

Draft (Revised December 16)
PSPA 600: Scope and Dynamics of Public Administration
Spring 2009

Professor: Curt Wood
Class Times: Wednesday, 6:00-8:40 PM on the Naperville Campus
Office Hours: Wednesday, 10-11:30 AM and by appointment
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Course Objectives and Description

The purpose of the Scope and Dynamics of Public Administration is to advance the understanding and appreciation of the history, study, and practice of the scope and dynamics of public administration. As such, the emphasis will be on relating the theories and history of public administration with current practice through lectures, readings, class discussions, written assignments, case studies, and role-playing.

Teaching Philosophy

It is my goal to train graduate students to think critically about the major theories of public administration and to link theory with practice using critical analysis. I will challenge students to think actively by taking responsibility for and becoming involved in their own learning inside and outside the classroom.

Required Texts

Jerome B. McKinney and Lawrence C. Howard: *Public Administration: Balancing Power and Accountability*, 2nd Edition. 1998. Praeger.

Jay M. Shafritz and Albert C. Hyde: *Classics of Public Administration*, 6th Edition. 2007. Thomson Wadsworth.

Supplemental Readings:

In addition, there will be assigned readings placed on Blackboard in Course Documents, assigned cases placed on Blackboard in Course Assignments, and professor lesson plans and notes placed on Blackboard in Course Information.

Final Examination

There will be a comprehensive take home final exam. The essay questions will challenge the student to integrate theory with practice. The final exam will cover the material from the entire semester. The take home final exam is due on or before Wednesday, May 6 at 6 PM. Students must submit the final exam at the public administration office on the DeKalb campus. No electronic final exams will be accepted unless the student does not take a course on the DeKalb campus. In that event, an electronic copy will be accepted. The maximum length of the final

exam will be eight (8) typed pages, with one-inch margins, double-spaced, paginated, and 12 point font. Make-up or late exams will only be permitted in the case of extreme emergencies. In order to be eligible to make up a test, the student must notify the professor **prior** to the test that he/she will not be able to take the test at the appointed time and submit a written doctor's approval. An unexcused absence from the final exam will receive a score of zero.

Praxis Papers

Each student will be required to turn in and present three (3) praxis papers during the semester that relates **one major** idea, theory, or concept from **all** the readings and professor notes from the current week to a public administration case (current event or personal/professional experience).

Each student should organize their paper as follows (**in the same order as shown**): 1) Statement of the question (purpose) in one sentence; 2) Research thesis (topic) sentence that summarizes the week's literature that relates directly to the purpose of the paper; 3) Brief review of the current week's literature related to the thesis sentence and the question; 4) Case study thesis (topic) sentence that summarizes the case study results that are related to the literature used in the paper and the paper question (purpose), and 5) Briefly describe the case/example/current events and how the case relates to the question, the literature, and the case study thesis sentence. A maximum of one (1) praxis paper will be accepted each week from each student. **No late praxis papers will be accepted.**

Grades will be based on the following: 1) the quality of the question (20%); 2) the quality of the research thesis (topic) sentence (10%); 3) how thoroughly the author draws upon the relevant week's literature to explain the thesis statement (20%); 4) the quality of the case study thesis (topic) sentence that introduces the case (10%), 5) how well the question, research thesis statement, the literature, and the case study thesis sentence are connected/related to the case (20%); and 6) how reader-friendly (concise, organized, and clear) is the paper (20%).

At the first class the professor will provide the students with the analytic scale (scoring guide) used by the professors to grade students' praxis papers. A copy of the scoring guide can also be found on Blackboard, in Course Information. Students are required to complete the assessment tool, and turn in the completed assessment tool along with the praxis paper. A model (exemplary) praxis paper can be found on Blackboard, in Course Information.

Students that receive a "C" on their praxis paper will have the opportunity to revise the praxis paper one time only. Students will have until the last class to turn in any revised praxis papers. Students must attach the original graded paper and a second completed analytic tool when submitting a revised praxis paper.

Students may turn in more than three praxis papers. In that event, the professor will use the praxis papers with the three highest scores when averaging the overall score for the praxis papers. Students will receive extra credit for each additional praxis paper.

The praxis paper should have a title, the student's name should be typed on the paper, and the paper should be double-spaced, paginated, and have one-inch margins and 12-point font. The praxis paper should be between 2-3 pages long. Students should cite within the text the original authors' name and the current events authors' last name and the year published as well as the page number (if a direct quote). For the case, a full reference should also be provided at the end of the paper in a reference section.

Case Studies

All students are required to read and think about all the case studies in the syllabus and participate in the class discussion of all case studies; however, students are required to submit typed answers to the questions for three (3) case studies during the semester (cases are found in Course Assignments on Blackboard). **No late cases will be accepted.** Answers should be thoughtful, thorough, but also concise. Students should also use any theories or concepts learned from the readings and professional experience to defend or justify the answers. The idea is to integrate theory and practice. Students may also turn in typed answers to the questions for any or all other in-class cases from the syllabus. The top two case scores will be averaged to calculate the overall case grade. The other cases will receive a rating of high, medium, or low and will be considered extra credit provided the score is high or medium.

Answers to the case questions should be two to three typed pages, using one-inch margins, and double-spaced, with 12 point font, and paginated.

Grades will be based on content, the integration of theory (literature and professor notes) and practice (a relevant case), organization of the paper, and writing skills (organization, conciseness and clarity).

All students should be prepared to participate in a discussion of the case and how the case relates to the current week's public administration concepts and theories from the readings and professor notes. Also, the final exam may include any of the cases.

Book Review

Each student is required to read a book from the professor's book list (found in Course Assignments on Blackboard), and for the last class of the semester submit a book review and a one-page abstract (executive summary) to all students and the professor, and present his or her book review to the entire class. The professor's book list will be circulated during the first two weeks of class and students can pick which book they wish to read (Only one student per book). Students may choose a book not on the professor's book list if the professor approves the book.

Book review presentations will be no longer than 10 minutes or shorter than 5 minutes and should follow the format of the book review. Book reviews will be about 4 typed pages, have one-inch margins, be double-spaced, have 12-point font, and be paginated. **No late book reviews will be accepted.**

Grades will be based on the following: 1) how well the student thoroughly describes the major themes/concepts/theses/theories in the book (30%); 2) how well these major themes/concepts/theses/theories are connected to cases or examples in the course readings, notes, lectures, student's professional experience, and current events (20%); 3) how well the student analyzes and critiques the major themes/concepts/theses/theories in the book in light of the cases used by the student (30%); and 4) how reader-friendly is the book review (20%). A model (exemplary) book review can be found on Blackboard, in Course Information. At the first class the professor will provide the students with the analytic scale (scoring guide) used by the professors to grade students' book reviews. A copy of the analytic tool can also be found on Blackboard, in Course Information. Students are required to complete and turn in the assessment tool with the book review.

Class Participation and Attendance

Attending class is a prerequisite for participation. Each student is expected to fully participate in class discussion and participation in the in-class case studies, and is encouraged to ask questions during class and to be prepared to present their praxis paper. In order to meaningfully participate, each student must be prepared for class. Each student is expected to have read the material (including the case or cases assigned for that week (if applicable) prior to coming to class. Student use of the Discussion Board on Blackboard will count as in-class participation. Participation will count for five (5) percent of the total course grade.

Attendance will also count for 5 percent of the overall course grade. The attendance score will be determined by the percentage of the 14 classes each student attends during the semester. The professor does not make a distinction between excused or unexcused absences.

Doctoral Students

Doctoral students will also be required to submit a book review of H. George Frederickson' book titled *The Spirit of Public Administration* (1997) **or** Robert and Janet Denhardt's book titled *The New Public Service* (2007). The format, grading protocol, and other requirements and expectations of the doctoral book review will be identical to the other course-required book review.

Basis for Calculating the Course Grade

Letter grades will be based on the standard 100 percent scale (e.g. 90% – 100% = A, 80% – 89% = B, 70% - 79% = C, etc.). The following components are the criteria for calculating the course grade.

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|--------------------------|------------|
| (3) Praxis Papers | 15% |
| Final exam | 30% |
| Case studies (3) | 15% |
| Book Review | 30% |
| Participation/Attendance | <u>10%</u> |
| | 100% |

CLASS SCHEDULE

Week 1 (January 14): Introduction

- Student and professor introductions.
- Go over syllabus, rules, and expectations.
- Talk about main text (McKinney and Howard)
- Discuss citations for tests, papers, and cases
- Distribute the Book List for students to select their books
- Hand out praxis and book review assessment tools
- Discuss the purpose/role of government and what public administration means

Week 2 (January 21): The Role of Public Administration in a Democracy

- McKinney and Howard: Chapter 2
- Shafritz and Hyde: Woodrow Wilson (1887); Frank Goodnow (1900); Leonard White (1926); Addams, Jane (1904); Mosher (1982); Krislov (1974); and Waldo (1948)

Curtis Wood, “Toward a Theory of Public Administration” (Found in Course Documents)

Discuss the answers to the case study: “Fire or Be Fired” by John L. Pape (Found in Course Assignments). See Course Assignments on Blackboard for the case study questions.

Discuss the Governance Models from Chapter 2 in the Frederickson and Smith book (Found in Course Documents)

Discuss George Pyle: Building Effective Relationships With the Governing Body (Course Documents)

Discuss Peter Burchard Resignation letter (Course Documents)

Discuss Praxis Papers

Week 3 (January 28): Balancing Power and Accountability

McKinney and Howard: Chapter 18

Shafritz and Hyde: Herbert Kaufman (1969); and David Rosenbloom (1983)

Read and Discuss “The Visible Hand of Management” by H. George Frederickson (Found in Course Documents)

Read and Discuss the Conclusion of *Creating Public Value* (1995) by Mark Moore (Found in Course Documents)

ICMA: How Professionals Add Value (Found in Course Documents)

Discuss case study: “Affordable Housing” (Found in Course Assignments).

Discuss Praxis Papers

Week 4 (February 4): Public Service and Ethics

McKinney and Howard: Chapter 1

Shafritz and Hyde: Dennis Thompson (1985); Adams and Balfour (1998); Rohr (1979); Lewis (1991).

Read “Reinforcing and Enlarging Duty: Philosophical Bases of Ethical Behavior and the Ethics Triangle” by James Svava (found in Course documents).

Read “Accountability in the Public Sector: Lessons from the Challenger Disaster” by Barbara S. Romzek and Melvin J. Dubnick (found in Course Documents)

Read ICMA Code of Ethics and ASPA Code of Ethics (Found in Course Documents)

Discuss the following case study: 1) “Public Scrutiny and Accountability: An Ethical Dilemma in State Administration” by Geralyn M. Miller (Found in Course Assignments).

Discuss Praxis Papers

Discuss the five in-class cases found on Blackboard in Course Assignments

Week 5 (February 11): Social Equity and the New Public Administration

McKinney and Howard: Chapter 7 (pages 171-174) and Chapter 13 (pages 334-342)

Shafritz and Hyde: H. George Frederickson (1971); R. Roosevelt Thomas, Jr. (1990)

Social Equity articles from H. George Frederickson, found in *Public Administration with an Attitude*, 2005, ASPA (Found in Course Documents)

“War and the Uneven Strain”

“What about Evil?”

“Public Administration and Social Equity”

“Is Social Equity Class Warfare?”

Discuss the following case studies: 1) “Cultural Diversity and Social Justice: Racial Profiling in a Police Department” by James D. Ward (Found in Course Assignments), and 2) the Michigan University affirmative action case (Found in Course Assignments). Students also have the option of writing and turning in the answers to the questions at the back of **only one** of the cases.

Discuss Praxis Papers

Week 6 (February 18): Organizational Theory I (classical theories)

McKinney and Howard: Chapters 7 (pages 135-157) and Chapter 9

Shafritz and Hyde: Taylor (1912); Max Weber (1922), Downs (1967); and Luther Gulick (1937)

Discuss case study: “Developing a New Policy: A Police Department Responds to Street Gangs” by Mike Carlie (Found in Course Assignments).

Discuss Praxis Papers

Week 7 (February 25): Organizational Theory II (neo-classical/organic theories) and Leadership

McKinney and Howard: Chapter 7 (pages 157-186) and Chapter 11

Shafritz and Hyde: Merton (1940); Chester Barnard (1938), Herbert Simon (1946); Mary Parker Follett (1926), A.H. Maslow (1943); Douglas Murray McGregor (1957); Katz and Kahn (1966); Bennis (1967); Stivers (1989); and Ott (1990).

Discuss case study: “Cherry County Blues: A Problem of Low Morale and High Turnover” by Jeffrey S. Ashley and Kimberly Bejcek (Found in Course Assignments).

Discuss Praxis Papers

Week 8 (March 4): Public Policy and Decision Making

McKinney and Howard: Chapters 5 and 10

Shafritz and Hyde: Charles Lindblom (1959); John Kingdon (1984); Michael Lipsky (1980); Deborah Stone (1997); and Dror (1967).

Discuss case study: “Restoring Mystic Lake: Program Choices When Science is Ambiguous” by R. Edward Bradford and Dwight C. Kiel (Found in Course Assignments).

Discuss Praxis Papers

Discuss in-class case study: “The Administrator as Policy Adviser” (Found in Course Assignments)

Week 9 (March 11): Spring Break (No Class)

Week 10 (March 18): Government Reform the New Public Management (NPM), and Governance

McKinney and Howard: Chapters 3 and 4

Shafritz and Hyde: Brownlow, Merriam, and Gulick (1937); Hoover Commission Report (1949); Graham Allison (1980); Paul Appleby (1945); Ronald Moe (1987); Christopher Hood (1990); Barzelay and Armajani (1992); and Kettl (2002).

Discuss “Managing Publicness” by Curtis Wood (Found in Course Documents)

Discuss “The Atrophy of Ethics”, “Ethics, Contracting-Out, and Qui Tam?”, “Ethics and Contracting-out”, and “Ethics and Privatization” by H. George Frederickson, in *Public Administration with an Attitude* by H. George Frederickson (found in Course Documents).

Discuss the following case studies: 1) “To Privatize or Not to Privatize? A City Prepares to Contract Out Services” by Robert P. Watson and 2) “The Human Side of Privatization by James K. Hartmann” (Found on Blackboard in Course Assignments). Students have the option of writing and turning in the answers to the questions at the back of **one** case. If the second case is chosen, answer the following question: Develop a service delivery plan that can be presented to the County Board for consideration and approval. When devising a plan, consider and evaluate the pros and cons of **all** possible options in terms of their impact on economics (economy and efficiency), ethics and equity, political, personnel, service delivery quality (effectiveness), and accountability.

Discuss Praxis Papers

Week 11 (March 25): Strategic Planning and Government Performance and Evaluation

McKinney and Howard: Chapter 8 and 15

Shafritz and Hyde: Alice Rivlin (1971); the National Performance Review (1993); Jeffrey Pressman and Aaron Wildavsky (1973); Martin Landau (1969), and Mosher and Others (1974).

Download the strategic planning cycle and read and study the St. Charles strategic plan (Found in Course Documents). Each student shall choose one department to report on in terms of department objectives, action plan, and performance measures.

Discuss the case: “Strategic Planning and Performance Measurement: Setting Goals and Tracking Achievement in the City of Glenville” by Donald P. Moynihan (Found in Course Assignments).

Discuss Praxis Papers

Discuss the in-class performance case study (Found in Course Assignments)

Week 12 (April 1): Public (Community) Relations and Civic Engagement

McKinney and Howard: Chapters 6 and 12

Shafritz and Hyde: Theodore Lowi (1969); Barzelay and Armajani (1992); and Philip Selznick (1949)

Discuss Janet and Robert Denhardt: “Chapter 10: The New Public Service in Action” in *The New Public Service: Serving, not Steering*, 2007. M.S. Sharpe, pages 169-188 (Found in Course Documents)

Discuss the case study: “Resolving the Conflict Between the Public Interest and Neighborhood Interests” (Found on in Course Assignments).

Discuss Praxis Papers

Week 13 (April 8): Intergovernmental Relations

McKinney and Howard: Chapters 16 and 17

Shafritz and Hyde: Morton Grodzins (1966) and Deil Wright (1990)

Read and discuss the article by David Nice: “The Intergovernmental Setting of State-Local Relations” Chapter 2 in *Governing Partners* by R. Hanson, pages 17-36 (Found in Course Documents)

Discuss the case study: “Dealing with Bureaucracy and Intergovernmental Relations: The EPA and Hazardous Waste” by Lisa Nelson (Found in Course Assignments).

Discuss in-class case study: The Chicago regional public transportation conundrum (Found in Course Assignments)

Discuss Praxis Papers

Week 14 (April 15): Financial Management/ Budgeting

McKinney and Howard: Chapter 14

Shafritz and Hyde: V.O. Key (1940); Levine (1978); Naomi Caiden (1981); Allen Schick (1966); Aaron Wildavsky (1969); Willoughby (1918).

Read and discuss Curtis Wood: “Toward a Theory of Public Budgeting” (Found in Course Documents)

Read and discuss Curtis Wood: “The Public Choice and Public Finance Approach to Fiscal Federalism” (Found in Course Documents)

Discuss the case study: “Coping with Revenue Shortfalls: The Experience of a Rural Southern County” by Alex Sekwat (Found in Course Assignments).

Discuss Praxis Papers

Week 15 (April 22): Human Resources

McKinney and Howard: Chapter 13

Shafritz and Hyde: Frederick Mosher (1982); Maslow (1943); McGregor (1957); Krislov (1974); and Thomas Jr. (1990).

In-class simulation of collective bargaining (Found in Course Assignments)

Discuss “Toward a Theory of Public Administration” by Curtis Wood (Found in Course Documents (Week 2) in preparation for the final exam)

Discuss Praxis Papers

Week 16 (April 29): Book Reviews, Presentations, and Abstracts due

Professor to hand out the take home final exam that is due no later than Wednesday, May 6 at 6 PM in the public administration office in DeKalb.

Professor Wood reserves the right to make changes to the above schedule

Academic Misconduct

Academic misconduct is defined in the Student Judicial Code as the receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, the unauthorized use of

examination materials, or other forms of dishonesty. The professor is authorized by NIU to levy a sanction not greater than an F for the course. Whenever referencing material from the texts, supplemental readings, or lectures, students should include appropriate citations to avoid problems of plagiarism. Students are guilty of plagiarism, intentional or not, if they copy material from books, journals, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them (*NIU Undergraduate Catalog*).

Statement Concerning Students with Disabilities

Under Section 504 of the Rehabilitation Act of 1973, NIU is committed to making reasonable accommodations for persons with documented disabilities. Those students with disabilities that may have some impact on their coursework and for which they may require accommodations should notify the Center for Access-Ability Resources (CAAR) on the fourth floor of the Health Services Building. CAAR will assist students in making appropriate accommodations with course instructors. It is important that the student inform CAAR and Professor Wood during the first two weeks of the semester of any disability-related needs.

THE WRITING CENTER

The Writing Center provides writing assistance for all undergraduate and graduate students. The Center is located in Stevenson Towers South, Lower Level. For more information call 753-6636.

OTHER RULES

Please turn your cell phones off before coming to class. Cell phones may not be used in class, nor is it acceptable to read newspapers or bring persons not enrolled in the course to class.