Department of Political Science
Carleton University
https://carleton/ca/polisci/

Fall 2020

Public Affairs Management and Analysis

PSCI 4408 A

Instructor: Scott Edward Bennett
C 672 Loeb Building
scott.bennett@carleton.ca

Class Times: 8:35 to 11:25 Wednesdays starting September 09, 2019 and ending on December 9. **The course will be conducted on line, and you will receive instructions allowing you to login to course meetings.**

Office Hours: There are no fixed office hours, but you can communicate with the instructor by email at any time. He will usually get back to you within a day.

Read this syllabus carefully. This syllabus stipulates class and university policies. Exemptions from these policies are almost never granted.

Note: In so far as possible, you should try to communicate with the instructor in class or through electronic mail. There are no in person office hours. There are very few matters that cannot be dealt with in class or by email.

Course Description

This is a seminar in public affairs management and analysis. It will provide you with appropriate background to pursue scholarship in that area of inquiry. It may also provide some practical insights but not the kind you would get in a standard public administration course. Students should keep in mind that seminars are conducted differently than lecture courses, and most of the work in presenting material is done by the students.

It will be evident that the field of public affairs management and analysis contains and goes beyond some traditional academic rubrics such as public administration and public policy. At its essence, the field is about the expertise used to manage public activities, broadly defined. Although some may think of this in idealized terms, more often than not it is about methods for the organized control of human communities.

The instructor usually chooses a focusing question for this course. This is something to use to think about the importance of theories to practical questions. This year, I would like to have students keep in mind the relevance of theories to understanding how responsive government can be to public preferences.

Class Format

This is a seminar in which, by definition, the students must have the primary responsibility for using course time effectively. You must be prepared to do your part in covering course material and participating. Also note that the way students are evaluated in a seminar is different from evaluation in large lecture classes. Therefore, do not expect to have a precise knowledge of the number of "points" you have earned in the grading system on any given day in the term. The seminar experience requires a greater degree of maturity than that, but it is also more forgiving in terms of typical grade distributions.

Main Text

The Public Administration Theory Primer (3rd Edition), Frederickson, Smith, Larimer & Licari Westview Press, 2016

You may want to purchase some of the books mentioned under topic 3 below, but it is not absolutely necessary.

Other sources are optional, readily available or on reserve.

Grade Components

Paper at End of Course (due December 9)	65%
Participation	35%

Details relating to the paper due at the end of the course will be provided in class. You will be given some choice as to the topic of the paper, but it should serve your future research interests.

Details on participation will be provided after class begins. It will involve students accepting scheduled responsibility for presenting the course material. There will also be an attendance component and a discussion participation component. However, it would be inappropriate to decide

on details of participation until we know the number of people enrolled in the course. If student is scheduled to present a particular reading, they should prepare a WORD document summary of that reading and/or a slide file to be distributed to the other students.

This term we are also requiring that you must attend (online) at least one of the first two meetings of the course if you wish to pass the course. This is essential for the continuity of the course under current circumstances.

Course Topics & Readings

Note that the instructor considers it to be bad pedagogy and probably bad administration to assign in advance specific dates to the coverage of specific topics. In general, we hope to reach topic 4.b no later than week 7 of the course. However, this is an expectation that can be altered in light of student background, interests and progress. We will cover as many of the topics as is appropriate and possible in the order listed below.

1. Introduction to the Course

   This is just a description and discussion of the mechanics of the course.

2. A Preliminary Discussion of Legacies and Biases to Determine the Perspectives of the Students

   Here, we will have a fairly free discussion of a number of orienting questions that are foundational in the course. No readings are necessary at this point. Some of the questions of interest are:

   a. Is the legacy of traditional public administration and public policy overly idealized for the modern study of public affairs management?
   b. Is the legacy of traditional public administration and public policy well placed in an overall understanding of all type of institutions used in managing human communities?
   c. What are the practical dimensions of managing human communities? For example, elite negotiations, managing public opinion, organizations and policies.

3. The Historical Context of Managing States and Alternatives to Hierarchical States

   This is to provide a very broad overview of the governance aspect of public affairs management and to indicate how limited or how varied approaches to managing human communities have been in various contexts and periods. The readings will be divided up among the seminar participants.

The Origins of Political Order (primarily chapter 1, 29 and 30), Francis Fukuyama

Political Order and Political Decay (primarily chapters 1,2,3,35 and 36), Francis Fukuyama

Governing the Commons: The Evolution of Institutions for Collective Action (primarily chapters 1 and 6), Elinor Ostrom

We also wish to raise the question of how public and private organizations tend to vary in the same contexts, but the answers here are not as obvious as some might think. We may suggest some background readings here.

4. Contemporary Theory and Its Immediate Predecessors

In some of the following, for those who are keen on Canadian content, we may wish to consider whether or not civil services in Canada have assumed the status of institutions similar to those institutions that have explicit constitutional status. Topics b. to e. are of most interest in this regard. Also keep in mind the focusing question for the course relating to whether change in government really responds to public preferences.

a. The Possibilities of Theory

Frederickson, Smith, Larimer & Licari – Chapter 1

b. Theories of Political Control of Bureaucracy

Frederickson, Smith, Larimer & Licari – Chapter 2

Savoie, Some selections from, What is Government Good At?: A Canadian Answer

c. Theories of Bureaucratic Politics

Frederickson, Smith, Larimer & Licari – Chapter 3

d. Public Institutional Theory

Frederickson, Smith, Larimer & Licari – Chapter 4

e. Theories of Public Management

Frederickson, Smith, Larimer & Licari – Chapter 5

We may consider a Canadian treatment of this and related theories as in:

Johnson, Chapter 5 of Thinking Government: Public Administration and Politics in Canada (4th ed.)

f. Post Modern Theory

Frederickson, Smith, Larimer & Licari – Chapter 6

g. Decision Theory

Frederickson, Smith, Larimer & Licari – Chapter 7

h. Rational Choice Theory and Irrational Behavior

Frederickson, Smith, Larimer & Licari – Chapter 8

And possibly:

"Are Bureaucrats Budget Maximizers?" Blais and Dion (1991

i. Theories of Governance

Frederickson, Smith, Larimer & Licari – Chapter 9

j. Summary of Theories

Frederickson, Smith, Larimer & Licari – Chapter 10

5. The Problem of Changing the Direction of Government

If time permits, and it may not, I would like to have a concluding discussion of whether or not it is possible to fundamentally change the direction and nature of government as a result of changes in the elected component of government. More broadly, this relates to the responsiveness of government to public preferences in crisis and non-crisis times.. There is some literature on this, but surprisingly little. It is a fundamental question to be addressed if there is any interest in properly managing and administering government.

Instructor's Other Important Guidelines and Rules

Without going into great detail, various other course, departmental and university rules apply to the conduct of any course. You are expected to know them. From, my point of view, the important rules are:

1. Do your work on time as described in this outline and in class. As noted before, there is some flexibility in handing in the final paper.

2. Do not engage in plagiarism.

3. Do not disrupt the class. This will be interpreted in a more detailed way than in previous years. While participating in the online class, make sure there are no disruptive noises in the background. With respect to persistent behavioural problems, the instructor may limit a person's involvement in the class.

4. Keep an open mind with respect to value systems and approaches to inquiry.

With respect to point one above, the final copy of the course paper should be submitted by the end of December 9, 2020. It must be in electronic form as a WORD attachment to an email. Be sure you keep copies of what you submit, and wait for the instructor's return message that he has received and can open the attachment. If you do not turn in the paper on time, you will initially get an F in the course. However, a failing grade can be changed at some later date if the papers is finally submitted. Nevertheless, the student should keep in mind that there are elements of grade change policy not within the instructor's control, and authorities in the university hierarchy may not accept a submitted grade change.

Presentations must be done on time as assigned. Failure to observe this will lead to a loss of all marks associated with a presentation.

Other rules of general interest from a departmental or university perspective are contained in the material that follows. The instructor only takes responsibility for the essence of the above material.

<u>Standard Departmental Attachment Follows</u>

Accommodations during COVID

Due to COVID, instructors will not request or require a doctor's note when students seek accommodation for missed term work or exams due to illness. Instead, students will be asked to complete the self-declaration form available here: https://carleton.ca/registrar/wp-content/uploads/COVID-19_Self-declaration.pdf

Academic Accommodations

Pregnancy

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Plagiarism