

OTTERBEIN COLLEGE
Department of History and Political Science

PSC 325
Winter 2005
Public Administration
Thursday 6:15-9:30 p.m.
241 Towers Hall

Professor L. Washington
Office: 210 Towers Hall
Office Hours: Tues./Thurs.
2:00-4:00 p.m. and
by Appointment
Telephone: 823-1019
Email: LWashington@otterbein.edu

Course Objectives:

1. To assist the student in understanding the policymaking process utilized in federal administrative agencies.
2. To provide the student with an understanding of organization theories and key organization theorists of the classical, neo-classical and human relations schools of thought.
3. To assist the student in understanding the development of budgeting in the United States and the manner in which the federal budget is formulated.
4. The course is designed to acquaint students with the practices, issues, literature, problems and trends in human resource management or public personnel administration. Emphasis is placed on basic principles which are applicable to both the public and private sectors.
5. To introduce students to the systems approach in the study of human resources administration.

REQUIRED TEXTBOOKS

Jay M. Shafritz and E.W. Russell. *Introducing Public Administration*. Fourth Edition. Pearson, Education, Inc., 2005.

Jay Shafritz and J. Steven Ott. *Classics in Organization Theory*, 5th edition (Philadelphia: Hartcourt Brace and Co.), 2000.

CLOSED RESERVE: The following item(s) have been placed on closed reserve in the Courtright Memorial Library.

Al Gore. *Creating a Government that Works Better and Costs Less, Report of the National Performance Review* (Washington, D.C.: GPO), 1993.

Steven Ott and E.W. Russell. *Introducing Public Administration*, pp. 479-522.

Lance LeLoup. "Discretion on National Budgeting" 9Fall 1998)

Mark Kamlet and David Mowery. "The Budgetary Base of Federal Resource Allocation", *American Journal of Political Science* (November 1980).

COURSE OUTLINE

WEEK 1 (Jan. 6)

Introduction

- A. Course Outline and Requirements
- B. Q&A
- C. What is Public Administration
- D. Significance of Honor, Ethics and Accountability
- E. Political, Social and Cultural Environments
- F. Policymaking Process
- G. Systems Model and Modified System Models
- H. Impact of Internal and External Dynamics
- I. Development of Cultures in Administrative Organizations

ASSIGNED READING:

Jay M. Shafritz and E. W. Russell. *Introducing Public Administration*, pp. 38-80, 168-205.

WEEK 2 (Jan. 13)

Reinventing Government (**1st Assignment Due**)

- A. The National Machinery
- B. State and Local Machinery
- C. National Reform Efforts of the 20th Century
- D. National Performance Review (NPR)
- E. Dichotomy of Politics and Administration

ASSIGNED READING(S)

Jay M. Shafritz and E. W. Russell. *Introducing Public Administration*, pp. 83-125.

Daniel Masden "Observations and Comments on Reinventing Government". *Public Personnel Management*, 24, 1, Spring 1995, 113-126.

Ronald Moe. "The Reinventing of Government Exercise: Misinterpreting the Problem – Misjudging the Consequences, *Public Administration Review*, 54, 2, March/April 1994, 111-122.

HANDOUTS

Ronald Moe "Reinventing the Executive Branch in the Twentieth Century: Landmark Commissions

Frank J. Thompson. Revitalizing State and Local Public Service (Winter Commission Report) Introduction, Chapter 1, Appendix pp. 329-403.

WRITTEN ASSIGNMENT

In your own words explain the significance of the systems approach to human resource/personnel management. The essay should be typed, double-spaced and approximately five (5) pages in length. The assignment should offer a summary of the systems model. The essay should also address the following questions: (1) Who are the actors? (2) What internal and external dynamics exist in public and private agencies? (3) What impact do workers have on the political and cultural environment of an agency?

WEEK 3 (Jan. 20)

- Intergovernmental Relations
- A. American Federal System
- B. Pluralism
- C. Dual Federalism
- D. Cooperative Federalism
- E. Creative Federalism
- F. New Federalism
- G. Management Principles
- H. Grant Programs
- I. The Devolution Evolution

ASSIGNED READING(S)

Jay M. Shafritz and E. W. Russell. Introducing Public Administration, pp. 128-165.

Daniel Masden “Observations and Comments on Reinventing Government”. *Public Personnel Management*, 24, 1, Spring 1995, 113-126.

Ronald Moe. “The Reinventing of Government Exercise: Misinterpreting the Problem – Misjudging the Consequences, *Public Administration Review*, 54, 2, March/April 1994, 111-122.

HANDOUTS

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Frank J. Thompson. “Revitalizing State and Local Public Service” (Winter Commission Report) Introduction, Chapter 1, Appendix pp. 329-403.

WEEK 4 (Jan. 27)

Classical Organizational Theory - (2nd Assignment Due)

- A. Adam Smith – *The Wealth of Nations* (1776)
- B. Daniel McCallum – “The Superintendent’s Report”
- C. Captain Henry Metcalfe – *The Cost of Manufacturers and the Administration of Workshops, Public and Private*
- D. Woodrow Wilson – *The Study of Administration* (1900)
- E. Frank Goodnow – *Politics and Administration* (1911)
- F. Henri Fayol – “General Principles of Management” (1916)
- G. Frederick Taylor – *The Principles of Scientific Management* (1916)
- H. Max Weber – “Bureaucracy” (1922)

ASSIGNED READING(S)

Jay M. Shafritz and E. W. Russell. *Introducing Public Administration*, pp. 29-95, 250-292.

WEEK 5 (Feb. 3)

Mid-Term Examination - 2HRS.

BREAK

Neoclassical Organization Theory (LECTURE)

- A. Luther Gulick – “Notes on Theory of Organization” (1937)
- B. Chester Barnard – *Economy of Incentives*
- C. Herbert Simon – *Administrative Behavior* (1947)
- D. Elton Mayo – *The Human Problems of an Industrial Civilization* (1933)
- E. Abraham Maslow – *Motivation and Personality* (1954)
- F. Douglas McGregor – *The Human Side of Enterprise* (1960)

ASSIGNED READING(S)

Shafritz and Ott, *Classics in Organization Theory*, pp. 96-202.

IN-CLASS ASSIGNMENT

Each student is required to select two organization theorists (one classical and one neoclassical) read their original writings and make an informal report to the class on the similarities and differences in their work and theories. The Comparative Organizational Theory Paper will be collected by the Professor at the beginning of the class meeting on Thursday, February 17, 2005.

WEEK 6 (Feb. 10)

Mid-Term Examination - 3HRS.

- A. BREAK
- B. Budgeting
- C. The Evolution of Budgeting Process
- D. 1789-1921 – Era of Congressional Dominance

- E. 1921-1974 – Era of Presidential Dominance
- F. 1974- Present – Era of Stalemate
- G. 1996 Line Item Veto Legislation
- H. Clinton v. City of New York

ASSIGNED READING(S)

Jay M. Shafritz and E. W. Russell. Introducing Public Administration, pp. 469-507.

WEEK 7 (Feb. 17)

Budgeting cont'd

- A. Theorists and Literature
- B. Lance LeLoup – “Discretion in National Budgeting (Fall 1998)
- C. Charles Lindblom – “The Science of Muddling Through” (1959)
- D. Richard Fenno
- E. Kamlet and Mowery - “The Budgetary Base of Federal Resource Allocation”,

ASSIGNED READING(S): The following items have been placed on Closed Reserve in Courtright Memorial Library .

Steven Ott and E.W. Russell. Introducing Public Administration, pp. 479-507.

Lance LeLoup. “Discretion on National Budgeting 9Fall 1998)

Mark Kamlet and David Mowery. “The Budgetary Base of Federal Resource Allocation”, American Journal of Political Science (November 1980).

WEEK 8 (Feb. 24)

Human Resources Perspective

- A. Assessing/Evaluating Performance
- B. Measuring Productivity
- C. Recruitment and Selection
- D. Merit and Qualifications
- E. Diversity Issues
- F. Gender Discrimination
- G. Disability and Age Discrimination
- H. Affirmative Action

ASSIGNED READING(S).

Jay M. Shafritz and E. W. Russell. Introducing Public Administration, pp. 29-95, 386-429.

CLOSED RESERVE The following items have been placed on Closed Reserve in Courtright Memorial Library

Grutter v. Bolling and Gratz v. Bolling (U.S. Supreme Court Decisions in University of Michigan Affirmative Action Cases)

WEEK 9 (Mar. 3)

Social Equity

- A. Challenges to Equity
- B. Equal Employment Opportunities
- C. Nonracial Discrimination

ASSIGNED READING(S)

Jay M. Shafritz and E. W. Russell. *Introducing Public Administration*, pp. 432-466.

CLOSED RESERVE The following items have been placed on Closed Reserve in Courtright Memorial Library .

Joseph Mosca and Steven Pressman, “Unions in the 21st Century” *Public Personnel Management*, 24, 2, Summer 1995, pp. 159-166.

Robert D. Lee and Paul Greenlaw. “The Legal Evolution of Sexual Harassment” *Public Administration Review*, 55, 4, July/August 1995, pp. 357-364.

WEEK 10 (Mar. 10)

Final Examination - 3HRS. 30 MIN. The Final Examination will be administered during the last class meeting. The examination will be comprehensive in nature. Students are advised to be on-time for the examination as to minimize distractions during testing.

QUIZZES AND EXAMINATIONS

Each major examination will be announced ahead of time. However, quizzes are not announced before they are given. Quizzes are short examinations of 20-30 minutes.

All grades of quizzes given during the quarter will be added and computed as one major examination score.

COURSE GRADING

1. Examinations and Quizzes – 70%
2. The Comparative Organizational Theory Paper– 20%
3. Written Assignments and Class Participation- 10%

IMPORTANT DATES

1. The comparative organizational theory paper will be presented and collected on **Thursday, February 17, 2005**. Students are required to select one classical organization theorist and one neoclassical organization theorist from those listed in the course syllabus. The paper should offer an overview of each theorist's work. Students are also required to compare and contrast the work of the two theorists selected.
2. The final examination is scheduled for the last day of class **Thursday, March 10, 2005**. The final examination will be **comprehensive** in nature.

It is strongly advised that students take all examinations and quizzes, make-ups are rarely given. In addition, the student should operate on the assumption that an incomplete grade will not be given for the course except for extraordinary reasons.

GRADING SCALE

100-97	A+	69-67	D+
96-94	A	66-60	D
93-90	A-	59-0	F
89-87	B+		
86-84	B		
83-80	B-		
79-77	C+		
76-74	C		
73-70	C-		

STATEMENT OF PLAGERISM

Students must acknowledge their sources by using one of the accepted systematic styles of documentation. This requirement is set with the understanding that the academic community is cumulative and a writer's work or theories are expanded upon over time. Correct documentation helps the professor and students interested in your topic find the sources quickly and with great ease.

Failure to document your sources is **plagiarism** – the taking of someone else's information, theories and ideas and passing them off as your own original thoughts. While most plagiarism is unintentional, it is the student's responsibility to become familiar with the Blair Handbook, which provides guidelines for properly citing sources.

If a student is found to have plagiarized an assignment, he or she will fail the assignment. If a student is determined to have plagiarized a second time, it will result in a failing grade in the course. For further information on the documentation guidelines, the college has recommended the Blair Handbook, which is available at the bookstore.