

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Canadian Political Structure
and Public Administration

Code No.: PFP2110 Semester: Two

Program: Police Foundations

Author: Social Sciences Department

Date: January 2003 Previous Outline Dated: Jan. 2002

Approved: _____
Dean Date

Total Credits: 3 Prerequisite(s): None
Length of Course: 4 hours/week Total Credit Hours: 60

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For additional information, please contact, Dean,
School of Health and Human Services
(705) 759-2554, Ext. 603/689

I. COURSE DESCRIPTION:

The aim of this course is to introduce the students to the concepts of both political science and public administration and to determine how these areas relate to law enforcement. The students will examine the history of politics in Canada, as well as the functions and organization of responsible government. This will be enhanced by further study into areas of public administration and the bureaucracy and its effect on law enforcement. Students will become cognizant of theories of bureaucracy, the history of the public service in Canada, and the art of making public policy.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

1. Express the introductory concepts of politics and public administration.
2. Explain the history of government in Canada.
3. Discuss the Constitution along with its Charter of Rights and Freedoms.
4. Describe the concept of responsible government at municipal, provincial, and federal levels.
5. Relate the roles of government and the resultant influences on law enforcement.
6. Determine the theories of bureaucracy and the contributions to law enforcement.
7. Describe the history of public administration in Canada.
8. Discuss the role of public policy.
9. Explain the functions of government ministries.
10. Describe federal and provincial agencies and their operations.
11. Discuss the importance of understanding the Canadian political process.

B. Learning Outcomes and Elements of the Performance:

Upon successful completion of this course, students will demonstrate the ability to:

1. Express the introductory concepts of politics and public administration.

Potential Elements of the Performance:

- Determine the role of government and that of public administration
- Define why knowledge of these roles will enhance the functioning of law enforcement procedures

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

2. Explain the history of government in Canada.

Potential Elements of the Performance:

- Cite the beginnings of Confederation in Canada
- Explain how Canada actually became a nation
- Examine the post-Confederation period and the early Constitution (British North American Act)

3. Discuss the Constitution along with the Charter of Rights and Freedoms.

Potential Elements of the Performance:

- Discuss Canada's Constitution
- Examine the sections of the Charter of Rights and Freedoms which were added to the Constitution in 1982

4. Describe the concept of responsible government at the federal, provincial, and municipal levels.

Potential Elements of the Performance:

- Note the differences between representative and responsible government
- Examine the structure of government in Canada at all three levels
- Discuss the role of First Nations in the Canadian political structure

5. Relate the roles of government and the resultant influences on law enforcement.

Potential Elements of the Performance:

- Describe the relations between the levels of government in Canada
- Examine police responses to a changing society

6. Determine the theories of bureaucracy and the contributions made by law enforcement.

Potential Elements of the Performance:

- Cite the various theories of bureaucracy
- Discuss the realities of theory versus actual practice, regarding law enforcement
- Identify private versus public administration

7. Describe the history of public administration in Canada.

Potential Elements of the Performance:

- Identify public administration as a modern academic discipline
- Discuss the history of the public service in Canada

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

8. Discuss the role of making public policy.

Potential Elements of the Performance:

- Determine what is public policy and how it is made
- Examine policy instruments and degrees of regulation

9. Explain the functions of government ministries.

Potential Elements of the Performance:

- Cite the role of government ministries and crown corporations
- Examine the legal parameters governing public institutions

10. Describe federal and provincial agencies and their operations.

Potential Elements of the Performance:

- Describe the functions of key government ministries
- Outline the general structure of a number of law enforcement agencies and their accountability

11. Describe the importance of understanding the Canadian political process.

Potential Elements of the Performance:

- Discuss how politics and public administration can enhance your personal and professional life
- List activities where you can participate as a citizen to better appreciate the political process

III. TOPICS:

1. Introductory Concepts
2. Canada Becomes a Nation
3. The Constitution and Charter of Rights
4. Canadian Political Structure
5. Politics, Society, and Law Enforcement
6. Public Administration and Bureaucracy
7. Evolution of Public Administration
8. Making Public Policy
9. The Bureaucratic Machinery
10. Public Law Enforcement
11. Getting Involved in the Political Process

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Canadian Political Structure and Public Administration, by Geoffrey J. Booth and Dennis M. Roughley, Emond Montgomery Publications Ltd., Toronto Canada
2. Additional resources as required, to be handed out in class by professor, or located in the Learning Resource Centre.

**V. EVALUATION PROCESS / GRADING SYSTEM:
MAJOR ASSIGNMENTS AND TESTING**

1. Tests	70%
2. Assignments	20%
3. Oral Presentation	5%
4. Attendance and Participation	5%
Total	100%

METHOD OF ASSESSMENT (GRADING METHOD)

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+ Consistently outstanding	(90% - 100%)	4.00
A Outstanding achievement	(80% - 89%)	3.75
B Consistently above average achievement	(70% - 79%)	3.00
C Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)	0.00
CR Credit exemption		
X A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements		

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

TIME FRAME

Canadian Political Structure and Public Administration PFP211 involves four periods per week for the semester. Students are expected to attend class and to participate in class activities.

VI. SPECIAL NOTES:

Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.