

Division of Business and Social Sciences
University of Science and Arts of Oklahoma

PSCI 3753
Public Administration
Syllabus, Fall 2008

Instructor: William Hanson **E-Mail:** facwhanson@usao.edu

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Office Hours: Tues/Thurs, 12:30 - 1:30 pm, and after class, Davis Hall, Room 219A

Class Times: Tues/Thurs, 1:30 – 2:55 pm

Class Location: Davis Hall, Room 226

Online Materials: <http://wiki.mark82.net>

Course Description:

This course studies the means by which policies are put into effect, with special reference to American federal government and society; and challenges to public management, such as diversity, equality, and justice. Topics include bureaucratic organization, government budgeting, personnel management, and leadership. This course focuses on how to maintain ethics and accountability and increase efficiency and effectiveness in public programs.

Course Objectives:

Upon successful completion of this course, the student will be able to:

- Understand the meaning of Public Administration within the context of American society
- Understand and apply required technical competencies within Public Administration, particularly in the arenas of budgeting and human relations
- Understand and apply moral and ethical guidelines to problems of governance
- Understand and apply leadership tools to problems in Public Administration
- Understand the impact of the complex interplay between differing stakeholders and viewpoints to problems of Public Administration
- Be able to accurately and concisely analyze case studies

Hardware and Software requirements:

- Email capability
- Computer capability sufficient to connect with the class wiki page.
- A web browser (Internet Explorer, Netscape Navigator, Mozilla, Safari or equivalent)
- Word processing software (Microsoft Word, WordPerfect, Open Office, or equivalent)

Graded Items:

1. The instructor reserves the right to give periodic quizzes. Quizzes will be given at the beginning of class and will include multiple choice, definitions and short answers.
2. There will be two exams, worth 150 points each. These may include multiple choice, definitions, short answers, and essays.
3. There will be four case studies, worth 400 points total. These will be 3-4 page analyses of selected cases in the Stillman text.
4. There will be one comprehensive final exam, worth 200 points. The exam will cover the entire course, but will be weighted toward material presented after the second exam.
5. Attendance and participation will be part of your grade (100 points).
6. There may be opportunities for extra credit at the instructor’s discretion.

Required Textbooks

The Professional Edge: Competencies in Public Service, James Bowman, Jonathan West, Evan Berman, and Montgomery Van Wart. M.E. Sharpe, 2004.
ISBN 0-7656-1146-5 (**Edge**)

Public Administration: Concepts and Cases, 8th ed., Richard J. Stillman II. Houghton-Mifflin, 2005.
ISBN 0-618-31045-2 (**Cases**)

Grading:

Item	Points	Weight	Final Grades – Points (%)
Quizzes (as needed)			A: 900 + (90% and above)
Exams (2@ 150 pts)	300	30%	B: 800 – 899 (89% – 80%)
Case Studies (4 @ 100 pts)	400	40%	C: 700 – 799 (79% – 70%)
Final Exam	200	20%	D: 600 – 699 (69% – 60%)
Attendance & Participation	100	10%	F: less than 600 (below 60%)
			(If quizzes are given, they will be added to the score and final grades will use the same percentages)
Total	1000	100%	

Email Response:

Since I am not generally on campus except on class days, the easiest way to get with me is via email. **My commitment is that I will respond within 24 hours to your email.** I may well respond more quickly, but don’t count on it. In particular, don’t expect an immediate response if you email me in the middle of the night. So if you have a burning question on an assignment or the readings, ask me early!

My Expectations:

1. Be on time – to class and with assignments. Attendance will be taken at the start of each class and is part of your grade.
2. Come to class to **actively** participate. It is essential to your development and understanding of the course – part of your grade depends on it. I will appreciate your effort and you in turn will find the time spent in class more enjoyable.
3. Read the assignment and be prepared for each class session.
4. Do not hesitate to ask questions during class. If it is not clear to you, it probably is not clear to someone else.
5. Do not expect me to lecture the entire class period. Your participation is part of your grade.
6. Cell Phones are to be turned off during class.
7. Drinking is allowed...Eating is not allowed.

Due Dates and Late Assignments

All assignments are due date stated in the syllabus. Late work will not be accepted except under extraordinary circumstances, and then only by prior arrangement with the instructor. Computer problems, illness, family issues, or schedule conflicts are not valid reasons for late work – plan ahead. Note: **all work will be submitted electronically via turnitin.com.**

Exams: Make-up exams will only be given in extraordinary circumstances. If you miss an exam, I will require standard documentation (illness, special needs, etc.), prior to the exam if at all possible.

Case Study Guidance (Adapted from: Seperich, et al., 1996)

Using an organized seven-step approach in analyzing a case will make the entire process easier and can increase your learning benefits.

1. *Read the case thoroughly.* To understand fully what is happening in a case, it is necessary to read the case carefully and thoroughly. You may want to read the case rather quickly the first time to get an overview of the political environment, the organization(s), the people, and the situation. Read the case again more slowly, making notes as you go.
2. *Define the central issue.* Many cases will involve several issues or problems. Identify the most important problems and separate them from the more trivial issues. After identifying what appears to be a major underlying issue, examine related problems in the functional areas (for example, technical, finance, personnel, etc.). Functional problems may help you identify deep-rooted problems that are the responsibility of top leadership.
3. *Define the goals.* Inconsistencies between organizational goals and performance may further highlight the problems discovered in step 2. At the very least, identifying the organization's goals will provide a guide for the remaining analysis.
4. *Identify the constraints to the problem.* The constraints may limit the solutions available to the firm. Typical constraints include political issues, limited finances, regulatory or legal issues, personnel limitations, relationships with other organizations, and so on. Constraints have to be considered when suggesting a solution.

5. *Identify all the relevant alternatives.* The list should all the relevant alternatives that could solve the problem(s) that were identified in step 2. Use your creativity in coming up with alternative solutions. Even when solutions are suggested in the case, you may be able to suggest better solutions.
6. *Select the best alternative.* Evaluate each alternative in light of the available information. If you have carefully taken the proceeding five steps, a good solution to the case should be apparent. Resist the temptation to jump to this step early in the case analysis. You will probably miss important facts, misunderstand the problem, or skip what may be the best alternative solution. You will also need to explain the logic you used to choose one alternative and reject the others.
7. *Sketch out an implementation plan.* The final step in the analysis is to develop a plan for effective implementation of your decision. Lack of an implementation plan even for a very good decision can lead to disaster for the organization and the citizens you serve. Don't overlook this step. Your instructor will surely ask you or someone in the class to explain how to implement the decision.

A concise, well-written report will contain the following elements:

1. *Executive summary.* This is a concisely written statement, less than one paragraph, placed at the front of the report. It briefly summarizes the major points of the case and your solution. It should describe the major issue and the proposed solution.
2. *Problem statement.* Present the central issue(s) or major problem(s) in the case here. Do not rehash the case; assume that anyone reading the report is familiar with the case.
3. *Alternatives.* Discuss all relevant alternatives. Briefly present the major arguments for and against each alternative. Be sure to state your assumptions and the impact of constraints on each alternative.
4. *Conclusion.* Present the analysis and the logic that led you to select a particular solution. Also discuss the reasons you rejected the other alternatives.
5. *Implementation.* Outline a plan of action that will lead to effective implementation of the decision so that the reader can see not only why you chose a particular alternative but how it will work.

Format: Your case study report should be 11 or 12-point, Calibri, Times New Roman or Times Roman font with 1” margins on all sides. Paragraphs should be single-spaced, with one line spacing between paragraphs, with no indent for the first line. Any specific heading should be put in bold print at the front of the paragraph (just like this one).

- Often, you will want to use bulleted or numbered points to quickly summarize key issues
- If you do, use indented bullet or numbered lists, as I have done in the syllabus.

Grading Criteria: The case study report will be graded on:

- Logic and structure (35%) – Is the conclusion clear? Is it supported by evidence?
- Clarity and completeness of analysis (50%) – Are all key issues discussed clearly?
- Mechanics (15%) – Adherence to page length and format, grammar, spelling, etc.

Course Outline (All readings are from the course texts unless otherwise stated -- Graded items in Bold Print):

Week	Dates	Subject	Reading
1	6, 8 Jan	Introduction, Public Service Today	Edge: Ch 1
2	13, 15 Jan	Public Service Ecology and Culture Case Study 1 (Who Brought Bernadette Healy Down?) due 5pm Friday, Jan 16	Cases: 78-85 Cases: Ch 11
3	20, 22 Jan	Key Competencies: Technical	Edge: Ch 2
4	27, 29 Jan	Bureaucracy and Public Administration Case Study 2 (How Kristin Died) due 5pm Friday, Jan 30	Cases: Ch 2
5	3, 5 Feb	Budgeting as Political Choice	Cases: 365-381
6	10, 12 Feb	Competing Bureaucratic Systems Exam 1 on Feb 12	Cases: Ch 7
7	17, 19 Feb	The Ethical Professional	Edge: Ch 3
8	24, 26 Feb	Competing Ethical Obligations Case Study 3 (The Mine Blast in Centralia) due 5pm Friday, Mar 27	Cases: 504-514 Cases: 30-47
9	3, 5 Mar	Bureaucracy and the Public Interest	Cases: Ch 15
10	10,12 Mar	Exam 2 on Mar 10 Leadership 1: "Muddling Through?"	Cases: 220-233
11	17,19 Mar	Spring Break (no classes)	
12	24,26 Mar	Creating Leadership in Government	Edge: Ch 4
13	31 Mar, 2 Apr	Executive Leadership Case Study (The Lessons of ValueJet 592) 4 due 5pm Friday, Apr 3	Cases: Ch 10
14	7, 9 Apr	Effective Communication in Government	Cases: Ch 9
15	14 Apr	Review and Wrap-up	Edge: Ch 5
Finals	16 Apr	Final Exam	

Turnitin.com: All case study assignments will be turned in via <http://www.turnitin.com>. Instructions for logging into the system and submitting papers will be provided separately.

Academic Integrity:

(the following statement is extracted from the USAO Academic Code of Conduct <http://www.usao.edu/catalog0608/generalinfo/AcademicCodeofConduct.pdf> -- all students are encouraged to review the USAO policy and to discuss any issues or questions with me)

A liberal arts education includes concern for the development of moral and ethical character. The credibility of an academic institution and the degrees that it confers, moreover, depend on the absolute integrity of the work done by the student. Hence, it is vital that students develop and maintain a high standard of individual honor in fulfilling their academic responsibilities. Without exception, USAO faculty and staff require that students refrain from any behavior defined under the category of academic dishonesty.

To me, academic integrity means honesty and responsibility in scholarship. Professors have to obey rules of honest scholarship, and so do students. Here are my basic assumptions about academic work:

- (1) Students attend school in order to learn and grow.
- (2) Academic assignments exist for the sake of this goal.
- (3) Grades exist to show how fully the goal is attained.
- (4) Thus, all work and all grades should result from the student's own effort to learn and grow.

Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

Sexual Harassment Policy:

The University is committed to creating and maintaining an environment for all University personnel and students which is free of objectionable and disrespectful conduct and communication. The University shall not permit conduct of a sexual nature which interferes with individual rights and responsibilities or creates an intimidating or offensive atmosphere either for working or learning. Those individuals who hold positions of responsibility may exercise legitimate authority over others but must avoid conflicts of interest and possible compromise or abuse of such authority.

Definition:

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Acts of 1964, as amended and Title IX of Education Amendments of 1972. The following definition from the Equal Employment Opportunity Commission Guidelines, November 10, 1980, identifies behavior which constitutes sexual harassment.

“Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in other University activity;
2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive University environment.”

Accommodation Policy on Disabilities

The University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. The ADA Coordinator, Student Center 301, will serve as a liaison in arranging reasonable accommodations.

Students must register their disabilities with the ADA Coordinator to receive accommodations. Registration entails: 1) completion of a waiver to authorize the release of information regarding their disability to professors and other campus personnel providing services for the student and, 2) presentation of documentation from a qualified professional who is licensed or certified to diagnose the disability in question and provide recommendations regarding accommodations. Acceptable documentation should be current and reflect: a specific diagnosis, level of severity of the disability, functional limitations due to the disability, and recommended academic accommodations.

Please let me know privately if you require any ADA-related accommodations.

Internet Information

To enhance your learning experience, we will use a “wiki” page, as a way of allowing extended discussion and interaction with the course material. Course material will be posted on the class wiki page (<http://wiki.mark82.net>). Slides, revisions to this syllabus, announcements, and revisions to the course outline will be posted in the appropriate folder. You are required to use this Internet site to keep abreast of course changes.

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