

Fall 9-1-2008

## PSC 361.01: Public Administration

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Political Science 361  
*Public Administration*  
Fall 2008-2009

Peter Koehn  
LA 348 x5294  
Ofc hrs: TTH 10:00-11:00;  
12:30-1:30; and by apptmt

### Course Description & Objectives

The course introduces students to the legal and institutional setting of the U.S. public-administration system and to organizational dynamics and processes of public management. The instructor emphasizes the case-analysis approach as an aid to learning about administrative practice. Most cases highlight actual challenges of public administration that call for perceptive and skilled management responses. In addition to enhanced understanding of fundamental concepts and issues of public administration (including the evolution of public administration as a field of study, major organizational theories, private/public administration interfaces and dichotomies, budget preparation, ethical dilemmas, approaches to public service, the role of career officials in the policy process and political context, human-resource-management issues, challenges to effective leadership and supervision, and the comparative/global perspective), students should develop the ability to apply theoretical insights, personal values, and social-science findings to challenging organizational and ethical situations.

### Required texts

Coursepack available at UC Bookstore. All other required reading is on e-res (password=psc361); a hard copy should be brought to class on the date covered.

### Course Requirements

In addition to leading class discussion of selected cases and debate participation, each student is responsible for individual writing projects that apply useful approaches and research findings to challenging organizational situations.

- 15% Mid-term examination (9 Oct)
- 10% Debate (various dates)  
Student's own case presentation (3-5 pp; 6 Nov) and
- 30% *Analysis* of student's own case (5-7 pp; 25 Nov)
- 20% Class participation (cases, complex cases, class contributions)
- 25% Written analysis of "Demise of Policy & Review" (4 Dec)

Late papers will be penalized by one – in grade (e.g., from B+ to B) for each scheduled class that passes without submission. For credit/no-credit grading, students must attain an overall grade of D- to receive a "CR." Reported final grades will reflect pluses and minuses.

Course Outline and Assignments

26, 28 Aug,

2 Sept

**I. Introduction to Public Service and U.S. Public Administration**

1. Shafritz and Russell, pp. 87-92
2. Merget, "Times of Turbulence" (2003)
3. Brinkerhoffs, "Preparing for International Public Service" (2006)
4. Light, *True Size of Government* (1999), pp. 1-9
5. Levine, "More on Cutback Management" PLUS Herbert, "Laid Off and Left Out" (2006) e-res
6. "Budget Cuts" (amended) e-res

4 Sept.

NCBI Leadership for Diversity Workshop: Prejudice-response Skills

1. Turnbuell, "Religion Causing Tensions" (2007) e-res

9, 11 Sept.

**II. Introduction to Case Analysis**

1. "Case Analysis: Pocket Checklist"
2. \*Love, "Arsenic and Red Tape" PLUS "Restroom Monitors" e-res
3. \*MacKenzie, "Last In, First Out"
4. \*Rusk, "You're Lucky I Come in at All"

16 Sept.

**III. Democratic Accountability v. Administrative Discretion**

1. Shafritz and Russell, pp. 342-350
2. Dolan, "Influencing Policy at the Top of the Federal Bureaucracy" (2000)

18, 23 Sept.

**IV. Public and Private Administration**

1. Shafritz and Russell, pp. 114-119
2. Light, "Illusion of Accountability" (1999), pp. 184-190
3. Haque, "Diminishing Publicness of Public Service" (2001) e-res
4. \*\*"A Zealous City Employee" e-res
5. \*\*"Midvalley Recreation Department" PLUS Cramer, "Toeing the Line: Nonprofits Need to Clean House" (2002) e-res
6. \*Gayhart, "Joe's Dilemma"

25, 30 Sept.,

2 Oct.

**V. Organization Theory, Design, and Communication**

1. Shafritz and Russell, pp. 228-248 e-res
2. Garvey, "Matrix and Network Organizations" (pp. 94-98)
3. Quinn, "Job Design (Redesign): Motivational Criteria" (1996)
4. \*\*"The Electronics Stock Control Group" e-res
5. Lohr, "'Cubes' Vie with 'Caves' in Offices" e-res
6. \*\*"A Positive Stroke Goes Awry" PLUS "You've Got Trouble" (2007) e-res

7 Oct. **VI. Decision Theory and Policy Implementation**

1. Garvey, "Backward and Forward Mapping" (pp. 462-468)
2. Watkins and Bazerman, "Predictable Surprises" (2003) e-res
3. \*"Keep a 2x4 Behind Your Desk" e-res
4. Wilkerson, "Cabal Behind Bush Administration's Crucial Decisions"(05) e-res
5. "The *Challenger* Shuttle Disaster" e-res PLUS "Sociology, Not Engineering" CC e-res

9 Oct **Mid-term exam**

14, 16, 21 Oct. **VII. Ethics and Public Administration**

1. Whetton & Cameron, "To Ship or Not to Ship"
2. Garvey, "HIV Testing" CC e-res PLUS "HIV and Employee Rights" e-res
3. \*"Ann's Dilemma" e-res PLUS "Court Backs" (e-res); "State: We Can Open"
4. "Ethics Task Force" exercise PLUS "Monitoring e-mails" (2006) e-res; "Goofing Off?" (2006) e-res; "Games on State Computers" (2008) e-res; "Schweitzer Orders" (2008)e-res; "Employees Spend \$1.7B" (2008) e-res
5. \*Berriochoa, "I'll Get You My Pretty"
6. Wolovoy, "Should You Implement a Law You Strongly Disagree With?"('05)
7. James, "Sexual Harassment"
8. \*"Carl the Ripper" e-res
9. \*"Queen Cruises" role play (r/p)

23 Oct. Smith, "Ferment at the Met Lab" CC e-res PLUS "Day After Trinity" film – VT 01122 (90 min)

28 Oct Videos (45 min): *Valuing Diversity* - VT03762; VT03764  
 1. Bauza, "Language Diversity Can Spur Tension in Workplace" (2006) e-res

6 Nov **Your case due**

28, 30 Oct.

6,13,18 Nov **VIII. Personnel Administration**

1. Shafritz and Russell, pp. 361-374, 382-383, 388-396
2. \*Meyer and Brown, "Personnel Dilemma: Terminate or Retain" e-res
3. \*Artley, "Rose Winn Doesn't Win"
4. \*"Conflicts on the Human Services Coordination Team" r/p (e-res)
5. \*Fugleberg, "Nightmare in the American Heartland"
6. "Mixed Effects of a Demonstration Project" e-res CC
7. "Interviewer Hints"; "Interviewing" e-res; "Look, Listen, & Connect" e-res; "Set Guidelines" e-res; "Interview Both Ways" e-res
8. Yeager, "Equal Employment Opportunity" r/p CC

9. \*"A Supervisor for Unit II" r/p (e-res)
10. \*Gage, "Help Wanted" r/p PLUS "Renowned Surgeon" (2003)
11. \*"Who Staffs the Hospital?" e-res plus "Overworked Nurses" e-res
12. \*Koehn, "Red Schwinn"
13. Dubnick, "A Trashy Situation" r/p CC PLUS Habbe, "Mediation Process"

**25 Nov Analysis of your case due**

20,25 Nov

2 Dec

**IX. Management, Leadership & Supervision; Employee Motivation**

1. Skills Inventory exercise
2. Shafritz and Russell, pp. 333-340
3. Garvey, "Helping the Homeless" CC e-res
4. \*Meyer and Brown, "It's Not Easy at the Top" e-res
5. \*Habbe, "Downward Denied"
6. Erickson, "No Such Thing as Job Security"
7. Kelley, "A Local Mountain Goes Upscale"
8. Cole, "Mitigation vs. Mother"
9. \*"Thompson's Time Management" e-res PLUS Dobrzynski, "Should I Have Left an Hour Earlier?" e-res
10. \*"For Better or Worse" PLUS "Relocations;" "Career Mobility Changes" (2006) e-res; "Living Apart Together" (2005) e-res
11. \*"An Office Romance" r/p (e-res) PLUS "Office Romance" e-res; "Attorney General Issues" e-res; "Love in Workplace Not Taboo" (2006) e-res

**4 Dec Analysis of Koehn, "Demise of Policy and Review" due**

4 Dec

**X. Public Administration in Comparative Perspective**

1. "The Quiet Participant" exercise
2. \*Terada, "Cross-culture Negotiation"
3. Gervais, "Working with the Tribal Bureaucracy" CC PLUS "BIA Officials Take Over" (2003) e-res; "BIA Welcomed in Browning" (2003) e-res; Jamison, "Two-thirds of Reservation Prefer Current Situation" (2004) e-res; Jamison, "Only One Retained" (2004) e-res; "BIA Hasn't Improved Police Force" (2005) e-res; "Blackfoot Tribe: BIA Officers Ineffective" (2007) e-res

10 Dec

**(3:20-5:20) XI. Class Case Studies**

- 1.
- 2.

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>

This syllabus is presented as a general guide to the course that is subject to amendment or deviation.

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