

PSCI 361 Public Administration Syllabus

Fall 2018 / Mondays in LA 303 at 9:30 a.m.

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This syllabus has been adjusted to use the 8/e and 9/e of the Stillman text.

COURSE DESCRIPTION & OBJECTIVES

This course is designed to allow students to develop an understanding of public administration as a field of academic study and an area of professional practice. Specifically, it focuses on the evolution of public administration as an academic discipline and a profession in the real world, the context in which public administration takes place, the meaning of public service in a democratic society, and the importance of personal and professional ethics. The course will be conducted as a seminar. Students must be prepared to discuss reading assignments and participate in analysis of case studies.

The specific **competencies** developed in PSCI 361 are:

- 1) Knowledge of public administration as a field of study
- 2) Knowledge of the political and organization context of public administration
- 3) Knowledge of public administration as a profession
- 4) Written and oral communication
- 5) Awareness of public service values: personal ethics, professional ethics, citizen responsiveness, social responsibility

Assessment of these competencies will be based on evaluating contributions to class discussions, two papers, and a formal class presentation (described below).

REQUIRED TEXTS: *There are 3 required books*

Public Administration: Concepts and Cases. 9/e by Richard Stillman

The 9/e of the Stillman text is now the latest edition. You can use either the 9/e or the 8/e. This syllabus has been adjusted for both editions. On weeks where there are differences, we will cover both the case and/or articles included in both editions. There are not a lot of differences between the two editions.

Public Administration in the New Century by Jeffrey Greene (*Order this book for Amazon.com or similar sources – Cengage, the publisher, has sold out all of its copies*)

Bureaucracy by James Q. Wilson

Classics of Public Administration (most any edition can be used from the 5/e on) edited by Shafritz & Hyde. There are minimal differences between the editions and copies will be placed on reserve in the Mansfield Library. The UC Bookstore will have the 8/e. Most of the articles are also available online in the library using JSTOR.

COURSE REQUIREMENTS and STRUCTURE

The requirements for the class includes reading James Q. Wilson's *Bureaucracy*, writing article summaries from *Classics of Public Administration* for three articles, and writing one five-page paper (described below), and a research paper of some aspect of public administration. The structure of the course is simple. Each week the class will focus on one major concept of public administration that will be illustrated in the readings and any assigned articles. The case study approach will be used to highlight the concepts. **STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNED READINGS.** After completing the course, students should understand the major concepts of public administration included in this course.

Grade Weights

Paper 1	30%	Ethics Paper
Paper 2	60%	Research paper and formal presentation
Participation	10%	Based on participation in class

Paper

Write a five-page paper on the following assignment. The paper is due the last session.

Provide a statement of your personal code of ethics. Include at least 3 principles in your statement and give an explanation and justification for each of these principles derived from your reading of the pertinent literature, and the discussions in class. Also discuss whether you believe that a person's personal ethical code every clashes with organizational ethics and expectations. Some believe that two sets of standards exist -- one's personal ethics and organizational ethics. Others argue that the same set of ethical standards should apply and work in organizational settings. Thus, do you believe that there are two sets of ethical standards? Is it possible for the same set of ethics used in our personal lives to be applicable to organizations in which we work?

Research Paper on some aspect of public administration or policy.

Political Science 400: Students can take this class as PSCI 400 -- *the writing class option*. **You MUST be a political science major to take PSCI 400.** This is a one credit hour class that can be used to fulfill the university writing requirement. *It is required for all political science majors.* If you opt to sign up for PSCI 400, you must get the approval of the instructor; fill out the appropriate paperwork, then turn the completed paperwork to the department secretary in LA 350 during the first week of class. It is the discretion of the instructor to allow more than 10

PSCI 400 students in any political science class. The requirements to complete PSCI 400 are described below.

All students using PSCI 361 as a writing class must be properly signed up for PSCI 400. Students taking this option are required to write a 10 page research paper on a topic related to public administration or policy. The topic must be approved by the instructor in advance (*before beginning the paper*). These papers will be graded more rigorously than for students not taking PSCI 400. Students will be allowed one re-write for their research papers. There is not a universally accepted writing style format to follow; writing styles vary from discipline to discipline. The political science department tends to use Kate Turabian's, *A Manual for Writers of Term Papers, Theses, and Dissertations*. You do not have to use this writer's manual for this class, but you will likely have to use it for other writing classes with other professors in the political science department. Thus, it is advisable to use the Turabian model. All papers are expected to contain a cover sheet, a bibliography, and appropriate citations.

The **first draft** of the paper is due on **Thursday, November 29**. The papers will receive two letter grades; one for content (the quality of the research) and separate grade for writing (composure, grammar, writing style, and clarity). The second grade is a technical grade and the standard that will be used is based on the technical writing style of social science research. That is, sentence structure should be clean, clear, and concise. *The goal is to write a short, well-crafted, organized paper that is easy to read.* After the first draft is graded, the papers will be returned and students will make any corrections and re-submit the paper by the **last class of regular classes** (*the last day prior to exam week, which is December 7*). The papers will be re-graded. The final grade for PSCI 400 will be based solely on the average of the content/writing grade for the final paper. For example, if the final grade on the paper is A/C (92/75), the student will receive a grade of a "B" (the average is 83.5).

Students will present their papers during the final sessions of the semester; a *semi-formal* presentation using PowerPoint or some presentation software. The presentation is part of the paper grade.

James Q. Wilson's book, *Bureaucracy*.

All students are required to read James Q. Wilson's, *Bureaucracy*. The book will be discussed later in the semester.

Exam

There is not a formal, written exam in this class.

Holidays during the Fall 2018 Semester

September 3 (Monday) Labor Day
November 6 (Tuesday) Election Day
November 12 (Monday) Veteran's Day
November 21-23 (Wednesday – Friday) Thanksgiving

Exam Week is December 1- 14
December 15 (Saturday) Fall Commencement

READING ASSIGNMENTS AND CLASS OUTLINE

Session 1 No work assigned (August 28)

Session 2 Introduction (No readings assigned – August 30)

This is an introductory session; there are no readings assigned

Session 3 The Search for the Scope and Purpose of Public Administration (September 4)

Stillman: Chapter 1

"The Study of Administration" by Wilson _____

"The Study of Public Administration in the United States" by Stillman _____

Case Study: "The Blast in Centralia No. 5" by Martin

Greene: Chapters 1 and 2, Introduction to Public Administration and An Overview and History of the Discipline

NOTE: The photo of Max Weber in the text is incorrect. A photo of Max Weber is provided on Moodle.

PART ONE: The Pattern of Public Administration in America: Its Environment, Structure, and People

Session 4 The Formal Structure: The Concept of Bureaucracy (September 6)

Stillman: Chapter 2

Case Study: "How Kristin Died" by Lardner

Greene: Chapter 3, The Bureaucracy

Session 5 The General Environment: The Concept of Ecology (September 11)

Stillman: Chapter 3

"The Ecology of Public Administration" by Gaus _____

Case Study 8/e: "Dr. Helene Gayle and the AIDS Epidemic," by Riccucci

Case Study 9/e: "William Robertson: Exemplar of Politics and Public Management Rightly Understood" by Terry L. Cooper and Thomas A. Bryer

The Political Environment: The Concept of Administrative Power

Stillman: Chapter 4

"Power and Administration" by Long _____

Case Study: "The Columbia Accident" by Casamayou

Session 6 Intergovernmental Relations: The Concept of IGR as Interdependence, Complexity, and Bargaining (September 13)

Stillman: Chapter 5

"American Intergovernmental Relations: An Overview" by O'Toole _____

"From Cooperative to Opportunistic Federalism" by Conlan _____ (9/e)

Case Study: "Wichita Confronts Contamination" by Rosegrant

Articles about New Orleans

Many point to Hurricane Katrina, New Orleans, and the Gulf Coast as a perfect example of weaknesses and failures in federalism and intergovernmental relations. I enjoyed reading the following article about New Orleans and Katrina. *A case study about Hurricane Katrina and New Orleans will likely appear in the next Stillman text. I would be surprised if it did not appear.* This article, from *City Journal*, is an interesting account of New Orleans. It is called "Who is killing New Orleans," by Nicole Gelinas. at *City Journal*. http://www.city-journal.org/html/15_4_new_orleans.html

Another article found in *Governing Magazine* is posted on Moodle. The article is about the communication breakdown among various levels of government and between agencies. "THE KATRINA BREAKDOWN," by Jonathan Walters & Donald Kettl.

Session 7 Internal Dynamics: The Concept of the Informal Group (September 18)

Stillman: Chapter 6

"Hawthorne and the Western Electric Company" by Mayo _____

Case Study: "American Ground: Unbuilding the World Trade Center," by Langewieche

Session 8 Key Decision-Makers inside Public Bureaucracy: The Concept of Competing Bureaucratic Subsystems

Stillman: Chapter 7

"Inside Public Bureaucracy" by Stillman _____

Case Study: "The Decision to Go to War with Iraq," by Pfiffner

Greene: Chapter 4, Organizational Theory and Behavior (*Note this chapter will be used several times*)

PART TWO: The Multiple Functions of Public Administrators: Their Major Activities, Responsibilities, and Roles.

Session 9 Decision-Making: The Concept of Incremental Choice (September 20)

Stillman: Chapter 8

"The Science of Muddling Through" by Lindblom _____

Case Study: "The MOVE Disaster" by Nagel

Case Study 9/e: How A City Slowly Drowned by Michael Grunewald and Susan B. Glasser

Executive Management: The Concept of Effective Public Organizations

Stillman: Chapter 10

"Gallopig Elephants: Developing Elements of a Theory of Effective Government Organization" by Rainey and Steinbauer _____

Case Study: "The Lessons from ValuJet 592" by Langewiesche

"Collaborative Processes: Inside the Black Box" by Anne Marie Thomson and James L. Perry _____ (9/e)

Case Study 9/e: "Government as a Catalyst: Can It Work Again with Wireless Internet Access" by Abhijit Jain, Munir Mandviwalla, and Rajiv D. Banker

Greene: Chapter 4, Organizational Theory and Behavior

Session 10 Public Personnel Motivation: The Concept of the Public Service Culture (September 25)

Stillman: Chapter 11

"The Public Service Culture" by Wise _____

Case Study: "Who Brought Bernadine Healy Down?" by Sontag

Greene: Chapter 5, Personnel Administration

Session 11 Public Budgeting: The Concept of Budgeting as Political Choice (September 27)

Stillman: Chapter 12

"The Politics of Public Budgets" by Rubin _____

Case Study: "Wisconsin's Budget Deficit," by Conant

Case Study 9/e: "Death of a Spy Satellite Program" by Philip Taubman

Greene: Chapter 6, Public Budgeting

PART THREE: Enduring and Unresolved Relationships: Central Value Questions, Issues, and Dilemmas of Contemporary Public Administration

Session 12 The Relationship Between Politics and Administration: The Concept of Issue Networks (October 2)

Stillman: Chapter 14

"Issue Networks and the Executive Establishment" by Helco _____

Case Study: "Reinventing School Lunch: Transforming a Food Policy into a Nutrition Policy" by Sims

Session 13 The Relationship Between Bureaucracy and the Public Interest: The Concept of Public Sector Deregulation (October 4)

Stillman: Chapter 15

"Bureaucracy and the Public Interest" by Wilson _____

"Public Policy and the Nature of Administrative Responsibility" by Carl J. Friedrich _____
(9/e)

Case Study: "The Human Genome Project," by Lambright

Case Study 9/e: "Torture as Public Policy" by James P. Pfiffner

Greene: Chapter 7, Public Policy

Sessions 14 and 15 The Relationship Between Ethics and Public Administration: The Concept of Ethical Obligations (October 9, October 11)

Stillman: Chapter 16

"Public Administration and Ethics: A Prologue to a Preface" by Waldo _____

Case Study: "The Case of the Butterfly Ballot," by Montjoy and Slaton

Case Study 9/e: "George Tenet and the Last Great Days of the CIA" by Richard D. White

ASPA Code of Ethics (There is a link at the bottom of the syllabus to the most current version of ASPA's Code of Ethics)

Greene: Chapter 9 Ethics in Public Administration

Session 15 Ethics continued

Session 16 Government Performance (October 16)

Greene: Chapter 8

Session 17 Administrative Reorganization: The Concept of the Tides of Reform (October 18)

"The Tides of Reform Revisited....," Paul Light

Case Study: "Expectations" by Katherine Boo

Session 18 No class, open to ready Wilson book (October 23)

Session 19 and Session 20 Discussion of James Q. Wilson's *Bureaucracy* (October 25; October 30)

The class will focus entirely on Wilson's book. The chapters included in Wilson's book are shown below and will be assigned to students on the first night of class. You do NOT have to write or turn in a summary of the chapter that you were assigned. We will go through the book chapter by chapter.

Chapter 1 Armies, Prisons, and Schools _____

Chapter 2 Organization Matters _____

Chapter 3 Circumstance _____

Chapter 4 Beliefs _____

Chapter 5 Interests _____

Chapter 6 Culture _____

Chapter 7 Constraints _____

Chapter 8 People _____
Chapter 9 Compliance _____
Chapter 10 Turf _____
Chapter 11 Strategies _____
Chapter 12 Innovation _____
Chapter 13 Congress _____
Chapter 14 Presidents _____
Chapter 15 Courts _____
Chapter 16 National Differences _____
Chapter 17 Problems _____
Chapter 18 Rules _____
Chapter 19 Markets _____
Chapter 20 Bureaucracy and the Public Interest _____

Session 20 Wilson book discussion continued (October 30)

Session 21 Presentations (Begin November 1)

Session 22 November 6 NO CLASSS, Election Day

Session 23 No Class (November 8) *I will have to be out of town this week*

Session 24 No Class (November 13) *I will have to be out of town this week*

Session 25 Presentations (November 15)

Session 26 NO CLASSS – Thanksgiving Break (November 20)

Session 27 NO CLASS – Thanksgiving Break (November 22)

Session 28 Presentations (November 27)

Session 29 Presentations (November 29)

Session 30 Presentations (December 4)

Session 30 Presentations (December 6)

Class ends – no meetings during Exam Week

Links

Link to *Governing Magazine*

<http://www.governing.com/>

American Society for Public Administration_(ASPA) *The ASPA Code of Ethics is located on this website.*

<http://www.aspanet.org/>

*The Public Manager (A magazine dedicated to public managers, formerly called **The Bureaucrat**)*

<http://www.thepublicmanager.org/>

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