CRN 82921 145 01  Introduction to Public Administration  Fall 2011
Classroom: 103 Frederick Douglass Hall
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Office Hours: M 3 – 5 P.M., T & Th. 2 – 4 P.M. and by appointment
Location: 0103 Douglass Hall - 11:10 – 12:30 P.M., Tuesday and Thursday

COURSE DESCRIPTION

In the major text for this course, its authors, George Gordon and Michael E. Milakovich, approaches the study of public administration by observing that it is a large federal, state and local "enterprise encompassing the daily activities of literally millions of government workers, at all levels, and touching the daily life of virtually every American." He goes on to define the subject matter to be examined in this course by describing public administration "as all processes, organizations, and individuals (the latter acting in official positions and roles) associated with carrying out laws and other rules adopted or issued by legislatures, executives, and courts." Our goal will be to provide an overview of the public sector in the United States and its administration by the public bureaucracy. The subject matter is divided roughly into three major categories.

First, we will examine the legal and institutional world in which the administrator operates. This includes the common structural elements of the executive branch agencies at all three levels or government and some of the similarities and differences between public and private administration.

Second, we will examine the behavioral world of the individual administrator and others in dynamic organizational interplay. This portion of the course will address the subjects of organization theory, internal dynamics of organization, decision-making, and administrative leadership.

Third, we will examine the major processes and management disciplines employed by the public administrator in carrying out his or her organization's responsibilities. These major administrative processes include personnel administration, government budgeting, managing public policies, regulation and administrative law.
COURSE REQUIREMENTS:

The course will move along three dimensions. First, there are reading assignments, which should be read before each class meeting. Second, at least once during the semester you will be called to lead the discussion. Prepare a 20-minute talk introducing the concepts and commenting on the strengths and weakness of the various materials such that you can synthesize it into a mega perspective. Do not give a book report!

The third dimension involves your written participation. There will be two examinations and a take home examination. Instructions for the take home examination and a recommended format for the paper will be provided at an appropriate time. There will also be unannounced quizzes. An incomplete is out of the question.

Students should be aware that there are two formal prerequisites for this course: Introduction to Political Science (012-001) and National Government of the United States (012-010). Students who have not had either of these courses should bring this to the attention of the course professor.

The requirements for this course are weighted as follows:

Two (2) Examinations: 50 percent
One Take Home Examination 25 percent
Presentations/2 quizzes/attendance/ 25 percent
short paper/class participation

100 percent

Note: Blue Books are required for all in class written examinations and can be purchased at the university bookstore. Five points will be deducted from the exam if blue books are not used.

Appendix A: Critical Review Guidelines for Nathan McCall, Make Me Wanna Holler: A Young Black Man in America. 1995 can substitute for either examination one or two but must be submitted on or before November 3, 2011. Papers after this date will not be accepted. The paper must cover all aspects discussed in the outline and using the required 3 tiered format.

Like Mao I believe that theory and practice, understanding and action go together. But we should keep in mind that this equation has two parts: talk and work, curse and study. You should come to class with as many questions and answers and with as much forethought and introspection as your time, friends, or family will allow.
REQUIRED TEXTS:

There are three books required for this course:


Students will also need to read all the supplemental readings listed under each topic available at the reserve holding in the undergraduate library. Moreover, students are advised to read weekly both the national, state and local news sections of the *Washington Post* and, if possible, the *New York Times*. Course relevant topics about the Barrack Obama Administration, War in Iraq, Afghanistan, financial reform, and other subjects will occasionally be taken from these newspapers for in-class discussion. All students should be prepared to submit upon short analysis on selected subjects during the course. The professor will provide specific guidelines.

READING ASSIGNMENTS AND COURSE OUTLINE:

The following outline is intended to serve as a topical guide for this course. It is important to stress the significance of these assigned readings. The readings will serve as the basis for the lectures and the in-class discussions. As indicated above, these in-class discussions will frequently link issues encountered in the news with topic that we will encounter in our assigned readings.

August 23 - First class session; distribution of syllabus and general course overview.

I. Them Nature and Context of Public Administration
   August 23 – September 15, 2011

READ: Gordon and Milakovitch, Chapters 1, 2, 3 and supplement articles:
   - Supplement 1: Guy Peters, "What is Public Policy"
   - Supplement 2: The Bush Manifesto
   - Graham T. Allison, Jr. “Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects
   - Supplement 3: 2010 National Security Strategy
   - Bakari Kitwana, “America’s Outcasts” and “Race War”

September 22, 2011 - FIRST EXAMINATION Expected scope of coverage: All Assigned Readings from Topic I.
II. Organizations: Theory and Behavior
   September 20 - October 20, 2011

READ: Gordon and Milakovich, Chapter 4, 5, and 6 and supplements
   • Supplement 4: Guy Peters - Cultural Wars in American Politics: Regulating Social Life
   • Bakari Kitwana, “Where Did Our Love Go? The New War of the Sexes”

October 27, 2011 - SECOND EXAMINATION
   Expected scope of coverage: All Assigned Readings from Topic II.

III. The Core Functions of Public Management
   November 1 – December 1, 2011

READ: Gordon and Milakovich, Chapter 8 and 9 and supplements
   • Supplement 5: R. Roosevelt Thomas, “From Affirmative Action Affirming Diversity

IV. PUBLIC ADMINISTRATION AND THE FUTURE
   READ: Gordon and Milakovich, Chapter 12

December 1, 2011  TAKE HOME EXAMINATION

The Third examination is to be taken out of class and is due in the Department of Political Science office no later than 4:00 p.m. on December 08, 2011. Or the 3rd Examination can be taken as scheduled. Students will have to decide which option will work best for them but only one option is permitted. Students cannot review the take home exam and decide later to take the in class exam.
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<td>December</td>
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Appendix B: Supplemental Articles

1. Supplement 1: Guy Peters, "What is Public Policy"

2. Supplement 2: The Bush Manifesto


DUE: November 3, 2011

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. Discuss four public bureaucracies that impacted the life of the main character in the McCall text. Next, explain how Bakari Kitwana’s “America’s Outcasts”, “Race Wars”, and “Where did our Love Go” is related to the experiences of McCall with public agencies. Examples from both texts are required to address this question.

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.