



Common Course

Early Childhood Studies and Justice Studies

Winter 2016

Section(s): 01 & 02

*AHSS*1140 - Public Sector Management*

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Guelph Humber website:	www.guelphhumber.ca

Course Title:	AHSS 1140 - Public Sector Management
Pre-requisites:	N/A
Co-requisites:	N/A
Restrictions:	N/A
Credits:	0.5
Course Website (If applicable):	http://www.onlineguelphhumber.ca/
Method of Delivery:	3-0 (Lecture)

Calendar Description:

The changing nature of public sector management in Canada is the key focus of this course. By the end of World War Two, governments were playing a far more important role in society than ever before. However, in the 1970s and 1980s, the traditional public service came under attack for its size, its lack of innovation, and widespread inefficiencies. The rhetoric of public management grew. Students become acquainted with a number of the ideas associated with public management including alternative service delivery (ASD), privatization, contracting out, and the infusion of other management techniques from the private sector into the public service.

Course Description:

In the first part of this course, students in this course will examine the pillars of the Canadian political system - Parliamentary government, the Judiciary and the Charter of Rights and Freedoms and how they reflect and affect the different Canadian societal cleavages: linguistic, regional, ethnic and national. By developing an awareness and understanding of these concepts, institutions and processes, students will not just have the ability to interpret current political events, but also build a foundation upon which to explore Canadian politics, identity, public policy and governance.

In the second part of the course, student will then develop a more thorough understanding of bureaucracy and public management, including a more detailed examination into the structure and organization of governmental department, central agencies, privatization, financial management systems, crown corporations, regulatory agencies and boards through case studies. In addition, students will also be able to review horizontal issues in the public sector, accountability, ethics and responsible government by examining these issues through the sponsorship scandal.

Course Learning Outcomes:

On completion of this course the student will be able to:

1. Develop an awareness and understanding of the various concepts, intuitions, and processes of the Canadian government and Canadian political issues.
2. Build a foundation upon which to explore Canadian politics, identity, public policy and governance.
3. Develop an understanding of relevant contemporary issues and political processes in Canada such as Aboriginal politics, Language Politics, Political Parties, Electoral systems, elections and basic understanding of rights and freedom in Canada.
4. Discuss organization theories and organizational development and how they relate to public management and administration
5. Describe the basic financial management system and accountability system within the Canadian federal system of government.
6. Compare and evaluate a variety of organizational models (including line departments), central agencies, special operating units, crown corporations, regulatory agencies and state-owned enterprises, among other.

Method of Delivery:

Students will attend 3 hour lecture, once a week. The format of the lecture will include traditional lecturing style using power point presentation, relevant audio/visual material such as videos, and CBC online archive video material as well as class discussion on relevant subject matter. Lecture slides will be posted on WebCT prior to lecture.

Learning Resources

Required Textbook(s):

Title: Rules of the Game: An Introduction to Canadian Politics
Author: Hamish Telford
Edition: 1st
ISBN: 978-0-13-254685-0

Supplementary Texts/Other: Additional readings will be available via ARES on-line course reserve

Course Schedule

Lesson/ Week	Topic	Readings/Activities
Week 1 Jan 14	Introduction to the Course What is Politics?	n/a
Week 2 Jan 21	The Study of Canadian Government Political Culture of Canada/Ideology	Rules of the Game Chapter 1 and 2
Week 3 Jan 28	Political Parties and Elections	Rules of the Game Chapter 3 and 4
Week 4 Feb 4	Parliamentary Government and the Executive	Rules of the Game Chapters 5 and 6
Week 5 Feb 11	Political Socialization: The Media's Impact on Politics	Fred Fletcher, Journalism, Corporate Media and Democracy in the Digital Age (available via ARES)
Winter Break		
Week 7 Feb 25	Midterm (in-class)	
Week 8 Mar 3	Federalism	Rules of the Game Chapter 7
Week 9 Mar 10	Canada and Quebec	Rules of the Game Chapter 8
Week 10 Mar 17	The Charter and the Courts/Constitutional Reform	Rules of the Game Chapter 9 and 11

Lesson/ Week	Topic	Readings/Activities
Week 11 Mar 24	The Bureaucracy and Policymaking/Impmentation Regulatory Agencies and Crown Corporations	Canadian Government in Transition Chapter 8 (available via ARES)
Week 12 Mar 31	Advocacy Groups and Lobbying Aboriginal Rights	Rules of the Game Chapter 10 Miriam Smith, The Role of Social Movements and Advocacy Groups (available via ARES)
Week 13 Apr 7	Immigration and Multiculturalism The Future of Canadian Democracy Final Reflections and Review	Rules of the Game Chapter 12
Final Exam – (to be scheduled within final exam period) Please check www.guelphhumber.ca for exam schedules		

Evaluation and Due Dates

Students will be evaluated in this course through:

Midterm	30%
Major Assignment	35%
Final Exam	35%
TOTAL	100%

Note: All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

Drop Box Policy

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

NOTE: The University of Guelph-Humber Undergraduate Calendar states:

“Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.”

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms to the university’s Academic Misconduct policy. The instructor will notify students of such a requirement in advance. More information on Academic Misconduct is included below in this outline.

Late Assignment Policy

Late assignments will be deemed to have a mark of 0 (zero) unless otherwise indicated on the assignment, or in this course outline, but can be adjusted at the discretion of the faculty member after discussion with the student or as indicated on the specific assignment.

Pursuant to part VII. of The University of Guelph Humber Academic Regulations and Procedures the University will consider granting consideration for courses if there are sufficient extenuating medical, psychological or compassionate circumstances. Academic consideration may take the form of an extended deadline, a deferred privilege, a late drop of a course(s) with or without failure, withdrawal from a semester with or without academic failure, or permission to continue on probationary status. A deferred privilege could take the form of approval to write a missed final examination or the completion of a course requirement after the end of the semester. Academic consideration is granted when acceptable medical, psychological, or compassionate circumstances affect any portion of the semester work. Generally, work commitments will not constitute grounds for academic consideration. Depending upon the circumstances and whether the semester work is complete, consideration may be granted by the faculty member, the Academic Advisor, or the Admissions and Academic Review Sub-Committee.

Students will need to assess the extent of the difficulty they face and the possible implications on their course work. For instance, an illness which lasts one or two days and results in a missed deadline can usually be resolved between the faculty member and the student, often without documentation. Circumstances which affect the student's ability to attend classes, write term tests or meet assignment deadlines for an extended period of time may require more formal documentation and consideration. Students are encouraged to seek documentation if the situation extends for a significant length of time. The Academic Advisor should be contacted regarding appropriate procedures and documentation.

Student's Responsibilities

If a student is late with an assignment the student is subject to the late submission penalties given on the specific assignment, or a mark of (0) if no late submission penalties are stated in the assignment or otherwise in this course outline. It is the student's responsibility to notify the faculty member if the assignment is late and request consideration to be marked as a late submission.

In addition:

If due to medical, psychological or compassionate circumstances a student is unable to complete any portion of the semester's work the student should:

- Inform the faculty-in-charge of the course in writing and in person if possible.
- If the faculty member requests it, the student must supply documentation.
- If documentation is unavailable, the student should consult their Academics Advisor.
- Complete and submit missed work by the new deadline established by the faculty member, before the last scheduled day of classes.
- If the medical, psychological or compassionate circumstance is such that it could affect overall semester performance or the ability to meet the final class day deadline, the Academic Advisor should be consulted regarding an appropriate course of action.
- If for any reason, a student is unable to complete a final examination or final assignment, the student should inform the faculty in charge of the course(s) AND should consult with their Academic Advisor about submitting an application for Academic Consideration.

Academic Policies

Important University of Guelph-Humber Academic Regulations

Academic Integrity / Academic Honesty

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Academic Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

Students are encouraged to review the policy:

<http://www.uoguelph.ca/registrar/calendars/guelphhumber/current/c07/c07-amisconduct.shtml>

Grading Procedures

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading-an indication of the standard achieved-to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback

on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

Missed Final Exams / Deferred Privileges

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

Accommodation Procedures

Students will identify themselves to Accessibility Learning Services and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing an "***Accommodation Letter***".

When students require test accommodations, they will

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodation.
- Book the test date and time in the Accessibility Learning Services office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Accessibility Learning Services. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/student-life/swac/accessible-learning>

It is the student's responsibility to be familiar with the University's policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>