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PSC 501.01: Public Administration

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PSc 501 Public Administration Syllabus

Master of Public Administration Program

Fall 2007 / Mondays in LA 337 at 4:10 p.m.

Professor: Jeffrey Greene / **Telephone:** 243-6181

E-mail: jeffrey.greene@umontana.edu

Office: LA 356 / **Office Hours:** M, 3:30 - 4 p.m. and T,Th, 2 - 2:30 p.m.
(Usually in office from 11 a.m. - 5 p.m. Monday through Friday, except when in class)

PSc 501 is open to graduate students from any graduate program at UM
and to undergraduates that are seniors with a 3.0 GPA.

COURSE DESCRIPTION & OBJECTIVES

This 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. This course is considered to be the "foundations class" for the MPA program. Specifically, it focuses on the evolution of public administration as an academic discipline and a profession in the real world, the context in which public administration takes place, the meaning of public service 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 of case studies.

The specific **competencies** developed in PSc 501 are:

- 1) Knowledge of public administration as a field of study
- 2) Knowledge of the political and organization context of public administration
- 3) Knowledge of public administration as a profession
- 4) Written and oral communication
- 5) Awareness of public service values: personal ethics, professional ethics, citizen responsiveness, social responsibility

Assessment of these competencies will be based on evaluating contributions to class discussions, five article summaries, and two papers (described below).

REQUIRED TEXTS: *There are 4 required books*

Public Administration: Concepts and Cases. 8/e by Richard Stillman

Public Administration in the New Century by Jeffrey Greene

Bureaucracy by James Q. Wilson

Classics of Public Administration (4/e or 5/e Editions may be used) edited by Shafritz & Hyde

COURSE REQUIREMENTS and STRUCTURE

The requirements for the class includes reading James Q. Wilson's *Bureaucracy*, writing five *article summaries from Classics of Public Administration*, and writing two five-page papers (described below). The structure of the course is simple. Each week the class will focus on one major concept of public administration that will be illustrated in the readings and any assigned articles. The case study approach will be used to highlight the concepts. **STUDENTS ARE RESPONSIBLE FOR ALL ASSIGNED READINGS.** After completing the course, students should understand the major concepts of public administration included in this course.

Grade Weights

Paper 1	30%	Ethics Paper
Paper 2	30%	Three Concepts Paper
Article Summaries	20%	Summaries from Shafritz and Hyde reader, <i>Classics of Public Administration</i>
Participation	20%	Based on participation in class and on the article summaries

New Grading System at UM

Please note that the **University of Montana** now uses a ***Plus/Minus grading system***. That is, you can receive an A, A-, B+, B, B- and so on. There is not an A+ in the grading system.

To accommodate the ***Plus/Minus system*** a new grading scale will be used. In **PSc 501** grades will be assigned based on the following grading scale. This scale and system is more complex than the system used in the past but rewards **As** only to those students whose performance in the class is "exceptional."

<u>Grade</u>	<u>Point Scale</u>	<u>Point Range</u>	<u>GPA</u>
A	93-100	8 points	4.00
A-	90-92	3 points	3.67
B+	87-89	3 points	3.33
B	83-86	4 points	3.00
B-	80-82	3 points	2.67
C+	77-79	3 points	2.33
C	73-76	4 points	2.00
C-	70-72	3 points	1.67
D+	67-69	3 points	1.33
D	63-66	4 points	1.00
D-	60-62	3 points	.667
F	59 or lower	N/A	0.00

Papers

Write a five-page paper on the following assignments. The papers are due the last session.

Provide a statement of your personal code of ethics. Include at least 5 principles in your statement and give an explanation and justification for each of these principles derived from your reading of the pertinent literature, and the discussions in class. Also discuss whether you believe that a person's personal ethical code every clashes with organizational ethics and expectations. Some believe that two sets of standards exist -- one's personal ethics and organizational ethics. Others argue that the same set of ethical standards should apply and work in organizational settings. Thus, do you believe that there are two sets of ethical standards? Is it possible for the same set of ethics used in our personal lives to be applicable to organizations in which we work?

Select the three (3) 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 Summary Guidelines

The Shafritz and Hyde text contains a variety of articles. Articles will be assigned on the first night of class. The summaries constitute 20 percent of one's final grade.

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 major points does the author make?
4. What does the author conclude? What suggestions are made?
5. What is the relevance of the article to theory or practice?

[Click here](#) for a sample **Article Summary**

James Q. Wilson's book, *Bureaucracy*.

All students are required to read James Q. Wilson's, ***Bureaucracy***. The book will be discussed later in the semester.

Exam

There is not a formal, written exam in this class.

Academic Misconduct Policy

The University of Montana requires that this statement be placed on all syllabuses:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a 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>

Autumn 2007 Semester Dates

August 27 (Monday) - Classes Begin
September 3 (Monday) - Labor Day, Holiday
November 12 (Monday) Veterans Day Holiday
November 21-22-23 (Wednesday-Thursday-Friday) - Thanksgiving Vacation
December 3-7 (Last week of regular classes)
December 10-14 (Monday-Friday) - Final Examinations

READING ASSIGNMENTS AND CLASS OUTLINE

Session 1 Introduction (No readings assigned -- August 27)

This is an introductory session; there are no readings assigned

Session 2 No Class -- Labor Day Weekend (September 3)

Session 3 The Search for the Scope and Purpose of Public Administration (September 10)

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

Greene: Chapters 1 and 2, Introduction to Public Administration and An Overview and History of the Discipline

Shafritz and Hyde:

"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 17)

Stillman: Chapter 2

"Bureaucracy" by Weber _____

Case Study: "How Kristin Died" by Lardner

Greene: Chapter 3, The Bureaucracy

Shafritz and Hyde:

"Street-Level Bureaucracy: The Critical Role of Street-Level Bureaucrats" by Lipsky _____

"The Life Cycle of Bureaus" by Downs _____

"Organizations of the Future" by Bennis _____

Session 5 The General Environment: The Concept of Ecology (September 24)

Stillman: Chapter 3

"The Ecology of Public Administration" by Gaus _____

Case Study: "Dr. Helene Gayle and the AIDS Epidemic," by Riccucci

Shafritz and Hyde:

"Government is Different" by Appleby _____

"Scientific Management" by Taylor _____

The Political Environment: The Concept of Administrative Power

Stillman: Chapter 4

"Power and Administration" by Long _____

Case Study: "The Columbia Accident" by Casamayou

Shafritz and Hyde:

"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 1)

Stillman: Chapter 5

"American Intergovernmental Relations: An Overview" by O'Toole _____

Case Study: "Wichita Confronts Contamination" by Rosegrant

Shafritz and Hyde:

"Understanding Intergovernmental Relations" by Wright _____

Article about New Orleans

Many point to Hurricane Katrina, New Orleans, and the Gulf Coast as a perfect example of weaknesses and failures in federalism and intergovernmental relations. I enjoyed reading the following article about New Orleans and Katrina. *A case study about Hurricane Katrina and New Orleans will likely appear in the next Stillman text. I would be surprised if it did not appear.* This article, from *City Journal*, is an interesting account of New Orleans. It is called "Who is killing New Orleans," by Nicole Gelinas. [Click here](#) for a copy of the article in Adobe Acrobat, or click this link to go directly to the article at *City Journal*. http://www.city-journal.org/html/15_4_new_orleans.html

The link to the *Governing* article about Hurricane Katrina and federalism, "The Katrina Breakdown: Coordination and communication problems between levels of government must be addressed before the

next disaster strikes," by JONATHAN WALTERS & DONALD KETTL (*Governing*, December 2005) is <http://66.23.131.98/archive/2005/dec/disaster.txt>

Session 7 Internal Dynamics: The Concept of the Informal Group (October 8)

Stillman: Chapter 6

"Hawthorne and the Western Electric Company" by Mayo _____

Case Study: "American Ground: Unbuilding the World Trade Center," by Langewieche

Shafritz and Hyde:

"Understanding Organizational Culture" by Ott _____

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 Go to War with Iraq," by Pfiffner

Greene: Chapter 4, *Organizational Theory and Behavior* (*Note this chapter will be used several times*)

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

Session 8 Decision-Making: The Concept of Incremental Choice (October 15)

Stillman: Chapter 8

"The Science of Muddling Through" by Lindblom _____

Case Study: "The MOVE Disaster" by Nagel

Executive Management: The Concept of Effective Public Organizations

Stillman: Chapter 10

"Gallopig Elephants: Developing Elements of a Theory of Effective Government Organization" by Rainey and Steinbauer _____

Case Study: "The Lessons from ValuJet 592" by Langewiesche

Greene: Chapter 4, *Organizational Theory and Behavior*

Session 9 Public Personnel Motivation: The Concept of the Public Service Culture (October 22)

Stillman: Chapter 11

"The Public Service Culture" by Wise _____

Case Study: "Who Brought Bernadine Healy Down?" by Sontag

Greene: Chapter 5, Personnel Administration

Shafritz and Hyde:

"A Theory of Motivation" by Maslow _____

"The Human Side of Enterprise" by McGregor _____

"Representative Bureaucracy" by Krislov _____

Session 10 Public Budgeting: The Concept of Budgeting as Political Choice (October 29)

Stillman: Chapter 12

"The Politics of Public Budgets" by Rubin _____

Case Study: "Wisconsin's Budget Deficit," by Conant

Shafritz and Hyde:

"The Lack of a Budgetary Theory" by Key _____

"Public Budgeting Amidst Uncertainty and Instability" by Caiden _____

Greene: Chapter 6, Public Budgeting

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 5)

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: "The Human Genome Project," by Lambright

Shafritz and Hyde:

"Public Administration and the Public Interest" by Herring _____

Greene: Chapter 7, Public Policy

Session 12 No Class on November 12 due to Veteran's Day Holiday

Session 13 The Relationship Between Ethics and Public Administration: The Concept of Ethical Obligations (November 19)

Stillman: Chapter 16

"Public Administration and Ethics: A Prologue to a Preface" by Waldo _____

Case Study: "The Case of the Butterfly Ballot," by Montjoy and Slaton

ASPA Code of Ethics (There is a link at the bottom of the syllabus to the most current version of ASPA's Code of Ethics)

Greene: Chapter 9 Ethics in Public Administration

Shafritz and Hyde:

"Watergate: Implications for Responsible Government" Mosher _____

"The Possibility of Administrative Ethics" by Thompson _____

An interesting document involving socially responsible investing is found at <http://www.acir.yale.edu/> This is a document produced by an advisory board at Yale about 35 years ago. The document included input from a very famous public administration professor, Charles Lindblom.

Session 14 Discussion of James Q. Wilson's *Bureaucracy* (November 26)

The class will focus entirely on Wilson's book. The chapters included in Wilson's book are shown below and will be assigned to students on the first night of class. You do NOT have to write or turn in a summary of the chapter that you were assigned. We will go through the book chapter by chapter.

- 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 Rules _____
Chapter 19 Markets _____
Chapter 20 Bureaucracy and the Public Interest _____

Session 15 Brief discussion of the papers (December 3; all work is due)

Session 16 Papers and all work is returned (December 10; Exam Week)

[Major Terms Guide](#) (This document is used as a study guide for the exam. There is no longer an exam in campus or the online version of the class)

[Link to Governing Magazine](#)

[American Society for Public Administration](#) (ASPA)

[American Society for Public Administration Code of Ethics](#) (Needed for Session 12)

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