

# FOUNDATIONS OF PUBLIC ADMINISTRATION

RPAD 500  
FALL 2019  
ONLINE SYLLABUS

ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY  
DEPARTMENT OF PUBLIC ADMINISTRATION AND POLICY

**Instructor:** Professor Stephen B. Holt

**Meeting schedule:** Online Through December 2019

**Class information:** Online course through Blackboard

**Office hours:** Thursdays or Fridays 3:00 PM to 4:00 PM; by appointment

**Office location:** Downtown campus, Milne Hall 312

**Email:** sbholt@albany.edu

**Phone:** 518-442-3855

## 1 Course description

This course is designed to provide students an introduction to the field of public administration, including its practice, themes and values, and contemporary challenges. Public administration is government in action, as broadly defined by Woodrow Wilson in 1887. Public administration includes activities taken directly by government, or indirectly by its partners, to meet the democratically expressed needs of the public. These activities include policy design, implementation, evaluation of outcomes, and re-design or re-direction.

By the end of this course, students should be able to 1) critically analyze administrative problems and evaluate potential solutions; 2) consider questions of accountability and responsiveness in administrative action; and 3) analyze the potential challenges in implementing public programs through both public and private organizations. Students should leave class with a deep understanding of both the technical challenges and competing values present in implementing and managing public programs.

## 2 Required Text

*Recognizing Public Value* by Mark H. Moore

Additional readings will be made available on Blackboard, which can be accessed through MyUAlbany.

### 2.1 Recommended texts

For a good overview of American Government:

Coleman, J.J., Goldstein, K.M., and Howell, W.G. (2012). *Understanding American Politics and Government*. Pearson.

For a good overview of New York state government:

Ward, R.B. (2006). *New York State Government*. (2nd edition). Albany, NY: Rockefeller Institute Press.

## 3 Assignments

### 3.1 Overview

The following assignments will form the basis of your grade in this course:

- Three short essays (70% of final grade)
- Weekly quizzes (15% of final grade)
- News brief (5% of final grade)
- Participation (10% of final grade)

NOTE: All assignments will be turned in via Blackboard.

### 3.2 Three Short Essays

To assess your understanding of the course material and your ability to apply concepts to real life cases of government action, students will write three essays during the semester. The essays will require students to conduct independent research and analysis. Additional details about the exact questions and formatting will be distributed separately. Together, the essays constitute 70% of the student's grade for the course. The essays will be graded using the rubric outlined in the Appendix. Each essay will be weighted equally, and the average grade across all three essays will determine your grade for the essay portion of your final grade. For instance, if your average grade across all three essays is an 89, you will receive an 89 for the essay portion of your final grade.

Pre-writing tasks. To improve the quality of the essays, you may submit for feedback a one page summary of the major arguments of your essay one week before each essay is due. ***I will not accept late submissions of summaries.*** I will return summaries with feedback 2 to 3 days after submission.

Formatting. Length requirements will be included in the assignment details when they are distributed. Papers must be double-spaced, use 12 point Times New Roman font, have numbered pages, use APA citation formatting for in-text citations and reference pages, pages stapled together, and should not have any plastic cover or folder. References do not count toward the length of the essay. Tables and figures should be included at the end of the paper in a separate section, and do not count toward the length of the essay.

Acceptable sources. Generally, your research should use primary sources more than secondary sources. Primary sources include, but are not limited to: government reports, legislative hearings and testimonies, court decisions, and government auditor reports. Secondary

sources are summaries and interpretations of primary sources. Secondary sources include, but are not limited to, articles from major newspapers and news magazines, network and cable news programs, and academic research. Blogs and Wikipedia are not acceptable sources. Be an intelligent consumer of information by evaluating secondary sources for potential political bias. If it is well known that a particular source is liberal or conservative, you must compensate for this in the paper. Acknowledge its bias and balance the information with something from a source on the other side of the political spectrum. Here are some places to start with your research, but feel free to consult other sources:

- Congressional testimony (available through Lexis/Nexis via the library) and reports completed by Congressional committee staff
- Agency Inspector General reports
- Congressional Research Service reports (opencrs.com and scattered elsewhere around the internet)
- U.S. Government Accountability Office reports (www.gao.gov)
- Academic research published in public administration, political science, economics, or policy journals such as: *Public Administration Review*, *Journal of Public Administration Research and Theory*, *American Review of Public Administration*, *Administration and Society*, *Journal of Public Policy Analysis and Management*, *American Political Science Review*, *American Journal of Political Science*, and *Journal of Politics*, *American Economic Review*, *Journal of Labor Economics*, *Policy Studies Journal*, etc.
- The library also has research support services for this class, which can be found at this link: [Library Support Service Site for the Course](#)

Submission of papers. Each final essay is due by midnight on the designated due date. Electronic versions of the paper are to be submitted via the SafeAssign link in Blackboard. It is the student's responsibility to ensure the electronic file is readable and not corrupted. Please note: once you hit the submit button in SafeAssign, you cannot go back and submit a different version.

Late assignments. An assignment is considered late if the paper copy is not submitted at the beginning of class, if the electronic file is not submitted before class, and/or if the electronic file is not readable. Assignments (electronic or hard copy) submitted 10 minutes after the beginning of class will be considered late and will be automatically reduced by 10%. Papers submitted one day after the due date will be automatically reduced by 20%; essays submitted two days after the assigned date will be reduced by 30%, etc. Exceptions will be made for extreme health and family emergencies. It is better to submit essays early rather than late, so please plan ahead if you know you will be missing a class session in which an essay is due.

### 3.3 Weekly Quizzes and News Briefs

*Quizzes.* Each week, quizzes will be posted to Blackboard on Wednesday evening. Quizzes will be graded using the scale below, and will involve 20 multiple choice questions. You must complete each quiz by midnight each Sunday. **Note that just because the quizzes go live every Wednesday and are due by midnight every Sunday does not mean you have to DO the quizzes at 11 pm on Sunday; you are all adults with varying levels of outside commitments and this structure allow for three weekdays/weeknights and the weekends to get the quizzes done when it is best for you.** In the interest of fairness of assessment, I will not accept late quizzes. The quizzes will be timed; once you begin, you will have 20 minutes to complete the quiz. They will be in multiple choice format, but they will require you to apply concepts from the readings. The intent of the quizzes is to help underscore important concepts, ensure you are reading the material with some depth, and thinking through the implications of course material. The questions will vary in their degree of difficulty, so please do not be discouraged if some seem tricky. I will be dropping your lowest three quiz grades. Consider those passes to use as you wish; whether it is taking an easy week or dealing with an unexpected circumstance, you have three freebies. Note that the grading of the quizzes is also generously weighted in your favor. Again, the quizzes are to highlight key ideas or assess your grasp of some complex material, not to be punitive.

Grading scale:

- A: 4 points; all questions correct.
- A-: 3.8 points; 13 or more questions correct.
- B: 3 points; 8-12 questions correct.
- C: 2 points; 3-7 questions correct.
- E: 0 points; 0-2 questions correct.

Your final grade will be your point average. For instance, your average quiz grade is 3.8, you will receive an A- for the quiz portion of your class grade.

*News briefs.* You will be assigned groups for this. Each week, a group of students will be individually responsible for finding a story in the news within the past year that relates to the concepts in the readings from the week. The way the assignment works -

**For the group responsible for the News Brief:**

1. The group will submit to me a one page memo with a brief summary of the news story and how it relates to the concepts from the week's readings (about half a page for each section in the memo) **THE FRIDAY BEFORE THEIR DISCUSSION WEEK.**
2. I will approve or ask for revisions that Friday which will be due by midnight on Sunday.
3. I will post the memo to the forum by midnight on Monday each week.

**For the rest of the class:**

1. You will respond to one of the discussion questions posed by the group in the forum in response to the story and the week's readings by **midnight on Wednesday** each week. A good response will include your original reaction and thoughts, grounded in the material from the class and the elements of the story/case, and providing details and specificity in your reaction.
2. You will reply to one of your classmates' answers by **midnight on Sunday** in a thoughtful, clear, detailed, and respectful manner that truly engages with their post's perspective (can be supportive or respectfully opposed, but must add new ideas and explain/expand on WHY you support/oppose).
3. NOTE: these two forum post requirements each week are to be considered a minimum to receive participation credit, but I hope you will engage with one another meaningfully throughout the semester above and beyond a minimum. Such engagement and exchange is how we learn and get the most out of our time in the course.

**Instructions for writing the memo when you are preparing a news brief:** Be sure to include a link to the story in the post. The group should have three discussion questions for the class included in the end of the memo. **A good discussion question should not lead the audience in one particular direction or be answerable by a simple yes or no response.** Note that the story does not have to cover all concepts from a given week or all readings from a given week. However, a good story should prompt deeper reflection of concepts covered in class and involve clear government actors and members of the public. *Each News Brief should be posted by midnight on Tuesday each week. Students are to submit for approval their story the Friday before their news brief class.* Some good sources for news items:

- The Conversation - A website that brings academics and journalists together in covering relevant news and policy issues
- City Lab - A venture of The Atlantic that generally covers government and policy issues informed by experts
- The Brookings Institute is a non-partisan research think tank that often offers in-depth analysis of policy and government issues.
- Niskanen Center is a non-partisan research think tank that often offers in-depth analysis of policy and government issues.
- Urban Institute is a non-partisan research think tank that often offers in-depth analysis of policy and government issues.
- American Enterprise Institute is a non-partisan research think tank that often offers in-depth analysis of policy and government issues.
- Times Union, New York Times, Washington Post, Vox.com, and Wall Street Journal are also acceptable, but stick to the long-form, investigative journalism stories or straight reporting stories. Avoid op-eds and editorials.

Students will not get credit if they are unprepared or unresponsive in the discussion about the story or do not clearly tie the story to the readings. Students will lose 1 point of their News Brief grade for each week they did not receive credit (i.e., did not meet the standard outlined above). Everyone in the group **MUST** respond to at least one discussion comment from their classmates.

**NOTE: For news stories, you are limited to stories concerning local and state government administrative and policy issues. It can be any local government (i.e., it does not have to be Capital District governments) and any state government (i.e., it does not have to be New York). NO FEDERAL GOVERNMENT STORIES! We will be discussing complicated issues regarding effectively carrying out the business of government. I do not want national politics to distract from learning core concepts of running effective government organizations, examples of which can be drawn from many places, including those that receive very little attention.**

### 3.4 Participation

A big part of learning comes from class discussion and participation in class activities, and this is just as true in online courses as it is in person. Toward that end, you are responsible for two discussion posts each week (by midnight Wednesday and midnight Sunday - see above).

Of course, the two weekly discussion posts are the **minimum** requirement for the participation part of your grades. As intellectually curious and passionate graduate students, I will hope that you will simply engage with the discussions naturally and with depth and solemnity.

**Note that single sentences that do not seriously engage with the questions or on-going discussion or disrespectful and dismissive posts will not count toward this requirement.**

In addition to discussion involving News Briefs, you will be responsible for contributing to class activities that will be announced on occasion, with instructions provided via BB announcement.

## 4 Class policies

- Public administration is a professional field; therefore, I emphasize professional skills in the class and assignments. Professional skills are punctuality, adhering to deadlines, and preparedness. All writing for the course should be carefully edited and proofread for quality and clarity. Be respectful and attentive and contribute thoughtfully to the discussion.
- After the first week, readings for each week should be completed by the Monday of that week, when the lectures will also go live. While much of the class reading comes

from the text, I will cover other material in my lectures. **You will be responsible for knowing this material too!**

- Letters of recommendation. If you are a hard working student and serious about a career in public service, I will be a dedicated advocate for you on the job market and will happily write letters of recommendation on your behalf. There is, however, one condition and one recommendation. The condition: I will not write a letter of recommendation for you while you are in my class. This is because to write a good faith, sincere, and thoughtful recommendation, I will need to be able to consider your work as a whole, and while the class is on-going, my assessment of you will be incomplete. After the semester is over, I am happy to help in any way I can, including writing letters. The recommendation: Make an appointment to visit my office hours at least once over the course of the semester to talk informally about your goals, career interests, and other professional ambitions so I can get a better sense of who you are as individuals. The better I know you, the more effective I can be at writing letters on your behalf and thinking of you when opportunities arise.
- All assignments and readings will be posted to the class Blackboard. I will email any announcements or updates to the class and also post them in the Blackboard. Report any trouble accessing anything on the Blackboard as soon as you encounter the problem.
- I have a strict open door policy. If there is anything about the course, the assignments, the grading, the material, class, or anything related to public administration broadly that you would like to discuss, do not hesitate to visit me during office hours or email me. I can respond via email, schedule a phone call, or schedule a separate meeting. I am here to help, so please do not hesitate to reach out to me. (But please be respectful of my time!)
- **Have fun!** Public administration is a broad topic that explores big, important questions that affect everyone. Discussing these topics should be as fun and interesting as it is challenging.
- ?? below lays out the grading scale that will be used in assigning final course grades. **Note: the percent refers to the percent of available weighted points earned. Each assignment is weighted by the proportion of the final grade made up by the assignment itself, as described in Section 3.1.**
- Students with special physical and/or learning needs will be accommodated. Please notify the Disabilities Office and me as soon as possible so that reasonable accommodations can be made.
- See Appendix for a description of how this course seeks to prepare you to develop the competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA) as critical for successful careers in public service.

Table 1: Grade scale used for calculating class grades

Percent	Grade	Points
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

## 4.1 Academic integrity

Academic honesty is something your professor takes very seriously. Cheating in any form will not be tolerated. Students are required to be familiar with the university's academic honesty policies; ignorance is not an excuse for dishonest behavior. In all cases of cheating, a Violation of Academic Integrity Report will be submitted to the Dean of Graduate Studies to be placed in your university file, with copies provided to you, the department head, and the Dean of Rockefeller College. Additional penalties may include some combination of the following: revision and re-submission of the assignment, reduction of the grade or failure of the assignment, reduction of the course grade or failure of the course, filing of a case with the Office of Conflict Resolution and Civic Responsibility, suspension, or expulsion. For a more detailed description of the university's academic honesty policies, go to: [http://www.albany.edu/graduatebulletin/requirements\\_degree.htm#standards\\_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity).

## 4.2 Students with Disabilities

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability.

The Disability Resource Center (DRC) offers assistance with accommodations and support for physical, medical, or psychological disabilities (518-442-5490; 120 BA). Information about DRC's services can be found at <http://www.albany.edu/disability/index.shtml>.

If you have a disability for which you may request accommodation in this course and have not contacted DRC, please do so as soon as possible. Also, please feel free to contact the professor privately.

### **4.3 Counseling Center**

The Counseling Center (518-442-5800; 400 Patroon Creek Blvd, Suite 104) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources. More information can be found at [http://www.albany.edu/counseling\\_center/index.shtml](http://www.albany.edu/counseling_center/index.shtml)

### **4.4 Library Assistance**

SUNY-Albany offers a great collection available in several different media. Access to research help and library tutorials can be found online at <http://library.albany.edu/>

For information about SUNY-Albany's Dewey Graduate Library, which is located on the Downtown Campus, visit <http://library.albany.edu/dewey?source=drop>

### **4.5 Writing Center**

The university offers a number of services for students who need assistance with writing and research projects. Support is available in the Writing Center (518-442-4061; 140 HU) and at the University Library. Information about the Writing Center can be found at <http://www.albany.edu/writing/index.html>

### **4.6 Title IX and Sexual Violence Prevention**

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in federally funded education programs and activities. The SUNY-wide Sexual Violence Prevention and Response Policies prohibit offenses defined as sexual harassment, sexual assault, intimate partner violence (dating or domestic violence), sexual exploitation, and stalking. The SUNY-wide Sexual Violence Prevention and Response Policies apply to the entire University at Albany community, including students, faculty, and staff of all gender identities. The University at Albany provides a variety of resources for support and advocacy to assist individuals who have experienced sexual offenses.

Confidential support and guidance can be found through the Counseling Center (518-442-5800, Counseling Center), the University Health Center (518-442-5454, Health Center), and the Interfaith Center (518-489-8573, Interfaith Center). Individuals at these locations will not report crimes to law enforcement or university officials without permission, except for in extreme circumstances, such as a health and/or safety emergency. Additionally, the Advocates at the University at Albany's Advocacy Center for Sexual Violence are available to assist students without sharing information that could identify them (518-442-CARE, Advocacy Center).

Sexual offenses can be reported non-confidentially to the Title IX Coordinator within The Office for Equity and Compliance (518-442-3800, Equity and Compliance, Building 25,

Room 117) and/or the University Police Department (518-442-3131, UPD).

Please note, faculty members are considered “responsible employees” at the University at Albany, meaning that they are required to report all known relevant details about a complaint of sexual violence to the University’s Title IX Coordinator, including names of anyone involved or present, date, time, and location.

In case of an emergency, please call 911.

## 5 Class schedule

### 5.1 Overview of weeks

MONDAY	TUESDAY	FRIDAY	SATURDAY	SUNDAY
Aug 26th 1 Intro to Course, Policy Processes	27th 2	30th	31st	Sep 1st 3 Labor Day, no class
2nd 4 Foundations of Public Administration	3rd 5 Group 1 News Brief Due	6th	7th	8th 6
9th 7 Accountability; Essay 1 assigned	10th 8 Group 2 News Brief Due	13th	14th	15th 9
16th 10 Strategic Management	17th 11 Group 3 News Brief Due	20th	21st	22nd 12
23rd 13 <b>Essay 1 due</b> Decision- making and Public Participation	24th 14 Group 4 News Brief Due	27th	28th	29th 15
30th 16 Decision- making in a Political Environment; Essay 2 assigned	Oct 1st 17 Group 5 News Brief Due	4th	5th	6th 18

MONDAY	TUESDAY	FRIDAY	SATURDAY	SUNDAY
7th <b>19</b> Equity and Fairness	8th <b>20</b> Group 6 News Brief Due	11th	12th	13th <b>21</b>
14th <b>22</b> Fall break, no class	15th <b>23</b> Fall break, no class	18th	19th	20th <b>24</b>
21st <b>25</b> Direct government: Street-level Bureaucrats	22nd <b>26</b> Group 1 News Brief Due	25th	26th	27th <b>27</b>
28th <b>28</b> Direct government: Managing and motivating public employees	29th <b>29</b> Group 2 News Brief Due	Nov 1st	2nd	3rd <b>30</b>
4th <b>31</b> <b>Essay 2 due</b> Government by Proxy: Contracting	5th <b>32</b> Group 3 News Brief Due	8th	9th	10th <b>33</b>
11th <b>34</b> Government by Proxy: Managing Networks; Essay 3 assigned	12th <b>35</b> Group 4 News Brief Due	15th	16th	17th <b>36</b>
18th <b>37</b> Government by Proxy: Accountability in Networks	19th <b>38</b> Group 5 News Brief Due	22nd	23rd	24th <b>39</b>
25th <b>40</b>	26th <b>41</b>	29th Thanksgiving break, no class	30th Thanksgiving break, no class	Dec 1st <b>42</b> Thanksgiving break, no class
2nd <b>43</b> Working Across Governments	3rd <b>44</b> Group 6 News Brief Due	6th	7th	8th <b>45</b>

MONDAY	TUESDAY	FRIDAY	SATURDAY	SUNDAY
9th <b>46</b> Final class and wrap up	10th <b>47</b>	13th	14th	15th <b>48</b>
16th <b>49</b>	17th <b>50</b> <b>Essay 3 due</b>	20th	21st	22nd <b>51</b>

## 5.2 Detailed schedule of weeks

### Week 1: Introduction to Public Administration/Policy Process

*Recommended:*

- Forsythe, D.W., and Boyd, D.J. (2012). "Memo 2: Budget Strategy." *Memos to the Governor: An Introduction to State Budgeting* (pp. 12-23). Washington, D.C.: Georgetown University Press.
- Forsythe, D.W., and Boyd, D.J. (2012). "Memo 3: Preparing the Executive Budget - The Technical Underpinnings." *Memos to the Governor: An Introduction to State Budgeting* (pp. 24-41). Washington, D.C.: Georgetown University Press.

### Week 2: Foundations of Public Administration

- Wilson, W. (1887). The Study of Administration. *Political Science Quarterly*, 2(2).
- Weber, M. (1947). Bureaucracy. In J. Shafritz & A. Hyde (Eds.), *Classics of public administration* (6th ed.) (pp. 43-49). Boston, MA: Thomas Wordsworth.
- Kaufman, H. (1956). Emerging conflicts in the doctrines of public administration. *American Political Science Review*, 50(4), read only pages 1057-1067.

*Recommended:*

- Kettl, D. (2002). Administrative traditions. In *The transformation of governance: Public administration for 21st century America* (pp. 26-49). Baltimore, MD: Johns Hopkins University Press.
- Rourke, F. (1987). Bureaucracy in the American constitutional order. *Political Science Quarterly*, 102(2), 217-232.

### Week 3: Accountability

- Friedrich, C. (1940). Public policy and the nature of administrative responsibility. *Public Policy*, 1(1), 3-24.
- Finer, F. (1941). Administrative responsibility in democratic government. *Public Administration Review*, 1(4), 335-350.
- Romzek, B. S. & Dubnick, M. J. (1987). Accountability in the public sector: Lessons from the challenger tragedy. *Public Administration Review*, 47(3), 227-238.

*Recommended:*

- Eisenhardt, K. (1989). Agency theory: An assessment and review. *Academy of Management Review*, 14(1), read only pages 57-65.

### Week 4: Strategic Management

- Moore: Chapter 1, Chapter 2 but **read only pp. 72-84 and pp. 93-131**

- Case: Managing Cutbacks at the Department of Social and Health Services

### **Week 5: Decision-making and Public Participation**

- Moore: Chapter 5
- Eden, C. & Ackermann, F. (1998). Stakeholder Analysis and Management. In *Making Strategy: The Journey of Strategic Management*, pgs 113-135. Thousand Oaks, CA: Sage.
- Fung, A. (2003). Recipes for Public Spheres: Eight Institutional Design Choices and Their Consequences. *The Journal of Political Philosophy*, 11(3) 338-367.
- Einstein, K.L., Palmer, M., & Glick, D.M. (2019). Who Participates in Local Government? Evidence from Meeting Minutes. *Perspectives on Politics*, 17(1) 28-46.
- Case: Elusive Community in South Park, Parts A & B.

### **Week 6: Decision-making in a Political Environment**

- Moore: Chapter 3
- Collins, Jonathan E.. (2019). Local Democracy Matters: How Deliberative Culture Shapes Public Evaluations of Local Government and Local Government Performance. (EdWorkingPaper: 19-114). Retrieved from Annenberg Institute at Brown University: Article link.
- Case: Puget Sound Water Quality Authority

#### *Recommended:*

- Moore: Chapter 6.

### **Week 7: Equity and Fairness**

- Fredrickson, H. G. (1971). Toward a New Public Administration. In J. Shafritz & A. Hyde, *Classics of Public Administration* (6th ed.), pg 329-341. Boston, MA: Thomas Wordsworth.
- Rawls, J. (1971). Justice as Fairness. In *Reason and Responsibility: Readings in Some Basic Problems of Philosophy* (11th Edition). Eds. J. Feinberg & R. Shafer-Landau. Boston, MA: Thomas Wordsworth.
- Riccucci, N.M. & Van Ryzin, G.G. (2017). Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, and Democracy. *Public Administration Review*, 77(1), pp. 21-30.

### **Week 8: Direct Government: Street-level bureaucrats**

- Lipsky, M. (2010). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Service, 30th Anniversary Expanded Edition*, New York: Russell Sage Foundation. Read only pgs 3-26.
- Maynard-Mooney, S. & Musheno, M. (2003). *Cops, Teachers, Counselors: Stories from the Front Lines of Public Service*. Ann Arbor, MI: University of Michigan Press. Read only pgs 97-123.
- Case: Prosecutorial discretion in the Immigration Customs Enforcement Agency (ICE)

*Recommended:*

- Kelly, M. (1994). Theories of Justice and Street-Level Discretion. *Journal of Public Administration Research and Theory* 4(2) 119-140.

**Week 9: Direct Government: Managing and Motivating Public Employees**

- Pynes, J. (2009). Labor-Management Relations: Collective Bargaining in the Public and Non-Profit Sectors, in *Human Resources Management for Public and Non-Profit Organizations: A Strategic Approach* (3rd ed.), 339-367.
- Ospina, S. and O'Sullivan, J. (2003). Working Together: Meeting the Challenges of Workforce Diversity. In S.Hays and R. Kearney (Eds.), *Public Personnel Administration: Problems and Prospects* (4th edition). Upper Saddle River, NJ: Prentice Hall.
- Case: Recruitment at Southwood School

*Recommended:*

- Shafritz, J., Russell, E., and Borick, C. (2009). Personnel Management and Labor Relations. In *Introducing Public Administration* (6th ed.). New York: Pearson Longman. Read only pgs 412-439.

**Week 10: Government by proxy: Contracting**

- Kelman, S.J. (2002). Chapter 9: Contracting. In *The Tools of Government: A Guide to the New Governance*, (pp. 282-318), by L. M. Salamon. New York: Oxford University Press.
- Brown, T. and Potowski, M. (2005). Transaction Costs and Contracting: The Practitioner Perspective. *Public Performance and Management Review*, 28(3): 326-351.
- Case: Hurricane Katrina and Housing Contracts

*Recommended:*

- Moore: Chapter 4. NOTE: I suggest you skim this for this week if you have the time. I recommend revisiting the chapter and reading it in preparation for Essay 3.
- Re-read Eisenhardt, K. (1989). Agency Theory: An Assessment and Review. *Academy of Management Review*, 14(1). \*\*\*Read only pages 57-65.

### **Week 11: Government by Proxy: Managing Networks**

- Milward, H.B., and K.G. Provan. (2006). *A Manager's Guide to Choosing and Using Collaborative Networks*. Networks and Partnership Series. Washington, DC: IBM Center for the Business of Government.
- Babiak, K. & Thibault, L. (2009). Challenges in Multiple Cross-Sector Partnerships. *Nonprofit and Voluntary Sector Quarterly*, 38(1), 117-143.
- Case: Minneapolis Network of Social Services

#### *Recommended:*

- Provan, K. G., & Kenis, P. (2008). Modes of network governance: Structure, management, and effectiveness. *Journal of Public Administration Research and Theory*, 18(2), 229-252.

### **Week 12: Government by Proxy: Accountability in/of Networks**

- Busuioc and Lodge (2016). The reputational basis of public accountability. *Governance*, 29(2), 247-263.
- Bardach, E. & Lesser, C. (1996). Accountability in Human Services Collaboratives – For what? And To Whom? *Journal of Public Administration Research & Theory*, 6 (2), 197-224.
- Case: Building Partnership

#### *Recommended:*

- Romzek, B., Leroux, K., & Blackmar, J. (2012). A preliminary theory of informal accountability among network organizational actors. *Public Administration Review*, 72(3), 442-453.

### **Week 13: Working Across Governments**

- Krane, D., Ebdon, C., Bartle, J. (2004). Devolution, Fiscal Federalism, and Changing Patterns of Municipal Revenues: The Mismatch between Theory and Reality *Journal of Public Administration Research & Theory*, 14(4), 513-533.
- Wise. C.R. (2001). The Supreme Court's New Constitutional Federalism: Implications for Public Administration *Public Administration Review*, 61(3), 343-358.
- Weissert, C.S., Pollack, B., & Nathan, R.P. (2017). Intergovernmental Negotiation in Medicaid: Arkansas and the Premium Assistance Waiver. *Publius*, 47(3), 445-466.

*Recommended:*

- Zeemering, E. (2008). Governing inter-local cooperation: City council interests and the implications for public management. *Public Administration Review*, 731-742.

**Week 14: Wrap up and Final Case!**

## 6 Appendix

This course is aligned with the five core competencies identified by the National Association of Schools of Public Affairs and Administration (NASPAA) as critical for success in public service careers.

What are competencies?

- Competencies are integrative. Competencies are a bundle of knowledge, skills, abilities, and behaviors that, when fully integrated, define successful performance. Competencies are broader than knowing how to use Excel or being able to define what marginal cost means.
- Competencies describe the characteristics of the person who does the job best. In this way, competencies describe the whole person and their total performance. Competencies are broader than job tasks.

The NASPAA identified competencies are:

1. The ability to lead and manage in public governance
2. To participate in and contribute to the policy process
3. To analyze, synthesize, think critically, solve problems and make decisions
4. To articulate and apply a public service perspective
5. To communicate and interact productively with a diverse and changing workforce and citizenry

This course is designed to build student competency in all five areas. For example:

- Competency #1: In this course we will discuss the importance of defining organizational strategy and using that strategy to make decisions. We will spend a great deal of time discussing accountability and different means for achieving it. A number of weeks will be spent discussing third-party government and how to manage in this type of delegated environment.
- Competency #2: In multiple class sessions we will discuss the importance of identifying and evaluating stakeholders, and developing strategies for different types of involvement in the decision-making process.
- Competency #3: Through extensive use of case studies, we will analyze public management and policy problems by discussing the mistakes and successes of others. Students will be asked to divide problems into different parts, analyze the problems from the perspectives of different stakeholders, and develop proposed solutions.
- Competency #4: Students will explore questions of equity and inclusiveness through the use of cases and debates regarding the appropriate use of discretion by public servants. In various assignments throughout the course, students will analyze the competing values in public administration in specific cases and how different emphases may generate different results.

- Competency #5: Writing assignments will require students to evaluate cases, use evidence to support arguments, and to communicate analyses in a highly-organized manner. Work in small-groups will develop skills in working with diverse groups and providing constructive feedback.

Table 3: Rubric for grading

Category	Excellent (100%)	Satisfactory (85%)	Poor (50%)	Score
Thesis (30 points)	The solutions to the problems in the essay prompt are laid out clearly, early in the essay.	The solutions to the problems in the essay prompt are addressed, but difficult to identify in the essay.	Essay lacks a clear thesis that addresses the problems in the essay prompt.	
Coverage of the Essay Topic (30 points)	The essay demonstrates a clear, accurate, and detailed application of the theories/concepts discussed in class. Arguments are clear and persuasive, supplemented by relevant evidence.	The work demonstrates an adequate understanding of the relevant theories/ concepts. In limited instances, theories are explained incorrectly. Most arguments are persuasive.	Explanation of relevant theory is absent, inaccurate, or so unclear that it is without use or meaning. Arguments are generally unclear or unpersuasive with little supporting evidence.	
Organization, clarity, and grammar (20 points)	Ideas are arranged in a logical order, flow smoothly between each other, and the writing has very few spelling or grammar errors.	Writing is generally thoughtful, logically arranged, and flowing. Ideas occasionally do not fit or transition well. Occasional spelling and grammar errors appear.	The writing is poorly structured, ideas do not flow well together, and contains many spelling and grammar errors.	
Bibliography (10 points)	It is assumed you will use APA formatting for both in-text citations and the bibliography. Sources are listed alphabetically, and primary evidence is more prevalent.	One of these standards was not met.	More than one of these standards was not met.	
Formatting (10 points)	Followed formatting instructions, including length, font, margins, and page numbers. Name is on paper.	One of these instructions was not followed	More than one of these instructions was not followed.	
Total: / 100 Notes:				