

SYLLABUS
Political Science 5303
Public Administration Survey
Spring, 2017

There is no subject more important than this subject of administration. The future of civilized government, and even, I think of civilization itself rests upon our ability to develop a science and philosophy and practice of administration competent to discharge the public functions of a civilized society.

Charles E. Beard

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Required Texts:

The Public Administration Theory Primer (2nd edition) by H. George Frederickson, Kevin B. Smith, Christopher W. Larimer, and Michael J. Licari. Westview Press.

The Nature of the Non Profit Sector (2nd edition) edited by J. Steven Ott and Lisa A. Dicke. Westview Press.

Course Description: Political Science 5303 is a study of the conduct of public business by organized agencies at national, state, and local levels.

Course Goals: Political Science 5303 is the graduate level survey course in public administration. As such, we will study various theoretical approaches to the study of public administration. Specifically, we will study theories of political control of bureaucracy, theories of bureaucratic politics, public institutional theory, theories of public management, postmodern theory, decision theory, rational choice theory and irrational behavior, and theories of governance. Because of the increasing role that nonprofit organizations play in public administration, two of the sessions will focus on the development and management of nonprofits. Application of the theory to "field" situations will be attempted through the use of case studies.

Student Learning Outcomes:

**The student will be able to identify major concepts and terminology in public administration (to be assessed by oral presentations and by term paper);*

**The student will be able to identify the major historical influences shaping modern public administration (to be assessed by completion of study guide);*

**The student will be able to execute original research related to an issue in public administration (the student will propose a topic for investigation and will author a paper presenting the research findings);*

**The student will be able to take an administrative problem and analyze the structure of the problem;*

**The student will demonstrate competency with analytical techniques employed in data analysis employed in program evaluation and review (to be assessed by data interpretation and analysis assignments).*

Program Learning Outcomes:

The graduating student will:

**Demonstrate the ability to critique significant theoretical approaches of public administration.*

**Demonstrate the ability to evaluate domestic and international administrative processes.*

Course Evaluation: The student's grade will be based upon:

**Analysis of chapter readings through completion of study guides for each chapter assigned;*

**Analysis of two case studies through completion of study guides;*

**Reviews of three journal articles. Each written report will include a complete bibliographic citation, a statement of methodology, a summary of major findings, and your evaluation of the work;*

**A fifteen-page research paper over an approved topic relevant to public administration;*

**And participation in the discussion board.*

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Disabilities Accommodation: It is SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodation because of a physical, mental, or learning disability, please contact Ms. Mary Schwartz, Accessibilities Services Coordinator, in Ferguson 112 or at (432) 837-8203. The mailing address is P. O. Box 122, Sul Ross State University, Alpine, Texas 79832. E-mail: mschwartz@sulross.edu.

Caveat: I finally am getting enough experience with web courses to know what I expect. Here's what it distills to. In order to get an "A" in the course, the student must (1) submit all assignments; (2) when submitting the study guides for chapters, articles, and case studies, answer the questions on the template, (3) have the student's name on the assignments, and (4) have no open sources such as Wikipedia or other open sources used for references. Let me explain. I want my instructions and the questions

themselves on the same paper as the answers so you will have the instructions before you to remind you of what I am asking. If I ask for complete sentences (a reasonable request of graduate students), I want you to have that request before you. Also, in web courses, I want your name on the assignment because it claims authorship. For me it claims that the work is your work. And the prohibition of wiki sources in scholarly work is a standard of the academy—and we all love Wikipedia. When these necessary conditions are met, then if the quality of work is “A” level, then the grade for the course will be an “A.” Thank you.

Timely submission of Assignments. For better or for worse, I have a practice of accepting assignments after the due dates on the calendar. The practice is reasonable to me because most of my students taking the on-line courses are working full-time and have significant family obligations. Having said that, here are my new policies (effective Spring, 2015) and the circumstances that created the new policies:

- 1. A student submitted the prospectus at the same time the student submitted the research paper. The sole purpose of the prospectus is for me to approve the topic as appropriate for the course. To submit the prospectus with the paper ignores the purpose of the prospectus. Therefore, I will grade a paper submitted without having an approved prospectus previously submitted, but the highest grade I will give the paper is a “C”;*
- 2. A student gets busy with life and doesn’t submit the assignments on schedule, rather the students bundles several assignments and emails them to me at the end of the semester. Do not wait and bundle assignments. Assignments are to be sent as soon as you finish each one not ten at-a-time. Bundled assignments will be graded but one letter-grade will be deducted for each assignment.*

*The Graduate Center: The **Graduate Student Center**, located in **BAB 104**, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Alpine and distance education students can receive writing and thesis assistance by contacting sabra.laviers@sulross.edu or calling 432-837-8247.*

COURSE OUTLINE

UNIT I

Theories of Public Administration: Part I

Required Reading:

*Chapter 1: Introduction: The Possibilities of Theory in *The Public Administration Primer*

*Chapter 2: Theories of Political Control of Bureaucracy in *The Public Administration Primer*

*Chapter 3: Theories of Bureaucratic Politics in *The Public Administration Primer*

*Chapter 4: Public Institutional Theory in *The Public Administration Primer*

*Chapter 5: Theories of Public Management in *The Public Administration Primer*

UNIT II

Theories of Public Administration: Part II

Required Reading:

*Chapter 6: Postmodern Theory in *The Public Administration Primer*

*Chapter 7: Decision Theory in *The Public Administration Primer*

*Chapter 8: Rational Choice Theory and Irrational Behavior in *The Public Administration Primer*

*Chapter 9: Theories of Governance in *The Public Administration Primer*

*Chapter 10: Conclusion: A Bright Future for Theory? in *The Public Administration Primer*

UNIT III

The Non-Profit Sector and Public Administration: Part I

Required Reading:

*Chapter 1: What is the Nonprofit Sector in *The Nature of the Nonprofit Sector*

*Chapter 3: The Idea of a Non Profit and Voluntary Sector in *The Nature of the Nonprofit Sector*

*Chapter 7: The Impact of the Voluntary Sector on Society in *The Nature of the Nonprofit Sector*

*Chapter 8: The Nonprofit Sector in Historical Perspective: Traditions of Philanthropy in the West in *The Nature of the Nonprofit Sector*

*Chapter 11: A History of the Tax-Exempt Sector: An SOI Perspective in *The Nature of the Nonprofit Sector*

*Chapter 15: The Constitution of Citizens: Political Theories of Nonprofit Organizations in *The Nature of the Nonprofit Sector*

UNIT IV

The Non-Profit Sector and Public Administration: Part II

Required Reading:

*Chapter 16: To Empower People: The Role of Mediating Structures in Public Policy in *The Nature of the Nonprofit Sector*

*Chapter 21: Perspectives on Organizational Governance: Some Effects on Government-Nonprofit Relations in *The Nature of the Nonprofit Sector*

*Chapter 27: The World We Must Build in *The Nature of the Nonprofit Sector*

*Chapter 30: The Future of the Nonprofit Sector: Its Entwining With Private Enterprise in *The Nature of the Nonprofit Sector*

*Chapter 31: A Government-Nonprofit Relations from An International Perspective in *The Nature of the Nonprofit Sector*

GROUP I READINGS

These readings can be found in many sources. I have given you information on one source for the literature. You are welcome to draw the article from any source you find—as long as its legal.

Administrative Theories

Bureaucracy

"Bureaucracy" by Max Weber in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 43.

"The Concept of Bureaucracy: An Empirical Assessment" by Robert Hall. American Journal of Sociology 69, no. 1 (July, 1963): 32-40.

"Organizations of the Future" by Warren Bennis, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 220.

Scientific Management.

"Scientific Management" by Frederick W. Taylor, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 36.

Principles of Administration (Universalists)

"Notes on the Theory of Organization" by Luther Gulick and Lyndall Urwick, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 79.

"The Proverbs of Administration" by Herbert Simon, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 124.

Managing the Machine: Human Relations in the Organization

"Informal Organizations and Their Relation to Formal Organizations" by Chester Barnard, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 93.

"The Giving of Orders" by Mary Parker Follett, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 57.

Industrial Humanism

"The Fusion of the Individual With the Organization" by Chris Argyris, American Sociological Review (June, 1954).

Motivating the Organizational Participant

"A Theory of Human Motivation" by Abraham Maslow, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 111).

"The Human Side of Enterprise" by Douglas Murray McGregor, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 158).

Extraorganizational Emphases

"Organizations and the Systems Concept" by Daniel Katz and Robert L. Kahn, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 189).

"Exchange as a Conceptual Framework for the Study of Interorganizational Relationships" by Sol Levine and Paul E. White, *Administrative Science Quarterly*, vol. 5 (March, 1961).

GROUP II READINGS

Decision-making and Communications Theory

"Mixed Scanning" by Amitai Etzioni, *Public Administration Review*, 27 (December, 1967).

"The Science of Muddling Through" by Charles Lindblom, *Public Administration Review*, vol. 19 (Spring, 1959), 79 or in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 164).

Personnel Theory

"Representative Bureaucracy: A Reassessment" by V. Subramanian. *American Political Science Review*, Dec., 1967, p. 1010.

"Followership and the Federal Worker" by G. Ronald Gilbert and Albert C. Hyde, *Public Administration Review*, Nov./Dec., 1988, p. 961.

"In Praise of Difficult People: A Portrait of the Committee Whistleblower" by Philip H. Jos, Mark E. Thompkins and Steven W. Hays, *Public Administration Review*, Nov./Dec., 1989, p. 552.

"The Legal Evolution of Sexual Harassment" by Robert Lee and Paul Greenlaw. *Public Administration Review*, July/August 1995, p. 357.

"The Varieties of Faith-Related Agencies" by Steven Rathgeb Smith and Michael Sosen, *Public Administration Review*, November/December 2001, pp. 651-669.

AThe Emerging Federal Quasi Governmental Issues of Management and Accountability@ by Ronald C. Moe, Public Administration Review, May/June 2001, pp. 290-307

AThe New Public Service: Serving Rather Than Steering@ by Robert B. Denhardt and Janet Vingant Denhardt, Public Administration Review, November/December, pp. 549-559

AThe >Old= Public Management Versus the >New= Public Management: Where Does Public Administration Fit In?@ By Naomi Ruccucci, Public Administration Review, March April 2001, pp. 172-175

"He Says, She Says: Gender and Worklife@ by Mary Hale, Public Administration Review, September/October 1999, pp. 410-424

AWorkplace Bullying: Curing the Cancer of the American Workplace@ by Peter M. Glendinning, Public Personnel Management , Fall 2001, pp. 269-285

GROUPS III READINGS

Budgeting Theory

"The Road to PPB: The Stages of Budget Reform" by Allen Schick, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 199.

"Organizational Decline and Cutback Management" by Charles Levine, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 335.

"Exploring the Limits of Privatization" by Ronald Moe, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 460.

"The Possibility of Administrative Ethics" by Dennis F. Thompson, in *Classics of Public Administration* (6th edition) edited by Jay M. Shafritz and Albert C. Hyde (Thomson/Wadsworth, 2007, p. 451.

"The Public Service and the Patriotism of Benevolence" by H. George Frederickson and David K. Hart, Public Administration Review, Sept./Oct., 1985, p. 547.

"Administrative Ethics and Founding Thought: Constitutional Correctives, Honor and Education" by William D. Richardson and Lloyd G. Nigro, Public Administration Review, Sept./Oct., 1987, p. 367.

"Public Service and Public Interest" by Elmer Staats, Public Administration Review, March/April, 1988, p. 601.

For purposes of educator certification, PS5303 addresses Domain IV (Government and Citizenship) and the following competencies and standards:

Competency 014 (The teacher understands the principles of democratic government and the structure and functioning of the government of the United States).

Relevant standard. The beginning teacher understands the relationship between the states

Competency 015 (The teacher understands political processes in the United States and the rights and responsibilities of U. S. Citizens)

Relevant standard. The beginning teacher demonstrates knowledge of processes for making policy in the United States and ways in which different points of view influence decision making and the development of public policy at the local, state, and national levels.