A course on the administrative process may be taught in a number of different ways. The focus maybe on the functions of a particular agency or a set of issues or problems involved in policy implementation or it could focus a specific public policy problems. Variations in the meaning of the term itself, the administrative process, lead to different methods of study.

In its simplest meaning, the administrative process is conceived with what agencies do to implement public policy. Many years ago there was a well-known acronym (POSDCORB) to suggest the major functions of executive-planning, organizing, staffing, directing, coordinating, reporting, and budgeting. This is, of course an incomplete listing of executive responsibility. Nevertheless, it is clear that implementation covers a broad range of activities. This course will be concerned with a variety of contextual, political, economic, and institutional factors that shape the administrative process and the conduct of public administration in the United States. The specific emphases in this course will be with the administrative process as seen in the federal and state bureaucracies.
At the outset, I should expect that none of you have refined and finished answers to the questions which are raised during the course. But at the conclusion of the course, I would hope that you have an increase understanding to how you would personally evaluate questions posed in diversified public policy domains and administrative processes.

Course Objectives

This is the foundation course for public policy and public administration field and designed to increase awareness and competencies in the following areas:

- Democracy and bureaucratic power
- Administrative policy-making: formulation, implementation and evaluation
- Strategic Management: Internal and external analysis, trend analysis, goal setting, and operational management
- Ethics and Values
- The role of technology in the administrative process of American government

Required Readings:


Recommended Text


Supplemental Readings

Responses to the principal substantive questions addressed in the course will be achieved through regular presentation by professor, student presentations,
assigned readings and class discussion. Guest lectures, films, Power Point presentations, films, audio and videotapes will complement these approaches.

**COURSE STRUCTURE AND EVALUATION**

While there are no formal prerequisites, introductory courses in public administration, policy analysis, budgeting, planning, evaluation research and American government would be helpful. Students who lack a background in these areas, or who wish to brush up on these areas may wish to read George J. Gordon and Michael E. Miakovich, *Public Administration in America*, 10th edition. Belmont, CA: Thomson Wadsworth, 2009.

Students with no background in these areas are urged to see the professor at the end of the first session for suggested readings. At any rate, the only prerequisite is a genuine interest in the subject would help. A willingness to read unconventional material is necessary. A readiness to think for your self and to forgo memorized facts is mandatory. All students are welcome.

The course will move alone three dimensions:

1. There are reading assignments that should be read before each class meeting. Two to three times during the semester you will be called upon to lead the discussion. Prepare a 30-40 minute talk introducing the concepts and commenting on the strengths and weakness of the various materials, such that you can synthesize into a short Meta perspective do not give a book report!

2. The second, third and forth dimensions involves your written participation. There will be proposal to meet an unmet need in government or the local community, a strategic management term paper, and a critical analysis paper and a take home examination. Each of these writing assignments will focus upon the underlying strategies and policy direction of public administration in the United States. The professor prior to developing the papers must approve each topic.

**PAPER 1:** Proposal to Address an Unmet Need in the Federal Government or the Local Community (See attached guidelines in appendix A)
**Due Date:** September 29, 2010.

**PAPER 2:** Strategic Management Paper in the Federal Government (See attached guidelines in appendix B) **Due Date:** October 20, 2010.

**PAPER 3:** Critical Analysis Paper (See attached guideline in Attachment C) **DUE Date:** November 10, 2010.
PAPER 4: Take-Home Examination. Due Date: December 8, 2010.
Instructions will be provided on the last day of class.

Summary of Evaluation
- Participation/presentations  20 percent
- Paper 1                    20 percent
- Paper 2                    20 percent
- Paper 3                    20 percent
- Take-Home Examination      20 percent

TOTAL                       100 percent

SCHEDULE OF TOPICS AND READING ASSIGNMENTS

WEEK ONE
INTRODUCTORY CLASS

What is Public Policy? What is the relationship if any between politics and Administration? What is a system? What is an administrative system? What is culture? How do these questions relate to the subject the Administrative Process?

How are the topics like, planning, policy analysis, budgeting, human resource management, implementation, evaluation research, ethics and technology related to policy outcomes as well as the performance of public agencies?

WEEK TWO
THE RELATIONSHIP BETWEEN POLITICS AND ADMINISTRATION

Readings: The Politics – Administration Dichotomy

B. Guy Peterson, Chapter 1: “What is Public Policy”
    Chapter 2: The Structure of Policy Making in American Government
    Chapter 3: Explaining Policy Choices

Shafritz and Borick, Chapter 1: Sherlock Homes and the Case of Scientific Management: How the World’s Most Famous Detective Was a Pivotal Influence on the Development of U.S. Public Administration

WEEK THREE
THE NATURE OF THE FEDERAL BUREAUCRACY


Supplement #3: Cochran, eta al.,Chapters 1 Public Policy: An
Readings: B. Guy Peterson, Chapter 4: Agenda Setting and Public Policy
Readings: Shafritz and Borick, Chapter 4: Who Really made the Decision to Drop the First Atomic Bomb on Hiroshima? Was it President Harry S. Truman or his advisors, the Chief Executive or his Team of Experts

WEEK FOUR And FIVE
THE EFFECTS OF THE FEDERAL SYSTEM ON POLICY IMPLEMENTATION

Readings: B. Guy Peterson – Chapter 10 Tax Policy
Shafritz and Borick, Chapter 26: The Fall of the House of California: How the Richest State in the Country Created into Budgetary Chaos and a fiscal Nightmare

Supplement #4: Bakari Kitwana, “Race War: Policing, Incarceration, and the Containment of Black Youth”

WEEK SIX and SEVEN
THE IMPLEMENTATION OF DISTRIBUTIVE POLICY

Supplement #5: Bakari Kitwana, “Where Did Our Love Go? The New War of the Sexes”

WEEK SEVEN and EIGHT
IMPLEMENTING AND EVALUATING PROGRAMS

Readings: B. Guy Peterson – Chapter 7: Evaluation and Public Policy
Shafritz and Borick, Chapter 28: The Often Ridiculous Nature of Public Policy and its Analysis: Why it is so important to Allow For Ridicule and to Consider the Ridiculous

Supplement #6: Angela Davis, “Race and Criminalization: Black Americans and the Punishment industry”

WEEK NINE
PEOPLE IN GOVERNMENT ORGANIZATIONS

Supplemental #7: Fesler and Kettle – Chapter 7: The Civil Service
Shafritz and Borick, Chapter 22: The Case of mentoring Junior Managers with Executive Potential: How General Fox Conner Set a Young Dwight D. Eisenhower on the Path to the Presidency

Supplement #8: R. Roosevelt Thomas, “From Affirmative Action Affirming Diversity

WEEK TEN and ELEVEN
ADMINISTRATION IN A DEMOCRACY

Readings: B. Guy Peterson: Chapter 15: Cultural Wars in American Politics: Regulating Social Life

B. Guy Peterson, Chapter 17: Ethical Analysis of Public Policy

Shafritz and Borick, Chapter 9: The Gas Chamber of Philadelphia: How a 1977 Incident at Independence Mall Illustrates the “Banality of Evil” Concept First Applied to Adolf Eichmann, the Nazi Holocaust Administrator

WEEK TWELVE
POLITICS OF THE ADMINISTRATIVE PROCESS: TOWARDS A SYNTHESIS

This session will present a summary of the course readings and Conclusions considered in the course. The expectations and guidelines for the take-home examination is also discussed in this last class meeting.

Supplement #2: Cochran, eta al., Chapters 1 “Issues and Public Policy: An Introduction”


Supplement #4: Bakari Kitwana, “Race War: Policing, Incarceration, and the Containment of Black Youth”

Supplement #5: Bakari Kitwana, “Where Did Our Love Go? The New War of the Sexes”

Supplement #6: Angela Davis, “Race and Criminalization: Black Americans and the Punishment industry”

Supplemental #7: Fesler and Kettle – Chapter 7: The Civil Service

Supplemental #8: R. Roosevelt Thomas, “From Affirmative Action Affirming Diversity”
APPENDIX A: Proposal Format  

PAPER 1: Proposal to Address an Unmet Need in the Federal Government or the Local Community

1. Need Statement (What are the needs? Why would a program or policy enhance, change of impact the needs of government or the local community? What program would you propose or develop to address an unmet need?)

2. Mission Statement (Develop a mission statement which provides a direction for a proposal to address an unmet need in government or the local community.)

3. Purpose (of proposal, including need for the project/program/innovation, etc.).

4. Alternatives (Other possible solutions or proposals for solution; including program elements, assumptions, costs, constraints, benefits, etc.).

5. Proposed Program (including the rationale for selecting this alternative rather than others; who will be doing what; all elements that will be important to the functioning of the program or project. Although you maybe going into more details under subsequent topic headings, such as personnel, timing, etc., these elements need to be woven into the work program or procedures).

6. Setting or Location (Special place or facility).

7. Duration (total time required; beginning and ending dates; schedule – time/activities; flow chart, or other scheduling techniques which are detailed and should stand alone. These items can be refereed to and then placed in the appendix).

8. Budget (Always place budget on separate page(s); if the budget is for more than one year, use separate columns to indicate amount for each year in addition to the total which will appear in the last column).

   A. Salaries and Wages (personnel services – list all position titles, monthly salaries and calculations for a year.).
   B. Fringe or staff benefits (usually calculated on a percentage basis of total annual salary. 12% -- 15% is the norm).
   C. Office, program or facilities space cost (monthly rental, purchase, lease, donated, etc.).
   D. Operating/ maintenance cost (utilities, telephone, cleaning, etc.).
   E. Permanent Equipment (office furniture, program furniture, office machines, computers, and other non-recurring items)
F. Expendable equipment, materials and supplies
G. Travel
H. Contractual Service or Consultant cost
I. Publication Costs
J. Other(s)

NOTE: Each category should carry a sub-total before it is carried out to the open column. Items A and B totals should appear as a combined total as it is often the basis on which indirect cost are calculated.

K. Evaluation (Describe evaluation procedures, instruments, timing for reporting, who will be participating, where the responsibilities lie, etc. as thoroughly as possible).

L. Organizational Structure and Program/project Management (indicate very carefully where the lines of authority and responsibility for all program/project elements will be, including staff and governance board relationships.).

M. Coordination (describe relationships with other agencies, organizations, institutions which are or should be involved in achieving the program/project mission, goals and objectives.

N. Appendix
APPENDIX B: PAPER #2: Policy Proposal Paper Guidance

GENERAL:

- The policy proposal is one of your writing requirements for the course. It is due not later than **October 20, 2010**. Please submit to the professor in hard copy.
- Unlike other papers you may have written at Howard University, there will be no set of questions or choice of questions. You will select your own topic, but note that the professor must approve your topic before you begin writing your paper.
- Submit your topic to the professor by **1 October 2010**. You may use e-mail to accomplish this task.

OBJECTIVES: The objectives of the paper are:

- To analyze one or more of the administrative or policy problems of public organizations and agencies at the federal and local levels from the topics list on page two as they relate to government’s ability to accomplish its objectives in a policy domain.
- To propose a policy or policies that improve, enhance, or mitigate a public organization or agency’s ability to accomplish its objectives and overall mission. Your task is to select an issue area from the topics below and demonstrate how your policy proposal would impact the public organization selected.

CONTENTS: Your paper should include these sections:

- **Problem (or Opportunity)**. Describe the issue, the domestic or international issue area at stake, and the degree to which this problem (or opportunity) can or does influence or mitigate the ability of the agency to accomplish its goals.

- **Policy Proposal**. Concisely state the policy or policies you recommend. The policy position you recommend for your issue may include creating new policies, continuing current policies, or even having no policy. This is not a policy option paper. You will want to consider the options as you prepare, but only write about the policy or policies that you propose. If you are able to, and elect to, identify the agency or agencies responsible for the policy.

- **Consequences**. Lay out some possible consequences of your proposal. State how your proposal will lead to the desired outcomes. What resources, e.g., funds, priority adjustments, leadership) will you
need to succeed? Specify where the resources will come from (new resources taken from other programs) and whether other areas of policy will be significantly affected – negatively or positively – by allocating the resources you need for your proposal to succeed.

- **Anticipated Objections.** Outline the objections you anticipate to your proposal. Explain how others might react to the proposal and what they might consider the drawbacks might be.

- **Rational.** Explain the rational for accepting your proposal, in spite of potential undesirable consequences or anticipated drawbacks. Give a convincing argument of how the advantages of your proposal clearly outweigh the actual or perceived disadvantages.

**FORMAT:**

- This paper must be concise – the main body should be five to seven, one. five spaced (1.5) typed pages (approximately 2,000 words or less).
- You should cite the source for any quotation used or idea from other works. You should have endnotes or footnotes and a bibliography. End material will not count toward the length of the paper. The manual of style used for the paper should be specified in the bibliography.

**TOPICS:**

- You may choose a topic dealing with any of the subject areas covered in the course: health care, education, income maintenance, defense and law enforcement, energy and the environment, economic or tax policy, public finance, and the regulation of social life.

After you select two possible topics, ask the professor to review and approve one of them.

- The professor will apply to test for acceptability.

  (1) Does the issue deal with at least one of the subject areas in the course?
  (2) Does the issue have implications for American public policy and administration?
APPENDIX C

An Outline for a Concise Critical Review of:
or

**DUE: November 10, 2010**

I. Thesis Section [1-3 paragraphs]
A. What, exactly, will you be discussing/considering?

B. Why is this interesting/important?

C. Provide a thesis assertion. What argument(s) do you want to make about the issue(s)?

D. Explain the implications of O'Leary or Kettl's thesis in regards to role of Public Policy, bureaucracy and or the Administrative Process of government agencies.

The thesis/introduction section should always be task oriented. Use the active voice. Use plain language. Minimize the adjectives. Be direct and focused.

II. Analysis Section [Largest section of essay]
A. Clearly define the concept of the book. Provide a logical explication of the elements surrounding your argument(s). Describe in detailed and coherent pieces the evolution of your assertions. How and why did you arrive at a particular question or conclusion?

B. Engage criticism surrounding thesis assertion. What are the questions/problems involved with the issue(s) that you are engaged in? Is there someone who agrees or disagrees with your approach or thoughts about the main issue or issues directly related?

C. Exactly how does the insight that you are developing speak to the significance of your thesis assertion? Your analysis should always move toward complicating and clarifying your thesis assertion and notions surrounding it.

III. Synthesis Section [2-5 paragraphs – 1 – 2 pages]
A. Bring together poignant elements of analysis to widen the implications and scope of the thesis. After deconstructing points A, B, and C, considers what the results of your analysis might mean?
B. Give the reader something to consider beyond the argument of the essay in addition to a vivid picture of the effects of your argument. What are the implications of such a critical discussion?

C. Attempt to broaden the scope of the thesis assertion by using points of analysis as a step-ladder to a larger and potentially more profound significance.