy.library.carleton.ca/cgi-bin/fulltext/119818765/PDFSTART>
- Martin Papillon. 2008. "Canadian Federalism and the Emerging Mosaic of Aboriginal Multilevel Governance" in Herman Bakvis and Grace Skogstad. *Canadian Federalism: Performance, Effectiveness and Legitimacy*, 2nd ed. Don Mills, Ont.: Oxford University Press, pp. 291—310.
- Andrew Sancton. 2003. "Municipalities, Cities and Globalization: Implications for Canadian Federalism" in Herman Bakvis and Grace Skogstad, eds., *Canadian Federalism: Performance, Effectiveness and Legitimacy*. Don Mills: Oxford University Press, pp. 40—58.

Richard Simeon and David Cameron. 2003. "Democracy and Intergovernmental Relations: An Oxymoron if There Ever Was One?" in Herman Bakvis and Grace Skogstad. *Canadian Federalism: Performance, Effectiveness and Legitimacy*. Toronto: Oxford University Press, pp. 278—293.

Additional readings

Neil Bradford. 2004. "Place Matters and Multilevel Governance: Perspectives on a New Urban Policy Paradigm". *Policy Options*, February 2004, <http://www.irpp.org/po/archive/feb04/Bradford.pdf>.

J. Stefan Dupré. 1985. "Reflections on the Workability of Executive Federalism" in Wake Carroll, Siegel and Sproule-Jones, pp. 398—426.

Michael Howlett, Luc Bernier, Keith Brownsey, and Christopher Dunn. 2005. "Modern Canadian Governance: Political-Administrative Styles and Executive Organization in Canada" in Luc Bernier, Keith Brownsey and Michael Howlett, eds., *Executive Styles in Canada: Cabinet Structures and Leadership Practices in Canadian Government*. Toronto: University of Toronto Press, pp. 3—13.

Donald V. Smiley. 1979. "An Outsider's Observations of Federal-Provincial Relations Among Consenting Adults" in Wake Carroll, Siegel and Sproule-Jones, pp. 153—162.

Week 12 – December 2: Managing the neighbourhood – the United States and the international environment

Research paper due

- US influence and influencing the US
- Working with international governance institutions

Required readings

Brian Bow. 2006/07. "Out of ideas? Models and strategies for Canada-US relations" *International Journal*, Vol. 62, No. 1 Winter 2006/2007, pp. 123—142.

Available on the Carleton Library site at:

<http://proquest.umi.com.proxy.library.carleton.ca/pqdlink?index=15&did=1262406851&SrchMode=3&sid=1&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1244862390&clientId=13709&aid=1>

Jean Daudelin and Daniel Schwanen. 2008. "Room for Manoeuvre and the Paradox of Globalization" in Jean Daudelin and Daniel Schwanen, eds., *Canada Among Nations 2007: What Room for Manoeuvre?* Montreal and Kingston: McGill-Queen's University Press, pp. 3—28.

Patrick Lennox. 2007. "From Golden Straitjacket to Kevlar Vest: Canada's Transformation to a Security State" *Canadian Journal of Political Science*. 40:4 (December 2007) 1017—1038.

Available on the Carleton Library website at:

http://journals.cambridge.org.proxy.library.carleton.ca/download.php?file=%2FCJP%2FCJP40_04%2FS0008423907071119a.pdf&code=1bfab6e480634d49559d97c60a9e146d

Nana K. Poku. 2002. "Global Pandemics: HIV/AIDS, in David Held and Anthony McGraw, eds. *Governing Globalization: Power Authority and Global Governance*, Malden, Mass.: Polity Press, pp. 111—125.

Additional readings

Robert W. Cox. 2005. "A Canadian dilemma: The United States or the world" *International Journal*. Vol 60 No. 3 Summer 2005, pp. 667—684.

Available on the Carleton Library site at:

<http://proquest.umi.com.proxy.library.carleton.ca/pgdlink?index=2&did=931226091&SrchMode=3&sid=2&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1244857267&clientId=13709&aid=1>

- O.P. Dwivedi and Tim A. Mau. 2009. "Comparative and Development Administration in Canada: A Preliminary Assessment and Call to Action" in Dwivedi, Mau and Sheldrick, pp. 312—357.
- Keith Henderson. 2009. "American Perspectives on Canadian Public Administration" in Dwivedi, Mau and Sheldrick, pp. 272—291.
- Guy Peters. 2000. "Globalization, Institutions, and Governance" in B. Guy Peters and Donald J. Savoie, eds., *Governance in the Twenty-first Century: Revitalizing the Public Service*. Canadian Centre for Management Development and McGill-Queen's University Press, pp. 29—57.

PSCI 4408A Reading Review Assignment

(2009.09.16)

Each class after the first one has four required readings and the class will be built around student-led presentation and discussion of the readings and the issues they raise. Depending on the number of students in the class, each student will be assigned two or three readings from the course reading list. For each assigned reading, the responsible student will prepare a short note to provide a basis for leading class discussion of that reading. The note should be turned in to the instructor at the end of the class and it will be returned with the instructor's comments the following class.

The assignment is worth 20% of the total course mark. The presentation/discussion and the prepared note will have equal weight for each reading but the weight of each reading will depend on the total number assigned per student. A sign-up sheet for the first round of readings will be available during the first two classes. Later readings will be assigned during the third or fourth class. There may be some adjustment in this formula in light of the final class enrolment, including if necessary inclusion of a small number of the more significant "additional" readings to round out the numbers, but the over-all weighting will remain the same. Marks will be posted on the course WebCT site.

The assignment has two objectives: to help open up and structure class discussion; and to develop students' skills in analyzing and presenting complex material. It will, however, be assumed that all students have familiarized themselves with the readings for each class and are prepared to participate fully in the discussion.

1. Reading notes

Requirements

- A reading note should include a brief summary of the topic of the reading and then provide a critical commentary on the major arguments. It should also comment on how the reading fits with the topic of the class in which it is assigned and on significant linkages to the other readings for that class. The note should conclude with three questions that the student will use to lead the class discussion.
- The note should be 375-500 words long (approx 1 page single space). It may be in point form.
- **The note for each reading is due on the day on which the student presents the reading.** Graded notes will be returned during the class following the student's presentation; notes from the last class will be returned with the research essay during the instructor's regular office hours on December 16.

Marking Criteria

- The note counts for half of the mark for each reading.
- The marking rubric includes (assumes the note is worth 5 points):
 - Summary: Statement of the issue addressed by the reading, identification of the major arguments and conclusions – 1 point
 - Critical analysis: Commentary on the utility of the reading and the validity of its lines of argumentation, including strengths, gaps and biases – 2 points
 - Linkages: Relationship of the reading to the class topic and to other readings for the same class – 1 point
 - Questions: Three questions for use in leading class discussion – 1 point
- If a note is not turned in during the class in which the related reading is discussed, late penalties will apply, as described in the course syllabus.

2. Reading presentation and discussion

Requirements

- Approximately 20-25 minutes of class time will be allocated to the presentation and discussion of each reading. The readings will be discussed individually, although the order may vary from the listing in the course syllabus. If time runs out in a class – as may occur when there is a guest speaker – a reading may be discussed at the beginning of the following week's class. In that case, however, the reading note is still due on the day for which the reading is scheduled.
- The presenting student should take about 10-12 minutes to cover the elements in their note on the reading. They should then open up class discussion, based on the questions at the end of their note. It is not essential that all three of the prepared questions be covered in the discussion, but the presenting student will want to ensure that the reading has been thoroughly discussed.
- There are no audiovisual facilities in the seminar room, but students are encouraged to use the blackboard to support their oral presentations. They may also distribute their reading note or other material such as one or two PowerPoint slides in hard copy form, although this is not required.
- Marks on the presentation and discussion will be included with those for the reading note when it is returned.

Marking Criteria

- The presentation and leading class discussion count for half of the mark for each reading.
- The marking rubric includes (assumes the presentation is worth 5 points):
 - Organization and clarity of the presentation, including staying within the general time limit – 1 point
 - Substance of the presentation – 2 points
 - Content of the questions and management of the discussion – 2 points
- Failure to make a scheduled presentation will result in a mark of 0 for the assignment unless the student provides a signed medical certificate, in which case the presentation will be rescheduled.

Academic Accommodations

For students with Disabilities: Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (500 University Centre) for a formal evaluation of disability-related needs. Registered PMC students are required to contact the centre (613-520-6608) every term to ensure that the instructor receives your request for accommodation. After registering with the PMC, make an appointment to meet with the instructor in order to discuss your needs **at least two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations**. If you require accommodation for your formally scheduled exam(s) in this course, please submit your request for accommodation to PMC by **November 16, 2009 for December examinations** and **March 12, 2010 for April examinations**.

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Oral Examination: At the discretion of the instructor, students may be required to pass a brief oral examination on research papers and essays.

Submission and Return of Term Work: Papers must be handed directly to the instructor and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at **4 p.m.**, stamped with that day’s date, and then distributed to the instructor. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Please note that assignments sent via fax or email will not be accepted. Final exams are intended solely for the purpose of evaluation and will not be returned.

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Course Requirements: Failure to write the final exam will result in a grade of ABS. FND (Failure No Deferred) is assigned when a student's performance is so poor during the term that they cannot pass the course even with 100% on the final examination. In such cases, instructors may use this notation on the Final Grade Report to indicate that a student has already failed the course due to inadequate term work and should not be permitted access to a deferral of the examination. Deferred final exams are available ONLY if the student is in good standing in the course.

Connect Email Accounts: All email communication to students from the Department of Political Science will be via Connect. Important course and University information is also distributed via the Connect email system. It is the student's responsibility to monitor their Connect account.

Carleton Political Science Society: The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. Holding social events, debates, and panel discussions, CPSS aims to involve all political science students in the after-hours academic life at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through numerous opportunities which will complement both academic and social life at Carleton University. To find out more, please email carletonpss@gmail.com, visit our website at poliscisociety.com, or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.