COURSE OBJECTIVE
The purpose of this course is to assist the students in developing a clear conception of the most prevalent theories, issues, problems, institutions, and actors in public administration. We will spend considerable time exploring the literature that investigates the question of how we can best control the decisions and actions of the public bureaucrats who conduct the vast majority of the day-to-day operations of the government. As we shall see, scholars from a variety of fields have devoted considerable attention to determining how we can insure the accountability, effectiveness, and fairness of our bureaucracy. Following the path forged by scholars in the fields of political science, economics, public policy, political theory, and, of course, public administration, we, too, shall address the general question of bureaucratic control with a subset of additional questions: (1) Are bureaucrats' choices most influenced by the agency environment, agency leaders, political leaders, interest groups, or public opinion? (2) What influence do rewards, penalties, and other controls have on bureaucratic performance? (3) How much do personal values matter to how government operates? and (4) Does professionalism make a difference?

READING
6. Reading packet containing journal articles, essays, and case studies. It is available at Mr. Kopy, 119 Main.


COURSE REQUIREMENTS
The requirements for the course fall under two categories: (1) preparation, attendance, and participation; and (2) completion of written assignments. Success in both categories is necessary for success in the course.

Participation and Attendance (10%)
The format of this class requires regular student participation in group discussions around a range of readings. Students will be assessed in terms of preparedness, accuracy, thoughtfulness, and diligent attendance (missing even one class is significant). For each assigned reading, students are expected to know and express what the author's position was, how he or she attempted to defend it, whether he or she did so successfully, and how the position relates to other positions we have already looked at. Your comprehension of the material will be reflected in your contribution to the class; it will be readily apparent when you are not really prepared.
The class is a cooperative enterprise in which everyone is expected to contribute. Keep in mind, however, that some contributions are more valuable than others. For example, comments that are clear, accurate, pertain to the discussion at hand, and foster further discussion are the most prized. Please review the attached "Guide to Participation" for further insight into what constitutes high-level participation.

**Reading Assessment Portfolio: Weekly Reading Reports, Case Analysis, and Book Reviews (60%)**

The objectives of this assignment are to help you come to a clearer and deeper understanding of the course readings, and to assist you in effectively articulating that understanding in writing and classroom discussions. In order to meet this objective, you are required to prepare a reading report, a case analysis, or a book review on each week's readings (see reading schedule for the appropriate weekly assignment).

**Reading Reports**

For the weeks in which I require you to concentrate your assessments on the textbook material (i.e. articles from Lane), you are to address and answer the following questions for each of the articles.

1. What is the author's main purpose in writing this article? What are the author's main arguments, contentions, or beliefs?

2. How does the author go about supporting those arguments, contentions, or beliefs? What reasons, examples, facts, anecdotes, etc. does the author use to illustrate his or her main points?

3. What is the context of this article? How does it relate to other articles in this section, to articles we read in previous weeks, and to the basic principles, problems, or themes of public administration?

4. What is your analysis of this article? Does the author build a convincing case for his or her main arguments? Are there some aspects of the article that are more effective than others? Why? Was there something about the article that stood out as particularly illuminating or interesting or unusually baffling or inaccurate?

The length of these reports will vary depending on the length and density of the article; for the most part, however, expect to write at around 2 pages single-spaced per article. See attached example. Also, please note that on occasion, I will give you specific "thought" questions to assist you in focusing your reports.

**Case Analyzes**

To assist you in preparing your case analyses, please refer to the case analysis framework laid out by Frederick S. Lane on page 395. Use this guide to assist you in the FEMA case (#1) and the Challenger explosion case (#2). The third case, Public Health and Privacy, has a separate set of instructions (attached).

**Book Review**

The required book review is on *Savage Inequalities* by Jonathan Kozol. Instructions and examples for that assignment are attached. You should also read the book reviews in *Studium: The Student Journal of Political Science* by Alysha Loumakis, p 93, and Mary Neumann p. 99.
Specific Requirements:

1. You are to come to class each Monday with the prepared reports, analyzes, and reviews in hand. You should use them to guide you in class discussions. You should also take the opportunity to strengthen them by adding information, ideas, and thoughts gleaned from the class discussion. It is probably a good idea to rewrite your report, analysis, or review sometime soon after class, adding your new insights to your original assessment.

2. I will collect the entire portfolio for grading on two occasions: Monday, October 15 and Monday, November 26. I will read the entire contents of your portfolio, but will assess closely and grade only one or two of the reports, analyzes, or reviews. Your grade will be based on the overall completeness of portfolio (50%), and the completeness, depth, clarity, and accuracy of the one or two reports selected for grading (50%). Points will be lost for poor grammar, misspellings, improper use of punctuation, or writing that is so vague that it is impossible to tell what you are trying to say. Please note that which reports are to be graded will be announced after you turn them in, so make sure you are consistently thorough on each report.

3. The reports are to be typed before handing them in. You should also make two copies—one to hand in and one for you keep for reference. There is no minimum or maximum length requirement for each report; however, with the exception of very short articles, it's hard to imagine you doing a thorough job in less than 1.5 pages, single-spaced.

4. Please note: if it becomes clear that students are procrastinating and not thoroughly preparing the reports, analyzes, or reviews each week as required, I will collect and grade them more often and without advance notice (adjusting the weight of each graded report accordingly).

Literature Review and Presentation (30%)
The literature review will 12-15 pages in length on a topic relating to public administration. You will be required to submit your topic/research question in week five, a summary of your literature review in week eleven, and the final paper on December 3. Presentations of the literature review will also begin that day. In week three of the semester you will receive a more detailed paper guide including instruction on developing a topic, selecting appropriate sources, preparing and structuring a literature review, and some suggested topics and approaches. Please also consider reading Writing Literature Reviews by Jose L. Galvan to assist you in preparing your review.

Disability Policy
Please let me know if you have a disability and have course-related accommodation needs. It is your right, in accordance with the provisions of the Americans with Disabilities Act (ADA), to make such requests.

Academic Integrity
Please conform to the standards of academic honesty as set forth in the CSU, Chico University Catalog. Cheating in any form (including plagiarism) will result in a failing grade for the course.

Course Outline and Reading Schedule

Please note: the syllabus is subject to change. Changes will be announced in class.

Week 1 (Aug 27): Introduction: What is Public Administration?
“Early Voices and the First Quarter Century” (packet)
“Introduction to the Study of Public Administration” by L. White (p)
“The Study of Administration” by Woodrow Wilson (p)
“Public Administrative Theory…” by David H. Rosenbloom (p)

Week 2 (Sep 3): NO CLASS: LABOR DAY
Week 3 (Sep 10):  
The Political Context/Intergovernmental Relations  
“The Evolution of American Federalism” by Alice Rivlin (Lane)  
(*)American Intergovernmental Relations (Preface & Overview) (p)  
“Federalist No. 39” by James Madison (p)  
“What the Framers Meant…” by Martin Diamond (p)  
“The Federal System” by Morton Grodzins (p)  
“Federalism” & “A Note on Ideology” by Wm. Riker (p)  
“Ways of Achieving Federal Objectives” by M. Derthick (p)  
Portfolio: Reports on all the above except (*)

Week 4 (Sep 17):  
The Evolution of Organization Theory  
“Why Study Bureaucracy” by Blau and Meyer (L)  
Working, Shirking, & Sabotage by Brehm and Gates (p)  
(*)“Bureaucracy” by Max Weber (p)  
“Bureaucratic Structure & Personality” by Robert Merton (p)  
(*)“Scientific Management” by Frederick Taylor (p)  
“Notes on the Theory of Organizations” by Luther Gulick (p)  
(*)“Informal Organizations…” by Chester Barnard (p)  
“Street-level Bureaucracy…” by Michael Lipsky (p)  
“Organizations of the Future” by Warren Bennis (p)  
Portfolio: Reports on all the above except (*)

Week 5 (Sep 24):  
Organizational Behavior  
“A Theory of Human Motivation” by Abraham Maslow (p)  
“The Human Side of Enterprise” by Douglas McGregor (p)  
“The Giving of Orders” by Mary Parker Follett (p)  
Groupthink by Irving Janis (p)  
The Orwell Reader: “Shooting an Elephant” (p)  
Portfolio: Reports on all the above

Week 6 (Oct 1):  
Leadership & Accountability  
“An Overview of Leadership” (p)  
“The Prince” by N. Machiavelli (p)  
Mutiny on the Bounty (p)  
With Lawrence in Arabia by Lowell Thomas (p)  
Portfolio: Reports on all the above

Week 7 (Oct 8):  
Leadership & Accountability (continued)  
“The FEMA Phoenix…” by Daniel Franklin (L)  
Eichmann in Jerusalem by Hannah Arendt (p)  
Romzek’s &Dubnick’s “Accountability in the Public Sector…”(p)  
Portfolio: Report on “Eichmann” and case analysis on “Accountability…”

Week 8 (Oct 15):  
Honor & Ethics  
“Administrative Responsibility…” by Herman Finer (p)  
“Ethics and the Public Service” by Stephen Bailey (p)  
“The Possibility of Administrative Ethics” by Thompson (p)  
“Types and Levels of Public Morality” by Willbern (p)  
“Reflections on Watergate…” by James Sunquist (p)  
“The Problem of Moral Reasoning…” by Chandler (p)  
“Ethics in Government…” by Robert C. Wood (p)  
“Ethics in Government: From a Winter of Despair…” (p)  
Lying: Moral Choice in Public and Private Life (p)  
Portfolio: Reports on all the above
Week 9 (Oct 22):  
*Honor & Ethics (continued)*  
“Approaches to Ethical Deliberation” by Denhardt (p)  
“The Making of a Moral Delimma” by Garvey (p)  
“The Ethical Philosophy of Kant” (p)  

Case: Public Health vs. Privacy (p)  
**Portfolio:** Case Analysis: "Public Health vs. Privacy" (p)

Week 10 (Oct 29):  
*Social Equality*  
“Social Equity” by Ott and Russell (p)  
*Savage Inequalities* by Kozol  
*Studium:* "A Paradigm Shift" & "Men with Guns" (review examples)  
**Portfolio:** Book Review on *Savage Inequalities*

Week 11 (Nov 5):  
*Budget & Policy Analysis, Implementation,& Evaluation*  
“Mapping the Federal Budget Process” by Allen Schick (L)  
“Policy Analysis” by Laurence E. Lynn Jr. (L)  
“Two Decades of Implementation Research” by Paul A. Sabatier (L)  
“Performance Measurement in Local Government” by David Ammons (L)  
**Portfolio:** Reports on all the above

Week 12 (Nov 12):  
*Reinventing the Machinery and Management of Public Agencies*  
“The Evolution of Work in Public & Private Bureaucracies” by Linden (L)  
“Reinventing the American Federal Government” by Ingraham (L)  
*In the Web of Politics* by Joel Aberbach & Bert Rockman  
**Portfolio:** Book Review on *In the Web of Politics*

Week 13 (Nov 19):  
THANKSGIVING BREAK

Week 14 (Nov 26):  
*Human Resource Management*  
“The State of Merit in the Federal Government” by Ingraham & Rosenbloom (L)  
“Working for the Government is Cool” by Garth Cook (L)  
*The New Public Service* by Paul C. Light  
**Portfolio:** Book Review on *The New Public Service*  
**PORTFOLIO IS DUE MONDAY, NOVEMBER 26**

Week 15 (Dec 3):  
Paper Presentations  
**FINAL LITERATURE REVIEW DUE**

Week 16 (Dec 10):  
Paper Presentations

Week 17 (Dec 17):  
Public Administration in the 21st