Puba 602
Introduction to Public Administration
Fall 2015

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Course overview

This course focuses on developing each student's comprehension of the history and foundational underpinnings of Public Administration. The course will cover the economic, political, and social dynamics within the field of public administration; essential organizational, decision making, and leaderhsip theories; and the management challenges related to intergovernmental relations, human resources, performance management, program evaluation, budgeting, and technology. In addition, this introduction to Public Administration will consider public service as a personal and professional commitment when considering the ethics and values unique to this sector. Through the use of the textbook, assigned readings, case studies, simulations, and hands-on experiential learning, students will be afforded an opportunity to advance their theoretical and practical knowledge of public administration.

Course Objectives

At the conclusion of this course, students will be able to:
- Distinguish the public sector, and public organizations, from other sectors and organizations
- Articulate organizational, leadership and management strategies of public governance
- Identify and apply a public service perspective
- Analyze the economic, political and social environmental context, identify appropriate options, and make judgements using evidence about public problems
- Describe the relationship between the policy process and public administration

Required Readings and Materials

Holzer, M. & Schwester, R. (2011). *Public Administration: An Introduction.* Armonk, NY: M.E. Sharpe.

Shafrtiz, J.M. & Hyde, A.C. (2012). *Classics of Public Administration, 7th ed.* Boston, MA: Wadsworth.

Additional articles and chapters, available through the UHM library, or on Laulima if not available at the library.

Course Requirements
- Each student must complete the assigned readings and assignments as scheduled and on time.
- Each student must actively participate in class discussions.
- Each student must be respectful of other students' ideas and experiences.

Assignments and Grading

Mini essays and reflection papers (12 @ 25 each)	300
Case Analyses (2 @ 150 each)	300
Final Case Paper	300
Weekly attendance and Participation	100
Total	1000

Writing Guidelines
All hard copy written assignments must be typed, stapled, double spaced, with one-inch margins, page numbers and in Times New Roman 12 pt font. All written assignments, hard copy and electronic assignments, will be graded on clarity, accuracy, and proper sentence structure and grammar. You should proofread all assignments before turning them in and should include a bibliography if sources are cited.

Weekly attendance and participation
Your job in this class is to thoughtfully examine course materials and engage fully in course-related activities, discussions and assignments. Your attendance is expected at each session. If you must miss class for any reason, please contact me. I appreciate your avoidance of distracting practices such as late entrances, early exits, ringing cell phones, web browsing, texting, conversations, and other activities unrelated to the class. This behavior is especially important given that the beginning of class sometimes features guest speakers. It also includes respecting the viewpoints and experiences of your classmates, professors, and the guest speakers.

Late Policy

Assignments turned in late will receive a 10-point per day deduction.

Plagiarism and Academic Dishonesty

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. This includes copying and pasting from websites into your paper without citing the website or putting quotes around the cut material. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please talk to me.

Student Accessibility

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability

and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary adjustments.

Class Schedule and Reading Assignments

Class 1. Public Administration: An Indispensable Part of Society
The meaning of public administration; public vs. private; administrative responsibility; policy formulation vs policy execution; the study of public administration and its history

Readings: HS, Chapter 1
　　　　　　SH, 1. *The Study of Administration,* Woodrow Wilson (1887).
　　　　　　SH, 7. *Introduction to the Study of Public Administration,* Leonard White (1926).
　　　　　　SH, 22. *Government is Different,* Paul Appleby (1945).

Class 2. Organization Theory and Management
Hierarchy and authority; organizational models; theories of managerial efficiency; organization theories; culture; organizational change

Readings: HS, Chapter 2
　　　　　　Sh, 9. *Notes on the Theory of Organization,* Luther Gulick (1937).
　　　　　　SH, 8. *The giving of orders*, Mary Parker Follett (1926).
　　　　　　SH, 48. *Understanding organizational culture,* J. Steven Ott (1989).

Class 3. Human Resource Management
Identification, recruitment, and retention of a competent workforce; Public Service Motivation; managing diversity and cultivating a quality work environment; employee rights and obligations; unionization and collective bargaining

Readings: HS, Chapter 3
　　　　SH, 14. *A theory of human motivation,* A. H. Maslow (1943).
　　　　Selden, S.C. 1997. "Bureaucracy as a Representative Institution." In *The Promise of Representative Bureaucracy,* Armonk, NY: M.E. Sharpe.

Class 4. Decision Making
Critical thinking; the nature of decision making; various theories and models of decision making (rational, bargaining, participative, public choice, consensus); dysfunctional decision making (groupthink); limits on decision making (uncertainty, crises)

Readings: HS, Chapter 4
　　　　SH, 20. *The Science of Muddling Through,* Charles Lindblom (1959)
　　　　SH, 57. *Policy Paradox: The Art of Political Decision Making,* Deborah Stone (2002)
　　　　Janis, I.L. 1971. Groupthink. *Psychology Today.*

Case Study Assignment # 1 Due

Class 5. Politics and Public Administration
Legislative and bureaucratic processes; discretion; administrative reform; accountability; separation of powers; oversight

Readings: HS, Chapter 5
>McCubbins and Schwartz. 1984. Congressional Oversight Overlooked: Police Patrols versus Fire Alarms. *American Journal of Political Science,* 28(1): 165-179.

Class 6. Intergovernmental Relations
Federalism; grants; contracts; contracting; hollow state; public-private partnerships; implementation problems

Readings: HS, Chapter 6
>SH, 33. *Implementation,* Pressman and Wildavsky (1973).
>Milward, H.B. and Provan, K.G. 2000. Governing the Hollow State. *Journal of Public Administration Research and Theory,* 10(2): 359-380.

Class 7. Performance Management
Importance of knowledge training and sharing; total quality management; issues in organization responsiveness; measuring performance to improve performance; how to interpret results, and identify and understand key indicators; role of privatization in government performance.

Readings: HS, Chapter 7
>Wichowksy, A. & D.P. Moynihan. 2008. Measuring how Administration Shapes Citizenship: A Policy Feedback Perspective on Performance Management. *Public Administration Review,* 68(5): 908-920.
>Behn, R. D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586-606.
>Barrett, K., & Greene, R. (2012). The Public's Problem with Performance Measurements. Governing. Available at http://www.governing.com/columns/smart-mgmt/col-publics-problem-with-performance-measurements.html

Class 8. Program Evaluation
Program evaluation; general logic model; methods to collect and use; various program evaluation models, ethical concerns.

Readings: HS, Chapter 8

Class 9. Budgeting
Budgeting process; types of budgets; sources of money; theories of budgeting and financial management.

Readings: HS, Chapter 9

Melkers, J. E., & Willoughby, K. G. (2001). Budgeters' Views of State Performance Budgeting Systems: Distinctions across Branches. Public Administration Review, 61(1), 54-64.

Case Study Assignment #2 Due

Class 10. Leadership
Management functions; leadership theories; types of leadership power

Readings: HS, Chaper 10
    Andersen, J. A. (2010). Public versus private managers: How public and private managers differ in leadership behavior. *Public Administration Review*, 70(1), 131-141.

Class 11. Ethics
What are ethics; bureaucracy and ethics; formal rules and bureacratic discretion; various ethical frameworks; accountability.

Readings: HS, Chapter 11
    SH, 51. *The Ethics Challenge in Public Service,* Carol W. Lewis (1992).
    SH, 58. *Unmasking Administrative Evil: Searching for a Basis for Public Ethics,* Guy B. Adams and Danny L. Balfour (2006).

Class 12. Technology and Public Administration
Technology organization; e-government; the network and its security; knowledge management; trends and opportunities facing public managers.

Readings: HS, Chapter 12
    Norris, D.F. & C.G. Reddick. 2013. Local E-government in the United States: Transformation or Incremental Change? *Public Administration Review,* 73(1): 165-175.

Class 13. Public Service and Popular Culture
The public image of public servants; stereotypes and realities; capturing the attention of youth; networks and professional organizations.

Readings: HS, Chapter 13

Class 14. The Future of Public Administration
Governance networks; performance measurement; emergency management; citizen participation; globalization; accountability; transparency; diversity.

Readings: HS, Chapter 14
    SH, 59. *Inside Collaborative Networks: Ten Lessons for Public Managers,* Robert Agranoff (2006).
    Comfort, et al. 2012. Emergency Management Research and Practice in Public Administration: Emergence, Evolution, Expansion, and Future Directions. *Public Administration Review,* 72(4): 539-547.

Fitzpatrick, et al. 2011. A New Look at Comparative Public Administration: Trends in Research and an Agenda for the Future. *Public Administration Review,* 821;830.

Assignments

I.   Blog posts and mini-essays

Each week students will be expected to turn in a short piece of writing (approximately 500 words). Some weeks the student will submit a blog post of the student's reaction to the readings. In other weeks, the student will submit to the instructor the response to a specific prompt.

Reflection papers must be posted to the class Laulima site in the 'blog' section by Monday at 8pm. These blog posts should be clear to read and understand, with proper sentence structure and grammar. Students are encouraged to read each other's blog posts so that we can have a class discussion about them. It may be helpful to bring a copy of your post to class with you as well, especially if you are shy and do not feel comfortable talking in class.

Mini-essays are to be handed in at the start of class, the week after that topic is discussed.

The lowest grade on one of your relfection papers or mini-essays will be dropped.

Some notes about what I look for when grading your reflection papers:
Tied into the class readings and discussions
Connected class readings to real world experience
Synthesized multiple readings
Posed insightful comments/questions about implications/meaning of readings

II.   Case Studies

Case Studies will be posted on Blackboard two weeks before the due date. Case Studies will be accompanied with questions. Each question is to be answered and completed in a word document double spaced and no longer than two pages. The Case Study assignments are to be sent to the instructor via email prior to class meeting time on the due date.

III.   Final Case assignment

The purpose of the Case Analysis Paper is to apply the theory and concepts from the course to a practical, applied case. To analyze a case, you critically examine the organizational, political, social, and ethical issues confronted in the case. Most often you will need to read the case several times   once to grasp the overall picture of the situation and then to discover and understand the specific problems, dynamics, and work environment from the case.

The case analysis requirements are as follows:
• Develop an overview of the case that summarizes relevant public, organizational, management and leadership issues

• Analyze the case based on public administration theory and practice as presented in the textbook, lectures, supplemental readings, and other outside reference sources with a focus on how the case helps us better understand public management functions and processes in public organizations.
• Apply the concepts, tools and methods to the case based on class lectures and discussions, and personal experience.
• Recommend a course of action to address the problems and/or issues presented in the case.

In no more than sixteen (16) pages, support your analysis with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited.

Writing Guidelines
All hard copy written assignments must be typed, stapled, double spaced, with one-inch margins, page numbers and in Times New Roman 12 pt font. All written assignments, hard copy and electronic assignments, will be graded on clarity, accuracy, and proper sentence structure and grammar. You should proofread all assignments before turning them in and should include a bibliography if sources are cited.