Fall 9-1-2000

PSC 501.01: Public Administration

Jeffrey D. Greene  
*University of Montana - Missoula, jeffrey.greene@umontana.edu*

Let us know how access to this document benefits you. 
Follow this and additional works at: https://scholarworks.umt.edu/syllabi

Recommended Citation  
https://scholarworks.umt.edu/syllabi/9567

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.
PSc 501 Public Administration Syllabus / Fall 2000

Mondays - LA 344 4:10 - 6:30 p.m. 
Professor: Dr. Jeffrey Greene / Telephone: 243-6181
Office: LA 356 / Office Hours: TBA / E-mail: jeffrey@selway.umt.edu

COURSE DESCRIPTION & OBJECTIVES

The 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, the context in which public administration takes place, the meaning of public administration 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 and discussion of the case studies. The objective of PSc 501 is to expose students to the primary concepts associated with public administration.

REQUIRED TEXTS

Public Administration: Concepts and Cases (7th Edition) by Stillman


Public Administration: Annual Editions 2000/01 edited by Howard Balanoff

Bureaucracy by James Q. Wilson (Copies on reserve in the library)

All students are expected to read Bureaucracy during the semester. It will be discussed on November 27.

COURSE REQUIREMENTS and STRUCTURE

The requirements for the class include a comprehensive final exam and writing a five-page paper, which is described below. The structure of the course will be simple. Each week the class will focus on one major concept of public administration that will be illustrated in the assigned articles. The case study approach will be used to highlight the concepts. STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNED READINGS. After an introduction, students will be asked questions about the readings and the case study. After completing the course, students should understand the major concepts of public administration included in this course.

Grade Weights

Paper ......................... 50% (Due December 4; will be returned on December 11)

Article Critiques .......... 30% (Written abstracts from all articles in Annual Editions; due December 4)

Participation ............ 20% (Abstracts and presentations from Classics of Public Administration and Bureaucracy)

Paper

Select one of the following assignments and write a five-page paper. The papers are due on Monday, December 4.
Provide a statement of your personal code of ethics. Include 10 principles in your statement and give an explanation and justification for each of these principles derived from your reading of the pertinent literature.

Select the three concepts that you find most useful or interesting that were included in the course. Write a paper describing why you feel the concepts are so important.

**Article Critique Guidelines**

The Shafritz and Hyde text contains a variety of articles that will be assigned to students on the first day of class. Part of designated classes will be used for brief oral summaries of the assigned articles. The articles will be assigned to "individual students" and a written summary should be prepared to hand out to the class. The critiques constitute 20 percent of one's final grade. All students are expected to read all of the assigned articles for each class but only have to prepare a written critique for their pre-assigned article.

Each student is responsible to have thoroughly read the article, be prepared to present an overview of the article, and be prepared to respond to questions from the instructor and the class. The total time of the presentation should be no longer than 5 minutes. There are some specific questions one should consider while reading the article and developing a summary.

1. What is the major subject and theme of the article?
2. What is the major question the author addresses?
3. What techniques, tools of analysis, or methods are employed by the author to answer the question?
4. What major points does the author make?
5. What does the author conclude? What suggestions are made?
6. What is the relevance of the article to theory or practice?

**Article Abstracts from the Public Administration: Annual Editions Book**

All students are required to write short abstracts for each of the articles in the Public Administration: Annual Editions book. The abstracts are due the last night of class. Samples are on reserve in the library.

**Exam**

There will be no formal, written exam

**READING ASSIGNMENTS AND CLASS OUTLINE**

**Session 1 No Class – Labor Day** (September 4)

**Session 2 Introduction -- No Readings** (September 11)
Session 3 The Search for the Scope and Purpose of Public Administration (September 18)

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
"Five Great Issues in the Profession of Public Administration" by Brian Fry (On Reserve) __________

Shafritz and Hyde:

"Toward a New Public Administration" by Frederickson __________
"Public Administration and the Separation of Powers" by Rosenbloom __________

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

Session 4 The Formal Structure: The Concept of Bureaucracy (September 25)

Stillman: Chapter 2

"Bureaucracy" by Weber __________
Case Study: "How Kristin Died" by Lardner

Shafritz and Hyde:

"Street-Level Bureaucracy: The Critical Role of Street-Level Bureaucrats" by Lipsky __________
"The Life Cycle of Bureaus" by Downs __________
"Breaking Through Bureaucracy" by Barzelay and Armajani __________
"Organizations of the Future" by Bennis __________
"Bureaucratic Structure and Personality" by Merton __________

Session 5 The General Environment: The Concept of Ecology (October 2)

Stillman: Chapter 3

"The Ecology of Public Administration" by Gaus __________
Case Study: "Dumping $2.6 Million on Bakersfield" by Aron

Shafritz and Hyde:

"Government is Different" by Appleby __________
"Scientific Management" by Taylor __________
"Reinventing Government" by Kettl __________

The Political Environment: The Concept of Administrative Power

Stillman: Chapter 4

"Power and Administration" by Long __________
Case Study: "The Last Flight of the Space Shuttle Challenger" by Charles
Shafritz and Hyde:

"Politics and Administration" by Goodnow
"Administrative Decentralization and Political Power" by Kaufman
"Democracy and the Public Service" by Mosher
"The End of Liberalism: The Indictment" by Lowi

Session 6 Intergovernmental Relations: The Concept of IGR as Interdependence, Complexity, and Bargaining (October 9)

Stillman: Chapter 5

"American Intergovernmental Relations: An Overview" by O'Toole
Case Study: "Wichita Confronts Contamination" by Rosegrant

Shafritz and Hyde:

"The American System" by Grodzins
"Understanding Intergovernmental Relations" by Wright

Session 7 Internal Dynamics: The Concept of the Informal Group (October 16)

Stillman: Chapter 6

"Hawthorne and the Western Electric Company" by Mayo
Case Study: "Uniforms in the Closet" by Egan

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 Bomb the Serbs" by Sciolina and Bronner

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

Session 8 Decision-Making: The Concept of Incremental Choice (October 23)

Note that there are three sections assigned for this session from the Stillman text

Stillman: Chapter 8

"The Science of Muddling Through" by Lindblom
Case Study: "The MOVE Disaster" by Nagel

Administrative Communication: The Concept of its Professional Centrality

"Administrative Communication (Or How to Make All the Rest Work): The Concept of its Centrality" 
Case Study: "Waco" by Vizzard
Executive Management: The Concept of Effective Public Organizations

Stillman: Chapter 10

"Galloping Elephants: Developing Elements of a Theory of Effective Government Organization" by Rainey and Steinbauer
Case Study: "The Lessons from ValuJet 592" by Langewiesche

Session 9 Public Personnel Motivation: The Concept of the Public Service Culture (October 30)

Stillman: Chapter 11

"The Public Service Culture" by Wise
Case Study: "Admiral Boorda's War" by Boyer

Shafritz and Hyde:

"A Theory of Motivation" by Maslow
"The Human Side of Enterprise" by McGregor
"Representative Bureaucracy" by Krislov
"Changing Work, Changing Workforce, Changing Expectations" by Ingraham

Session 10 Public Budgeting: The Concept of Budgeting as Political Choice (November 6)

Stillman: Chapter 12

"The Politics of Public Budgets" by Rubin
Case Study: "County Prison Overtime" by Mills

Shafritz and Hyde:

"The Lack of a Budgetary Theory" by Key
"Organizational Decline and Cutback Management" by Levine
"Rescuing Policy Analysis from PPBS" by Wildavsky
"Public Budgeting Amidst Uncertainty and Instability" by Caiden

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

Session 11 The Relationship Between Politics and Administration: The Concept of Issue Networks (November 13)

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

The Relationship Between Bureaucracy and the Public Interest: The Concept of Public Sector Deregulation
Stillman: Chapter 15

"Bureaucracy and the Public Interest" by Wilson__________
Case Study: "But No Cigar: How a Rescue Mission Failed, Just Barely, in Orange County" by Jeresi

Shafritz and Hyde:

"Public Administration and the Public Interest" by Herring__________
"Reinventing Government" by Kettl__________
"Exploring the Limits of Privatization" by Moe__________

**Session 12 The Relationship Between Ethics and Public Administration: The Concept of Ethical Obligations** (November 20)

Stillman: Chapter 16

"Public Administration and Ethics: A Prologue to a Preface" by Waldo__________
Case Study: "Madonna's Sex" by Morgan

**ASPA Code of Ethics** (Handout)

Shafritz and Hyde:

"Watergate: Implications for Responsible Government" Mosher__________
"The Possibility of Administrative Ethics" by Thompson__________
"The Public Administration Community and the Search for Professionalism" by Gargan (on reserve)__________

**Session 13 Discussion of James Q. Wilson's Bureaucracy** (November 27)

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 Markets__________
Chapter 20 Bureaucracy and the Public Interest (*Already covered in Session 11*)

**Session 14 Papers Due and Abstracts Due – Be prepared to discuss your papers** (December 4)

**Session 15 Papers Returned** (December 11)
Constitutional Law I
Fall 2000
Writing Assignments

1. **Essay on judicial review.** In a two-page, double-spaced essay argue either for or against judicial review as it has come to be practiced in the United States. The introductory paragraph should define judicial review, present a clear thesis statement, and preview your arguments and the order of their appearance. Each of the following paragraphs should be devoted to one of your points of argument. A concluding paragraph is not necessary. You may submit a revision of this essay. In your writing use clear transitions both within and between paragraphs, precise and simple diction, direct and straightforward syntax, the active voice, and brief quotations. Remember that good writing flows from good thinking and the willingness to revise.

2. **Essay on an instructor-assigned course topic.** Follow the general directions for the judicial review essay.

3. **Essay on a recent Supreme Court case.** In a two-page, double-spaced essay summarize and give a critique of the majority opinion in one of the following Supreme Court Cases: Saenz v. Roe (the 1999 two-tiered welfare benefits case); Alden v. Maine (the 1999 state sovereign immunity case); United States v. Morrison (the 2000 gender-motivated violence case); Food and Drug Administration v. Brown & Williamson (the 2000 tobacco regulation case); and Kimel v. Florida Board of Regents (the 2000 age discrimination in employment case). Work from the full report of the case, copies of which are in the Mansfield Library reserve room and the Law Library stacks on the first floor on the west side. Follow the general writing guidelines above. In addition to these instructions, organize your essay as follows: Paragraph 1 - give a brief overview of your essay including its topic, organization, and major points; Paragraph 2 - identify and explain one of the opinion’s key legal arguments; Paragraph 3 - identify and explain a second key legal argument in the opinion; and Paragraph 4 - identify and explain the most important political implications of the decision, (i.e., who wins and who loses in our society).

4. **Essay on law review article.** In a two-page, double-spaced essay summarize and evaluate the argument of a law review article which deals with a constitutional law topic covered in Constitutional Law I. Follow the general writing guidelines presented above. To locate law review titles, use the Current Index to Legal Periodicals (copies for 1989 to 2000 are located in binders in the Political Science office; the entire set is located in the reference section of the Law Library). For example, in the issue for August 9, 1996, is the entry: “Scott, John M. Note. Constitutional law — Supreme Court invalidates federal Gun-Free School Zones Act. (United States v. Lopez, 115 S. Ct. 1624, 1995.) 18 U. Ark. Little Rock L.J. 513-531 (1996).” Law reviews are found in the Law Library on the east and west balconies. The instructor must approve your selection of a law review article.