

Fayetteville State University  
College of Arts and Sciences  
Department of Government and History

Course Syllabus: POLI 531: Public Policy and Administration

I. Locator Information

Semester/Year: Fall 2001\_\_\_\_\_

Semester Hours of Credit: three (3) hours \_\_\_\_\_

Time Class Meets: M 6-8:50 PM \_\_\_\_\_

Building and Room Number: JKSA 204 \_\_\_\_\_

Instructor's Name: Dr. Andrew J. Dowdle \_\_\_\_\_

Office Location: 207B Taylor Science\_\_\_\_\_

Office Telephone: 672-1247/672-1573\_\_\_\_\_

Office Hours: MW (12:30-1:30PM), TR (9-9:30 AM and 11:30 - 1 PM),  
and MT (5:30-6 PM) OR by APPOINTMENT

E-mail: adowdle@uncfsu.edu

## *Course Description and Objectives*

POLI 531 is a study of public policy process. It examines what policies governments pursue and also why governments pursue such policies and the consequences of such policies. Several models including rational planning, group competition, political processes, institutional influence, etc., are used to describe and explain public policy. Case studies are also used to illustrate the realities of policy-making and policy implementation.

Public administration involves the “core activities” of government that are performed, for the most part, by highly trained experts and specialized organizations; its purpose is the development and implementation of public policy. This broad definition encompasses a large dynamic portion of government at all three levels of the federal system, engaging even nonprofit and private enterprise.

It is impossible to cover in one course all of the material from the academic discipline of public administration; it is even less reasonable to attempt to develop every skill that is necessary to be an effective public manager. Therefore, this course attempts to familiarize you with the various complexities of the field of public administration – other courses are offered by the Department of Government and History that allow you to continue your study and increase your skills. All students of government, whatever their focus, need to be cognizant of the tremendous importance of public administration and administrators within the political system. This course is designed to provide you with an introduction to public administration through readings, cases, discussion, and practical exercises.

## *Course Organization and Evaluation*

Although this is introductory graduate-level course, students are expected to lead at least one week of class discussion, and class participation is part of the grade. Students are expected also to have read the assigned material *before* it is discussed in class.

## *Required Texts*

Jay M. Shafritz and Albert C. Hyde , *Classics of Public Administration*, fourth ed. (Fort Worth, TX: Harcourt Brace, 1997).

Richard J. Stillman, *Public Administration: Concepts and Cases*, seventh ed. (Boston: Houghton Mifflin, 2000).

## *Grading*

The grade for the semester is based on the following criteria

- Midterm Exam: 40%
- Final Exam: 40%
- Class discussion and participation 20%

The following scale will be used to evaluate students:

- A – 92-100
- B - 83-91
- C - 73-82
- F - less than 73

### Calendar of Reading Assignments

AUGUST 27<sup>th</sup> INTRODUCTION, ORIENTATION, ASSIGNMENTS

SEPTEMBER 3<sup>RD</sup> LABOR DAY -- NO CLASS

SEPTEMBER 10<sup>TH</sup> WHAT IS PUBLIC ADMINISTRATION?

*Readings:* Wilson, "The Study of Public Administration," in Stillman, *Public Administration: Concepts and Cases*, Chapter 1  
White, "Introduction to the Study of Public Administration," in Shafritz, pp. 44-52.

*Case Study:* Martin, "The Blast in Centralia No. 5," in Stillman, *Public Administration: Concepts and Cases*, Chapter 1

In this week, we examine the following issues: According to Wilson, why should a study of public administration be developed in America? The sources for its development? Purposes? What is public administration? Does "public" differ from "private" administration according to Wilson and Stillman? What is the role of administration in modern society? How has administration changed according to White?

"The Blast in Centralia No. 5" focuses on several issues in modern administration. Queries: Who was responsible for the violent deaths of 111 miners in Centralia, Illinois? How could the disaster have been prevented? What does this case say about the definition, role, and function of public administration in society?

SEPTEMBER 17<sup>TH</sup> THE DEVELOPMENT OF AMERICAN BUREAUCRACY AND

## THE PUBLIC SERVICE: AN HISTORICAL OVERVIEW

*Readings:* Weber, "Bureaucracy," in Stillman, *Public Administration: Concepts and Cases* Chapter 2  
 Fredrickson, "Toward a New Public Administration," in Shafritz, pp. 329-341.

*Case Study:* Lardner, "How Kristin Died," in Stillman, *Public Administration: Concepts and Cases*, Chapter 2

### SEPTEMBER 24<sup>TH</sup> PUBLIC VS. PRIVATE MANAGEMENT

*Readings:* Appleby, "Government is Different," in Shafritz, pp. 122-126.  
 Allison, "Public and Private Management," in Shafritz, pp. 383-400.  
 Rivlin, "Systematic Thinking for Social Action," in Shafritz, pp. 342-352.

### OCTOBER 1<sup>ST</sup> MAKING PUBLIC POLICY

*Readings:* Heclo, "Issue Networks," in Stillman, *Public Administration: Concepts and Cases*, Chapter 14  
 Grodzins, "The American System," in Shafritz, pp. 237-241  
 "Ecology," in Stillman, *Public Administration: Concepts and Cases*, Chapter 3

*Case Study:* Sims, "Reinventing School Lunch," in Stillman, *Public Administration: Concepts and Cases*, Chapter 14

Does the case study "Reinventing School Lunch," support Heclo's thesis, or not; concerning the way that public policy is developed within American Government today?

### OCTOBER 8<sup>TH</sup> IMPLEMENTING PUBLIC POLICY

*Readings:* Lindblom, "The Science of Muddling Through," in Stillman, *Public Administration: Concepts and Cases*, Chapter 8  
 Pressman, "Implementation," in Shafritz, pp. 353-356.  
 Garnett, "Administrative Communication," in Stillman, *Public Administration: Concepts and Cases*, Chapter 9

*Case Study:* Vizzard, "Waco," in Stillman, *Public Administration: Concepts and Cases*, Chapter 9

This section of the course looks at public service management in closer detail, especially

the critical elements of decision making, communications, planning, and implementation. Various models and designs for each of these aspects of management are examined and discussed. The debate between “rational” and “nonrational” approaches is presented, along with the contributions of Charles Lindblom and others to our understanding of administrative activities. Looking at the case study, “Waco,” what decision-making, communicating, planning, and implementation methods were utilized in the case? Were they ineffective, in your opinion? How might they have been improved?

OCTOBER 15<sup>TH</sup> MIDTERM EXAMINATION

OCTOBER 22<sup>ND</sup> EVALUATING PUBLIC POLICY

Sharkansky, “What a Political Scientist Can Tell a Policymaker About the Likelihood of Success or Failure,” in Shafritz, pp. 514-522.

National Performance Review, “From Red Tape to Results,” in Shafritz, pp. 535-542.

Kettl, “Reinventing Government,” in Shafritz, pp. 543-557.

OCTOBER 29<sup>TH</sup> MANAGING PEOPLE AS INDIVIDUALS AND AS MEMBERS OF A GROUP

*Readings:*

Mayo, “Hawthorne and the Western Electric Company,” in Stillman, *Public Administration: Concepts and Cases*, Chapter 6

Maslow, “A Theory of Human Motivation,” in Shafritz, pp. 114-121.

McGregor, “The Human Side of Enterprise,” in Shafritz, pp. 192-197.

*Case Study:*

Egan, “Uniforms in the Closet,” in Stillman, *Public Administration: Concepts and Cases*, Chapter 6

These weeks deal generally with public management, organization and management concepts and specifically with what is effective management. Queries: What is the best approach? Why? Does Mayo change the conception of what a good manager is and ought to be? Based on your experience, could you develop a more effective approach to managing government? How does the internal environment of organizations affect the “outcomes” of the administrative processes? Can administrators identify them and then cope with “internal groups”? How is the formal organizational rule-making of the government so at odds with an informal group’s needs and concerns in the case study “Uniforms in the Closet.”

NOVEMBER 5<sup>TH</sup> NO CLASS



## GOVERNMENT

- Readings:* Rainey and Steinbauer, "Gallopings Elephants," in Stillman, *Public Administration: Concepts and Cases*, Chapter 10  
 Stivers, "Toward a Feminist Perspective in Public Administration," in Shafritz, pp. 481-490.
- Case Study:* Nagel, "The MOVE Disaster," in Stillman, *Public Administration: Concepts and Cases*, Chapter 8

Explain how *your* ideas on effective methods of public management might have avoided the problems apparent in the case "The MOVE Disaster."

DECEMBER 3<sup>RD</sup>

## ETHICS IN PUBLIC ADMINISTRATION

- Readings:* Waldo, "Public Administration and Ethics," in Stillman, *Public Administration: Concepts and Cases*, Chapter 16  
 Mosher, "Watergate," in Shafritz, pp. 357-363.  
 Thompson, "The Possibility of Administrative Ethics," in Shafritz, pp. 444-452.
- Case Study:* Morgan, "Madonna's Sex," in Stillman, *Public Administration: Concepts and Cases*, Chapter 16

DECEMBER 10<sup>TH</sup>

## REVIEW FOR FINAL EXAM

The time of the final exam is set by the Registrar. Please plan accordingly.