

PLSC 270 – Public Administration
Political Science Department, College of Arts & Sciences
Eastern Michigan University
Summer 2017 (CRN 53042)

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Class Time: 9 to 11:40 a.m., T, R
Pray-Harrold 420
Office Hours: 11:40 a.m. to 3:40 p.m., T (601H)
and by appointment

Course Description

Public administration is described by the authors of your textbook as “what government does.” Government does a lot in the United States, more than most citizens realize. Some citizens and politicians argue that government should play a smaller role in our lives and spend less money. There is nothing inherently wrong with these positions, but what *exactly* should government do less of or stop doing altogether? General calls for limited government are plentiful; specific prescriptions for limiting or shrinking government emerge less frequently. Regardless of your position on the size of government in America, which is not to say you even have a position, there is value in understanding some basic ideas about how government actually executes or administers the laws that have been adopted. Much of what we will study together this semester also pertains to state and local governments. Welcome to the course.

Course Objectives

There are two practical reasons to learn about public administration. First, close to 22 million people in America work for local, state or federal government organizations, and this number does not include the number of people who work for nonprofit organizations that are partly funded by government. Second, throughout your life you will encounter public administrators or the effects of their decisions. Understanding something about the profession may lead you to a meaningful career or it may help you in your interactions with public administrators from the local school district or from the city, county, regional, state or national government.

Students will learn the following:

- to think broadly about the delivery of public services;
- how policy decisions and administration interact;
- examples of major efforts to reform the public service;
- how governments, nonprofit organizations and private organizations collaborate to deliver public services;
- challenges of serving in managerial roles;
- challenges of finding, developing and retaining personnel;
- ethical challenges that public administrators face;
- and, how goals of social equity emerged and have been challenged.

Course Resources

Required

- Shafritz, Jay M., E.W. Russell, Christopher P. Borick. And Albert C. Hyde. 2017. *Introducing Public Administration, 9th Edition*. New York: Routledge.
- Additional readings will be provided in Adobe Acrobat (PDF) format on the course shell in Canvas, the university's learning management system (LMS). Access to Canvas is available at <http://canvas.emich.edu> using your EMU NetID and password. Alternative login addresses include <https://emich.instructure.com/login/cas> and <https://netid.emich.edu/cas/login?service=https%3A%2F%2Femich.instructure.com%2Flogin%2Fcas>.

Course Activities to Meet Objectives:

I have organized readings, discussions, lectures, case studies and exams to guide you toward the objectives stated above. You are expected to *read assigned material prior to the class when it will be covered*. This helps facilitate discussion and gives you some context in which to consider lecture material. In the event that I fall behind on material, you should continue reading as assigned. Reading before and after class sessions will provide you with a deeper understanding of the material. Students are encouraged to read strategically and with time constraints in mind. I'll explain what I mean by this in class.

Course discussions and lectures have been designed to simplify and illustrate ideas covered in the readings. The activities of reading, listening and speaking are purposefully coordinated to help you internalize the ideas being presented. Students who skip readings and count on me for the highlights are less likely to learn the material. Students who skip class and rely on the readings will miss elaboration, discussion and examples that will be useful to demonstrating competency through writing and exams. *You are expected to read, attend class and participate in class*. If you believe your personal circumstance warrants an exception to this expectation, you should see me at the start of the semester to discuss your situation.

I need to assess your progress toward the stated objectives of the course, and to do this I will use exams and short writing assignments. All students begin the course with a zero. I assume that you are entering with no knowledge of the subject being covered. Your final grade will reflect your ability to demonstrate understanding of the material presented.

Exams

There will be three exams, all in the same format. They will be given in class on specific days and require you to do one of the following: identify the correct answer from among several choices; fill in the blank; or give the correct answer in a few sentences. The second and third exams will not cover material from previous exams. All exams will be closed book (notebook and phone, included) and will require the use of pen or pencil. Students will not receive credit for any answers that I cannot read. I will take time in class before each exam to answer questions you may have about the exam. Any questions posed after that must be raised either in a threaded discussion in Canvas or posed directly to me during office hours or during an appointment. I will not answer questions via e-mail. I want all questions posed electronically to

be done by threaded discussion so you can learn from one another. You are welcome to stop by my office any time. I will meet with you if I can at that moment.

Case Studies

There will be three case studies for you to analyze and discuss this semester. Each is designed to deepen your understanding of some part of the field. You will write about two of them. Public Administration is such a vast field that there are dozens of potential cases that you could analyze that would be meaningful (in my humble opinion) to your education.

- In Case Study 1, you will consider the request of senior citizens for a crosswalk on a five-lane road, which is a major thoroughfare in a community. There are several issues to consider as part of the request, and you will be asked to take a position in the case. The purpose of this exercise is to introduce you to the challenges the public administrators face when trying to serve constituents with diverse interests.
 - You will write about this case.
- In Case Study 2, you will step into the shoes of a public administrator trying to enforce environmental regulations on a Native American reservation. You will be exposed to the intergovernmental challenges that public administrators face in their routine duties.
 - You will not write about this case, but there is an incentive for attending and participating in the discussion.
- In Case Study 3, you will be faced with a situation facing a community that is about to lose a source of employment for disabled residents. The long-time champion of employment opportunities for disabled residents is looking to retire. You will be asked to consider how the community should plan for the future.
 - You will write about this case in two parts.

Weights and Assigned/Due Dates

1. Case Study 1 (10 percent)
 - Assigned: Jan. 5; Due: Jan. 12
 - Receiving full points depends on attendance and participation in the case discussion. Students who do neither will have their case grade lowered by 7 points.
2. Exam 1 (20 percent)
 - Date: Feb. 9
3. Exam 2 (25 percent)
 - Date: Mar. 14
4. Case Study 2 (see Best Grade)
 - Date: Mar. 21
5. Case Study 3 (15 percent)
 - Assigned: Mar. 30; Due Part 1: Apr. 6; Due Part 2: Apr. 11
 - Receiving full points depends on attendance and participation in the case discussion. Students who do neither will have their case grade lowered by 7 points.
6. Exam 3 (25 percent)
 - Date: Apr. 25
7. Best Grade (5 percent)
 - Receiving full points depends on attendance and participation in case discussion. Students who do neither will have their Best Grade lowered by 10 points.

Course Grades

Grading is on a letter scale from “A” to “F” for writing assignments. Exams are graded on a numeric scale.

Course Assessments

- A Exceptionally High Order 98/100
- A- 91/100
- B+ 88/100
- B Distinctly Above Average 85/100
- B- 81/100
- C+ 78/100
- C Average 75/100
- C- 71/100
- D+ 68/100
- D Below Average 65/100
- D- 61/100
- F Unsatisfactory (denoting failure) 55/100

Overall Course Grades

- A Exceptionally High Order 93+
- A- 90-92
- B+ 88-89
- B Distinctly Above Average 83-87
- B- 80-82
- C+ 78-79
- C Average 73-77
- C- 70-72
- D+ 68-69
- D Below Average 63-67
- D- 60-62
- F Unsatisfactory (denoting failure) Below 60

Students who track their performance throughout the semester and wish to compute various possible final outcomes will find the following formula for Microsoft Excel helpful:

- Final Grade = (Case1 * 0.10) + (Exam1 * 0.20) + (Exam2 * 0.25) + (Case2 * 0.15) + (Exam3 * 0.25) + (Best Grade * 0.05)

Course Policies

Classroom Conduct

Any successful learning experience requires mutual respect. Neither instructor nor student should be subject to behavior that is rude, disruptive, intimidating, or demeaning. Views may differ on what counts as rudeness or courtesy. If you are not sure what constitutes good

conduct in this classroom, ask me. The instructor has primary responsibility for and control over classroom behavior and maintenance of academic integrity.

Class Attendance

Regular class attendance and active participation in classes are important elements in the learning process. Students are at the university primarily for the sake of their intellectual growth and development. Each student is personally responsible for the satisfactory completion of the coursework required. This means specifically that you are expected to attend classes regularly, and that you are responsible for the work assigned in class, the material covered in class and for participation in class activities (including discussion and listening) designed as part of the learning experience. Students who miss class regularly may have their final grade lowered by one or two full letter grades as a penalty for not being part of the learning experience in the classroom.

University practice, as per the Ombuds Office, is as follows:

1. Students are responsible for notifying and communicating directly with their instructor(s) if they miss class(es) for any reason, even in a crisis.
2. Students must work directly with their instructor(s) if they miss class for any reason and need to discuss implications of their absence(s).
3. Students are advised to email instructor(s) immediately in cases of long-term medical illness/hospitalization or the death of a loved one. Email communication will suffice until the student and their instructor(s) can meet to discuss a plan forward.
4. Excused absences, exceptions and/or academic accommodations related to absences rests at the discretion of the instructor.
5. In urgent absentee circumstances, faculty may request and/or receive University verification of a death or long-term medical illness/hospitalization. In such cases, where faculty are seeking University verification from a student, they must refer students to the Office of Student Well-Being (SWB).
6. If a student's personal circumstances and/or nonattendance issues present so significant a problem that instructors are unable to address them within the context of the course, students should be referred to the Office of the Ombuds for options related to appropriate policies and resources that can assist the student.

Class Participation and the Expression of Ideas

Class participation is expected and will add significantly to the learning environment. Please feel free to ask questions or express ideas in class that are related to course content. I ask that you be respectful of your classmates or me when disagreeing with their or my views. I also ask that you be respectful of the learning objectives for the course when raising topics not obviously related. Please do not be offended if I feel the need to draw our attention back to the course material as outlined for the semester.

Late (or Missed) Assignments and Make-Up Examinations

An important part of the university experience is professional socialization. In the professional world, employees who fail to show up are often penalized financially or in other substantive ways. You should expect the same treatment here. Therefore, exams are to be taken, and assignments are due, on the dates announced in the syllabus. Any exception to these dates is to

be agreed upon by me *in advance*. The opportunity to make up an exam or to turn in a late paper will depend on the circumstances, and students should be prepared to provide documentation, if asked, that substantiates the reason for the absence or late paper. I reserve the right not to offer a make-up exam or to lower the exam grade of a student who is offered one. Likewise, I reserve the right not to accept late assignments or to lower the grade of a student whose assignment is accepted late.

Penalties for Academic Dishonesty

Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging the source. For example, turning in another's work as your own is plagiarism. If you plagiarize in this class, you will receive a zero on the assignment on which you are working and your case may be referred to the Office of Student Conduct and Community Standards (SCCS) for additional disciplinary action. Please be aware that plagiarism can result in suspension or permanent dismissal from the university.

Plagiarism is different from misuse of sources, occasions when a writer does not properly cite a source, misuses quotations, includes too much of an original source in a paraphrase or summary, or commits similar unintentional violations of academic protocol. If you misuse sources, we will work together on appropriately incorporating and/or citing the sources. The misuse of sources may result in work being repeated, and a penalty for late work may be imposed.

University Course Policies

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student Handbook is the primary resource provided to students to ensure that they have access to all university policies, support resources, and student's rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. Please note: Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, 734.487.0074, emu_ombuds@emich.edu, or visit the website: www.emich.edu/ombuds.

Course Policies can be found at

www.emich.edu/studenthandbook/policies/academic.php#univ.

University Services to Assist You in Learning

Disability Resource Center

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. Students who believe they may have trouble participating or effectively demonstrating learning in this course should meet with me (with or without a Disability Resource Center (DRC) accommodation letter) to discuss reasonable options or adjustments. During our discussion I may suggest you contact the DRC (240K Student Center; 734-487-2470; drc@emich.edu) to talk about academic

accommodations and the need for an accommodation letter. You are welcome to talk to me anytime during the semester about such issues, but it is always best if we can talk at least one week prior to the need for any modifications so that I can plan accordingly.

Writing Support

Depending on your needs, there are several options to help you develop your writing skills. Some are available online, and some offer in-person consultation based on sample writing that you take with you.

If you have minor problems with punctuation or organizing paragraphs, or if you just want to write cleaner, more concise text, my favorite book to help with this is now offered free online at <http://www.bartleby.com/141/>. Alternatively, you can find a copy at your local library or for sale in the usual places for books. The citation is as follows: Strunk Jr., William and E.B. White. 1918. *The Elements of Style*. Ithaca, N.Y.: W.P. Humphrey. Newer editions are available than the 1918 edition. Any will work nicely for you. The book is short and cheap.

If you require more serious help, or just want to work with a human being, please consider turning to The University Writing Center, The Academic Projects Center or The Holman Success Center.

- The University Writing Center (115 Halle Library; 487-0694) accepts appointments or you may drop in during regular hours, which can be found at <http://www.emich.edu/uwc/>. The UWC also has several satellite locations across campus (in Owen, Marshall, Pray-Harrold, and Mark Jefferson).
 - The UWC can help you with the writing process, but it does not proof papers for grammar and usage errors.
- The Academic Projects Center (116 Halle Library) also offers one-to-one writing consulting for students, in addition to consulting on research and technology-related issues. Students can make appointments or drop in during regular hours, which can be found at <http://www.emich.edu/apc/>.
- The Holman Success Center offers a variety of programs to help you develop academically. Their offerings and hours can be found at <http://www.emich.edu/hsc/>.
 - The HSC will help you with proofing papers for grammar and usage errors.

Course Outline**Week One – May 4****May 4***Part One*

Introduction

Review of Syllabus

Introduction to Major Ideas and Themes of the Course

Part Two

Defining Public Administration

Required Reading

- None

Assessment

- Case Study 1 Assigned (May 4)

Week Two – May 9 & 11**May 9***Part One*

Case Study 1: Babcock Place and the Making of a “Simple” Crosswalk

Part Two

Defining Public Administration

Required Reading

- Shafritz, Russell & Borick, Ch. 1, pgs. 1-14
- Fournier, Rob. 2013. “The Outsiders: How Can Millennials Change Washington If They Hate It?” *The Atlantic*, Aug. 26.
- Barrett, Katherine, and Richard Greene. 2017. “Are Nonprofits the New Go-To Choice for Altruistic Job Seekers?” *Governing*, April 20.

Assessment

- Case Study 1 Due (May 9)

May 11*Part One*

The Political and Cultural Environment of Public Policy and Its Administration

Required Reading

- Shafritz, Russell & Borick, Ch. 2 (38-40; 42-52)
- Quinn, Mattie. 2016. “A Shot in the Arm: Driven by the Opioid Epidemic, Needle Exchanges Are Gaining Acceptance.” *Governing*. December, 18

Part Two

The Political and Cultural Environment of Public Policy and Its Administration

Required Reading

- Michigan Department of Treasury. 2013. “How a Financial Emergency Works: A Summary of the Local Fiscal Stability and Choice Act Process.” Accessed August 29.
- Bomey, Nathan, and John Gallagher. 2016. “How Detroit Went Broke: The Answers May Surprise You – and Don't Blame Coleman You.” *Detroit Free Press*, Dec. 19. (1-8)

Assessment

- Case Study 2 Assigned (May 11)

Week Three – May 16 & 18**May 16***Part One*

Case Study 2: The Detroit Bankruptcy

Part Two

The Continuous Reinventing of the Machinery of Government

Required Reading

- Shafritz, Russell & Borick, Ch. 3 (78-94; 106-109)
- Shafritz, Jay M., and Christopher P. Borick. 2011. *Cases in Public Policy and Administration*. Longman: Boston.
 - Ch. 5: How the Ideas of an Academic Economist, Friedrich A. Hayek, Led to the Thatcher Revolution in Great Britain, Inspired the Reagan Revolution in the United States, and Pushed the World's Global Economy into Its Worst Crisis since the Great Depression of the 1930s.

May 18*Part One*

Assessment

- Exam 1 (first 60 minutes)

Part Two

Intergovernmental Relations

Required Reading

- Shafritz, Russell & Borick, Ch. 4
- Scott, Dylan. 2012. "Over-the-Counter Culture." *Governing*. August, 24-30.
- Southall, Ashley, and Jack Healy. 2013. "U.S. Won't Sue to Reverse States' Legalization of Marijuana." *The New York Times*, August 30.

Week Four – May 23 & 25**May 23***Part One*

Honor, Ethics, and Accountability

Required Reading

- Shafritz, Russell & Borick, Ch. 5
- Vock, Daniel C. 2016. "Troubled Waters: In the Aftermath of Flint, Communities All Over the Country Are Taking a New Look at Their Water and the Way It's Managed." *Governing*. September, 34-41.

Part Two

The Evolution of Management and Organization Theory

Required Reading

- Shafritz, Russell & Borick, Ch. 6 (208-223)

May 25*Parts One and Two*

Organizational Behavior

Required Reading

- Shafritz, Russell & Borick, Ch. 7 (242-257; 264-276)
- Maylett, Tracy M. and Julie Nielsen. 2013. "Halting the Engagement Exodus." *The Public Manager*. Accessed January 3.

Week Five – May 30 & June 1**May 30***Part One*

Assessment

- Exam 2

Part Two

Managerialism

Required Reading

- Shafritz, Russell & Borick, Ch. 8

Assessment

Required Reading

- Suzuki, Peter T. 2002. "Stranger in a Strange Land: A Non-Indian Administrator Working on an Indian Reservation." In *Public Administration: Cases in Managerial Role-Playing*, edited by Robert P. Watson, 39-42. New York: Longman.

Week Six – June 6 & 8**June 6***Part One*

Strategic Management

Required Reading

- Shafritz, Russell & Borick, Ch. 9

Part Two

Case Study 3: Evaluating Alternatives

June 8*Part One*

Leadership

Required Reading

- Shafritz, Russell & Borick, Ch. 10

Part Two

Personnel Management

Required Reading

- Shafritz, Russell & Borick, Ch. 11

Assessment

Case Study 4 Assigned

- May, Gary E. 2002. "Eliminating Disability-Associated Employment Discrimination: Deciding the Future of Safe Haven." In *Public Administration: Cases in Managerial Role-Playing*, edited by Robert P. Watson, 114-117. New York: Longman.

Week Seven – June 13 & 15**June 13***Part One*

Personnel Management

Required Reading

- Kerrigan, Heather. 2012. "Off the Clock: 9-5 Is so 2011." *Governing*. April, 47-49.
- Maciag, Mike. 2013. "Work Happy: Despite Recent Hardships, Some Agencies Are Becoming Better Workplaces." *Governing*. August, 52-55.

Part Two

Labor Relations

June 15

Part One

Social Equity

Part Two

Case Study 4: Eliminating Disability-Associated Employment Discrimination: Deciding the Future of Safe Haven

Week Eight – June 20

Assessment

- Exam 3
9 a.m.
Pray-Harrold, Room 420