Course Description:
An introduction to the study of the administrative branch of the United States government and the principles and processes of public administration, including those affecting state and local government. Topics include organization theory, personnel, budgeting, and bureaucratic decision making.

Course Objectives:
By the end of the course, students should:
1. Be able to memorize key concepts in public administration and which authors contributed to knowledge in the field (ex. budgeting, planning and policy development, ethics, management and personnel functions, etc.)
2. Be able to demonstrate an understanding of how politics and forces outside of government impact the work of public-sector managers.
3. Be able to demonstrate an understanding of key concepts and the interaction of managers with other “stakeholders.”
4. Be able to apply the broad scope of material he or she will read and we will discuss in class to the work environment of citizens in public service careers.

Textbook:

Grading System
Students will be evaluated on the following:

1. There will a series of short written assignments of approximately one page in length. The topic of the short assignments will be based on the chapter(s) discussed during the week the paper is assigned. The scholarly written assignment should be 12 font using common font styles with all sources cited. Each short weekly assignment will be worth 10 points for a total of 100 points.

2. The first ten chapter explorations will include a five question quiz worth five points each for a total of 50 points. Generally, this will occur at the beginning of each of the first ten weeks of the semester.
3. Students will receive additional instructions on a separate handout detailing the third form of grade in the class. A formal paper and presentation based on a group project will be worth 150 points due near the end of the semester.

4. At three points during the semester students will participate in a team based learning exercise detailed in a separate handout. Each exercise will be worth 100 points. Students will receive materials related to the exercise. Based on that information students will answer a short quiz individually and later in a group. In addition they will produce a short written assignment for each exercise in class.

5. The last grade for the course will be an essay final exam. Information on the final will be available in a separate handout. The final will be worth 100 points.

6. Although it will not be a formal part of the grade, I will use attendance in cases of very close calls between two letter grades.

Thus, the grading scale is as follows:

630-700 = A
560-629 = B
490-559 = C
420-489 = D
000-419 = F

Class Schedule:

I. Introduction: The Study of Administration
   Stillman, Chapter 1
   Reading 1.1: Woodrow Wilson, “The Study of Administration”
   Jan 13
   Jan 15
   Jan 17

   Martin Luther King Day is Monday, Jan 20     No class meeting

   Case Study 1: “The Blast in Centralia No. 5”
   Jan 22

II. The Environment of Public Administration
   A. Bureaucracy
      Stillman, Chapter 2
      Reading 2: Max Weber, “Bureaucracy”
      Jan. 24
      Case Study 2: “How Kristin Died”
      Jan. 27
B. The General Environment and the Public Sector
Stillman, Chapter 3
Reading 3: John Gaus, “The Ecology of Public Administration”  Jan 29
Case Study 3: William Robertson:” Exemplar of Politics and Public Management Rightly Understood”  Jan 31

C. The Place of Power and Politics in Public Administration
Stillman, Chapter 4
Reading 4: Norton Long, “Power and Administration”  Feb 3
Case Study 4: “The Columbia Accident”  Feb 5

Willbanks at a conference: no class

D. Formal and Informal Groups and Behavior
Stillman, Chapter 6
Reading 6: Elton Mayo, “Hawthorne and the Western Electric Co.”  Feb 10
Case Study 6: “American Ground: Unbuilding the World Trade Ctr.”  Feb 12

Team project exercise  Feb 14

III. The Major Activities of Public Administrators
A. Decision Making
Stillman, Chapter 8
Reading 8: Charles Lindblom, “The Science of “Muddling Through”  Feb 17
Case Study 8: “How a City Slowly Drowned”  Feb 19

B. Communicating
Stillman, Chapter 9
Reading 9: James Garnett, “Administrative Communication”  Feb 21
Case Study 9: “The Shootings at Columbine High School”  Feb 24

C. Managing (Effectively and in Collaboration with Others)
Stillman, Chapter 10
Reading 10: Thomson and Perry, “Collaboration Processes”  Feb 26
Case Study 10: “Government as Catalyst”  Feb 28

D. Motivating Personnel
Stillman, Chapt.11
Reading 11: Lois Wise, “The Public Service Culture”  Feb 28
Case Study 11: “Who Brought Bernadine Healy Down?”  Feb 31

E. Budgeting
Stillman, Chapter 12
Reading 12: Irene Rubin, “The Politics of Public Budgets”  Mar 3
Case Study 12: “Death of a Spy Satellite Program” Mar 5
Team project exercise Mar 7
Spring Break Mid-March Mar 10-14

IV. Enduring Questions and Issue In Public Administration
A. Democratic Values, Citizenship, and Service

Denhardt and Denhardt, The New Public Service
Chapter One Mar 17
Chapter Two Mar 19
Chapter Three Mar 21
Chapter Four Mar 24
Chapter Five Mar 26
Chapter Six Mar 28
Chapter Eight Mar 31
Chapter Nine Apr 2
Chapter Eleven Apr 4

Note: Mar 25 is the last day to withdraw from a course with an auto.

Class project presentations Apr 7/9

B. Politics and Administration
Stillman, Chapter 14
Reading 14: Hugh Heclo, “Issue Networks and the Executive Establishment” Apr 11
Case Study 14: “Reinventing School Lunch” Apr 14

C. Ethics in Public Administration
Stillman, Chapter 16
Reading 16: Dwight Waldo, “Public Administration and Ethics” Apr 16
Case Study 16: “The Case of the Butterfly Ballot” Apr 18

Team project exercise Apr 21

D. The Concept of Administrative Responsibility
Stillman, Chapter 15
Reading 15: Herman Finer, “Administrative Responsibility in Democratic Government” Apr 23
Case Study 15: Torture and Public Policy Apr 25

May 2 Catch-up day if we are behind, handing back papers, reviewing for final exam, etc. (attendance still required)

FINAL EXAM ------(Tentative Date) May 5,
Class Policies: Upper-Division Political Science Courses

General Statement Regarding the Conduct of the Class

I view the teaching and learning aspect of university life to be the central purpose of the university, an institution that is unique in our culture. Consequently, I do not view students as “customers,” and I do not view myself as an “employee.” I view myself as a professional, and I view you as one who is present in my class to learn about the subject matter pertaining to the class. I spend considerable time and attention choosing texts and other readings that are central to your mastering of the subject matter, and I conduct scholarly research and publication with the aim of making myself a more informed teacher. Your grade in the course will reflect the quality of your work, and nothing else, based on my professional judgment. I will also do the best I can to know your name, and I will always try to respect you as an individual.

Attendance Policy

In all classes attendance is mandatory, not optional. Even in large classes, I will take the class roll in some form or fashion to monitor attendance. Class participation is a small, but formal part of the grade in this course. Most of your class participation grade will be based on your attendance in the course. If you miss class because of university responsibilities, please let me know ahead of time and have some documentation. Any work missed will be made up as soon as possible, in consultation with me. Makeup examinations will be given if a valid excuse for missing an examination is provided. Makeup examinations will be scheduled such that everyone missing the original examination can be present, so I do not have to administer several examinations on an individual basis.

Grading Policy

Examinations will consist of essays. Your course grade is composed of written assignments, short quizzes, class presentation, group work and a final. Thus, class attendance and good note taking, as well as thorough reading of course materials, are necessities to receiving high grades. Written papers in this class will consist of position papers, which will be explained in more detail in a separate handout.

Disability Statement

If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida McDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579). Additional information may be obtained at the following UT-Tyler web address: http://www.uttyler.edu/disabilityservices.
Social Security Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number.

Note Regarding Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor by the second class meeting of such absences.

The Writing Center

Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning – you will be expected to write and/or discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix your paper for you. Appointments: 565-5995. More information: www.uttyler.edu/writingcenter.

Grade Replacement

If you are repeating this course for a grade replacement, you must file An Intent to Receive Grade Forgiveness form with the registrar by the 12th day of class. Failure to file an Intent to Receive Grade Forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-08 Catalog, p. 35).
Position Paper Instructions

Position papers are papers that are assigned so the student can gain some specific, new knowledge on a topic of interest to that covered or only briefly covered in class. Position papers should represent a significant critical thinking and research effort. Position papers should be well-written and professionally presented, in addition to being well-researched. Since the papers will be limited to a maximum of three pages, the student must present the information clearly, logically and succinctly. Papers filled with non-germane filler or too much non-essential details will receive few points.

Position papers in the social sciences should consist of description to be sure, but should focus on explaining, analyzing and most important presenting conclusions about the topic. The student should devote some of the paper to a description of the concept(s) based on what other authors say and then provide a summary of the key facts one should know about the topic. Analysis should consist of the original thinking of the student as to how the question(s) of the paper fits into the broad framework of the literature in the field we are studying. In the analysis, the student should answer the questions, “So what?” and “What position am I taking on this issue and why?” Most importantly, the student should provide one of two possible answers; a conclusion or a recommended set of actions for the given situation. (A conclusion may include acknowledgement that there is no solution under the given circumstances). These might be steps that public administrators should take to solve the problem or might be a conceptions framework administrators should use in taking actions in response to a given situation.

Students should follow the APA style manual in preparing the paper. Papers should be proofread for typographical errors, misspelled words, and grammatical errors. The Writing Center may be able to help with some of these items. Additionally, use good sources, meaning authorities in the subject matter. Students should begin with the appropriate text from the course. Do not overuse internet sources unless you are using the web to access professional journals. You should not use blogs, twitter, etc. Instead, use opinion and editorial pieces from reputable journals and newspapers, books, scholarly journal articles, etc. Do not use Wikipedia as a source of information, although Wikipedia may provide you with some links to valuable sources.

Each paper may receive up to twenty points. The ten points are divided into two portions with the first sixteen points based on your individual work. I will grade the paper based on how well you answer the question(s). I will also grade the paper based on the quality of your writing, your ability to organize the paper in a meaningful way, and your ability to follow APA format. The remaining four points for each paper will come from a group grade. Students will write ten papers in total. On the day for the chosen topic, students in a group will have class time to compose a single joint answer to present to the class. The group will each receive a 0-4 based on the presentation for that paper. Important note: I will check your paper for plagiarism, so do not even think about it. Cite all ideas you use that you learned about from other authors; also, if you use direct quotes -- which you should rarely place in the paper -- locate those quotes in quotation marks and cite the source (including the page number where you found the quote). Remember, this is your effort to synthesize in your own words the material you have read from other authors.

Position papers are due at the beginning of class on the assigned date for the group present. Student should bring two copies of each paper; one for the instructor and one for the group. Papers turned in after that time will be penalized. A student not submitting a paper to the instructor or their group will receive a zero for the paper. Papers must be received on or before the day of the deadline. Allowance will be made for serious illness and official school functions. But under no circumstance will a student receive credit for the two points if the paper is not received before the deadline.