

JSGS 801: Governance and Administration

UNIVERSITY OF SASKATCHEWAN CAMPUS	
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OFFICE HOURS:	Phone or video meetings available by appointment (please email to request)
TERM:	Fall 2020
LOCATION:	Canvas Learning Management System
DATES:	September 3 to December 7, 2020 For MPA and MPP students, this is entirely an asynchronous online course due to the COVID-19 pandemic. For students enrolled in the Online MPA program, this is primarily an asynchronchrous online course, supplemented by optional virtual sessions of 45 minutes to one hour per week (to be scheduled in consultation with the Online MPA students)

LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. We ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

CALENDAR DESCRIPTION

This course analyzes governing institutions and the process of modern government within Canada as a means of enhancing students' understanding of policy formulation and implementation. This course is intended to provide a basis for critically assessing political and administrative decision-making and policy outcomes.

LEARNING OBJECTIVES

Upon completion of this course, you should be able to:

1. Demonstrate critical and analytical thought about issues central to governance and public management;
2. Critically communicate meaningful research and knowledge about democratic institutions and public management;
3. Characterize the multiple institutional roles that are necessary for democratic societies to function effectively;
4. Apply the key concepts and principles of modern governance and administration, focusing particularly on the philosophical, ethical and constitutional issues associated with function of public managers in a democratic context; and
5. Reflect and demonstrate growth in your core competencies of Politics and Democracy.

ATTRIBUTES OF JSGS GRADUATES

Through the development of the following competencies, JSGS graduates will be prepared to meet the policy challenges of a rapidly changing world:

- **Analysis and Use of Evidence** – how to use evidence and develop the necessary analytical skills to succeed in a public administration career;
- **Politics and Democracy** – ensuring that students have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and
- **Policy Delivery** – the importance of effective service delivery and the ongoing management and evaluation of public policy.

COURSE CONTENT AND APPROACH

This course reviews the principles and practices of the institutions of policymaking and public-service delivery in Canada. It also examines contemporary public-sector management, especially its stresses and challenges, and the role that public servants can play in meeting these challenges, including the changing focus on government accountability, the desire to create more effective service delivery and better functioning programs, and the increasing use of new governing instruments. Classes will include presentations and discussions on the readings, discussions of short case studies, and guest speakers.

COURSE OUTLINE

<i>Module</i>	<i>Topic</i>	<i>Completed by</i>
1	Introduction	Sept 14
2	Governance and Administration	Sept 21
3	Bureaucracy and Public Policy	Sept 28
4	Federalism and Multi-Level Governance	Oct 5
<i>Canadian Thanksgiving break (Oct 12 to 16)</i>		
5	Courts and Judicial Review	Oct 19
6	Public Administration and Management Reforms	Oct 26
7	Indigenous Rights and Institutions	Nov 2
<i>USask mid-term break (Nov 9 to 13)</i>		
8	Good Governance	Nov 16
9	Complexity and Networks	Nov 23
10	Open Governance and e-Government	Nov 30
<i>Final exam available Dec 1 (due Dec 7 at 9PM Saskatchewan time)</i>		

TEXT AND READINGS

The textbook for this class is: Bevir, Mark. 2012. *Governance: A Very Short Introduction*. Oxford, UK: Oxford University Press.

All other readings for each module are provided to you in the [Canvass Learning Management System](#).

EVALUATION AND ASSIGNMENTS

Module answers – after completion of each module (30% – 3% per module)

- To ensure you have a proper understanding of each module's content before moving on, you are required to answer a few questions at the end of each module.
- We expect concise answers: in fact, the shorter the better, as brevity shows clear understanding and confidence in the subject matter.
- For these answers, you are welcome to simply use direct quotations from articles, with appropriate referencing.

Module presentation – sign up sheet available, starting with module #3 (30%)

- In groups, you will prepare a presentation on one of the modules.
- Your presentation may include a short video presentation, a slide deck (i.e., a PowerPoint) and a briefing note (not more than two pages).
- Your presentation should focus on a current or historical news story that is relevant to that module. You should explain the case study, unpack the various dynamics, and connect it to the module content.

- You must upload your presentation on the “completed by” date of the *previous* module, so that it can help your classmates understand the content of the module on which you are presenting.
- We may pose a few questions on the discussion board and some of your classmates may also do so; in the same way as you would in an in-person presentation, you are expected to provide concise responses in the discussion board.
- The wide geographic dispersion of this cohort will present some challenges to group work, however it will also provide valuable experience in collaborating with others around the world.
- At the end of the module, you will email the instructors with a grade for each of your fellow group members, reflecting their contributions to the group and based on the JSGS grading framework on page 6 of this syllabus.
- The specific grades you provide will be kept confidential. The aggregate grade for each group member will form the basis of 1/3 of their assignment grade, with the instructors providing the remaining 2/3.

Class participation (10%)

- In the same way that you are not expected to actively contribute to every single class in an in-person setting, you are not expected to post on the discussion board in every single module.
- However, to enhance your own learning and the learning of your colleagues, be active and engaged on the discussion board, ask questions, and share your thoughts in response to others.

Final exam (available Dec 1 and due Dec 7 at 9PM Saskatchewan time)

- Full instructions for the final exam, including word length and format, will be provided before the mid-term break.

LATE ASSIGNMENTS

Late submission will receive a grade of 0%. As a student in a professional program, you should meet deadlines as professionals are expected to do. If you have extenuating circumstances, contact the instructors.

ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan’s Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php).

Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.

STUDENTS WITH SPECIAL NEEDS

Students who may have a need for accommodations are encouraged to discuss this with the instructors and contact [Access and Equity Services for Students](#).

STUDENTS EXPERIENCING STRESS

Students who are experiencing stress can seek virtual assistance from [Student Counselling Services](#).

RESOURCES FOR STUDENTS

- DEU Writing Centre – Quality writing help for free! Anyone taking a distance class (online, independent studies, televised, or multi-mode delivery) administered by the DEU can use this free service. The Writing Centre provides tools and support to help you write effective essays, reports, or reviews. Simply submit a project draft, and a qualified tutor will assess your work and offer advice to improve your project. Contact the DEU Writing Centre at <http://distanceeducation.usask.ca/support/writing-centre.php>
- Netiquette information resources for faculty, instructors and students highlight the basics of internet etiquette including how to appropriately connect and communicate in a remote teaching and learning context. See <https://teaching.usask.ca/remote-teaching/netiquette.php> and <https://studentstest.usask.ca/articles/netiquette.php>
- Remote learning readiness tutorial for students. This resource engages students in learning about the skills associated with remote learning success. Feel free to send this to students or embed it in your Canvas or Blackboard course as a recommended or required activity. See – see https://libguides.usask.ca/remote_learning
- Remote learning resources have been pulled together for students on the students.usask.ca website. This site is updated regularly. See <https://students.usask.ca/remote-learning/index.php>
- Academic integrity tutorial for students. This resource introduces students to the concept of academic integrity and guides them to better understand their responsibilities regarding academic work, their rights, and the supports and services available to ensure they succeed within the larger scholarly community. Feel free to embed this in your Canvas or Blackboard course as part of your course-based activities on academic integrity. See <https://libguides.usask.ca/AcademicIntegrityTutorial>
- Be Well at USask is a podcast for all members of the university community highlighting campus initiatives and resources designed to engage and support. Included are episodes on how to thrive at university, transitioning to remote learning, academic supports, career planning in a crisis, as well as many other student supports. See https://www.youtube.com/playlist?list=PLQptLdMDrox2_HZOXAfHQW6DZoQOhoXes
- Information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <http://policies.usask.ca/policies/academic-affairs/academic-courses.php>
- The University of Saskatchewan Learning Charter is intended to define aspirations about the learning experience that the University aims to provide, and the roles to be played in realizing these aspirations by students, instructors and the institution. A copy of the Learning Charter can be found at: <http://teaching.usask.ca/about/policies/learning-charter.php>

GRADE DESCRIPTORS FOR JSGS COURSES

The JSGS faculty has adopted the following descriptors to provide students with a guide about how assignments and papers are marked.

It is expected that the class average in JSGS courses will generally be in the range of 78-80.

85+ excellent

An excellent superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

80-85 very good

A superior performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

75-80 good

A good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

70-75 satisfactory

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.