Objectives of the course:
The purposes of this research seminar course are (a) to provide the students with an understanding of the key elements influencing the management of public affairs—politics, public administration, and public policy (b) to provide an appreciation of the complexities associated with public management as the domestic and global spheres collide; and (c) to demonstrate the influence of ideology and “fashion” in the shaping of state outputs. Initially we will explore the capacity of the state to act given the constraints of an interdependent world. Then we will examine the way in which the state responds to demands upon it. The course will achieve its purpose by using an interdisciplinary approach and by providing students an opportunity to critically analyze and discuss key phenomena located in both the international and domestic spheres. The relevant issues will be examined from the perspectives of the economics, politics, political economy and management literature.

Readings:
Required Texts Available in the Bookstore:


- Barbara Wake Carroll, David Siegel, Mark Sproule-Jones, Classic Readings in Canadian Public Administration (Oxford University Press: Don Mills, 2005)
Other Readings:

- On reserve in the library (noted in bold), on the electronic library, and on the internet (URL noted).

Evaluation

This course will be conducted as a seminar and robust participation is expected from all participants. Students will present and prepare a 6–8 page paper on the assigned readings for one week. And, each student will prepare a 15 page research paper on a theme related to the subject matter of the seminar.

Participation: Because we are conducting the course as a seminar each student is expected to actively participate in the discussions for every class. An important part of the learning process is to critically evaluate the readings and bring your ideas to the seminar. Critical evaluation is the operative term. Question what the authors write – you can disagree with them. There is no right answer in this business. We all see the world through different lenses. Using real examples from the daily press, weekly news magazines (Economist, Time, Macleans) will help you make the readings relevant. This component of the course will be worth 20 per cent of the final grade.

Short Paper and presentation: Each student will prepare a short paper (6–8 pages) on one of the weekly reading sets. We are not looking for a summary of the readings, because everyone will have completed them. We are looking for a critical evaluation of the readings – common themes, shortcomings, scope of arguments, validity of arguments (in your opinion), relevance of arguments to current developments (in Canada or comparatively). Focus your paper on one or two themes.

Present you paper to the class along with a number of questions you tease out of the literature or from your own assessment. These questions will form the basis of the discussion in class for that week.

This component of the course will account for 35 percent of the final grade.

Research Paper: This will be a 15 page paper on a topic which you choose, but that is related to a theme from the course. The paper shall be written solely for this course. You must get approval from me for the topic by the 26th of January. In addition, as part of this research paper component you must submit a 3–5 page research proposal by February 2nd. This research paper and proposal will
account for 45 percent of the final grade. The paper is to be submitted at the last class (March 30th).

All papers should be double spaced, 12 point font, 1 inch borders. Please staple in upper left corner – no paper clips and no “fancy” covers. Ensure citations are accurate and grammar and spelling have been thoroughly checked.

Please – no late submissions. In the event of a late submission the grade will be reduced by one full letter for each day. (i.e., an “A” paper/proposal will become a “B” paper/proposal if submitted one day late – 2 days late it will become a “C” ) – so there is not a lot of scope to be neglectful of these submission requirements.

Summary of Evaluation

- Class Participation 20 percent
- Short Essays and class presentation 35 percent
- Research Paper and Proposal 45 percent

Course Outline and Readings

January 5 – Introduction and Overview

Lecture and Qs and As

January 12 – What is Management of Public Affairs?

Sanford Borins, “Transformation of the Public Sector: Canada in a Comparative Perspective,” (Dunn 3 – 17)

J. E. Hodgetts, “Challenge and Response: A Retrospective View of the Public Service of Canada,” (Carroll et al, 8 – 19)


January 19 – Some Overarching Issues in Public Affairs Management I

Globalization: Debate on its Impact on State Power

Susan Strange, The Retreat of the State, Chapter One, “The Declining Authority of States, 3 – 15; Chapter Two, “Patterns of Power 16 – 30. (Reserve)

**January 26 - Some Overarching Issues in Public Affairs Management II**

**Globalization: Real Threats to State Sovereignty**


**February 2 - Public Management Theory and Practice**

Peter Aucoin, “Beyond the ‘New’ in Public Management in Canada: Catching the Next Wave,” *(Dunn, 37 – 52)*


**February 9 – Budgets and Politics**

Michael J. Prince, “Budgetary Trilogies: The Phases of Budget Reform in Canada,” *(Dunn, 400 – 412)*

Aaron Wildavsky, “A Budget for All Seasonal? Why the Traditional Budget Lasts,” *(Carroll et al, 313 – 327)*

February 16 - Financial Management and Politics

Barbara W. Carroll & David I. Dewar, “Performance Management: Panacea or Fool’s Gold?” (Dunn, 413 – 429)

Rodney Dobell & David Zussman, “An Evaluation System for Government: If Politics is Theater, Then Evaluation in (Mostly Art), (Dunn, 353 – 374)

Sharon Sutherland, “On the Audit Trail of the Auditor General” Parliament’s Servant,” (Carroll et al, 3528 – 352)


March 2 - Public Policy Development & Analysis

Michael Howlett, “Policy Development,” (Dunn 173 – 191)

Stephen Brooks, “Policy Analysis in Canada,” (Dunn 192 – 203)

Paul Sabatier, “Policy Change over a Decade or More,” in eds, Paul A. Sabatier & Hank C. Jenkins-Smith, Policy Change and Learning: An Advocacy Approach, Chapter Two,13 – 39. (Reserve)


March 9 – Federalism and Policy-Making: Constraint or Opportunity?

Richard Simeon, “Federalism and Intergovernmental Relations,” (Dunn, 204 – 224)

Christopher Dunn, “The Federal Spending Power,” (Dunn, 225 – 248)

J. Stephan Dupre, “Reflection on the Workability of Executive Federalism,” (Carroll at al, 398 – 426)

March 16 – Public Sector Management and “Neoliberalism”

David Zussman, “Alternative Service Delivery,” (Dunn. 53 – 76)

Evert A. Lindquist, “Government Restructuring and Career Public Service: Do We Need a New Cosmology,” (Dunn, 120 – 138)

March 23 – Human Resource Management


March 30 - The State, Communication and the Media


---

Academic Accommodations

For Students with Disabilities: Students with disabilities requiring academic accommodations in this course are encouraged to contact the Paul Menton Centre (PMC) for Students with Disabilities (500 University Centre) to complete the necessary forms. 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 in-class test or CUTV midterm exam. This will allow for sufficient time to process your request. Please note the following deadlines for submitting completed forms to the PMC for formally scheduled exam accommodations: November 6th, 2006 for fall and fall/winter term courses, and March 9th, 2007 for winter term courses.

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 Undergraduate Calendar defines plagiarism as: "to use and pass off as one's own idea or product, work of another without expressly giving credit to another." The Graduate Calendar states that plagiarism has occurred when a student either: (a) directly copies another's work without acknowledgment; or (b) closely paraphrases the equivalent of a short paragraph or more without acknowledgment; or (c) borrows, without acknowledgment, any ideas in a clear and recognizable form in such a way as to present them as the student's own thought, where such ideas, if they were the student's own would contribute to the merit of his or her own work. Instructors who suspect plagiarism are required to submit the paper and supporting documentation to the Departmental Chair who will refer the case to the Dean. It is not permitted to hand in the same assignment to two or more courses. The Department's Style Guide is available at: www.carleton.ca/polisci/undergrad/styleguide.pdf

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: Students must fulfill all course requirements in order to achieve a passing grade. Failure to hand in any assignment will result in a grade of F. 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: The Department of Political Science strongly encourages students to sign up for a campus email account. Important course and University information will be distributed via the Connect email system. See http://connect.carleton.ca for instructions on how to set up your account.